

Regular Meeting

Thursday, November 20, 2025 4:30 PM

Board Room of the Beaumont ISD Administration Building, 3395 Harrison Ave,
Beaumont, TX 77706-5009

I. INTRODUCTION

I.A. ROLL CALL

I.A.1. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:

I.A.1.a. LEGAL

I.A.1.a.1. Pending or contemplated litigation matters and status report

I.A.1.a.2. Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act

I.A.1.b. PERSONNEL

I.A.1.b.1. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees

I.A.1.b.1.1. Superintendent Evaluation

I.A.1.c. REAL ESTATE

I.A.1.c.1. Deliberation regarding the purchase, exchange, lease or value of real property

I.A.1.d. ECONOMIC DEVELOPMENT

I.A.1.d.1. Deliberation
regarding an offer of a
financial or other incentive to
a business prospect related to
economic development
negotiations

II. REGULAR OPEN BOARD MEETING

II.A. INTRODUCTION OF REGULAR MEETING

II.A.1. United States and Texas
Pledges of Allegiance

II.A.2. Recognitions

II.B. STUDENT OUTCOMES

II.B.1. Superintendent's Report

II.B.2. Cabinet Reports

II.B.2.a. Vision Week Report



2025 REPORT

VISION WEEK

Conducted in partnership with:



What is Vision Week?

A 2 week-long series of events to gather input from critical stakeholders about **ensuring great outcomes** for students and creating campuses that thrive.

This report unpacks the hopes, excitement, and areas of opportunity as named by BISD's parents, students, teachers, and community members and address

Board Goal #4:

Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self management skills, as measured by surveys and other data reports.

“

Student success is built on collaboration. When we listen to our stakeholders, we turn feedback into meaningful action that strengthens every school.

”



Kourtney Lavergne
BISD Innovation Specialist

Traditional Outreach

We leveraged traditional platforms such as district-wide flyers, yard signs, callout blasts, emails, and social media posts. We were intentional about deploying other strategies to ensure we heard from as many families as possible. Posters and flyers with QR codes were hung and displayed across campuses, administration buildings, and the athletic complex as well as distributed to students.

Student Groups

To receive more clarity around specific themes that directly impact students, we engaged the Superintendent's Student Leadership Council (SSLC) from the beginning phases of Vision Week. Senior leaders at the three major high schools gave feedback on student questions, reviewed data results, and provide potential solutions to improve future student experiences in Beaumont ISD.

Community Marketing

To reach more parents and general community members, we tagged community leaders in our social media posts, displayed QR code tents at community events, and displayed a Vision Idea Board at community events.

BISD VW 2025



KEY STUDENT FINDINGS

3rd - 5th Grade

- The survey feedback collected from over 1,800 participants, all of whom are 3rd-5th grade students, provides a robust reflection of the school environment and the student's perceptions at Beaumont ISD. The survey indicates that a significant portion of these students **(42%) would highly recommend their school and BISD to others**, and over half of them **feel confident in their teachers' ability to teach (56% strongly agree)**. The essence of students' school experiences is largely positive, with **50% strongly agreeing that they have at least one teacher who excites them about their future**, and another **56% strongly agreeing that they know they will graduate from high school**. On the other hand, certain areas reveal room for improvement, such as students' sense of safety, where 9% strongly disagree about feeling safe in school.

6th - 8th Grade

- Students generally express **confidence about graduating high school (61% strongly agree)** and believe they have a **promising future (49% strongly agree)**. Additionally, **58% strongly agree they have a best friend at school, reflecting strong social bonds**. However, only **27% strongly feel their work is challenging**, and **nearly 30% neither agree nor disagree they feel safe at school**. While **extracurricular engagement is high in athletics (55%) and fine arts (45%)**, there are opportunities to address safety perceptions and classroom challenges. Qualitative responses highlight a **desire for more engaging subjects, improved communication, and additional electives**, pointing to potential areas for improvement in the educational experience.

9th - 12th Grade

- The general sentiment portrays a moderately positive outlook in several areas, such as the **belief in their ability to graduate from high school (91% agree)** and **having a great future ahead (83% agree)**. Students expressed confidence in their academic abilities, with **84% agreeing that they can think of many ways to get good grades**. Though there is optimism about the future, **36% are neutral regarding their readiness for adulthood**, pointing to a potential gap in life skills education or counseling. However, there's a mix of perceptions about safety, fun, learning effectiveness, and the support they receive, revealing potential areas for improvement.

KEY PARENT FINDINGS

Engagement

- West Brook High School was the most attended school, gathering 16% of attendees.
- **A high 33% of participants are "highly likely" to recommend their school and BISD**, while the remaining respondents showed varied levels of agreement regarding the likelihood of recommending the school.
- Communication was positively perceived, with 48% strongly agreeing that staff can help in the preferred language of parents.

Parent Teacher Interactions

- Parents **frequently provide feedback to teachers when their child faces difficulties (43% agree, 38% strongly agree)**. The need for **more frequent feedback on academic progress (47%)** and **additional communication about schoolwork expectations (43%)** were notable areas for support.
- Some parents identified gaps in receiving timely feedback and more information on schoolwork expectations.

College and Career

- Despite the commitment, there is a call for clearer information that would assist in navigating post-high school opportunities.
- Respondents conveyed hopes for student success and aspirations for a more individualized learning approach with smaller class sizes.

Mental Health

- Concerns about mental health support and bullying need further exploration to understand how the environment can be improved.

KEY COMMUNITY FINDINGS

Engagement

- The survey results illustrate a sentiment of cautious optimism among community members about the Beaumont Independent School District (BISD).
- A significant number of respondents **(87%) believe that Beaumont ISD teachers possess characteristics that make for good educators**, though there is room for improvement in closing gaps related to cultural differences.
- General sentiments are positive towards the future prospects of students, with community hopes centered around students becoming responsible adults and empathetic peers.
- The data suggests strong community involvement with **76% voting in local elections**, and **49% volunteering in BISD over the past year**. Respondents recognize the importance of maintaining open lines of communication and actively participating in district events, as reflected in **55% having contacted BISD staff**.
- **communication about district finances and school models showed a considerable portion of respondents (35% and 29%, respectively) remaining neutral**, pointing towards the necessity for increased transparency and information access.
- The need to address cultural gaps and stereotypes was highlighted, emphasizing that more training is required for staff in dealing with diverse ethnicities and cultures within the district. Responses bring to light important considerations for viewing cultural differences as assets.

KEY TEACHER/EMPLOYEE FINDINGS

Engagement

- The survey conducted among Beaumont ISD's teachers and staff indicates a predominantly positive sentiment toward their work environment and the school district.
- A significant portion of respondents feel they **understand their work expectations, have the necessary materials and equipment, and believe that their work is valued**, with high percentages agreeing or strongly agreeing on these aspects (**over 70% for Qs 7, 8, 9**).
- Only **57% of the respondents felt they received adequate recognition or praise in the last seven days** (Qs 10).
-

Parent Teacher Interactions

- **Teachers see substantial value in engaging with students' families and community**, with 69% agreeing it is worth their time (Q25).
- While over two-thirds agree on the importance of family engagement, **only 45% of participants see families as supportive (Q23)**, necessitating strategies for improved parent-teacher connections.

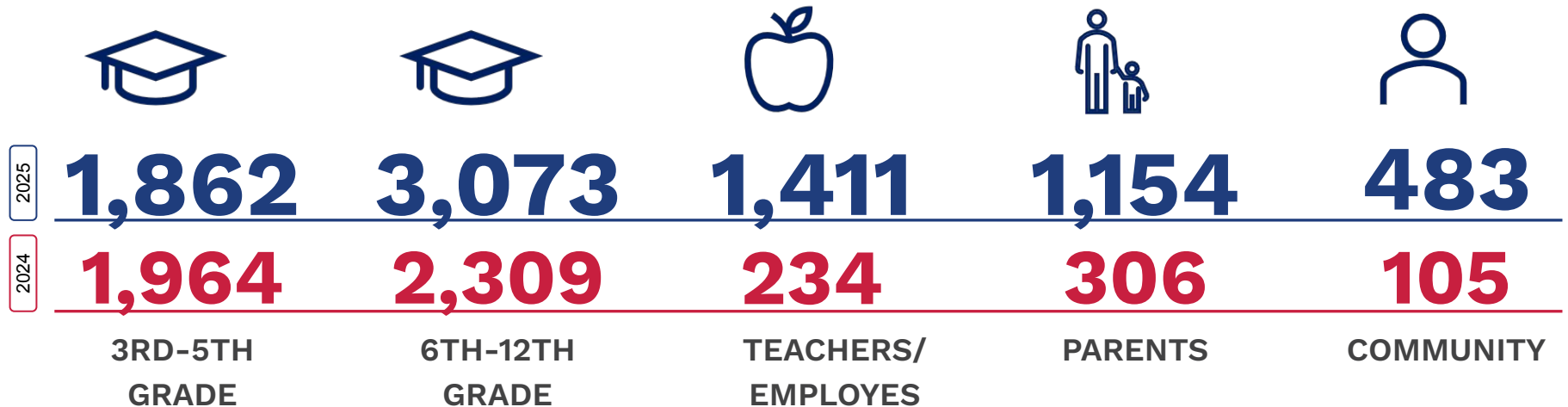
Teacher Effectiveness

- Enthusiastic approval is also shown toward the **positive impacts that educators have on students, both academically and personally, signaled by 83% of respondents agreeing or strongly agreeing** on the influence of Beaumont ISD educators (Q30)
- a large portion of respondents has a high degree of confidence in their teaching capabilities, **confidence diminishes slightly regarding engaging less motivated students (80% confident or somewhat confident for Q21)**.

Survey Engagement Reach

We led targeted outreach efforts to reach community members across 24 elementary, middle, and high school campuses in Beaumont ISD. Within that target, we received **8,187** responses during Vision Week. About 60% of responses came from students, 14% from parents, 17% from teachers/employees, 6% from community members and the remaining 3% chose not to answer.

This year's Vision Week captured more responses than last year in every category except elementary students.



UNDERSTANDING NPS

NET PROMOTER SCORE (NPS) OVERVIEW

All survey respondents were asked a variation of the following question: *Would you recommend your school to a friend or sibling?*

Respondents provided an answer on a 0-10 scale.

9-10
PROMOTER

Promoters are typically loyal and enthusiastic Beaumont ISD stakeholders.

7-8
PASSIVE

Passives are satisfied with the Beaumont ISD experience but not happy enough to be considered promoters.

0-6
DETRACTOR

Detractors are unhappy stakeholders that are unlikely to recommend Beaumont ISD, and may even discourage others from enrolling in Beaumont ISD schools.

HOW IS NPS CALCULATED?

NPS scores vary greatly by sector. NPS is calculated by subtracting the percent of detractors from the percent of promoters.

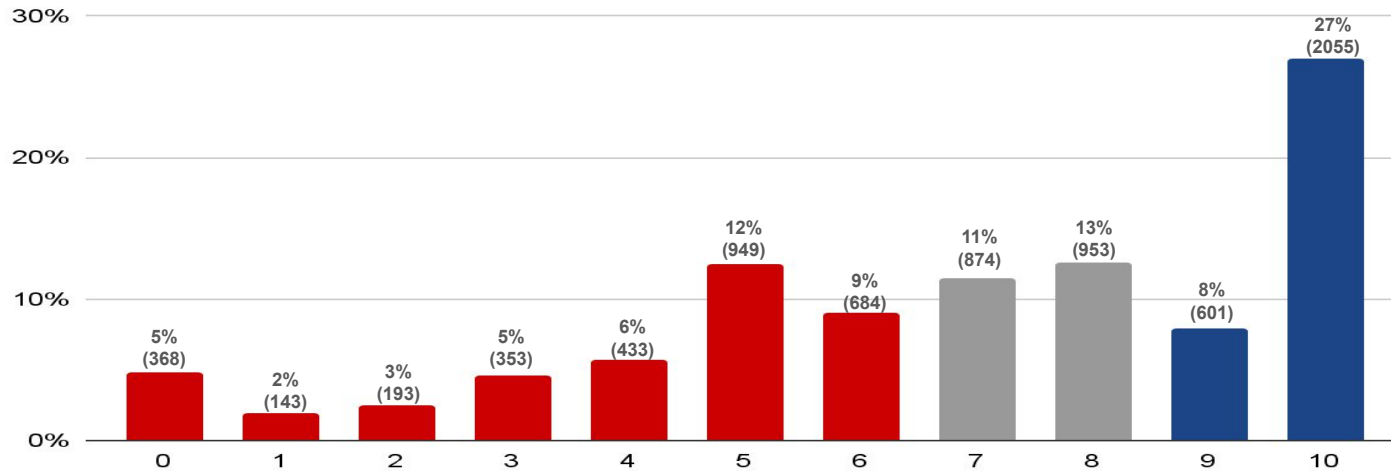
OVERALL SATISFACTION SCORE

BISD VW 2025

All survey respondents were asked a variation of the following question: *Would you recommend your school to a friend or sibling?*

Respondents provided an answer on a 0-10 scale.

Score Distribution



59%
Satisfied

-

41%
Dissatisfied

=

18
Satisfaction Score

STUDENT RESPONSES 3RD-5TH GRADE

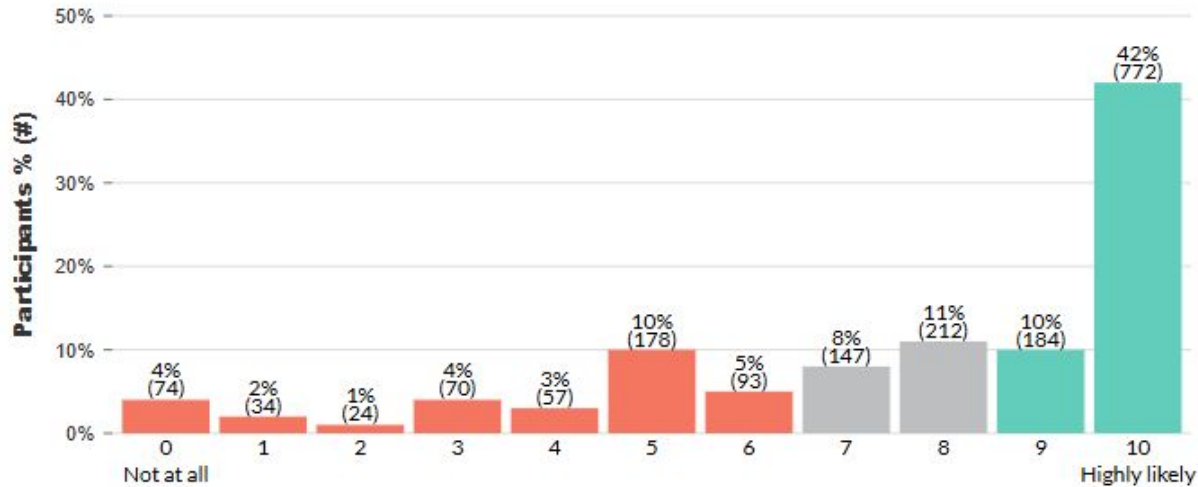


PARTICIPATION

Breakdown of Participation



Score Distribution



71%
Satisfied

-

29%
Dissatisfied

=

42
Satisfaction
Score

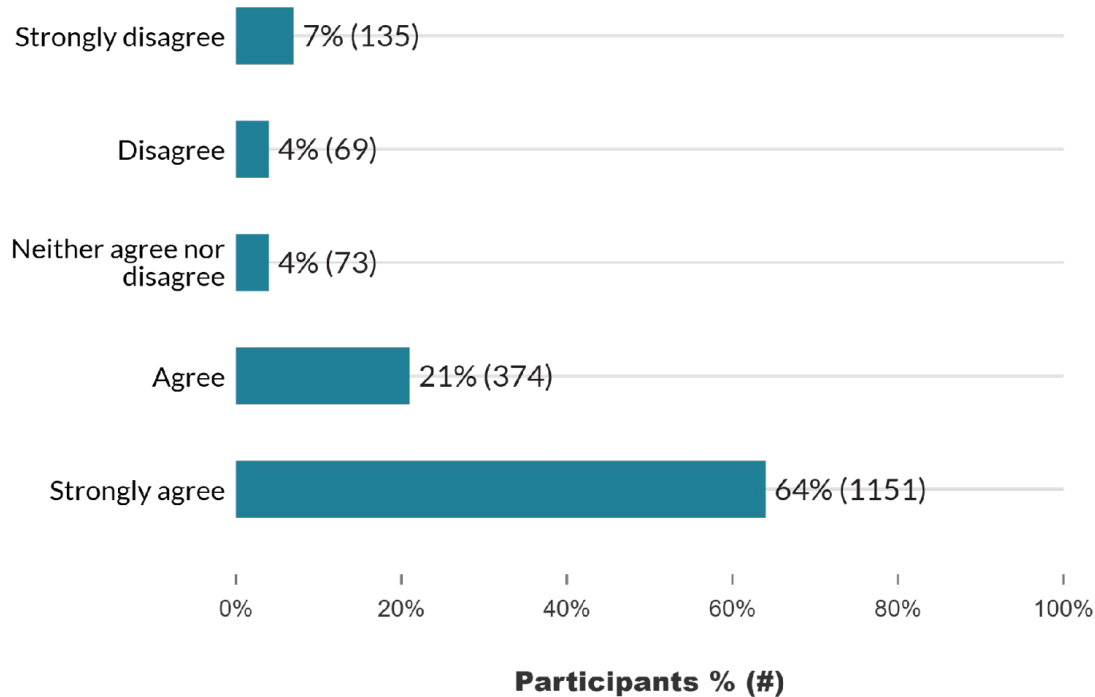


PARTICIPATION

Breakdown of Participation



I have a best friend at school.



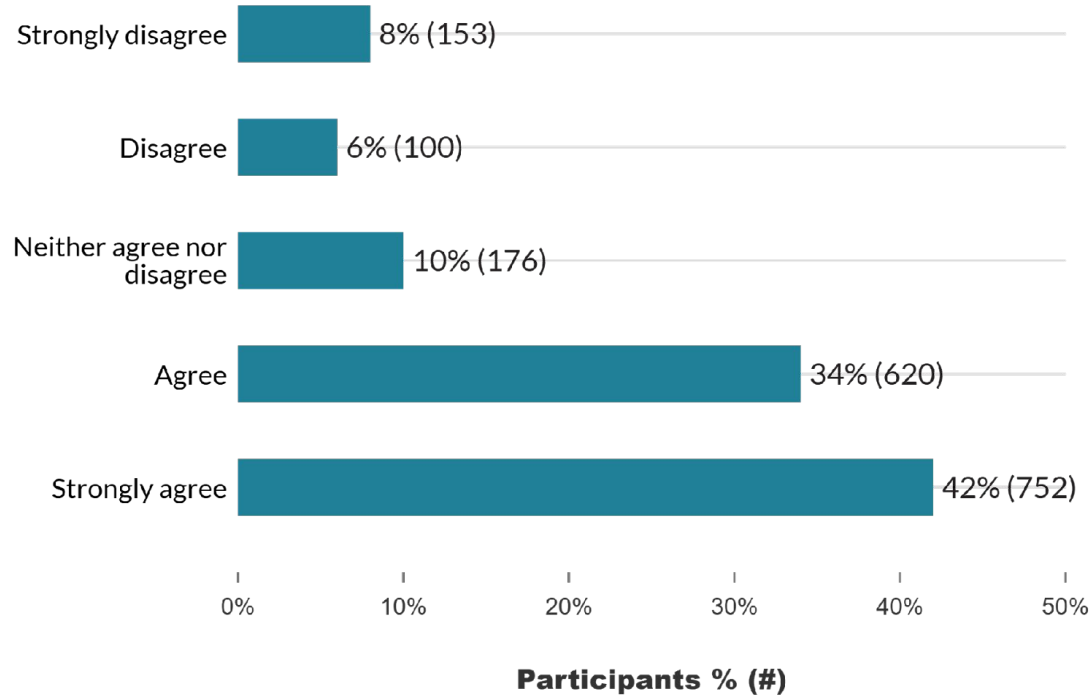


PARTICIPATION

Breakdown of Participation



In the last seven days, I have learned something interesting at school.



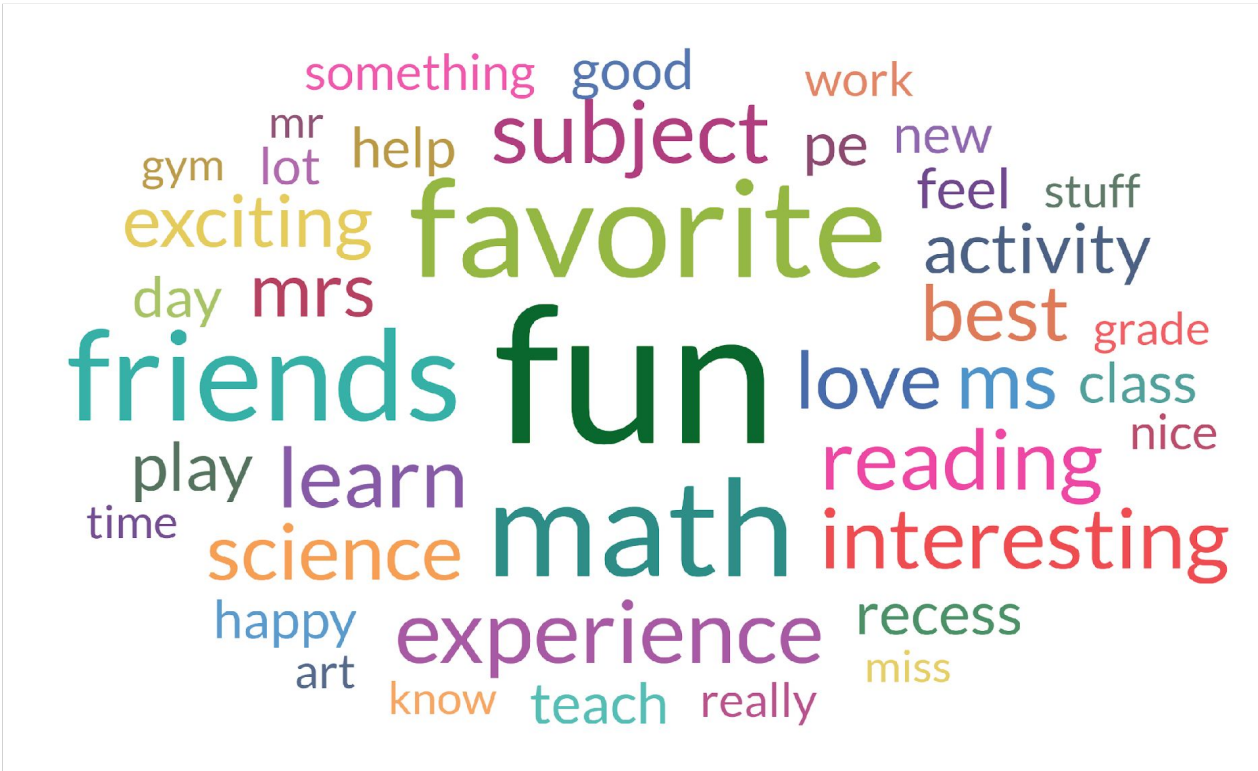


PARTICIPATION

Breakdown of Participation



What makes your schooling experience most interesting, exciting or fun? This could be a person, a favorite teacher, activity, or subject.





PARTICIPATION

Breakdown of Participation




Which one of these is your favorite way of learning?



1727

Responses

%		Answer <i>(Multiple select)</i>
47%	(811)	Focusing on Arts (dance / theatre / art / music)
26%	(447)	Focusing on Technology / Robotics / Coding
27%	(471)	Doing our school work online
31%	(527)	Learning through hands-on projects
26%	(442)	Learning about different cultures and languages
30%	(523)	Learning about different jobs / things you can be when you grow up
17%	(286)	Serving and volunteering in our community
32%	(547)	Learning by exploring
23%	(390)	Learning with kids of my same gender

STUDENT RESPONSES 6TH-8TH GRADE

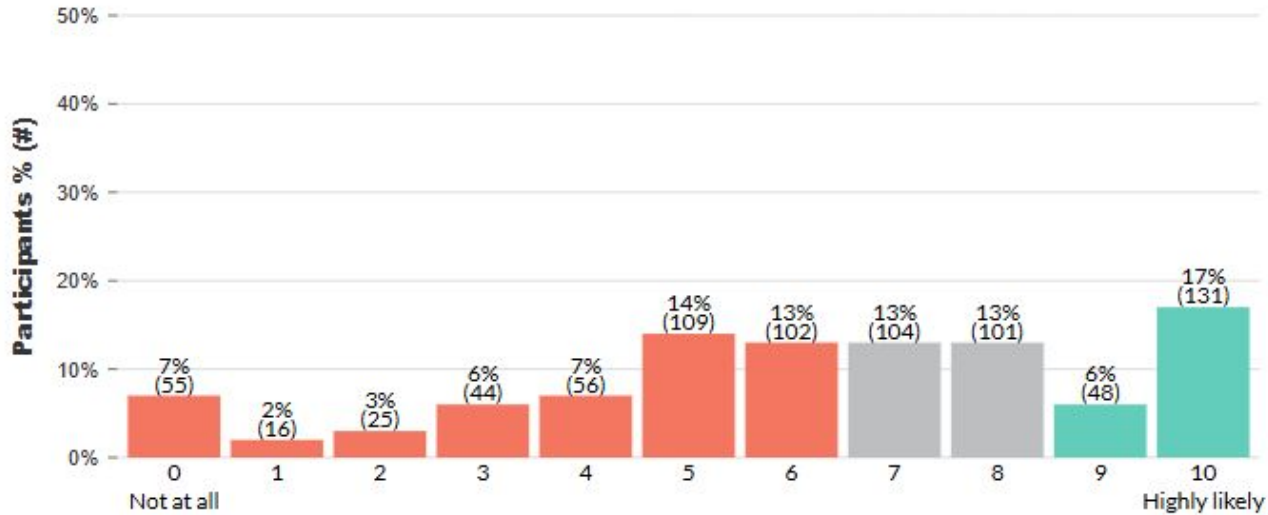


PARTICIPATION

Breakdown of Participation



Score Distribution



49%
Satisfied

-

51%
Dissatisfied

=

-2
Satisfaction
Score

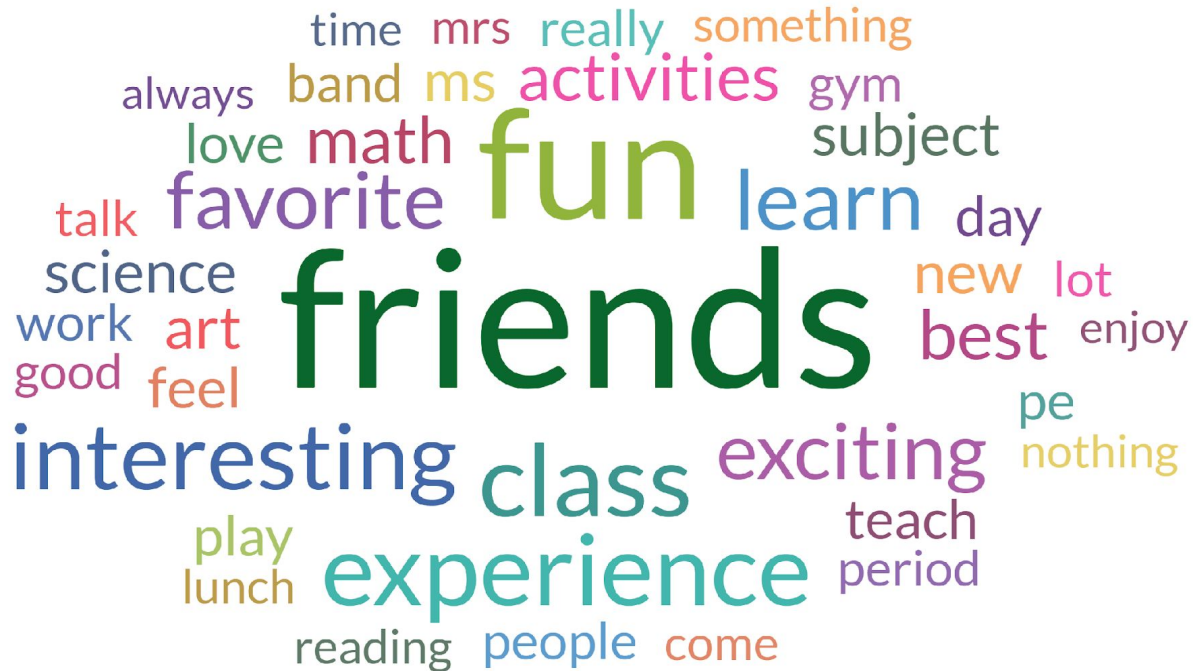


PARTICIPATION

Breakdown of Participation



What makes your schooling experience most interesting, exciting or fun? This could be a person, a favorite teacher, activity, or subject.





PARTICIPATION

Breakdown of Participation




Which one of these is your favorite way of learning?



696

Responses

%		Answer <i>(Multiple select)</i>
47%	(330)	Focusing on Arts (dance / theatre / art / music)
27%	(189)	Focusing on Technology / Robotics / Coding
30%	(212)	Doing our school work online
41%	(282)	Learning through hands-on projects
29%	(203)	Learning about different cultures and languages
35%	(243)	Learning about different jobs / things you can be when you grow up
20%	(137)	Serving and volunteering in our community
34%	(236)	Learning by exploring
18%	(124)	Learning with kids of my same gender

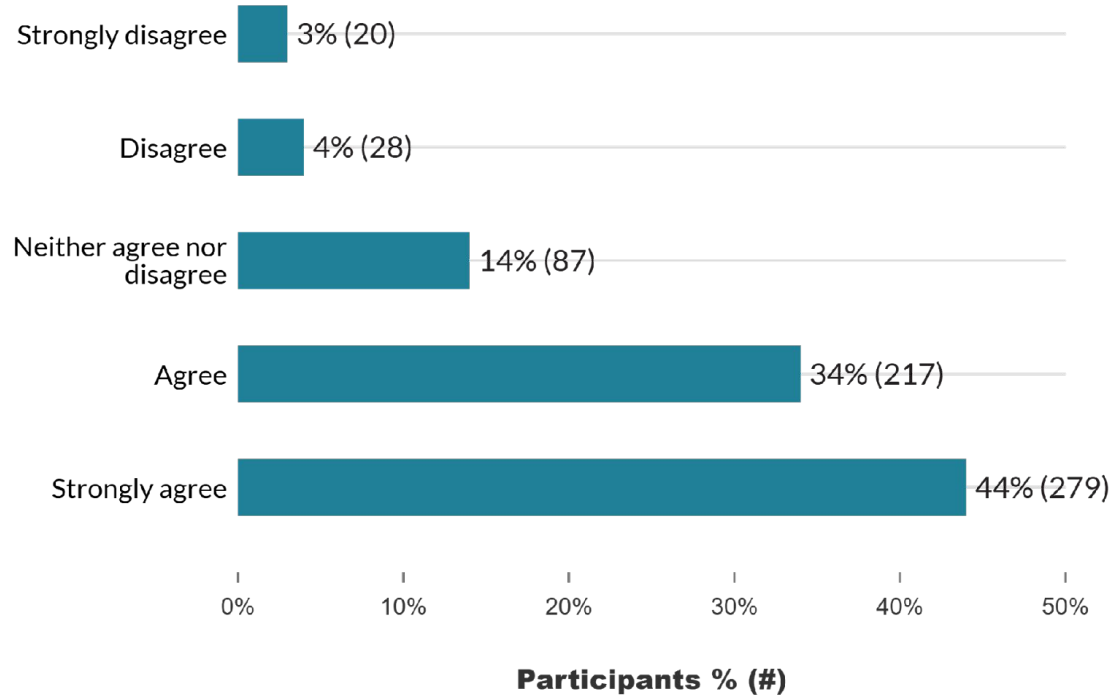


PARTICIPATION

Breakdown of Participation



I have many goals.



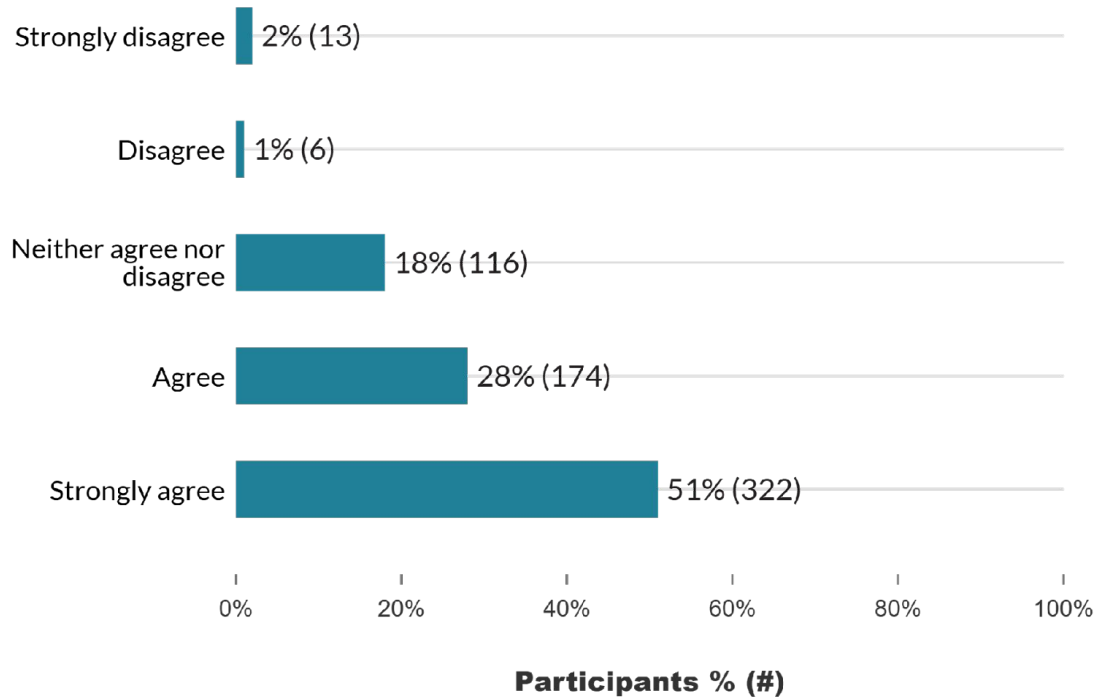


PARTICIPATION

Breakdown of Participation



I know I will find a good job in the future.



STUDENT RESPONSES 9TH-12TH GRADE

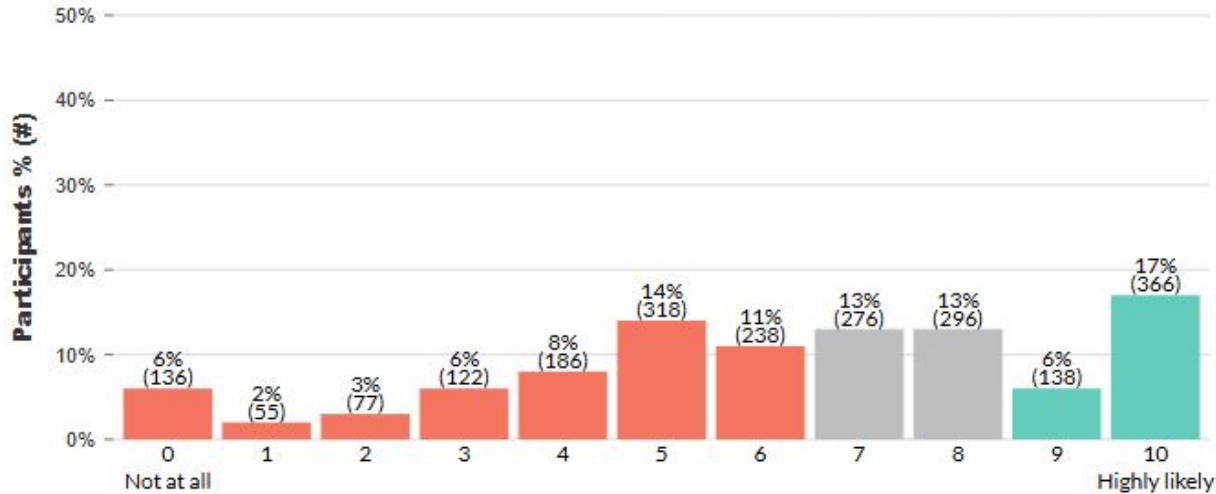


PARTICIPATION

Breakdown of Participation



Score Distribution



49%
Satisfied

-

51%
Dissatisfied

=

-2
Satisfaction
Score



PARTICIPATION

Breakdown of Participation



What makes your schooling experience most interesting, exciting or fun? This could be a person, a favorite teacher, activity, or subject.





PARTICIPATION

Breakdown of Participation




Which one of these is your favorite way of learning?



1968

Responses

%		Answer <i>(Multiple select)</i>
32%	(622)	Focusing on Arts (dance / theatre / art / music)
16%	(307)	Focusing on Technology / Robotics / Coding
30%	(591)	Doing our school work online
50%	(980)	Learning through hands-on projects
26%	(515)	Learning about different cultures and languages
46%	(900)	Learning about different jobs / things you can be when you grow up
25%	(494)	Serving and volunteering in our community
37%	(732)	Learning by exploring
11%	(209)	Learning with kids of my same gender

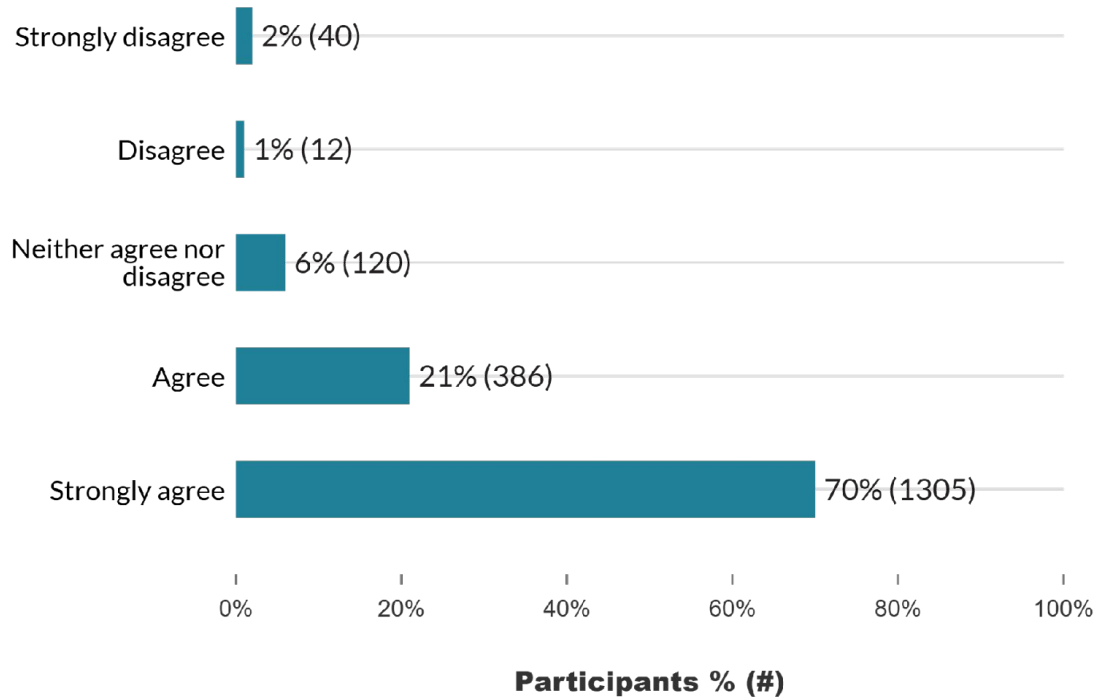


PARTICIPATION

Breakdown of Participation



I know I will graduate from high school.



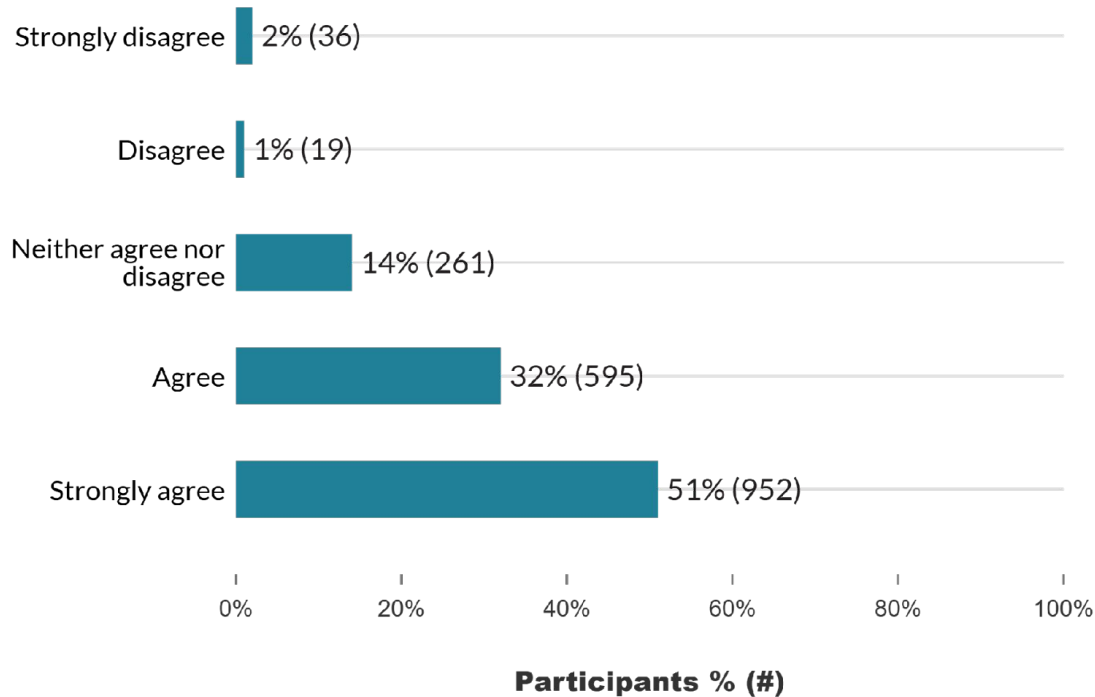


PARTICIPATION

Breakdown of Participation



I have a great future ahead of me.



PARENT/Caregiver RESPONSES

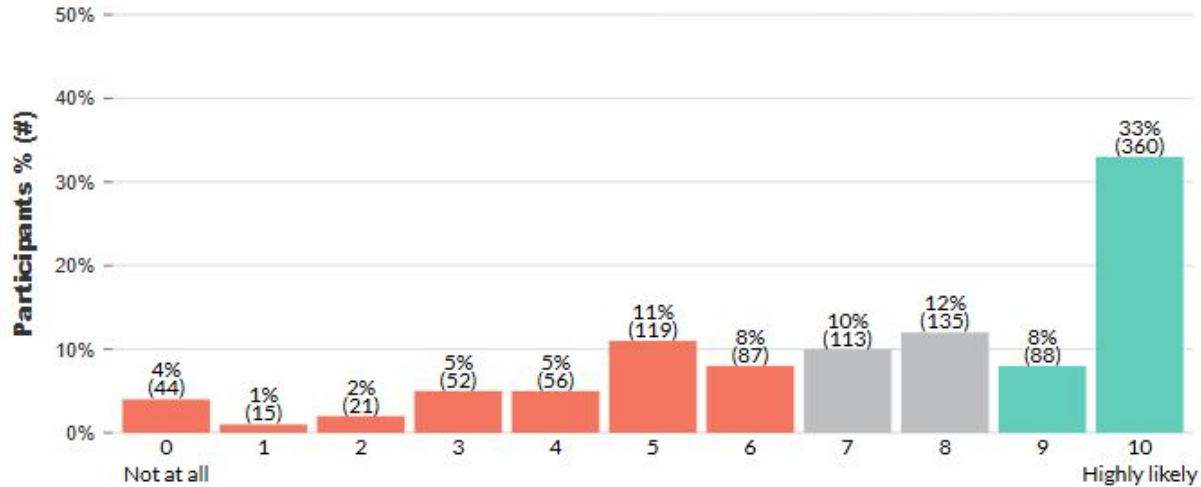


PARTICIPATION

Breakdown of Participation



Score Distribution



65%
Satisfied

-

36%
Dissatisfied

=

29
Satisfaction
Score

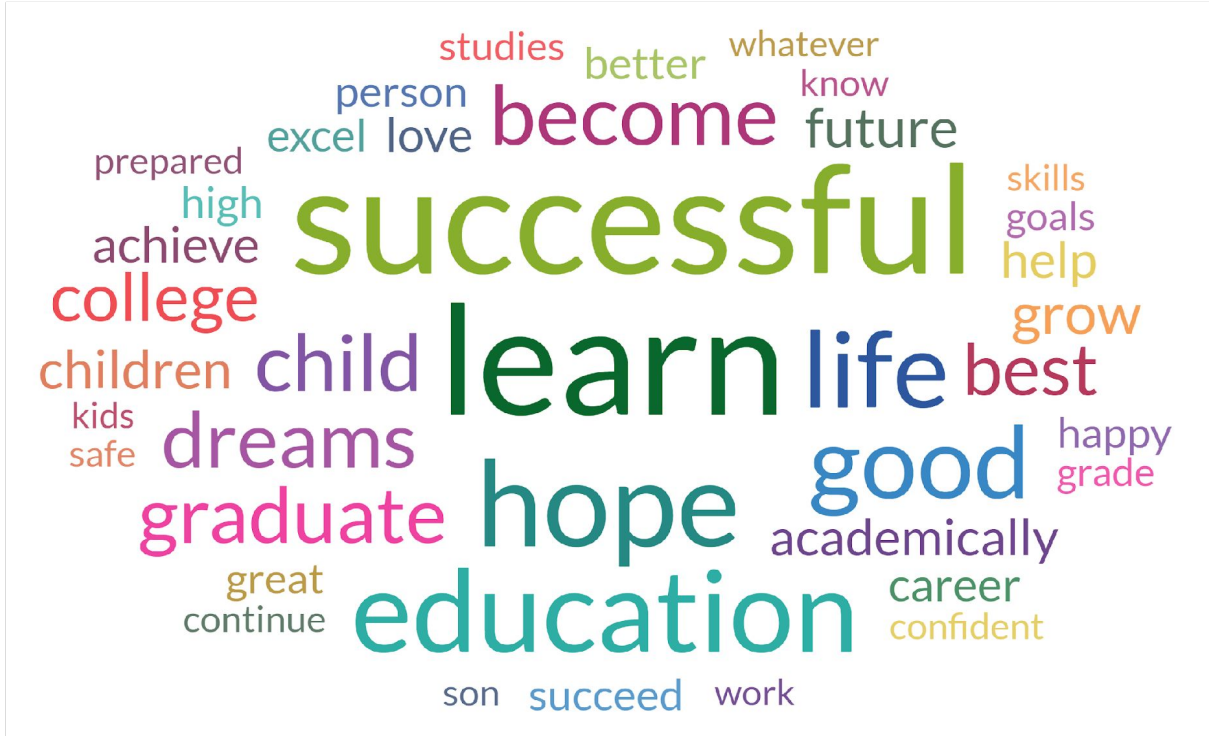


PARTICIPATION

Breakdown of Participation



What hopes or dreams do you have for your child?



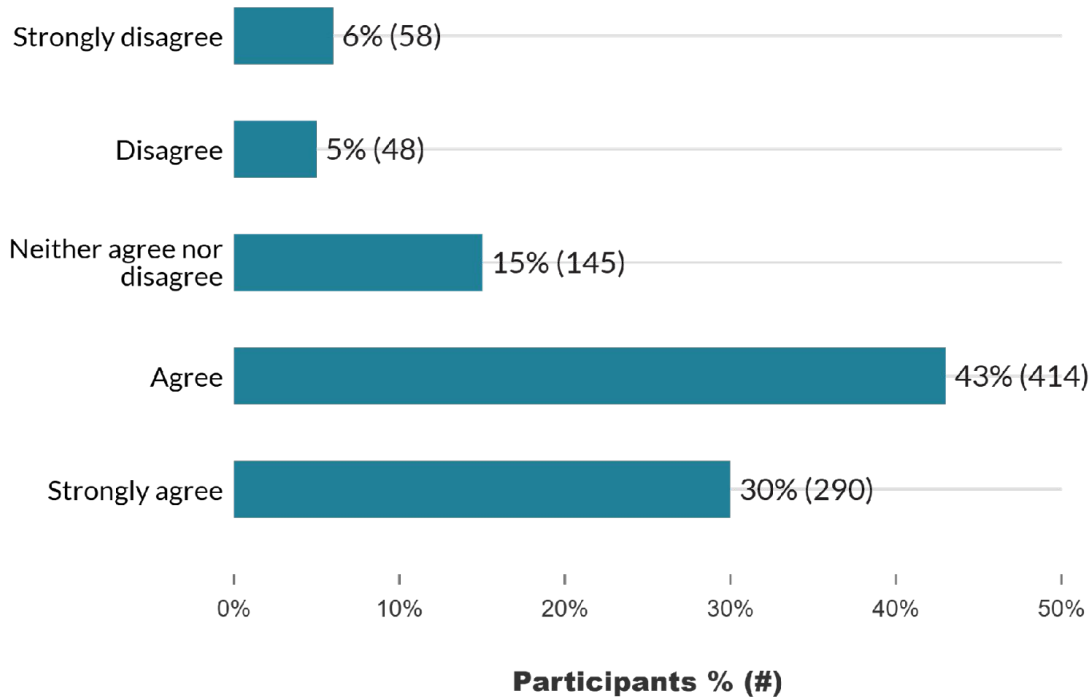


PARTICIPATION

Breakdown of Participation



I feel welcome in the school community.



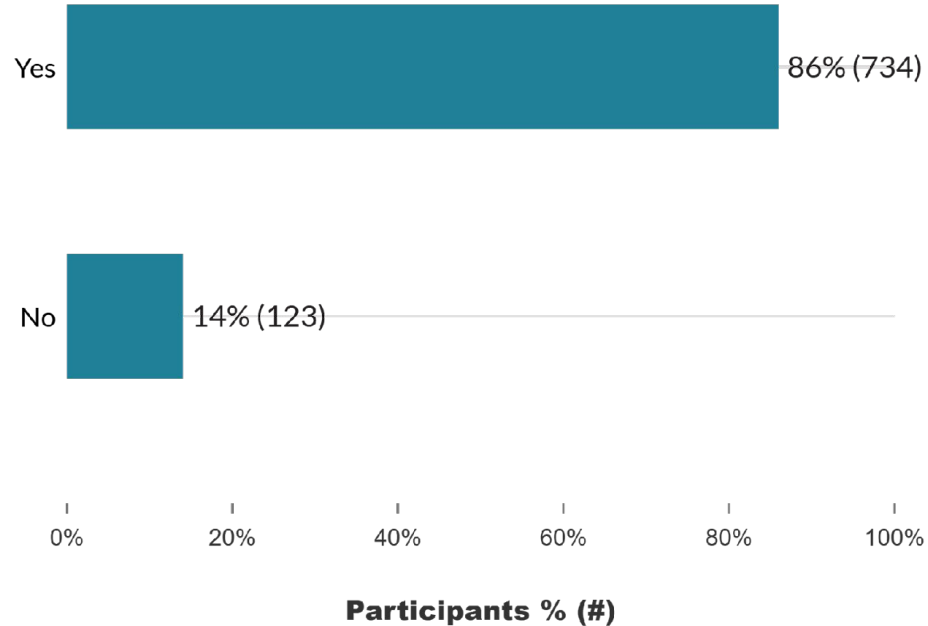


PARTICIPATION

Breakdown of Participation



Do teachers at Beaumont ISD possess the characteristics that make for a good teacher?





PARTICIPATION


Breakdown of Participation



What additional supports do you need to help with your child's learning? (Choose as many that apply)



844
Responses

%		Answer <i>(Multiple select)</i>
43%	(364)	Additional communication on schoolwork expectations
47%	(393)	More frequent feedback on my child's progress in school
33%	(277)	A tutorial on the online technology my child is using in their learning
19%	(158)	Opportunities to connect with other families in my child(ren)'s class(es)
34%	(285)	Additional opportunities to connect with my children(ren)'s teachers
25%	(207)	Additional opportunities to connect with school administrators
30%	(252)	Additional opportunities to connect with a school counselor or other support staff
29%	(247)	Additional information on social emotional learning supports

COMMUNITY MEMBER RESPONSES

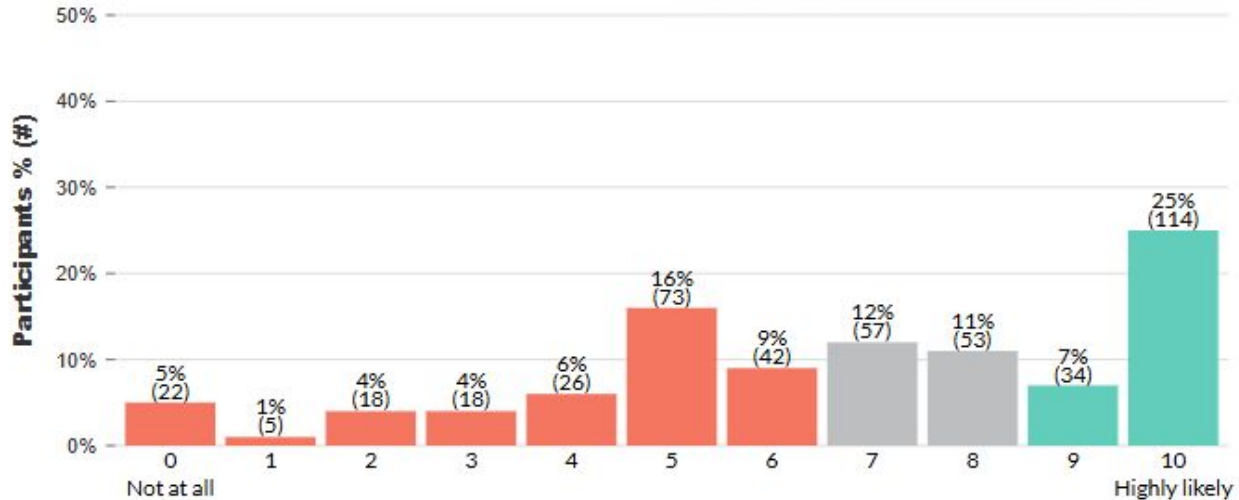


PARTICIPATION

Breakdown of Participation



Score Distribution



56%
Satisfied

-

44%
Dissatisfied

=

12
Satisfaction
Score



PARTICIPATION

Breakdown of Participation



Reflect on characteristics that make for a good teacher, and rank from most important to least important.

Ranking	Average ranking	Answer	Top choice count
#1	2.48	Builds strong relationships with all students	171
#2	3.11	Maintains an organized and safe classroom	100
#3	3.79	Supports students' self-management, interpersonal skills, and decision-making skills	19
#4	4.04	Assesses and plans for all students' individual learning needs	38
#5	4.60	Makes the class engaging and relevant	26
#6	4.94	Effectively communicates with families	16
#7	6.04	Creates a classroom experience	11

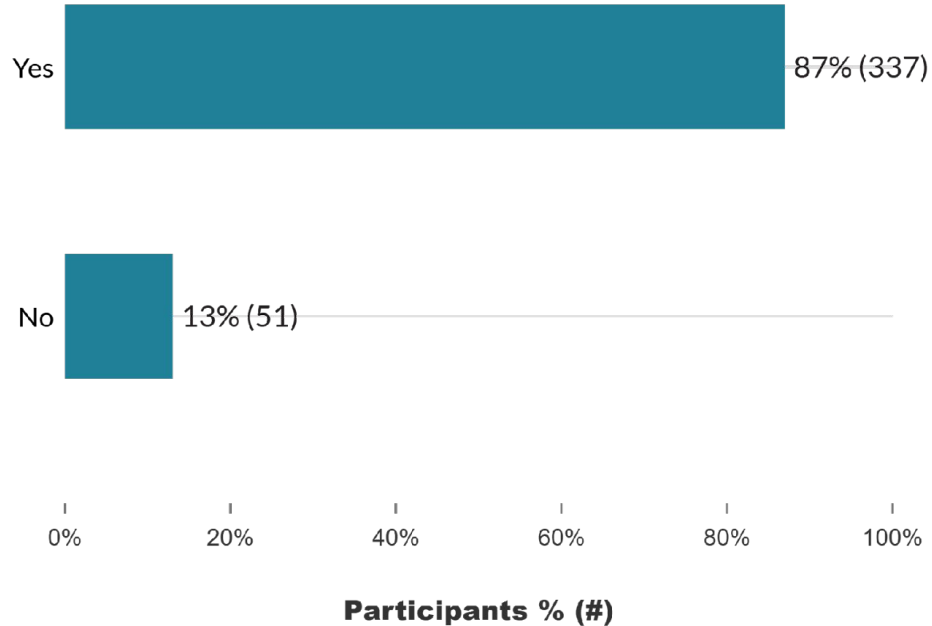


PARTICIPATION

Breakdown of Participation



Do teachers at Beaumont ISD possess the characteristics that make for a good teacher?



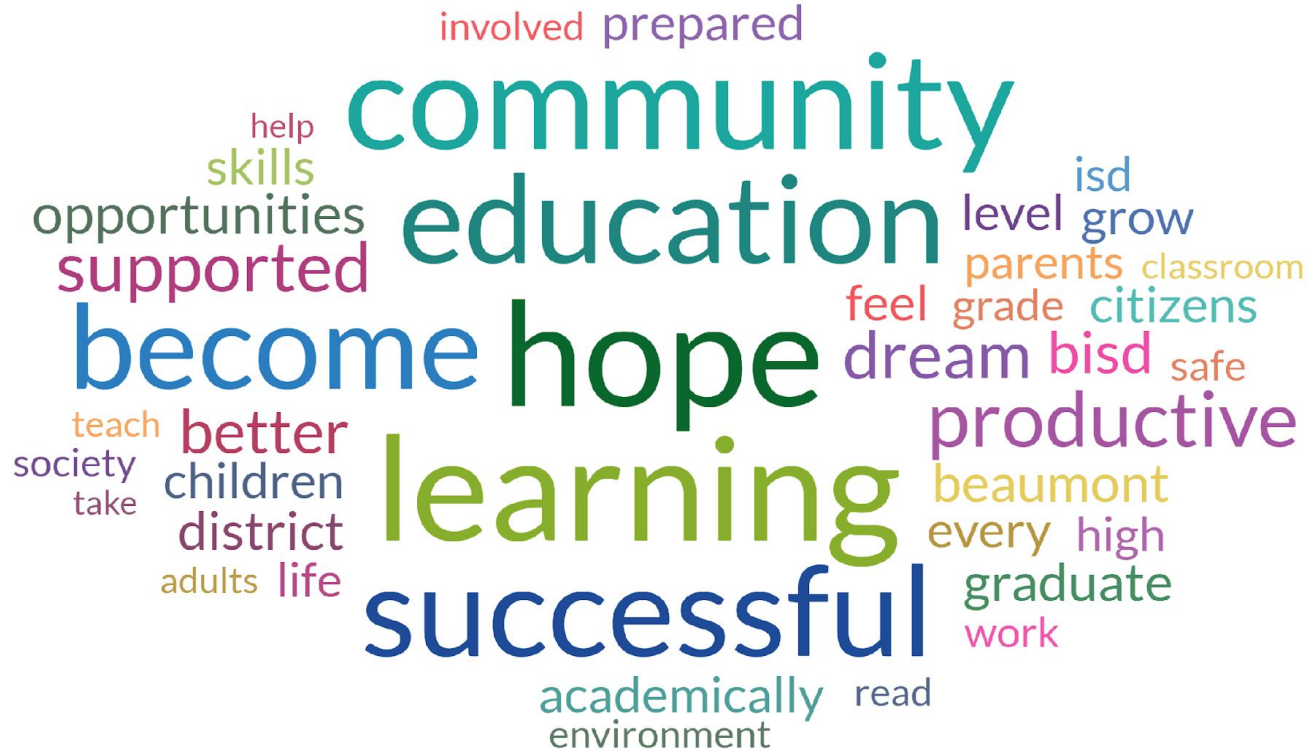


PARTICIPATION

Breakdown of Participation



What hopes or dreams do you have for Beaumont ISD students in your community?



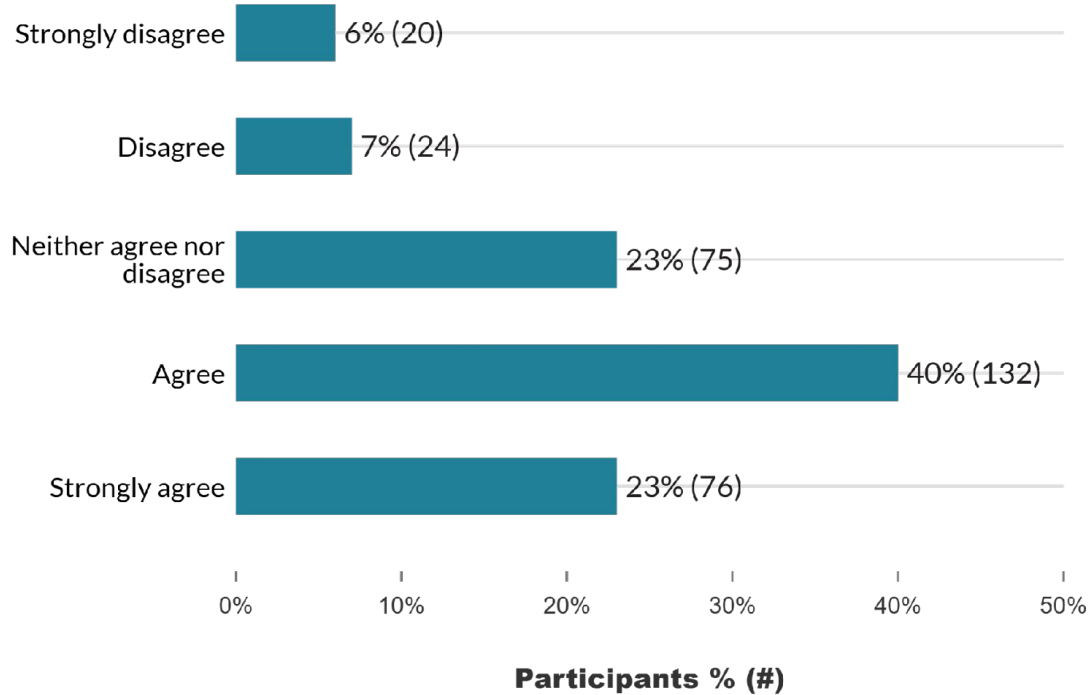


PARTICIPATION

Breakdown of Participation



I feel welcome in the Beaumont ISD community.



TEACHER RESPONSES



PARTICIPATION


Breakdown of Participation

What grade level do you teach?



660

Responses

%		Answer <i>(Multiple select)</i>
27%	(180)	Grades PreK-2
28%	(186)	Grades 3 - 5
15%	(102)	Grades 6 - 8
33%	(219)	Grades 9 - 12
3%	(23)	Not applicable



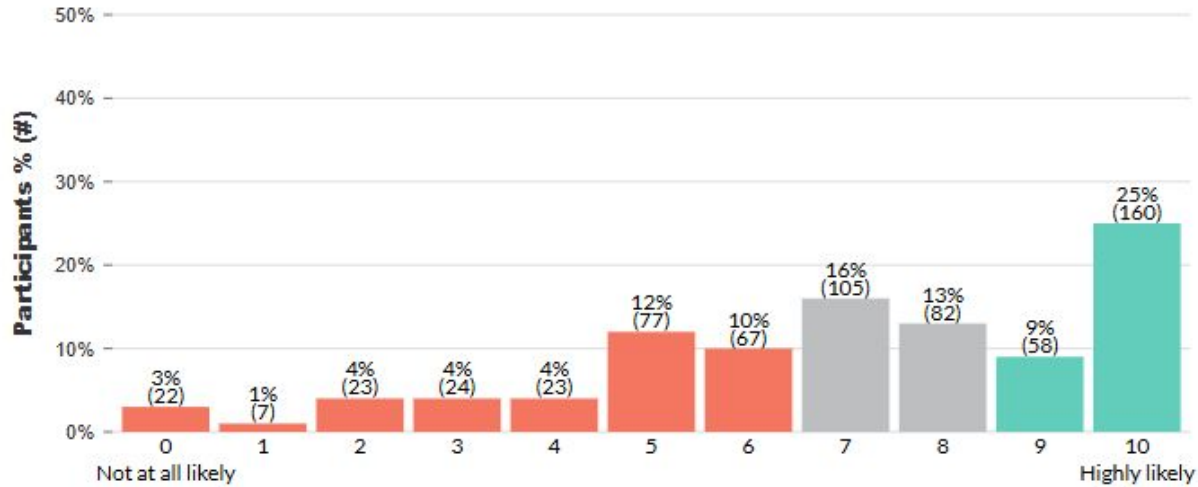


PARTICIPATION

Breakdown of Participation



Score Distribution



63%
Satisfied

-

38%
Dissatisfied

=

25
Satisfaction
Score

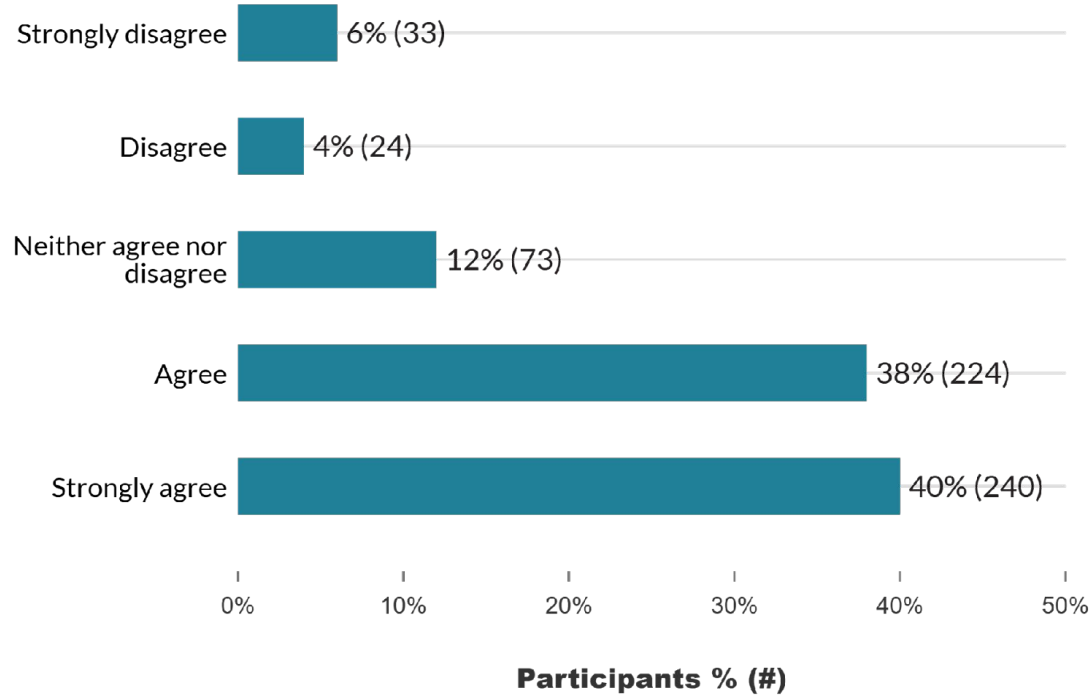


PARTICIPATION

Breakdown of Participation



There is someone at work who encourages my development.





PARTICIPATION

Breakdown of Participation



Please rank the in order of importance the characteristics that make for a good teacher.

Ranking	Average ranking	Answer	Top choice count
#1	2.01	Builds strong relationships with all students	282
#2	3.18	Maintains an organized and safe classroom	155
#3	3.91	Supports students' self-management, interpersonal skills, and decision-making skills	25
#4	4.15	Assesses and plans for all students' individual learning needs	39
#5	4.50	Makes the class engaging and relevant	26
#6	5.49	Effectively communicates with families	5
#7	5.66	Creates a classroom experience	20

EMPLOYEE RESPONSES

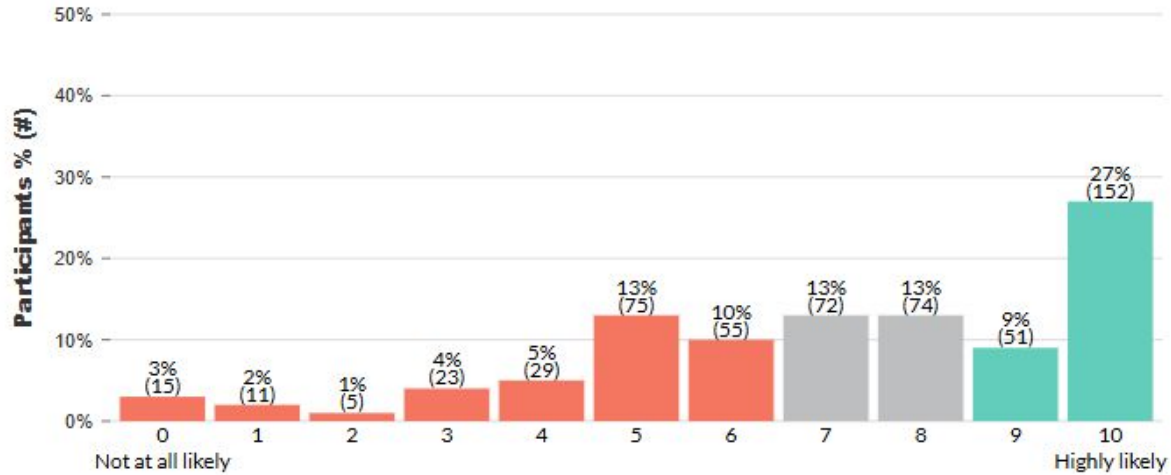


PARTICIPATION

Breakdown of Participation



Score Distribution



62%
Satisfied

-

38%
Dissatisfied

=

24
Satisfaction
Score

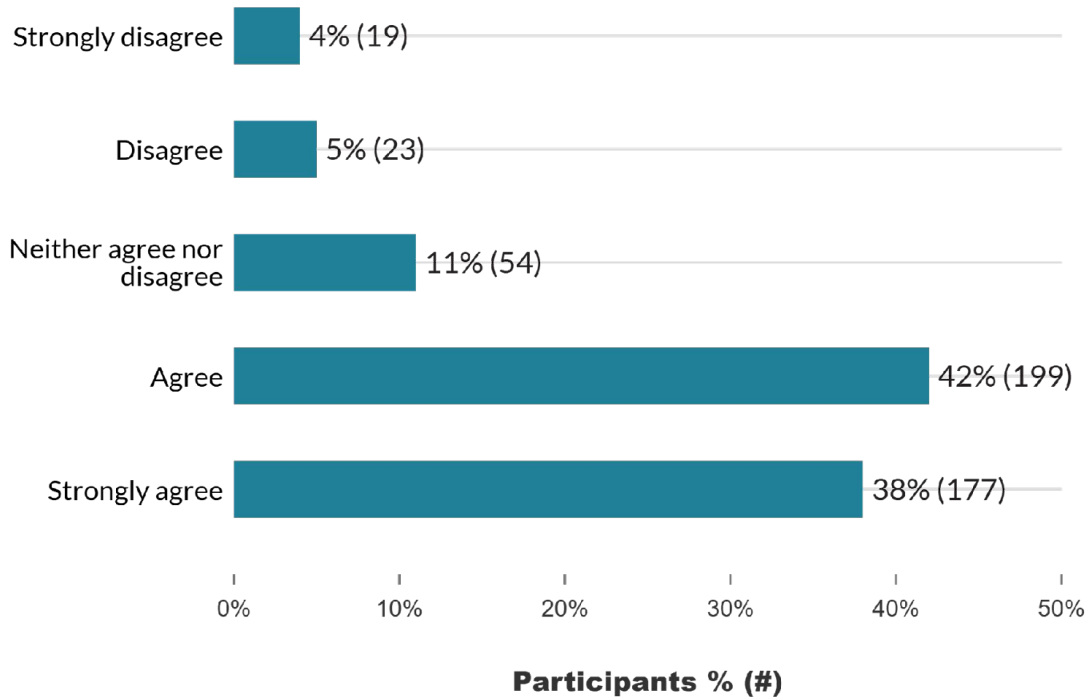


PARTICIPATION

Breakdown of Participation



I have the materials and equipment I need to do my work right.



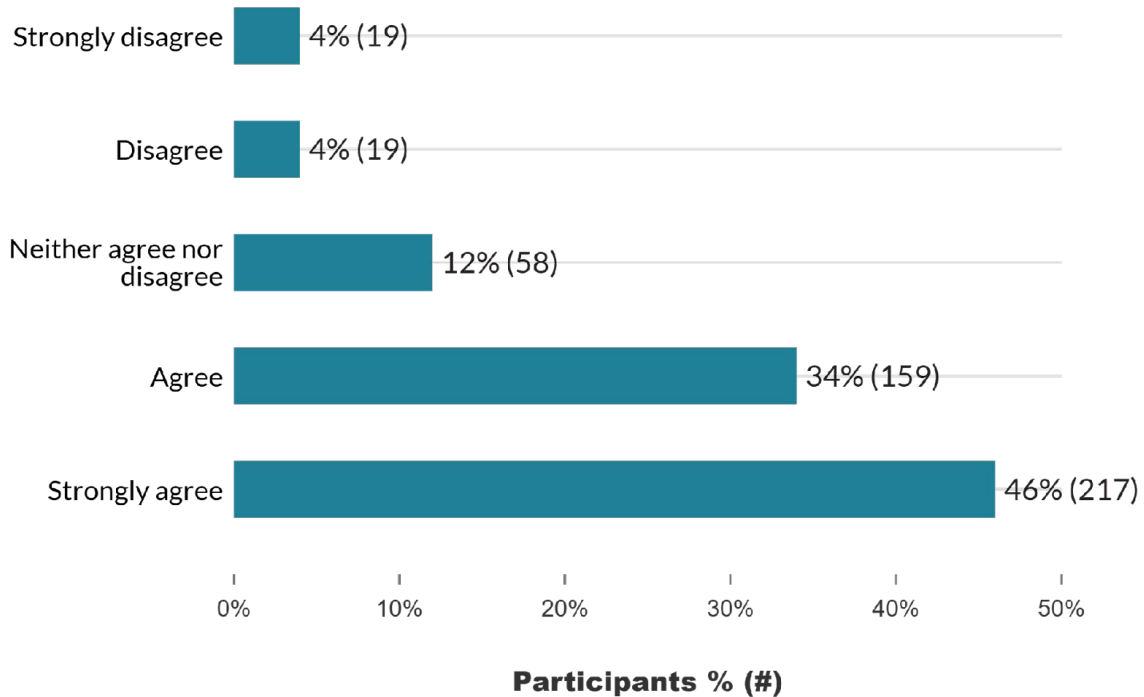


PARTICIPATION

Breakdown of Participation



My supervisor, or someone at work, seems to care about me as a person.



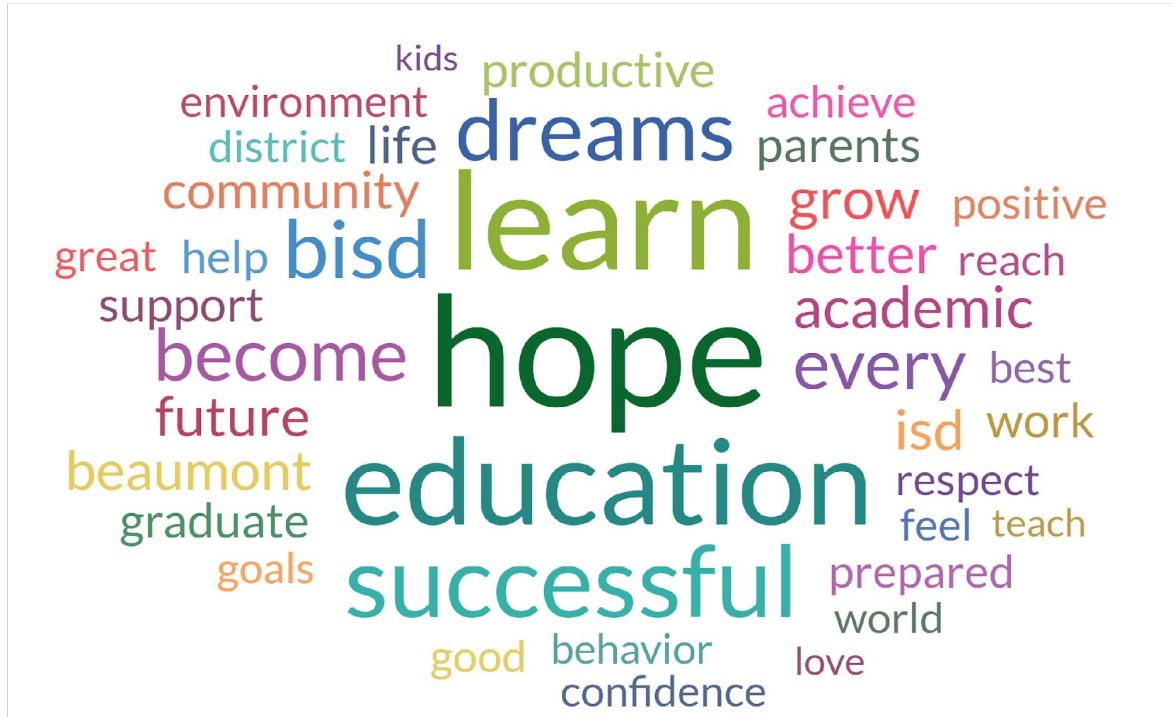


PARTICIPATION

Breakdown of Participation



What hopes or dreams do you have for Beaumont ISD students?



NEXT STEPS

- 1 NPS Committee unpack Data using the Executive Summary.** The committee will meet monthly to chose one to three actions that would address Board Outcome Goal #4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self management skills, as measured by surveys and other data reports.
- 2 Stakeholder Meeting Held in January.** After the NPS Committee has chosen one to three actions the district to focus on, we will bring stakeholders together and invite them to unpack the mindsets, behaviors, practices, policies, etc. that would need to be in place to move the needle on engagement.⁵⁴

Special Acknowledgments

Tara Chavis, Coordinator At-Risk and Committee Member

Kourtney Lavergne, Innovation Specialist and NPS Committee Chair

Chantel Mangum, Assistant Director Community & Media Relations and Committee Member

Henrietta Savoy, Coordinator ROAR/Parent Liaison and Committee Member

Tisha Smith, Coordinator of Board Affairs and Committee Member

Lydia Sylvester, Director School Counseling and Committee Member

Dr. Diana Valdez, Director - Leadership Development/Student Discipline and Committee Member

Thank you.
Questions?

56

II.C. PUBLIC COMMENTS

II.D. INFORMATION ITEMS

II.D.1. Update on Personnel
Activities

II.D.2. Report for Tax Collections



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.D.2.**

Agenda Item Title: Report – Tax Collections

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez
Cabinet Level Presenter's Signature

11/6/2025
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

Tax Collection Report
October 31, 2025

	Taxes Collected			
	10/31/25		10/31/24	
	M & O	I & S	M & O	I & S
Current	672,100.50	141,531.24	188,603.62	38,225.67
Delinquent	41,837.54	13,162.84	(158,780.55)	(55,702.40)
Penalties & Interest	102,228.01	25,991.99	44,571.34	12,079.53
Totals	816,166.05	180,686.07	74,394.41	(5,397.20)

	Current Taxes			
	Tax Levy	Collections for 10/31/2025	YTD Current Collections	Collected Percentage
	132,469,269.68	813,631.74	813,631.74	0.61%

Two Year Comparison	
Current Year as of 10/31/2025	Current Year as of 10/31/2024
0.61%	0.17%

AGENDA:
November 20, 2025

II.D.3. Report for General Fund
Revenue and Expenditures



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.D.3.**

Agenda Item Title: Report – General Fund Summary

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):



Cabinet Level Presenter's Signature



Date

*CFO Signature (required if there is a budget impact) Date

General Counsel's Signature Date

BEAUMONT INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
 General Fund Summary
 October 31, 2025

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
REVENUES					
Property Tax Collection (including delinquencies)	103,118,147	816,166	1,743,811	-	101,374,336
Sources of Misc Income (Foreign Trade Zone, Athletics...)	13,431,804	880,170	3,295,304	-	10,136,500
State Program Revenues	70,581,481	18,012,563	58,237,960	-	12,343,521
Federal Program Revenues	4,023,361	355,495	639,946	-	3,383,415
Other Financing Sources	130,000	-	20,483	-	109,517
Total Revenues	191,284,793	20,064,395	63,937,505	-	127,347,288
EXPENDITURES					
11 Classroom	95,934,079	8,646,873	28,007,547	1,147,962	66,778,570
12 Library	1,349,747	114,868	371,481	3,009	975,258
13 Staff Development	616,892	38,359	173,232	39,831	403,829
21 Asst Sups, Directors, Supervisors, Curriculum Coordinators	4,497,091	278,355	1,226,734	118,447	3,151,910
23 Principal, Asst. Principals, Office Clerical	11,461,645	936,308	3,493,802	27,480	7,940,363
31 Counselors	9,980,876	792,629	3,037,538	96,551	6,846,787
32 Social Workers	259,917	24,280	84,113	-	175,804
33 Nurses	2,493,147	201,203	676,579	9,699	1,806,869
34 Transportation	7,546,406	1,217,789	2,764,032	1,057,282	3,725,092
36 Extracurricular	7,929,234	455,192	1,951,503	352,318	5,625,413
41 Administration	7,890,106	470,062	2,559,683	136,308	5,194,115
51 Maintenance and Utilites	28,351,895	1,866,201	7,215,921	1,595,626	19,540,348
52 Police and Monitoring Services	4,733,779	392,290	1,643,063	74,505	3,016,211
53 Data Processing Personnel	4,442,066	322,848	1,744,169	555,894	2,142,004
61 Parent involvement Liaisons, Day Car Workers	256,617	4,232	24,630	1,088	230,899
71 Debt Service	1,114,965	-	1,114,964	-	1
93 Fiscal Agent - Shared Service for Deaf Program	401,950	-	-	-	401,950
95 Juvenile Justice Alternative Ed Program	161,860	-	-	161,860	-
99 Other Intergovernmental Charges	3,683,301	-	222,800	-	3,460,501
Total Expenditures	193,105,573	15,761,490	56,311,792	5,377,860	131,415,921
Net increase (decrease)	(1,820,780)				

II.D.4. Report for Campus Activities
Funds and Donations



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.D.4.**

Agenda Item Title: Report – Campus Activity Funds and Donations

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez
Cabinet Level Presenter's Signature

11/11/2025
Date

*CFO Signature (required if there is a budget impact) Date

General Counsel's Signature Date

**CAMPUS ACTIVITY FUNDS
BUDGET CHANGE REPORT - OCTOBER 2025**

<u>Revenues</u>		<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
Local Revenue - Other Sources	461.00.5749.00	280,521	117,552	398,073
<u>Expenditures</u>				
	<u>School Leadership</u>			
West Brook High School	461.XX.6499.00.008.00.000	48,796	32,351	81,147
Beaumont United High School	461.XX.6499.00.014.00.000	43,863	5,491	49,354
Smith Middle School	461.XX.6499.00.042.00.000	1,805	3,180	4,985
Marshall Middle School	461.XX.6499.00.046.00.000	12,444	3,908	16,352
Odom Academy	461.XX.6499.00.047.00.000	13,361	3,824	17,185
Vincent Middle School	461.XX.6499.00.048.00.000	12,239	496	12,735
Amelia Elementary	461.XX.6499.00.101.00.000	878	989	1,867
Caldwood Elementary	461.XX.6499.00.104.00.000	8,365	4,396	12,761
Curtis Elementary	461.XX.6499.00.105.00.000	6,641	3,474	10,115
Fletcher Elementary	461.XX.6499.00.110.00.000	15,383	18,498	33,881
Guess Elementary	461.XX.6499.00.112.00.000	4,954	2,140	7,094
Regina Howell Elementary	461.XX.6499.00.118.00.000	52,378	21,649	74,027
Homer Drive Elementary	461.XX.6499.00.123.00.000	1,020	1,844	2,864
Pietzsch Elementary	461.XX.6499.00.125.00.000	2,284	1,513	3,797
Dishman Elementary	461.XX.6499.00.126.00.000	1,441	2,069	3,510
Blanchette Elementary	461.XX.6499.00.127.00.000	1,568	125	1,693
Martin Elementary	461.XX.6499.00.128.00.000	1,730	341	2,071
Jones Clark Elementary	461.XX.6499.00.129.00.000	12,757	-	12,757
Charlton-Pollard Elementary	461.XX.6499.00.130.00.000	3,728	2,255	5,983
Fehl Price Elementary	461.XX.6499.00.131.00.000	1,742	-	1,742
Bingman Pre-K Center	461.XX.6499.00.132.00.000	784	-	784
Pathways Learning Center	461.XX.6499.00.006.00.000	50	95	145
Career and Technical Center	461.XX.6499.00.009.00.000	18,579	6,827	25,406
Brown Center	461.XX.6499.00.012.00.000	977	75	1,052
Transportation Dept	461.XX.6499.00.920.00.000	969	298	1,267
Maintenance Dept	461.XX.6499.00.819.00.000	316	21	337
SSA Deaf Program	461.XX.6499.00.838.00.000	51	-	51
Administration Building	461.XX.6499.00.842.00.000	3,372	61	3,433
Admin. Annex Building	461.XX.6499.00.843.00.000	262	49	311
Police Dept.	461.XX.6499.00.850.00.000	307	-	307
King Collegiate Academy	461.XX.6499.00.013.00.000	7,457	1,583	9,040
Fine Arts Department	461.XX.6499.00.849.00.000	20	-	20
	Total Expenditures	280,521	117,552	398,073
BUDGET CHANGE				
	Total Revenues	280,521	117,552	398,073
	Total Expenditures	(280,521)	(117,552)	(398,073)
	Adjusted Surplus	-	-	-

**DONATION REPORT - OCTOBER 2025
MONETARY DONATIONS**

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
Schweitzer Engineering Laboratories	Beaumont United High School	487.11.6399.00.014.99.STM	\$ 100
Joe A Evans, Jr.	West Brook High School	865.00.2190.00.008.00.A03	400
Law Office of Brittanie Holmes	Career & Technical Education Center	865.00.2190.00.009.00.S38	180
Jarrett Colone	Career & Technical Education Center	865.00.2190.00.009.00.S38	135
Priscilla Petetan	Career & Technical Education Center	865.00.2190.00.009.00.S38	45
Dan Lee	Career & Technical Education Center	865.00.2190.00.009.00.S38	45
Lori Threats	Career & Technical Education Center	865.00.2190.00.009.00.S38	45
Marcus Johnson	Career & Technical Education Center	865.00.2190.00.009.00.S38	45
Jada Saveat	Career & Technical Education Center	865.00.2190.00.009.00.S38	45
Danelle Lewis	Career & Technical Education Center	865.00.2190.00.009.00.S38	45
Chantelle Jones	Career & Technical Education Center	865.00.2190.00.009.00.S38	45
Jaime Smith	Career & Technical Education Center	865.00.2190.00.009.00.S38	45
Dre'Lon Cole	Career & Technical Education Center	865.00.2190.00.009.00.S38	45
The Kades Corporation	Guess Elementary School	461.00.5749.00.112.00.C47	340
Stellar Bank	Caldwood Elementary School	865.00.2190.00.104.00.S32	250
Total Monetary Donations			\$ 1,810

**DONATION REPORT - OCTOBER 2025
RECORD OF DONATED ITEMS**

<u>Donor Name/Organization</u>	<u>SAF Club/Department</u>	<u>Description of Items</u>	<u>Estimated Value</u>
Bechtel Energy, Inc./Port Arthur LNG Project	CTC Diesel Automotive Program	Tools and Equipment	18,617

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS
OCTOBER 2025**

West Brook High School	\$ 32,351.00
Explanation: Car Registrations, AP Exams, Commissions/Vending Machines, ID Fines, Program Ads, Chromebook Fees	
Beaumont United High School	\$ 5,491.00
Explanation: ID Fines, Car Registration, ID Fines, Chromebook Fees, YONDR Pouch Fines	
Smith Middle School	\$ 3,180.00
Explanation: Commissions/Vending Machines, YONDR Pouch Fines	
Marshall Middle School	\$ 3,908.00
Explanation: Chromebook Fees, ID Fines, Commissions/Vending Machines, Book Fair	
Odom Academy	\$ 3,824.00
Explanation: Commissions/Vending Machines, Chromebook Fees, YONDR Pouch Fines	
Vincent Middle School	\$ 496.00
Explanation: Cell Phone Fines, Chromebook Fees, YONDR Pouch Fines	
Amelia Elementary	\$ 989.00
Explanation: Donation, Library Fines, Cell Phones, Smart Card ID Fees, Chromebook Fees	
Caldwood Elementary	\$ 4,396.00
Explanation: Chromebook Fees, Library Fines, Smart Card ID, Donation	
Curtis Elementary	\$ 3,474.00
Explanation: Chromebook Fees, Library Fines, ID Fines	
Fletcher Elementary	\$ 18,498.00
Explanation: Chromebook Fees, Cheer Package Payments, Library Fines, Fundraiser Proceeds	
Guess Elementary	\$ 2,140.00
Explanation: Commissions/Vending Machines, Chromebook Fees, Smart Card ID Fees	
Regina Howell Elementary	\$ 21,649.00
Explanation: Chromebook Fees, Fundraiser Proceeds	
Homer Drive Elementary	\$ 1,844.00
Explanation: Fundraiser Proceeds, Donation	
Pietzsch Elementary	\$ 1,513.00
Explanation: Chromebook Fees, YONDR Pouch Fines, Commissions/Vending Machines, Library Fines	
Dishman Elementary	\$ 2,069.00
Explanation: Commissions/Vending Machines, Chromebook Fees, ID Fines	
Blanchette Elementary	\$ 125.00
Explanation: Chromebook Fees, ID Fines	
Martin Elementary	\$ 341.00
Explanation: Library Fines, Commissions/Vending Machines, Smart ID Fees, Chromebook Fees	

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS, CONTINUED
OCTOBER 2025**

Jones-Clark Elementary	\$ -
Explanation:	
Charlton-Pollard Elementary	\$ 2,255.00
Explanation: Library Fines, Commissions/Vending Machines, ID Fines, Smart Card ID Fees, Chromebook Fees	
Fehl Price Elementary	\$ -
Explanation:	
Bingman Pre-K Center	\$ -
Explanation:	
Pathways Learning Center	\$ 95.00
Explanation: Chromebook Fees	
Career and Technical Center	\$ 6,827.00
Explanation: Cell Phone Fines, CTE Program Proceeds	
Brown Center	\$ 75.00
Explanation: Chromebook Fees, Donation, YONDR Pouch Fines	
Transportation Dept	\$ 298.00
Explanation: Commissions/Vending Machines	
Maintenance Dept	\$ 21.00
Explanation: Commissions/Vending Machines	
Administration Building	\$ 61.00
Explanation: Commissions/Vending Machines	
Admin. Annex Building	\$ 49.00
Explanation: Commissions/Vending Machines	
Police Dept.	\$ -
Explanation:	
King Collegiate Academy	\$ 1,583.00
Explanation: Chromebook Fees, Car Registration, Library Fines, YONDR Pouch Fines	
School for the Deaf (Deaf Ed.)	\$ -
Explanation:	
Fine Arts Department	\$ -
Explanation:	

II.D.5. Report for Construction
Delivery Method



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.D.5.**

Agenda Item Title: Report - Construction Delivery Method

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: Pursuant to Board Policy CV(LOCAL), the Superintendent shall report the construction contracting method to be used for construction contracts. The construction contracting (delivery) methods on the attached list reflect the projects and methods that provide the best value to the District.

Recommendation:

Budget Impact* (if applicable):

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):
CV(LEGAL); CV(LOCAL)

Policy Reference (if applicable, list policy/regulation): CV(LEGAL); CV(LOCAL)

Legal Review (if necessary, list attorney and firm): N/A

Cheryl Hernandez

Cabinet Level Presenter's Signature

11/11/2025

Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date



Construction Delivery Method

Project Name	Procurement Method
Stadium Scoreboard Replacement Project	Competitive Sealed Proposal

II.D.6. Districtwide Intruder
Detection & Audit Report Findings

II.D.7. Update from Facilities
Subcommittee

II.D.8. Discussion of Cameras in
Special Education Classrooms



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.D.8.**

Agenda Item Title: Discussion of Cameras in Special Education Classrooms

Cabinet Level Presenter(s): Richelle Brooks

Additional Presenter(s):

Executive Summary: This item is presented for discussion regarding the use of cameras in designated Special Education classrooms. The administration has reviewed the current legal requirements, proposed implementation considerations, and operational procedures. Board discussion is requested to guide next steps and ensure alignment with district needs, compliance obligations, and stakeholder expectations.

Recommendation: This item is for discussion only. No action is recommended at this time.

Budget Impact* (if applicable):

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): in accordance with Texas Education Code §29.022 and TEA guidance.

Legal Review (if necessary, list attorney and firm): N/A

Richelle Brooks
Cabinet Level Presenter's Signature

11/14/2025
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

Board Q&A: Cameras in Self-Contained Special Education Classrooms

Q1: Are cameras required in every self-contained special education classroom?

A: No. Texas law (TEC §29.022) requires cameras only when a parent, staff member, or Board member submits a written request for a qualifying self-contained special education classroom. Universal installation is not required or permitted.

Q2: If a parent is asking for cameras in all classrooms, does that mean the district is not compliant?

A: No. The district is fully compliant. We install cameras only where legally required, following TEA guidance. A parent's request reflects personal perspective, not a compliance issue.

Q3: Why doesn't the district place cameras in every special education classroom?

A: The district follows a request-based approach in compliance with Texas law (TEC §29.022). Cameras are installed only in self-contained classrooms where a valid written request is submitted. Universal installation is not required and could create:

- **Privacy concerns** for students not eligible under the law,
- **Legal and operational risks**, including FERPA, data storage, and access issues.

The law intentionally uses a **request-based approach** to ensure cameras are installed thoughtfully, respecting student rights and equity.



Q4: Are the parents' questions and concerns regarding universal installation valid?

A: Yes. Parents advocating for cameras are motivated by safety and transparency, which we value. Their perspective is acknowledged, even though legal requirements limit universal installation.

Q5: What if trustees are asked why all classrooms aren't monitored?

A: Suggested response:

"State law and TEA guidance are designed to balance safety, privacy, and equity. Cameras are installed thoughtfully where needed, not universally."

Q6: How does the district handle requests that meet legal criteria?

A: Eligible requests are:

- Reviewed promptly by the district
- Installed in qualifying classrooms
- Documented and maintained according to TEA and district procedures

Q7: Could universal cameras create problems beyond compliance?

A: Yes. Potential issues include:

- Breach of privacy or confidentiality
- Equity concerns between different classroom types
- Increased legal liability
- Operational and financial burdens



OFFICE OF SPECIAL
SERVICES

Q8: What is the key takeaway for the Board?

A: The district is **fully compliant**, respects **student privacy and equity**, and uses cameras **only where legally required**. Parents' advocacy is valued, and every eligible request is handled promptly and thoughtfully.

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**Parental Consent
Not Required**

An employee of a district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used for a purpose related to the promotion of student safety under Education Code 29.022. *Education Code 26.009(b)*

**Video Surveillance of
Special Education
Settings**

In order to promote student safety, on receipt of an authorized written request, a district shall provide equipment, including a video camera, to the campus in the district specified in the request.

**Classroom or Other
Setting**

A campus that receives equipment shall place, operate, and maintain one or more video cameras in self-contained classrooms and other special education settings in which a majority of the students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least 50 percent of the instructional day, provided that:

1. A campus that receives equipment as a result of the request by a parent or staff member is required to place equipment only in classrooms or settings in which the parent's child is in regular attendance or to which the staff member is assigned, as applicable; and
2. A campus that receives equipment as a result of the request by a board of trustees, principal, or assistant principal is required to place equipment only in classrooms or settings identified by the requestor, if the requestor limits the request to specific classrooms or settings subject to Education Code 29.022.

Education Code 29.022(a)

Definitions

"Incident" means an event or circumstance that:

Incident

1. Involves alleged "abuse" or "neglect," as described in Family Code 261.001, of a student by a staff member of the district or alleged "physical abuse" or "sexual abuse," as described in Family Code 261.410, of a student by another student; and
2. Allegedly occurred in a self-contained classroom or other special education setting in which video surveillance under Education Code 29.022 and 19 Administrative Code 103.1301 is conducted.

*Other Special
Education Setting*

"Other special education setting" means a classroom on a separate campus (i.e., a campus that serves only students who receive special education and related services) of a district—including a room attached to the classroom or setting used for time-out—in which a

majority of the students in regular attendance are provided special education and related services, are assigned to the setting for at least 50 percent of the instructional day, and have one of the following instructional arrangements/settings described in the student attendance accounting handbook:

1. Residential care and treatment facility—separate campus; or
2. Off home campus—separate campus.

Parent

“Parent” means a person described in Education Code 26.002, whose child receives special education and related services in one or more self-contained classrooms or other special education settings. “Parent” also means a student who receives special education and related services in one or more self-contained classrooms or other special education settings and who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code, Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order.

School Business Day

“School business day” means a day that campus or district administrative offices are open.

Self-contained Classroom

“Self-contained classroom” means a classroom on a regular campus (i.e., a campus that serves students in general education and students in special education), including a room attached to the classroom used for time-out, but not including a classroom that is a resource room instructional arrangement under Education Code 48.102, in which a majority of the students in regular attendance are provided special education and related services for at least 50 percent of the instructional day and have one of the following instructional arrangements/settings described in the student attendance accounting handbook:

1. Self-contained (mild/moderate/severe) regular campus;
2. Full-time early childhood (preschool program for children with disabilities) special education setting;
3. Residential care and treatment facility—self-contained (mild/moderate/severe) regular campus;
4. Residential care and treatment facility—full-time early childhood special education setting;
5. Off home campus—self-contained (mild/moderate/severe) regular campus; or
6. Off home campus—full-time early childhood special education setting.

<i>Staff Member</i>	“Staff member” means a teacher, a related service provider, a paraprofessional, a counselor, or an educational aide assigned to work in the self-contained classroom or other special education setting.
<i>Time-out</i>	“Time-out” has the meaning assigned by Education Code 37.0021.
<i>Video Camera</i>	“Video camera” means a video surveillance camera with audio recording capabilities.
<i>Video Equipment</i>	“Video equipment” means one or more video cameras and any technology and equipment needed to place, operate, and maintain video cameras as required by Education Code 29.022 and 19 Administrative Code 103.1301. “Video equipment” also means any technology and equipment needed to store and access video recordings as required. <i>19 TAC 103.1301(b); Education Code 29.022</i>
<i>Administrative Coordinator</i>	Each district shall designate an administrator at the primary administrative office of the district with responsibility for coordinating the provision of equipment to schools and campuses. <i>Education Code 29.022(a-2)</i>
<i>Authorized Requestors</i>	The following people may request in writing that equipment be provided to a campus at which one or more children receive special education services in a qualifying classroom or setting: <ol style="list-style-type: none">1. A parent of a child who receives special education services for the campus at which the child receives those services;2. The board of trustees for one or more specified campuses;3. The principal or assistant principal for their campus; and4. A staff member assigned to work with one or more children receiving special education services for the campus at which the staff member works. <i>Education Code 29.022(a-1)</i>
<i>Processing the Request</i>	A written request must be submitted and acted on as follows: <ol style="list-style-type: none">1. A parent, staff member, or assistant principal must submit a request to the principal or the principal's designee of the campus addressed in the request, and the principal or designee must provide a copy of the request to the district's designated administrator;2. A principal must submit a request by the principal to the district's designated administrator; and

3. A board of trustees must submit a request to the district's designated administrator, and the administrator must provide a copy of the request to the principal or the principal's designee of the campus addressed in the request.

A campus shall operate and maintain the camera in the classroom or setting as long as the classroom or setting continues to satisfy these requirements, for the remainder of the school year in which the campus received the request, unless the requestor withdraws the request in writing.

Education Code 29.022(a-3)-(b)

**Video Camera
Coverage**

The video cameras must be capable of:

1. Covering all areas of the classroom or setting, including a room attached to the classroom or setting used for time-out; and
2. Recording audio from all areas of the classroom or setting, including a room attached to the classroom or setting used for time-out.

The inside of a bathroom or any area in the classroom or other special education setting in which a student's clothes are changed may not be visually monitored, except for incidental coverage of a minor portion of a bathroom or changing area because of the layout of the classroom or setting.

Education Code 29.022(c)-(c-1)

Written Notice

Before a campus activates a video camera in a classroom or special education setting, the campus shall provide written notice of the placement to all campus staff and to the parents of each student attending class or engaging in school activities in the classroom or setting.

If for any reason a campus will discontinue operation of a video camera during a school year, not later than the fifth school day before the date the operation of the video camera will be discontinued, the campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue unless requested by a person eligible to make a request. Not later than the 10th school day before the end of each school year, the campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following

school year unless a person eligible to make a request for the next school year submits a new request.

Education Code 29.022(b), (d)

Retention Period

A district shall retain video recorded from a video camera for at least three months after the date the video was recorded.

If a person requests to view a video recording from a video camera, a district must retain the recording from the date of receipt of the request until the person has viewed the recording and a determination has been made as to whether the recording documents an alleged incident. If the recording documents an alleged incident, the district or campus shall retain the recording until the alleged incident has been resolved, including the exhaustion of all appeals.

Education Code 29.022(e)-(e-1)

Gifts, Grants, and Donations

A district may solicit and accept gifts, grants, and donations from any person to implement the requirements of Education Code 29.022 and 19 Administrative Code 103.1301. A district is not permitted to use Individuals with Disabilities Education Act, Part B, funds or state special education funds to implement these requirements. *19 TAC 103.1301(d)*

No Waiver of Immunity

The requirements described by Education Code 29.022 do not:

1. Waive any immunity from liability of a district, or of district officers or employees; or
2. Create any liability for a cause of action against a district or against district officers or employees.

No Monitoring

A district may not:

1. Allow regular or continual monitoring of video recorded under Education Code 29.022; or
2. Use video for teacher evaluation or for any other purpose other than the promotion of safety of students receiving special education services.

Education Code 29.022(g)-(h)

Confidentiality

A video recording of a student made under this provision is confidential and may not be released or viewed except as provided below.

Limited Release

A district shall release a recording for viewing by:

1. An employee who is involved in an alleged incident that is documented by the recording and has been reported to the district, on request of the employee;
2. A parent of a student who is involved in an alleged incident that is documented by the recording and has been reported to the district or campus, on request of the parent;
3. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged or suspected abuse or neglect of a child under Family Code 261.406;
4. A peace officer, a school nurse, a district administrator trained in de-escalation and restraint techniques as provided by commissioners rule, or a human resources staff member designated by the board in response to a report of an alleged incident or an investigation of district personnel or a report of alleged abuse committed by a student; or
5. Appropriate agency or State Board for Educator Certification personnel or agents as part of an investigation.

A contractor or employee performing job duties relating to the installation, operation, or maintenance of video equipment or the retention of video recordings who incidentally views a video recording does not violate these confidentiality provisions.

Education Code 29.022(i)-(i-1); 19 TAC 103.1301(h)-(i)

Duty to Report

If a person described by item 4 or 5, above, views a video recording and has cause to believe that the recording documents possible abuse or neglect of a child under Family Code Chapter 261, the person must submit a report to the Texas Department of Family and Protective Services or other authority in accordance with the local policy adopted under 19 Administrative Code 61.1051 (Reporting Child Abuse and Neglect) and Family Code Chapter 261.

Note: 19 Administrative Code 61.1051 was repealed and the requirements were recodified at 19 Administrative Code 103.1401. [See FFG]

19 TAC 103.1301(j); Education Code 29.022(j)

*Use in
Disciplinary
Actions Against
District Personnel*

If a person described by items 3, 4, or 5, above, views the recording and believes that it documents a possible violation of district or campus policy, the person may allow access to the recording to appropriate legal and human resources personnel of the district to the extent not limited by the Family Educational Rights and Privacy

Act (FERPA) or other law. A recording believed to document a possible violation of district policy relating to the neglect or abuse of a student may be used in a disciplinary action against district personnel and must be released in a legal proceeding at the request of a parent of the student involved in the incident documented by the recording. A recording believed to document a possible violation of district policy relating to the neglect or abuse of a student must be released for viewing by the district employee who is the subject of the disciplinary action at the request of the employee. *19 TAC 103.1301(k)*

*Federal Law /
FERPA*

19 Administrative Code 103.1301(j) (child abuse reporting) and (k) (disciplinary actions against personnel) do not limit the access of a student's parent to a record regarding the student under FERPA or other law. To the extent any provisions in Education Code 29.022 and 19 Administrative Code 103.1301 conflict with FERPA or other federal law, federal law prevails. *19 TAC 103.1301(l)*

District Policy

A district must adopt written policies relating to the placement, operation, and maintenance of video cameras under Education Code 29.022 and 19 Administrative Code 103.1301. At a minimum, the policies must include:

1. A statement that video surveillance is for the purpose of promoting student safety in certain self-contained classrooms and other special education settings;
2. Information on how a person may appeal an action by the district that the person believes to be in violation of this section or a policy adopted in accordance with this section, including the appeal and expedited review processes under 19 Administrative Code 103.1303 (Commissioner's Review of Actions Concerning Video Cameras in Special Education Settings) and the appeals process under Education Code 7.057;
3. A requirement that the district provide a response to a request made under this section not later than the seventh school business day after receipt of the request by the person to whom it must be submitted under Education Code 29.022(a-3) (at Limited Release, above) that authorizes the request or states the reason for denying the request;
4. Except as provided by item 6 of this provision, a requirement that a campus begin operation of a video camera in compliance with this provision not later than the 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the request is authorized unless the Texas Education Agency (TEA) grants an extension of time;

5. A provision permitting the parent of a student whose admission, review, and dismissal (ARD) committee has determined that the student's placement for the following school year will be in a classroom or other special education setting in which a video camera may be placed under this section to make a request for the video camera by the later of:
 - a. The date on which the current school year ends; or
 - b. The 10th school business day after the date of the placement determination by the ARD committee;
6. A requirement that, if a request is made by a parent in compliance with item 5 of this provision, unless TEA grants an extension of time, a campus begins operation of a video camera in compliance with this provision not later than the later of:
 - a. The 10th school day of the fall semester; or
 - b. The 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the date the request is made;
7. The procedures for requesting video surveillance and the procedures for responding to a request for video surveillance;
8. The procedures for providing advanced written notice to the campus staff and the parents of the students assigned to a self-contained classroom or other special education setting that video and audio surveillance will be conducted or cease in the classroom or setting, including procedures for notice, in compliance with Education Code 29.022(b), of the opportunity to request continued video and audio surveillance if video and audio surveillance will otherwise cease;
9. A requirement that video cameras be operated at all times during the instructional day when one or more students are present in a self-contained classroom or other special education setting in which video cameras are placed;
10. A statement regarding the personnel who will have access to video equipment or video recordings for purposes of operating and maintaining the equipment or recordings;
11. A requirement that a campus continue to operate and maintain any video camera placed in a self-contained classroom or other special education setting for as long as the classroom or setting continues to satisfy the requirements in Education Code 29.022(a), for the remainder of the school year in which

the campus received the request, unless the requester withdraws the request in writing;

12. A requirement that video cameras placed in a self-contained classroom or other special education setting be capable of recording video and audio of all areas of the classroom or setting, except that no visual monitoring of bathrooms and areas in which a student's clothes are changed may occur. Incidental visual coverage of the inside of a bathroom or any area of the classroom or other special education setting in which a student's clothes are changed is permitted only to the extent that such coverage is the result of the layout of the classroom or setting. Audio recording of the inside of a bathroom or any area of the classroom or other special education setting in which a student's clothes are changed is required;
13. A statement that video recordings must be retained for at least three months after the date the video was recorded and that video recordings will be maintained in accordance with the requirements of Education Code 29.022(e-1), when applicable;
14. A statement that the regular or continual monitoring of video is prohibited and that video recordings must not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety;
15. At the district's discretion, a requirement that campuses post a notice at the entrance of any self-contained classroom or other special education setting in which video cameras are placed stating that video and audio surveillance are conducted in the classroom or setting;
16. The procedures for reporting an allegation to the district that an incident occurred in a self-contained classroom or other special education setting in which video surveillance under Education Code 29.022 and 19 Administrative Code 103.1301 is conducted;
17. The local grievance procedures for filing a complaint alleging violations of Education Code 29.022, and/or 19 Administrative Code 103.1301; and
18. A statement that video recordings made under Education Code 29.022 and 19 Administrative Code 103.1301 are confidential and a description of the limited circumstances under which the recordings may be viewed.

19 TAC 103.1301(g)

SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

EHBAF
(LEGAL)

Governmental Record	A video recording under this section is a governmental record only for purposes of Penal Code 37.10.
Operation of Camera	<p>These provisions apply to the placement, operation, and maintenance of a video camera in a self-contained classroom or other special education setting during the regular school year and extended school year services.</p> <p>A video camera placed under this section is not required to be in operation for the time during which students are not present in the classroom or other special education setting.</p> <p><i>Education Code 29.022(s)-(t)</i></p>
Exclusions	A district is not required to provide video equipment to a campus of another district or charter school or to a nonpublic school. <i>19 TAC 103.1301(c)</i>
Dispute Resolution	The special education dispute resolution procedures in 34 Code of Federal Regulations 300.151-.153 and 300.504-.515 do not apply to complaints alleging that a district has failed to comply with Education Code 29.022 and 19 Administrative Code 103.1301. Complaints alleging violations of those sections must be addressed through the district's local grievance procedures or other dispute resolution channels. <i>19 TAC 103.1301(e)</i>
Denial of Request	The following standards and procedures apply to a denial of a request for placement of a video camera under Education Code 29.022(a), or to the denial of a request to release a video or to view a video made under Education Code 29.022(i) or (l)(2).
<i>Exhaustion of Administrative Remedies</i>	<p>Once a request for placement of a video camera or a request to release a video is administratively denied, the requester must exhaust administrative remedies through the district's grievance process even if the requester opts for the expedited review process. However, a district, parent, staff member, or administrator may request an expedited review even before the local remedies are exhausted.</p> <p>After local remedies are exhausted by filing a grievance with the board and obtaining a board determination, the requester may appeal the denial to the commissioner of education under Education Code 7.057 by filing a petition for review.</p>
<i>Proper Request</i>	In a case where there is a denial of a request for the placement of a video camera, the commissioner will determine whether the person requesting placement is a person allowed to request placement under Education Code 29.022(a-1) (see Limited Release, above) and whether the requester made a proper request under Education Code 29.022(a-3) (see Processing the Request, above).

<i>Cost</i>	The commissioner will not consider the cost to the district of installing cameras or releasing video.
<i>Release Determination</i>	In a case where there is a denial of a request to release a video, the commissioner will determine whether the requester is a person allowed to receive a video under Education Code 29.022(i) (described at Limited Release, above).
<i>Timelines for Petition for Review</i>	<p>The following timelines are established for filing a petition for review:</p> <ol style="list-style-type: none">1. A petition for review shall be filed with the commissioner within 10 calendar days of the decision of the board denying the request being first communicated to the requester or requester's counsel, whichever occurs first. The petition for review shall be made in accordance with 19 Administrative Code 157.1073(c) (hearings brought under Education Code 7.057) and may include a request for expedited review.2. The district's answer and local record shall comply with 19 Administrative Code 157.1052(b) and (c) and 19 Administrative Code 157.1073(d) and shall be filed with the commissioner within 10 calendar days of the district receiving notification from the commissioner of the appeal.3. The procedures specified in 19 Administrative Code 157.1059; .1061; and .1073(e)-(h), (j), and (k) apply to a case brought to the commissioner under this section.
<i>Expedited Review</i>	<p>A request for expedited review is governed by the following.</p> <ol style="list-style-type: none">1. The expedited review process is designed to allow a requester to promptly receive a preliminary judgment from the commissioner as to a decision to deny a request for the installation of cameras or a decision to deny a request to release a video while at the same time respecting the school grievance process. The expedited review process does not apply to a request to only view a video. Invoking the expedited review process results in a prompt initial determination. However, the final commissioner's determination is to be based on a substantial evidence review of the district's grievance record. This allows for a full record to be developed at the district level and does not require the requester and the district to make an evidentiary record before TEA in Austin, Texas. Because the requirements of Education Code 7.057 are met when the board's decision is heard by the commissioner, an appeal to district court is allowed under Education Code 7.057(d). Education Code 29.022 does not by itself allow an appeal to district court.

2. A district, parent, staff member, or administrator may request an expedited review. Any request for an expedited review shall include the names, telephone numbers, and addresses of all interested parties to the request. "Interested parties" are all persons who brought the grievance, all persons who have testified or provided written statements as part of the grievance process, and the district. The request for expedited review shall specify whether the district denied a request for the placement of a video camera or the district denied a request to release a video and briefly describe why that decision is either correct or incorrect.
3. A request for expedited review shall be filed with the commissioner no earlier than 14 business days after a request for placement of a video camera or a request to release a video is administratively denied under Education Code 29.022(i) or (l)(2) (see Limited Release and Process, above), and no later than the fifth business day after a board resolves a grievance as to a request for placement of a video camera or a request to release a video. A request for expedited review shall be filed with the commissioner electronically as provided on TEA's Division of Hearings and Appeals website or by U.S. Mail, facsimile, hand-delivery, or by a commercial delivery service.
4. Whenever an interested party files a document with the commissioner, with the exception of the request for expedited review, the interested party shall send the same document to all other interested parties by the same method that the document was sent to the commissioner. Hand-delivery of the document by the next day may be substituted for service by facsimile delivery.
5. If a request for expedited review is timely filed, the commissioner will establish a briefing schedule and will send to all interested parties a notice that an expedited review has been filed, which will include relevant statutes and rules. Any interested party who knows of any additional interested parties who have not been notified will promptly inform the commissioner in writing.
6. All briefing shall clearly state the facts relied upon. Documents relevant to the issues presented may be attached to a brief. All briefing shall provide the reasons why the commissioner should or should not grant the request for expedited review. Citations to statutes, rules, commissioner decisions, and case law are important to identify the legal basis for the claims made.

7. All interested parties who are in favor of granting the request for expedited review shall file briefing at the time specified for the requester of the expedited review.
8. All interested parties who are opposed to granting the request for expedited review shall file briefing at the same time.
9. Briefing is not limited to the issues specifically raised in the pleadings in the case. However, no new arguments may be raised in the reply briefs. Reply briefs may contain new citations to the record and legal authority as to issues previously raised.
10. A preliminary judgment shall be issued based on the briefing of the interested parties. The preliminary judgment will be sent to the requestor, the district, and all interested parties. If it is determined that a district is not likely to prevail on the issue of a request for the placement of video cameras or the issue of a request to view a video under full review, the district will fully comply with Education Code 29.022.
11. After a preliminary judgment is made, a final judgment will be made in accordance with the procedures set forth in 19 Administrative Code 103.1303(b)(1)-(5) (the Denial of Request Review process).

19 TAC 103.1303(b)

Extension of Time

A request by a district for an extension of time to begin the operation of a video camera under Education Code 29.022 shall be made and decided using the following procedures.

Request

Any request by a district for an extension of time to begin the operation of a video camera shall be filed with the commissioner prior to the 45th school business day after a request to begin operating a video camera is received. However, a district should request an extension of time as soon as it determines that an extension of time should be filed.

A request for an extension of time to begin the operation of a video camera shall specify why an extension of time should be granted. The request shall include affidavits supporting any factual claims made in the request and reference any legal authority as to why the request should be granted. The request may include a request for expedited review. The request shall name the individual who requested the installation of cameras and provide the individual's address and telephone number. Immediately following the individual's address and telephone number there shall appear in bold type: "You have been identified as the individual who requested the operation of a video camera that is the subject of this request to the

commissioner of education to extend the statutory timeline. You may, but are not required to, participate in the proceedings before the commissioner concerning the school district's request for an extension of time. It is entirely up to you whether and to what extent you wish to participate in these proceedings. The procedures governing these proceedings are found at 19 Texas Administrative Code 103.1303(c) and Texas Education Code 29.022."

A request for an extension of time to begin the operation of a video camera shall list the names, telephone numbers, and addresses of all interested parties to the request. All interested parties include all parents of students in the classroom or other special education setting for which a video camera has been requested and all staff who provided services in a classroom for which a video camera has been requested.

Filing Documents

All documents in a case shall be filed with the Division of Hearings and Appeals, Texas Education Agency, 1701 N. Congress Ave., Austin, Texas 78701, facsimile number (512) 475-3662. Documents shall be filed electronically as provided on the division's website or by mail, delivery, or facsimile. All documents must be actually received by the Division of Hearings and Appeals by the date specified in this section. The mailbox rule does not apply to filings in a case filed under this subsection. Electronic filing is strongly encouraged.

All filings in a case shall be sent to the district, the individual who initially requested the installation of the cameras, and all interested parties who have filed a request to receive documents filed in the case by the same method as the request is filed with the commissioner. Due to the requirements of FERPA, the names, telephone numbers, and addresses of parents and other publicly identifiable student information may not be given to the interested parties. The copies of the filings sent to interested parties shall be redacted to remove all personally identifiable student information.

Filing Responses

Any response to a request for an extension of time to begin the operation of a video camera shall be filed with the commissioner by an interested party within 10 calendar days of the filing of the request. If no response to the request is timely filed, the commissioner shall issue a final decision within 20 calendar days of the filing of the request.

A response to a request for an extension of time to begin the operation of a video camera shall specify why an extension of time should or should not be granted. The response shall include affidavits concerning any factual claims made in the request and reference any legal authority as to why the request should or should not

be granted. The response may include a request for expedited review.

*Expedited
Review*

A request for expedited review must be filed with the commissioner within 10 calendar days of the filing of the request for an extension of time to begin the operation of a video camera. If a request for expedited review is made, all interested parties shall be notified that they have been identified as interested parties in the request for an extension of time to begin the operation of a video camera. In particular, the interested parties will be informed that it is their choice whether to participate in the proceedings before the commissioner, that it is entirely up to them to determine to what extent they wish to participate in the proceedings, that the procedures governing these proceedings are found in 19 Administrative Code 103.1303 and Education Code 29.022, and that upon their written request filed with the commissioner they will be sent all filings in this case.

If a request for an expedited review is not made, the commissioner shall issue a final decision within 45 calendar days of the filing of the request for an extension of time to begin the operation of a video camera, unless the commissioner determines that an evidentiary hearing would be helpful in deciding the issues raised. If the commissioner decides to hold an evidentiary hearing, the commissioner shall establish the timelines and procedures to be used. Whether to conduct the hearing by telephone or other electronic methods will be considered.

If a request for expedited review is made, the following procedures shall be followed:

1. Any reply by the district to any response to the request shall be filed with the commissioner within 25 calendar days of the filing of the request for an extension of time to begin the operation of a video camera.
2. A preliminary judgment shall be made by the commissioner within 35 calendar days of the filing of the request for an extension of time to begin the operation of a video camera.
3. Any interested party or the district may file objections to the preliminary judgment within 40 calendar days of the filing of the request for an extension of time to begin the operation of a video camera.
4. Any reply to an objection to a preliminary judgment must be filed within 45 calendar days of the filing of a request for an extension of time to begin the operation of a video camera.

5. The commissioner shall issue a final decision within 55 calendar days of the filing of the request for an extension of time to begin the operation of a video camera, unless the commissioner determines that an evidentiary hearing would be helpful in deciding the issues raised. If the commissioner decides to hold an evidentiary hearing, the commissioner shall establish the timelines and procedures to be used. Whether to conduct the hearing by telephone or other electronic methods will be considered.

*Commissioner
Consideration*

In making either a preliminary judgment or a final judgment under this subsection, the commissioner will consider whether granting the requested extension is reasonable considering all factors, including contracting statutes, architectural and structural issues, and the difference in costs to the district if a moderate extension of time is granted.

No Appeal

A commissioner's final decision under this provision is not subject to appeal.

19 TAC 103.1303(c)

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain self-contained special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The Superintendent is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a self-contained classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the tenth business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the

instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term "human resource staff member" shall include the Superintendent, a principal, an assistant principal or other campus administrator, special education supervisors, and any supervisory position within the District's human resources office. If an individual listed in items 2–4, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy. [See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within 48 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ten District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District's video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District's complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.

II.E. CONSENT AGENDA

II.E.1. Minutes of October 16, 2025,
Regular Meeting and October 23,
2025 Joint Meeting with City of
Beaumont.

II.E.2. Approve Personnel
Recommendations that include
Chapter 21 and Director Employees

II.E.3. Approve Rankings and Contract
Award for Chiller Replacement
Project (CSP 26.09)



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.E.3.**

Agenda Item Title: Approve Rankings and Contract Award for Chiller Replacement Project (CSP 26.09)

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s): Randall Maxwell, Mark McClelland

Executive Summary: A Request for Competitive Sealed Proposals was issued for the Chiller Replacement Project at Charlton-Pollard Elementary School. Two responses were received.

Recommendation: Approve Derryberry's L.P. for the Chiller Replacement Project

Budget Impact* (if applicable): \$426,000.

Funding Source (if applicable): Capital Projects

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): TEC. CH 44

Policy Reference (if applicable, list policy/regulation): CH (Legal & Local); CV (Legal & Local)

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez
Cabinet Level Presenter's Signature

11/11/2025
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

**COMPETITIVE SEALED PROPOSAL EVALUATION TABULATION
 BEAUMONT INDEPENDENT SCHOOL DISTRICT
 CSP 26.09 – CHILLER REPLACEMENT PROJECT (CHARLTON POLLARD ES)**

PROPOSAL EVALUATION TABULATION

PROPOSAL OPENING OCTOBER 28, 2025 @ 2:00 P.M.

<u>OFFEROR'S COMPANY NAME</u>	<u>RESPONSIVE</u>	<u>TOTAL POINTS SCORED</u>	<u>RANKING</u>
Derryberry's L.P. (Recommended)	Y	100	1
Associated Mechanical Services, Inc.	Y	97.95	2

Evaluators:

Mark McClelland – Director of Maint. & Operations
 Bryan Jansen – Asst. Director of Maint. & Operations
 Steve Tatum – Asst. Director of Maint. & Operations
 Dean Moore – MEP Supervisor

Evaluation Criteria

Possible Points

Price Proposal	60 points
Experience & Reputation	15 points
Quality of Proposer's Services	10 points
Prior Relationship w/BISD	10 points
Financial Capability	5 points

**REQUEST FOR COMPETITIVE SEALED PROPOSALS
BEAUMONT INDEPENDENT SCHOOL DISTRICT
CSP 26.09 – CHILLER REPLACEMENT PROJECT**

EXHIBIT A PROPOSAL FORM

IDENTIFICATION OF OFFEROR AND ACCEPTANCE OF TERMS

IMPORTANT: A proposal, to be valid, must be manually signed in ink by an authorized person in the space provided. By such signature, Offeror agrees to strictly abide by the terms, conditions, and specifications set out in the Request for Competitive Sealed Proposals.

PROPOSAL FORM

1.1 TO: Beaumont Independent School District
Attn: Purchasing Department
3395 Harrison Ave
Beaumont, TX 77706

1.2 SUBMITTED BY:

Derryberry's L.P.

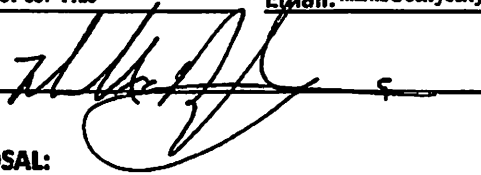
Address: 2203 W. Cedar Bayou Lynchburg Rd., Baytown, TX 77521

Phone No.: 281-837-1129

Email: markd@derryberrys.com

Date: 10-28-25

Signature:



1.3 BASE PROPOSAL:

A. \$ 411,000.00 (Amount in figures)

B. Owner's Contingency: \$15,000.00

TOTAL PROPOSAL (Sum of A & B): \$ 426,000.00

1.4 ALTERNATE PROPOSAL:

This alternate shall establish the amount to be added to the base proposal for all mechanical & electrical scope costs associated with replacing the existing chilled water pump & variable frequency drive. There shall be no pump or VFP scope included in the base bid.

TOTAL ALTERNATE PROPOSAL: \$ 38,000.00

1.5 ADDENDA: Undersigned acknowledges receipt of Addenda:

Nos. & Dates) Addendum 1, 10/07/25

II.E.4. Consider and Approve
Agreement Amendment No. 1 with
Beaumont New Linde Inc. (2083)



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.E.4.**

Agenda Item Title: Consider and approve Agreement Amendment No. 1 with Beaumont New Linde Inc (2083)

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: On December 13, 2022, Beaumont ISD approved an Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes (the "Agreement") for Linde International, Inc. ("Linde"). Linde Inc. has requested revisions to the Project Schedule to reflect updated development and operational timelines for the approved project. The amended application was submitted to the Texas Comptroller for review, and the Comptroller has reissued its certification for the project. The amendment makes the following changes to the Projected Timeline of the original application. The Limitation Start Period has been moved to January 1, 2027, to track the anticipated start of commercial operations at the Project site.

Recommendation: Approve Agreement Amendment No. 1 with Linde Inc (2083), as recommended by counsel and the District's consultants.

Budget Impact* (if applicable): N/A

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):



Cabinet Level Presenter's Signature



Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

AMENDMENT NO. 1
TO AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR
SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES
BETWEEN BEAUMONT INDEPENDENT SCHOOL DISTRICT AND LINDE INC.
(Comptroller Application No. 2083)

This **AMENDMENT NO. 1 TO THE AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES** (this “**AMENDMENT NO. 1**”) is entered into by and between **BEAUMONT INDEPENDENT SCHOOL DISTRICT** (the “**District**”), a lawfully created independent school district of the State of Texas operating under and subject to the Texas Education Code, and **LINDE INC.**, a Delaware Corporation, Texas Taxpayer Identification Number *10612490507* (“**Applicant**”). The Applicant and the District may hereafter be referred together as the “**Parties**” and individually as a “**Party**.” Undefined capitalized terms herein shall have the meaning given to them in the Agreement (as defined below).

WHEREAS, on or about December 13, 2022, pursuant to Chapter 313 of the Texas Tax Code, after conducting a public hearing on the matter, the District made factual findings (the “**Findings of Fact**”), and passed, approved, and executed that certain Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes dated December 13, 2022, by and between the District and Applicant (the “**Original Agreement**”); and

WHEREAS, on September 29, 2025, pursuant to Section 10.2 of the Agreement, the Applicant requested to commence the start of the Tax Limitation start to January 1, 2027, update the start of commercial operations to December 2026 and provided revised schedules A1 – C; and

WHEREAS, the Parties notified the Texas Comptroller of Public Accounts (the “**Comptroller**”) of the Amended Application and the request for this **AMENDMENT NO. 1**, and the Comptroller issued its notice of completeness, issued its amended certification of the Amended Application, and approved the form of this **AMENDMENT NO. 1** on XXXX XX, 2025; and

NOW, THEREFORE, in consideration of the foregoing recitals, the mutual benefits to be derived by the Parties and other good and valuable considerations, the receipt and adequacy of which are hereby acknowledged, and in compliance with Section 10.2 of the Agreement, the undersigned Parties agree to amend the Agreement as follows:

1. **Amendments.** The Agreement is hereby amended as follows:

A. **Section 2.3. TERM OF THE AGREEMENT.**

B. **The Tax Limitation Period for this Agreement:**

- i. Starts on January 1, 2027, the first complete Tax Year that begins after the date of the commencement of Commercial Operations; and
- ii. Ends on December 31, 2036.

C. The Final Termination Date for this Agreement is December 31, 2041.

D. **SECTION 6.1. SUPPLEMENTAL PAYMENT AMOUNT**

TAX YEAR	PAYMENT DUE DATE	AMOUNT OF ANNUAL PAYMENT
2024	January 31, 2025	\$1,474,414
2025	January 31, 2026	\$1,474,414
2026	January 31, 2027	\$1,474,414
2027	January 31, 2028	\$1,474,414
2028	January 31, 2029	\$1,474,414
2029	January 31, 2030	\$1,474,414
2030	January 31, 2031	\$1,474,414
2031	January 31, 2032	\$1,474,414
2032	January 31, 2033	\$1,474,414
2033	January 31, 2034	\$1,474,414
2034	January 31, 2035	\$1,474,414
2035	January 31, 2036	\$1,474,414
2036	January 31, 2037	\$1,474,414
2037	January 31, 2038	\$1,474,414
2038	January 31, 2039	\$1,474,414
2039	December 31, 2039	\$1,474,414

E. **Section 10.1** of the Agreement will be updated as follows:

To the Applicant:

Name: Amer Akhras
Organization: Linde
Address: 1585 Sawdust Road, Ste. 300
City, State, Zip: The Woodlands, TX 77380
Phone: (281) 203-3522
Email: amer.akhras@linde.com

2. **Effect.** Except as modified and amended by the terms of this AMENDMENT NO. 1, all of the terms, conditions, provisions and covenants of the Findings of Fact and Agreement are ratified and shall remain in full force and effect, and the Agreement and this AMENDMENT NO. 1 shall be deemed to constitute a single instrument or document and the Findings of Fact and this AMENDMENT NO. 1 shall be deemed to constitute a single instrument or document. Should there be any inconsistency between the terms of this AMENDMENT NO. 1 and the Agreement or this AMENDMENT NO. 1 and the Findings of Fact; the terms of this AMENDMENT NO. 1 shall prevail. A copy of this AMENDMENT NO. 1 shall be delivered to the Texas Comptroller to be posted to the Texas Comptroller's internet website. A copy of this AMENDMENT NO. 1 shall be recorded with the official Minutes of the meeting at which it has been approved on XXXX XX, 2025.

3. **Binding on Successors and Assigns.** The Agreement, as amended by this AMENDMENT NO. 1, shall be binding upon and inure to the benefit of the Parties and each other person and entity having any interest therein during their ownership thereof, and their respective successors and assigns.

4. **Counterparts.** This AMENDMENT NO. 1 may be executed in counterparts, each of which shall be deemed an original and all of which when taken together shall constitute one and the same document.

IN WITNESS WHEREOF, the District and Applicant have caused this AMENDMENT NO. 1 to be executed and delivered by their duly authorized representatives on this ____ day of _____, 2025.

LINDE INC.

**BEAUMONT INDEPENDENT
SCHOOL DISTRICT**

By: _____
**AMER AKHRAS
VICE PRESIDENT,
SOUTH REGION**

By: _____
PRESIDENT, BOARD OF TRUSTEES

ATTEST:

By: _____
SECRETARY, BOARD OF TRUSTEES

OR IN THE EVENT OF A CONFLICT OF INTEREST

By: _____
VICE PRESIDENT, BOARD OF TRUSTEES

**Estimated Financial Impact of the #2083 - Linde Inc.
AMENDED Chapter 313 Property Value Limitation Request Submitted to BEAUMONT ISD**

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Year of Agreement	School Year	Project Taxable Value for M&O If No Limitation	Project Taxable Value for M&O With Limitation	Assumed M&O Tax Rate	Tax Savings To Company	Article IV Estimated Revenue Protection Payment	Estimated Net Tax Benefits	Article VI Supplemental Payment	Total Negotiated Payments to School District	Potential Company Tax Benefit
QTP0	2024-25	\$127,500,000	\$127,500,000	\$0.8023	\$0	\$0	\$0	\$1,474,414	\$1,474,414	-\$1,474,414
QTP1	2025-26	\$200,000,000	\$200,000,000	\$0.7722	\$0	\$0	\$0	\$1,474,414	\$1,474,414	-\$1,474,414
QTP2	2026-27	\$265,000,000	\$265,000,000	\$0.7722	\$0	\$0	\$0	\$1,474,414	\$1,474,414	-\$1,474,414
VL1	2027-28	\$959,310,000	\$30,000,000	\$0.7722	\$7,176,132	-\$7,727,177	-\$551,045	\$1,474,414	\$9,201,591	-\$2,025,459
VL2	2028-29	\$892,158,300	\$30,000,000	\$0.7722	\$6,657,586	\$0	\$6,657,586	\$1,474,414	\$1,474,414	\$5,183,172
VL3	2029-30	\$829,707,219	\$30,000,000	\$0.7722	\$6,175,339	\$0	\$6,175,339	\$1,474,414	\$1,474,414	\$4,700,925
VL4	2030-31	\$771,627,714	\$30,000,000	\$0.7722	\$5,726,849	\$0	\$5,726,849	\$1,474,414	\$1,474,414	\$4,252,435
VL5	2031-32	\$717,613,774	\$30,000,000	\$0.7722	\$5,309,754	\$0	\$5,309,754	\$1,474,414	\$1,474,414	\$3,835,340
VL6	2032-33	\$667,380,810	\$30,000,000	\$0.7722	\$4,921,855	\$0	\$4,921,855	\$1,474,414	\$1,474,414	\$3,447,441
VL7	2033-34	\$620,664,153	\$30,000,000	\$0.7722	\$4,561,109	\$0	\$4,561,109	\$1,474,414	\$1,474,414	\$3,086,695
VL8	2034-35	\$577,217,662	\$30,000,000	\$0.7722	\$4,225,615	\$0	\$4,225,615	\$1,474,414	\$1,474,414	\$2,751,201
VL9	2035-36	\$536,812,426	\$30,000,000	\$0.7722	\$3,913,606	\$0	\$3,913,606	\$1,474,414	\$1,474,414	\$2,439,192
VL10	2036-37	\$499,235,556	\$30,000,000	\$0.7722	\$3,623,437	\$0	\$3,623,437	\$1,474,414	\$1,474,414	\$2,149,023
VP1	2037-38	\$464,289,067	\$464,289,067	\$0.7722	\$0	\$0	\$0	\$1,474,414	\$1,474,414	-\$1,474,414
VP2	2038-39	\$431,788,832	\$431,788,832	\$0.7722	\$0	\$0	\$0	\$1,474,414	\$1,474,414	-\$1,474,414
VP3	2039-40	\$401,563,614	\$401,563,614	\$0.7722	\$0	\$0	\$0	\$1,474,414	\$1,474,414	-\$1,474,414
VP4	2040-41	\$373,454,161	\$373,454,161	\$0.7722	\$0	\$0	\$0			\$0
VP5	2041-42	\$347,312,370	\$347,312,370	\$0.7722	\$0	\$0	\$0			\$0
TOTALS					\$52,291,281	-\$7,727,177	\$44,564,104	\$23,590,624	\$31,317,801	\$20,973,480

QTP = Qualifying Time Period
VL = Value Limitation
VP = Viable Presence

Fully taxable for I&S

Loss of M&O taxes plus Tier II state aid would have earned on those taxes

Actual amount and when paid is negotiated during Agreement process

% Gross Tax Savings **59.9%** **40.1%**

Future legislative action on school funding could potentially affect the impact of the value limitation on the school district's finances and result in revenue-loss estimates that differ from the estimates presented in this table.



II.E.5. Approve Interlocal
Cooperation Agreement to Provide
Meals between Beaumont ISD and
ResponsiveEd Texas dba Ignite
Community School - Beaumont



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.E.5.**

Agenda Item Title: Approve Interlocal Cooperation Agreement to Provide Meals between Beaumont ISD and ResponsiveEd Texas dba Ignite Community School - Beaumont

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s): Mary Ellen Vivrett

Executive Summary: Beaumont ISD works in collaboration with neighboring school and governmental entities. Responsive Education - Ignite Community School, a public charter school, does not have the necessary facilities to provide its students with appropriate meals. The proposed interlocal cooperation agreement provides for BISD Child Nutrition Department to assist Responsive Education - Ignite Community School with meal service. BISD is not subsidizing Responsive Education – Ignite Community School’s meal service, and the school will pay Beaumont ISD for the child nutrition services provided.

Recommendation: Approve Interlocal Cooperation Agreement to Provide Meals between Beaumont ISD and ResponsiveEd Texas - dba Ignite Community School - Beaumont.

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): N/A

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez
Cabinet Level Presenter's Signature

11/10/2025
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

INTERLOCAL COOPERATION AGREEMENT TO PROVIDE MEALS

Between Beaumont ISD and ResponsiveEd Texas dba
"Ignite Community School - Beaumont"

Meal Provider: Beaumont ISD 3395 Harrison Avenue, Beaumont, TX 77706
Receiving Sponsor: Responsive Ed dba Ignite Community School - Beaumont 10255 Eastex Freeway # 100, Beaumont, TX 77708

Pursuant to the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, this agreement is made on August 1, 2025 between **Beaumont Independent School District (BISD)**, a Texas Independent School District, and **ResponsiveEd Texas, d/b/a "Ignite Community School - Beaumont"**, a Texas Open-Enrollment Charter School, and is created for the purpose of providing:

Lunch under the National School Lunch Program for the 2025 - 2026 school year

It is hereby agreed that:

A. Statement of Work

BISD will provide meals to Ignite Community School - Beaumont that comply with the nutrition standards established by the United States Department of Agriculture (USDA) for the National School Lunch Program. Ignite Community School - Beaumont will be responsible for claiming reimbursement from the appropriate State agency for all meals served to children enrolled in Ignite Community School - Beaumont.

Both BISD and Ignite Community School - Beaumont will comply with all applicable Federal, State and local statutes and regulations with regard to the preparation and consumption of meals which meet the National School Lunch Program meal program requirements, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records maintained by BISD and Ignite Community School - Beaumont relating to the agreement will be open to inspection by applicable Federal, State, and local authorities in accordance with applicable statutes and regulations.

Additional details on BISD operating procedures can be found in Beaumont ISD Board Policy.

A.1. Meal Ordering and Meal Components

- a. The number of meals prepared by BISD will be determined by the quantity ordered by Ignite Community School - Beaumont. Ignite Community School - Beaumont will notify BISD, by communicating with Beaumont ISD Homer Elementary Café Manager the quantity needed for two weeks at a time, no later than two weeks prior to the next week of service. Should the contact person change, BISD will notify Ignite Community School - Beaumont in writing. Failure to timely provide notice may result in BISD being unable to supply meals or an increase in the rate of meals provided. Meal counts will be provided to Ignite Community School - Beaumont staff at the Homer Elementary pickup location, in writing, on a calendar to confirm pickup totals.
- b. BISD will provide the following in sufficient quantity for the number of meals ordered:
 - Entrees
 - Sides, including fruit will be provided
 - Milk – White Milk (1% and Fat Free) Chocolate Milk (Fat Free)
 - Serving utensils (prepackaged with napkin)

- Paper boats for meal service
 - Styrofoam trays for meal service
 - Condiments as designed with the meal
- c. **Field Trips:** BISD will provide Ignite Community School - Beaumont with sack/boxed lunches for field trips when requested at the standard order time with a minimum of a two week notice. Ignite Community School - Beaumont will be responsible for the proper cold storage of these items until served.
 - d. **Offer vs. Serve:** BISD will provide lunch meals following Offer vs. Serve (OVS), a system designed to reduce waste and give students greater flexibility and choice. Ignite Community School - Beaumont will monitor lunch fruit and vegetable quantities to ensure there is enough fruit and vegetables for all students who wish to partake, while reducing the amount of unnecessary waste and/or leftovers. Fruits and vegetables provided during lunch service are intended to be consumed during the specified meal and shall not be used for other programs and activities.
 - e. **Special Scheduling:** Special scheduling for meal pick-up will require two weeks advance notice. Fees may apply.
 - f. **Pricing and Fees:** Refer to Section C - Meal Price and associated assumptions and Section D – Fees.

A.2. Pick-up and Service of Meals

- a. Ignite Community School - Beaumont will pick-up meals from the preparation site. Pick-up times will be arranged in writing in advance. Ignite Community School - Beaumont will be responsible for pick-up and storage of the supplies.
- b. Ignite Community School - Beaumont will provide all personnel necessary to pick-up, serve, and supervise the consumption of meals.
- c. Ignite Community School - Beaumont will check the order upon pick-up and will notify BISD of an issue at that time, in order to provide adequate time to remedy the issue.

A.3. Care of Meals

- a. BISD will be responsible for the condition and care of meals until Ignite Community School - Beaumont picks up the goods and, thereafter, Ignite Community School - Beaumont will be responsible for maintaining the proper temperature of the meal components until they are consumed.
- b. Ignite Community School - Beaumont will be responsible for providing refrigeration units and hot holding units to hold meals at food safe temperatures.

A.4. Holidays

BISD will not provide food service on the days BISD is closed pursuant to BISD's calendar and subject to amendment. The current SY 25 - 26 BISD calendar is enclosed and marked Exhibit B. Should the calendar be amended, BISD will notify Ignite Community School - Beaumont in writing.

Should Ignite Community School - Beaumont use intersession days built into their calendar or make any changes to their SY 25 - 26 calendar, Ignite Community School - Beaumont will provide BISD with thirty (30) days' written notice to ensure adequate time for planning and production.

A.5. Monthly Menu Planning

- a. No later than one (1) week prior to the end of each month, BISD will provide to Ignite Community School - Beaumont a monthly menu describing the meals to be served for the following month. BISD will provide menu documentation no later than one (1) week in advance of service upon written request. This will include:
 - Monthly Menu Portion Detail to demonstrate compliance with Meal Patterns: National School Lunch Program and/or

given instructions for obtaining this information on the BISD Child Nutrition Department website.

- Carbohydrate Report to assist parents and staff in ordering for students with diabetes and/or given instructions for obtaining this information on the BISD Child Nutrition Department website.
 - Allergen Report tracking the eight commonly recognized allergen components (wheat, dairy, eggs, soy, shellfish, fish, peanuts, tree nuts) as defined by the Food Allergen labeling and Consumer Protection Act of 2004 (FALCPA) to assist staff in ordering for special meal accommodations and/or and/or given instructions for obtaining this information on the BISD Child Nutrition Department website.
- b. Menu changes or substitutions may be required due to unforeseen circumstances; in the event a substitution is required, BISD will communicate the need in writing.
- c. Students with special dietary needs must have on file a signed statement by a provider with prescriptive authority (M.D., D.O., N.P. - C, P.A. - C). BISD can provide a dairy-free meal alternative, soy-free meal alternative, and is capable of modifying texture. BISD is not capable of providing items outside of those we source (i.e. nutritional supplements), or changing the
- d. nutritional profile of individual menu items. These types of accommodations must be addressed at the school level, by Ignite Community School - Beaumont.

A.6. Records and Audits

- completion
- a. Ignite Community School - Beaumont will conduct their own free and reduced-price application process as indicated, including the distribution, review, approval, and verification of applications for the sites belonging to Ignite Community School - Beaumont. All applications and eligibility requirements will be handled at the site by Ignite Community School - Beaumont. Ignite Community School - Beaumont is responsible for all point of service meal counts and of all documents required by the applicable Child Nutrition Program, including making claims for reimbursements. Beaumont ISD is a CEP program for SY 25 - 26.
- b. BISD will maintain all necessary records on the nutritional components and quantities of the meals picked up by Ignite Community School - Beaumont and will make said records available for inspection by Ignite Community School - Beaumont and/or State and Federal authorities upon written request. BISD will retain records relating to this Agreement for the time period provided for by the applicable records retention schedule.
- (3) c. BISD will provide to Ignite Community School - Beaumont document requisition support in the event of an audit by the State Department of Education, or local governing entity for reimbursable Child Nutrition Programs, including Administrative Review circumstances. Ignite Community School - Beaumont shall be responsible for notifying BISD, in writing, within three business days of receiving any information from a State Agency of an audit, technical assistance or other actions. Ignite Community School - Beaumont shall be responsible for forwarding the complete written notification from the governing entity so that BISD is positioned to best support the requisition request and tailor the support to exactly what is required. Typical document requisition in a formal audit includes support with menus, production records, recipes, labels and product formulation statements.

A.7. Licenses and Permits

- a. BISD will prepare meals at a site that maintains the appropriate state and local health certifications for the facility and will maintain certification at all times.

- b. Ignite Community School - Beaumont shall have state or local health certifications as required for each of their school sites and shall maintain certification for the duration of the Agreement.

B. Agreement Period

This agreement will begin **August 18, 2025** and will end **May 28, 2025**, unless terminated as provided herein. Any extension of this Agreement shall be subject to the terms and conditions specified herein. This Agreement may be extended by written mutual consent of the parties, contingent upon approval of BISD's Board of Trustees, as may be required.

C. Meal Price

BISD will charge Ignite Community School - Beaumont the following:

Meal	# of Full Serving Days	Average Minimum # Meals per Day	Price per Meal
Lunch	173	140	\$5.25

C.1 Assumptions

- a. Menu patterns follow the National School Lunch Program for grades K-5.

- b. There shall be no competitive food and beverage sales during the meal service times for lunch or snack. Competitive foods are defined as all foods not provided by BISD during the assigned meal period for the duration of the contract. Six (6) competitive waiver days are allowed per SY. However, Ignite Community School - Beaumont shall notify BISD in advance of any decrease in meals pursuant to Section D.4. Suspended service shall result in damages paid to BISD in the amount equal to the average minimum number of meals per day multiplied by the number of days of suspended service multiplied by the price per meal affected.

- c. Ignite Community Service and its representatives, including, but not limited to, principals, teachers, and staff, shall fully cooperate with BISD in the implementation of this Agreement.

- d. Legislation, regulations, and reimbursement rates that create changes in the nonprofit food service will be observed. Any modification to this Agreement will be noticed in writing.

- e. Changes to meal components and quantities required by the National School Lunch Act or the National School Lunch Program shall result in an appropriate adjustment.

- f. BISD meals are not intended or labeled for retail sale.

A.7. Economic Price Adjustment and Price Negotiation

At the end of each term, the contract may be renewed in which the meal price will be adjusted, at a maximum, no more than 50% of the Consumer Price Index for all Urban Consumers for Food Away from Home. Price adjustments must be made to meet or exceed the USDA reimbursement rates for student lunches to include labor and material costs.

D. Fees

D.1. Calendar Management

- a. Ignite Community School - Beaumont shall provide BISD with a calendar for the school year no later than ten (10) days prior to the beginning of service. Failure of Ignite Community School - Beaumont to provide BISD with the calendar ten (10) days prior to the beginning of service will result in a \$250 rush fee. At a minimum, the calendar shall provide the following:
 - Field trip days
 - Early release days
 - Testing days
 - Days in which meal participation is expected to be less than 50% of the norm
 - Days in which meals will not be ordered and the reason
 - A calendar for waiver/free food days when lunch service may not be needed
- b. Ignite Community School - Beaumont shall notify BISD of additional events not captured on the initial calendar in which mealtimes or normal operations may be affected for the following month. For example, Ignite Community School - Beaumont shall notify BISD by September 1 for events occurring in October.

D.2. New Order Placement after Deadline

- a. New orders placed after the stated deadline will be charged the following:
 - First time orders placed after the deadline will not incur an additional charge.
 - Late order placements occurring the second and third time will incur a \$50 charge.
 - Late order placements occurring on/after the fourth incident will incur a \$100 charge.
- b. As a valued partner, BISD will do its best to accommodate the request. All late orders are subject to product availability. BISD may provide an appropriate alternative meal if the requested meal is not available.

D.3. Order Increase

- a. Order increases made after the stated deadline will be charged the full applicable meal price listed in Section C plus an additional \$50.
- b. BISD will do its best to accommodate the request. Order increases are subject to product availability.

D.4. Order Cancellation or Decrease

Because our food is prepared fresh daily, BISD reserves the right to charge either a portion or the full price per meal for any order cancellations or decreases.

- a. BISD understands that extenuating circumstances may occur in which Ignite Community School - Beaumont shall have a need to decrease the number of meals ordered. BISD will partner with Ignite Community School - Beaumont to accommodate order decreases that occur after the stated deadline in which meals are not needed within 48 hours. The order decrease shall not exceed 25% of the original order.

Order decreases occurring on/after the fourth incident will incur the full applicable meal price listed in Section C.

- b. For cancellations and decreases that occur after the stated deadline, and within 48 hours of when meals are to be delivered:
 - First, second, and third time order cancellations and decreases will be charged 50% of the applicable meal price listed in Section C.
 - Fourth time order cancellations and decreases will be charged the full applicable meal price listed in Section C.

D.5. Convenience Fee

BISD reserves the right to charge a convenience fee of up to 10% per meal for changes after the stated deadline that affect operations, but do not result in an increase or decrease in the number of meals originally ordered. An example of this may be changing regular lunch meals ordered to field trip lunches.

D.6. Supplies

As stated in Section A, BISD will provide the necessary utensils, napkins, paper supplies and condiments in sufficient quantity for the number of meals ordered. Any depletion of supplies outside the meal program will be charged to Ignite Community School - Beaumont at full case value.

E. Payment Terms

BISD will issue itemized invoices for the full cost of the lunch plus any additional items ordered, including, but not limited to, snack items, additional utensils, supplies, etc., and any other applicable fees. Ignite Community School - Beaumont shall submit payment to BISD as required by BISD on the submitted invoice within thirty (30) days of receipt of a BISD invoice.

BISD reserves the right to charge up to a seven (7) percent interest rate (compounded monthly) on any balance left unpaid on an invoice. No food service account funds shall be used for payment of interest or late fees. Failure to pay an invoice is considered a material breach of this agreement.

Should Ignite Community School - Beaumont receive meals that are spoiled or unwholesome at the time of pick-up, do not meet the specifications, or do not otherwise meet the requirement of the Agreement, Ignite Community School - Beaumont should notify BISD in writing, specifying the number of meals effected, no later than twenty-four hours after the date the meal was received. Ignite Community School - Beaumont shall keep evidence of food items for inspection by BISD. Should BISD find that the meals were spoiled or unwholesome at the time of pick-up, did not meet specifications, or did not otherwise meet the requirements of the Agreement; the price of those meals will be deducted from Ignite Community School - Beaumont's invoice.

The parties agree and acknowledge that each party paying for the performance of governmental functions or services pursuant to this Agreement must make those payments from current revenues available to the paying party.

F. Hold Harmless

To the extent permitted by law, each party will hold the other party, its trustees, employees, and agents harmless from and against all liability, loss, expense, or reasonable claims for injury or damages arising out of the performance of this Agreement to the extent that the claim arises from the negligence, willful act, breach of contract, or violation of law by a party, its officers, employees, or agents.

G. Limitation of Liability

In the event either party incurs any expenses, damages or other liabilities in connection with the performance or non-performance of any term or provision hereof, such party's liability to the other party shall not exceed the payments actually paid to BISD over the previous twelve months. In no event will either party be liable for any special, incidental, consequential or indirect damages or damages for lost profits arising in any way out of this Agreement, however caused and on any theory of liability. The foregoing limitation of liability and exclusion of certain damages shall apply regardless of the failure of essential purpose of any remedies available to either party.

H. Immunity

Nothing in this Agreement shall be construed as a waiver or relinquishment of any government immunities or defenses on behalf of BISD or Ignite Community School - Beaumont or its officers, trustees, employees, and agents as a result of the execution of this Agreement or performance of the functions or obligations described herein under federal or Texas laws.

I. Insurance

Ignite Community School - Beaumont will keep and maintain commercial general liability insurance in an amount no less than one million dollars (\$1,000,000) for each occurrence and two million dollars (\$2,000,000) in the aggregate. If requested, Ignite Community School - Beaumont will provide BISD with proof evidencing insurance in the amount and specifying that the coverage will not be canceled or modified without thirty (30) days prior written notice to BISD.

BISD will keep and maintain commercial general liability insurance in an amount no less than one million dollars (\$1,000,000) for each occurrence and two million dollars (\$2,000,000) in the aggregate for any liability resulting from incidents of improper product preparation or contamination and will provide Ignite Community School - Beaumont with a certificate, upon written request.

J. Termination

1. Either party may terminate this agreement for cause:
 - a. Upon fifteen (15) days written notice of a material breach to the other party if such breach remains uncured at the expiration of such period; or
 - b. Immediately if either party becomes insolvent or becomes the subject of any other proceeding, receivership, liquidation or assignment for the benefit of creditors.
2. Either party may terminate this agreement for convenience at any time by giving sixty (60) days written notification to the other party, setting forth the reason and the effective date of termination. Upon such termination, Ignite Community School - Beaumont and BISD shall make settlement of all amounts due hereunder as follows.
3. The following shall occur upon termination, whether by cause or convenience:
 - a. BISD shall be paid according to the invoice issued to Ignite Community School - Beaumont for all meals and services provided through the effective termination date of service.
 - b. Ignite Community School - Beaumont shall pay BISD all outstanding balances, not in dispute, within fifteen (15) days of the effective date of termination.
 - c. For payments in dispute, Ignite Community School - Beaumont and BISD shall determine on a case-by-case basis the most equitable solution to both parties.
 - d. The total sum to be paid to BISD shall not exceed the total agreement price plus settlement costs, reduced by the amount of payments otherwise made, and the agreement price of work not terminated.
 - e. Ignite Community School - Beaumont will return all equipment owned by BISD immediately upon termination of service.

K. Force Majeure

Neither BISD nor Ignite Community School - Beaumont shall be liable to the other for any delay in, or failure of performance of, any covenant or promise contained in this Agreement, nor shall any delay or failure constitute default or give rise to any liability for damages if, and only to the extent that, such delay or failure is caused by "force majeure". As used in this Agreement, "force majeure" means acts of God; acts of the public enemy; acts of a governmental entity in its sovereign or contractual capacity; fires; floods; epidemics; quarantine restrictions; strikes or other labor disputes, freight embargoes, or illegality.

If any of the above causes an inability for BISD to provide meals, Ignite Community School - Beaumont will not be responsible for the cost of unsupplied meals. However, BISD may suggest an alternative meal solution in which case, Ignite Community School - Beaumont shall be fully responsible for payment of the alternate meal solution unless otherwise noted. Ignite Community School - Beaumont shall also be fully responsible for meals received but damaged by any of the above causes.

L. Severability

In the event that any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.

M. Survival of Certain Terms

Notwithstanding anything herein to the contrary, the parties understand and agree that all terms and conditions of this Agreement and the exhibits and/or attachments here to which may require continued performance, compliance, or effect beyond the termination or expiration date of the Agreement shall survive such termination or expiration date and shall be enforceable as provided herein.

N. Modification and Amendment

This agreement is subject to such modifications as may be required by changes in Federal or State law, or their implementing regulations. Any such required modification shall automatically be incorporated into and be part of this agreement on the effective date of such change as if fully set forth herein. Except as provided above, no modification of this Agreement shall be effective unless agreed to in writing by both parties in an amendment to this Agreement that is properly executed and approved in accordance with applicable law.

O. Cooperation of the Parties

BISD and Ignite Community School - Beaumont agree to cooperate fully, to work in good faith, and to mutually assist each other in the performance of this Agreement. In connection herewith, the parties shall meet to resolve problems associated with this Agreement. Neither party will unreasonably withhold its approval of any act or request of the other to which the party's approval is necessary or desirable.

Any material changes to contract requests will require a formal contract revision or addendum and prices will be adjusted accordingly.

P. Assignment

Neither this Agreement nor any duties or obligations under it shall be assignable by BISD without the prior written acknowledgment and authorization of Ignite Community School - Beaumont, not to be unreasonably withheld.

Q. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of or relating to this Agreement shall be a court of competent jurisdiction in Jefferson County, Texas.

R. Section Headings

The section headings or titles are for convenience only and shall have no substantive effect in the interpretation of the agreement.

S. No Third-Party Beneficiaries

Nothing in this Agreement shall be deemed or construed to create any third-party beneficiaries or otherwise give any third party any claim or right of action against any party to this Agreement.

T. No Waiver

No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party's right to enforce such term, and no waiver on the part of either party of any term of this Agreement shall be taken or held to be a waiver of any other term hereof or the breach thereof. No waiver of any of the provisions of this Agreement shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.

U. Counterparts

This Agreement may be executed in any number of counterparts, each of which when executed and delivered shall constitute a duplicate original, but all counterparts together shall constitute a single agreement. Documents executed, scanned and transmitted electronically and electronic signatures shall be deemed original signatures for purposes of this Agreement and all matters related thereto, with such scanned and electronic signatures having the same legal effect as original signatures.

V. Entire Agreement

This Agreement, including any attached and incorporated addenda, exhibits, attachments, and documents contain the entire agreement of the parties relative to the purpose(s) of this Agreement and supersede any other representations, agreements, arrangements, negotiations, or understandings, oral or written, between the parties to this Agreement.

W. Authorization

Each party acknowledges that the governing body of each party to this Agreement has authorized and approved this Agreement.

X. Relationship of the Parties

It is the intention of the parties that Ignite Community School - Beaumont is independent of BISD and not an employee, agent, joint venturer, or partner of BISD and nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee, agent, joint venturer, or partner, between BISD and Ignite Community School - Beaumont or BISD and any of Ignite Community School - Beaumont's representatives. Ignite Community School - Beaumont is solely responsible for the supervision, daily direction and control, and payment, payment of salary (including withholding of income taxes and any other required withholdings), insurance, worker's compensation, and like requirements of Ignite Community School - Beaumont employees, agents, volunteers, and representatives.

The parties hereto are fully authorized and have executed this agreement:

Name and Title of BISD Official	Telephone Number
Signature of BISD Official	Date
Name and Title of Ignite Community School - Beaumont Official	Telephone Number
Signature of Ignite Community School - Beaumont Official	Date

Attached Exhibits:

- A. Inclement Weather Policy
- B. BISD Calendar

Melissa Summarsell Director of
Child Nutrition ResponsiveEd Texas

Approved as to Form
Lindsey Gordon, General Counsel

EXHIBIT A: INCLEMENT WEATHER POLICY

BISD's operational contingency for the occurrence of weather-related delays and cancellations are outlined below.

A. Inclement Situations

1. Forecasts Calling for Next Day Inclement Weather

Ignite Community School - Beaumont must contact the BISD's designated contact via telephone or email (in non-urgent cases) to report possible weather interruptions.

Ignite Community School - Beaumont Initiating Weather Closure Process- BISD will offer to refund the cost of the meals ordered *if canceled by 5AM the day of service*.

2. Local Announcement that School(s) will Remain Closed for Consecutive Days

Ignite Community School - Beaumont must contact BISD each day of closure by 9 AM to determine plans for the following day and to discuss the upcoming menus for when classes resume. The same weather-related order cancellation and refund policy above (Section A1) applies. Menus are subject to change.

B. Communication to School Administrators

To best serve students' needs, all communication to BISD regarding cancellation of planned meal services must be made in email or writing to the designated BISD contact. BISD team will work with Ignite Community School - Beaumont closely to ensure coordinated pick-up in these circumstances.

INSTRUCTIONAL CALENDAR - under separate cover

II.E.6. Approve Proposed Library
Materials as a Requirement of SB13



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.E.6.**

Agenda Item Title: Approval of Proposed Library Materials as a Requirement of SB 13

Cabinet Level Presenter(s): Jenny Angelo, Executive Director of Curriculum & Instruction

Additional Presenter(s):

Executive Summary:

In accordance with Senate Bill 13, each time a school library catalog is updated, the Board of Trustees must approve or reject the list of proposed library materials at the first open meeting held at least 30 days after the list is made available to the public. The list of books proposed for purchase for district libraries was posted on the district website on October 20, 2025, at <https://www.bmtisd.com/family/academics/library-services>. As library titles are requested by campuses throughout the year, updated lists will be compiled and publicly posted for the required 30-day review period before being presented to the Board for consideration and approval.

Recommendation: To approve the proposed library titles as required by Senate Bill 13

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): NA

Legal Review (if necessary, list attorney and firm): N/A


Cabinet Level Presenter's Signature

November 10, 2025
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

Elementary & Middle School New Book Purchases

Title	SERIES	Author	ISBN Vendor Binding	Hardback Library Binding	ISBN Hardback	ISBN Paperback	ISBN - MISC	BINDING
A Cars Christmas	Step into Reading-Step 1	Lagonegro, Melissa	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
A delicious story		Saltzberg, Barney			9781662640162			
A fairy finds her song		Jackson, Bea	9.79837E+12		9.78167E+12	9.78167E+12		
A fairy-tale fall	Step Into Reading-Step 2	Jordan, Apple	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
A Minecraft movie. Welcome to the	Step Into Reading-Step 3	Shealy, Dennis R	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
A monster is coming!	Step Into Reading-Step 2	Harrison, David L	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
A parade of elephants		Henkes, Kevin			9780062668271,9780062668288			
A pig, a fox, and a box	Step Into Reading-Step 2	Fenske, Jonathan	9.78171E+12			9.78059E+12		FollettBound Sewn
A rainbow inside my body : finding peace through yoga, breathing		Kottaras, E. Katherine			9.78059E+12			
A surprise visitor	Adventures Of Sophie More	Green, Poppy	9.78152E+12	9.78153E+12	9.78148E+12	9.78148E+12	9.7815E+12	Hardcover (library b
A tale of two sisters	Step Into Reading-Step 2	Lagonegro, Melissa	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
A very cranky book		DiTerlizzi, Angela			9780063206670			
A very Mercy Christmas	Mercy Watson	DiCamillo, Kate			9781536213607			
Across the sea	Step Into Reading-Step 2	Homburg, Ruth	9.78149E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Alexander and the wind-up mouse	Step Into Reading-Step 3	Lionni, Leo	9.78154E+12			9.78039E+12		FollettBound Sewn
Alexander Hamilton : little lion	Treasure Chest (Penguin)	Hood, Ann	9.79837E+12		9.78059E+12	9.78059E+12		
All is Nat lost	Nat Enough	Scrivan, Maria	9.78152E+12		9.78134E+12	9.78134E+12		FollettBound Glued
Amari and the despicable wonders	Supernatural Investigation	Alston, B. B	9.79837E+12		9.78006E+12	9.78006E+12		
American girl. Molly's Christmas story	Step Into Reading-Step 3	Clauss, Lauren	9.78171E+12			9.78059E+12		FollettBound Sewn
Among us	Epic: Our Favorite Video Games	Rathburn, Betsy		9798893045048		9798893047332		
Amy and the emerald snake	Critter Club		9.78167E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Glued
Amy looks before she leaps	Critter Club	Barkley, Callie	9.79837E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Sewn
An Elephant & Piggie biggie! Volur	Elephant & Piggie	Willems, Mo			9.78137E+12			
An Elephant & Piggie biggie! Volur	Elephant & Piggie	Willems, Mo			9.78137E+12			
An Elephant & Piggie biggie! Volur	Elephant & Piggie	Willems, Mo			9.78137E+12			
An Elephant & Piggie biggie! Volur	Elephant & Piggie	Willems, Mo			9.78137E+12			
An Elephant & Piggie biggie! Volur	Elephant & Piggie	Willems, Mo			9.78137E+12			
Anna's best friends	Step Into Reading-Step 2	Webster, Christy	9.78149E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Arfy and the stinky smell	Step into Reading-Step 1	Cummings, Troy	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Arfy has a ball	Step into Reading-Step 1	Cummings, Troy	9.78152E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Ariel is fearless	Step Into Reading-Step 2	Marsham, Liz	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Sewn

Ariel's brave kitten	Step into Reading-Step 1	Koster, Amy Sky	9.78171E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Artemis Fowl	Artemis Fowl	Colfer, Eoin	9.78155E+12		9.78079E+12	9.78137E+12	#####	FollettBound Glued
Artemis Fowl. The eternity code	Artemis Fowl	Colfer, Eoin	9.78155E+12			9.78137E+12	9.7814E+12	FollettBound Glued
Arthur and the baby	Arthur Adventures	Brown, Marc Tolon	9.78154E+12			9.78032E+12		
Arthur locked in the library!	Arthur Chapter Book	Krensky, Stephen	9.78154E+12			9.78032E+12		
Arthur turns green	Arthur Adventures	Brown, Marc Tolon	9.78033E+12			9.78032E+12		
Arthur's underwear	Arthur Adventures	Brown, Marc Tolon	9.7814E+12			9.78032E+12		
Awesome evolutions!		Nestor, C. J				9.78198E+12		
Baby panda goes wild	Step Into Reading-Step 3	Salomon, David	9.78155E+12			9.78053E+12	9.7805E+12	FollettBound Sewn
Baby-sitters little sister. 10,Karen's	Baby-Sitters Little Sister	Grant, Shauna J	9798368749648		9781546110071	9781339005072		
Baby-sitters little sister. 11,Karen's	Baby-Sitters Little Sister	Yingst, DK	9798368749655		9781546110576	9781339005102		
Baby-sitters on board!	Baby-Sitters Club	Martin, Ann M	9.78167E+12			9.78134E+12		FollettBound Glued
Baby-sitters' summer vacation	Baby-Sitters Club	Martin, Ann M	9.78167E+12			9.78134E+12		FollettBound Glued
Baby-sitters' winter vacation	Baby-Sitters Club	Martin, Ann M	9.78152E+12			9.78134E+12		FollettBound Glued
Back to dog-gone school	Step Into Reading-Step 2	Schmidt, Amy	9.78152E+12			9.7811E+12	9.7811E+12	FollettBound Sewn
Bailey and the blaze : a burning of	Girls Survive Graphic Nov	Andral, Dolores		9.79888E+12		9.79888E+12		Hardcover (library b
Bake like a pro!	Maker Comics	Koch, Falynn	9.78155E+12			9.78125E+12	9.7813E+12	FollettBound Glued
Ballerina princess	Step Into Reading-Step 2	Lagonegro, Melissa	9.78143E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
Barbara Park's Junie B. Jones and	Junie B. Jones Graphic N	Venable, Colleen A. F	9.79837E+12	9.78059E+12	9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Sewn
Barbara Park's Junie B. Jones and	Junie B. Jones Graphic N	Venable, Colleen A. F	9.79837E+12	9.78059E+12	9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Sewn
Barbie : a fashion fairytale	Step Into Reading-Step 2	Man-Kong, Mary	9.78033E+12			9.78038E+12		FollettBound Sewn
Barbie dreamhouse adventures. P	Step Into Reading-Step 2	Stephens, Elle	9.78173E+12			9.78059E+12		FollettBound Sewn
Barbie dreamhouse adventures. S	Step Into Reading-Step 2	Depken, Kristen L	9.78154E+12			9.78152E+12		FollettBound Sewn
Barbie dreamhouse adventures. T	Step Into Reading-Step 2	Depken, Kristen L	9.78155E+12			9.78152E+12		FollettBound Sewn
Barbie dreamhouse adventures. T	Step Into Reading-Step 2		9.78154E+12			9.78059E+12		FollettBound Sewn
Barbie in A mermaid tale	Step Into Reading-Step 2	Webster, Christy	9.78033E+12			9.78038E+12		FollettBound Sewn
Barbie princess adventure	Step Into Reading-Step 2	Stephens, Elle	9.78171E+12			9.78059E+12		FollettBound Sewn
Barbie, you can be a soccer player	Step Into Reading-Step 2	Depken, Kristen L	9.78154E+12			9.78152E+12		FollettBound Sewn
Barbie. Big city, big dreams	Step Into Reading-Step 2	Webster, Christy	9.78171E+12			9.78059E+12		FollettBound Sewn
Barbie. Everyone is beautiful!	Step into Reading-Step 1	Nakamura, Mei	9.78167E+12			9.78059E+12		FollettBound Sewn
Barbie. Let's plant a garden	Step into Reading-Step 1	Depken, Kristen L	9.78154E+12			9.78152E+12		FollettBound Sewn
Barbie. You can be a doctor	Step Into Reading-Step 2	Stephens, Elle	9.78171E+12			9.78059E+12		FollettBound Sewn

Barbie. You can be a musician	Step Into Reading-Step 2	Webster, Christy	9.78171E+12			9.78059E+12		FollettBound Sewn
Barn storm	Step Into Reading-Step 2	Ghigna, Charles	9.78033E+12			9.78038E+12		FollettBound Sewn
Battle of the Super Rabbit Boys!	Branches: Press Start!	Flintham, Thomas	9.79832E+12		9.78155E+12	9.78155E+12		FollettBound Sewn
Batwheels. Bam and the Batwheel	Step into Reading-Step 1	Wrecks, Billy	9.78167E+12			9.78059E+12		FollettBound Sewn
Batwheels. Here comes Redbird!	Step Into Reading-Step 2	Wrecks, Billy	9.78152E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Beach day!	Step into Reading-Step 1	Ransom, Candice F	9.78154E+12			9.78152E+12	9.7815E+12	FollettBound Sewn
Beach pug	Branches: Diary Of A Pug	May, Kyla	9781516077014		9781338877618	9781338877601		
Bear hugs	Step into Reading-Step 1	Capucilli, Alyssa Satin	9.78033E+12			9.78031E+12	9.7803E+12	FollettBound Sewn
Belle's playful puppy	Step into Reading-Step 1	Koster, Amy Sky	9.78167E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Best dad in the sea	Step into Reading-Step 1	Tyler, Amy J	9.7814E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
Big cats	Step Into Reading-Step 3	Milton, Joyce	9.78171E+12			9.78059E+12		FollettBound Sewn
Big Nate Code Red!	Big Nate Graphic Novels	Peirce, Lincoln	9.79832E+12			9.79888E+12		FollettBound Glued
Big Nate. Attack of the cheez funk	Big Nate Graphic Novels	Peirce, Lincoln	9.79837E+12			9.78152E+12		FollettBound Glued
Big Nate. No harm done!	Big Nate Graphic Novels	Peirce, Lincoln	9.79837E+12			9.79888E+12		FollettBound Glued
Big Nate. Remain calm!	Big Nate Graphic Novels	Peirce, Lincoln	9.79837E+12			9.78152E+12		FollettBound Glued
Big Nate. This means war!	Big Nate Graphic Novels	Peirce, Lincoln	9.79837E+12			9.78152E+12		FollettBound Glued
Big Shark, Little Shark	Step into Reading-Step 1	Membrino, Anna	9.78154E+12			9.7804E+12	9.7804E+12	FollettBound Sewn
Big Shark, Little Shark go to school	Step into Reading-Step 1	Membrino, Anna	9.78154E+12			9.78198E+12	9.782E+12	FollettBound Sewn
Big Shark, Little Shark, and the mi	Step into Reading-Step 1	Membrino, Anna	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Big Shark, Little Shark, and the sp	Step into Reading-Step 1	Membrino, Anna	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Big Shark, Little Shark, Baby Shar	Step into Reading-Step 1	Membrino, Anna	9.78154E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Big snowman, little snowman	Step into Reading-Step 1	Rabe, Tish	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
Binky takes charge	Binky Adventure	Spires, Ashley	9.78033E+12		9.78155E+12	9.78155E+12	9.7818E+12	FollettBound Glued
Binky the space cat	Binky Adventure	Spires, Ashley	9.78033E+12			9.78155E+12	9.7818E+12	FollettBound Glued
Binky to the rescue	Binky Adventure	Spires, Ashley	9.78033E+12			9.78155E+12	#####	FollettBound Glued
Binky under pressure	Binky Adventure	Spires, Ashley	9.78033E+12			9.78155E+12	9.7818E+12	FollettBound Sewn
Binky, license to scratch	Binky Adventure	Spires, Ashley	9.78149E+12			9.78155E+12	9.7818E+12	FollettBound Glued
Biscuit visits the big city	I Can Read! My First: Bisc	Capucilli, Alyssa Satin	9781428717664		9780060741648	9780060741662		
Biscuit's big friend	I Can Read! My First: Bisc	Capucilli, Alyssa Satin	9781415505465		9780060291679	9780064442886		
Bizarro day!	Step Into Reading-Step 2	Wrecks, Billy	9.78033E+12			9.78031E+12		FollettBound Sewn
Black Adam strikes!	Step Into Reading-Step 3	Berrios, Frank	9.78154E+12			9.78053E+12		FollettBound Sewn
Blast from the past	Geronimo Stilton	Stilton, Geronimo	9.79837E+12			9.78155E+12	9.7815E+12	FollettBound Glued

Block and Attack	Jake Maddox Graphic Nov	Maddox, Jake		9.79888E+12		9.79888E+12		Hardcover (library b
Blue's clues & you! Rainy day!	Step into Reading-Step 1	Man-Kong, Mary	9.78167E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Boats!	Step into Reading-Step 1	Corey, Shana	9.78076E+12			9.78038E+12		FollettBound Sewn
Boo on the loose	Step Into Reading-Step 2	Herman, Gail	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
Brave Batgirl!	Step Into Reading-Step 2	Webster, Christy	9.78154E+12			9.78152E+12		FollettBound Glued
Break the ice! ; Everest saves the	Step Into Reading-Step 2		9.78154E+12			9.78152E+12		FollettBound Sewn
Bride of the living dummy	Classic Goosebumps	Stine, R. L	9.78154E+12			9.78134E+12	9.7813E+12	FollettBound Glued
Build a robot!	Maker Comics	Venable, Colleen A. F	9.78171E+12			9.78125E+12		FollettBound Glued
Bus station mystery	Boxcar Children Mysteries	Warner, Gertrude Cha	9.79837E+12			9.78081E+12	9.7808E+12	FollettBound Glued
Busy bunny	Step into Reading-Step 1	Huntley, Tex	9.78173E+12			9.78059E+12		FollettBound Sewn
Butterbean's cafe. Soccer star!	Step Into Reading-Step 2	Huntley, Tex	9.78171E+12			9.78059E+12		FollettBound Sewn
Butterbean's cafe. The bean team	Step into Reading-Step 1	Huntley, Tex	9.78154E+12			9.78198E+12		FollettBound Sewn
Camp time in California	Magic Tree House	Osborne, Mary Pope	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Candace, the universe, and everything		Smith, Sherri L			9.78152E+12			
Caribou	Animals Illustrated	Aglukark, Dorothy			9.78177E+12			
Cat Ninja. 3,Wanted	Cat Ninja	Cody, Matthew	9.78152E+12		9.78152E+12	9.78152E+12		FollettBound Glued
Cat Ninja. 4,Welcome to the 'burbs	Cat Ninja	Cody, Matthew	9.78167E+12		9.78152E+12	9.78152E+12		FollettBound Glued
Cat Ninja. 5,Cat's claw	Cat Ninja	Cody, Matthew	9.78152E+12		9.78152E+12	9.78152E+12		FollettBound Glued
Cat Ninja. 6,The heart of a hero	Cat Ninja	Cody, Matthew	9.79837E+12		9.78152E+12	9.78152E+12		FollettBound Glued
Cat on the mat	Step Into Reading-Step 2	Schade, Susan	9.78033E+12			9.78031E+12	9.7803E+12	FollettBound Sewn
Caterflies and ice	Zoey And Sassafras	Citro, Asia	9781549039652		9781943147342	9781943147359		
Catninja. 1	Cat Ninja	Cody, Matthew	9.78171E+12		9.78152E+12	9.78152E+12		FollettBound Glued
Catninja. 2,Time heist	Cat Ninja	Cody, Matthew	9.78171E+12			9.78152E+12		FollettBound Glued
Cave of the Crystal dragon	Branches: Dragon Masters	West, Tracey	9.78152E+12		9.78134E+12	9.78134E+12	9.7813E+12	FollettBound Sewn
Charlie and the chocolate factory	Puffin Modern Classics	Dahl, Roald	9781415525340			9780142401088		
Charlotte the ballerina : the true st	Step Into Reading-Step 2	Nebres, Charlotte	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Chicka chicka tricka treat	Chicka Chicka Book	Chung, Julien			9.78167E+12			Hardcover
Chicks!	Step into Reading-Step 1	Horning, Sandra	9.78033E+12			9.78031E+12	9.7804E+12	FollettBound Sewn
Cinderella--with dogs!		Bailey, Linda	9798318906732		9781984813824	9798217005901		
Cinderella's countdown to the ball	Step into Reading-Step 1	Kilgras, Heidi	9.78076E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
City of the dead	City Spies	Ponti, James	9.78152E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Glued
Class act	Jada Jones	Lyons, Kelly Starling	978153797761	9780451534286		9780451534279		

Claudia and the bad joke	Baby-Sitters Club	Martin, Ann M	9.78154E+12			9.78134E+12		FollettBound Glued
Claudia and the Great Search	Baby-Sitters Club	Martin, Ann M	9.79832E+12			9.78155E+12		FollettBound Glued
Claudie finds her talent	Step Into Reading-Step 3	Alston, Bria	9.78152E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Coach	Track	Reynolds, Jason			9.79835E+12			
Coco. Miguel's music	Step Into Reading-Step 3	Rivera, Liz	9.78154E+12			9.78074E+12		FollettBound Sewn
Conduct a science experiment!	Maker Comics	Helmer, Der-shing	9.78171E+12			9.78125E+12	9.7813E+12	FollettBound Glued
Cooking with Sam-I-Am	Step into Reading-Step 1	Carbone, Courtney	9.78154E+12			9.78152E+12		FollettBound Sewn
Cooking with the Grinch	Step into Reading-Step 1	Rabe, Tish	9.78154E+12			9.78152E+12		FollettBound Sewn
Cooking with the Sneetches	Step into Reading-Step 1	Holm, Astrid	9.79837E+12			9.78059E+12		FollettBound Sewn
Coral reefs in danger	Step Into Reading-Step 3	Brooke, Samantha	9.78171E+12			9.78059E+12		FollettBound Sewn
Corduroy writes a letter	Step Into Reading-Step 2	Inches, Alison	9.78171E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Corduroy's garden	Step Into Reading-Step 3	Inches, Alison	9.78171E+12			9.78059E+12		FollettBound Sewn
Corduroy's hike	Step Into Reading-Step 3	Inches, Alison	9.78171E+12			9.78059E+12		FollettBound Sewn
Crunch and munch in the apple or	Katie Woo and JoJo on th	Manushkin, Fran		9.78148E+13		9.78148E+12		
Curlfriends. Book 2,Back in busine	Curlfriends	Miller, Sharee	9.79837E+12		9.78032E+12	9.78032E+12	9.7803E+12	FollettBound Glued
Curlfriends. New in town	Curlfriends	Miller, Sharee	9.78152E+12			9.78032E+12		FollettBound Glued
Dancing dinos at the beach	Step into Reading-Step 1	Lucas, Sally	9.78033E+12			9.78038E+12		FollettBound Sewn
Dancing queen	Jada Jones	Lyons, Kelly Starling	9781725421417			9781524790585		
Danger : dinosaurs!	Step Into Reading-Step 3	Carbone, Courtney	9.78154E+12			9.78055E+12	9.7806E+12	FollettBound Sewn
Dawn and the impossible three	Baby-Sitters Club	Martin, Ann M	9.78173E+12			9.78134E+12		FollettBound Glued
Dawn on the Coast	Baby-Sitters Club	Nopra, Arley	9.79837E+12		9.78155E+12	9.78155E+12		
Dawn on the Coast	Baby-Sitters Club	Nopra, Arley	9.79837E+12		9.78155E+12	9.78155E+12		FollettBound Glued
Dawn's wicked stepsister	Baby-Sitters Club	Martin, Ann M	9.79837E+12			9.78155E+12		FollettBound Glued
DC League of Super-pets	Step Into Reading-Step 2	Lewman, David	9.78167E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Deadliest animals on the planet.			9.79837E+12	9.78143E+12		9.78143E+12		
Dear Jackie		Bagley, Jessixa	9.79837E+12		9.78153E+12	9.78153E+12		
Dear Muslim child		Rodaah, Rahma			9.78006E+12			
Defending the Swamp Dragon	Branches: Dragon Masters	West, Tracey	9.79832E+12		9.79823E+12	9.79823E+12		FollettBound Sewn
Diary of a Minecraft wolf. 1,Player	Diary of a Minecraft Wolf	Wolf, Winston	9.79837E+12			9.78134E+12	9.7815E+12	FollettBound Glued
Diary of a Minecraft wolf. 2,Under	Diary of a Minecraft Wolf	Wolf, Winston	9.79837E+12			9.78134E+12		FollettBound Glued
Diary of a Minecraft wolf. 3,Nether	Diary of a Minecraft Wolf	Wolf, Winston	9.78152E+12			9.78134E+12		FollettBound Glued
Diary of a Minecraft zombie. Book	Diary of a Minecraft Zomb	Zombie, Zack	9.78155E+12			9.78194E+12		FollettBound Glued

Diary of a Minecraft zombie. Book	Diary of a Minecraft Zomb	Zombie, Zack	9.78155E+12			9.78173E+12		FollettBound Glued
Diary of a Minecraft zombie. Book	Diary of a Minecraft Zomb	Zombie, Zack	9.78155E+12			9.78173E+12		FollettBound Glued
Diary of a Minecraft zombie. Book	Diary of a Minecraft Zomb	Zombie, Zack	9.78155E+12			9.78194E+12		FollettBound Glued
Diary of a Minecraft zombie. Book	Diary of a Minecraft Zomb	Zombie, Zack	9.78155E+12			9.78194E+12		FollettBound Glued
Diary of a Minecraft zombie. Book	Diary of a Minecraft Zomb	Zombie, Zack	9.78155E+12			9.78194E+12		FollettBound Glued
Dibs!		Gehl, Laura		9781512465327				
Dig, scoop, ka-boom!	Step into Reading-Step 1	Holub, Joan	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
Dino flight!	Step Into Reading-Step 2	Behling, Steve	9.79837E+12			9.79822E+12	9.7982E+12	FollettBound Sewn
Dinosaur days	Step Into Reading-Step 3	Milton, Joyce	9.78149E+12			9.78039E+12	9.7803E+12	FollettBound Sewn
Dinosaur rescue!	Step Into Reading-Step 3	Depken, Kristen L	9.78155E+12			9.78053E+12	9.7805E+12	FollettBound Sewn
Disney the Lion King	Step Into Reading-Step 2	Carbone, Courtney	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Disney Zootopia 2 Step into Read	Step Into Reading-Step 3	Rh Disney	9.79837E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Do You Know How Much God Loves You?		Salzano, Tammi			9.78166E+12			
Dog Man Big Jim BelievesA Graph	Dog Man	Pilkey, Dav	9.79837E+12		9.78155E+12			
Dog Man. A tale of two kitties	Dog Man	Pilkey, Dav	9.78171E+12	9.78134E+12	9.78134E+12			
Dogerella	Step Into Reading-Step 3	Boelts, Maribeth	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
Don't throw it to Mo!	Step Into Reading-Step 2	Adler, David A	9.78171E+12			9.78059E+12		FollettBound Sewn
Don't worry, Murray		Stein, David Ezra			9780062845245			
Dorks in New York!	My Weird School	Gutman, Dan	9.78152E+12		9.78006E+12	9.78006E+12	9.7801E+12	FollettBound Glued
Dot the Ladybug. The perfect spot	I can read				9.78006E+12	9.78006E+12		
Double the dinosaurs	Step into Reading-Step 1	Murray, Diana	9.78171E+12	9.78053E+12		9.78053E+12	9.7805E+12	FollettBound Sewn
Dragon egg	Step into Reading-Step 1	Loehr, Mallory	9.78143E+12			9.78038E+12		FollettBound Sewn
Dream march : Dr. Martin Luther k	Step Into Reading-Step 3	Nelson, Vaunda Miche	9.78154E+12			9.7811E+12	9.7811E+12	FollettBound Sewn
Driven to win!	Step Into Reading-Step 3	Marsham, Liz	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Glued
Drover's secret life	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
Duck & Cat's rainy day	Step into Reading-Step 1	Bramsen, Carin	9.78173E+12			9.78152E+12	9.7815E+12	FollettBound Sewn
Ducks go vroom	Step into Reading-Step 1	Kohuth, Jane	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
Dungeons & dragons: honor amon	Step Into Reading-Step 3	Johnson, Nicole	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Eduardo Guadardo, elite sheep		Pearson, Anthony			9.7815E+12			
Egg monsters from Mars	Classic Goosebumps	Stine, R. L	9.79837E+12			9.78155E+12		FollettBound Glued
Elbow Grease. Get out and play	Step into Reading-Step 1	Cena, John	9.78173E+12			9.78053E+12	9.7805E+12	FollettBound Sewn
Elena camps	Elena	Medina, Juana			9.78154E+12		9.7815E+12	

Elemental. Better together	Step Into Reading-Step 2	McCullough, Kathy	9.78152E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Elemental. Family's dream	Step Into Reading-Step 3	McCullough, Kathy	9.78152E+12		9.78074E+12	9.78074E+12	9.7807E+12	FollettBound Sewn
Elio. Elio goes to space!	Step Into Reading-Step 2	Liu, Cynthea	9.78152E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Elio. Elio's new friends	Step Into Reading-Step 3	Osaki, Kristine	9.78152E+12	9.78074E+12		9.78074E+12	9.7807E+12	FollettBound Sewn
Ellie Engle saves herself!	Ellie Engle	Johnson, Leah	9.78152E+12		9.78137E+12	9.78137E+12		
Ellie Finds Her Voice	Critter Club	Barkley, Callie	9.79837E+12		9.78167E+12	9.78167E+12		FollettBound Sewn
Ellie's spooky surprise	Critter Club	Barkley, Callie	9.78152E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Sewn
Elvis & Romeo go to dog school		Soman, David	9.79837E+12		9.78167E+12	9.78167E+12		
Encanto. Family is everything	Step Into Reading-Step 2	Mack, Luz M	9.78171E+12	9.78074E+12		9.78074E+12	9.7807E+12	FollettBound Sewn
Encanto. The missing sound	Step Into Reading-Step 2	Johnson, Nicole	9.78152E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Enola's best friend		Kordesh, Katie			9.78059E+12			
Entirely Emmie	Emmie & Friends	Libenson, Terri	9798368771557		9780063320987	9780063320970		
Escape from the great earthquake	Ranger In Time	Messner, Kate	9.78154E+12			9.78055E+12	9.7805E+12	FollettBound Glued
Escape from the Twin Towers	Ranger In Time	Messner, Kate	9.78173E+12			9.78134E+12	9.7813E+12	FollettBound Glued
Eva and the new teacher	Branches: Owl Diaries	Elliott, Rebecca	9.79837E+12		9.78155E+12	9.78155E+12	9.7815E+12	FollettBound Sewn
Eva Saves the Day --a Branches B	Branches: Owl Diaries	Elliott, Rebecca	9.79832E+12		9.78155E+12	9.78155E+12		FollettBound Sewn
Every dog has his day	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
Facing feelings : inside the world of Raina Telgemeier		Telgemeier, Raina			9.78134E+12			Hardcover
Faded love	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
Fancy Nancy. Besties for eternity	Fancy Nancy Picture Book	O'Connor, Jane			9.78006E+12			Hardcover
Field day!	Step into Reading-Step 1	Ransom, Candice F	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Finders keepers for Franklin	Franklin	Bourgeois, Paulette	9.78149E+12			9.78177E+12		
Finding Dory : ocean of color	Step into Reading-Step 1	Scollon, Bill	9.78152E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Firebred	Storm Dragons	Kagawa, Julie			9781368090315			
Firefighter Pete	Pete the Cat	Dean, James	9.78154E+12			9.78006E+12		FollettBound Sewn
Five enchanting tales.	Step Into Reading-Step 2		9.78152E+12			9.78074E+12		FollettBound Sewn
Flat Stanley and the bees	Flat Stanley (ABDO)	Houran, Lori Haskins		9.7811E+12				Hardcover (library b
Flat Stanley and the lost treasure	Flat Stanley (ABDO)	Houran, Lori Haskins		9.7811E+12				Hardcover (library b
Flat Stanley and the very big cooki	Flat Stanley (ABDO)	Houran, Lori Haskins		9.7811E+12				Hardcover (library b
Flat Stanley. Show-and-tell, Flat S	Flat Stanley (ABDO)	Houran, Lori Haskins		9.7811E+12				Hardcover (library b
Flip flop!	Step into Reading-Step 1	Rau, Dana Meachen	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
Flutter flutter at the butterfly house	Katie Woo and JoJo on th	Manushkin, Fran		9.78148E+12		9.78148E+12		

Food for thought	I Can Read! Level 3: Gigi	Iwai, Melissa	9798368744513		9780063208124	9780063208117		
Forbidden city	City Spies	Ponti, James	9.78167E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Glued
Forget me Nat	Nat Enough	Scrivan, Maria	9.78154E+12		9.78134E+12	9.78134E+12		FollettBound Glued
Fox at night	I Can Read! My First-Fox	Tabor, Corey R	9781668835371		9780062977083	9780062977076		
Fox on the job	Step Into Reading-Step 3	Marshall, James	9.78171E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Franklin and Harriet	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin and the thunderstorm	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin and the tooth fairy	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin goes to school	Franklin	Bourgeois, Paulette	9.78149E+12			9.78177E+12		
Franklin goes to the hospital	Franklin	Jennings, Sharon	9.78149E+12			9.78155E+12		
Franklin has a sleepover	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin in the dark	Franklin	Bourgeois, Paulette	9.78149E+12			9.78177E+12		
Franklin is lost	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin is messy	Franklin	Bourgeois, Paulette	9.78149E+12			9.78177E+12		
Franklin rides a bike	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin says I love you	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin's bad day	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin's Christmas gift	Franklin	Bourgeois, Paulette	9.78149E+12			9.78177E+12		
Franklin's class trip	Franklin	Bourgeois, Paulette	9.78149E+12		9.78155E+12	9.78155E+12		
Franklin's Halloween	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin's neighborhood	Franklin	Jennings, Sharon	9.78149E+12			9.78189E+12		
Franklin's new friend	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin's school play	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin's secret club	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
Franklin's Thanksgiving	Franklin	Jennings, Sharon	9.78149E+12		9.78155E+12	9.78177E+12		
Franklin's valentines	Franklin	Jennings, Sharon	9.78149E+12			9.78177E+12		
Frederick	Step Into Reading-Step 3	Lionni, Leo	9.78149E+12			9.78039E+12		FollettBound Sewn
Frederick Douglass : voice for just	Step Into Reading-Step 3	Murphy, Frank	9.78173E+12			9.78152E+12	9.7815E+12	FollettBound Sewn
Freedom for Addy	Step Into Reading-Step 3	Leslie, Tonya	9.78171E+12			9.78059E+12		FollettBound Sewn
Frozen II. Olaf loves to read!	Step Into Reading-Step 2	Edwards, John	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Fun is in the air	Step Into Reading-Step 2	Dreyer, Dylan	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Geronimo Stilton Reporter Vol. 20	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover

Geronimo Stilton Reporter Vol. 21	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #10, Bla	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #11, My	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #12, Mo	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #13, Re	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #14, The	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #15, Cle	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #16, Mr.	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #17, Top	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #18, Att	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #19, Ch	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #2, It's r	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #6, Paw	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #7, Goir	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12			Hardcover
Geronimo Stilton reporter. #8, Hyp	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12		9.7815E+12	Hardcover
Geronimo Stilton reporter. #9, Mas	Geronimo Stilton Reporter	Stilton, Geronimo			9.78155E+12		9.7815E+12	Hardcover
Get a hit, Mo!	Step Into Reading-Step 2	Adler, David A	9.78171E+12			9.78059E+12		FollettBound Sewn
Get well, pug	Branches: Diary Of A Pug	May, Kyla	9.79837E+12		9.78134E+12	9.78134E+12	9.7813E+12	FollettBound Sewn
Ghost hunt!	Step into Reading-Step 1	Lagonegro, Melissa	9.78155E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Gimme shelter : misadventures an	Chicken Squad	Cronin, Doreen	9.78155E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Glued
Give what you can	Step Into Reading-Step 2	Penfold, Alexandra	9.78152E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Gnomes and sneezes	Zoey And Sassafras	Citro, Asia	9.79837E+12		9.78196E+12	9.78196E+12		FollettBound Sewn
Go eat worms!	Classic Goosebumps	Stine, R. L	9.78152E+12			9.78155E+12		FollettBound Glued
Go, dog. Go! Dogs clean up!	Step Into Reading-Step 2	Stephens, Elle	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Go, dog. Go! Go, team. Go!	Step Into Reading-Step 2	Redbank, Tennant	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Go, dog. Go! Welcome to Pawston	Step Into Reading-Step 2	Stephens, Elle	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Go, go, go!	Step into Reading-Step 1	Lagonegro, Melissa	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
Go, go, planes!	Step into Reading-Step 1	Liberts, Jennifer	9.78154E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Go, go, tractors!	Step into Reading-Step 1	Ransom, Candice F	9.78171E+12			9.78198E+12	9.782E+12	FollettBound Sewn
Go, go, trucks!	Step into Reading-Step 1	Liberts, Jennifer	9.78154E+12			9.7804E+12	9.7804E+12	FollettBound Sewn
God loves you just the way you are		Salzano, Tammi			9.78166E+12			
Good-bye Stacey, good-bye	Baby-Sitters Club	Martin, Ann M	9.78171E+12			9.78134E+12		FollettBound Glued

Goodnight, hockey fans		Larsen, Andrew			9781771381055			
Grace's Chinese New Year	Step Into Reading-Step 2	Huang, Jackie	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Graduation day!	Step into Reading-Step 1	Ransom, Candice F	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Grandparents day!	Step into Reading-Step 1	Ransom, Candice F	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Greta and the night fire : a World V	Girls Survive Graphic Nov	Gilbert, Julie		9.79888E+12		9.79888E+12		Hardcover (library b
Growing up under a red flag : a memoir of surviving the Chin		Compestine, Ying Chang			9.78059E+12			
Grumplets and pests	Zoey And Sassafras	Citro, Asia	9.78154E+12		9.78194E+12	9.78194E+12	9.7819E+12	FollettBound Sewn
Grumpy monkey. Get your grumps	Step Into Reading-Step 2	Lang, Suzanne	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Grumpy monkey. Ready, set, bana	Step Into Reading-Step 2	Lang, Suzanne	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Grumpy monkey. The egg-sitter	Step Into Reading-Step 2	Lang, Suzanne	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Grumpy monkey. Too many bugs	Step Into Reading-Step 2	Lang, Suzanne	9.79837E+12			9.78059E+12		FollettBound Sewn
Hair is amazing	Step into Reading-Step 1	Nakamura, Mei	9.78167E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Halloween night!	Step into Reading-Step 1	Ransom, Candice F	9.79837E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Hank the Cowdog and monkey bus	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
Happiness according to Humphrey	Humphrey The Hamster	Birney, Betty G	9.79837E+12			9.78059E+12		FollettBound Glued
Happy birthday, Geronimo!	Geronimo Stilton	Stilton, Geronimo	9.78154E+12			9.78134E+12	9.7813E+12	FollettBound Glued
Happy birthday, princess!	Step into Reading-Step 1	Liberts, Jennifer	9.78152E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Harley at bat!	Step Into Reading-Step 3	Kaplan, Arie	9.78154E+12			9.78059E+12		FollettBound Sewn
Harold loves his woolly hat		Kousky, Vern	9781713724247		9781524764678			
Harry Potter and the goblet of fire	Harry Potter	Rowling, J. K			9.78055E+12			
Harry Potter and the order of the p	Harry Potter	Rowling, J. K			9.78055E+12			
Haunting of the ghost dragon	Branches: Dragon Masters	West, Tracey	9.79837E+12	9.78155E+12		9.78134E+12	9.7815E+12	FollettBound Sewn
Have a heart, Geronimo	Geronimo Stilton	Stilton, Geronimo	9.78167E+12			9.78134E+12	9.7813E+12	FollettBound Glued
Have no fear! Halloween is here!	Step Into Reading-Step 2	Rabe, Tish	9.78152E+12			9.7811E+12	9.7811E+12	FollettBound Sewn
Heart of the Ruby Dragon	Branches: Dragon Masters	West, Tracey	9.79832E+12		9.79823E+12	9.79823E+12		FollettBound Sewn
Heavy-duty trucks	Step Into Reading-Step 3	Milton, Joyce	9.78149E+12			9.78055E+12	9.7803E+12	FollettBound Sewn
Heidi Heckelbeck and the Christma	Heidi Heckelbeck	Coven, Wanda	9.78149E+12		9.78144E+12	9.78144E+12	9.7814E+12	FollettBound Sewn
Heidi Heckelbeck and the cookie c	Heidi Heckelbeck	Coven, Wanda	9.78033E+12	9.78153E+12	9.78144E+12	9.78144E+12	9.7814E+12	FollettBound Sewn
Heidi Heckelbeck and the hair eme	Heidi Heckelbeck	Coven, Wanda	9.78171E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Glued
Heidi Heckelbeck and the lost libra	Heidi Heckelbeck	Coven, Wanda	9.78171E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck and the snoopy s	Heidi Heckelbeck	Coven, Wanda	9.78154E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck and the snow da	Heidi Heckelbeck	Coven, Wanda	9.78154E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn

Heidi Heckelbeck and the tie-dyed	Heidi Heckelbeck	Coven, Wanda	9.78149E+12		9.78144E+12	9.78144E+12	9.7814E+12	FollettBound Sewn
Heidi Heckelbeck and the wacky ta	Heidi Heckelbeck	Coven, Wanda	9.78154E+12		9.78153E+12	9.78153E+12		FollettBound Sewn
Heidi Heckelbeck and the wild ride	Heidi Heckelbeck	Coven, Wanda	9.78167E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Glued
Heidi Heckelbeck for class preside	Heidi Heckelbeck	Coven, Wanda	9.78171E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Glued
Heidi Heckelbeck goes to camp!	Heidi Heckelbeck	Coven, Wanda	9.78033E+12		9.78144E+12	9.78144E+12	9.7814E+12	FollettBound Sewn
Heidi Heckelbeck has a new best f	Heidi Heckelbeck	Coven, Wanda	9.78154E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck in disguise	Heidi Heckelbeck	Coven, Wanda	9.78033E+12	9.78153E+12	9.78144E+12	9.78144E+12	9.7814E+12	FollettBound Glued
Heidi Heckelbeck is a flower girl	Heidi Heckelbeck	Coven, Wanda	9.78149E+12		9.78148E+12	9.78148E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck is not a thief!	Heidi Heckelbeck	Coven, Wanda	9.78149E+12		9.78148E+12	9.78148E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck is so totally grou	Heidi Heckelbeck	Coven, Wanda	9.78154E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck lends a helping h	Heidi Heckelbeck	Coven, Wanda	9.78154E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck Lights! Camera!	Heidi Heckelbeck	Coven, Wanda	9.78154E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck pool party!	Heidi Heckelbeck	Coven, Wanda	9.78171E+12			9.78153E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck says "cheese!"	Heidi Heckelbeck	Coven, Wanda	9.78149E+12		9.78148E+12	9.78148E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck takes the cake	Heidi Heckelbeck	Coven, Wanda	9.78173E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Heidi Heckelbeck the secret's out	Heidi Heckelbeck	Coven, Wanda	9.78152E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Sewn
Heidi Heckelbeck tries out for the t	Heidi Heckelbeck	Coven, Wanda	9.78152E+12		9.78148E+12	9.78148E+12	9.7815E+12	FollettBound Sewn
Hello, Olaf!	Step into Reading-Step 1	Posner-Sanchez, Andr	9.78155E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Hickory dickory dock	Pete the Cat: Song Books	Dean, Kim			9.78006E+12		9.7801E+12	Hardcover
Hog and Dog	Step into Reading-Step 1	Landolf, Diane Wright	9.78142E+12			9.78038E+12		FollettBound Sewn
Hooray for hair!	Step Into Reading-Step 3	Rabe, Tish	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Glued
Horseback hardships	Jake Maddox Graphic Nov	Bolte, Mari		9.78167E+12		9.78167E+12		Hardcover (library b
Hot dog	Step into Reading-Step 1	Coxe, Molly	9.78076E+12			9.78031E+12	9.7803E+12	FollettBound Sewn
How to bake an apple pie	Step Into Reading-Step 2	Reagan, Jean	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
How to be a pirate	How to Train Your Dragon	Cowell, Cressida	9.78033E+12			9.78032E+12		FollettBound Glued
How to do a science experiment	Step Into Reading-Step 2	Reagan, Jean	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
How to drive your brother bananas		Shore, Diane Z.	9.79837E+12		9.78006E+12	9.78006E+12		
How to find the tooth fairy	Step Into Reading-Step 2	Reagan, Jean	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
How to go hiking	Step Into Reading-Step 2	Reagan, Jean	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
How to help the Earth	Step Into Reading-Step 3	Rabe, Tish	9.78033E+12			9.78038E+12		FollettBound Sewn
How to host a sleepover	Step Into Reading-Step 2	Reagan, Jean	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
How to rock a snow day	Step Into Reading-Step 2	Reagan, Jean	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn

How to say goodbye in Cuban		Miyares, Daniel	9.79837E+12		9.78059E+12	9.78059E+12		
How to start first grade	Step Into Reading-Step 2	Hapka, Cathy	9.78154E+12			9.78152E+12	9.7815E+12	FollettBound Sewn
How to start kindergarten	Step Into Reading-Step 2	Hapka, Cathy	9.78155E+12			9.78152E+12	9.7815E+12	FollettBound Sewn
Hula Heritage	Jake Maddox Graphic Nov	Maddox, Jake		9.79888E+12		9.79888E+12		Hardcover (library b
Hurricane		Chin, Jason			9.78082E+12			
Hurricane heroes in Texas	Magic Tree House	Osborne, Mary Pope	9.78154E+12			9.78152E+12		FollettBound Sewn
Hurry up, Franklin	Franklin	Bourgeois, Paulette	9.78149E+12			9.78155E+12		
I am born to be awesome!	Step into Reading-Step 1	Roe, Mechal Renee	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
I am brave	Step Into Reading-Step 2	Capozzi, Suzy	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
I am helpful	Step Into Reading-Step 2	Capozzi, Suzy	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
I am kind	Step Into Reading-Step 2	Capozzi, Suzy	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
I am smart	Step Into Reading-Step 2	Capozzi, Suzy	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
I am strong	Step Into Reading-Step 2	Capozzi, Suzy	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
I am thankful	Step Into Reading-Step 2	Capozzi, Suzy	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
I can grow it!	Acorn: Princess Truly	Greenawalt, Kelly	9.79837E+12		9.78134E+12	9.78134E+12		FollettBound Sewn
I like fish : a sticker book	Step into Reading-Step 1	Brown, Margaret Wise	9.78149E+12			9.78039E+12	9.7804E+12	FollettBound Sewn
I like stars	Step into Reading-Step 1	Brown, Margaret Wise	9.78033E+12			9.78031E+12	9.7803E+12	FollettBound Sewn
I love being me!	Step into Reading-Step 1	Roe, Mechal Renee	9.78171E+12			9.78198E+12	9.782E+12	FollettBound Sewn
I love cake!	Step into Reading-Step 1	Gilbert, Frances	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
I love my grandma!	Step into Reading-Step 1	Gilbert, Frances	9.78173E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
I love my teacher!	Step into Reading-Step 1	Gilbert, Frances	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
I love pink!	Step into Reading-Step 1	Gilbert, Frances	9.78152E+12			9.7811E+12	9.7811E+12	FollettBound Sewn
I love Queen Mom!	Step Into Reading-Step 2	Huntley, Tex	9.78155E+12			9.78053E+12		FollettBound Sewn
I really, really need to pee!		Newson, Karl			9.78168E+12			
I see a rat	I like to read	Meisel, Paul	9.79837E+12		9.78082E+12	9.78082E+12		FollettBound Sewn
I spy : a game to read and play	Step into Reading-Step 1	Haynes, Caitlin	9.78149E+12			9.78068E+12	9.7803E+12	FollettBound Sewn
I survived graphic novel collection		Ball, Georgia				9.78134E+12		
I survived the Black death, 1348	I Survived	Tarshis, Lauren	9.79837E+12		9.78134E+12	9.78134E+12		
I Survived the Bombing of Pearl H	I Survived	Tarshis, Lauren	9.79832E+12		9.78155E+12	9.78155E+12		FollettBound Glued
I Survived the California Wildfires,	I Survived	Tarshis, Lauren	9.79837E+12		9.78155E+12	9.78155E+12		FollettBound Glued
I Survived the Dust Bowl, 1935	I Survived	Tarshis, Lauren	9.79837E+12		9.78134E+12	9.78134E+12		
I survived the Great Molasses Flood	I Survived	Ball, Georgia	9.79837E+12		9.78155E+12	9.78155E+12	9.7815E+12	FollettBound Glued

I survived the Japanese tsunami, 2	I Survived	Ball, Georgia	9.79837E+12		9.78155E+12	9.78155E+12	9.7815E+12	FollettBound Glued
Ice cream soup	Step into Reading-Step 1	Ingalls, Ann	9.78171E+12			9.78059E+12		FollettBound Sewn
Ice cream town	Step Into Reading-Step 2	Buckley, Margaret	9.79837E+12			9.78059E+12		FollettBound Sewn
If the Shoe Fits --the Graphic Novel	Whatever After: Graphic Novel	Mlynowski, Sarah	9.79837E+12		9.78155E+12	9.78134E+12		FollettBound Glued
Inside out 2. Changes for Riley	Step Into Reading-Step 2		9.79837E+12			9.78074E+12		FollettBound Sewn
Inside out 2. Riley's new world	Step Into Reading-Step 3	McCullough, Kathy	9.79837E+12			9.78074E+12		FollettBound Sewn
Inside out. Welcome to headquarters	Step Into Reading-Step 3	Jordan, Apple	9.78149E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Invasion of the body squeezers. Part 1	Classic Goosebumps	Stine, R. L	9.79837E+12			9.78155E+12		FollettBound Glued
Invasion of the body squeezers. Part 2	Classic Goosebumps	Stine, R. L	9.79837E+12			9.78155E+12	9.7815E+12	FollettBound Glued
InvestiGators --Weather or Not	InvestiGators	Green, John Patrick			9.78125E+12			Hardcover
InvestiGators. All tide up	InvestiGators	Green, John Patrick			9.78125E+12		9.7813E+12	Hardcover
InvestiGators. Class action	InvestiGators	Green, John Patrick			9.78125E+12		9.7813E+12	Hardcover
It's a dog's life	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
It's My Bird-Day!	Pigeon	Willems, Mo			9.78145E+12			Hardcover
Ivy + Bean get to work!	Ivy + Bean	Barrows, Annie	9.78167E+12		9.7818E+12	9.7818E+12	9.7818E+12	FollettBound Sewn
Ivy + Bean one big happy family	Ivy + Bean	Barrows, Annie	9.78154E+12	9.78153E+12	9.78145E+12	9.78145E+12	9.7815E+12	FollettBound Sewn
Ivy + Bean what's the big idea?	Ivy + Bean	Barrows, Annie	9.78033E+12	9.7816E+12	9.78081E+12	9.78145E+12	9.7808E+12	FollettBound Sewn
Jackie Robinson : he led the way	Step Into Reading-Step 3	Prince, April Jones	9.78171E+12			9.78059E+12		FollettBound Sewn
Jessi and the superbrat	Baby-Sitters Club	Martin, Ann M	9.78152E+12			9.78134E+12		FollettBound Glued
Jessi Ramsey, Pet-Sitter --A Graphic Novel	Baby-Sitters Club	Crenshaw, Ellen T	9.79837E+12		9.78134E+12	9.78134E+12		
Jip and Jam go on a quest	In Bloom	Scully, Elizabeth		9.78167E+12		9.78167E+12	9.78167E+12	Hardcover (library bin)
Juneteenth : our day of freedom	Step Into Reading-Step 3	Wyeth, Sharon Dennis	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Jurassic World: Camp Cretaceous	Step Into Reading-Step 3	Behling, Steve	9.78171E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Jurassic World: Camp Cretaceous	Step Into Reading-Step 3	Behling, Steve	9.78171E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Jurassic World: Chaos theory. Free	Step Into Reading-Step 3	Behling, Steve	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Just one flake		Jonker, Travis			9781419760112			
Kamp Koral, Spongebob's under y	Step Into Reading-Step 3	Stephens, Elle	9.78171E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Kamp Koral: Spongebob's under y	Step Into Reading-Step 3	Stephens, Elle	9.78167E+12			9.78059E+12		FollettBound Sewn
Karen's Surprise	Baby-Sitters Club	Grant, Shauna	9.79837E+12		9.78155E+12	9.78134E+12		Hardcover
Kaya rides to the rescue	Step Into Reading-Step 3	Berne, Emma Carlson	9.78167E+12			9.78059E+12		FollettBound Sewn
Kick it, Mo!	Step Into Reading-Step 3	Adler, David A	9.78171E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
King & Kayla and the case of the d	King & Kayla	Butler, Dori Hillestad	9.78167E+12		9.78168E+12	9.78168E+12		FollettBound Sewn

King & Kayla and the case of the c	King & Kayla	Butler, Dori Hillestad	9.78152E+12		9.78168E+12	9.78168E+12		FollettBound Sewn
King & Kayla and the case of the e	King & Kayla	Butler, Dori Hillestad	9.79837E+12		9.78168E+12	9.78168E+12		FollettBound Sewn
King & Kayla and the case of the k	King & Kayla	Butler, Dori Hillestad	9.78155E+12		9.78156E+12	9.78168E+12		FollettBound Sewn
King & Kayla and the case of the n	King & Kayla	Butler, Dori Hillestad	9.78155E+12		9.78156E+12	9.78168E+12		FollettBound Sewn
King & Kayla and the case of the n	King & Kayla	Butler, Dori Hillestad	9.78155E+12		9.78156E+12	9.78168E+12		FollettBound Sewn
King & Kayla and the case of the s	King & Kayla	Butler, Dori Hillestad	9.78155E+12		9.78156E+12	9.78168E+12		FollettBound Sewn
King of the ice	Miles Lewis	Lyons, Kelly Starling	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Kingdom of color	Step into Reading-Step 1	Lagonegro, Melissa	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
Kristy and the Secret of Susan	Baby-Sitters Club	Martin, Ann M	9.79837E+12			9.78155E+12		FollettBound Glued
Kristy and the walking disaster	Baby-Sitters Club	Martin, Ann M	9.78167E+12			9.78134E+12		FollettBound Glued
L.O.L. surprise! Be you!	Step Into Reading-Step 3	Arthur, B. B	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
L.O.L. surprise! Purr-fect pets	Step Into Reading-Step 3	Arthur, B. B	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
L.O.L. surprise! The kindness club	Step Into Reading-Step 3	Arthur, B. B	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
L.O.L. surprise! We are family	Step Into Reading-Step 3	Arthur, B. B	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Lady and the tramp	Step Into Reading-Step 2	Finnegan, Delphine	9.78033E+12			9.78074E+12		FollettBound Sewn
Late lunch with llamas	Magic Tree House	Osborne, Mary Pope	9.78171E+12			9.78053E+12	9.7805E+12	FollettBound Glued
Legend of the Gator Man	Scooby-Doo! Comic Chap	Sutton, Laurie S		9781496535849				
LEGO City. Meet the singer!	Step Into Reading-Step 3	Foxe, Steve	9.78167E+12					FollettBound Sewn
Let sleeping dogs lie	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
Let's build a snowman	Step into Reading-Step 1	Depken, Kristen L	9.78154E+12			9.78152E+12		FollettBound Sewn
Let's get together		Colbert, Brandy			9.78006E+12			
Let's go, bike!	Step Into Reading-Step 2	Bell, Kristen	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Let's pick apples!	Step into Reading-Step 1	Depken, Kristen L	9.78154E+12			9.78152E+12		FollettBound Sewn
Liar liar	Whatever After	Mlynowski, Sarah			9.78134E+12		9.7813E+12	Hardcover
Lightningborn	Storm Dragons	Kagawa, Julie	9798368751467		9781368090308	9781368092111		
Lightyear. Bug trouble!	Step Into Reading-Step 2	Behling, Steve	9.78167E+12	9.78074E+12		9.78074E+12	9.7807E+12	FollettBound Sewn
Lightyear. Mission: teamwork	Step Into Reading-Step 2	Bouchard, Natasha	9.78167E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Lightyear. Space ranger to the res	Step Into Reading-Step 3	Bouchard, Natasha	9.78167E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Little Blue Truck and Racer Red	Little Blue Truck	Schertle, Alice			9.78006E+12			Hardcover
Little Critter and the best present	Step Into Reading-Step 2	Mayer, Mercer	9.78171E+12			9.78198E+12		FollettBound Sewn
Little Critter goes to school	Step Into Reading-Step 2	Mayer, Mercer	9.78173E+12			9.78198E+12	9.782E+12	FollettBound Sewn
Little Critter sleeps over	Step Into Reading-Step 2	Mayer, Mercer	9.78033E+12			9.78031E+12		FollettBound Sewn

Little Lucy goes to school	Step Into Reading-Step 3	Cooper, Ilene	9.78149E+12			9.78039E+12	#####	FollettBound Sewn
Little monsters	Step Into Reading-Step 3	Johnson, Nicole	9.78167E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Little Witch learns to read	Step Into Reading-Step 3	Hautzig, Deborah	9.78141E+12			9.78038E+12		FollettBound Sewn
Live and let dive	Jake Maddox Graphic Nov	Troupe, Thomas Kingsley		9.78167E+12		9.78167E+12		Hardcover (library b
Live sustainably!	Maker Comics	Boyle, Angela	9.78167E+12					FollettBound Glued
Liz Plays Matchmaker	Critter Club	Barkley, Callie	9.79832E+12		9.78167E+12	9.78167E+12		FollettBound Sewn
Liz's perfect painting	Critter Club	Barkley, Callie	9.78152E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Glued
Llama Llama loses a tooth.	Step Into Reading-Step 2		9.78171E+12			9.78059E+12		FollettBound Sewn
Llama Llama, be my valentine!	Step Into Reading-Step 2		9.78171E+12			9.78059E+12	9.7815E+12	FollettBound Sewn
London Calling	City Spies	Ponti, James	9.79832E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Glued
Loser	Dyamonde Daniel Book	Grimes, Nikki	9.79837E+12		9.78148E+12	9.78148E+12		FollettBound Sewn
Lost in the blinded blizzard	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
Lost in the dark uncharted forest	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
Love stinks	Step into Reading-Step 1	Murray, Diana	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Luca. A sea monster story	Step Into Reading-Step 3	Bouchard, Natasha	9.78171E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Luca. Friends are forever	Step Into Reading-Step 2	Bouchard, Natasha	9.78171E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Made to play!	Step Into Reading-Step 2	Bouchard, Natasha	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Madeline and her dog	Step Into Reading-Step 2	Marciano, John Bemel	9.78171E+12			9.78059E+12		FollettBound Sewn
Madeline's tea party	Step Into Reading-Step 2	Marciano, John Bemel	9.78171E+12			9.78059E+12		FollettBound Sewn
Magic friends	Step Into Reading-Step 2	West, Chelsea	9.78149E+12			9.78039E+12		FollettBound Sewn
Magic of the wizard dragon	Branches: Dragon Masters	West, Tracey	9.79837E+12		9.78155E+12	9.78134E+12	9.7815E+12	FollettBound Sewn
Magic tree house fact trackers gra	Magic Tree House Fact Tr	Laird, Jenny	9.79837E+12	9.78059E+12	9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Sewn
Magic tree house fact trackers gra	Magic Tree House Fact Tr	Nakamura, Mei	9.79837E+12	9.78059E+12	9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Sewn
Magic tree house. 6,Afternoon on t	Magic Tree House	Laird, Jenny	9.78152E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Sewn
Magic tree house. 7,Sunset of the	Magic Tree House	Laird, Jenny	9.79837E+12	9.78059E+12	9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
Magic tree house. 8,Midnight on th	Magic Tree House	Laird, Jenny	9.79837E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Sewn
Magical mermaids!	Step into Reading-Step 1		9.78154E+12			9.7804E+12		FollettBound Glued
Makeda makes a mountain		Rhuday-Perkovich	9.79837E+12		9.78006E+12	9.78006E+12		FollettBound Sewn
Making friends	Making Friends (Graphix)	Gudsruk, Kristen	9.78155E+12			9.78134E+12	9.7813E+12	FollettBound Glued
Making friends. Back to the drawin	Making Friends (Graphix)	Gudsruk, Kristen	9.78173E+12			9.78134E+12		FollettBound Glued
Making friends. Third time's a char	Making Friends (Graphix)	Gudsruk, Kristen	9.78154E+12		9.78134E+12	9.78134E+12		FollettBound Glued
Making friends. Together forever	Making Friends (Graphix)	Gudsruk, Kristen	9.78167E+12		9.78134E+12	9.78134E+12		FollettBound Glued

Mallory and the mystery diary	Baby-Sitters Club	Martin, Ann M	9.79837E+12			9.78134E+12	9.7805E+12	FollettBound Glued
Mallory and the trouble with twins	Baby-Sitters Club	Martin, Ann M	9.78167E+12			9.78134E+12		FollettBound Glued
Mama loves	Step into Reading-Step 1	Goode, Molly	9.78149E+12			9.78055E+12	9.7806E+12	FollettBound Sewn
Mario Kart	Epic: Our Favorite Video G	Downs, Kieran		9798893045079		9798893047363		
Marion's got the butterflies	Critter Club	Barkley, Callie	9.78167E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Glued
Marion's warm welcome	Critter Club	Barkley, Callie	9.79837E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Sewn
Martin and Chris Kratt : the wild lif	Step Into Reading-Step 3	Kratt, Martin	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Mary Anne and the great romance	Baby-Sitters Club	Martin, Ann M	9.79837E+12			9.78155E+12		FollettBound Glued
Mary Anne and Too Many Boys	Baby-Sitters Club	Martin, Ann M	9.79832E+12			9.79823E+12		FollettBound Glued
Mary Clare likes to share	Step Into Reading-Step 2	Hulme, Joy N	9.78142E+12			9.78038E+12		FollettBound Sewn
Mary Pope Osborne's Magic tree house. The graphic novel st		Laird, Jenny				9.78059E+12		
Matchmaker	Miles Lewis	Lyons, Kelly Starling	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Max and Ann's field day	In Bloom	Minden, Cecilia		9.78167E+12		9.78167E+12	9.7817E+12	Hardcover (library b
Maxie Wiz and her dragon	Step into Reading-Step 1	Meadows, Michelle	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Maxie Wiz and the magic charms	Step into Reading-Step 1	Meadows, Michelle	9.78152E+12	9.78059E+12			9.7806E+12	FollettBound Sewn
Meanwhile back on Earth...		Jeffers, Oliver			9.78059E+12			
Meet the Boxcar children.	Step into reading		9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Meet Rusty Rivets!	Step Into Reading-Step 2	Tillworth, Mary	9.78154E+12			9.78152E+12		FollettBound Glued
Meet the Boxcar children.	Step Into Reading-Step 2		9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Meet Tracker!	Step into Reading-Step 1	Smith, Geof	9.78154E+12			9.78055E+12		FollettBound Sewn
Mega Mole Girl digs deep	Branches: Press Start!	Flintham, Thomas	9.78152E+12		9.78134E+12	9.78134E+12	9.7813E+12	FollettBound Sewn
Melody lifts her voice	Step Into Reading-Step 3	Alston, Bria	9.78167E+12			9.78059E+12		FollettBound Sewn
Merhorses and bubbles	Zoey And Sassafras	Citro, Asia	9.78155E+12		9.78194E+12	9.78194E+12	9.7819E+12	FollettBound Sewn
Mia Mayhem and the cat burglar	Mia Mayhem	West, Kara	9.78167E+12		9.78167E+12	9.78167E+12		FollettBound Sewn
Mia Mayhem and the super family	Mia Mayhem	West, Kara	9.78171E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Glued
Mia Mayhem and the super switch	Mia Mayhem	West, Kara	9.78171E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Mia Mayhem and the wild garden	Mia Mayhem	West, Kara	9.78152E+12		9.78167E+12	9.78167E+12		FollettBound Sewn
Mia Mayhem breaks down walls	Mia Mayhem	West, Kara	9.78154E+12	9.78153E+12	9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Mia Mayhem gets x-ray specs	Mia Mayhem	West, Kara	9.78173E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Mia Mayhem learns to fly!	Mia Mayhem	West, Kara	9.78154E+12	9.78153E+12	9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Glued
Mia Mayhem rides the waves	Mia Mayhem	West, Kara	9.78154E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Mia Mayhem steals the show!	Mia Mayhem	West, Kara	9.78171E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn

Mia Mayhem stops time!	Mia Mayhem	West, Kara	9.78154E+12	9.78153E+12	9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Sewn
Mia Mayhem vs. the mighty robot	Mia Mayhem	West, Kara	9.78154E+12	9.78153E+12	9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Glued
Mice are nice	Step Into Reading-Step 2	Ghigna, Charles	9.78076E+12			9.78068E+12		FollettBound Sewn
Minecraft	Epic: Our Favorite Video	Downs, Kieran		9798893040470				
Minecraft. Mobs in the mansion!	Step Into Reading-Step 3	Kaplan, Arie	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Minecraft. The sky's the limit!	Step Into Reading-Step 3	Eliopulos, Nick	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Mirror mirror	Whatever After	Mlynowski, Sarah			9.78134E+12		9.7815E+12	Hardcover
Miss Brooks loves books! (and I don't)		Bottner, Barbara	9.78155E+12			9.78198E+12	9.7803E+12	FollettBound Sewn
Mission Manhattan	City Spies	Ponti, James	9.79837E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Glued
Moana 2. Birthday treasure hunt!	Step Into Reading-Step 2	Johnson, Nicole	9.79837E+12	9.78074E+12		9.78074E+12	9.7807E+12	FollettBound Sewn
Moana. Moana's new friend	Step Into Reading-Step 2	Liberts, Jennifer	9.78173E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Momo Arashima breaks the Mirror	Momo Arashima	Sugiura, Misa	9.79837E+12	9.78059E+12	9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
Momo Arashima duels the Queen	Momo Arashima	Sugiura, Misa			9.78059E+12	9.78059E+12	9.7806E+12	Hardcover
Monkey play	Step into Reading-Step 1	Capucilli, Alyssa Satin	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
Monkey trouble	Boxcar Children Mysteries	Warner, Gertrude Cha	9.78033E+12					FollettBound Glued
Monster bugs	Step Into Reading-Step 3	Penner, Lucille Recht	9.78076E+12			9.78068E+12	9.7806E+12	FollettBound Sewn
Monster trucks!	Step Into Reading-Step 3	Goodman, Susan E	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
Monsters and mold	Zoey And Sassafras	Citro, Asia	9.78155E+12		9.78194E+12	9.78194E+12	9.7819E+12	FollettBound Sewn
Moonlight madness	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
More trees, please!	Step into Reading-Step 1	Heim, Alastair	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Mouse makes words : a phonics re	Step into Reading-Step 1	Heling, Kathryn	9.78076E+12			9.78038E+12		FollettBound Sewn
Mouse vs wild	Geronimo Stilton	Stilton, Geronimo	9.78167E+12			9.78134E+12	9.7813E+12	FollettBound Glued
Mr. Corbett is in orbit!	My Weird School	Gutman, Dan	9.78171E+12		9.78006E+12	9.78006E+12		FollettBound Glued
Mulan	Step Into Reading-Step 2	Tillworth, Mary	9.78173E+12			9.78074E+12		FollettBound Sewn
Mulan and the Lantern Festival	Step Into Reading-Step 2	Johnson, Nicole	9.79837E+12	9.78074E+12		9.78074E+12	9.7807E+12	FollettBound Sewn
Mulan's happy panda	Step Into Reading-Step 2	Koster, Amy Sky	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Murder in the middle pasture	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
My cousin, the quinceanera	Step Into Reading-Step 2	Mora, Julissa	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
My journey to the stars	Step Into Reading-Step 3	Kelly, Scott	9.78154E+12			9.78152E+12	#####	FollettBound Sewn
My life as a billionaire	My Life As...	Tashjian, Janet	9.79837E+12		9.78125E+12	9.78125E+12	9.7813E+12	FollettBound Glued
My life as a coder	My Life As...	Tashjian, Janet	9798368722979		9781250261793	9781250763037		
My life as a coder	My Life As...	Tashjian, Janet	9798368722979		9781250261793	9781250763037		

My life as a coder	My Life As...	Tashjian, Janet	9.79837E+12		9.78125E+12	9.78125E+12	9.7813E+12	FollettBound Glued
Mysteries according to Humphrey	Humphrey The Hamster	Birney, Betty G	9.78149E+12			9.78014E+12	9.7811E+12	FollettBound Glued
Mystery at Camp Survival	Boxcar Children Mysteries	Warner, Gertrude Cha	9.78154E+12			9.78081E+12		FollettBound Glued
Mystery in the Snow	Boxcar Children Mysteries	Warner, Gertrude Cha	9.79837E+12			9.79822E+12	9.7808E+12	FollettBound Glued
Narwhal on a sunny night	Magic Tree House	Osborne, Mary Pope	9.78154E+12	9.78053E+12		9.78053E+12		FollettBound Sewn
Nat a chance	Nat Enough	Scrivan, Maria	9.79837E+12		9.78155E+12	9.78155E+12	9.7815E+12	FollettBound Glued
Nat enough	Nat Enough	Scrivan, Maria	9.78173E+12	9.78134E+12		9.78134E+12	9.7813E+12	FollettBound Glued
Nat the cat has a hat	Ready to read	Lerner, Jarrett	9.79837E+12		9.78167E+12	9.78167E+12		FollettBound Sewn
Nature lover	Jada Jones	Lyons, Kelly Starling	978166881202	9780593226506		9780593226490		
Night of soldiers and spies	Ranger In Time	Messner, Kate	9.78173E+12			9.78134E+12		FollettBound Glued
Night of the dream dragon	Branches: Dragon Masters	West, Tracey	9.79837E+12		9.78155E+12	9.78134E+12	9.7815E+12	FollettBound Sewn
Ninja Blaze!	Step Into Reading-Step 2	Mangual, C. Ines	9.78154E+12			9.78053E+12		FollettBound Sewn
Now you see me--	Step Into Reading-Step 2	Rabe, Tish	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Glued
Old friends, new friends	Step into Reading-Step 1	Bouchard, Natasha	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Old racers, new racers	Step into Reading-Step 1	Tillworth, Mary	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Old, new, red, blue!	Step into Reading-Step 1	Lagonegro, Melissa	9.78142E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
Once upon a zombie : tales for bra	Step Into Reading-Step 3	Underwood, Deborah	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
One hundred shoes : a math reade	Step Into Reading-Step 2	Ghigna, Charles	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
One very big bear		Briere-Haquet, Alice			9781419721175			
Onward. A day with dad	Step Into Reading-Step 3	Amerikaner, Susan	9.78173E+12	9.78074E+12		9.78074E+12	9.7807E+12	FollettBound Sewn
Onward. Oh, brother!	Step Into Reading-Step 2	Bouchard, Natasha	9.78173E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Otis's busy day	Step into Reading-Step 1	Long, Loren	9.78171E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Our class is a family		Olsen, Shannon						
Outside my window	Step Into Reading-Step 2	Lagonegro, Melissa	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
Overdue : the misadventure of Bob the book		Koster, Gloria			9781684469208			
Owly. 2,Just a little blue	Owly	Runton, Andy	9.78152E+12		9.78134E+12	9.78134E+12		FollettBound Glued
Owly. 5,Tiny tales	Owly	Runton, Andy	9.78167E+12		9.78134E+12	9.78134E+12		FollettBound Glued
P.J. Funnybunny camps out	Step Into Reading-Step 2	Sadler, Marilyn	9.78076E+12			9.78068E+12	9.7804E+12	FollettBound Sewn
Paddywack	Step Into Reading-Step 3	Spinner, Stephanie	9.78033E+12			9.78038E+12	9.7803E+12	FollettBound Sewn
Panda kisses	Step into Reading-Step 1	Capucilli, Alyssa Satin	9.78033E+12			9.78038E+12		FollettBound Sewn
Parker takes a trip		Curry, Parker	9.79837E+12		9.78167E+12	9.78167E+12		FollettBound Sewn
Party time!	Step Into Reading-Step 2	Cabell, John	9.78033E+12			9.78045E+12		FollettBound Sewn

Partypooper	Diary of a Wimpy Kid	Kinney, Jeff	9.79837E+12		9.78142E+12			
Pass the ball, Mo!	Step Into Reading-Step 2	Adler, David A	9.78171E+12			9.78059E+12		FollettBound Sewn
Paul Bunyan : my story	Step Into Reading-Step 3	Harrison, David L	9.78033E+12					FollettBound Sewn
Paw Patrol: the mighty movie. Pov	Step Into Reading-Step 2	Lagonegro, Melissa	9.78152E+12			9.78059E+12		FollettBound Sewn
PAW patrol. Mighty twins!	Step into Reading-Step 1	Huntley, Tex	9.78173E+12			9.78059E+12		FollettBound Sewn
PAW patrol. Runaway rocket!	Step Into Reading-Step 2	Stephens, Elle	9.78152E+12			9.78059E+12		FollettBound Sewn
Paws. 2,Mindy makes some space	Paws	Fairbairn, Nathan	9.78167E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
Paws. 3,Priya puts herself first	Paws	Fairbairn, Nathan	9.78152E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
Paws. 4,Hazel has her hands full	Paws	Fairbairn, Nathan	9.79837E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
Pea, Bee, & Jay. 1,Stuck together	Pea, Bee, & Jay	Smith, Brian	9.78171E+12		9.78006E+12	9.78006E+12		FollettBound Sewn
Pea, Bee, & Jay. 3,Lift off	Pea, Bee, & Jay	Smith, Brian	9.78171E+12		9.78006E+12	9.78006E+12		FollettBound Sewn
Pea, Bee, & Jay. 4,Farm feud	Pea, Bee, & Jay	Smith, Brian	9.78167E+12		9.78006E+12	9.78006E+12		FollettBound Sewn
Pea, Bee, & Jay. 6,The big bully	Pea, Bee, & Jay	Smith, Brian	9.78152E+12		9.78006E+12	9.78006E+12		FollettBound Glued
Penguins	Step Into Reading-Step 2	Salomon, David	9.78154E+12			9.78152E+12	9.7815E+12	FollettBound Sewn
Percy Jackson and the Olympians	Percy Jackson and the Ol	Riordan, Rick	9.79837E+12			9.78137E+12		FollettBound Glued
Perfect paper cranes	I can read	Iwai, Melissa	9.79837E+12		9.78006E+12	9.78006E+12		FollettBound Sewn
Pet sitter	Miles Lewis	Lyons, Kelly Starling	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Pete and Kitty and the mermaid's s	I can read	Dean, Kim	9.79837E+12		9.78006E+12	9.78006E+12		FollettBound Sewn
Pete the cat and the bedtime blues	Pete the Cat	Dean, Kim	9.78167E+12		9.78006E+12	9.78006E+12	9.7801E+12	FollettBound Sewn
Pete the cat and the cool cat boog	Pete the Cat	Dean, Kim	9.78152E+12		9.78006E+12	9.78006E+12	9.7801E+12	FollettBound Sewn
Pete the Cat and the cool caterpillar	I Can Read! Level 1: Pete	Dean, James	9.78154E+12	9.7811E+12	9.78006E+12	9.78006E+12	9.7801E+12	FollettBound Sewn
Pete the cat and the itsy bitsy spid	Pete the Cat: Song Books	Dean, James			9.78006E+12			Hardcover
Pete the Cat and the mysterious s	Pete the Cat	Dean, Kim	9.78167E+12			9.78006E+12		FollettBound Sewn
Pete the cat and the new guy	Pete the Cat	Dean, Kim	9.78167E+12		9.78006E+12	9.78006E+12	9.7801E+12	FollettBound Sewn
Pete the cat and the space chase	I Can Read! Comics Level	Dean, Kim			9.78006E+12	9.78006E+12		Hardcover
Pete the Cat and the Wright Brothe	I can read	Dean, Kim	9.79837E+12		9.78006E+12	9.78006E+12		FollettBound Sewn
Pete the Cat checks out the library	Pete the Cat	Dean, James	9.78154E+12			9.78006E+12		FollettBound Sewn
Pete the cat for class president!	Pete the Cat	Dean, Kim	9.79837E+12			9.78006E+12		FollettBound Sewn
Pete the cat rock on, mom and da	Pete the Cat	Dean, James	9.78149E+12			9.78006E+12		FollettBound Sewn
Pete the Cat rocks on!	Pete the Cat	Dean, Kim	9.79837E+12			9.78006E+12		FollettBound Sewn
Pete the Cat. Talent show trouble	Pete the Cat	Dean, Kim	9.78154E+12			9.78006E+12		FollettBound Sewn
Pete the Cat's Mars mission	I Can Read! Level 1: Pete	Dean, Kim	9.79837E+12		9.78006E+12	9.78006E+12		FollettBound Sewn

Pete the Cat's wacky taco Tuesday	Pete the Cat	Dean, Kim	9.78152E+12			9.78006E+12		FollettBound Sewn
Peter Pan	Step into Reading-Step 1	Webster, Christy	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
Phoebe and her unicorn. 22,Galac	Phoebe And Her Unicorn	Simpson, Dana	9.79837E+12			9.79888E+12		FollettBound Glued
Pictureface Lizzy		Gad, Josh			9.78059E+12			
Pig and Pug	Step Into Reading-Step 2	Marchesani, Laura	9.78171E+12			9.78059E+12		FollettBound Sewn
Pirate Mom	Step Into Reading-Step 3	Underwood, Deborah	9.78142E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
Pit crew pups	Step Into Reading-Step 2	Depken, Kristen L	9.78149E+12			9.78055E+12		FollettBound Sewn
Plants vs. zombies : lawnagedd	Plants vs. Zombies (Dark	Tobin, Paul			9.78162E+12		9.7816E+12	Hardcover
Plants vs. zombies : timepocalyps	Plants vs. Zombies (Dark	Tobin, Paul		9.78162E+12			9.7816E+12	Hardcover (library b
Plants Vs. Zombies Volume 25 It's	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12			Hardcover
Plants vs. zombies. A little proble	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12			Hardcover
Plants vs. zombies. Constructiona	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12		9.7815E+12	Hardcover
Plants vs. zombies. Dino-might	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12		9.7815E+12	Hardcover
Plants vs. zombies. Dream a little	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12		9.7815E+12	Hardcover
Plants vs. Zombies. Faulty fables	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12		9.7815E+12	Hardcover
Plants vs. zombies. Impfestation	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12			Hardcover
Plants vs. zombies. Multi-ball-istic	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12		9.7815E+12	Hardcover
Plants vs. zombies. Petal to the m	Plants vs. Zombies (Dark	Tobin, Paul			9.78162E+12		9.7816E+12	Hardcover
Plants vs. zombies. The big spitba	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12		9.7815E+12	Hardcover
Plants vs. zombies. The greatest s	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12			Hardcover
Plants vs. zombies. The unpredict	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12		9.7815E+12	Hardcover
Plants vs. zombies. Zapped	Plants vs. Zombies (Dark	Tobin, Paul			9.78151E+12		9.7815E+12	Hardcover
Platypus!	Step Into Reading-Step 2	Clarke, Ginjer L	9.78142E+12			9.78038E+12	9.7806E+12	FollettBound Sewn
Pokemon	Epic: Our Favorite Video	Downs, Kieran		9798893040487				
Polar bear babies	Step into Reading-Step 1	Ring, Susan	9.78152E+12			9.7804E+12	9.7804E+12	FollettBound Sewn
Ponies!	Step Into Reading-Step 2	Roberts, Angela	9.78154E+12			9.78152E+12	9.7815E+12	FollettBound Sewn
Poo in the zoo : Merry Poop-mas!	Poo in the Zoo	Smallman, Steve			9.78166E+12			
Poo in the zoo : the island of dinos	Poo in the Zoo	Smallman, Steve			9.78168E+12			
Poppy and Branch's big adventure	Step Into Reading-Step 3	Miller, Mona	9.78152E+12			9.7804E+12	9.7804E+12	FollettBound Sewn
Princess hearts	Step into Reading-Step 1	Liberts, Jennifer	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
Pug Goes to Hollywood	Branches: Diary Of A Pug	May, Kyla	9.79832E+12		9.78155E+12	9.78155E+12		FollettBound Sewn
Pug the sports star	Branches: Diary Of A Pug	May, Kyla	9.79837E+12	9.78134E+12		9.78134E+12	9.7813E+12	FollettBound Sewn

Pug the Unicorn --a Branches Boo	Branches: Diary Of A Pug	May, Kyla	9.79832E+12		9.78155E+12	9.78155E+12		FollettBound Sewn
Pug's new puppy	Branches: Diary Of A Pug	May, Kyla	9.78167E+12		9.78134E+12	9.78134E+12	9.7813E+12	FollettBound Sewn
Pug's sleepover	Branches: Diary Of A Pug	May, Kyla	9.78167E+12	9.78134E+12		9.78134E+12		FollettBound Sewn
Pupunzel	Step Into Reading-Step 3	Boelts, Maribeth	9.78152E+12			9.7811E+12	9.7811E+12	FollettBound Sewn
Quest for the heart	Step Into Reading-Step 3	Amerikaner, Susan	9.78152E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Rabia's Eid	Step Into Reading-Step 2	Khan, Rukhsana	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Rapunzel's perfect pony	Step into Reading-Step 1	Clauss, Lauren	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Raya and the last dragon. Raya's	Step into Reading-Step 1		9.78171E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Raya and the last dragon. Teachin	Step Into Reading-Step 2	Nakamura, Mei	9.78154E+12	9.78074E+12		9.78074E+12	9.7807E+12	FollettBound Sewn
Raya and the last dragon. The fight	Step Into Reading-Step 3	Bouchard, Natasha	9.78171E+12	9.78074E+12		9.78074E+12	9.7807E+12	FollettBound Sewn
Raymond Briggs' The snowman	Step into Reading-Step 1	Knudsen, Michelle	9.78076E+12			9.78068E+12		FollettBound Sewn
Ready? Set. Birthday!	Step Into Reading-Step 2	Nelson, Vaunda Miche	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Ready? Set. Puppies!	Step Into Reading-Step 2	Nelson, Vaunda Miche	9.78152E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Ready? Set. Raymond!	Step Into Reading-Step 2	Nelson, Vaunda Miche	9.78033E+12			9.78038E+12	9.7803E+12	FollettBound Sewn
Ready? Set. Rides!	Step Into Reading-Step 2	Nelson, Vaunda Miche	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Reina Ramos: tour guide	I can read	Otheguy, Emma	9.78152E+12		9.78006E+12	9.78006E+12		FollettBound Sewn
Rhinos at recess	Magic Tree House	Osborne, Mary Pope	9.78152E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
Richard Scarry's Be careful, Mr. F	Step Into Reading-Step 2	Scarry, Richard	9.78149E+12			9.78039E+12	9.7804E+12	FollettBound Sewn
Richard Scarry's Smokey the fire	Step Into Reading-Step 2	Scarry, Richard	9.78154E+12			9.78039E+12		FollettBound Sewn
Rise of the Teenage Mutant Ninja	Step Into Reading-Step 3	Webster, Christy	9.78173E+12			9.78059E+12		FollettBound Sewn
Robo-Pete	Pete the Cat	Dean, James	9.78152E+12			9.78006E+12	9.7801E+12	FollettBound Sewn
Robot power!	Step Into Reading-Step 2	Sisler, Celeste	9.78155E+12			9.78053E+12		FollettBound Sewn
Robot, go Bot! : a comic reader	Step into Reading-Step 1	Rau, Dana Meachen	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
Rock 'n' goal	Jake Maddox Graphic Nov	Troupe, Thomas Kingsley		9.78167E+12		9.78167E+12		Hardcover (library b
Rock Climb Rumble	Jake Maddox Graphic Nov	Maddox, Jake		9.78167E+12		9.78167E+12		Hardcover (library b
Rocket and the perfect pumpkin	Step into Reading-Step 1	Stephens, Elle	9.78154E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Rocket finds an egg	Step into Reading-Step 1	Stephens, Elle	9.78154E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Rocket has a sleepover	Step into Reading-Step 1	Stephens, Elle	9.78154E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Rocket loves hide-and-seek	Step into Reading-Step 1	Stephens, Elle	9.78171E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Rocket says clean up!		Bryon, Nathan	9781516085293		9780593118993	9780593703847		
Rocket the brave!	Step into Reading-Step 1	Hills, Tad	9.78155E+12			9.78152E+12		FollettBound Sewn
Rocket's very fine day	Step into Reading-Step 1	Hills, Tad	9.78154E+12			9.78053E+12	9.7805E+12	FollettBound Sewn

Roll, chickens, roll!	Step Into Reading-Step 2	Clauss, Lauren	9.78152E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Rosie and the race toward freedom	Girls Survive Graphic Nov	Andral, Dolores		9.79888E+12		9.79888E+12		Hardcover (library b
Rubble & crew. On the job	Step into Reading-Step 1	Stephens, Elle	9.78152E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Rubble to the rescue!	Step into Reading-Step 1	Depken, Kristen L	9.78149E+12			9.78055E+12		FollettBound Sewn
Rugrats. Beware of Dogbot!	Step Into Reading-Step 3	Stephens, Elle	9.78171E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Rugrats. Space mission!	Step Into Reading-Step 3	Carbone, Courtney	9.78167E+12			9.78059E+12		FollettBound Sewn
Samantha helps a friend	Step Into Reading-Step 3	Mallary, Rebecca	9.78171E+12	9.78059E+12				FollettBound Sewn
Santiago of the seas. Search for th	Step Into Reading-Step 2	Lagonegro, Melissa	9.78167E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
School days according to Humphr	Humphrey The Hamster	Birney, Betty G	9.78033E+12			9.78014E+12	9.7811E+12	FollettBound Glued
Scoob! A dog's best friend	Step Into Reading-Step 2	Huntley, Tex	9.78173E+12			9.78059E+12		FollettBound Sewn
Scooby-Doo! Hot springs, cold sw	Scooby-Doo! Graphic Nov	Cunningham, Scott		9781599616957				
Scooby-Doo! Scooby's scary Chris	Step Into Reading-Step 3	Howard, Lee	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Sew Much Trouble	InvestiGators: Agents of S	Green, John Patrick			9.78125E+12			Hardcover
Shampooole	Step Into Reading-Step 2	Holub, Joan	9.78033E+12			9.78038E+12	9.7803E+12	FollettBound Sewn
Shark attack!	Step Into Reading-Step 2	Wrecks, Billy	9.78152E+12			9.7804E+12		FollettBound Sewn
Show-and-tell	Pete the Cat	Dean, Kim	9.79837E+12			9.78006E+12		
Show-and-tell	Pete the Cat	Dean, Kim	9.79837E+12			9.78006E+12		FollettBound Sewn
Showdown in space!	Step Into Reading-Step 3	Carbone, Courtney	9.78154E+12			9.78152E+12		FollettBound Sewn
Showtime!	I Can Read! My First: Ty's	Lyons, Kelly Starling	9.78152E+12		9.78006E+12	9.78006E+12		FollettBound Sewn
Sing it out	Step Into Reading-Step 2	Wooster, Devin Ann	9.78149E+12			9.78055E+12		FollettBound Sewn
Sisters save the day!	Step Into Reading-Step 2	Evans, Lois	9.78167E+12			9.78059E+12		FollettBound Sewn
Sky watcher	Jada Jones	Lyons, Kelly Starling	978171378613	9780593226476		9780593226469		
Sleeping Beauty	Step Into Reading-Step 2	Man-Kong, Mary	9.78149E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Sleepover night!	Step into Reading-Step 1	Ransom, Candice F	9.79837E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Sleepover scientist	Jada Jones	Lyons, Kelly Starling	9781549093951		9781524790561	9781524790554		
Slim's good-bye	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
Sloth sleuth	Sloth Sleuth	Marko, Cyndi			9.78036E+12			Hardcover
Sloth sleuth. The legend of Gnawf	Sloth Sleuth	Marko, Cyndi			9.78036E+12			Hardcover
Slow, slow sloths	Step Into Reading-Step 2	Bader, Bonnie	9.78171E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Snow day!	Step Into Reading-Step 2	Carbone, Courtney	9.78154E+12			9.78039E+12	9.7804E+12	FollettBound Sewn
Snow White's forest friends	Step Into Reading-Step 2	Johnson, Nicole	9.78152E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Snow White's sweet bunny	Step Into Reading-Step 2	Clauss, Lauren	9.78171E+12			9.78074E+12	9.7807E+12	FollettBound Sewn

Snuggle buddies	Step Into Reading-Step 2	Carbone, Courtney	9.78149E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Soccer time!	Step into Reading-Step 1	Pierce, Terry	9.78154E+12			9.78053E+12	9.7805E+12	FollettBound Sewn
Sonic the Hedgehog	Epic: Our Favorite Video	Downs, Kieran		9798893040494				
Soul. Journey to you	Step Into Reading-Step 3	Bouchard, Natasha	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Space : planets, moons, stars, and	Step Into Reading-Step 3	Rhatigan, Joe	9.78152E+12			9.78055E+12	9.7806E+12	FollettBound Sewn
Sparks!	Sparks!	Boothby, Ian	9.78155E+12			9.78134E+12	9.7813E+12	FollettBound Sewn
Sparks! Double dog dare	Sparks!	Boothby, Ian	9.78173E+12			9.78134E+12		FollettBound Glued
Sparks! Future purrfect	Sparks!	Boothby, Ian	9.78154E+12		9.78134E+12	9.78134E+12	9.7813E+12	FollettBound Glued
Spirit Rangers. Snoozing sun	Step Into Reading-Step 2	Knight, JohnTom	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Stanley and the magic lamp	Flat Stanley	Brown, Jeff	9.7814E+12			9.78006E+12	9.7801E+12	FollettBound Sewn
Starstruck : the cosmic journey of	Step Into Reading-Step 3	Krull, Kathleen	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Stepping up!	Step Into Reading-Step 2	Penfold, Alexandra	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Stillwater and Koo save the world	Stillwater and Koo	Muth, Jon J			9781338812312			
Stinetinglers 3 : more chilling stori	Stinetinglers	Stine, R. L	9.79837E+12		9.78125E+12	9.78125E+12	9.7813E+12	FollettBound Glued
Stitch goes to school	Step Into Reading-Step 2	Edwards, John	9.78171E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Stitch-or-treat!	Step Into Reading-Step 2	Geron, Eric	9.78167E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Stitch. Spring fever!	Step Into Reading-Step 2	Murphy, Virginia	9.79837E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Stitch's valentine	Step Into Reading-Step 2	McCanna, Tim	9.78152E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
StoryBots. How does money work	Step Into Reading-Step 2	Emmons, Scott	9.79837E+12			9.78059E+12		FollettBound Sewn
StoryBots. Stop that virus!	Step Into Reading-Step 2	Emmons, Scott	9.78171E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
StoryBots. The best Christmas gift	Step Into Reading-Step 2	Emmons, Scott	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
StoryBots. Velociraptors	Step into Reading-Step 1	Emmons, Scott	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
StoryBots. Wheels on the road	Step into Reading-Step 1	Emmons, Scott	9.78173E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Strange World. Adventure awaits!	Step Into Reading-Step 3	Bouchard, Natasha	9.78167E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Strange World. Meet the Clades	Step Into Reading-Step 2	Bouchard, Natasha	9.78167E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Stuck in the mud	Step into Reading-Step 1		9.78033E+12			9.78038E+12		FollettBound Sewn
Summer according to Humphrey	Humphrey The Hamster	Birney, Betty G	9.78033E+12			9.78014E+12	9.7811E+12	FollettBound Glued
Sunlight on the snow leopard	Magic Tree House	Osborne, Mary Pope	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Super Mario Bros.	Epic: Our Favorite Video	Downs, Kieran		9798893040500				
Super pug	Branches: Diary Of A Pug	May, Kyla	9.79837E+12		9.78155E+12	9.78155E+12	9.7815E+12	FollettBound Sewn
Super Rabbit Boy vs. the Gigabot!	Branches: Press Start!	Flintham, Thomas	9.79837E+12		9.78155E+12	9.78155E+12	9.7815E+12	FollettBound Sewn
Super Smash Bros	Epic: Our Favorite Video	Downs, Kieran		9798893045093				

Super surprising trivia about video	Super Surprising Trivia Y	Bolte, Mari		9781669064848	9781669071815			
Super Ty!	I Can Read! My First: Ty's	Lyons, Kelly Starling	9.79837E+12		9.78006E+12	9.78006E+12	FollettBound Sewn	
Surf princess	Step Into Reading-Step 2	Eberly, Chelsea	9.78033E+12			9.78031E+12	FollettBound Sewn	
Surprise island adventure.	Step Into Reading-Step 2		9.79837E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Survive in the outdoors!	Maker Comics	Lawrence, Mike	9.78171E+12			9.78125E+12	9.7813E+12	FollettBound Glued
Sweet Valley twins. 1, Best friends	Sweet Valley Twins	Andelfinger, Nicole	9.78167E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
Sweet Valley twins. 2, Teacher's p	Sweet Valley Twins	Andelfinger, Nicole	9.78152E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
Sweet Valley twins. 3, Choosing si	Sweet Valley Twins	Andelfinger, Nicole	9.78059E+12	9.78059E+12	9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
Sweet Valley twins. 4, The haunted	Sweet Valley Twins	Andelfinger, Nicole	9.79837E+12	9.78059E+12	9.78059E+12	9.78059E+12		FollettBound Glued
Sweet Valley twins. 5, Sneaking o	Sweet Valley Twins	Andelfinger, Nicole	9.79837E+12	9.78059E+12	9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
Sweet Valley twins. 6, The new gir	Sweet Valley Twins	Andelfinger, Nicole	9.79837E+12		9.78059E+12	9.78059E+12		FollettBound Glued
T. Rex. trouble!	Step Into Reading-Step 2	Shealy, Dennis R	9.78033E+12			9.78038E+12		FollettBound Sewn
Tae kwon do!	Step into Reading-Step 1	Pierce, Terry	9.78142E+12			9.78038E+12		FollettBound Sewn
Tales from the Forest (Winnie-The-Pooh)					9.78059E+12			
Tales of the Teenage Mutant Ninja	Step Into Reading-Step 3	Huntley, Matt	9.79837E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Talons of power	Wings of Fire	Sutherland, Tui	9.78155E+12		9.78055E+12	9.78055E+12	9.7805E+12	FollettBound Glued
Talons of Power	Wings Of Fire	Sutherland, Tui T	9.79837E+12		9.78155E+12	9.78134E+12		FollettBound Glued
Taylor Swift : superstar!	Step Into Reading-Step 2	Corey, Shana	9.79837E+12			9.79822E+12	9.7982E+12	FollettBound Sewn
Teamwork wins!	Step into Reading-Step 1	Cena, John	9.78171E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Teenage Mutant Ninja Turtles, mu	Step Into Reading-Step 2	Huntley, Matt	9.78152E+12			9.78059E+12		FollettBound Sewn
Tentacles! : tales of the giant squid	Step Into Reading-Step 3	Redmond, Shirley-Ray	9.78141E+12			9.78038E+12		FollettBound Sewn
Texas before the Lone Star	Daughters of the America	Brachstein, GeorgiAnn	9.79831E+12					
The amazing planet Earth	Step into Reading-Step 1	Emmons, Scott	9.78154E+12			9.78152E+12	9.7815E+12	FollettBound Sewn
The Baby-sitters Club. 18,Jessi Ra	Baby-Sitters Club	Crenshaw, Ellen T	9.79837E+12		9.78134E+12	9.78134E+12	9.7813E+12	FollettBound Glued
The Bad Guys in The serpent and	Bad Guys	Blabey, Aaron	9781516089840			9781339056302		
The Batman	Step Into Reading-Step 3	Lewman, David	9.78167E+12			9.78059E+12		FollettBound Sewn
The Berenstain Bears, we like kites	Step into Reading-Step 1	Berenstain, Stan	9.78142E+12			9.78068E+12		FollettBound Sewn
The big book of giant dinosaurs ; The small book of tiny dino		Banfi, Cristina Maria						
The big book of giant sea creatures ; The small book of tiny s		Banfi, Cristina Maria						
The book of Anansi		Thomas, Angie			9.78006E+12			
The case of the black-hooded han	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the blazing sky	Hank the Cowdog	Erickson, John R	9.78033E+12			9.78159E+12		FollettBound Glued

The case of the booby-trapped pic	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The case of the burrowing robot	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the car-barkaholic dog	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the coyote invasion	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The case of the deadly ha-ha gam	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the dinosaur birds	Hank the Cowdog	Erickson, John R	9.78033E+12			9.78159E+12		FollettBound Glued
The case of the double bumblebee	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the falling sky	Hank the Cowdog	Erickson, John R	9.78033E+12			9.78159E+12		FollettBound Glued
The case of the fiddle-playing fox	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the Halloween ghost	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the haystack kitties	Hank the Cowdog	Erickson, John R	9.78033E+12			9.78159E+12		FollettBound Glued
The case of the hooking bull	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the kidnapped collie	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the measles cowboy	Hank the Cowdog	Erickson, John R	9.78149E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the missing bird dog	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the missing cat	Hank the Cowdog	Erickson, John R	9.78033E+12			9.78159E+12		FollettBound Glued
The case of the monkey burglar	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The case of the most ancient bone	Hank the Cowdog	Erickson, John R	9.78033E+12			9.78159E+12		FollettBound Glued
The case of the mysterious voice	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The case of the night-stalking bone	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the one-eyed killer stu	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the prowling bear	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the raging rottweiler	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The case of the Saddle House rob	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The case of the secret weapon	Hank the Cowdog	Erickson, John R	9.78033E+12			9.78159E+12		FollettBound Glued
The case of the shipwrecked tree	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the swirling killer torna	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the tender cheeping c	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The case of the three rings	Hank the Cowdog	Erickson, John R	9.78149E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the tricky trap	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The case of the twisted kitty	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The case of the vampire cat	Hank the Cowdog	Erickson, John R	9.78033E+12			9.78159E+12		FollettBound Glued

The case of the vampire vacuum s	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The case of the vanishing fishhook	Hank the Cowdog	Erickson, John R	9.78149E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The cave of stars	Geronimo Stilton: Thea St	Stilton, Thea	9.78167E+12			9.78134E+12	9.7813E+12	FollettBound Glued
The Chicken Squad : the first misa	Chicken Squad	Cronin, Doreen	9.78149E+12		9.78144E+12	9.78144E+12	9.7814E+12	FollettBound Sewn
The clover curse	Adventures Of Sophie Mo	Green, Poppy		9.78153E+12				Hardcover (library b
The clue in the recycling bin	Boxcar Children Mysteries	Warner, Gertrude Cha	9.79837E+12			9.78081E+12		FollettBound Glued
The colossal camera calamity	Hank Zipzer The World's C	Baker, Theo	9.78173E+12			9.78154E+12	9.7815E+12	FollettBound Glued
The cool bean makes a splash		Jory, John	9.79837E+13		9.78006E+12	9.78006E+12		
The cow poop treasure hunt	Hank Zipzer The World's C	Baker, Theo	9.78154E+12			9.78154E+12		FollettBound Glued
The cuckoo clock of doom	Classic Goosebumps	Stine, R. L	9.78152E+12			9.78155E+12		FollettBound Glued
The Cuphead show! The great esc	Step Into Reading-Step 3	Yan, Skye	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
The Cuphead show! Welcome to t	Step Into Reading-Step 3	Chlebowski, Rachel	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
The curse of the incredible priceles	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The dangerous gift	Wings of Fire	Sutherland, Tui	9.78167E+12		9.78134E+12	9.78134E+12		FollettBound Glued
The Day of the Dead mystery	Boxcar Children Mysteries	Warner, Gertrude Cha	9.79837E+12			9.79822E+12		FollettBound Glued
The disappearance of Drover	Hank the Cowdog	Erickson, John R	9.78033E+12			9.78159E+12		FollettBound Glued
The election day dilemma	Boxcar Children Mysteries	Warner, Gertrude Cha	9.79837E+12			9.78059E+12	9.7808E+12	FollettBound Glued
The elephant's birthday	Ready to Read	Rylant, Cynthia			9.78167E+12	9.78167E+12		
The enchanted bridge	Dragons in a Bag	Elliott, Zetta	9.78152E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Glued
The endgame	Escape from a Video Gam	Brady, Dustin	9.78167E+12		9.78152E+12	9.78152E+12	9.7815E+12	FollettBound Glued
The ever storms	Wilderlore	Foody, Amanda	9.78152E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Glued
The Evil Princess vs. the Brave Kn	Step into Reading-Step 1	Holm, Jennifer L	9.78173E+12			9.78152E+12	9.7815E+12	FollettBound Sewn
The fairy fashion show	Ready to Read	Jackson, Bea	9.79837E+12		9.78167E+12	9.78167E+12		
The firefly with no glow	Step Into Reading-Step 2	Smallberg, Rebecca	9.78171E+12			9.78059E+12	9.7816E+12	FollettBound Sewn
The first woman Cherokee Chief :	Step Into Reading-Step 3	Buckley, Patricia Morri	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
The flames of hope	Wings of Fire	Sutherland, Tui	9.78152E+12		9.78134E+12	9.78134E+12		FollettBound Glued
The fling	Hank the Cowdog	Erickson, John R	9.78033E+12			9.78159E+12		FollettBound Glued
The further adventures of Hank the	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The garbage monster from outer s	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The Garfield movie. One lucky cat	Step Into Reading-Step 2	Johnson, Nicole	9.79837E+12			9.78059E+12		FollettBound Sewn
The ghost next door	Classic Goosebumps	Stine, R. L	9.79837E+12			9.78155E+12		FollettBound Glued
The ghost of the woods	Geronimo Stilton: Thea St	Stilton, Thea	9.79837E+12			9.78134E+12	9.7815E+12	FollettBound Glued

The gingerbread pup	Step Into Reading-Step 3	Boelts, Maribeth	9.78171E+12			9.78053E+12	9.7805E+12	FollettBound Sewn
The girl who cried monster	Classic Goosebumps	Stine, R. L	9.79837E+12			9.78155E+12		FollettBound Glued
The good dinosaur. Crash, boom,	Step into Reading-Step 1	Amerikaner, Susan	9.78154E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
The great big paw print	Adventures Of Sophie Mo	Green, Poppy	9.78152E+12	9.78153E+12	9.78148E+12	9.78148E+12	9.7815E+12	Hardcover (library b
The great turkey heist	Boxcar Children Mysteries	Warner, Gertrude Cha	9.79837E+12			9.78059E+12	9.7808E+12	FollettBound Glued
The haunted mask 2	Classic Goosebumps	Stine, R. L	9.78152E+12			9.78155E+12		FollettBound Glued
The hive queen	Wings of Fire	Sutherland, Tui	9.78173E+12		9.78134E+12	9.78134E+12	9.7813E+12	FollettBound Glued
The humble pie	Food Group	John, Jory			9.78006E+12			Hardcover
The Hybrid Prince	Wings of Fire	Sutherland, Tui T			9.78155E+12			Hardcover
The Incredible Dash	Step Into Reading-Step 3	Shealy, Dennis R	9.78142E+12				9.7804E+12	FollettBound Sewn
The incredible Elastigirl	Step Into Reading-Step 3	Bouchard, Natasha	9.78155E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
The incredibly human Henson Blayze		Barnes, Derrick			9.78198E+12			
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The last comics on Earth. #2, Too	Last Comics on Earth	Brallier, Max			9.78059E+12		9.7806E+12	Hardcover
The last comics on Earth. #3, A so	Last Comics on Earth	Brallier, Max			9.78059E+12		9.7806E+12	Hardcover
The Last Kids on Earth and the De	Last Kids On Earth	Ballier, Max			9.78059E+12			
The Legend of Chocolate Hills	Geronimo Stilton	Stilton, Geronimo	9.79832E+12			9.79823E+12		FollettBound Glued
The little bad book 3 : your time ha	Little Bad Book	Myst, Magnus			9.78059E+12			
The little book of joy		Bstan-'dzin-rgya-mtsho		9.78059E+12	9.78059E+12			
The littlest food critic		Rigaud, Debbie			9.78059E+12			
The lost colony	Artemis Fowl	Colfer, Eoin	9.78155E+12			9.78137E+12	#####	FollettBound Glued
The lost continent	Wings of Fire	Sutherland, Tui	9.78173E+12		9.78134E+12	9.78134E+12	9.7813E+12	FollettBound Glued
The lost ship	Step into Reading-Step 1		9.78149E+12					FollettBound Sewn
The Midnight Heist	Geronimo Stilton And The	Stilton, Geronimo			9.78155E+12			Hardcover
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The moon's time to shine	Step into Reading-Step 1	Emmons, Scott	9.78154E+12			9.78053E+12	9.7805E+12	FollettBound Sewn
The mopwater files	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The mystery in the magic shop	Boxcar Children Mysteries	Warner, Gertrude Cha	9.79837E+12			9.78081E+12		FollettBound Glued
The night compass	Wildlore	Foody, Amanda	9.79837E+12		9.78167E+12	9.78167E+12	9.7817E+12	FollettBound Glued
The night train		Savaryn, Lorelei			9.78059E+12			
The One and Only Family	One and Only	Applegate, Katherine	9.79832E+12		9.78006E+12	9.78006E+12		FollettBound Glued
The original adventures of Hank th	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued

The perfect dress	Step Into Reading-Step 2	Lagonegro, Melissa	9.78033E+12			9.78074E+12	9.7804E+12	FollettBound Sewn
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The phantom in the mirror	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The pizza party	Hank Zipzer The World's	Baker, Theo	9.78173E+12			9.78154E+12	9.7815E+12	FollettBound Glued
The poison jungle	Wings of Fire	Sutherland, Tui	9.78171E+12		9.78134E+12	9.78134E+12	9.7813E+12	FollettBound Glued
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The Princess in Black and the kitty	Princess in Black	Hale, Shannon	9.79837E+12			9.78154E+12		FollettBound Sewn
The Princess in Black and the mer	Princess in Black	Hale, Shannon	9.78167E+12		9.78154E+12	9.78154E+12	9.7815E+12	FollettBound Sewn
The Princess in Black and the Prin	Princess in Black	Hale, Shannon	9.78152E+12		9.78154E+12	9.78154E+12	9.7815E+12	FollettBound Sewn
The pumpkin head mystery	Boxcar Children Mysteries	Warner, Gertrude Cha	9.79837E+12			9.78059E+12	9.7808E+12	FollettBound Glued
The quest for the great white quail	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The raptor rescue	Boxcar Children Mysteries	Warner, Gertrude Cha	9.79837E+12		9.78081E+12	9.78081E+12		FollettBound Glued
The return of the Charlie Monsters	Hank the Cowdog	Erickson, John R	9.78149E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The search for the secret garden	Geronimo Stilton: Thea St	Stilton, Thea	9.79837E+12			9.78155E+12	9.7815E+12	FollettBound Glued
The secret detective	Ali Cross	Patterson, James	9.78152E+12			9.78032E+12	9.7803E+12	FollettBound Glued
The secret laundry monster files	Hank the Cowdog	Erickson, John R	9.78154E+12			9.78159E+12		FollettBound Glued
The secret of Shazam!	Step Into Reading-Step 2	Webster, Christy	9.78154E+12					FollettBound Sewn
The secret of the lost gold	Branches: Unicorn Diaries	Elliott, Rebecca	9798368748047		9781546127178	9781546127161		
The secret pledge	Hank the Cowdog	Erickson, John R	9.78154E+12		9.78159E+12	9.78159E+12		FollettBound Glued
The silky seal pup	Zoe's Rescue Zoo	Cobb, Amelia	9.78152E+12			9.78055E+12	9.7805E+12	FollettBound Glued
The snowman and the snowdog	Step into Reading-Step 1	Briggs, Raymond	9.78149E+12			9.78039E+12	9.7804E+12	FollettBound Sewn
The spy in the bleachers	Boxcar Children Mysteries	Warner, Gertrude Cha	9.78033E+12			9.78081E+12		FollettBound Glued
The stinky giant	Step Into Reading-Step 3	Weiss, Ellen	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Glued
The Super Cup face-off	Geronimo Stilton	Stilton, Geronimo	9.78167E+12			9.78134E+12		FollettBound Glued
The Super Jump Between Worlds!	Branches: Press Start!	Flintham, Thomas	9.79837E+12		9.78155E+12	9.78155E+12		FollettBound Sewn
The Super Mario Bros. movie. Mar	Step Into Reading-Step 3	Man-Kong, Mary	9.78152E+12			9.78059E+12		FollettBound Sewn
The super-duper magnet!	Step Into Reading-Step 2	Clauss, Lauren	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
The Sword Thief --A Graphic Nove	39 Clues	Lerangis, Peter	9.79837E+12		9.78155E+12	9.78134E+12		FollettBound Glued
The Thief of Blue Island	Geronimo Stilton: Thea St	Stilton, Thea	9.79832E+12			9.79823E+12		FollettBound Glued
The thing about spring	Step Into Reading-Step 2	Dreyer, Dylan	9.78152E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
The tiny seed	Ready-To-Read: Level 2-B	Carle, Eric	9.78149E+12		9.78148E+12	9.78148E+12		FollettBound Sewn
The tree doctor	Step Into Reading-Step 2	Rabe, Tish	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn

The very busy spider	Step Into Reading-Step 2	Carle, Eric	9.78171E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
The very quiet cricket	Step Into Reading-Step 3	Carle, Eric	9.78171E+12			9.78059E+12		FollettBound Sewn
The war of the witches	Dragons in a Bag	Elliott, Zetta	9.79837E+12			9.78059E+12		FollettBound Glued
The way home	Owly	Runton, Andy	9.78173E+12			9.78134E+12	9.7813E+12	FollettBound Glued
The weeping tide	Wilderlore	Foody, Amanda	9.78167E+12		9.78153E+12	9.78153E+12	9.7815E+12	FollettBound Glued
The who was? history of the world	Who Was...?	Manzanero, Paula	9.78173E+12	9.78059E+12		9.78152E+12	9.7815E+12	FollettBound Glued
The wild robot escapes	Wild Robot	Brown, Peter	9.78173E+12			9.78032E+12		FollettBound Glued
The wild robot protects	Wild Robot	Brown, Peter	9.79837E+12		9.78032E+12	9.78032E+12		FollettBound Glued
The worst years of my life	Middle School	Patterson, James	9.78033E+12		9.78032E+12	9.78032E+12		
The wounded buzzard on Christmas	Hank the Cowdog	Erickson, John R	9.78033E+12		9.78159E+12	9.78159E+12		FollettBound Glued
Thea Stilton and the American dream	Geronimo Stilton: Thea Stilton	Stilton, Thea	9.78171E+12			9.78134E+12		FollettBound Glued
Thea Stilton and the Roman holiday	Geronimo Stilton: Thea Stilton	Stilton, Thea	9.78171E+12			9.78134E+12	9.7813E+12	FollettBound Glued
There was a cold lady who swallowed	There Was An Old Lady	Colandro, Lucille	9781413199802			9780439567039		
There was an old lady who swallowed a puck		Partheniou Grasso, Stella				9781443128858		
There was an old lady who swallowed	There Was An Old Lady	Colandro, Lucille	9781668837931			9781338668322		
There was an old lady who swallowed	There Was An Old Lady	Colandro, Lucille	9781668837948			9781338832020		
These are my pets	Step Into Reading-Step 2	Mayer, Mercer	9.78154E+12			9.78198E+12	9.782E+12	FollettBound Sewn
This makes me angry	Step Into Reading-Step 2	Carbone, Courtney	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
This makes me happy	Step Into Reading-Step 2	Carbone, Courtney	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
This makes me jealous	Step Into Reading-Step 2	Carbone, Courtney	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
This makes me sad	Step Into Reading-Step 2	Carbone, Courtney	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
This makes me scared	Step Into Reading-Step 2	Carbone, Courtney	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
This makes me silly	Step Into Reading-Step 2	Carbone, Courtney	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Thomas and the shark	Step Into Reading-Step 2		9.78033E+12			9.78031E+12		FollettBound Sewn
Thomas goes fishing	Step into Reading-Step 1		9.78142E+12			9.78038E+12		FollettBound Sewn
Three big bullies!	Step Into Reading-Step 2	Webster, Christy	9.78173E+12	9.78059E+12		9.78059E+12		FollettBound Sewn
Tiana's garden grows	Step Into Reading-Step 2	Alston, Bria	9.78167E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Tiana's kind pony	Step Into Reading-Step 2	Koster, Amy Sky	9.78167E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Time for a Change	Rhythm of Time Trilogy	Questlove			9.78037E+12			Hardcover
Time of the turtle king	Magic Tree House	Osborne, Mary Pope	9.79837E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Sewn
Time warp : the seventh journey through time	Geronimo Stilton-Journey Through Time	Stilton, Geronimo			9.78134E+12			Hardcover
To the future, Ben Franklin!	Magic Tree House	Osborne, Mary Pope	9.78171E+12			9.78053E+12	9.7805E+12	FollettBound Sewn

Too uncool for school	Middle School	Patterson, James			9.78032E+12			
Tootle	Step into Reading-Step 1	Redbank, Tennant	9.78154E+12			9.7804E+12	9.7804E+12	FollettBound Sewn
Top Chef #6	Miles Lewis	Lyons, Kelly Starling	9.79832E+12			9.78059E+12		FollettBound Sewn
Toy story 4. Ducky and Bunny help	Step Into Reading-Step 2	Clauss, Lauren	9.78173E+12			9.78074E+12	9.7807E+12	FollettBound Sewn
Track star	Miles Lewis	Lyons, Kelly Starling	9.78152E+12		9.78059E+12	9.78059E+12	9.7806E+12	FollettBound Sewn
Track Throw Down	Jake Maddox Graphic Nov	Maddox, Jake		9.78167E+12		9.78167E+12		Hardcover (library b
Trains!	Step Into Reading-Step 3	Goodman, Susan E	9.78033E+12			9.78038E+12	9.7804E+12	FollettBound Sewn
Treasures of the Maya	Geronimo Stilton	Stilton, Geronimo	9.78152E+12			9.78134E+12	9.7813E+12	FollettBound Glued
Triceratops	Step into Reading-Step 1	Emmons, Scott	9.78154E+12			9.78053E+12	9.7805E+12	FollettBound Sewn
Trolls. Sweet dance party!	Step Into Reading-Step 2	Layman, Barbara	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Truth or lie: inventors!	Step Into Reading-Step 3	Perl, Erica S	9.78171E+12			9.78198E+12	9.782E+12	FollettBound Sewn
Truth or lie. Cats!	Step Into Reading-Step 3	Perl, Erica S	9.78154E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Truth or lie. Dinosaurs!	Step Into Reading-Step 3	Perl, Erica S	9.78154E+12			9.78053E+12	9.7805E+12	FollettBound Sewn
Truth or lie. Dogs!	Step Into Reading-Step 3	Perl, Erica S	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Truth or lie. Presidents!	Step Into Reading-Step 3	Perl, Erica S	9.78173E+12			9.78198E+12	9.782E+12	FollettBound Sewn
Truth or lie. Sharks!	Step Into Reading-Step 3	Perl, Erica S	9.78154E+12			9.78053E+12	9.7805E+12	FollettBound Sewn
Turning red. Mei's wild ride	Step Into Reading-Step 3	Bouchard, Natasha	9.78167E+12	9.78074E+12		9.78074E+12	9.7807E+12	FollettBound Sewn
Twinky the dinky dog	Step Into Reading-Step 3	Klimo, Kate	9.78033E+12			9.78031E+12	9.7804E+12	FollettBound Sewn
Two-headed chicken. 1	Two-Headed Chicken	Angleberger, Tom	9.79837E+12			9.78154E+12		FollettBound Sewn
Two-headed chicken. 2,Beak to the	Two-Headed Chicken	Angleberger, Tom	9.79837E+12			9.78154E+12		FollettBound Glued
Unhappy birthday, Grumpy Cat!	Step Into Reading-Step 2	Berrios, Frank	9.78154E+12			9.78198E+12	9.782E+12	FollettBound Sewn
Uni and the 100 treasures	Step Into Reading-Step 2	Ransom, Candice F	9.78152E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Uni and the butterfly	Step Into Reading-Step 2	Ransom, Candice F	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Uni and the dolphin	Step Into Reading-Step 2	Ransom, Candice F	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Uni and the perfect present	Step Into Reading-Step 2	Ransom, Candice F	9.78154E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Uni bakes a cake : an Amy Krouse	Step Into Reading-Step 2	Ransom, Candice F	9.78171E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Uni goes to school	Step Into Reading-Step 2	Ransom, Candice F	9.78154E+12	9.78198E+12		9.78198E+12	9.782E+12	FollettBound Sewn
Uni joins the team	Step Into Reading-Step 2	Ransom, Candice F	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Uni's first recital	Step Into Reading-Step 2	Ransom, Candice F	9.79837E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Uni's first sleepover	Step Into Reading-Step 2	Ransom, Candice F	9.78154E+12			9.78198E+12		FollettBound Sewn
Uni's wish for wings	Step Into Reading-Step 2	Ransom, Candice F	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Unicorn book club	Phoebe And Her Unicorn	Simpson, Dana	9.79837E+12			9.78152E+12		FollettBound Glued

Unicorn crush : another Phoebe ar	Phoebe And Her Unicorn	Simpson, Dana	9.79837E+12	9.78165E+12		9.78152E+12		FollettBound Glued
Unicorn Secrets Another Phoebe a	Phoebe And Her Unicorn	Simpson, Dana	9.79832E+12			9.79888E+12		FollettBound Glued
Unicorn time machine : another Ph	Phoebe And Her Unicorn	Simpson, Dana	9.79837E+12	9.78165E+12		9.78152E+12		FollettBound Glued
Unicorn wings	Step Into Reading-Step 2	Loehr, Mallory	9.78142E+12			9.78038E+12	9.7804E+12	FollettBound Glued
Use your voice		Tapper, Alice Paul				9.78059E+12		
Vortex of the chaos dragon	Branches: Dragon Master	West, Tracey	9.79837E+12			9.78155E+12	9.78134E+12	FollettBound Sewn
Waffles + Mochi. Pickle party!	Step Into Reading-Step 2	Berrios, Frank	9.78171E+12			9.78059E+12		FollettBound Sewn
Walter the Baker	Ready-To-Read: Level 2-E	Carle, Eric	9.78152E+12			9.78148E+12	9.78148E+12	FollettBound Sewn
War games		Gratz, Alan				9.78134E+12		Hardcover
Warriors : Ravenpaw's path.#2,A	Warriors: Ravenpaw's Pat	Jolley, Dan	9.78033E+12			9.78006E+12		FollettBound Glued
Warriors : Ravenpaw's path.#3,Th	Warriors: Ravenpaw's Pat	Jolley, Dan	9.78033E+12			9.78006E+12		FollettBound Glued
Warriors in winter	Magic Tree House	Osborne, Mary Pope	9.78171E+12			9.78053E+12		FollettBound Sewn
Warriors. A shadow in Riverclan	Warriors Graphic Novel	Jolley, Dan	9.78171E+12			9.78006E+12	9.78006E+12	FollettBound Glued
Warriors. A thief in ThunderClan	Warriors Graphic Novel	Jolley, Dan	9.78152E+12			9.78006E+12	9.78006E+12	FollettBound Glued
We are family		James, LeBron	9781668887523			9780062971098	9780062971104	
We are heroes!	Step into Reading-Step 1	Webster, Christy	9.78167E+12			9.78198E+12		FollettBound Sewn
We dig fossils	Step Into Reading-Step 2	Agostini, Alliah L	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Welcome back, Stacey!	Baby-Sitters Club	Martin, Ann M	9.78152E+12			9.78134E+12		FollettBound Glued
Welcome back!	Step Into Reading-Step 2	Penfold, Alexandra	9.78152E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
When Digz the Dog met Zurl the Squirrel : a short tale about		Pine, Chris				9.78059E+12		
Whiz kid	Miles Lewis	Lyons, Kelly Starling	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Who Is Beyonce?	Who Was...?	Jewel, Kirsti	9.79832E+12			9.79822E+12		FollettBound Glued
Who is Billie Jean King?	Who Was...?	Fabiny, Sarah	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued
Who is Bono?	Who Was...?	Pollack, Pam	9.78154E+12			9.78045E+12	9.7815E+12	FollettBound Glued
Who is Carol Burnett?	Who Was...?	Stabler, David	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued
Who is Dale Earnhardt Jr.?	Who Was...?	Stabler, David	9.78154E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Who is David Beckham?	Who Was...?	Labrecque, Ellen	9.78173E+12	9.7804E+12		9.7804E+12	9.7804E+12	FollettBound Glued
Who is Jackie Chan?	Who Was...?	Shaffer, Jody Jensen	9.78154E+12			9.78152E+12	9.7815E+12	FollettBound Glued
Who is Katie Ledecy?	Who Was...?	Buckley, James	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued
Who is LeBron James?	Who Was...?	Hubbard, Crystal	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Who is Lin-Manuel Miranda?	Who Was...?	Matos, Elijah Rey-Dav	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued
Who is Lionel Messi?	Who Was...?	Buckley, James	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued

Who is Michael Phelps?	Who Was...?	Hecht, Micah	9.78152E+12	9.78152E+12		9.78152E+12	9.7815E+12	FollettBound Glued
Who is Neil deGrasse Tyson?	Who Was...?	Pollack, Pam	9.78171E+12			9.7804E+12	9.7804E+12	FollettBound Sewn
Who is Oprah Winfrey?	Who Was...?	Kramer, Barbara	9.78154E+12			9.78152E+12	9.7815E+12	FollettBound Glued
Who is R.L. Stine?	Who Was...?	Payne, M. D	9.78154E+12			9.7804E+12	9.7804E+12	FollettBound Glued
Who is Shaquille O'Neal?	Who Was...?	Labrecque, Ellen	9.78167E+12	9.7804E+12		9.7804E+12	9.7804E+12	FollettBound Sewn
Who is Shaun White?	Who Was...?	Pryor, Shawn	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued
Who is Taylor Swift?		Anderson, Kirsten			9.79822E+12			
Who is Taylor Swift?	Who Was...?	Anderson, Kirsten	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued
Who is Temple Grandin?	Who Was...?	Demuth, Patricia	9.78173E+12			9.78045E+12	9.7805E+12	FollettBound Glued
Who is Tony Hawk?	Who Was...?	Korte, Steve	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued
Who is Willie Nelson?	Who Was...?	Stabler, David	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued
Who was A.A. Milne?	Who Was...?	Fabiny, Sarah	9.78171E+12	9.78045E+12		9.78045E+12	9.7805E+12	FollettBound Glued
Who was Benedict Arnold?	Who Was...?	Buckley, James	9.78154E+12			9.78045E+12	#####	FollettBound Sewn
Who was Booker T. Washington?	Who Was...?	Buckley, James	9.78154E+12			9.78045E+12	9.7815E+12	FollettBound Glued
Who was Catherine the Great?	Who Was...?	Pollack, Pam	9.78171E+12			9.7804E+12	9.7804E+12	FollettBound Glued
Who was Celia Cruz?	Who Was...?	Pollack, Pam	9.78173E+12			9.78045E+12	#####	FollettBound Glued
Who was Charlie Chaplin?	Who Was...?	Demuth, Patricia	9.78152E+12			9.78045E+12	9.7805E+12	FollettBound Sewn
Who was Che Guevara?	Who Was...?	Labrecque, Ellen	9.78154E+12	9.7804E+12		9.7804E+12	9.7804E+12	FollettBound Glued
Who was Chuck Jones?	Who Was...?	Gigliotti, Jim	9.78154E+12			9.78045E+12	9.7815E+12	FollettBound Sewn
Who Was Cleopatra?	Who Was...?	Waterfield, Kathryn	9.79832E+12			9.78059E+12		FollettBound Glued
Who was Confucius?	Who Was...?	Burgan, Michael	9.78171E+12			9.78152E+12	9.7815E+12	FollettBound Sewn
Who was Duke Ellington?	Who Was...?	Payne, M. D	9.78171E+12	9.7804E+12		9.7804E+12	9.7804E+12	FollettBound Sewn
Who was E.B. White?	Who Was...?	Herman, Gail	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Glued
Who was Fidel Castro?	Who Was...?	Fabiny, Sarah	9.78154E+12			9.78045E+12	9.7805E+12	FollettBound Glued
Who was Frank Sinatra?	Who Was...?	Labrecque, Ellen	9.78152E+12			9.7804E+12	9.7804E+12	FollettBound Glued
Who was Georgia O'Keeffe?	Who Was...?	Fabiny, Sarah	9.78167E+12			9.78045E+12	9.7806E+12	FollettBound Glued
Who was H.J. Heinz?	Who Was...?	Burgan, Michael	9.78155E+12			9.78045E+12	9.7815E+12	FollettBound Glued
Who was Harvey Milk?	Who Was...?	Grinapol, Corinne	9.78154E+12	9.78152E+12		9.78152E+12	9.7815E+12	FollettBound Glued
Who was Henry VIII?	Who Was...?	Labrecque, Ellen	9.78154E+12			9.78045E+12	9.7815E+12	FollettBound Glued
Who was Jim Thorpe?	Who Was...?	Buckley, James	9.78152E+12			9.7804E+12	9.7804E+12	FollettBound Glued
Who was Jimmy Carter?	Who Was...?	Stabler, David	9.79837E+12			9.78059E+12	9.7806E+12	FollettBound Glued
Who was John Lewis?	Who Was...?	Hubbard, Crystal	9.78152E+12			9.78059E+12	9.7806E+12	FollettBound Glued

Who was John McCain?	Who Was...?	Burgan, Michael	9.78167E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Sewn
Who was Johnny Appleseed?	Who Was...?	Holub, Joan	9.78142E+12			9.78045E+12	9.7811E+12	FollettBound Sewn
Who was Johnny Cash?	Who Was...?	Gigliotti, Jim	9.78167E+12			9.7804E+12	9.7804E+12	FollettBound Sewn
Who was Jules Verne?	Who Was...?	Buckley, James	9.78152E+12			9.78045E+12	9.7805E+12	FollettBound Glued
Who was Juliette Gordon Low?	Who Was...?	Rau, Dana Meachen	9.78154E+12			9.7811E+12	9.7811E+12	FollettBound Glued
Who was Katherine Johnson?	Who Was...?	Moses, Shelia P	9.79832E+12			9.78059E+12		FollettBound Glued
Who was Langston Hughes?	Who Was...?	Merrell, Billy	9.78152E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued
Who was Leif Erikson?	Who Was...?	Medina, Nico	9.78154E+12			9.78045E+12	9.7815E+12	FollettBound Sewn
Who was Louis Armstrong?	Who Was...?	McDonough, Yona Zel	9.78142E+12			9.78045E+12	9.7811E+12	FollettBound Glued
Who was Lucille Ball?	Who Was...?	Pollack, Pam	9.78149E+12			9.78045E+12	9.7805E+12	FollettBound Sewn
Who was Marco Polo?	Who Was...?	Holub, Joan	9.78143E+12			9.78045E+12	9.7811E+12	FollettBound Glued
Who was Marie Antoinette?	Who Was...?	Rau, Dana Meachen	9.78149E+12			9.78045E+12	9.7804E+12	FollettBound Glued
Who was Napoleon?	Who Was...?	Gigliotti, Jim	9.78155E+12			9.78045E+12	9.7815E+12	FollettBound Glued
Who was Nikola Tesla?	Who Was...?	Gigliotti, Jim	9.78155E+12			9.78045E+12	9.7815E+12	FollettBound Sewn
Who was Norman Rockwell?	Who Was...?	Fabiny, Sarah	9.78155E+12			9.78045E+12	9.7815E+12	FollettBound Glued
Who was P.T. Barnum?	Who Was...?	Anderson, Kirsten	9.78154E+12			9.78045E+12	9.7815E+12	FollettBound Glued
Who was Pele?	Who Was...?	Buckley, James	9.79837E+12			9.7804E+12	9.7804E+12	FollettBound Glued
Who was Pete Seeger?	Who Was...?	MacCary, Noel	9.78154E+12	9.78052E+12		9.78045E+12	9.7815E+12	FollettBound Glued
Who was Ponce de Leon?	Who Was...?	Pollack, Pam	9.78167E+12			9.7804E+12	9.7804E+12	FollettBound Sewn
Who was Pope Francis?	Who Was...?	Spinner, Stephanie	9.79837E+12			9.78045E+12	9.7805E+12	FollettBound Glued
Who was Queen Elizabeth II?	Who Was...?	Stine, Megan	9.78167E+12			9.78059E+12	9.7806E+12	FollettBound Sewn
Who was Richard Nixon?	Who Was...?	Stine, Megan	9.78154E+12			9.78152E+12	9.7815E+12	FollettBound Glued
Who was Salvador Dali?	Who Was...?	Manzanero, Paula	9.78152E+12		9.78059E+12	9.78045E+12	9.7811E+12	FollettBound Sewn
Who was Sam Walton?	Who Was...?	Buckley, James	9.78154E+12	9.78152E+12		9.78152E+12	9.7815E+12	FollettBound Glued
Who was Shirley Chisholm?	Who Was...?	Hubbard, Crystal	9.79837E+12	9.78059E+12		9.78059E+12	9.7806E+12	FollettBound Glued
Who was Stephen Hawking?	Who Was...?	Gigliotti, Jim	9.78154E+12			9.78045E+12	9.7805E+12	FollettBound Glued
Who Was Vincent Van Gogh?	Who Was...?	Manzanero, Paula K	9.79832E+12	9.79822E+12		9.78045E+12		FollettBound Glued
Who was Walt Whitman?	Who Was...?	Anderson, Kirsten	9.78171E+12	9.7804E+12		9.7804E+12	9.7804E+12	FollettBound Glued
Who were the Beatles?	Who Was...?	Edgers, Geoff	9.78142E+12			9.78045E+12	9.7811E+12	FollettBound Sewn
Why did the monster cross the road?		Stine, R. L			9781338815252			
Wild cats!	Step Into Reading-Step 2	Kratt, Martin	9.78154E+12			9.7811E+12	9.7811E+12	FollettBound Sewn
Wild fliers!	Step Into Reading-Step 2	Kratt, Martin	9.78154E+12			9.7811E+12	9.7811E+12	FollettBound Sewn

High School New Book Purchases

Title	Series Title	Author	ISBN Vendor Binding	ISBN Hardback Library Binding	ISBN Hardback	ISBN Paperback
13 days of summer		Strohm, Stephanie Kate	9.79837E+12			9.79889E+12
16 Forever		Rubin, Lance			9.78006E+12	
29 dates		De la Cruz, Melissa	9.78154E+12			9.78134E+12
A beautiful and terrible murder	Irene Adler	Andrews, Claire M			9780316575355	
A better nightmare		Freeman, Megan			9.78155E+12	
A catalog of burnt objects		Youngdahl, Shana			9.78059E+12	9.78059E+12
should we settle space, and have we		Weinersmith, Kelly			9.78198E+12	
A Curious Kind of Magic		Rutherford, Mara			9.78125E+12	
A dog's journey : a novel	Dog's Purpose	Cameron, W. Bruce				#####
A dog's promise	Dog's Purpose	Cameron, W. Bruce				9.78125E+12
A dog's way home		Cameron, W. Bruce				978-1-25030-189-5
A drop of venom	Venom Duology	Patel, Sajni			9.78137E+12	
A girl walks into the forest		Roux, Madeleine			9.78006E+12	
A Language of Dragons	Language of Dragons	Williamson, S. F	9.79832E+12		9.78006E+12	9.78006E+12
A Lie for a Lie		Donaldson, Jennifer				9.79822E+12
A line in the dark		Lo, Malinda	9.78167E+12			9.78059E+12
A Matter of Murder	Lizzie & Darcy Mystery	Price, Tirzah			9.78006E+12	
A million miles away		Avery, Lara	9.78152E+12			9.78032E+12
A new darkness	New Darkness	Delaney, Joseph	9781489892898			9780062334541
A northern light		Donnelly, Jennifer	9.78154E+12			9.78036E+12
A Riddle of Thorns		Nanua, Sarena			9.78082E+12	
A show for two		Bhuiyan, Tashie	9.78167E+12		9.78134E+12	9.78134E+12
A spark of light : a novel		Picoult, Jodi				9.78035E+12
A spell to wake the dead		Lesperance, Nicole			9.78059E+12	
A theory of dreaming		Reid, Ava			9780063421677	
A thousand nights		Johnston, E. K	9.78152E+12			9.78148E+12
A touch of blood	Venom Duology	Patel, Sajni			9781368098779	
A whisper of curses	Taste of Magic	Elle, J			9.78155E+12	
A wilderness of stars		Ernshaw, Shea	9.78152E+12		9.78167E+12	9.78167E+12

After Life		Forman, Gayle	9.79832E+12		9.78006E+12	9.78006E+12
Aiviq : life with walruses		Souders, Paul			9.78177E+12	
Alchemy of Souls		Mather, Adriana			9.78125E+12	
Alebrijes	Last Cuentista	Higuera, Donna Barba	9798368766744		9781646142637	9781646145218
Alex Cross, run	Alex Cross	Patterson, James			9.78032E+12	#####
Alexander Hamilton : little lion	(Penguin)	Hood, Ann	9.79837E+12		9.78059E+12	9.78059E+12
All for the game		Buchta, Heather				9.78059E+12
All good children		Austen, Catherine	9.78152E+12			9.78146E+12
All paths lead to Paris		Fedel, Sabrina				9.78059E+12
All the hidden monsters	Monsters Trilogy	Jordan, Amie			9.78155E+12	
All the Lost Souls	Monsters Trilogy	Jordan, Amie			9.78155E+12	
All the Noise at Once		Davis, Deandra	9.79832E+12		9.78167E+12	9.78167E+12
All the way around the sun		Tian, XiXi			9780063086074	
Ally	Nemesis (Square Fish)	Banks, Anna	9.78155E+12			9.78125E+12
Always be my bibi		Taslim, Priyanka			9.78167E+12	
Amari and the Night Brothers #4	Investigations	Alston, B. B			9.78006E+12	
from the animal kingdom		Hamilton, Bridget E			9.78143E+12	
American CSI		Dawson, Kate Winkler				9.78053E+12
Americanah : a novel		Adichie, Chimamanda Ngozi	9.78154E+12		9.78031E+12	9.78031E+12
Among serpents	Above the Black	Gregson, Marc J	9798318911460		9781682637067	9781682638552
An Archive of Romance (Study in Drowning Novella)					9.78006E+12	
An embroidery of souls		Martinez, Ruby			9.78059E+12	
An ocean apart		Tew, Jill			9.78059E+12	
And the river drags her down		Yun, Jihyun			9.78059E+12	
Angelica and the Bear Prince		Nguyen, Trung Le	9798368792507		9780593125472	9781984892669
Anna K : a love story	Anna K.	Lee, Jenny	9781713755098			9781250236449
graphic novel	Artemis Fowl	Moreci, Michael	9781668842010		9781368065085	9781368065313
Artifice		Cameron, Sharon	9.79837E+12		9.78134E+12	9.78134E+12
As if on cue		Kanter, Marisa	9.78167E+12		9.78153E+12	9.78153E+12
Asgardians --Loki	Asgardians	O'Connor, George	9798368794617		9781250760807	9781250760814
legacy of Yangchen	Avatar	Yee, F. C			9.78142E+12	
reckoning of Roku	Avatar	Ribay, Randy			9.78142E+12	

Bad graces		McCauley, Kyrie			9780063243095	
Bad Influence		Ahn, Claire			9.78059E+12	
Bad Kid (A Graphic Memoir) My Life as a "Troubled Teen"		Szamosi, Sofia			9.78152E+12	
Balancing ACT	Books)	Chase, Paula			9.78125E+12	
Banned together : our fight for readers' rights					9.78082E+12	
Because you'll never meet me		Thomas, Leah	9.78154E+12			9.78168E+12
Begin again		Jeffers, Oliver			9.78059E+12	
Behind Five Willows		Hur, June			9.78125E+12	
Bemused		Rochon, Farrah			9.78137E+12	
Beth Is Dead		Bernet, Katie			9.78167E+12	
Between these broken hearts	Stars Duology	Ryan, Lexi			9780063311954	
Biology lessons		Kantor, Melissa			9.78125E+12	
Birthday soup		Chang, Grace Seo			9.78059E+12	
Bitten		Gray, Jordan			9.78032E+12	
Black girl you are Atlas		Watson, Renee	9.79837E+12		9.78059E+12	9.78059E+12
Blood heir	Blood Heir	Zhao, Amelie Wen	9.78171E+12			9.78053E+12
Blood moon		Lewis, Britney S			9798890032294	
Book, beast, and crow		Byrne, Elizabeth			9.78006E+12	
Break Wide the Sea		Holland, Sara			9.78125E+12	
Breathing underwater		Nash, Abbey Lee	9798368774848		9780823453863	9780823460595
Bye forever, I guess		Meadows, Jodi	9798368793757			9780823461844
Call of the Dragon	Call of the Dragon	Bowen, Natasha		9.78059E+12	9.78059E+12	
Capitana		James, Cassandra	9.79832E+12		9.78006E+12	9.78006E+12
Castle of refuge	Dericott Tales	Dickerson, Melanie	9.78152E+12		9.78079E+12	9.78084E+12
Catch your death		Guron, Ravena	9.79837E+12			9.78173E+12
Celestial banquet		Lim, Roselle			9.78164E+12	9.78164E+12
story of Charles and Ray Eames		Yang, James			9.78059E+12	
Charm	Crave	Wolff, Tracy	9798368794662		9781649371492	9781649378781
Chasing Lucky		Bennett, Jenn	9.78171E+12		9.78153E+12	9.78153E+12
colorful history of sign stealing		Martino, Andy				9.78059E+12
Check & mate		Hazelwood, Ali	9781516070091	9780593698440		9780593619919
Cherish	Crave	Wolff, Tracy	9.79832E+12		9.78165E+12	9.78168E+12

Chronically Dolores		Van Wagenen, Maya	9.79837E+12		9.78053E+12	9.78015E+12
City of magic and monsters	City of Villains	Laure, Estelle			9.78137E+12	
Clara Barton : angel of the battlefield	(Penguin)	Hood, Ann	9.79837E+12		9.78059E+12	9.78059E+12
Climate of chaos		Newbould, Cassandra			9.78168E+12	
Codebreaker		Martel, Jay	9.79837E+12		9.78125E+12	9.78125E+12
Cold calls		Benoit, Charles	9.78152E+12			#####
Coldwire		Gong, Chloe			9.78167E+12	
Come as you are : a novel		Adler, Dahlia			9.78125E+12	
Come find me		Miranda, Megan	9.78173E+12			9.78053E+12
Compass and blade	Compass and Blade	Greenlaw, Rachel	9.79837E+12		9.78134E+12	9.78134E+12
Compulsion	Island	Boone, Martina	9.78154E+12			9.78148E+12
Conditions of a heart		Mangle, Bethany	9798368756356		9781665937634	9781665937641
Control room		Wolf, Ryan	9.78171E+12		9.78154E+12	9.78154E+12
Cope field		Simpson, T. L				9.78164E+12
Court of swans	Dericott Tales	Dickerson, Melanie	9.78167E+12			9.78084E+12
Crank Palace : a maze runner novella		Dashner, James	9.78152E+12			9.79899E+12
Crime and punishment		Dostoyevsky, Fyodor	9.78033E+12		9.78024E+12	9.78014E+12
Cross fire	Alex Cross	Patterson, James			9.78032E+12	#####
Cross the line	Alex Cross	Patterson, James				9.78146E+12
Cruel is the light		Clark, Sophie			9780593810729	
Daedalus Is Dead		Seamus Sullivan				
Dark waters	Small Spaces	Arden, Katherine	9.78167E+12		9.78059E+12	9.78059E+12
Dead girls don't say sorry		Ritany, Alex		9.78059E+12	9.78059E+12	
Dear Manny		Stone, Nic			9.78059E+12	9.78059E+12
Death in the dark		Moore, Bryce	9.79837E+12			9.78173E+12
Deathly Fates		Tsai, Tesia			9.78125E+12	
Defend the dawn	Defy the Night Trilogy	Kemmerer, Brigid	9.79837E+12		9.78155E+12	9.78155E+12
Demon Copperhead : a novel		Kingsolver, Barbara			9.78006E+12	9.78006E+12
Den of liars	Devious	Olson, Jessica S			9.78125E+12	
Devious Prey		Reintgen, Scott			9.78167E+12	
Difficult girls		Bane, Veronica			9.78059E+12	
Dig two graves		McNeil, Gretchen	9.78167E+12		9.78137E+12	9.78137E+12

Divine mortals	Divine Mortals	Helander, Amanda M			9.78137E+12	
Divining the leaves		Thakrar, Shveta			9.78006E+12	
Downfall	Above the Black	Gregson, Marc J			9.78168E+12	
Dr. Stone. 27,Future science	Dr. Stone	Inagaki, Riichiro				9781974755769
Dragon and the Sun Lotus	Three Realms	Zhao, Amelie Wen			9.78059E+12	
Dream by the shadows	Shadow Weavers	Karlie, Logan			97,803,165,877,479,700,000,000,000	
Dropping beats		Lessore, Nathanael	9.79837E+12		9.78032E+12	9.78032E+12
Dust		Swanson, Kara			9.78162E+12	
Murder		Emery, Kate		9798217030170	9798217030163	
Earthsea. Book one,A wizard of Earthsea : a graphic novel		Fordham, Fred			9.78006E+12	
Echo Nova		Hall, Clint			9.79889E+12	
Eliza, from scratch		Lee, Sophia			9.78006E+12	
Embergold		Nelson, Rachelle			9.79889E+12	
Embrace the serpent		Mara, Sunya			9.78006E+12	
Emeralds & ashes	At Somerton	Rasheed, Leila	9781668841945			9781368080347
Empress of a thousand skies		Belleza, Rhoda	9.78154E+12			
Empty smiles	Small Spaces	Arden, Katherine	9.78152E+12			9.78059E+12
Enola's best friend		Kordesh, Katie			9.78059E+12	
Eragon	Inheritance Cycle	Paolini, Christopher		9.78059E+12	9.78059E+12	
Europa	City Spies	Ponti, James			9.78167E+12	
Every borrowed beat		Stewart, Erin			9780593710661	
Every day, the graphic novel		Levithan, David	9.78167E+12	9.78059E+12	9.78059E+12	9.78059E+12
Every spiral of fate	This Woven Kingdom	Mafi, Tahereh			9.78006E+12	
Everything I promised you		Upperman, Katy	9.79837E+12			9.78146E+12
Extasia		Legrand, Claire	9.78167E+12		9.78006E+12	9.78006E+12
Fake skating		Painter, Lynn			9781665921268	
Fake skating		Painter, Lynn			9.78167E+12	
Falling like leaves		Wilson, Misty	9.79837E+12		9.78167E+12	9.78167E+12
Family Force V. Book one		Braly, Matthew				9.78153E+12
Fangirl Project		Reekles, Beth	9.79837E+12			9.79822E+12
Fateless		Kagawa, Julie			9.78134E+12	
Fatherhood		Logelin, Matthew				9.78154E+12

Fearful	Powerless	Roberts, Lauren			9781665971072	
Fierce as the wind		Redd, Tara Wilson			9.78152E+12	
Final Cut		Worley, Olivia			9781250392985	
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Finding Normal		Doktorski, Jennifer Salvato				9.78165E+12
First love language		Valentine, Stefany			9780593750964	9798217142927
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From Little Tokyo, with love		Kuhn, Sarah				9.78059E+12
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Fyrebirds	Nightbirds	Armstrong, Kate J	9.79832E+12		9.78059E+12	9.78059E+12
Gaslit		Davidhizar, Megan			9.78059E+12	
Gilded in Vengeance		Smith, Lyssa Mia			9.78006E+12	
Girl gone viral		Ahmadi, Arvin	9.78173E+12			9.78043E+12
Girl Reflected in Knife		Mrose Rissi, Anica			9.78059E+12	
four rebel women out to save our		Kapp, Diana		9.78059E+12	9.78059E+12	
Girls Who Play Dead		Wellington, Joelle			9.78167E+12	
Gods & Comics		Cho, Kat			9.78059E+12	
Gone dark		Panitch, Amanda	9.78167E+12		9.78153E+12	9.78153E+12
Goodbye, my princess		Fei, Wo Si Cun			9.78167E+12	
sports legends and the numbers they		Greenberg, Mike			9.78137E+12	
Gradchanted		Matson, Morgan				9.78137E+12
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Great or nothing		McCullough, Joy	9.78167E+12		9.78059E+12	9.78059E+12
Grief in the fourth dimension		Yu, Jennifer			9781419767272	
Gwendy's final task		King, Stephen			9781587678011	9.78198E+12
Hangry hearts		Chen, Jennifer	9.79837E+12		9.78125E+12	9.78125E+12
Hazme una sena		Sortino, Anna				9.79889E+12
Heart Check		Charlotte, Emily	9798368781754		9781665971423	9781665971430
Heart of Mischief	Soul of Shadow	Noyes, Emma			9.78125E+12	

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Heartstrings		Novak, Ali			9781492652441
Heir of storms	Storm Weaver Trilogy	Murray, Lauryn Hamilton	9.79832E+12		9.78125E+12
Heiress among thieves	Heiress Heists	Wibberley, Emily		9.78032E+12	
Heiress of Nowhere		Lee, Stacey		9.78167E+12	
Heiress takes all	Heiress Heists	Wibberley, Emily	9.79837E+12	9.78032E+12	9.78032E+12
Hekate : the witch	Underworld	Gill, Nikita		9780316596763	
His Mortal Demise	Duology	Le, Vanessa	9.79832E+12	9.78125E+12	9.78125E+12
Hollow		Grothe, Taylor		9781682637777	
Holly : a Belladonna novella	Bella Donna	Grace, Adalyn		9.78032E+12	
Holly A Belladonna Novella	Bella Donna	Grace, Adalyn		9780316586856	
Home has no borders				9.78006E+12	
Honeysuckle and Bone		Tobias, Trisha		9781638931027	
kun.17	Horimiya	Hero			9781975391423
Hour of the Pumpkin Queen	Pumpkin Queen	Shepherd, Megan		9781368089302	
House of hearts		Arndt, Skyla		9.78059E+12	
House party : a novel			9.79837E+12	9.78059E+12	9.78059E+12
How Girls Are Made		McGinnis, Mindy		9780063370692	
How We Play the Game		Nedd, Alexis		9.78155E+12	
Hunger's bite		Robin, Taylor		9.78145E+12	9.78145E+12
Hypoxia	Vertical World	Crawford, Brian		9.78168E+12	
I am made of death		Andrew, Kelly		9.78155E+12	
I am not Jessica Chen		Liang, Ann	9798318910692	9781335523129	9781335001771
I am the cage		Grant, Allison Sweet		9.78059E+12	9.78059E+12
I Could Give You the Moon		Liang, Ann		9.78134E+12	
I crawl through it		King, A. S			9.78059E+12
I Killed the King		Mix, Rebecca		9.78006E+12	
I was here		Forman, Gayle	9.78152E+12		9.78015E+12
I will follow		Corrigan, Eireann	9781516077212		9781339002880
I will save you		de la Pena, Matt	9.78033E+12		9.78039E+12
I'll Find You Where the Timeline Ends		Baker, Kylie		9.78125E+12	
I'm Gonna Get You Back		Lauriers, Eva Des		9.78125E+12	

If I Can't Have You		Polydoros, Aden			9.79889E+12	
If I could go back		Johnson, Briana			9.78168E+12	
If We Never End		Namey, Laura Taylor			9.78155E+12	
Igniting fate	Waking Fire	Louise, Jean			9.78134E+12	
Illuminary		Schroeder, Chawna			9.79889E+12	
Illusions of fire		Sharma, Nisha			9.78145E+12	
Imposter		Levin, Cait			9.78162E+12	
In a perfect world		Doller, Trish	9.78155E+12		9.78148E+12	9.78148E+12
In some other life		Brody, Jessica	9.78155E+12			9.78125E+12
In the company of killers		Cook, Elora	9.79837E+12			9.78032E+12
In Time with You		Dwyer, Kristin	9.79837E+12			9.78125E+12
Influenced		Littman, Sarah			9781339038261	
pandemic					9.78143E+12	
Into the deep blue		Archer, Jennifer E			9781958325377	
Into the light	Republic	Gray, Claudia			9.78137E+12	
Iron tongue of midnight	Forge & Fracture Saga	Williams, Brittany N			9.78142E+12	
Island creatures		Engle, Margarita			9781665959957	
It found us		Currie, Lindsay	9798368712710		9781728259499	9781728259529
It found us		Currie, Lindsay	9.79837E+12		9.78173E+12	9.78173E+12
It's you every time		Thomas, Charlene				9.78155E+12
Jack & Jill	Alex Cross	Patterson, James				9.78045E+12
Jujutsu Kaisen, Vol. 28	Jujutsu Kaisen	Akutami, Gege				9781974758906
Jujutsu Kaisen, Vol. 29	Jujutsu Kaisen	Akutami, Gege				9.78197E+12
Jujutsu kaisen. 26,Heading south	Jujutsu Kaisen	Akutami, Gege				9781974754977
Jujutsu kaisen. 27,Foolish survivor!!	Jujutsu Kaisen	Akutami, Gege				9781974755592
Just another meet cute		Nguyen, Jenn P	9.79837E+12			9.78134E+12
Just breathe		McGovern, Cammie	9.78171E+12			9.78006E+12
Just say yes		Moldavsky, Goldy	9781516099900			9781250863232
K-Jane		Kang, Lydia			9.78006E+12	
Kids of appetite		Arnold, David	9.78154E+12			9.78015E+12
Kill creatures		Power, Rory		9.78059E+12	9.78059E+12	
Killer content	Underlined	Roache, Kiley	9.78171E+12			9.78059E+12

King of Ithaka		Barrett, Tracy	9.78149E+12		9.78031E+12
King of the Neuro Verse		Goodwin, Idris		9781665973120	
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Knocking on windows : a memoir		Atkins, Jeannine		9.78167E+12	
Lady or the tiger		Herrman, Heather M		9.78198E+12	
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Learning to fall		Engelfried, Sally		9.78032E+12	
Lemons and lies		Castellanos, Alexis	9.79832E+12		9.78155E+12
Liar's kingdom		Calella, Christine		9798890039675	
Lies on the serpent's tongue		Pearsall, Kate		9780593531051	9780593531075
Little universes		Demetrios, Heather	9781713755654		9781250763570
Lodestar	Cities	Messenger, Shannon	9781537974521	9781481474955	9781481474962
Long Lankin		Barraclough, Lindsey	9.78149E+12		9.78076E+12
Lord of Blade and Bone	Waking Hearts	Rodgers, Erica Ivy		9781682636671	
Lord of the Fly Fest		Moldavsky, Goldy	9798368707242	9781250230126	9781250895509
Lou with the band		Young, Alexandra Leigh		9.78154E+12	
Love at full tilt		Howe, Jenny L	9.79837E+12		9.78059E+12
Love craves cardamom		Avachat, Aashna	9.79837E+12		9.78059E+12
Love in 280 characters or less		Stringfield, Ravynn K		9.78125E+12	
Love letters to the dead		Dellaira, Ava	9.78149E+12		9.78125E+12
Love Me Tomorrow	Love Me Tomorrow	Jean, Emiko	9.79837E+12		9.78125E+12
Love on paper		Parker, Danielle		9780593565315	9780593565346
Love requires chocolate	Love in Translation	Stringfield, Ravynn K		9.78059E+12	9.78059E+12
Love, canter, action		Gilbert, Katie		9.78145E+12	9.78145E+12
Made you up		Zappia, Francesca	9.78154E+12		9.78006E+12
Make Me a Monster		Bayron, Kalynn		9781547615865	
Mansfield Park	Collins Classics	Austen, Jane	9.78152E+12		9.78001E+12
Maya in multicolor		Teerdhala, Swati			9.78137E+12
Meet me at blue hour		Suk, Sarah		9.78006E+12	
Meet Me Under the Lights		Miller, Cassie			9.79822E+12
Mercy		Ward, Patricia Sarrafian		9.78006E+12	
Midnight on the Celestial		Alexandra, Julia		9.78125E+12	

Mirror magic & Wish trap	Star Friends	Chapman, Linda	9.78167E+12			9.78166E+12
wonders : an indispensable guide to		Riggs, Ransom			9.7804E+12	9.7804E+12
Mistress of bones : a novel		Medina, Maria Z			9.78125E+12	
the Sun	Momo Arashima	Sugiura, Misa	9.79837E+12	9.78059E+12	9.78059E+12	9.78059E+12
the wind	Momo Arashima	Sugiura, Misa	9.78152E+12		9.78059E+12	9.78059E+12
Moonsick		O'Donnell, Tom	9798368773346		9781250353115	9781250353092
More tales to keep you up at night		Poblocki, Dan	9.79837E+12		9.78059E+12	9.78059E+12
Mosquitoland		Arnold, David	9.78152E+12		9.78958E+12	9.78015E+12
Most Likely to Murder		McBride, Lish				9.78059E+12
Murder between friends		Lawson, Liz			9.78059E+12	9.78059E+12
My beautiful failure		Young, Janet Ruth			9.78142E+12	9.78144E+12
My fair monster		Rivera, Adrienne			9.79889E+12	
My Hero Academia, Vol. 42	My Hero Academia	Horikoshi, Kohei				9781974759187
My life with the Walter boys	Boys	Novak, Ali	9.78171E+12			#####
My mother, the mermaid chaser		Hoang, Jamie Jo		9.78059E+12	9.78059E+12	
My perfect family		Vanbrakle, Khadijah			9.78082E+12	
My return to the Walter boys	Boys	Novak, Ali	9.79837E+12			9.78146E+12
Mystery royale		Cavalancia, Kaitlyn			9.78137E+12	
Nettle		Hogan, Bex			9781774888759	
Never a hero	Only a Monster	Len, Vanessa	9.79837E+12		9.78006E+12	9.78006E+12
Never Ever After	Never Ever After	Tan, Sue Lynn			9.78032E+12	
Never Seen the Stars		Korsh, Kate			9781546131649	
Never thought I'd end up here		Liang, Ann			9781546110675	
Night swimming		Starmer, Aaron			9.78053E+12	9.78053E+12
Nightweaver		Gray, R. M	9798318924071			9780316583374
No place left to hide		Lally, Megan	9.79837E+12			9.78173E+12
Nobody		Barnes, Jennifer				9.78161E+12
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Not dead enough		Neiheiser, Tyffany D			9780593205549	
Not even bones	Market of Monsters	Schaeffer, Rebecca	9.78173E+12			9.78036E+12
Now she's dead		Clarke, Roselyn	9.79837E+12			9.78146E+12
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Of Flame and Fury		Bridge, Mikayla	9798318910401		9780374393427	9781250423436
Of jade and dragons	Of Jade and Dragons	Chen, Amber	9.79837E+12		9.78059E+12	9.78059E+12
Of Venom and Vengeance		Bridge, Mikayla			9.78037E+12	
fire	Olympians	O'Connor, George	9.78154E+12			9.78163E+12
On again, awkward again		Kelly, Erin Entrada			9.78142E+12	
On the wings of la Noche		Torres, Vanessa L			9.78059E+12	
Once a castle	Carrick Hall	Arthur, Sarah				9.78059E+12
Once a queen : a novel	Carrick Hall	Arthur, Sarah				9.78059E+12
Once a villain	Only a Monster	Len, Vanessa			9.78006E+12	
Once upon a time in the north		Pullman, Philip			9.78059E+12	
One great lie		Caletti, Deb	9.78167E+12		9.78153E+12	9.78153E+12
One great lie		Caletti, Deb	9.78167E+12		9.78153E+12	9.78153E+12
One kiss	Orca Soundings	Jocelyn, Marthe	9798368745664			9781459840898
One-Punch Man, Vol. 32	One-Punch Man	One				9.78197E+12
Other side of the tracks		Alyse, Charity	9.78152E+12		9.78153E+12	9.78153E+12
Our infinite fates : a novel		Steven, Laura			9781250333889	
Out of Air		Reiss, Rachel	9.79837E+12		9.78125E+12	9.78125E+12
Paper hearts	Heartbreak Chronicles	Novak, Ali	9.79837E+12			9.78146E+12
Paradise Coast		Young, Suzanne			9.78167E+12	
vida		Sotomayor, Sonia			9.78053E+12	
Passing		Larsen, Nella			9.78014E+12	
Payback	Vale Hall	Simmons, Kristen	9.78167E+12			9.78125E+12
Persephone's Curse		Leno, Katrina			9.78125E+12	
Persuasion	Island	Boone, Martina	9.78152E+12			9.78148E+12
Phoenix flame	Havenfall	Holland, Sara			9.78155E+12	
Postcards from summer		Platt, Cynthia	9.78152E+12		9.78153E+12	9.78153E+12
Predatory natures		Goldsmith, Amy			9.78059E+12	9.78059E+12
Pretty furious		Johnston, E. K	9.79837E+12		9.78198E+12	9.78198E+12
Pretty girl county		Wilson, Lakita			9.78059E+12	
Prodigal Tiger		Chong, Samantha			9.78059E+12	
Prophecy	Fractured Kingdom	Fergus, Maureen	9798368780443			9781774886076
Querido Martin		Stone, Nic	9.79837E+12			9.79889E+12

Raised by ghosts		Loewinsohn, Briana				9.79888E+12
Reality Boy		King, A. S				9.78059E+12
Reasons to hate me		Metallo, Susan			9781536240351	
Reasons We Break		Deo, Jesmeen Kaur			9.78137E+12	
Rebel witch	Crimson Moth Duology	Ciccarelli, Kristen			9781250866929	
Red Flags and Butterflies		Azzam, Sheryl	9.79832E+12			9.78177E+12
Red Threads : A Graphic Novel		Nguyen-Hayama, Ila	9798368783260		9781419763021	9781419763038
Reel Love		Woolridge, Addie	9.79837E+12			9.78059E+12
Release Me		Mafi, Tahereh			9.78006E+12	
Remembrance	Mediator	Cabot, Meg				9.78006E+12
Rewind to us		Morris, Molly			9.78125E+12	
Rhino's run		Lipsyte, Robert			9.78006E+12	
Night		Dass, Sarah			9781368098748	
Ricochet		Carni, Kellyn			9.78074E+12	
Right Where We Belong		Penn, Farrah			9.78059E+12	
Road of the lost		Azad, Nafiza	9.78152E+12		9.78153E+12	9.78153E+12
Rook		Cameron, Sharon	9.78152E+12			9.78134E+12
Room to Breathe		West, Kasie				9.78059E+12
Roses are red		Patterson, James				#####
Royal heirs academy	Royal Heirs Academy	Duga, Lindsey	9.79837E+12		9.78032E+12	9.78032E+12
Royal Vengeance	Royal Blood	Carter, Aime			9780593485972	
Run like a girl		Egbe, Amaka			9.78134E+12	
romantic story.Volumes 4-5-6	Rurouni Kenshin	Watsuki, Nobuhiro				9781421592466
Ruthless		Adams, Carolyn Lee	9781518156526		9781665973908	9781665973915
Salvacion		Proudman, Sandra			9.78125E+12	
Sanskari sweetheart		Devarajan, Ananya			9.78134E+12	
Scars like wings		Stewart, Erin	9.78171E+12			9.78198E+12
Sea change		Fletcher, Susan			9781419773921	
Season of fear		Cooper, Emily			9.78032E+12	
Secrets never die		Ralph, Vincent	9798368707471		9781250882134	9781250882158
See you on Venus		Vinuesa, Victoria		9.78059E+12		9.78059E+12
Send me their souls	Bring Me Their Hearts	Wolf, Sara	9.78152E+12			9781649374721

Seven All Alone		McKay, Kirsty	9.79837E+12		9.78173E+12
Seven Deadly Thorns		Hamilton, Amber		9.78155E+12	
Shadow and tide	Compass and Blade	Greenlaw, Rachel	9.79837E+12	9.78134E+12	9.78134E+12
She waits for you beyond the dark	Death Games	Simmons, Kristen		9781250851161	9781250851178
Sheine Lende A Prequel to Elatsoe	Elatsoe	Little Badger, Darcie	9798368794938	9781646143795	9781646145836
Siku : life on the ice		Souders, Paul		9.78177E+12	
Sisters in the wind		Boulley, Angeline		9.78125E+12	
Smoke in the sun	Flame in the Mist	Ahdieh, Renee	9.78173E+12	9.78152E+12	9.78152E+12
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Solving for the Unknown		Le, Loan	9.79832E+12	9.78167E+12	9.78167E+12
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The losting Fountain		Senf, Lora				9.78145E+12
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stories from Greenland		Bjerre, Gunvor			9.78177E+12	
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The Prince of Mourning		Bennett, Jenn			9.78167E+12	
The protegee		Ridley, Erica			9.78059E+12	
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The red car to Hollywood		Liu, Jennie			9.78173E+12	
The Resurrectionist		Allen, Kathleen S			9.78125E+12	
The Revenant Games	Revenant Games	Fuston, Margie	9.79832E+12		9.78167E+12	9.78167E+12
The Rig		Ducie, Joe	9.78154E+12			9.78054E+12
The righteous	Beautiful (G.P. Putnam)	Ahdieh, Renee	9.78167E+12		9.78198E+12	9.78198E+12
The rising	Darkness Rising	Armstrong, Kelley	9.79837E+12			9.78006E+12
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The River She Became		Varga, Emily			9.78125E+12	
The romance rivalry		Lee, Susan	9.79837E+12			9.78134E+12
The Roommate Arrangement		Markum, Samantha	9.79832E+12		9.78167E+12	9.78167E+12
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This could be forever		LaDelle, Ebony		9.78167E+12	
This is all your fault		Safi, Aminah Mae	9.78167E+12		9.78125E+12
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Truth is		Sawyers, Hannah V		9781419776830	
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Uninvited		Banks, Nancy		9.78059E+12	9.78059E+12
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We Fell Apart a We Were Liars Novel	We Were Liars	Lockhart, E		9.78059E+12	9.78059E+12	
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You started it		Khalilieh, Jackie			9.78177E+12	
You're Dead to Me, Reed Walker		Reitz, Gwenth			9.78125E+12	
You're next		Schachte, Kylie			9.78032E+12	
You've awoken her		Cardinal, Ann Davila			9.78006E+12	
Your final moments		Coles, Jay			9.78155E+12	
Yuli	Guardians of Dawn	Jae-Jones, S			9.78125E+12	
Zac & Mia		Betts, A. J	9.78152E+12			#####
Zhara	Guardians of Dawn	Jae-Jones, S	9.79837E+12		9.78125E+12	9.78125E+12
Zodiac Legacy	Zodiac	Zhao, Katie			9780593646458	

II.E.7. Approve additions, revisions,
or deletions to (LOCAL) policies as
offered by TASB Policy Service for
consideration for TASB Localized
Policy Manual Update 126



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.E.7.**

Agenda Item Title: Approve Update 126

Cabinet Level Presenter(s): Dr. Shannon Allen, Superintendent

Additional Presenter(s): Sierra Fisher

Executive Summary: Update 126 includes revisions to legal framework documents based on regulatory changes, including amendments to the Texas Administrative Code. Changes to local policies offered for consideration address the following topics: • Board Meeting • Contracted Services • Building, Grounds and Equipment Management • Technology Resources • Facilities Standards and Construction • Employment Requirements, Restrictions, Compensation, Benefits, Term Contracts, Personnel, and Standards of Conduct • Instructional Arrangements and Resources • Special Education • Academic Achievement • Parent Rights and Responsibilities • Attendance • Wellness and Health Services • Student Welfare • Student Rights and Responsibilities • Student Discipline • Public Complaints • Community Relations.

Recommendation: The Board approves the additions, revisions, or deletions to (LOCAL) policies as offered by TASB Policy Service for consideration and according to the Instruction Sheet for TASB Localized Policy Manual Update 126.

Budget Impact* (if applicable): NONE

Funding Source (if applicable): NONE

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): N/A

Legal Review (if necessary, list attorney and firm): N/A

Shannon Allen
Cabinet Level Presenter's Signature

11/13/25
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

UPDATE # POLICY: TITLE

126 BE(LOCAL): BOARD MEETINGS
126 BED(LOCAL): BOARD MEETINGS - PUBLIC PARTICIPATION
126 CJ(LOCAL): CONTRACTED SERVICES
126 CJA(LOCAL): CONTRACTED SERVICES - BACKGROUND CHECKS AND REQUIRED REPORTING
126 CLE(LOCAL): BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - REQUIRED DISPLAYS
126 CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY
126 CQD(LOCAL): TECHNOLOGY RESOURCES - ARTIFICIAL INTELLIGENCE
126 CSA(LOCAL): FACILITY STANDARDS - SAFETY AND SECURITY
126 CV(LOCAL): FACILITIES CONSTRUCTION
126 DBD(LOCAL): EMPLOYMENT REQUIREMENTS AND RESTRICTIONS - CONFLICT OF INTEREST
126 DEC(LOCAL): COMPENSATION AND BENEFITS - LEAVES AND ABSENCES
126 DFBB(LOCAL): TERM CONTRACTS - NONRENEWAL
126 DGBA(LOCAL): PERSONNEL-MANAGEMENT RELATIONS - EMPLOYEE COMPLAINTS/GRIEVANCES
126 DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT
126 EEP(LOCAL): INSTRUCTIONAL ARRANGEMENTS - LESSON PLANS
126 EFA(LOCAL): INSTRUCTIONAL RESOURCES - INSTRUCTIONAL MATERIALS
126 EHBAF(LOCAL): SPECIAL EDUCATION - VIDEO/AUDIO MONITORING
126 EIA(LOCAL): ACADEMIC ACHIEVEMENT - GRADING/PROGRESS REPORTS TO PARENTS
126 FA(LOCAL): PARENT RIGHTS AND RESPONSIBILITIES
126 FEF(LOCAL): ATTENDANCE - RELEASED TIME
126 FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT
126 FFB(LOCAL): STUDENT WELFARE - CRISIS INTERVENTION
126 FFF(LOCAL): STUDENT WELFARE - STUDENT SAFETY
126 FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
126 FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES -STUDENT AND PARENT COMPLAINTS/GRIEVANCES
126 FO(LOCAL): STUDENT DISCIPLINE
126 GF(LOCAL): PUBLIC COMPLAINTS
126 GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES

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ATTN(NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

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

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

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

AE(LEGAL) EDUCATIONAL PHILOSOPHY

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

AF(LEGAL) INNOVATION DISTRICTS

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

AG(LEGAL) HOME-RULE DISTRICTS

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

AIA(LEGAL) ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

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

AIB(LEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING

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

AIC(LEGAL) ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

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

AIE(LEGAL) ACCOUNTABILITY: INVESTIGATIONS

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

B(LEGAL) LOCAL GOVERNANCE

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

BBA(LEGAL) BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

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

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BBB(LEGAL) BOARD MEMBERS: ELECTIONS

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

BBBA(LEGAL) ELECTIONS: CONDUCTING ELECTIONS

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

BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

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

BBE(LEGAL) BOARD MEMBERS: AUTHORITY

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

BE(LEGAL) BOARD MEETINGS

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

BE(LOCAL) BOARD MEETINGS

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

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

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

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

BEC(LEGAL) BOARD MEETINGS: CLOSED MEETINGS

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

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BED(LLEGAL) BOARD MEETINGS: PUBLIC PARTICIPATION

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

BED(LOCAL) BOARD MEETINGS: PUBLIC PARTICIPATION

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

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

Please note: We recommend nonsubstantive revisions for clarity regarding time limits for commenters at regular and special meetings.

BF(LLEGAL) BOARD POLICIES

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

BJA(LLEGAL) SUPERINTENDENT: QUALIFICATIONS AND DUTIES

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

BJB(LLEGAL) SUPERINTENDENT: RECRUITMENT AND APPOINTMENT

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

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

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

C(LLEGAL) BUSINESS AND SUPPORT SERVICES

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

CBA(LLEGAL) STATE AND FEDERAL REVENUE SOURCES: STATE

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

CCA(LLEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

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

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CCG(LLEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

HB 1522 requires specific notices to be provided when the board will discuss or adopt the budget, and HB 1453 allows districts to approve an interest and sinking (I & S) rate that exceeds the rate to maintain the same level of maintenance and operations revenue and pay debt service under specific conditions. Sections have been added to address these requirements. A deletion at Voter-Approval Tax Rate is due to HB 2. SB 1502 restricts a district's ability to approve disaster pennies. At Proposition, SB 1025 requires a proposition that increases a tax to include the statement "THIS IS A TAX INCREASE."

CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

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

CCGB(LLEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

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

CE(LLEGAL) ANNUAL OPERATING BUDGET

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

CFEA(LLEGAL) PAYROLL PROCEDURES: SALARY DEDUCTIONS AND REDUCTIONS

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

CH(LLEGAL) PURCHASING AND ACQUISITION

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

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

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

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

CHF(LLEGAL) PURCHASING AND ACQUISITION: PAYMENT PROCEDURES

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

CJ(LLEGAL) CONTRACTED SERVICES

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

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CJ(LOCAL) CONTRACTED SERVICES

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

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

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

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

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

CK(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT

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

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

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

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

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

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

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

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

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

CKEA(LLEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

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

CKEB(LLEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

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

CL(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT

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

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

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

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

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

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

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

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

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

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

CNA(LLEGAL) TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION

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

CNC(LLEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

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

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

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

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

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

CQB(LLEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

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

CQB(LOCAL) TECHNOLOGY RESOURCES: CYBERSECURITY

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

CQD(LLEGAL) TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

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

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CQD(LOCAL) TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

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

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

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

CS(LEGAL) FACILITY STANDARDS

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

CSA(LEGAL) FACILITY STANDARDS: SAFETY AND SECURITY

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

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

CSA(LOCAL) FACILITY STANDARDS: SAFETY AND SECURITY

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

CV(LEGAL) FACILITIES CONSTRUCTION

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

CV(LOCAL) FACILITIES CONSTRUCTION

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

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

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

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

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

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

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

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

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

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

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

DC(LLEGAL) EMPLOYMENT PRACTICES

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

DEA(LLEGAL) COMPENSATION AND BENEFITS: COMPENSATION PLAN

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

DEAA(LLEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Extensive revisions throughout this policy reflect changes from HB 2.

DEC(LLEGAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

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

DEC(LOCAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

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

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

DF(LEGAL) TERMINATION OF EMPLOYMENT

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

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

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

DFBB(LOCAL) TERM CONTRACTS: NONRENEWAL

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

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

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

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

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

DG(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

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

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

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

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

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DGBA(LEGAL) PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

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

DGBA(LOCAL) PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

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

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

DGC(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY

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

DH(LEGAL) EMPLOYEE STANDARDS OF CONDUCT

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

DH(LOCAL) EMPLOYEE STANDARDS OF CONDUCT

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

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

DHB(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

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

DHC(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Substantial revisions throughout reflect changes from SB 571.

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DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

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

DP(LLEGAL) PERSONNEL POSITIONS

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

EA(LLEGAL) INSTRUCTIONAL GOALS AND OBJECTIVES

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

EEP(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

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

EEP(LOCAL) INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

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

EFA(LLEGAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

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

EFA(LOCAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

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

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

EFB(LLEGAL) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

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

EHA(LLEGAL) CURRICULUM DESIGN: BASIC INSTRUCTIONAL PROGRAM

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

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

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

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

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

EHB(LLEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

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

EHBA(LLEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION

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

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

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

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

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

EHBAC(LLEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

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

EHBAF(LLEGAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

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

EHBAF(LOCAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

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

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

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

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

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

EHBE(LLEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

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

EHBF(LLEGAL) SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION

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

EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

Revisions throughout are due to HB 2.

EHBH(LLEGAL) SPECIAL PROGRAMS: OTHER SPECIAL POPULATIONS

Revisions throughout are pursuant to HB 2.

EHBK(LLEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES

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

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

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

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

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

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

SB 12 prompted amended language at Progress Reports and Conferences.

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

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

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

EIF(LLEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

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

EK(LLEGAL) TESTING PROGRAMS

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

EKB(LLEGAL) TESTING PROGRAMS: STATE ASSESSMENT

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

EKC(LLEGAL) TESTING PROGRAMS: READING ASSESSMENT

Substantial revisions throughout are due to HB 2.

EKD(LLEGAL) TESTING PROGRAMS: MATHEMATICS ASSESSMENT

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

EL(LLEGAL) CAMPUS OR PROGRAM CHARTERS

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

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

Revisions throughout are due to SB 12.

F(LLEGAL) STUDENTS

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

FA(LLEGAL) PARENT RIGHTS AND RESPONSIBILITIES

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

FA(LOCAL) PARENT RIGHTS AND RESPONSIBILITIES

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

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FD(LEGAL)

ADMISSIONS

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

FEA(LEGAL)

ATTENDANCE: COMPULSORY ATTENDANCE

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

FEB(LEGAL)

ATTENDANCE: ATTENDANCE ACCOUNTING

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

FED(LEGAL)

ATTENDANCE: ATTENDANCE ENFORCEMENT

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

FEF(LEGAL)

ATTENDANCE: RELEASED TIME

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

FEF(LOCAL)

ATTENDANCE: RELEASED TIME

This local policy is recommended for inclusion in the district's manual to reflect SB 1049 requirements regarding released time courses.

FFA(LEGAL)

STUDENT WELFARE: WELLNESS AND HEALTH SERVICES

Substantial revisions throughout are due to SB 12.

FFAC(LEGAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

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

FFAC(LOCAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

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

At Epinephrine, references to "epinephrine auto-injector" have been updated to "epinephrine delivery system" in accordance with SB 1619.

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

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

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

FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

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

FFEA(LEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING

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

FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

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

FFF(LEGAL) STUDENT WELFARE: STUDENT SAFETY

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

FFF(LOCAL) STUDENT WELFARE: STUDENT SAFETY

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

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

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

FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

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

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

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

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

FL(LEGAL) STUDENT RECORDS

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

FM(LEGAL) STUDENT ACTIVITIES

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

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

FNA(LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

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

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

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

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

FNCD(LEGAL) STUDENT CONDUCT: TOBACCO USE AND POSSESSION

Revisions to this code are due to SB 2024.

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

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

FNCG(LEGAL) STUDENT CONDUCT: WEAPONS

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

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

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

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

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

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

FO(LEGAL) STUDENT DISCIPLINE

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

FO(LOCAL) STUDENT DISCIPLINE

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

FOA(LEGAL) STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER

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

FOB(LEGAL) STUDENT DISCIPLINE: SUSPENSION

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

FOC(LEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

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

FOD(LEGAL) STUDENT DISCIPLINE: EXPULSION

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

FODA(LEGAL) EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

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

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FOE(LEGAL) STUDENT DISCIPLINE: EMERGENCY AND ALTERNATIVE PLACEMENT

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

FOF(LEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

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

FP(LEGAL) STUDENT FEES, FINES, AND CHARGES

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

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

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

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

Changes throughout are due to HB 4219.

GC(LEGAL) PUBLIC NOTICES

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

GF(LEGAL) PUBLIC COMPLAINTS

Revisions throughout are the result of SB 12.

GF(LOCAL) PUBLIC COMPLAINTS

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

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

GKA(LEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

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

GKA(LOCAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

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

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

GNB(LLEGAL) RELATIONS WITH EDUCATIONAL ENTITIES: REGIONAL EDUCATION SERVICE CENTERS

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

GRAA(LLEGAL) STATE AND LOCAL GOVERNMENTAL AUTHORITIES: LAW ENFORCEMENT AGENCIES

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



(LOCAL) Policy Comparisons

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

In this packet, you will find:

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

Annotations are shown as follows:

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

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

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

Contact us:

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

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

Meeting Place and Time

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

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

Regular Meetings

Regular meetings of the Board shall normally be held on the third Thursday of each month at 6:30 p.m.; however, closed session meetings begin at 4:30 p.m. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.

Special or Emergency Meetings

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

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

Agenda

Deadline

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

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any two members of the Board 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 two Board members.

Notice to Members

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

Closed Meeting

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

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

Order of Business

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

Rules of Order

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

~~Voting~~Record Vote

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

Consent Agenda

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

Minutes

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

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

Discussions and Limitation

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

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.

Limit on Participation	Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.
Public Comment	Public comment shall occur at the beginning of the meeting. [See FA]
Regular Meetings	At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.
Special Meetings	At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting. An individual's comment to the Board shall not exceed one and one-half minutes per special meeting.
Procedures	Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board. Public comment shall occur at the beginning of the meeting. Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed two and a half minutes per regular meeting or one and one-half minutes per special meeting.
Meeting Management	When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting adjust the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.
Board's Response	Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.
Complaints and Concerns	The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter ad-

ministratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:

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

Disruption

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

Employment Assistance Prohibited

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

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

[See also DC for prohibitions relating to employees.]

Prohibited Classroom Instruction or Activities

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

Prohibition on Diversity, Equity, and Inclusion

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

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

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

[See BT(LEGAL)]

CONTRACTED SERVICES

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

CJA
(LOCAL)

Emergencies

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

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

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

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

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

Training The Board delegates to the Superintendent the authority to:

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

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

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

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

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

Training

The Board delegates to the Superintendent the authority to:

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

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

Use in District

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

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

**Building Access
Control**

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

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

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

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

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

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

**Designation and Use
of Private Spaces**

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

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

Compliance with Law

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

Construction Contracts

The Board delegates to the Superintendent the authority to determine ~~the construction contract method that provides the best value to the District, prior to advertising. The Superintendent shall report the construction contracting method to be used at the next regularly scheduled Board meeting following determination,~~ prior to advertising, the project delivery/contract award method to be used for each construction contract valued at or above the competitive purchasing threshold established in law. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.].

For construction contracts valued at or above ~~\$50,000~~\$50,000, the Superintendent shall submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

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

Change Orders

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

Change orders valued at or above ~~\$50,000~~\$50,000 shall require Board approval. The Superintendent shall be authorized to approve change orders of a lesser amount.

Project Administration

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

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

Final Payment

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

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

**Disclosure—
General Disclosure —
General Standard**

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

Specific Disclosures
Substantial Interest

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

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

Interest in Property

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

Annual Financial
Management
Report

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

[See BBFA]

Gifts

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

Endorsements

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

Sales

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

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

**Nonschool
Employment**

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

Private Tutoring

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

**Personal Services
Performed by an
Administrator**

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

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

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

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

Definitions

The term "immediate family" is defined as:

Immediate Family

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

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

Family Emergency

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

Leave Day

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

School Year

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

Daily Rate of Pay

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

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

Availability

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

**State Leave
Proration**

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

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

Medical Certification

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

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

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

State Personal Leave

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

**Nondiscretionary
Use**

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

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

Discretionary Use

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

*Request for
Leave*

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

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

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

Schedule
Limitations

Discretionary use of leave shall not be allowed on the day before a school holiday, the day after a school holiday, the first or last day of a semester or the day immediately preceding or following any inter-session, days scheduled for end-of-semester or end-of-year examinations, days scheduled for state-mandated tests, or professional or staff development days.

Local Leave

Each employee in a position normally requiring ten, 11, or 12 months of service shall earn five, six, or seven paid local leave days per school year, respectively, in accordance with administrative regulations.

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

Mental Health Leave

A District peace officer or a full-time District telecommunicator, as defined by law, who experiences a traumatic event in the scope of employment shall be granted a maximum of five days of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding mental health leave that address the following:

1. Circumstances or reasons under which an eligible employee may use mental health leave;
2. Procedures for requesting mental health leave and maintaining the anonymity of the requester;
3. The administrator authorized to approve requests for mental health leave; and
4. Other procedures deemed necessary for administering this provision.

Quarantine Leave

A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding quarantine leave that address the following:

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

1. Continuation of all employment benefits and compensation for the duration of the leave;
2. Reimbursement for reasonable costs related to the quarantine; and
3. Other procedures deemed necessary for administering this provision.

Line of Duty Illness or Injury Leave of Absence

Following a leave of absence with full pay as required by law, the District shall not extend the leave of absence for a police officer's line of duty illness or injury. In accordance with law, the police officer may use accumulated leave.

Family and Medical Leave

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

Concurrent Use of Paid Leave

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

Note:— See DECA(LEGAL) for provisions addressing

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

Twelve-Month 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

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

Intermittent or Reduced Schedule Leave

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

Certification of Leave

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

Fitness-for-Duty Certification

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

Leave at the End of Semester

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

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Temporary Disability Leave

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

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

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

Workers' Compensation

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

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

No Paid Leave Offset

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

Court Appearances

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

Payment for Accumulated Leave Upon Retirement or Death

A full-time employee who was employed by the District before the 1996–97 school year shall be eligible for payment for accumulated state and local leave upon retirement under the Texas Teacher Retirement System (TRS) program or upon the employee's death.

The payment for leave accumulated beginning on June 1, 1994, shall apply only to state and local leave accumulated while employed by the District.

Eligible employees who had accumulated days in other districts prior to June 1, 1994, shall receive payment for all accumulated state and local leave days at the time of retirement or death, according to the provisions in place prior to June 1, 1994.

The maximum payment shall be for one-half of the eligible accumulated leave days, at a rate of 100 percent of the employee's daily rate of pay at the time of retirement or death.

Payment may be paid to the employee's estate if a death certificate is presented.

If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

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

**Neutral Absence
Control**

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

Reasons

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

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

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

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

Recommendations
from Administration

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

Superintendent's
Recommendation

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

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

Notice of Proposed
Nonrenewal

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

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

Request for Hearing

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

When a timely request for a hearing on a proposed nonrenewal is received by the presiding officer, the Board shall notify the employee whether the hearing will be conducted by the Board [see Hearing by the Board, below] or an attorney designated by the Board [see Hearing by an Attorney Designated by the Board, below].

In either case, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.

Hearing by the Board

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

Hearing Procedures

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

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.

4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.
6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only evidence presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

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

The hearing must be private unless the employee requests in writing that the hearing be public, except that the attorney may close the hearing to maintain decorum. If the employee does not request a public hearing, only the attorney designated by the Board, the employee, the Superintendent, their representatives, and witnesses shall be permitted to be in attendance, and witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the control of the attorney designated by the Board and shall generally follow the steps listed at Hearing by the Board.

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

Board Review

The Board shall consider the record of the hearing and the attorney's recommendation at the first Board meeting for which notice can be posted, unless the parties agree in writing to a different date. The Board shall notify the employee of the meeting date as soon as it is set. At the meeting, the Board shall allow each party an equal amount of time to present oral arguments. The Board

shall notify the employee in writing of the Board's decision on renewal not later than the 15th day after the date of the meeting.

No Hearing

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process [has been followed](#):

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with ~~the-DIA-series~~.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with ~~the-DIA-series~~.
3. Complaints concerning retaliation ~~relating~~[related](#) to discrimination and harassment shall be submitted in accordance with ~~the-DIA-series~~.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications [and on the District's website](#).

~~Guiding Principles~~

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate [campus or District](#) administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

~~Direct
Communication with
Board Members~~
~~Employees shall not
be prohibited from
communicating with
a member of the
Board regarding
District operations~~
~~Formal Process
communication
between an
employee and a
Board member
would be
inappropriate
because of a
pending hearing or
appeal related to the
employee~~
Filing
Deadlines

If an employee has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the employee must file a complaint within 15 business days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

An employee may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the employee shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue
Informal Process

Even after initiating the formal complaint process, the employee is encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint	A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee . Complaint forms . Complaints alleging a violation of law by the Superintendent may be submitted directly to the Board or Board's designee.
Direct Communication with Board Members	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax , or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.
Scheduling Conferences Hearings	The District shall make reasonable attempts to schedule conferences hearings at a mutually agreeable time. If the employee fails to appear at a scheduled conference hearing , the District may hold the conference hearing and issue a decision in the employee's absence.
Response At Levels One and Two, "response" Decision	A "decision" shall mean a written communication to the employee from the appropriate administrator. Responses that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be

provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed ~~responses~~ ~~de-~~ ~~isions~~ shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

~~"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."~~

Representative
Representative

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent ~~him or her~~ the employee in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three ~~business~~ days' notice to the District before a scheduled ~~conference or~~ hearing, the District may reschedule the ~~conference or~~ hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file~~ To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from ~~any~~ an event or series of ~~events that have been or could have been addressed in a previous complaint.~~

~~When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.~~

Untimely Filings

~~All time limits shall be strictly followed unless modified by mutual written consent.~~

~~If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the~~

~~dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness~~related events shall be consolidated.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted ~~in writing~~ on a form provided by the District.

Copies of any documents that support the complaint should be ~~attached to~~included with the complaint form. If the employee does not have copies of these documents, ~~they~~copies may be presented at the Level One ~~conference~~hearing. After the Level One ~~conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference~~hearing, the employee may supplement the record with additional documents or include additional claims.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the employee who filed the complaint, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect ~~may~~shall be ~~dismissed but may be refiled with all the required information if the re-filing is within the designated time for filing.~~re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the employee mutually agree, all deadlines shall be suspended during an investigation.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a ~~conference or~~hearing under this policy at which the substance of the employee's complaint is discussed. The

employee shall notify all attendees present that an audio recording is taking place.

Complaint Levels

Level One

~~Complaint forms must be filed:~~

~~8. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~

~~9. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~
At Level One, the appropriate hearing officer shall hold a hearing with the employee within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired, the employee may request a ~~conference with the Superintendent or designee~~ hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the employee, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator.~~ ~~The employee may re-~~ ~~quest~~ hearing officer and provide a copy of the Level One record to the employee.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the employee at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ The decision issued at Level One and any attachments.
- ~~4.5.~~ All other documents relied upon by the Level One ~~administra-~~ ~~tor~~ hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference~~ ~~within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One.~~ At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the employee a ~~written response~~ decision within ~~ten~~ 20 calendar days following the ~~conference.~~ The written response shall set forth the basis of the decision hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided at prior to the Level Two ~~conference~~ hearing, and any other relevant documents or informa-

- tion the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.
- Recordings of the Level One and Level Two ~~conferences~~ hearings, if any, shall be maintained with the Level One and Level Two records.
- Level Three
- If the employee did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, the employee may appeal the decision to the Board.
- The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the employee, within 20 calendar days of the Level Two ~~response~~ decision deadline.
- ~~The Superintendent or designee shall inform the employee of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.
- After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.
- The Superintendent shall inform the employee whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.
- ~~The Superintendent or designee~~ At least five business days before the Board or Board committee meeting, the Superintendent shall provide the employee a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.
- The Superintendent shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.
- The Level Two record shall include:
1. The Level One record.
 2. The notice of appeal from Level One to Level Two.
 3. ~~The written response~~ Any other documents submitted by the employee at Level Two.
 - 3.4. The decision issued at Level Two and any attachments.

4.5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

The employee may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~ meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from ~~the Board~~ members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It ~~may give notice of its~~ shall make a decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. ~~If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The employee shall be provided a decision in accordance with this policy and state law.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, DCE, and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a ~~Texas~~ handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

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shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Prohibited Classroom Instruction or Activities An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

Prohibited Diversity, Equity, and Inclusion Duties An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

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

[See BT(LEGAL)]

Social Transitioning An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. ~~[See FFH]~~

As required by law, the District shall notify the parent of a student with whom ~~an educator~~ a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct. ~~[See FFF]~~

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

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**Tobacco and
Nicotine Products
and E-Cigarettes**

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

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3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

**INSTRUCTIONAL ARRANGEMENTS
LESSON PLANS**

**EEP
(LOCAL)**

**Instructional Plan
and Course Syllabus**

Prior to the beginning of each semester, each teacher shall provide a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction.

The teacher shall provide this information to the District administration and the parent of each student enrolled in the teacher's class. Additional copies of the instructional plan or course syllabus shall be made available to a parent of a student enrolled upon that parent's request.

District Website

The Superintendent shall develop administrative procedures for the posting of the instructional plans and course syllabi for each class offered in the District on the District's website.

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Parent Request for Instructional Material Review

The Superintendent shall develop administrative regulations to ensure compliance with state law and rules that a parent or guardian of a District student may request an instructional materials review for a subject area in the grade level in which their student is enrolled on the basis of the following:

1. The material is not aligned with District-adopted materials; or
2. The material does not have the appropriate rigor for the grade level for the subject area in which the instructional material is used.

The regulations shall also address procedures for submitting a parent petition to review instructional materials, the appeal process if a petition for review is denied, criteria for reviewing any appeal, and timelines for each step in the process.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.

3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

*Informal
Reconsideration*

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

*Formal Request for
Reconsideration*

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of
Review*

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain ~~self-contained~~ special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The ~~Superintendent~~ Superintendent is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a ~~self-contained~~ special education classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the ~~tenth~~ 10th business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term “human resource staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, special education supervisors, and any supervisory position within the District’s human resources office. If an individual listed in items ~~2-42-4~~, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy. [See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within ~~48~~24 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ~~ten District business days~~10 District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District’s complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards every ~~nine~~nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports shall be issued for all elementary students after the ~~fourth~~fourth week of each grading period. For secondary students, interim progress reports shall be issued every three weeks of the nine-week grading period. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

~~In addition to conferences scheduled on the campus calendar,~~Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher. Additional conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher [see CQD], and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional em-

Beaumont ISD
123910

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

ployee, taking into consideration written materials, observation, ~~or~~ information from students, [or the use of an artificial intelligence detection tool selected by the District.](#)

PARENT RIGHTS AND RESPONSIBILITIES

FA
(LOCAL)

Parent Portal

The District shall establish a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board.

The Superintendent shall develop administrative regulations related to the portal, including placement on the District or campus websites and how campus or District administrators are to address comments received from parents through the portal.

Release from School

A student shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school. The teacher shall determine that such permission has been granted before allowing the student to leave.

**Exception for
Released Time
Course**

For purposes of this policy, a "released time course" shall have the same definition as provided in law.

A student shall be permitted to attend a released time course in accordance with the following requirements:

1. The parent or guardian has provided written consent for the student to attend the released time course;
2. The private entity offering the released time course maintains attendance records and will make those records available to the District;
3. The private entity, parent or guardian, or student assumes responsibility for transportation, including transportation for a student with a disability, to and from the location at which the released course is offered;
4. The private entity assumes liability for the student enrolled in the released time course while the student is under the private entity's care; and
5. The student is responsible for any school work and assignments issued during the student's absence from the District.

The District shall be prohibited from using District funds, excluding de minimis costs, to facilitate the student attending a released time course.

A private entity shall be prohibited from offering the released time course on District property unless the use is in accordance with policy GKD.

The District shall not interfere with a parent's or guardian's ability to request or access a released time course for the student.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, ~~upon a parent's written request, when properly labeled and in the original container~~ in accordance with legal requirements.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

Medication Provided by District

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Athletic Program

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:

1. The District has prior written consent for medication to be administered [see Medical Treatment, below]; and
2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

Epinephrine

The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine ~~delivery system, such as an auto-injector or nasal spray,~~ in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine ~~auto-injector~~ ~~delivery system~~ at any time to a person experiencing anaphylaxis on a school campus.

	<p>The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.</p>
<p><i>Maintenance, Availability, and Training</i></p>	<p>The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for auto-injector delivery system use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine auto-injectors at each campus.</p>
<p><i>Notice to Parents</i></p>	<p>In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.</p>
<p>Opioid Antagonist</p>	<p>This provision shall be applicable to every campus.</p>
<p><i>On Campus</i></p>	<p>The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.</p> <p>Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.</p>
<p><i>Maintenance, Availability, Training, and Reporting</i></p>	<p>Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.</p> <p>All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.</p> <p>The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.</p>
<p>Medication for Respiratory Distress</p>	<p>The District authorizes school personnel who have been adequately trained to administer unassigned medication for respiratory distress in accordance with law and this policy. Administration of this type of medication shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing respiratory distress.</p>

On-Campus Authorized and trained individuals may administer unassigned medication for respiratory distress at any time a person is experiencing this type of distress on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer this medication so that at least one trained individual is present on campus during regular school hours as defined in state rules.

Maintenance, Availability, and Training

The Superintendent shall develop administrative regulations:

1. Designating a coordinator to manage policy implementation;
2. Addressing annual training of authorized individuals in accordance with law;
3. Listing the trained individuals authorized to administer unassigned medication for respiratory distress;
4. Addressing procedures for use; and
5. Addressing acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned medication for respiratory distress at each campus.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the administration of unassigned medication to a person experiencing respiratory distress, including notice of any change to or discontinuation of these provisions.

After Administration of Medication

After the administration of unassigned medication to a student experiencing respiratory distress, the coordinator shall provide written notice to the student's parent, the health-care provider authorizing the unassigned medication for respiratory distress, and the student's primary health-care provider.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical

treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to
Teaching Staff of
Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures,

the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

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

The District shall notify a parent of a student with whom ~~an educator~~ a District employee or a person acting as a service provider for the District is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the ~~educator~~ individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification (~~SBEC~~) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an ~~educator's~~ individual's alleged abuse or commission of an otherwise unlawful act with ~~the~~ student or involvement in a romantic relationship, or soliciting or engaging in sexual contact with ~~the~~ student.

Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investigations, the District shall notify a parent not later than one business day after the date an employee first suspects that a criminal offense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 4824 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of ~~educator~~ misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A ~~state or local~~ law enforcement agency, [as defined in law](#);
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the [Texas Abuse Hotline website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report
Suspected Child
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities
Regarding
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline website: <http://www.txabusehotline.org>

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process [has been followed](#):

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with ~~the FFH-series~~.
2. Complaints concerning dating violence shall be submitted in accordance with ~~the FFH-series~~.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with ~~the FFH-series~~.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications [and on the District's website](#).

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other [appropriate campus or District](#) administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except Filing Deadlines

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

After Informal Process

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or
- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable

diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.~~

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint	A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.
Scheduling Conferences Hearings	The District shall make reasonable attempts to schedule conferences hearings at a mutually agreeable time. If a student or parent-complainant fails to appear at a scheduled conference hearing, the District may hold the conference hearing and issue a decision in the student's or parent's complainant's absence.
Response At Levels One and Two, "response"Decision	<p>A "decision" shall mean a written communication to the student or parentcomplainant from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.</p> <p>The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.</p> <p>A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>

Days	<p>“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”</p>
Representative	<p>“Representative” shall mean any person who or organization that is designated by the student or parentcomplainant to represent the student or parentcomplainant in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parentcomplainant may designate a representative through written notice to the District at any level of this process. If the student or parentThe representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days’ notice to the District before a scheduled conference orhearing, the District may reschedule the conference orhearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not fileTo promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from anyan event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timelinessrelated events shall be consolidated.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writingon a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached toincluded with the complaint form. If the student or parentcomplainant does not have copies of these documents, copies may be presented at the Level One conferencehearing. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the docu-</p>

	<p>ments existed before the Level One conferencehearing, the complainant may supplement the record with additional documents or include additional claims.</p>
Record	<p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p>
Remand	<p>A complaint or appeal form that is incomplete in any material aspect mayshall be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p>
Assignment of Hearing Officer	<p>When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.</p>
Level One	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none">1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and2. With the lowest level administrator who has the authority to remedy the alleged problem. <p>In most circumstances, students and parents shall file Level One complaints with the campus principal.</p> <p>If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.</p> <p>If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.</p> <p>The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days</p>

~~Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~
Complaint Levels
Level One
Level Two
Investigation

~~after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~student or parent~~ complainant did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired, the ~~student or parent~~ complainant may request a ~~conference with the Superintendent or designee~~ hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The student or parent may request~~ hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~student or parent~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- 3.4. The decision issued at Level One and any attachments.
- 4.5. All other documents relied upon by the Level One ~~administrator~~ hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference~~ hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the ~~student or parent a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference. The written response shall set forth the basis of the decision~~ hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided at prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

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

Level Three

If the ~~student or parent~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, the ~~student or parent~~ complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date,

time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent~~At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~Any other documents submitted by the complainant at Level Two.
- ~~3.~~4. The decision issued at Level Two and any attachments.
- ~~4.~~5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

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

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the ~~student or parent~~complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may re-~~

~~quest that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~ meeting required by law, the Board ~~or Board committee~~ shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the ~~student complainant or parent of the student's~~ the complainant's representative, any presentation from the administration, and questions from ~~the Board~~ members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board ~~or Board committee~~ shall then consider the complaint. It ~~may give notice of its~~ shall make a decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. ~~If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.

Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.

Guidelines

Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.

STUDENT DISCIPLINE

FO
(LOCAL)

2. Corporal punishment shall be administered only by the principal or assistant principal.
3. The instrument to be used in administering corporal punishment shall be approved by the principal.
4. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

Disciplinary
Records

The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

**Video and Audio
Monitoring**

Video and audio recording equipment ~~shall~~may be used for safety purposes to monitor student behavior on District property.

~~The~~When video and audio recording equipment is in use, the District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

STUDENT DISCIPLINE

FO
(LOCAL)

Access to
Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be ~~filed-~~ **submitted** in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be ~~filed~~**submitted** in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles
Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Filing Deadlines

If a member of the public has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the individual must file a complaint within 15 business days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any~~

~~level.~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the individual shall file a Level One complaint with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, ~~including email and fax,~~ or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic

communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three **business** days after the deadline.

Scheduling
~~Conferences~~Hearin
gs

The District shall make reasonable attempts to schedule ~~confer-
ences~~hearings at a mutually agreeable time. If the ~~individual~~com-
plainant fails to appear at a scheduled ~~conference~~hearing, the Dis-
trict may hold the ~~conference~~hearing and issue a decision in the
~~individual's~~complainant's absence.

~~Response~~
~~At Levels One and~~
~~Two,~~
"response"Decision

A "decision" shall mean a written communication to the ~~individual-~~
complainant from the appropriate administrator. ~~Responses may~~
~~be hand-delivered, sent by electronic communication to the individ-~~
~~ual's email address of record, or sent by U.S. Mail to the individ-~~
~~ual's mailing address of record. Mailed responses that provides an~~
explanation of the basis of the decision, an indication of each docu-
ment that supports the decision, and any relief or redress to be
provided. A decision shall be issued on the merits of the concern
raised in the complaint notwithstanding any procedural errors or
the type of relief or redress requested.

The decision shall also include information regarding the filing of
an appeal in accordance with this policy. After a hearing at Level
Three, the decision shall include information on submitting an ap-
peal to the commissioner.

A decision may be hand-delivered, sent by electronic communica-
tion to the complainant's email address of record, or sent by U.S.
Mail to the complainant's mailing address of record. Mailed deci-
sions shall be timely if they are postmarked by U.S. Mail on or be-
fore the deadline.

~~Days~~

~~"Days" shall mean District business days, unless otherwise noted.~~
~~In calculating timelines under this policy, the day a document is~~
~~filed is "day zero." The following business day is "day one."~~

Representative

"Representative" shall mean any person who or organization that is
designated by ~~an individual~~a complainant to represent the ~~individu-~~
~~al~~complainant in the complaint process.

The ~~individual~~complainant may designate a representative through
written notice to the District at any level of this process. ~~If the indi-~~
~~vidual~~The representative may participate in person or by telephone
conference call. If the complainant designates a representative
with fewer than three **business** days' notice to the District before a
scheduled ~~conference or~~hearing, the District may reschedule the
~~conference or~~hearing to a later date, if desired, in order to include
the District's counsel. The District may be represented by counsel
at any level of the process.

Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from any an event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness related events shall be consolidated.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to included with the complaint form. If the individual complainant does not have copies of these documents, they copies may be presented at the Level One conference hearing. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference hearing, the complainant may supplement the record with additional documents or include additional claims.</p>
Record	<p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p>
Remand	<p>A complaint or appeal form that is incomplete in any material aspect may shall be dismissed but may be refiled with all the required information if the refile is within the designated time for filing refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p>

**Assignment of
Hearing Officer**

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Level One

~~Complaint forms must be filed:~~

~~3. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~

~~4. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may collect information provided at the Level One conference and any other relevant documents or information the administrator~~
Complaint Levels
Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~individual~~ complainant did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired, ~~he or she~~ the complainant may request a ~~conference with the Superintendent or designee~~ hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The individual may request~~ hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~individual~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administrator~~ hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference~~ ~~within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be lim-~~

~~ited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.~~ hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the ~~individual a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference. The written response shall set forth the basis of the decision~~ hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided ~~at~~ prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

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

Level Three

If the ~~individual~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the individual of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual~~ At least five business days before the Board or Board committee meeting, the Superintendent

shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~ Any other documents submitted by the complainant at Level Two.
- 3.4. The decision issued at Level Two and any attachments.
- 4.5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

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

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the Board meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual complainant or his or her the complainant's representative, any presentation from the administration, and questions from the Board members with re-

sponses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It ~~may give notice of its~~ shall make a decision ~~orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products, e-cigarettes, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when:

1. ~~A Texas~~ An individual who holds a handgun license holder in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

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Beaumont ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AE	(LEGAL)	Replace policy	Revised policy
AF	(LEGAL)	Replace policy	Revised policy
AG	(LEGAL)	Replace policy	Revised policy
AIA	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
AIE	(LEGAL)	Replace policy	Revised policy
B	(LEGAL)	Replace table of contents	Revised table of contents
BBA	(LEGAL)	Replace policy	Revised policy
BBB	(LEGAL)	Replace policy	Revised policy
BBBA	(LEGAL)	Replace policy	Revised policy
BBD	(LEGAL)	Replace policy	Revised policy
BBE	(LEGAL)	Replace policy	Revised policy
BE	(LEGAL)	Replace policy	Revised policy
BE	(LOCAL)	Replace policy	Revised policy
BEC	(LEGAL)	Replace policy	Revised policy
BED	(LEGAL)	Replace policy	Revised policy
BED	(LOCAL)	Replace policy	Revised policy
BF	(LEGAL)	Replace policy	Revised policy
BJA	(LEGAL)	Replace policy	Revised policy
BJB	(LEGAL)	Replace policy	Revised policy
BT	(LEGAL)	ADD policy	See explanatory note
C	(LEGAL)	Replace table of contents	Revised table of contents
CBA	(LEGAL)	Replace policy	Revised policy
CCA	(LEGAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CCGB	(LEGAL)	Replace policy	Revised policy
CE	(LEGAL)	Replace policy	Revised policy
CFEA	(LEGAL)	Replace policy	Revised policy
CH	(LEGAL)	Replace policy	Revised policy
CHE	(LEGAL)	Replace policy	Revised policy
CHF	(LEGAL)	Replace policy	Revised policy

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Beaumont ISD

Code	Type	Action To Be Taken	Note
CJ	(LEGAL)	Replace policy	Revised policy
CJ	(LOCAL)	Replace policy	Revised policy
CJA	(LEGAL)	Replace policy	Revised policy
CJA	(LOCAL)	Replace policy	Revised policy
CK	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy
CKC	(LEGAL)	Replace policy	Revised policy
CKD	(LEGAL)	Replace policy	Revised policy
CKE	(LEGAL)	Replace policy	Revised policy
CKEA	(LEGAL)	Replace policy	Revised policy
CKEB	(LEGAL)	Replace policy	Revised policy
CL	(LEGAL)	Replace policy	Revised policy
CLB	(LEGAL)	Replace policy	Revised policy
CLE	(LEGAL)	Replace policy	Revised policy
CLE	(LOCAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CNA	(LEGAL)	Replace policy	Revised policy
CNC	(LEGAL)	Replace policy	Revised policy
COB	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CQB	(LEGAL)	Replace policy	Revised policy
CQB	(LOCAL)	Replace policy	Revised policy
CQD	(LEGAL)	ADD policy	See explanatory note
CQD	(LOCAL)	ADD policy	See explanatory note
CRD	(LEGAL)	Replace policy	Revised policy
CS	(LEGAL)	Replace policy	Revised policy
CSA	(LEGAL)	Replace policy	Revised policy
CSA	(LOCAL)	Replace policy	Revised policy
CV	(LEGAL)	Replace policy	Revised policy
CV	(LOCAL)	Replace policy	Revised policy
DBA	(LEGAL)	Replace policy	Revised policy
DBAA	(LEGAL)	Replace policy	Revised policy
DBD	(LEGAL)	Replace policy	Revised policy
DBD	(LOCAL)	Replace policy	Revised policy

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Code	Type	Action To Be Taken	Note
DC	(LEGAL)	Replace policy	Revised policy
DEA	(LEGAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DEC	(LEGAL)	Replace policy	Revised policy
DEC	(LOCAL)	Replace policy	Revised policy
DF	(LEGAL)	Replace policy	Revised policy
DFBA	(LEGAL)	Replace policy	Revised policy
DFBB	(LOCAL)	Replace policy	Revised policy
DFD	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DG	(LEGAL)	Replace policy	Revised policy
DGA	(LEGAL)	Replace policy	Revised policy
DGBA	(LEGAL)	Replace policy	Revised policy
DGBA	(LOCAL)	Replace policy	Revised policy
DGC	(LEGAL)	Replace policy	Revised policy
DH	(LEGAL)	Replace policy	Revised policy
DH	(LOCAL)	Replace policy	Revised policy
DHB	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DMA	(LEGAL)	Replace policy	Revised policy
DP	(LEGAL)	Replace policy	Revised policy
EA	(LEGAL)	Replace policy	Revised policy
EEP	(LEGAL)	ADD policy	See explanatory note
EEP	(LOCAL)	ADD policy	See explanatory note
EFA	(LEGAL)	Replace policy	Revised policy
EFA	(LOCAL)	Replace policy	Revised policy
EFB	(LEGAL)	Replace policy	Revised policy
EHA	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy
EHAC	(LEGAL)	Replace policy	Revised policy
EHB	(LEGAL)	Replace policy	Revised policy
EHBA	(LEGAL)	Replace policy	Revised policy
EHBAA	(LEGAL)	Replace policy	Revised policy
EHBAB	(LEGAL)	Replace policy	Revised policy

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Beaumont ISD

Code	Type	Action To Be Taken	Note
EHBAC	(LEGAL)	Replace policy	Revised policy
EHBAF	(LEGAL)	Replace policy	Revised policy
EHBAF	(LOCAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHBCA	(LEGAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHBF	(LEGAL)	Replace policy	Revised policy
EHBG	(LEGAL)	Replace policy	Revised policy
EHBH	(LEGAL)	Replace policy	Revised policy
EHBK	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EHDE	(LEGAL)	Replace policy	Revised policy
EIA	(LEGAL)	Replace policy	Revised policy
EIA	(LOCAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
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EKB	(LEGAL)	Replace policy	Revised policy
EKC	(LEGAL)	Replace policy	Revised policy
EKD	(LEGAL)	Replace policy	Revised policy
EL	(LEGAL)	Replace policy	Revised policy
EMB	(LEGAL)	Replace policy	Revised policy
F	(LEGAL)	Replace table of contents	Revised table of contents
FA	(LEGAL)	Replace policy	Revised policy
FA	(LOCAL)	ADD policy	See explanatory note
FD	(LEGAL)	Replace policy	Revised policy
FEA	(LEGAL)	Replace policy	Revised policy
FEB	(LEGAL)	Replace policy	Revised policy
FED	(LEGAL)	Replace policy	Revised policy
FEF	(LEGAL)	ADD policy	See explanatory note
FEF	(LOCAL)	ADD policy	See explanatory note
FFA	(LEGAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFAC	(LOCAL)	Replace policy	Revised policy
FFB	(LEGAL)	Replace policy	Revised policy

Instruction Sheet

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Beaumont ISD

Code	Type	Action To Be Taken	Note
FFB	(LOCAL)	Replace policy	Revised policy
FFEA	(LEGAL)	Replace policy	Revised policy
FFEB	(LEGAL)	Replace policy	Revised policy
FFF	(LEGAL)	Replace policy	Revised policy
FFF	(LOCAL)	Replace policy	Revised policy
FFG	(LEGAL)	Replace policy	Revised policy
FFG	(LOCAL)	Replace policy	Revised policy
FFH	(LEGAL)	Replace policy	Revised policy
FL	(LEGAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FNA	(LEGAL)	Replace policy	Revised policy
FNAB	(LEGAL)	Replace policy	Revised policy
FNCD	(LEGAL)	Replace policy	Revised policy
FNCE	(LEGAL)	Replace policy	Revised policy
FNCG	(LEGAL)	Replace policy	Revised policy
FNG	(LEGAL)	Replace policy	Revised policy
FNG	(LOCAL)	Replace policy	Revised policy
FO	(LEGAL)	Replace policy	Revised policy
FO	(LOCAL)	Replace policy	Revised policy
FOA	(LEGAL)	Replace policy	Revised policy
FOB	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOD	(LEGAL)	Replace policy	Revised policy
FODA	(LEGAL)	Replace policy	Revised policy
FOE	(LEGAL)	Replace policy	Revised policy
FOF	(LEGAL)	Replace policy	Revised policy
FP	(LEGAL)	Replace policy	Revised policy
GBA	(LEGAL)	Replace policy	Revised policy
GBAA	(LEGAL)	Replace policy	Revised policy
GC	(LEGAL)	Replace policy	Revised policy
GF	(LEGAL)	Replace policy	Revised policy
GF	(LOCAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKA	(LOCAL)	Replace policy	Revised policy

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Beaumont ISD

Code	Type	Action To Be Taken	Note
GNB	(LEGAL)	Replace policy	Revised policy
GRAA	(LEGAL)	Replace policy	Revised policy

II.E.8. Approve Mutual Aid Agreement
with the City of Beaumont



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.E.8.**

Agenda Item Title: Approve Mutual Aid Agreement with the City of Beaumont

Cabinet Level Presenter(s): Dr. Shannon Allen

Additional Presenter(s):

Executive Summary: The Board of Trustees previously approved the existing Mutual Aid Agreement with the City of Beaumont on December 13, 2022. Leaders at both the City of Beaumont and BISD have changed; as such, the Mutual Aid Agreements have been updated to reflect appropriate personnel. No other material revisions have been made. A substantive review of the terms will be conducted with the appropriate team members from both BISD and the City of Beaumont at the conclusion of the school year.

Recommendation: Approve the Mutual Aid Agreement with the City of Beaumont as presented.

Budget Impact* (if applicable):

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm): N/A

Shannon Allen
Cabinet Level Presenter's Signature

11/14/25
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

**MUTUAL AID AGREEMENT
BETWEEN
CITY OF BEAUMONT
AND
BEAUMONT INDEPENDENT SCHOOL DISTRICT**

State of Texas

§
§
§

County of Jefferson

This Mutual Aid Agreement (the "Agreement") is entered into by and between the City of Beaumont (City) and the Beaumont Independent School District (BISD) that by their signatures on duplicate original copies of this Agreement have consented to the terms of this Agreement (individually, a "Party", and collectively, the "Parties").

WHEREAS, the Parties recognize the vulnerability of the people and the community to damage, injury, and loss of life and property resulting from Emergencies and recognize that Emergencies may present equipment and manpower requirements beyond the capacity of each individual Party; and,

WHEREAS, the Parties to this Agreement recognize that in the past Mutual Aid has been provided between or among the Parties in the form of personnel, equipment, and other resources during Emergencies and to help with recovery; and,

WHEREAS, the governing officials of the Parties desire to secure for each Party the benefits of Mutual Aid and protection of life and property in the event of an Emergency; and,

WHEREAS, the Parties wish to make suitable arrangements for furnishing Mutual Aid in coping with Emergencies and are so authorized and make this Agreement pursuant to Chapter 791 of the Texas Government Code (Interlocal Cooperation Act), Chapter 418 of the Texas Government Code (Texas Disaster Act of 1975), Chapter 421 of the Texas Government Code (Homeland Security), and Chapter 362 of the Local Government Code; and,

WHEREAS, the Parties recognize that a formal agreement for Mutual Aid would allow for better coordination of effort, provide that adequate equipment is available, and help ensure that Mutual Aid is accomplished efficiently. The Parties desire to enter into this Agreement to provide Mutual Aid consistent with the mutual aid plans developed by the respective jurisdictions and approved by the governing bodies of the jurisdictions.

NOW, THEREFORE, the Parties agree as follows:

Terms

1. RECITALS

The recitals set forth above are true and correct.

2. DEFINITIONS

For purposes of this Agreement, the terms listed below shall have the following meanings:

- a. Agreement – this Mutual Aid Agreement between the City of Beaumont and BISD.
- b. Emergency – Any incident, whether natural or human-caused, that requires responsive action to protect life and property.
- c. Mutual Aid – a homeland security activity, such as an activity related to the prevention or discovery of, response to, or recovery from a terrorist attack, natural or man-made disaster, hostile military or paramilitary action, or extraordinary law enforcement emergency and also includes personnel, equipment, and other resources.
- d. NIMS – the National Incident Management System.
- e. Point of Contact – the individual or individuals authorized by the governing body of each Party to request or respond to a request for Mutual Aid on behalf of the Party. A Party's Emergency Management Director or Chief Executive Officer is always a Point of Contact, in addition to those designated as the Point of Contact.
- f. Requesting Party – the Party requesting Mutual Aid under this Agreement.
- g. Responding Party – the Party providing Mutual Aid assistance under this Agreement.

3. POINT OF CONTACT DESIGNATION

Each party shall provide to the other written protocol by which its' designated Point of Contact may be contacted twenty-four hours a day, seven days a week. This protocol shall designate, by name or position, the person or persons authorized to request or respond to a request for Mutual Aid on behalf of a Party under this Agreement. Each Party must notify the other party in writing of any change in its Point of Contact protocol as soon as practicable.

4. ACTIVATION OF AGREEMENT

This Agreement is activated when a request is made for mutual aid assistance.

5. INITIATION OF REQUEST

A request under this Agreement may be made by a Point of Contact after one of the following occurs:

1. After a declaration of a local state of Disaster pursuant to Chapter 418 of the Texas Government Code, as amended; or,
2. After a finding of an Emergency as defined in this Agreement.

6. PROCEDURES FOR REQUESTS

Subject to the conditions in this Section, a Point of Contact may request Mutual Aid assistance by: (1) submitting a written request for assistance to a Point of Contact of a Responding Party, or (2) orally communicating a request for Mutual Aid assistance to a Point of Contact of a Responding Party, which shall be followed up by written documentation within thirty days.

- a. The written request shall state that the request is made pursuant to this Agreement.
- b. Mutual Aid shall not be requested by a Party unless it is directly related to the Emergency and resources available from the normal response to the stricken area are deemed to be inadequate, or are predicted to be expended prior to the resolution of the Emergency.
- c. All requests for Mutual Aid shall be transmitted by a Point of Contact of the Requesting Party to a Point of Contact of the Responding Party or in accordance with the terms of this Agreement.
- d. Each request for assistance shall be accompanied by the following information, to the extent known:
 - i. A general description of the Emergency and the damage or injury sustained or threatened;
 - ii. Identification of the general emergency service function or functions for which assistance is needed (e.g. fire, law enforcement, emergency medical, search and rescue, transportation, communications, public works and engineering, building, inspection, planning and information assistance, mass care, resource support, health and other medical services, etc.) and the particular type of assistance needed;
 - iii. The amount and type of personnel, equipment, and other resources needed and a reasonable estimate of the length of time that each will be needed;
 - iv. The location(s) to which the resources are to be dispatched and the specific time by which the resources are needed; and,
 - v. The name and contact information of a representative of the Requesting Party, if available, to meet the personnel and equipment of any Responding Party at each location to which resources are dispatched.

7. THE PROVISION OF MUTUAL AID

Subject to the conditions of this Section, upon request of the Requesting Party, the assisting Party hereto shall furnish Mutual Aid in coping with an Emergency.

- a. Assessment of Availability of Resources and Ability to Render Assistance. When contacted by a Requesting Party, a Point of Contact of the Party from which aid is

requested agrees to assess local resources to determine availability of personnel, equipment and other assistance to respond to the request. A Responding Party is not required to provide Mutual Aid assistance unless the Responding Party determines that the Responding Party has sufficient resources to provide assistance, based on current or anticipated events in its jurisdiction.

b. Information Required of the Responding Party.

A Point of Contact who determines that the Responding Party has available personnel, equipment, and other resources, shall so notify the Requesting Party and provide the following information, to the extent known:

- i. A complete description of the personnel and their expertise and capabilities, equipment, and other resources to be furnished to the Requesting Party;
- ii. The estimated length of time that the personnel, equipment, and other resources will be available;
- iii. The name of the person or persons to be designated as supervisory personnel; and,
- iv. The estimated time of arrival for provided assistance to arrive at the designated location(s).

c. Supervision and Control.

When providing assistance under the terms of this Agreement, the response effort must be organized and function in accordance with NIMS guidelines. The personnel, equipment, and resources of a Responding Party being used in the response effort will be under the operational control of the Requesting Party. Direct supervision and control of personnel, equipment and resources, as well as personnel accountability, shall remain the responsibility of the designated supervisory personnel of the Responding Party. Emergency Medical Services organizations providing assistance under this Agreement will utilize medical protocols authorized by their medical director. The designated supervisory personnel of the Responding Party shall: maintain daily personnel time records, material records and a log of equipment hours; be responsible for the operation and maintenance of the equipment and other resources furnished by the Responding Party; and, report work progress to the Requesting Party.

d. Food, Housing, and Self-Sufficiency.

The Requesting Party shall have the responsibility of providing food and housing for the personnel of the Responding Party from the time of their arrival at the designated location(s) to the time of their departure. However, Responding Party personnel and equipment should be, to the greatest extent possible, self-sufficient while working in the Emergency area. The Requesting Party may limit its request for assistance to only self-sufficient personnel and resources in its request for assistance.

e. Rights and Privileges.

Personnel who are assigned, designated or ordered by their Party's governing body to perform duties pursuant to this Agreement shall continue to receive the same wages, salary, pension and other compensation including injury or death benefits, disability payments, and workers' compensation benefits, for the performance of those duties as though the services had been rendered for the

Party employing the personnel. The Responding Party employing the person is responsible for the payment of wages, salary, pension, and other compensation and benefits associated with the performance of duties under this Agreement. Requesting party will reimburse Responding Party upon submission of request for reimbursement as outlined in section eight, "Costs."

f. License Portability.

If the assistance of a person who holds a license, certificate, permit, or other document evidencing qualification in a professional, mechanical, or other skill is requested by a Party under this Agreement, the person is considered licensed, certified, permitted, or otherwise documented in the Requesting Party's jurisdiction in which the service is provided as long as the service is required, subject to any limitations imposed by the chief executive officer or governing body of the Requesting Party.

g. The Duration of Aid.

The provision of Mutual Aid under this Agreement may continue until the services of the Responding Party are no longer required, or the Responding Party determines that further Mutual Aid should not be provided. Resources of the Responding Party shall remain subject to recall by the Responding Party at any time, subject to reasonable notice to the Requesting Party.

h. Training.

An appointed public officer whose position description, job duties, or assignment includes emergency management responsibilities or who plays a role in emergency preparedness, response, or recovery shall complete a course of training provided or approved by the division of emergency management in the office of the governor of not less than three hours regarding the responsibilities of state and local governments in accordance with Government Code Chapter 418.

i. Technology.

BISD will provide camera surveillance access via VPN to Beaumont Emergency Management and select law enforcement personnel designated by Emergency Management to support tactical and emergency management operations. The Office of Emergency Management will request VPN access to surveillance cameras through the BISD IT Director. The BISD IT Department will maintain the list of authorized users. This list will be audited jointly on a yearly basis. Access will only be used to support official law enforcement and emergency management activities.

8. COSTS

All costs associated with the provision of Mutual Aid exceeding twelve consecutive hours shall be paid by the Responding Party and reimbursed by the Requesting Party at actual cost, to the extent permitted by law. Such costs include but are not limited to: compensation for personnel; operation and maintenance of equipment; damage to equipment; and food, lodging and transportation expenses.

- a. Requests for reimbursement must be submitted as soon as practicable but no later than sixty days after the return of all personnel deployed under this Agreement. Submission will follow the standard billing practices as pre-established by each

jurisdiction. Failure to submit a request for reimbursement within the specified time frame will result in the Responding Party not being reimbursed for the Mutual Aid provided unless the Requesting Party extends the deadline for filing requests for reimbursement or the Federal or State Government extends the deadline for filing request for reimbursement. Such requests shall specifically identify all personnel, equipment, and resources provided; dates of issuance or duration of deployment, and the unit cost and total costs associated with each.

- b. The Responding Party shall be responsible for creating and maintaining a record of all costs incurred, both reimbursed and unreimbursed costs, in providing Mutual Aid under this Agreement. The record shall be kept for a period of three years from the date the incident is closed.
- c. In the event federal funds are available for costs associated with the provision of Mutual Aid, the Parties agree that the Requesting Party may make the claim for the eligible costs of the Responding Party on its subgrant application and will disburse the federal share of funds to the Responding Party.
- d. Reimbursement under this Section will be made by the Requesting Party no later than: (1) one-hundred eighty days after receipt of the request for reimbursement; or (2) ninety days after the Requesting Party receives reimbursement from the federal or state government, whichever is sooner.
- e. The provision of Mutual Aid will be considered non-reimbursable if the Responding Party does not request reimbursement within the time specified in this Section.

9. INSURANCE

- a. Workers' Compensation Coverage. Each Party shall be responsible for complying with the Texas Workers' Compensation Act.
- b. Automobile Liability Coverage. Each Party shall be responsible for complying with the Texas motor vehicle financial responsibility laws.
- c. General Liability, Public Officials Liability and Law Enforcement Liability. Each Party agrees to obtain or continue its general liability, public official's liability and law enforcement liability insurance, if applicable, or maintain a comparable self-insurance program.
- d. Other Coverage: The Responding Party shall provide and maintain its standard packages of medical and death benefit insurance coverage while its personnel are assisting the Requesting Party.

10. EXPENDING FUNDS

- a. Each Responding Party which performs services or furnishes aid pursuant to this Agreement shall do so with appropriated funds from current revenues available to the Responding Party, to the extent permitted by law. No Party shall have any liability for the failure to expend funds to provide aid hereunder.
- b. Each Requesting Party which reimburses costs of a Responding Party shall do so with appropriated funds from current revenues available to the Requesting Party, to the extent permitted by law.

11. EMERGENCY ASSISTANCE AND LAW ENFORCEMENT ASSISTANCE

Notwithstanding any other provisions herein, any Party hereto may provide emergency assistance or law enforcement assistance to another Party as provided in Section 791.027 of the Texas Government Code or Section 362.002 of the Texas Local Government Code.

12. TERM

This Agreement shall become effective as to each Party when approved and executed by that Party and shall be binding on each and every Party through December 31 of the year signed. This Agreement shall automatically renew for a period of one year upon the completion of the initial term and each subsequent term unless and until such time as the governing body of a Party terminates its participation in this Agreement pursuant to Section 21 of this Agreement. Termination of participation in this Agreement by a Party(ies) shall not affect the continued operation of this Agreement between and among the remaining Parties and this Agreement shall continue in force and remain binding on the remaining Parties.

13. LIABILITY IN FIRE PROTECTION CONTRACT OR PROVISION OF LAW ENFORCEMENT SERVICES

To the extent that this Agreement is considered an Agreement under Section 791.006 of the Texas Government Code, the Responding Party under this Agreement is not responsible for any civil liability that arises from the furnishing of services described in Section 791.006.

14. LIABILITY UNDER INTERLOCAL CONTRACT

A Party that furnishes a service related to a homeland security activity, as defined in Chapter 421 of the Texas Government Code, under this Agreement is immune from civil liability for any act or omission resulting in death, damage, or injury while acting under this Agreement if the act or omission was in good faith and in the course and scope of its functions to provide a service related to a homeland security activity.

15. ENTIRETY

This Agreement contains all commitments and agreements of the Parties regarding Mutual Aid to be rendered during or in connection with an Emergency. Included as a component of this Agreement are four (4) addendums providing specific procedures for common resource sharing operations. They are provided for continuity and general coordination purposes at an operational level. All previously entered into Mutual Aid Agreements are superseded by this Agreement. No other oral or written commitments of the parties shall have any force or effect if not contained herein. Notwithstanding the preceding sentence, it is understood and agreed that the Parties may have heretofore contracted or hereafter contract with other entities for Mutual Aid in Emergencies or the

provision of other government services and functions, and it is agreed that this Agreement shall be of no effect to any such individual agreement.

16. INTERLOCAL COOPERATION ACT

The Parties agree that Mutual Aid in the context contemplated herein is a “governmental function and service” and that the Parties are “local governments” as those terms are defined in the Interlocal Cooperation Act.

17. CONFIDENTIALITY

The Parties recognize that the provision of Mutual Aid under this Agreement may result in the transfer of confidential medical information between them. The Parties shall guard the confidentiality of such information as required by the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Texas Medical Practice Act, and other state privacy laws pertaining to the confidentiality of medical records.

18. SEVERABILITY

If a provision contained in this Agreement is held invalid for any reason, the invalidity does not affect other provisions of this Agreement that can be given effect without the invalid provision, and to this end the provisions of this Agreement are severable.

19. VALIDITY AND ENFORCEABILITY

If any current or future legal limitations affect the validity or enforceability of a provision of this Agreement, then the legal limitations are made a part of this Agreement and shall operate to amend this Agreement to the minimum extent necessary to bring this Agreement into conformity with the requirements of the limitations, and so modified, this Agreement shall continue in full force and effect.

20. AMENDMENT

This Agreement is effective immediately upon signature by all parties and will only be terminated after one party notifies the other party 30 days in advance of its intent to terminate. The Agreement will be reviewed every year from the effective date by the designated points of contact. The parties agree that this agreement may be amended with the mutual consent and approval of the parties in writing, but may require Council or School Board approval if applicable.

21. TERMINATION

The governing body of a Party which is a signatory hereto, shall, by order, ordinance, or resolution, give notice as provided herein of termination of participation in this Agreement and submit a certified copy of such order, ordinance, or resolution to the other

Party. Such termination shall become effective not earlier than 30 days after providing such notice.

22. THIRD PARTIES

This Agreement is intended to inure only to the benefit of the Parties hereto. This Agreement is not intended to create, nor shall be deemed or construed to create, any rights in third parties.

23. NOTICES

Any notice required or permitted between the Parties must be in writing, addressed to the attention of the respective Point of Contact, and shall be delivered in person, or mailed certified mail, return receipt requested, or may be transmitted by facsimile transmission.

24. AUTHORIZATION

The Agreement has been officially authorized by the governing or controlling body of each Party hereto by order, ordinance or resolution and each signatory to this Agreement represents that the signatory has full authority to execute this Agreement on behalf of and to legally bind the respective Party to this Agreement.

25. IMMUNITY RETAINED

The Parties to this Agreement do not waive or relinquish any immunity or defense on behalf of itself, officers, employers, agents, and volunteers as a result of its execution of this Agreement and the performance of the covenants contained herein.

26. GOVERNING LAW AND VENUE

The laws of the State of Texas shall govern this Agreement. Mandatory and exclusive venue of any dispute between the Parties to this Agreement shall be in Jefferson County, Texas.

EXECUTED by the Parties hereto, each respective entity acting by and through its duly authorized official as required by law, on multiple counterparts each of which shall be deemed to be an original, effective among the parties who sign it at the time of their signature, on the date specified on the multiple counterpart executed by such entity.

ATTEST/SEAL:

City of Beaumont, TEXAS
Signed by:

City or County Clerk

Mayor

APPROVED:

COUNTERSIGNED BY:

City Manager

Emergency Management Coordinator

APPROVED AS TO FORM:

DATE COUNTERSIGNED:

City Attorney
L.D. File No. _____

ATTEST/SEAL:

Beaumont Independent School District, TEXAS
Signed by:

President, Board of Managers/Trustees

APPROVED:

COUNTERSIGNED BY:

Superintendent

Assistant Superintendent, Secondary Schools

APPROVED AS TO FORM:

DATE COUNTERSIGNED:

BISD Attorney

Addendum #1 to
Mutual Aid Agreement between Beaumont and BISD
(Strategic National Stockpile (SNS))

**ADDENDUM #1 TO MUTUAL AID AGREEMENT BETWEEN BEAUMONT
INDEPENDENT SCHOOL DISTRICT AND THE CITY OF BEAUMONT**

This Addendum #1 is agreed to and executed by and between the Beaumont Independent School District (“BISD” or “the District”) and the City of Beaumont (“the City” or “Beaumont”). The following clarification is provided for continuity and specificity purposes to provide an understanding of anticipated roles, procedures, and requests in relation to the Mutual Aid Agreement (“MAA”), specifically Paragraph 15. To the extent that the terms of this Addendum are contrary to the terms of the MAA, the terms of this Addendum shall control and be binding on the parties, as follows:

I. PURPOSE

Under a grant from the Department of State Health Services, the Beaumont Public Health Department (“Department”) is required to plan and prepare for a public health emergency that may result from natural or manmade causes. During such an emergency, it may be necessary to immunize or treat all or large numbers of people in the area served by the District and the Department. Prior public health experience with mass immunizations has shown that schools are well suited to this activity because: 1) Their location is known to large numbers of individuals within the community; 2) They are central within sectors of the community; 3) They have large assembly areas; 4) They have other necessary facilities such as refrigeration and restrooms. The Department has concluded that the District possesses facilities that are qualified to serve if mass immunization or treatment is necessary. The District desires to be as helpful as possible in the event of a public health emergency, and agrees to make its facilities available for purposes of mass immunization or treatment, under the terms set out below.

- A. The District and the Department have concluded that this contemplated use of the facilities is a “governmental function” as defined in the Interlocal Agreement Act I.I. Public Health Emergency
- B. This Agreement will go into effect only if:
 - 1. The Commissioner of Health or the local health authority declare that large scale immunization or treatment is necessary as a control measure for an outbreak of communicable disease; and
 - 2. Classes at the facility are either not scheduled, or are canceled, or if other arrangements are mutually agreed upon based on the specific circumstances at the time the need arises.

II. OBLIGATIONS OF THE DEPARTMENT

- A. The Department will supply or arrange for all equipment, vaccine, medicine and personnel necessary to administer the vaccine or medication.
- B. The Department will supply or arrange for all equipment and personnel necessary for staffing, security, crowd control and other tasks, except as described in section IV below

Addendum #1 to
Mutual Aid Agreement between Beaumont and BISD
(Strategic National Stockpile (SNS))

- C. The Department will be responsible for disposal of medical waste and disinfection at the facility following its use for the emergency. The health authority will provide written assurance of its safety for use as a school facility following its use.
- D. The Department will be responsible for any damage to property belonging to the District as a result of its use during the public health emergency, and to the extent they can be determined, costs for utilities described in section IV below. This compensation is mutually agreed to be “an amount that fairly compensates the performing party” as stated in the Interlocal Cooperation Act. The amounts to be paid to the District will be paid from current revenues available to the Department.
- E. The Department is responsible for the acts and negligence of its employees or volunteers, to the extent allowable under state and federal law.

III. OBLIGATIONS OF THE DISTRICT

- A. The District is responsible for allowing the use of the facility and utilities (gas, electric, water, and telecommunications) normally associated with its use as a school facility.
- B. The District is responsible for providing use of all rooms, fixtures, and equipment existing at the facility that the Department regards as necessary for on-site use during the period of the emergency.
- C. The District will provide at least one person on-site during the period of emergency use with access to the rooms, fixtures and equipment described above.
- D. The District will provide nursing and other staff support as available and based on mutual agreement based on the specific circumstances at the time the need arises.
- E. The District is responsible for the acts and negligence of its employees or volunteers, to the extent allowable under state and federal law.
- F. The District will track all appropriate costs related to provision of mutual aid specific to supporting the response to the public health emergency and will provide appropriate documentation to the City sufficient to meet FEMA standards and requirements for reimbursement.

IV. PRIMARY CONTACTS:

- A. **Kenneth Coleman**, City of Beaumont, Public Health Director, 950 College St,
Beaumont, Texas 77705, (409)832-4000
- B. **Kris O'Brien**, BISD Health Services Coordinator, 4315 Concord Rd., Beaumont,
TX

Addendum #1 to
Mutual Aid Agreement between Beaumont and BISD
(Strategic National Stockpile (SNS))

77703, (409) 617-5099

C. **Shaqueena Nobles**, City of Beaumont, Emergency Management Coordinator, 700 Orleans, Beaumont, Texas 77701. Phone numbers: work (409) 980-7280, or (24/7) (409) 679-3401 or Dispatch- (409) 880-3865)

D. **Dr. Shannon Allen**, BISD Superintendent, 3395 Harrison, Beaumont, Texas 77706; (409) 617-5001.

APPROVED:

COUNTERSIGNED BY:

City of Beaumont
Emergency Management Coordinator

Beaumont Independent School District
Superintendent

City of Beaumont
Public Health Director

Beaumont Independent School District
Health Services Coordinator

Addendum #2 to
Mutual Aid Agreement between Beaumont and BISD
(Evacuation)

**ADDENDUM #2 TO MUTUAL AID AGREEMENT BETWEEN
BEAUMONT INDEPENDENT SCHOOL DISTRICT AND THE CITY OF BEAUMONT**

This Addendum #2 is agreed to and executed by and between the Beaumont Independent School District (“BISD” or “the District”) and the City of Beaumont (“the City” or “Beaumont”). The following clarification is provided for continuity and specificity purposes to provide an understanding of anticipated roles, procedures, and requests in relation to the Mutual Aid Agreement (“MAA”), specifically Paragraph 15. To the extent that the terms of this Addendum are contrary to the terms of the MAA the terms of this Addendum shall control and be binding on the parties, as follows:

I. PURPOSE

In the event evacuation of the City is required, the City anticipates a need for coordination between the City Office of Emergency Management (“OEM”) and BISD with regard to transportation and with the following expectations:

II. EVACUATION PROCEDURE

- A. Beaumont anticipates approximately 3,500 general population evacuees based on triage guidance established by current Function Need Support Services (“FNSS”) guidelines. Approximately 200 pets are expected to accompany this population.
- B. For planning purposes, the City has traditionally initiated mandatory evacuation in coordination with the countywide phased approach which begins at 8:00 AM for the coastal communities, and at 10:00 AM for Beaumont.
- C. Once the evacuation process begins, the Parties intend on continuing the evacuation without stopping until evacuation is complete. Evacuation will be concluded prior to onset of tropical force winds with enough time preceding those wind speeds to clear evacuating buses from the storm’s wind field. Current U.S. Army Corp of Engineers (USACE) evacuation time estimates reflect 32 hours to conduct an evacuation from within the City of Beaumont.

III. ASSEMBLY SITES

- D. West Brook High School will serve as the main evacuation point for general population. A number of other schools will serve as assembly sites, including:
 - a. Beaumont United High School
 - b. King Collegiate and Smith Middle Schools, and
 - c. Charlton Pollard, Guess, Jones-Clark, Lucas, Martin and Pietzch-Macarthur Elementary Schools
- DI. Buses will be available to transport community members from the assembly site to the evacuation point. During the period of evacuation community members will be able to leave

Addendum #2 to
Mutual Aid Agreement between Beaumont and BISD
(Evacuation)

their vehicles in the parking lots of the assembly sites. Bathrooms will be made available on site.

- F. BISD buses will be assigned to each assembly site and make trips carrying people and luggage to the Evacuation Point as frequently as safely possible.
- G. The evacuation point will serve both as an assembly site, and as an embarkation site where citizens board transport vehicles to be taken out of Beaumont. Both gyms and the hallway to the cafeteria, as well as all parking lots will be used for processing.
- H. West Brook High School may also serve as a reception site upon the return of the evacuees and operate in reverse.
- I. BISD police officers will support Beaumont PD officers assigned to provide security and parking oversight at the assembly sites and evacuation point.

IV. EVACUATION DESTINATION

- J. Designated reception site OEM will facilitate hotel arrangements for drivers and authorized immediate family members.
- K. Personnel will be on per-diem status during deployment and any meals provided to all staff should be documented to ensure assessment of appropriate per-diem rates. Each will be required to submit an ICS 214 form for each shift to the Beaumont EOC.

V. TRANSPORTATION OF EVACUEES

- L. Beaumont anticipates using State aid for transportation of general population evacuees out of Beaumont; however, if those assets are unavailable, BISD school buses will be requested. BISD will provide volunteer bus drivers when available. In case sufficient State buses are unavailable, and BISD volunteer bus drivers are insufficient to cover the need, BISD will provide City approved drivers with “just-in-time-training” to operate the remaining buses needed and submit documentation for reimbursement as required in the Agreement.
- M. Maintenance and sheltering of transportation assets from the City and/or the BISD will be facilitated by the designated reception site OEM if needed. The designated reception site OEM will facilitate bus staging/parking/security, driver lodging, and transportation of the drivers from the bus staging location to the lodging facility. Drivers will remain on per-diem status from the respective agency/jurisdiction. Drivers will not be sheltered with general population.
- N. Maintenance and sheltering of transportation assets provided through State Contract will be managed as per contract upon unloading evacuees.

Addendum #2 to
Mutual Aid Agreement between Beaumont and BISD
(Evacuation)

- O. The City of Beaumont Public Health Department will make ambubus conversion kits for buses available to accommodate non-ambulatory passengers. The average capacity for non-ambulatory riders per bus is twelve (12) patients plus two medics. At least one bus will be outfitted with a conversion kit to provide more immediate use for periodic mass casualty emergencies that arise or for use during Hurricane Season.
- P. The City may coordinate with BISD to make a bus available for the transportation of caged pets. The City personnel will remove and store the seats and replace them once use is complete.

VI. EVACUATION TRAVEL PLAN

- Q. A primary and alternate route for northbound evacuation will be determined based on the reception site identified.
- R. Beaumont will request State aid for rest stops at appropriate locations along the identified evacuation route.
- S. The City will provide route and site maps documenting the traffic management plan for each of the planned primary and alternate reception locations.
- T. Beaumont will provide a communication plan for BISD which will, at a minimum, include landline, email, cellular, and satellite contact methods.
- U. Command and coordination for the convoy will remain with the Beaumont Emergency Operations Center ("EOC") and Disaster District Committee 15/Beaumont ("DDC15/Beaumont") until the convoy enters the receiving jurisdictions of responsibility at which time command and coordination will transfer to the designated reception site EOC and DDC. Route assistance and support needs will be coordinated between the appropriate EOCs and DDCs. At a minimum, a convoy progress update/status check will be provided by Beaumont to the designated reception site once the convoy reaches a midpoint, regardless of remaining route taken.
- V. Beaumont anticipates authorizing re-entry immediately upon a determination that public health and safety hazards warrant return. In the event that the emergency has passed, return of evacuees will commence immediately or at such time as agreed upon between the City and the designated reception site EOCs. If a disaster does impact the City, a short time is required for assessments of the highly industrialized area to ensure critical infrastructure and key resources are sufficient to authorize complete or partial reentry. Additional sheltering of at least 1-3 days should be anticipated and available.

VII. COMMUNICATION

Addendum #2 to
Mutual Aid Agreement between Beaumont and BISD
(Evacuation)

W. During any EOC evacuation or major incident, all public information messages from the City and the South East Texas Regional Planning Committee Council of Government (“SETRPC COG”) are posted on the City’s Public Safety Website. This information is available for re-posting and will include general assessment information. Additionally, all applicable situation reports for the EOC will be provided to the designated reception site OEM and will be maintained as “For Official Use Only.” Re-posting of any information contained therein will be coordinated through the City’s EOC and/or Public Information Office. The City will also provide direct access to the City’s WebEOC account upon request. This enables an alternate source for situational awareness, power outage reports, and other information as well as an alternate communication link.

VIII. COST

X. BISD will track all appropriate costs related to provision of mutual aid specific to providing transportation for and supporting the Beaumont evacuees and will provide appropriate documentation to the City of Beaumont sufficient to meet FEMA standards and requirements for reimbursement.

IX. PRIMARY CONTACTS

- A. **Shaqueena Nobles**, City of Beaumont, Emergency Management Coordinator, 700 Orleans, Beaumont, Texas 77701. Phone numbers: work (409) 980-7280, or (409) 679-3407. (24/7) Dispatch- (409) 880-3865)

- B. **Dr. Shannon Allen**, BISD Superintendent, 3395 Harrison, Beaumont, Texas 77706; (409) 617-5001.

APPROVED:

COUNTERSIGNED BY:

City of Beaumont
Emergency Management Coordinator

Beaumont Independent School District
Superintendent

Addendum #3 to
Mutual Aid Agreement between Beaumont and BISD
(General)

**ADDENDUM #3 TO MUTUAL AID AGREEMENT BETWEEN
BEAUMONT INDEPENDENT SCHOOL DISTRICT AND THE CITY OF BEAUMONT**

This Addendum #3 is agreed to and executed by and between the Beaumont Independent School District (“BISD” or “the District”) and the City of Beaumont (“the City” or “Beaumont”). The following clarification is provided for continuity and specificity purposes to provide an understanding of anticipated roles, procedures, and requests in relation to the Mutual Aid Agreement (“MAA”), specifically Paragraph 15. To the extent that the terms of this Addendum are contrary to the terms of the MAA, the terms of this Addendum shall control and be binding on the parties, as follows:

I. PURPOSE

The City anticipates a need for general coordination and collaboration with BISD to promote overall all phases of emergency management, to include prevention, preparedness, response, recovery and mitigation. To that end, coordination between Beaumont Office of Emergency Management (“OEM”) and BISD is outlined with the following expectations:

II. OBLIGATIONS OF DISTRICT

- A. Designated BISD representative(s) will be pre-approved for direct access, sheltering, and partnership with the City Emergency Operations Center (“EOC”) for routine planning, training, and EOC activations. BISD will provide a representative in the City of Beaumont EOC during relevant emergencies.
- B. BISD will provide parking and facility space for City responders and equipment as available. It is understood that certain hardened parking sites are prioritized for Entergy which has first right of refusal. The City requests the first right of refusal prior to authorizing use of space by other entities or agencies, except for those areas pre-designated for use as Entergy staging sites.
- C. BISD will track all appropriate costs related to the provision of mutual aid specific to supporting City operations and will provide appropriate documentation to the City of Beaumont sufficient to meet FEMA standards and requirements for reimbursement.

III. OBLIGATIONS OF CITY

- A. The Beaumont Police Department will provide immediate armed emergency response or full tactical emergency response if needed within any BISD facility.
- B. Personnel assigned by the City EMO will staff any operations conducted within BISD facilities, and may request assistance from BISD employees if available. At a minimum, this

Addendum #3 to
Mutual Aid Agreement between Beaumont and BISD
(General)

assistance will include BISD personnel with facility keys, knowledge of facility security and layout, building services, etc.

- C. The City will conduct a security plan and ADA worksheet on each site identified for potential use for City sponsored operations which will be maintained as security sensitive information at the EMO.
- D. Notification by City EMO of desire to initiate coordinated operations at a BISD facility will be made as early as the need becomes evident, or when mandatory evacuations are announced for hurricane-related disasters.
- E. Beaumont and BISD officers will coordinate communications through existing interoperable radio talkgroups, as well as landline, email, and cellular contact methods as appropriate.
- F. Beaumont Emergency Management will provide a communication plan for BISD, which will at a minimum include 800mhz radio, landline, email, fax, cellular, and satellite contact methods.
- G. During any EOC evacuation and/or evacuation, all public information messages from the City of Beaumont and the South East Texas Regional Planning Committee Council of Government (“SETRPC COG”) are posted on the City of Beaumont Public Safety Website. This information is available for re-posting. This will include general assessment information. Additionally, all applicable situation reports for the EOC will be provided to BISD and will be maintained as For Official Use Only. Re-posting of any information contained therein will be coordinated through the City of Beaumont EOC/PIO.
- H. BISD will also be provided direct access to the City’s WebEOC account for key personnel upon need or request. This enables an alternate source for situational awareness, power outage reports, and other information as well as an alternate communication link.

IV. PRIMARY CONTACTS

- A. **Shaqueena Nobles**, City of Beaumont, Emergency Management Coordinator, 700 Orleans, Beaumont, Texas 77701. Phone numbers: work (409) 980-7280, or (409) 679-3401, or 24/7 Dispatch- (409) 880-3865)
- B. **Dr. Shannon Allen**, BISD Superintendent, 3395 Harrison, Beaumont, Texas 77706; (409) 617-5001.

Addendum #3 to
Mutual Aid Agreement between Beaumont and BISD
(General)

APPROVED:

COUNTERSIGNED BY:

City of Beaumont
Emergency Management Coordinator

Beaumont Independent School District
Superintendent

Addendum #4 to
Mutual Aid Agreement between Beaumont and BISD
(Closed POD)

**ADDENDUM #4 TO MUTUAL AID AGREEMENT BETWEEN
BEAUMONT INDEPENDENT SCHOOL DISTRICT AND THE CITY OF BEAUMONT**

This Addendum #4 is agreed to and executed by and between the Beaumont Independent School District (“BISD” or “the District”) and the City of Beaumont (“the City” or “Beaumont”). The following clarification is provided for continuity and specificity purposes to provide an understanding of anticipated roles, procedures, and requests in relation to the Mutual Aid Agreement (“MAA”), specifically Paragraph 15. To the extent that the terms of this Addendum are contrary to the terms of the MAA, the terms of this Addendum shall control and be binding on the parties, as follows:

I. PURPOSE

In the event of a Public Health Emergency event in the State of Texas, local and regional health and medical infrastructure and associated resources will be quickly committed to providing the necessary treatment and supporting strategies to effectively respond to a potential evolving event or to support the response to an actual event. Expectations are that the existing local and regional medical and health infrastructure will also be compromised due to lack of adequate staff, equipment, and pharmaceutical support available due to the impacts and demands of the event. Therefore, resources from the state, federal, and private sector will be quickly mobilized to augment local and regional medical and health resources and support the effective management and distribution of the Strategic National Stockpile (“SNS”). Large employers can assist in this endeavor by providing employees and their families direct support that reduces the number of citizens having to use general population points of distribution. Specifics required to participate in this function are set out below.

A. Definitions

1. **Push Site** - During a public health emergency that requires preventive medications be provided to large numbers of people, a Push Site is a facility within a jurisdiction that is designated to either receive medication or to pick up medication in order to provide it to a group of people who would otherwise have to travel to a point of dispensing (“POD”) to receive the preventive medication. Push sites must have medical or pharmaceutical personnel and volunteers capable of providing the preventive medications to the facility population, staff, and others as locally determined.
 - i. **RSS Push Site** — Receives medications directly from the State Receive, Store and Stage (“RSS”) warehouse facility.
 - ii. **Local Push Site** — Picks up medications from a pre-determined site away from the general public. May receive a delivery of the medications from the initial delivery site, IF such delivery plans have been made by the local health department.

Addendum #4 to
Mutual Aid Agreement between Beaumont and BISD
(Closed POD)

B. Use of Facility and Staff

1. As a Local Push Site, the District agrees to send designated staff to a pre-determined location that has been agreed to by the City and the District, to pick-up the SNS materials, supplies, antibiotics, and/or vaccines. The District agrees to provide the City with names and identifying information of those staff who are designated to pick-up the SNS materials, supplies, antibiotics, and/or vaccines.
2. As a Local Push Site, the District agrees to make arrangements to provide security escorts for their staff if appropriate and available.
3. The District agrees to provide the City with the estimated total number of people (adults and children) who will receive preventive medications at the District so that an appropriate amount of SNS material may be ordered.
4. The District agrees to be responsible for maintaining the physical security and integrity of the SNS materials received and to comply with the handling instructions provided by the City.
5. The District agrees to return unopened, unused antibiotics and/or vaccine to the City.
6. The District agrees to use the Health History forms provided by the City Public Health Department and to submit copies of the completed Health History forms to the City following the public health emergency.
7. The District agrees to develop a detailed plan and/or Standard Operating Guideline (“SOG”) for providing preventive medications to its population, staff, and others during a public health emergency that requires preventive medications be provided to large numbers of people in the jurisdiction where the District is located and further agrees to allow the City to review its plan and/or SOG.

C. City of Beaumont

1. The City agrees to ship preventive medications for the District to the pre-designated location where staff of BISD, a Local Push Site, will pick up the materials, based on the apportionment and pre-determined, estimated number of people (children and adults) to receive preventive medication at the District.

Addendum #4 to
Mutual Aid Agreement between Beaumont and BISD
(Closed POD)

2. The City agrees to provide training on mass dispensing/mass vaccination to the District medical or pharmaceutical personnel and other staff and volunteers, prior to a public health emergency, if the training is requested.
3. The City agrees to provide instructions and standing delegation orders to the District.
4. The City agrees to provide Health History forms to the District and to accept completed Health History forms from the District following the public health emergency.
5. The City agrees to receive unopened, unused antibiotics and/or vaccine from the District following the public health emergency.

D. Contact Information

1. The District agrees to provide the City with the appropriate facility 24-hour per day 7-day per week contact information, and update this information as necessary.
2. The City agrees to provide the District with the contact information of those who are authorized to notify the District in the event of an emergency requiring the use of the District as a Push Site.

E. Confidentiality

1. To the extent allowed by the law, the District and the City agree that they will not disclose this agreement and that the subject matter of this agreement is sensitive and confidential. This document is maintained by or for a governmental entity for the purpose of responding to an act of terrorism and relates to a tactical plan of governmental providers and thus should be confidential under Government Code §418.176(a)(2).

F. Costs

1. BISD will track all appropriate costs related to the provision of maintaining a Local Push Site and will provide appropriate documentation to the City sufficient to meet FEMA standards and requirements for reimbursement.

G. Primary Contacts

1. The District and the City intend that the work under this agreement shall be carried out in the most efficient manner possible. To that end, the parties intend to designate individuals that will serve as primary contacts. The District and the City intend that, to the maximum extent possible and unless otherwise approved by the other, all significant communications shall be made through the primary contacts or their designees. The designated primary contacts for each party are the City of Beaumont Public Health Director or EMC and the Executive Director of Curriculum and Instruction, Supervisor for BISD Nurses and

Addendum #4 to
Mutual Aid Agreement between Beaumont and BISD
(Closed POD)

Associate Superintendent for Secondary Schools. .

- i. **Kenneth Coleman**, City of Beaumont Public Health Director, 950 College St., Beaumont, Texas 77705, (409) 832-4000
- ii. **Jenny Angelo**, BISD Executive Director of Curriculum and Instructions, 4315 Concord Rd., Beaumont, TX 77703, (409) 617-5053
- iii. **Shaqueena Nobles**, City of Beaumont Emergency Management Coordinator, 700 Orleans, Beaumont, Texas 77701. [Work] (409) 980-7280, or (409) 679-3401 or [24/7 Dispatch] (409) 880-3865
- iv. **Dr. Shannon Allen**, BISD Associate Superintendent, Secondary Schools, 3395 Harrison, Beaumont, Texas 77706; (409) 617-5006.

APPROVED:

COUNTERSIGNED BY:

City of Beaumont
Emergency Management Coordinator

Beaumont Independent School District
Superintendent

City of Beaumont
Public Health Director

Beaumont Independent School District
Health Services Director

II.F. ACTION ITEMS

II.F.1. Action, if any, on items
discussed in closed session.

II.F.2. Approve Budget Amendments



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.F.2.**

Agenda Item Title: Approve Budget Amendments

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary:

Recommendation: Approve budget amendment GF-5 and accept amendments SR-11, SR-12 and SR-13.

Budget Impact* (if applicable):

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):

Cheryl Hernandez
Cabinet Level Presenter's Signature

11/12/2025
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

Explanations of November Budget Amendments

General Fund GF-5

- Record \$1,309,524 increase in revenue for Regional Day School Programs for the Deaf due to changes in funding from House Bill 2.
- Record \$1,309,524 in expenditures for the Regional Day School Programs for the Deaf:
 - Function 11 – \$1,047,524 for salaries & supplies
 - Function 31 - \$122,000 for salaries & misc. contracted services
 - Function 33 - \$95,000 for salaries
 - Function 61 - \$45,000 for salaries
- Transfer a total of \$212,854 from instructional leadership salaries to staff development salaries to reclass a portion of curriculum salaries to correct function.
- Transfer \$4,000 from instructional general supplies to instructional leadership extra duty for coordinator of tutorials – Amelia ES (101).
- Increase budget for bleachers at Smith MS - \$160,000
- Increase budget for concrete slab and driveway for scoreboard at Doggett Stadium - \$150,000

SR-11

- Fund 211 Reallocate funds to purchase library needs for King Collegiate Academy.

SR-12

- Fund 224 Reallocate funds to increase Professional Services.

SR-13

- Fund 255 Reallocate funds to purchase student licenses, and to cover negative balances in accounts.

2025-26 BUDGET AMENDMENT NUMBER GF-5

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Revenues</u>			
199.00.5812.00.000.00.000	52,384,596	1,309,524	53,694,120
Total Revenues		1,309,524	
<u>Expenditures</u>			
199.11.61XX.66.838.23.000	-	1,043,524	1,043,524
199.31.61XX.66.838.23.000	-	90,000	90,000
199.33.61XX.66.838.23.000	-	95,000	95,000
199.61.61XX.66.838.23.000	-	45,000	45,000
199.31.6299.66.838.23.000	-	32,000	32,000
199.11.6399.66.838.23.000	-	4,000	4,000
199.21.61XX.90.801.30.ES3	274,608	(108,640)	165,968
199.21.61XX.90.815.99.000	246,374	(27,221)	219,153
199.21.61XX.90.801.99.000	582,942	(76,993)	505,949
199.13.61XX.90.801.99.000	-	212,854	212,854
199.11.6399.01.101.11.000	30,330	(4,000)	26,330
199.21.6117.01.101.30.301	1,000	4,000	5,000
199.36.6639.87.042.99.000	-	160,000	160,000
199.36.6619.87.805.91.000	-	150,000	150,000
Total Expenditures		1,619,524	
Net Change in the General Fund Budget		<u>(310,000)</u>	
<hr/> <hr/>			
Total Revenues/Other Sources	191,284,793	-	191,284,793
Total Expenditures	<u>193,105,573</u>	<u>310,000</u>	<u>193,415,573</u>
2025-2026 Adjusted	(1,820,780)	(310,000)	(2,130,780)

2025-26 BUDGET AMENDMENT NUMBER SR-11

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instruction</u>			
211.11.6329.00.013.30.000	-	(6,500)	(6,500)
<u>Instructional Resources</u>			
211.12.6329.00.013.30.000	-	6,500	
Net Change Title I Part A		<u>-</u>	
<hr/> <hr/>			
Total Revenues/Other Sources	7,976,767	-	7,976,767
Total Expenditures	<u>7,976,767</u>	<u>-</u>	<u>7,976,767</u>
2025-2026 Adjusted	-	-	-

2025-26 BUDGET AMENDMENT NUMBER SR-12

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>INSTRUCTION</u>			
224.11.6219.00.814.23.000	883,053	70,000	953,053
224.11.6411.00.814.23.000	17,000	(5,000)	12,000
<u>Instructional Leadership</u>			
224.21.6219.00.814.23.000	10,000	(10,000)	-
224.21.6399.00.814.23.000	15,000	(10,000)	5,000
<u>Guidance & Counselors</u>			
224.31.6219.00.814.23.000	10,000	(10,000)	-
224.31.6339.00.814.23.000	53,000	(30,000)	23,000
224.31.6399.00.814.23.000	10,000	(5,000)	5,000
Net Change Title II Part A		<u>-</u>	
<hr/> <hr/>			
Total Revenues/Other Sources	3,731,121	-	3,731,121
Total Expenditures	<u>3,731,121</u>	<u>-</u>	<u>3,731,121</u>
2025-2026 Adjusted	-	-	-

2025-26 BUDGET AMENDMENT NUMBER SR-13

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Curriculum Development</u>			
255.13.6399.00.854.24.000	-	19,550	19,550
			-
<u>Instructional Leadership</u>			
255.21.6399.00.854.24.000	220,849	(19,550)	201,299
Net Change Title II Part A		<u>-</u>	
<hr/> <hr/>			
Total Revenues/Other Sources	965,261	-	965,261
Total Expenditures	<u>965,261</u>	<u>-</u>	<u>965,261</u>
2025-2026 Adjusted	-	-	-

II.F.3. Approve Purchases of \$50K or
More



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.F.3.**

Agenda Item Title: Approve Purchases over \$50,000.

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s): Corey Metts, Randall Maxwell, Mark McClelland, Mary Ellen Vivrett, Jenny Angelo, Joseph Malbrough

Executive Summary: The attached list reflects the purchases over \$50,000.

Recommendation: Approve purchases in the amounts shown on the attached list.

Budget Impact* (if applicable): General Fund: \$318,860.00
Federal Funds: \$113,980.00
State Grant Funds: \$446,799.81

Funding Source (if applicable): General Fund; Federal Funds; State Grand Funds

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): TEC Ch. 44; 2 CFR 200

Policy Reference (if applicable, list policy/regulation): CH (Legal & Local); CBB (Legal & Local)

Legal Review (if necessary, list attorney and firm): N/A

Cabinet Level Presenter's Signature

Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date



General Fund

Silsbee Ford	Transportation	Purchase of two, 12 passenger vans.	TIPS 240901	\$110,000.00
Salas Obrien	Maintenance & Operations	Engineering fees for the stadium scoreboard replacement.	TGC 2254.004	\$60,000.00
RFS Sports	Maintenance & Operations	Bleachers for Smith MS.	TIPS 230203	\$148,860.00
Total				\$318,860.00

Federal Funds

Kommerical Kitchens	Child Nutrition	Power soak sink with disposer for the kitchen at West Brook.	Region 5 20250706	\$56,990.00
Kommerical Kitchens	Child Nutrition	Power soak sink with disposer for the kitchen at Vincent.	Region 5 20250706	\$56,990.00
Total				\$113,980.00

State Grant Funds

Great Minds PBC	Curriculum & Instruction	Approved provider for Strong Foundations additional support for Bluebonnet math implementation.	CTPA 22-023 Spring ISD	\$372,000.00
RTS Tactical	Police Department	Purchase of 22 active shooter ballistic shields.	GSA 47Q.008L	\$74,799.81
Total				\$446,799.81



PRODUCT PRICING SUMMARY

TIPS USA 240901 TRANSPORTATION VEHICLES

VENDOR- Silsbee Ford, 1211 Hwy 96 N., Silsbee TX 77656

End User: BEAUMONT ISD

Prepared by: RICK BROWN

Contact: COREY METTS 409.540.0017

Phone: 409.659.1555

Email: CMETTS@BMTISD.COM

Email: RBROWN.SILSBEEFLEET@GMAIL.COM

Product Description: FORD TRANSIT

Date: October 9, 2025

A. Bid Item: X2Y

A. Base Price: \$ **54,975.00**

B. Factory Options

Code	Description	Bid Price	Code	Description	Bid Price
	2024 FORD TRANSIT MEDIUM ROOF			EXTERIOR - WHITE	\$ -
	148" WHEEL BASE			INTERIOR - GRAY CLOTH	\$ -
99G	3.5L ECOBOOST	\$ 2,495.00			
X7L	3.73 LIMITED SLIP	\$ 325.00	92E	PRIVACY GLASS	\$ 500.00
43B	BACKUP ALARM	\$ 150.00	942	DAYTIME RUNNING LIGHTS	\$ 45.00
43R	REVERSE SENSING	\$ 295.00		12 PASSENGER SEATING	\$ -
68H	RUNNING BOARDS	\$ 310.00			
86F	2 ADDITIONAL KEYS	\$ 75.00			

Total of B. Published Options: \$ **4,195.00**

Published Option Discount (5%) \$ **(179.75)**

C. Unpublished Options [not to exceed 25%]

S= 0.0 %

Description	Bid Price	Options	Bid Price

Total of C. Unpublished Options: \$ -

D. Floor Plan Interest (for in-stock and/or equipped vehicles): \$ -

E. Lot Insurance (for in-stock and/or equipped vehicles): \$ -

F. Contract Price Adjustment: FLEET ADJUST \$ **(3,990.25)**

G. Additional Delivery Charge: _____ \$ -

H. Subtotal: \$ **55,000.00**

I. Quantity Ordered 2 x H = \$ **110,000.00**

J. Trade in: _____ \$ -

K. \$ -

L. Total Purchase Price \$ **110,000.00**



QUOTE ANALYSIS FORM

Form version 7.2023

INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be provided by Vendor, in writing, and not expired.
- 2) Vendors must be awarded via District RFP/CSP or Interlocal Agreement (Purchasing co-op) TEC 44.031
- 3) Selection/Award must be based on "best value" for the use of District funds TEC 44.031

Quote Analysis Summary			
Please provide a short summary below for each quotation obtained and include why it was selected or denied.			
Vendor Name:	Silsbee Ford	Quote Total:	\$110,000.00
Summary:	2024 Ford Transit		
Vendor Name:	Caldwell Country Ford	Quote Total:	\$113,500.00
Summary:	2026 Ford Transit Passenger Wagon		
Vendor Name:	Chastang Ford	Quote Total:	\$113,976.00
Summary:	2026 Transit-350 Passenger Van		

Funding /Account #: 199.34.6631.61.920.99.000

Vendor Selected: Silsbee Ford

Selection Justification: Silsbee Ford has the vehicles available and ready for delivery.

Name of Department/Campus Administrator: Transportation/ Corey Melts

Signature: Corey Melts

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.

November 10, 2025

Subject: Beaumont ISD Doggett Family Stadium

Attn: Mr. Mark McClelland
1650 Caldwell
Beaumont, TX 77701

Project: BEAUMONT ISD DOGGETT FAMILY STADIUM SCOREBOARD / ELECTRICAL

Dear Mark,

Salas O'Brien, LLC shall provide Professional Engineering Services for the Beaumont ISD Doggett Family Stadium

The FIXED FEE for these Basic Professional Engineering Services is SIXTY THOUSAND DOLLARS (\$60,000.00).

Services in addition to the basic services are ADDITIONAL SERVICES OF THE ENGINEER (See Attachment "C"). Compensation shall be in accordance with the terms and conditions described in Attachment "D". Additional services, if authorized by you in advance in writing, will be billed at our STANDARD HOURLY RATES FOR ENGINEERS AND TECHNICAL PERSONNEL used on the Project (see Attachment "E").

If you accept the Proposal, please sign where noted below and return a copy to our office to serve as our authorization.

Thank you for considering our firm for this Project.

Energetically yours,



ALAN PENN
PRINCIPAL

Approved by: _____ Date: _____



375 Columbia Memorial Pkwy
 Kemah, TX 77565
 Phone: 281.334.6800
 www.teamrfs.com



New Bleacher Proposal

To:		Date of Quote:	11/5/2025
Project Name:	Smith Middle School Bleachers	Addenda Noted:	N/A
Project Address:	4415 Concord Rd., Beaumont, TX 77703	Building Code:	IBC 2021
Contact Name:		Quoted By:	Tim Mockapetris
Contact Phone:		RFS Sales Rep:	Peyton Hardman
Contact Email:		Co-Op:	
Product:	Telescopic Bleachers		

Proposal Amount: \$148,860.00

Delivered and installed (no tax)

Proposal is valid for 30 days and is priced for shipment through 8/2026

Add 2% per quarter for shipment after this date.

Proposal Adds/Deducts:

Description of Bleachers

Manufacturer:	Hussey	Model:	Maxam 26	Row Spacing:	26"
Row Rise:	11 5/8"	Seat Quantity:	802	Operation:	208V 3 Phase
End Rails	Self Storing	End Panels:	None	Aisles:	Foot Level
Type:	Wall Attached	Deck Finish:	Clear	Seat Material:	10" Plastic
Color:	TBD	Seat Numbers:	None	Row Letters:	None

Description: Bank A - Not to exceed 99' 6" (including end rails), 7 rows, 4 sections, 3 aisles, 4 ADA spaces.
 Bank B - Not to exceed 99' 6" (including end rails), 7 rows, 4 sections, 3 aisles, 5 ADA spaces.

Accessories: Intermediate aisle steps, hinged front aisle steps, auto rotating aisle rails, pendant controlled.

Notes: Proposal includes demo and disposal of existing bleachers.

Exclusions: Electrical power source, junction box, disconnect, or connection to power source
 Costs associated with storage of seating and additional trip charges beyond installation date provided by contractor. Dumpsters for packaging materials.

TERMS: TBD.

All orders paid with a credit card will be assessed a 3% convenience fee at the time of invoicing (Mastercard/Visa only). All accounts with a balance after 30 days from invoice will be assessed 1.5% interest every 30 days. Material pricing is subject to manufacturer increases & or material storage fees after 30 days from original proposal. Taxes will be added at the time of invoicing if tax exempt form is not received. Field Measurements: Required and completed by RFS prior to fabrication to be noted on RFS provided project-specific submittal drawings. Product locations and quantities are solely based on this proposal and provided drawings from RFS. Seat count is an estimate only and subject to change based on actual project conditions.

Add 2.5% P & P Bond, if required

Send all contracts to: nick@teamrfs.com and thomas@teamrfs.com



Quote

10/27/2025

2510 I-10
Beaumont, TX 77703

Ph: (409) 769-1199
Fax: (409) 769-6800

To:
BEAUMONT ISD
Charlotte O'Pry
3395 HARRISON AVE.
BEAUMONT, TX 77706-
(409)617-5065
(409)617-5065 (Contact)
Project Code: 15463

Project:
Beaumont ISD - West Brook HS Powersoak Sink

From:
Kommercial Kitchens
Jay Odom
2510 IH 10
Beaumont, TX 77703
409-769-1199
(409)769-1199 (Contact)

COD Accounts Only: Special order items will require a 50% down-payment for single piece equipment orders, and a 30% down-payment for multiple piece orders.

****Region 5 Southeast Texas Purchasing Coop# #20250706 Pricing****

**** PRICING INCLUDES SHIPPING CHARGES FOR AN ORDER OF THE ITEMS AND QUANTITIES LISTED ****

Item	Qty	Description	Sell	Sell Total
OPTION OF 17'-0" POWERSOAK SINK IN PREP AREA				
PREP	1 ea	SINK Power Soak POWER SOAK SINK WITH SCRAP SINK/DISPOSER UNIT O.D. 204" RIGHT TO LEFT X 34" FRONT TO BACK AS FOLLOWS: 1" END SPLASH 70" SOILED DRAINBOARD 18" DISPOSER CONE (BY OTHERS) 60" WASH TANK X 21" DEEP (WITH SHEET PAN RACKS) 24" RINSE SINK X 14" 24" SANITIZE SINK X 14" 24" CLEAN DRAINBOARD 1" END SPLASH	\$35,905.00	\$35,905.00
1 ea		Kommercial Kitchens DEMO Disconnect and remove existing 3-compartment sink. Relocate to BISD Central Warehouse or discard of.	\$1,380.00	\$1,380.00
1 ea		Kommercial Kitchens ELECTRICAL Supply new circuits from electrical panel located by kitchen entryway to the new PowerSoak sink motor and Salvajor disposer. Includes new breakers in panel and disconnect switch at each piece of equipment.	\$10,925.00	\$10,925.00
1 ea		Kommercial Kitchens INS-3COMP INSTALLATION OF 3-COMPARTMENT SINK	\$2,100.00	\$2,100.00
1 ea		Salvajor 200-CA-18-WSP Water Saving Package with Operator Sensor, Disposer, 18" cone assembly, 2 Hp motor, start/stop push button, drain/flush/time delay, automatic reversing & water saving with safety line disconnect ARSS-LD control, includes fixed nozzle, chrome plated vacuum breaker, solenoid valve, scrap ring & flow control, 6-1/2" Inlet diameter, heat treated aluminum alloy housing, UL, CE	\$4,880.00	\$4,880.00
1 ea		Salvajor 208v/60/3-ph, 6.6 amps		
1 ea		Kommercial Kitchens INS-DISP-E INSTALLATION OF DISPOSER, ELECTRIC	\$1,800.00	\$1,800.00
			ITEM TOTAL:	\$56,990.00
			Subtotal	\$56,990.00
			Total	\$56,990.00

Prices Good Until: 12/31/2025

Beaumont ISD - West Brook HS Powersoak Sink Quote

By signing below customer agrees to all items as quoted above. This includes all utilities and sizes of equipment. Kommercial Kitchens will not be responsible for incorrect utilities, sizing issues, code violations, or operational flow. Customer is to initial each page, sign, and date at the bottom of the page to process order. Customer must also sign any related shop drawings. If customer is unable for any reason to accept delivery of the equipment after being notified by Kommercial Kitchens that the equipment is ready to be delivered, then customer agrees to pay Kommercial Kitchens such reasonable storage, transportation, handling and related fees and expenses, in addition to the Project Grand total, for Kommercial Kitchens to hold the equipment for customer until customer is ready to take delivery.

TACLA00110307E(HVAC) & 43685 (Electrical)

Regulated by the Texas Department of Licensing and Regulation, P.O. Box 12157, Austin, TX 78711, 1-800-803-9202, 512-463-6599, www.tdlr.texas.gov

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$56,990.00



QUOTE ANALYSIS FORM

Form version 7.2023

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- 3) Selection/Award must be based on "best value" for the use of District funds **TEC 44.031**

Quote Analysis Summary			
Please provide a short summary below for each quotation obtained and include why it was selected or denied.			
Vendor Name:	Kommercial Kitchens	Quote Total:	\$56,990.00
Summary:	Detailed quote of the product and installation		
Vendor Name:	Warren Equipment	Quote Total:	\$49,655.00
Summary:	The quote is not comparable to other vendor quote.		
Vendor Name:	Ace Mart	Quote Total:	\$0.00
Summary:	Vendor did not follow up with a quote.		

Funding /Account #: 240.35.6639.00.833.99.000

Vendor Selected: Kommercial Kitchens

Selection Justification: This vendor's quote offers the best value, as it includes detailed product information along with removal and haul-off of the existing equipment.

Name of Department/Campus Administrator: Mary Ellen Vivrett

Signature: *Mary Ellen Vivrett*

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.



Quote

09/25/2025

2510 IH10
Beaumont, TX 77703

Ph: (409) 769-1199
Fax: (409) 769-6800

To:
BEAUMONT ISD
Charlotte O'Pry
3395 HARRISON AVE.
BEAUMONT, TX 77706-
(409)617-5065
(409)617-5065 (Contact)
Project Code: 15463

Project:
Beaumont ISD - Vincent MS Powersoak Sink

From:
Kommercial Kitchens
Jay Odom
2510 IH 10
Beaumont, TX 77703
409-769-1199
(409)769-1199 (Contact)

COD Accounts Only: Special order items will require a 50% down-payment for single piece equipment orders, and a 30% down-payment for multiple piece orders.

****Region 5 Southeast Texas Purchasing Coop# #20250706 Pricing****

**** PRICING INCLUDES SHIPPING CHARGES FOR AN ORDER OF THE ITEMS AND QUANTITIES LISTED ****

Item	Qty	Description	Sell	Sell Total
1	1 ea	SINK Power Soak POWER SOAK SINK WITH SCRAP SINK/DISPOSER UNIT O.D. 204" RIGHT TO LEFT X 34" FRONT TO BACK AS FOLLOWS: 1" END SPLASH 70" SOILED DRAINBOARD 18" DISPOSER CONE (BY OTHERS) 60" WASH TANK X 21" DEEP (WITH SHEET PAN RACKS) 24" RINSE SINK X 14" 24" SANITIZE SINK X 14" 24" CLEAN DRAINBOARD 1" END SPLASH	\$35,905.00	\$35,905.00
	1 ea	Kommerical Kitchens DEMO Disconnect and remove existing 3-compartment sink and scrap sink table. Relocate to BISD Central Warehouse or discard of.	\$1,380.00	\$1,380.00
	1 ea	Kommerical Kitchens ELECTRICAL Supply new circuits from electrical panel located by walk-in to the new PowerSoak sink motor and Salvajor disposer. Includes new breakers in panel and disconnect switch at each piece of equipment.	\$10,925.00	\$10,925.00
	1 ea	Kommerical Kitchens INS-3COMP INSTALLATION OF 3-COMPARTMENT SINK	\$2,100.00	\$2,100.00
		ITEM TOTAL:		\$50,310.00
2	1 ea	DISPOSER Salvajor Model No. 200-CA-18-WSP Water Saving Package with Operator Sensor, Disposer, 18" cone assembly, 2 Hp motor, start/stop push button, drain/flush/time delay, automatic reversing & water saving with safety line disconnect ARSS-LD control, includes fixed nozzle, chrome plated vacuum breaker, solenoid valve, scrap ring & flow control, 6-1/2" inlet diameter, heat treated aluminum alloy housing, UL, CE	\$4,880.00	\$4,880.00
	1 ea	208v/60/3-ph, 6.6 amps		
	1 ea	Kommerical Kitchens INS-DISP-E INSTALLATION OF DISPOSER, ELECTRIC	\$1,800.00	\$1,800.00
		ITEM TOTAL:		\$6,680.00
		Subtotal		\$56,990.00
		Total		\$56,990.00

Prices Good Until: 12/31/2025

By signing below customer agrees to all items as quoted above. This includes all utilities and sizes of equipment. Kommercial Kitchens will not be responsible for

Beaumont ISD - Vincent MS Powersoak Sink Quote

incorrect utilities, sizing issues, code violations, or operational flow. Customer is to initial each page, sign, and date at the bottom of the page to process order. Customer must also sign any related shop drawings. If customer is unable for any reason to accept delivery of the equipment after being notified by Kommercial Kitchens that the equipment is ready to be delivered, then customer agrees to pay Kommercial Kitchens such reasonable storage, transportation, handling and related fees and expenses, in addition to the Project Grand total, for Kommercial Kitchens to hold the equipment for customer until customer is ready to take delivery.

TACLA00110307E(HVAC) & 43685 (Electrical)

Regulated by the Texas Department of Licensing and Regulation, P.O. Box 12157, Austin, TX 78711, 1-800-803-9202, 512-463-6599, www.tdlr.texas.gov

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$56,990.00



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- 3) Selection/Award must be based on "best value" for the use of District funds **TEC 44.031**

Quote Analysis Summary			
Please provide a short summary below for each quotation obtained and include why it was selected or denied.			
Vendor Name:	Kommercial Kitchens	Quote Total:	\$56,990.00
Summary:	Detailed quote of the product and installation		
Vendor Name:	Warren Equipment	Quote Total:	\$52,920.00
Summary:	The quote is not comparable to other vendor quote and does not include disposer.		
Vendor Name:	Ace Mart	Quote Total:	\$33,512.19
Summary:	The quote is not comparable - electrical, removal, installation and site delivery accommodations are not quoted.		

Funding /Account #: 240.35.6639.00.833.99.000

Vendor Selected: Kommercial Kitchens

Selection Justification: This vendor's quote offers the best value, as it includes detailed product information along with removal, haul-off of the existing equipment and on site delivery accomendations..

Name of Department/Campus Administrator: Mary Ellen Vivrett

Signature: *Mary Ellen Vivrett*

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.



every child
is capable of
greatness

Great Minds Quote

Date October 28, 2025
 Expiration Date November 28, 2025
 Prepared By Jada Singleton
 Email jada.singleton@greatminds.org

Quote Number 00474861
 Contact Name Jenny Angelo
 Phone (409)617-5008
 Email jangelo@bmtisd.com

Bill to Name Jenny Angelo
 Bill To 3395 Harrison Avenue
 Beaumont, TX 77706

Ship to Name Jenny Angelo
 Ship To 4315 Concord Road
 Beaumont, TX 77703

End User Beaumont Independent School District

Make Payment to:
 Great Minds PBC Tax ID: 84-3785772
Mail payment to:
 Great Minds PBC
 P.O. Box 200283
 Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: <https://digitalsupport.greatminds.org/s/ach-instructions>

Coaching - Services	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Bluebonnet Learning (GM) K-5 Math- On Site Coaching Services - Full Day	GM-03939	1.00	\$3,900.00	61.54%	\$1,500.00
Bluebonnet Learning (GM) K-5 Math- On Site Coaching Services - Full Day	GM-03939	94.00	\$3,900.00	0.00%	\$366,600.00

PD - Services	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Bluebonnet Learning (GM) K-5 Math- On-Site PD Support Services - Full Day	GM-03935	1.00	\$3,900.00	0.00%	\$3,900.00

Services	\$374,400.00
Solution Subtotal	\$374,400.00
Discount	(\$2,400.00)
Shipping and Handling	\$0.00
*Pre-Tax Solution Total	\$372,000.00
Estimated Sales Tax	\$0.00
Estimated S&H Tax	\$0.00
Total Solution:	\$372,000.00

This Quote is governed by the Terms and Conditions at <https://greatminds.org/customer-quote-terms> which are hereby incorporated by reference as if fully set forth herein.

**The estimated tax amounts provided in this quote are based on the state and local tax rates applicable at the time of quotation. These rates are subject to change by relevant tax authorities. The final tax amount on the invoice will reflect the applicable rates at the time of invoicing. If Customer is tax-exempt, valid exemption documentation must be provided prior to invoicing in order for the exemption to be applied.*



Beaumont Independent School District - 24X36 Iv.3 Shields

Beaumont Independent School District

Eric Payne

epayne@bmtisd.com

+14092398303

Reference: 20251015-132711280

Quote created: October 15, 2025

Quote expires: January 13, 2026

Quote created by: Brody Divine

LE and Govt. Sales

brody@rtstactical.com

+18176687735

Comments from Brody Divine

*Ambitec Inc. DBA RTS Tactical GSA Contract # 47QSWA22D008L

Free Shipping

Products & Services

Item & Description	Quantity	Unit Price	Total
RTS Tactical Active Shooter SWAT Ballistic Shield 24x36 Iv.3 Rifle Rated	22	\$4,499.99	\$98,999.78
		One-time subtotal	\$98,999.78
		ISD discount	(\$24,199.97)
		Total	\$74,799.81

Purchase terms



QUOTE ANALYSIS FORM

Form version 7.2023

INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be provided by Vendor, in writing, and not expired.
- 2) Vendors must be awarded via District RFP/CSP or Interlocal Agreement (Purchasing co-op) **TEC 44.031**
- 3) Selection/Award must be based on "best value" for the use of District funds **TEC 44.031**

Quote Analysis Summary

Please provide a short summary below for each quotation obtained and include why it was selected or denied.


Vendor Name:	RTS	Quote Total:	\$74,799.81
Summary:	Prices are competitive as well as products and services proven		
Vendor Name:	GT Disributors	Quote Total:	\$98,175.00
Summary:	Quote was more than the compeitors quote		
Vendor Name:	Grainger	Quote Total:	\$121,176.60
Summary:	Quote was more that the competitors quote		

Funding /Account #: 429.52.6395.00.999.99.SS2

Vendor Selected: RTS Tactical

Selection Justification: RTS Tactical has the lowest quote and the best reputation with police departments

Name of Department/Campus Administrator: Joseph Malbrough

Signature: 

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.

II.F.4. Approve District Improvement
Plans



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.F.4.**

Agenda Item Title: Approve District Improvement Plan 2025-2026

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s):

Executive Summary: The purpose of the District Improvement Plan is to guide district and campus staff in the improvement of student performance for all student groups. The board shall ensure that a district improvement plan is developed, reviewed, and revised annually for improving the performance of all students. The board shall annually approve district goals and performance objectives.

Recommendation: The Board approve the 2025-2026 District Improvement Plan.

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): N/A

Legal Review (if necessary, list attorney and firm): N/A

Anita Frank

Cabinet Level Presenter's Signature

11/12/25
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

Beaumont Independent School District 2025–2026 District Improvement Plan

GOAL 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** Throughout the 2025–2026 school year, BISD will increase the effectiveness of tier one instruction during the reading instructional block in 100% of classrooms.
- **Performance Objective 2:** By June 2026, all K – 5 teachers will utilize district resources to deliver tiered instruction in RLA with fidelity.
- **Performance Objective 3:** Throughout the 2025–2026 school year, BISD will strengthen efficacy and capacity in RLA content and pedagogy for all K-5 RLA teachers.

GOAL 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** Throughout the 2025–2026 school year, BISD will increase the effectiveness of tier one instruction during the math instructional block in 100% of classrooms.
- **Performance Objective 2:** By June 2026, all K-5 teachers will utilize district resources to deliver tiered instruction in Math.
- **Performance Objective 3:** Throughout the 2025–2026 school year, BISD will strengthen efficacy and capacity in mathematical content and pedagogy for all K-5 math teachers.

Goal 3: The percent of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** The percentage of CCMR students who meet TSI criteria for Math and ELAR on SAT, ACT, or TSIA2 will increase from 20% to 25% by August 2026.
- **Performance Objective 2:** The percentage of students who earn college hours through dual credit will increase from 11% to 14% by August 2026.
- **Performance Objective 3:** The percentage of students who earn an industry-based certification will increase from 23% to 28% by August 2026.
- **Performance Objective 4:** The percentage of annual graduates who earn a 3 or better on any AP exam will increase from 7% to 9% by August 2026.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By June 2026, 81% of community members and parents will recommend BISD to a family member or friend.
- **Performance Objective 2:** The number of students who feel safe in school will increase from 74% to 77% by June 2026.
- **Performance Objective 3:** The number of students who report being supported by a trusted adult at school will increase from 83% to 86% by June 2026.
- **Performance Objective 4:** The number of students who report being able to self-regulate will increase from 44% to 50% by June 2026.

Beaumont Independent School District 2025–2026 District Improvement Plan

- **Performance Objective 5:** By June 2026, discipline referrals will decrease by 3%.
- **Performance Objective 6:** By June 2026, 65% of TEA safety mandates will be implemented.

GOAL 5: The district will increase the percentage of students in A or B-rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** BISD will increase the efficacy of Tier I instruction in all classrooms during the 2025–2026 school year.
- **Performance Objective 2:** By June 2026, BISD will decrease the number of students who do not meet standard on STAAR assessments by 10%.
- **Performance Objective 3:** By June 2026, BISD will increase the number of students who meet or master the standard on STAAR assessments by 10%.
- **Performance Objective 4:** By June 2026, Initiatives will be implemented on 100% of campuses to support a culture and climate aligning with BISD’s core beliefs.
- **Performance Objective 5:** Throughout the 2025–2026 school year, 100% of campuses will implement systems that address the needs of the whole child to enable students to learn, develop, and reach their potential.
- **Performance Objective 6:** By June 2026, BISD will continue and expand the implementation of strategies on all campuses that enable special populations to meet or exceed state targets.

II.F.5. Approve Campus Improvement
Plans



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.F.5.**

Agenda Item Title: Approve Campus Improvement Plans 2025-2026

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): Anetra Cheatham and Campus Principals

Executive Summary: Each school year, the principal at each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the Campus Improvement Plan. The campus-level plan aims to improve student performance for all student populations, including students in special programs. The board shall ensure that campus improvement plans are developed, reviewed, and revised annually to improve all students' performance.

Recommendation: The Board approves the 2025-2026 Campus Improvement Plans.

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): N/A

Legal Review (if necessary, list attorney and firm): N/A

Anita Frank

Cabinet Level Presenter's Signature

11/12/25

Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

**Beaumont Independent School District
Amelia Elementary
2025–2026 Campus Improvement Plan**

Goal 1: The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By June 2026, the percentage of 3rd-grade students achieving the Meets Grade Level standard on the STAAR Reading assessment will increase from 38% to 55%.
- **Performance Objective 2:** Pre-K students meeting grade-level criteria on the CLI Engage assessment in Reading will increase from 55% to 80% by June 2026.
- **Performance Objective 3:** The percentage of Kindergarten students meeting grade-level criteria on the mCLASS assessment in Reading will increase from 18% to 55% by June 2026.
- **Performance Objective 4:** The percentage of first-grade students meeting grade-level criteria on the mCLASS assessment will increase from 34% to 55% by June 2026.
- **Performance Objective 5:** The percentage of second-grade students meeting grade-level criteria on the mCLASS assessment will increase from 28% to 55% by June 2026.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** By June 2026, the percentage of 3rd-grade students achieving the Meets Grade Level standard on the STAAR Math assessment will increase from 26% to 52%.
- **Performance Objective 2:** The percentage of Pre-K students meeting grade-level criteria on the CLE Engage assessment in math will increase from 81% to 85% by June 2026.
- **Performance Objective 3:** The percentage of Kindergarten students meeting grade-level criteria on the NWEA assessment will increase from 25% to 52% by June 2026.
- **Performance Objective 4:** The percentage of 1st-grade students meeting grade-level criteria on the NWEA assessment will increase from 34% to 52% by June 2026.
- **Performance Objective 5:** The percentage of 2nd-grade students meeting grade-level criteria on the NWEA assessment will increase from 20% to 52% by June 2026.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** The CCMR department will provide the campus with at least one CCMR 'roadshow' for the 2025 - 2026 school year.

Beaumont Independent School District
Amelia Elementary
2025–2026 Campus Improvement Plan

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** Amelia will increase the number of parent educational activities from 1 to 2 per semester by June 2026.
- **Performance Objective 2:** By June 2026, Amelia will increase student attendance from 93% to 95%.
- **Performance Objective 3:** By June 2026, Amelia will experience a 10% decrease in level 3 offense referrals (fighting, profanity, etc.).

GOAL 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** By June 2026, the percentage of students in grades 3–5 achieving the Meets Grade Level standard on the STAAR Reading assessment will increase from 30% to 55%.
- **Performance Objective 2:** By June 2026, the percentage of students in grades 3–5 achieving the Meets Grade Level standard on the STAAR Math assessment will increase from 26% to 52%.
- **Performance Objective 3:** By June 2026, the percentage of 5th-grade students achieving the Meets Grade Level standard on the STAAR Science assessment will increase from 6% to 30%.



**Beaumont Independent School District
Bingman Head Start
2025–2026 Campus Improvement Plan**

Goal 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** Bingman’s literacy and language skills will increase from 69% on the 2025 CLI EOY Assessment to 79% on 2026 CLI EOY Assessment.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** Bingman’s Math and Science skills will increase from 82% on the 2025 CLI EOY Assessment to 85% on the 2026 CLI EOY Assessment.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 62% to 79% by August 2030.

- **Performance Objective 1:** By May 2026, Bingman will increase students’ Social and Emotional skill proficiency from 83% to 90% on the CLI Assessment by implementing targeted SEL activities and fostering a classroom culture that empowers students to believe they can be anything they want to be.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By May 2026, Bingman will increase the number of parents participating in training and meeting offerings from 50 parents in 2025 to 65 parents in 2026.
- **Performance Objective 2:** By May 2026, Bingman will the number of community partners from 8 active partners to 20 active partners
- **Performance Objective 3:** By May 2026, Bingman will Increase overall school climate and positive student behaviors for Social and Emotional Development on the CLI Assessment from 85% to 95%.

Goal 5: The district will increase the number of A- or B-rated schools by 15% to 50% by August 2030.

- **Performance Objective 1:** By May 2026, Bingman will increase the proficiency level of its teaching staff in using their Head Start CLASS Observational Evaluations by 10%.
- **Performance Objective 2:** Bingman’s student attendance will increase from 89% to 92% by May 2026

**Beaumont Independent School District
Blanchette Elementary
2025 – 2026 Campus Improvement Plan**

Goal 1: The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By June 2026, the percentage of pre-kindergarten students achieving a composite score of at/above benchmark on the CLI Engage assessment will increase from 62% to 85%.
- **Performance Objective 2:** By June 2026, the percentage of kindergarten students achieving a composite score of at/above benchmark on the mClass assessment will increase from 54% to 68%.
- **Performance Objective 3:** By June 2026, the percent of first-grade students achieving a composite score of at/above benchmark on the mClass assessment will increase from 31% to 55%.
- **Performance Objective 4:** By June 2026, the percent of second-grade students achieving a composite score of at/above benchmark on the mClass assessment will increase from 29% to 55%.

Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By June 2026, the percent of pre-kindergarten students achieving a composite score of at/above benchmark on the CLI Engage assessment will increase from 93% to 100%.
- **Performance Objective 2:** By June 2026, the percent of kindergarten students achieving a composite score of a/above benchmark on the NWEA Map assessment will increase from 31% to 45%.
- **Performance Objective 3:** By June 2026, the percent of first-grade students achieving a composite score of at/above benchmark on the NWEA Map assessment will increase from 23% to 40%.
- **Performance Objective 4:** By June 2026, the percent of second-grade students achieving a composite score of at/above benchmark on the NWEA Map assessment will increase from 17% to 40%.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By June 2026, all Kindergarten – fifth-grade students will explore career pathways.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By June 2026, Blanchette Elementary will strengthen school, family, and community partnerships by hosting monthly family engagement activities and maintaining an active network of at least seven community resources and partnerships to support student success.
- **Performance Objective 2:** By June 2026, Blanchette Elementary will increase student attendance from 92% to 95%.

**Beaumont Independent School District
Blanchette Elementary
2025 – 2026 Campus Improvement Plan**

- **Performance Objective 3:** By June 2026, teachers will implement consistent classroom management strategies that promote positive learning environments, resulting in a 20% decrease in student office referrals.

GOAL 5: The district will increase the percentage of students in A or B-rated schools from 34% to 50% by August 2025.

- **Performance Objective 1:** By June 2026, the percentage of 3rd – 5th grade students that score meets grade level or above on STAAR Math will increase from 14% to 29%.
- **Performance Objective 2:** By June 2026, 3rd – 5th grade students will increase STAAR Domain 3 closing the gap performance across all student groups by 1 point in both math and reading.

**Beaumont Independent School District
Caldwood Elementary
2025–2026 Campus Improvement Plan**

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By June 2026, the percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 25% to 35%.
- **Performance Objective 2:** By June of 2026, 100% of students in grades K-2 will make adequate growth by demonstrating a 40 point difference from the BOY to the EOY on mClass.
- **Performance Objective 3:** By June 2026, Pre-K students in Tier 1 will increase from BOY 42% to 52% (English)/19% to 29% (Spanish) as measured by the CLI Engage End-of-Year Reading Assessment.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** By June 2026, the percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 27% to 37%.
- **Performance Objective 2:** By June of 2026, 100% of students in grades K-2 will make adequate growth by demonstrating individualized suggested RIT point increase from the BOY to the EOY on MAP.
- **Performance Objective 3:** By June 2026, Pre-K students in Tier 1 will increase from BOY 55% to 65% (English)/43% to 53% (Spanish) as measured by the CLI Engage End-of-Year Math Assessment.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By June of 2026, 100% of our Kindergarten – 5th grade students will be provided the opportunity to explore career pathways through the online Xello program and campus career fair.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By June of 2026, Caldwood Elementary will provide a minimum of ten family engagement activities to help bridge the gap between home and school.
- **Performance Objective 2:** By June of 2026, Caldwood Elementary will maintain an ongoing relationship with a minimum of 10 local businesses to help bridge the gap between school and the community.
- **Performance Objective 3:** By June 2026, Caldwood Elementary will improve students' social and emotional well-being by reinforcing self-regulation skills to reduce behavior-related office referrals by 10%, as measured by MTSS team behavior data, through consistent identification, support, and progress monitoring of at-risk students using Tier 1 and Tier 2 interventions, with a focus on implementing CHAMPS, Safe and Civil Schools strategies, and the BISD's Comprehensive Classroom Discipline Plan.

**Beaumont Independent School District
Caldwood Elementary
2025–2026 Campus Improvement Plan**

- **Performance Objective 4:** By June 2026, Caldwood Elementary will increase overall student attendance from 94% to 96% by implementing a campus attendance plan that includes contacting parents after 2–3 consecutive absences, recognizing and rewarding perfect attendance each grading period, engaging families and staff to reinforce the importance of daily attendance, and monitoring attendance data weekly to provide targeted support to students with chronic absences.

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** By June of 2026, the percent of all 3rd–5th grade students that score meets grade level or above on STAAR Reading will increase from 23% to 33%.
- **Performance Objective 2:** By June of 2026, the percent of all 3rd–5th grade students that score meets grade level or above on STAAR Math will increase from 19% to 29%.
- **Performance Objective 3:** By June of 2026, the percent of 5th Grade students that score meets grade level or above on STAAR Science will increase from 5% to 15%.
- **Performance Objective 4:** By June of 2026, all Emergent Bilingual students in grades Kindergarten through 5th will show growth by at least one language proficiency level in one or more language domains.

**Beaumont Independent School District
Charlton-Pollard Elementary School
2025-2026 Campus Improvement Plan**

Goal 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By June 2026, we will increase the percentage of Tier 1 third-grade students on mClass from 44% to 59%.
- **Performance Objective 2:** By June 2026, we will increase the percentage of Tier 1 second-grade students on mClass from 32% to 47%.
- **Performance Objective 3:** By June 2026, we will increase the percentage of Tier 1 first-grade students on mClass from 37% to 52%.
- **Performance Objective 4:** By June 2026, we will increase the percentage of Tier 1 Kindergarten students on mClass from 38% to 43%.

Goal 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** By June 2026, we will increase the percentage of Tier 1 third-grade students on NWEA Map from 59% to 63%.
- **Performance Objective 2:** By June 2026, we will increase the percentage of Tier 1 second-grade students on NWEA Map from 44% to 48%.
- **Performance Objective 3:** By June 2026, we will increase the percentage of Tier 1 first-grade students on NWEA Map from 51% to 55%.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By June 2026, all students in PreKindergarten through 5th grade will participate in at least one unique College, Career, and Military Readiness (CCMR) activity designed to build awareness of postsecondary pathways.
- **Performance Objective 2:** By June 2026, grades PreKindergarten to fifth grade will be given the opportunity to explore future career opportunities by participating in the Career Fair.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

**Beaumont Independent School District
Charlton-Pollard Elementary School
2025-2026 Campus Improvement Plan**

- **Performance Objective 1:** By June 2026, we will strengthen school, family, and community partnerships by hosting one monthly family engagement event and increasing collaboration with business partnerships from four to six events.
- **Performance Objective 2:** By June 2026, teachers and staff members will implement CHAMPs with fidelity that promote a positive learning and campus environment, which will reduce discipline referrals by 15%.

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** By June 2026, student attendance will increase from 93% to 95%.
- **Performance Objective 2:** By June 2026, 3rd-5th grade students will increase their meets and masters in Academic Achievement from 24% to 34%.
- **Performance Objective 3:** By June 2026, the percentage of 4th-5th grade students will increase in the Academic Growth scale score from 51% to 70%.
- **Performance Objective 4:** By June 2026, the percentage of EL progress on TELPAS will increase from 52% to 55%.

**Beaumont Independent School District
Curtis Elementary
2025–2026 Campus Improvement Plan**

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** The percent of Kindergarten students meeting grade level criterion on the mClass assessment in Reading will increase from 53% in May 2025 to 57% by May 2026.
- **Performance Objective 2:** The percent of 1st-grade students meeting grade level criterion on the mClass assessment in Reading will increase from 47% in May 2025 to 51% by May 2026.
- **Performance Objective 3:** The percent of 2nd-grade students meeting grade level criterion on the mClass assessment in Reading will increase from 57% in May 2025 to 61% by May 2026.
- **Performance Objective 4:** The percent of 3rd-grade students who score Meets grade level or above on STAAR Reading will increase from 55% in May 2025 to 64% in May 2026.

Goal 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** The percent of Kindergarten students meeting grade level criterion on the NWEA Map Math Assessment will increase from 63% in May 2025 to 67% by May 2026.
- **Performance Objective 2:** The percent of 1st Grade students meeting grade level criterion on the NWEA Map Math Assessment will increase from 79% in May 2025 to 83% by May 2026.
- **Performance Objective 3:** The percent of 2nd Grade students meeting grade level criterion on the NWEA Map Math Assessment will increase from 58% in May 2025 to 62% by May 2026.
- **Performance Objective 4:** The percent of 3rd Grade students who score Meets grade level or above on STAAR Math will increase from 40% in May 2025 to 48% in May 2026.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** 80% of gifted and talented students who complete the Texas Performance Standards Project will meet or exceed the proficient score on the project rubric's Research, Critical Thinking, and Communication domains.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** At least 85% of teachers will post at least one class update (photos, events, announcements) per week on ClassDojo.
- **Performance Objective 2:** The number of students who report being able to self-regulate will increase by 5% points from baseline data to EOY data from the SECA survey by the end of the 25–26 school year.

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** The percent of 4th Grade students who score Meets grade level or above on STAAR Math will increase from 35% in May 2025 to 48% in May 2026.

**Beaumont Independent School District
Curtis Elementary
2025–2026 Campus Improvement Plan**

- **Performance Objective 2:** The percent of 5th Grade students who score Meets grade level or above on STAAR Math will increase from 42% in May 2025 to 44% in May 2026.
- **Performance Objective 3:** The percent of 4th Grade students who score Meets grade level or above on STAAR Reading will increase from 48% in May 2025 to 59% in May 2026.
- **Performance Objective 4:** The percent of 5th Grade students who score Meets grade level or above on STAAR Reading will increase from 61% in May 2025 to 63% in May 2026.
- **Performance Objective 5:** Student attendance will increase from 93.3% in the 2024–2025 school year to 95% in the 2025–2026 school year.

**Beaumont Independent School District
Dishman Elementary
2025–2026 Campus Improvement Plan**

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By May 2026, the percentage of Pre-K students needing phonological awareness support will decrease from 44% to 34%.
- **Performance Objective 2:** By May 2026, the percentage of kindergarten students performing at Tier 1 on the mCLASS assessment will increase from 42% at the beginning of the year (BOY) to 52% at the end of the year (EOY).
- **Performance Objective 3:** By May 2026, the percentage of 1st-grade students performing at Tier 1 on Mclass will increase from 49% to 60% by the end of the year.
- **Performance Objective 4:** By May 2026, the percentage of 2nd-grade students performing at Tier 1 will increase from 43% at the beginning of the year (BOY) to 53% at the end of the year (EOY).

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** By May 2026, the percentage of Pre-K students needing support in numerical operations will decrease from 77% to 40% by the end of the year.
- **Performance Objective 2:** By May 2026, the number of Kindergarten grade students working at TIER 1 based on MAP data will increase from 50% to 60% from BOY to EOY.
- **Performance Objective 3:** By May 2026, the number of 1st graders performing average or above on numerical representations and relationships will increase from 58% to 70% by the end of the year.
- **Performance Objective 4:** By May 2026, the number of second-grade students working at grade level based on MAP data will increase from 49% to 59% from BOY to EOY.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By May 2026, Dishman Elementary will increase the number of CCMR awareness events from one event to three events.
- **Performance Objective 2:** During the 2025–2026 school year, Dishman Elementary will promote college and career readiness by implementing a weekly College Spirit Day and hosting an annual Career Day to provide students with opportunities to identify and explore a variety of colleges and career paths.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By May 2026, Dishman Elementary will increase its parent engagement activities from 13 events to 15 events.

**Beaumont Independent School District
Dishman Elementary
2025–2026 Campus Improvement Plan**

- **Performance Objective 2:** By May 2026, Dishman Elementary will increase its educational partner engagement from 1 event to 4 events.
- **Performance Objective 3:** By May 2026, the principal and MTSS Campus coordinator will ensure all teachers are effectively using the MTSS Dashboard, Branching Minds, to track academic and behavioral data.
- **Performance Objective 4:** By May 2026, Dishman Elementary will increase student attendance from 93% to 96% by enhancing student engagement, implementing targeted attendance interventions, strengthening parent communication, and providing incentive programs.
- **Performance Objective 5:** By May 2026, Dishman Elementary will reduce the number of office referrals by 10% compared to the 2024–2025 school year by consistently implementing CHAMPS expectations, restorative practices, MTSS behavior interventions, and wrap-around services.

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** By May 2026, 100% of Dishman teachers will consistently participate in and engage with the weekly collaborative planning model to internalize and annotate lesson plans for reading and math.
- **Performance Objective 2:** For the duration of the 2025–2026 school year, 100% of math teachers will use Bluebonnet Math for Tier 1 instruction and Delta Math for intervention with fidelity.
- **Performance Objective 3:** By May 2026, each campus administrator and 100% of teaching staff will be trained and proficient in the DDI process to effectively analyze individual student data and improve academic outcomes.
- **Performance Objective 4:** By May 2026, Dishman Elementary will increase the percentage of 3rd-grade students performing at the "Meets" level in Domain 1 Academic Achievement for reading from 27% to 37%.
- **Performance Objective 5:** By May 2026, Dishman Elementary will increase the percentage of 4th-grade students performing at the "Meets" level in Domain 1 Academic Achievement for math from 15% to 25%.
- **Performance Objective 6:** By May 2026, Dishman Elementary will increase average daily attendance (ADA) to 96% and reduce discipline referrals resulting in out-of-school suspensions, supporting growth in Domain 2 (School Progress) and Domain 3 (Closing the Gaps).

**Beaumont Independent School District
Fehl-Price Elementary
2025-2026 Campus Improvement Plan**

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** The percentage of pre-k students meeting grade level criterion on the CLI Engage assessment in reading will increase from 63% to 68% by May 2026.
- **Performance Objective 2:** The percentage of kindergarten students meeting grade level criterion on the mClass assessment in reading will increase from 45% to 50% by May 2026.
- **Performance Objective 3:** The percentage of 1st-grade students meeting grade level criterion on the mClass assessment in reading will increase from 40% to 45% by May 2026.
- **Performance Objective 4:** The percentage of 2nd-grade students meeting grade level criterion on the mClass assessment in reading will increase from 38% to 43% by May 2026.
- **Performance Objective 5:** The percentage of 3rd-grade students meeting grade level criterion on the mClass assessment in reading will increase from 53% to 58% by May 2026.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** The percentage of pre-k students meeting grade level criterion on the CLI Engage assessment in math will increase from 88% to 91% by May 2026.
- **Performance Objective 2:** The percentage of kinder students meeting grade level criterion on the NWEA Map assessment in math will increase from 52% to 57% by May 2026.
- **Performance Objective 3:** The percentage of 1st grade students meeting grade level criterion on the NWEA Map assessment in reading will increase from 54% to 59% by May 2026.
- **Performance Objective 4:** The percentage of 2nd grade students meeting grade level criterion on the NWEA Map assessment in reading will increase from 38% to 43% by May 2026.
- **Performance Objective 5:** The percentage of 3rd grade students meeting grade level criterion on the NWEA Map assessment in reading will increase from 49% to 54% by May 2026.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By the end of May 2026, 80% of students will demonstrate increased awareness of college, career, and military options through participation in grade-level activities such as career exploration lessons and participating in military awareness celebrations.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By the end of May 2026, at least 85% of students, parents, and staff will report positive experiences related to safety, support, and school climate, as measured by surveys and feedback forms.
- **Performance Objective 2:** By May 2026, our campus will reduce behavior incidents by 10%, decreasing from 239 incidents in 2024-2025 to no more than 216 incidents, as measured by discipline data reports.

**Beaumont Independent School District
Fehl-Price Elementary
2025-2026 Campus Improvement Plan**

- **Performance Objective 3:** By May 2026, our campus will increase annual attendance rate from 87% for the 2024-2025 school year to 92% for the 2025-2026 school year.

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** By June 2025, the campus will decrease the number of students who do not meet standard on STAAR assessments by 10%, as measured by STAAR performance data.
- **Performance Objective 2:** Improve student academic growth in reading by increasing the percentage of students achieving Approaches Grade Level by 10%, Meets Grade Level by 5%, and Masters Grade Level by 3% by the end of the 2025-2026 school year.
- **Performance Objective 3:** Improve student academic growth in math by increasing the percentage of students achieving Approaches Grade Level by 10%, Meets Grade Level by 5%, and Masters Grade Level by 3% by the end of the 2025-2026 school year.

**Beaumont Independent School District
Fletcher Elementary
2025–2026 Campus Improvement Plan**

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** The percent of PreK students meeting grade level criterion on the CIRCLE assessment in Reading will increase from 45% in English BOY (beginning of the year) data to 70% and 24% Spanish BOY data to 60% by May 2026 in EOY (end of the year) data.
- **Performance Objective 2:** The percent of Kindergarten students meeting grade level criterion on the mCLASS assessment in Reading will increase from 13% in BOY (beginning of the year) data to 50% by May 2026 on EOY (end of the year) data.
- **Performance Objective 3:** The percent of 1st-grade students meeting grade level criterion on the mCLASS assessment will increase from 26% in BOY (beginning of the year) data to 50% by May 2026 on EOY (end of the year) data.
- **Performance Objective 4:** The percent of 2nd-grade students meeting grade level criterion on the mCLASS assessment will increase from 40% in BOY (beginning of the year) data to 60% on EOY (end of the year) data by May 2026.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** The percent of PreK students meeting grade level criterion on the CIRCLE (CLI engage) assessment in math will increase from 40% English BOY (beginning of the year) data to 70% and 53% Spanish BOY data to 75% in EOY (end of the year) data by May 2026.
- **Performance Objective 2:** The percent of K students meeting grade level criterion on the NWEA MAPS assessment will increase from 39% in BOY (beginning of the year) data to 55% on EOY (end of the year) data by May 2026.
- **Performance Objective 3:** The percent of 1st-grade students meeting grade level criterion on the NWEA MAPS assessment will increase from 61% in BOY (beginning of the year) data to 75% on EOY (end of the year) data by May 2026.
- **Performance Objective 4:** The percent of 2nd-grade students meeting grade level criterion on the NWEA MAPS assessment will increase from 47% in BOY (beginning of the year) data to 65% on EOY (end of the year) data by May 2026.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By the end of May 2026, at least 95% of PK–5th grade students will attend a CCMR event to increase awareness of college, career, and military readiness.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By the end of May 2026, we will increase partnerships with community members and business partners from four to six.
- **Performance Objective 2:** By May 2026 we will have increased the number of parents that attend parent engagement activities by 15%.

**Beaumont Independent School District
Fletcher Elementary**

2025–2026 Campus Improvement Plan

- **Performance Objective 3:** By May 2026, the number of behavior corrections will be reduced from an average of 8 per week to an average of 5 per week through the implementation of social emotional learning (SEL) strategies and restorative practices that promote student self-management and positive relationships.

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** By the end of the 2026 school year, the Math STAAR scores meeting standard for 3rd Grade will increase on approaches from 66% to 72%, meets 36% to 50%, and masters 10% to 15%. (not the same cohort)
- **Performance Objective 2:** By the end of the 2026 school year, the Reading STAAR scores meeting standard for 3rd Grade will increase on approaches from 60% to 70%, meets 35% to 50%, and masters 9% to 15%. (not the same cohort)
- **Performance Objective 3:** By the end of the 2026 school year, the overall Science STAAR score for 5th Graders meeting standard will increase in approaches from 66% to 70% , meets 23% to 35%, and masters 6% to 10%.
- **Performance Objective 4:** By the end of the 2026 school year, at least 80% of EB (emergent bilingual) students will grow one full year in their language as evidenced on the TELPAS assessment.
- **Performance Objective 5:** By the end of the 2026 school year, the attendance rate will increase from 94% to 96%.

**Beaumont Independent School District
Guess Elementary
2025–2026 Campus Improvement Plan**

Goal 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** The percent of PreK students that are in TIER 1 on CLI Reading will increase from 51% to 60% by May 2026.
- **Performance Objective 2:** The percent of Kinder students that are in TIER 1 on MClass Reading will increase from 46% to 55% by May 2026.
- **Performance Objective 3:** The percent of 1st-grade students that are in TIER 1 on MClass Reading will increase from 46% to 60% by May 2026.
- **Performance Objective 4:** The percent of 2nd-grade students that are in TIER 1 on MClass Reading will increase from 51% to 61% by May 2026.
- **Performance Objective 5:** The percent of 3rd-grade students that are in TIER 1 on MClass Reading will increase from 43% to 55% by May 2026.

Goal 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** The percent of PreK students that are in TIER 1 on CLI Math will increase from 72% to 80% by May 2026.
- **Performance Objective 2:** The percent of Kinder students that are in TIER 1 on NWEA Math will increase from 33% to 50% by May 2026.
- **Performance Objective 3:** The percent of 1st-grade students that are in TIER 1 on NWEA MAP Math will increase from 33% to 51% by May 2026.
- **Performance Objective 4:** The percent of 2nd-grade students that are in TIER 1 on NWEA MAP Math will increase from 31% to 50% by May 2026.
- **Performance Objective 5:** The percent of 3rd-grade students that are in TIER 1 on NWEA MAP Math will increase from 43% to 55% by May 2026.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By May 2026, one hundred percent of our students, PreK–5, will be provided opportunities to explore career pathways through various platforms and events/ activities.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By May 2026, the percentage of parents participating in at least 50% of our monthly school-related activities will increase from 5% to 10%.
- **Performance Objective 2:** By May 2026, student attendance will increase from 94% to at least 96%.
- **Performance Objective 3:** By May 2026, students will participate in a minimum of six grade-level Student Wellness seminars, led by our Student Wellness Coordinator or Behavior Interventionist, to address regulating emotions as it relates to discipline incidents on campus.

**Beaumont Independent School District
Guess Elementary
2025–2026 Campus Improvement Plan**

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** By May 2026, the percentage of students in the "all students" subgroup, who score meets level or above on STAAR Reading will increase to 50%.
- **Performance Objective 2:** By May 2026, the percentage of students in the "all students" subgroup, that score meets level or above on STAAR Math will increase to 40%.

**Beaumont Independent School District
Homer Drive Elementary
2025–2026 Campus Improvement Plan**

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** The percentage of 3rd grade students performing in Tier 1 on the mClass comprehensive literacy assessment will increase from 49% to 55% by June 2026.
- **Performance Objective 2:** The percentage of 2nd grade students performing in Tier 1 on the mClass comprehensive literacy assessment will increase from 37% to 43% by June 2026.
- **Performance Objective 3:** The percentage of 1st grade students performing in Tier 1 on the mClass comprehensive literacy assessment will increase from 16% to 25% by June 2026.
- **Performance Objective 4:** The percentage of Kindergarten students performing in Tier 1 on the mClass comprehensive literacy assessment will increase from 48% to 53% by June 2026.
- **Performance Objective 5:** The percentage of PreKindergarten students performing in Tier 1 on the CLI Engage comprehensive literacy assessment will increase from 70% to 75% by June 2026.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** The percentage of 3rd grade students performing in Tier 1 on the NWEA MAP (Measures of Academic Progress) assessment will increase from 48% to 54% by June 2026.
- **Performance Objective 2:** The percentage of 2nd grade students performing in Tier 1 on the NWEA MAP (Measures of Academic Progress) assessment will increase from 39% to 45% by June 2026.
- **Performance Objective 3:** The percentage of 1st grade students performing in Tier 1 on the NWEA MAP (Measures of Academic Progress) assessment will increase from 38% to 44% by June 2026.
- **Performance Objective 4:** The percentage of Kindergarten students performing in Tier 1 on the NWEA MAP (Measures of Academic Progress) assessment will increase from 67% to 72% by June 2026.
- **Performance Objective 5:** The percentage of PreKindergarten students performing in Tier 1 on the CLI Engage Math Assessment will increase from 63% to 68% by June 2026.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By May 2026, each grade level will experience at least 1 unique CCMR (College, Career, and Military Readiness) activity.
- **Performance Objective 2:** 100% of students in Grades K-5 will be given the opportunity to explore future career opportunities by May 2026.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By May 2026, student attendance will increase from 89% to 92% through the application of the Homer Drive Attendance Plan which includes weekly attendance meetings, quarterly recognitions for staff and students with exemplary attendance, and written parent notifications, home visits, and supports for students needing improvement.

**Beaumont Independent School District
Homer Drive Elementary
2025–2026 Campus Improvement Plan**

- **Performance Objective 2:** By May 2026, there will be a 25% decrease in discipline infractions through the use of positive initiatives including, but not limited to, Bobcat Boosters, Bobcat Mobile Incentive Cart, quarterly parent involvement events, and partnerships with community organizations such as Revisioning.
- **Performance Objective 3:** By May 2026, 80% of students will participate in at least three Houses of Homer (UMOJA- House of Unity; Nia- House of Purpose; Kulike- House of Integrity; Bravura- House of Valor) events to build a strong school community.

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** The percentage of 4th grade students that score meets grade level or above on STAAR Reading will increase from 19% to 25% by June 2026.
- **Performance Objective 2:** The percentage of 5th grade students that score meets grade level or above on STAAR Reading will increase from 29% to 35% by June 2026.
- **Performance Objective 3:** The percentage of 4th grade students that score meets grade level or above on STAAR Math will increase from 10% to 20% by June 2026.
- **Performance Objective 4:** The percent of 5th grade students that score meets grade level or above on STAAR Math will increase from 12% to 24% by June 2026.

**Beaumont Independent School District
Jones-Clark Elementary
2025-2026 Campus Improvement Plan**

Goal 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** Improve student achievement in reading by increasing the percentage of students achieving Approaches Grade Level by 10% (72%), Meets Grade Level by 5% (35%), and Masters Grade Level by 3% (11%) by the end of the 2025-2026 school year.
- **Performance Objective 2:** Decrease "RED"- Tier 3 students in grades K-5 by 15% and increase "Blue/Green" Tier 1 students by 15% from BOY to EOY according to the mClass screening assessments.
- **Performance Objective 3:** Increase Tier 1 students' Rapid Letter Naming by 15% in Prekindergarten from BOY to EOY according to the CLI Engage assessment.

Goal 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** Improve student achievement in math by increasing the percentage of students achieving Approaches Grade Level by 10% (60%), Meets Grade Level by 5% (28%), and Masters Grade Level by 3% by the end of the 2025-2026 school year.
- **Performance Objective 2:** Decrease "RED"- Tier 3 students in grades K-5 by 15% and increase "Blue/Green" Tier 1 students by 15% from BOY to EOY according to the NWEA screening assessments.
- **Performance Objective 3:** Increase Tier 1 students' Number Identification by 15% in Prekindergarten from BOY to EOY according to the CLI Engage assessment.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** Establish a strong foundation for future CCMR success by ensuring that 100% of students engage in goal-setting, digital literacy, and career awareness activities by the end of each school year.
- **Performance Objective 2:** Increase student preparedness for postsecondary success by ensuring that 100% of 5th-grade students complete at least one personalized college, career, or military readiness (CCMR) project, including identifying potential college/career pathways by the end of each academic year.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By May 2026, at least 90% of 3rd-5th-grade students will report feeling safe and supported at school, and at least 75% will demonstrate growth in self-management skills, as measured by school climate surveys and behavior intervention data.
- **Performance Objective 2:** By May 2026, the principal will host monthly meetings with parents and business partners to discuss campus improvement initiatives, gather feedback, and identify strategies to support student attendance, academic achievement, and character development.
- **Performance Objective 3:** By May 2026, Jones-Clark Elementary will improve student attendance by increasing the overall attendance rate by 2% from the previous school year by implementing a campus attendance plan, which includes contacting parents or guardians when a student has 2-3

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Jones-Clark Elementary
2025–2026 Campus Improvement Plan**

consecutive absences to identify barriers and provide support, recognizing and rewarding perfect attendance every grading period, and partnering with families and staff to reinforce the importance of daily attendance and its connection to academic success.

- **Performance Objective 4:** By May 2026, Jones-Clark will improve its school climate by reducing office discipline referrals by 10% compared to the previous school year, through a ticket reward system and positive behavior referrals that recognize students demonstrating desired behaviors, integrating Social and Emotional Learning (SEL) lessons focused on self-regulation, conflict resolution, and positive peer interactions, and providing consistent staff reinforcement of the CHAMPS behavior expectations.

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** Jones-Clark will maintain or move from a "C" to a "B" rating by August 2026, by increasing domain performance in student achievement and Academic Growth by at least 10 points each year, and by maintaining Domain 2 & 3 school progress and closing the gaps.
- **Performance Objective 2:** By May 2026, Jones-Clark will implement a campus instructional playbook that outlines evidence-based instructional practices aligned with Tier 1 HQIM (Bluebonnet Reading and Math), including structured small group interventions, to address individual student learning deficits and bridge academic gaps.

**Beaumont Independent School District
Martin Elementary School
2025–2026 Campus Improvement Plan**

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By June of 2026, 3rd-grade RLA (Reading Language Arts) STAAR passing percentages will increase from 23% to 33% in meets and 49% to 59% in approaches.
- **Performance Objective 2:** By June of 2026, the percentage of PK students achieving at/above benchmark on CLI Assessment will increase from 84% to 94%.
- **Performance Objective 3:** By June of 2026, the percent of kindergarten students achieving at/or above grade level on mClass Assessment will increase from 60% to 70%..
- **Performance Objective 4:** By June of 2026, the percent of 1st-grade students achieving at/or above grade level on mClass Assessment will increase from 56% to 66%.
- **Performance Objective 5:** By June 2026, the percent of 2nd-grade students achieving at/or above grade level on mClass Assessment will increase from 56% to 66%.

Goal 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** By June of 2026, 3rd-grade Math STAAR passing percentages will increase from 18% to 28% in meets and 43% to 53% in approaches.
- **Performance Objective 2:** By June of 2026, the percentage of Pre K students performing at or above grade level on the CLI math composite assessment will increase from 93% to 100%
- **Performance Objective 3:** By June 2016, the percentage of kindergarten students performing at or above grade level on NWEA math assessments will increase from 54% to 64%
- **Performance Objective 4:** By June 2026, the percentage of 1st-grade students performing at or above grade level on NWEA math assessments will increase from 37% to 47%
- **Performance Objective 5:** By June 2026, the percentage of 2nd-grade students performing at or above grade level on NWEA math assessments will increase from 50% to 60%.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** Martin Elementary will host an annual Career and Military Fair to address and expose our students to college, career options and branches of the military.
- **Performance Objective 2:** Martin Elementary will host College/Military t-shirt day every Wednesday to expose students to various colleges and universities.
- **Performance Objective 3:** Martin Elementary will host an annual Wall Street event to expose the students to entrepreneurship, business production, and varied occupations.

**Beaumont Independent School District
Martin Elementary School
2025–2026 Campus Improvement Plan**

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By June 2026, Martin will increase our parent engagement/community stakeholder campus events from 10 to 15.
- **Performance Objective 2:** By June 2026, Martin will maintain an active network of business and community partnerships and increase the number of business partner meetings from 3 to 6.
- **Performance Objective 3:** By June of 2026, student attendance will increase from 92% to 95%.

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** By June of 2026, the percentage of all 3rd–5th grade students that score meets grade level or above on STAAR Reading will increase from 23% to 33%.
- **Performance Objective 2:** By June of 2026, the percentage of all 3rd–5th grade students that score meets grade level or above on STAAR Math will increase from 18% to 28%.
- **Performance Objective 4:** By June of 2026, all teachers in grades K–5 will be able to effectively implement district curriculum to impact student learning mastery and success.

**Beaumont Independent School District
Pietzsch-MacArthur PK-8 Center
2025-2026 Campus Improvement Plan**

GOAL 1: The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2026.

- **Performance Objective 1:** The percentage of Kindergarten students scoring at/above grade level on the mCLASS assessment will increase from 19% at BOY to 29% at EOY by May 2026.
- **Performance Objective 2:** The percentage of first-grade students scoring at/above grade level on the mCLASS assessment will increase from 10% at BOY to 25% at EOY by May 2026.
- **Performance Objective 3:** The percentage of second-grade students scoring at/above grade level on the mCLASS assessment will increase from 18% at BOY to 30% at EOY by May 2026.

GOAL 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 27% to 52% by June 2026.

- **Performance Objective 1:** The percentage of Kindergarten students meeting grade level criteria on the MAP assessment will increase from 49 % on BOY to 59 % on EOY by May 2026.
- **Performance Objective 2:** The percentage of first-grade students meeting grade level criteria on the MAP assessment will increase from 53% on BOY to 63 % on EOY by May 2026.
- **Performance Objective 3:** The percentage of second-grade students meeting grade level criteria on the MAP assessment will increase 39% on BOY to 49% on EOY by May 2026.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36% to 90% by August 2026.

- **Performance Objective 1:** By May 2026, middle school students will increase their CCMR experiences by at least one event per month.
- **Performance Objective 2:** By May 2026, 100% of elementary students will experience at least one activity a month that explains and discusses various careers via electronic or face-to-face experiences.

Goal 4: Beaumont ISD will improve its perception of the community as indicated by an annual net promoter survey score.

- **Performance Objective 1:** By May 2026, Pietzsch-MacArthur will increase positive relationships with business partners by engaging 100% in at least one activity.
- **Performance Objective 2:** By May 2026, Pietzsch-MacArthur will increase parent engagement training/meetings/activities to at least two per month.
- **Performance Objective 3:** By May 2026, Pietzsch-MacArthur will increase the overall attendance percentage from 90% to 94%.
- **Performance Objective 4:** By May 2026, Pietzsch-MacArthur will decrease OSS by 10% from the previous year.
- **Performance Objective 5:** During the 2025-2026 school year, Pietzsch-MacArthur will provide rewards and incentives each nine weeks to highlight attendance.

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Pietzsch-MacArthur PK-8 Center
2025-2026 Campus Improvement Plan**

GOAL 5: The district will increase the percentage of students in A or B-rated schools from 15% to 50% by August 2026.

- **Performance Objective 1:** By June 2026, Pietzsch-MacArthur will increase STAAR reading scores at the MEETS level for the "African American" testing group for grades 3-8 from 14% to no less than 24% based on our STAAR scores summed across all grade levels.
- **Performance Objective 2:** By the end of the 2025-2026 school year, Pietzsch-MacArthur will increase STAAR math scores at the MEETS level for the "African American" testing group for grades 3-8 from 6% to no less than 19% based on our STAAR scores summed across all grade levels.
- **Performance Objective 3:** By May 2026, the number of students in grades 3-8 scoring approaches grade level in RLA will increase from 246 students to 337 students, and meet grade level will increase from 108 students to 237 students.
- **Performance Objective 4:** By May 2026, the number of students in grades 3-8 scoring approaches grade level in Math will increase from 200 students to 337 students, and meet grade level will increase from 65 students to 197 students.
- **Performance Objective 5:** By June 2026, we will increase our overall campus rating by at least one letter grade.

**Beaumont Independent School District
Regina-Howell Elementary
2025-2026 Campus Improvement Plan**

Goal 1: The percent of 3rd-grade students who score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** The percentage of Pre-K students meeting grade-level criterion on the CLI Engage assessment in reading will increase from 60% October 2025 to 75% May 2026.
- **Performance Objective 2:** The percentage of Kindergarten students meeting grade-level criterion on the mClass assessment in reading will increase from 56% September 2025 to 75% May 2026.
- **Performance Objective 3:** The percentage of First-Grade students meeting grade-level criterion on the mClass assessment will increase from 64% September 2025 to 75% May 2026.
- **Performance Objective 4:** The percentage of Second-Grade students meeting grade-level criteria on the mClass assessment will increase from 54% September 2025 to 65% May 2026.

Goal 2: The percent of 3rd-grade students who score meets level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** The percentage of Pre-K students meeting grade-level criterion on the CLI Engage assessment in math will increase from 90% October 2025 to 95% May 2026.
- **Performance Objective 2:** The percentage of Kindergarten students meeting grade-level criteria on the NWEA MAP assessment in math will increase from 63% September 2025 to 70% May 2026.
- **Performance Objective 3:** The percentage of First-Grade students meeting grade-level criterion on the NWEA MAP assessment in math will increase from 69% September 2025 to 75% May 2026.
- **Performance Objective 4:** The percentage of Second-Grade students meeting grade-level criteria on the NWEA MAP assessment in math will increase from 60% September 2025 to 70% May 2026.

Goal 3: The percentage of graduates who meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By May 2026, students will increase their knowledge and awareness of military branches by participating in the Veterans' Day program and activities and Memorial Day activities.
- **Performance Objective 2:** By May 2026, students will have the opportunity to participate in at least one career day per semester, dressing up and learning from guests speakers representing various careers.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** The variety of community and parent engagement activities will include activities from all core subjects.
- **Performance Objective 2:** The campus average attendance percentage will increase from 95% to 96% by May 2026.
- **Performance Objective 3:** The total number of student referrals will decrease from 234 referrals in 24-25 by 5% by May 2026.



**Beaumont Independent School District
Regina-Howell Elementary
2025-2026 Campus Improvement Plan**

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** The percentage of students meeting masters on the Third- Grade Reading STAAR assessment will increase 15% May 2025 to 17% May 2026.
- **Performance Objective 2:** The percentage of students meeting masters on the Third-Grade Math STAAR assessment will increase from 12% May 2025 to 13% May 2026.
- **Performance Objective 3:** The percentage of students meeting masters on the Fourth-Grade Reading STAAR assessment will maintain 20% May 2026 from 22% May 2025.
- **Performance Objective 4:** The percentage of students meeting masters on the Fourth-Grade Math STAAR assessment will maintain 20% May 2026 from 23% May 2025.
- **Performance Objective 5:** The percentage of students meeting masters on the Fifth-Grade Reading STAAR assessment will maintain 27% May 2026 from 27% May 2025.
- **Performance Objective 6:** The percentage of students meeting masters on the Fifth-Grade Math STAAR assessment will maintain 30% May 2026 from 30% May 2025.

**Beaumont Independent School District
Marshall Middle School
2025–2026 Campus Improvement Plan**

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By May of 2026, 6th grade RLA (Reading Language Arts) STAAR passing scores will increase from 43% to 53 % in the meets category and from 69% to 70% in the approaches category .
- **Performance Objective 2:** By May of 2026, 7th grade RLA (Reading Language Arts) STAAR passing scores will increase from 29% to 39% in the meets category and from 55% to 66% in the approaches category.
- **Performance Objective 3:** By May of 2026, 8th grade RLA (Reading Language Arts) STAAR passing scores will increase from 36% to 46%% in the meets category and from 70%to 80% in the approaches category.

Goal 2: The percentage of 3rd grade students that score meets or above grade level on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** By May of 2026, 6th grade Math STAAR passing scores will increase from 13% to 23% in the meets category and from 48% to 58% in the approaches category.
- **Performance Objective 2:** By May of 2026, 7th grade Math STAAR passing scores will increase from 5% to 15% in the meets category and from 21% to 31% in the approaches category.
- **Performance Objective 3:** By May of 2026, 8th grade Math STAAR passing scores will increase from 34% to 44%. in the meets category and from 59% to 69% in the approaches category.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** Marshall will conduct at least 3 college and career assemblies informing scholars of high school and college career opportunities by June 2026.
- **Performance Objective 2:** Expose 8th graders to a College and Career presentation involving potential careers and high school endorsements by June 2026.
- **Performance Objective 3:** Expose 6th and 7th graders to a college and career presentation/performance from high school students by June 2026

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By May of 2026 the results of the survey over a positive school climate and culture will increase by 10%.
- **Performance Objective 2:** By May 2026, reduce the number of peer conflicts from referral data by 10%
- **Performance Objective 3:** We will hold a Community event at least once a month.



**Beaumont Independent School District
Marshall Middle School
2025–2026 Campus Improvement Plan**

- **Performance Objective 4:** By May of 2026, the Marshall will reduce the total number of Student Code of Conduct violations (specifically those leading to out-of-school suspension or alternative placement) by 5%, as measured by discipline data reports, through the implementation of structured monthly student support groups and a comprehensive monthly incentive program.
- **Performance Objective 5:** By June 2027, school staff will increase the frequency and quality of positive student-teacher interactions and targeted interventions, resulting in a 10% decrease in office referrals related to low-level classroom disruptions compared to the 2025–2026 baseline data.

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** 100% of core teachers will participate in monthly practice clinics focused on student achievement throughout the 2025–2026 school year.
- **Performance Objective 2:** We will increase our campus rating from C rated to a B or higher.
- **Performance Objective 3:** We will increase the number of students enrolled in our STEM Academy.
- **Performance Objective 4:** Expose more students to STEM activities outside of the classroom through STEM field trips and guest speakers that connect to STEM careers.
- **Performance Objective 5:** Dissolve the Title one aide position and use the funds for instructional materials

**Beaumont Independent School District
Odom Academy Middle School
2025–2026 Campus Improvement Plan**

GOAL 1: The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** John P. Odom Academy Middle School will increase 7th Grade Reading STAAR performance from 51% Meets to 61% Meets by June 2026.
- **Performance Objective 2:** John P. Odom Academy Middle School will have 40% of their 6th Grade students perform at Meets on the 2026 Reading STAAR..
- **Performance Objective 3:** At least 65% of the EB students at John P. Odom Academy Middle School will score at advance level on TELPAS reading on STAAR 2026.

GOAL 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** John P. Odom Academy Middle School will increase EOC Algebra 1 STAAR performance from 72% to 85% at mastery level by June 2026.
- **Performance Objective 2:** John P. Odom Academy Middle School will increase 8th Grade Math STAAR performance from 48% Meets to 55% Meets by June 2026.
- **Performance Objective 3:** John P. Odom Academy Middle School will have 40% of their 6th Grade students perform at Meets on the 2026 Math STAAR..

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** John P. Odom Academy Middle School will successfully enroll 100% of the 8th Grade students in a CTE class by June 2026.
- **Performance Objective 2:** John P. Odom Academy Middle School will increase the number of college related activities from 6 to 8 by June 2026.

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

- **Performance Objective 1:** John P. Odom Academy Middle School will increase student attendance and engagement from 94% to 96% by June 2026.
- **Performance Objective 2:** John P. Odom Academy Middle School will increase staff attendance from 94% to 97% by June 2026.
- **Performance Objective 3:** John P. Odom Academy Middle School will decrease the number of inappropriate behavior referrals by 15% by June 2026.
- **Performance Objective 4:** John P. Odom Academy Middle School will increase the percentage of students, who feel safe at school, from 44% to 56%.

GOAL 5: The district will increase the percentage of students in A or B rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** John P. Odom Academy Middle School will increase student achievement by at least 15% in all STAAR content areas by June 2026.

**Beaumont Independent School District
Vincent Middle School
2025–2026 Campus Improvement Plan**

Board Outcome Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective:** By May 2026, Vincent Middle School RLA STAAR passing scores of Meets Grade Level and Above will be 38%.

Board Outcome Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective:** By May 2026, Vincent Middle School Math passing scores of Meets Grade Level and Above will be 28%.

Board Outcome Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective:** By May 2026, Vincent will conduct one college and career assembly/fair/tour per semester, informing scholars of high school and college career opportunities.

Board Outcome Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring that students are safe, supported, and able to develop self-management skills as measured by surveys and other data reports.

- **Performance Objective:** By May 2026, Vincent Middle School aims to increase parent attendance at the regularly scheduled monthly Title I parent engagement activities from an average of 5 participants to an average of 15 participants, excluding attendance at Goals Night.

Board Outcome Goal 5: Beaumont ISD will increase the percentage of students in A or B-rated schools from 15% to 50% by August 2030.

- **Performance Objective:** By May 2026, Vincent Middle School will have 100 percent of its teachers participating in monthly practice clinics focused on student achievement throughout the 2025–2026 school year.

**Beaumont Independent School District
Willie Ray Smith Middle School
2025–2026 Campus Improvement Plan**

GOAL 1: The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By May of 2026, 6th grade RLA (Reading Language Arts) STAAR passing scores will increase from 28% to 38% in the Approaches category and 20% to 30% in the Meets category.
- **Performance Objective 2:** By May of 2026, 7th grade RLA (Reading Language Arts) STAAR passing scores will increase from 34% to 44% in the Approaches category and 13% to 23% in the Meets category.
- **Performance Objective 3:** By May of 2026, 8th grade RLA (Reading Language Arts) STAAR passing scores will increase from 38% to 48% in the Approaches category and 14% to 24% in the Meets category.

GOAL 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** By May of 2026, 6th grade Math STAAR passing scores will increase from 40% to 50% in the Approaches category and 9% to 19% in the Meets category.
- **Performance Objective 2:** By May of 2026, 7th grade Math STAAR passing scores will increase from 27% to 37% in the Approaches category and 10% to 20% in the Meets category.
- **Performance Objective 3:** By May of 2026, 8th grade Math STAAR passing scores will increase from 38% to 48% in the Approaches category and 14% to 24% in the Meets category.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** Willie Ray Smith will conduct at least 2 college and career assemblies informing scholars of high school and college career opportunities by June 2026.
- **Performance Objective 2:** Expose 8th graders to a College and Career presentation involving potential careers and high school endorsements by June 2
- **Performance Objective 3:** Expose 6th and 7th graders to a college and career presentation/performance from high school students by June 2026.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported and able to develop self-management skills, as measured by surveys and other reports.

- **Performance Objective 1:** By May of 2026 the results of the Upbeat Survey over positive school climate and culture will demonstrate Teachers are pleased with the campus climate and culture.

**Beaumont Independent School District
Willie Ray Smith Middle School
2025–2026 Campus Improvement Plan**

- **Performance Objective 2:** By May 2026, reduce the number of peer conflicts from referral data by 10% from the previous year.
- **Performance Objective 3:** By May 2026, Willie Ray Smith will fully implement the CKH program strategies, to decrease classroom disruptions by 10% Utilizing Restorative Practices and Conflict Resolutions to build a strong, positive, and proactive culture of safety where physical and emotional risks are significantly minimized, and all students feel secure enough to focus on learning.
- **Performance Objective 4:** By May 2026, Willie Ray Smith will decrease classroom disruptions using the Beaumont ISD Discipline Management Plan, strategies focus on proactive classroom management, building positive relationships, clear expectations, positive reinforcement, and a structured, multi-tiered system of support (MTSS) for escalating issues.

GOAL 5: The district will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

- **Performance Objective 1:** 100% of core teachers will participate in weekly PLC meetings focused on student achievement throughout the 2025–2026 school year.
- **Performance Objective 2:** We will increase our campus rating from not being rated to a C or higher.
- **Performance Objective 3:** We will increase the number of students enrolled in Pre-Advance classes.

**Beaumont Independent School District
Beaumont United High School
2025–2026 Campus Improvement Plan Summary**

Goal 1: The percentage of 3rd-grade students who score meets or above grade level on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By May of 2026, English I STAAR passing scores will increase by 10 percent in the meets category and by 10 percent in the masters category.
- **Performance Objective 2:** By May of 2026, English 2 STAAR passing scores will increase by 10 percent in the meets category and 10 percent in the masters category.

Goal 2: The percentage of 3rd-grade students who score meets or above grade level on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** By May of 2026, Algebra 1 STAAR passing scores will increase by 10 percent in the meets category and 10 percent in the masters category.
- **Performance Objective 2:** By May 2026, the number of students who score 950 on TSIA Math will increase by 10%.

Goal 3: The percentage of graduates who meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By May 2026, the percentage of students who score at least 480 on Evidence-Based reading and writing on the SAT will move from 38% to 48% and from 10% to 25% scoring at least 530 on the mathematics portion of the SAT exam.
- **Performance Objectives 2:** By May 2026, 35% of all tested students will score at least 945 on English Language Arts and Reading, 5 on the essay on TSIA.
- **Performance Objective 3:** By May 2026, the number of students who pass the Industry-Base Certification exams will increase by 5%.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By May 2026, the results of the survey on a positive school climate and culture will increase by 10%.
- **Performance Objective 2:** By May 2026, Beaumont United High School will decrease classroom disruptions by 5 percent using the Beaumont ISD Discipline Management Plan, strategies from Restorative Discipline, student leadership development strategies from Eric Thomas Playbook Program, weekly SEL lessons, and campus and district Professional Development strategies led Student of Concern team (Behavior Interventionist, Wellness Coordinator, Counselors, and Communities In Schools).
- **Performance Objective 3:** By March 2026, parental involvement will increase by 20% to improve student achievement

**Beaumont Independent School District
Beaumont United High School
2025–2026 Campus Improvement Plan Summary**

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objectives 1:** By May 2026, 100% of all teaching staff will be proficient with Tier 1 instruction.
- **Performance Objectives 2:** By May 2026, 100% of teacher staff will be trained and proficient with Weekly Planning Meeting protocols.
- **Performance Objectives 3:** By May 2026, 100% of all staff will participate in Relay professional development opportunities to increase the quality of Tier 1 classroom instruction.



**Beaumont Independent School District
West Brook High School 2025–2026
Campus Improvement Plan**

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** West Brook students will help enhance the third-grade scores at our elementary feeder schools by offering literacy support through the Youth Leadership of Southeast Texas (YLSET) and the National Honor Society (NHS) at least twice a month.
- **Performance Objective 2:** By May 2026, West Brook High School English I STAAR EOC Meets Grade Level scores will be 45% or higher, and English II STAAR EOC Meets Grade Level scores will be 55% or higher.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** West Brook students will help enhance the third-grade scores at our elementary feeder schools by offering math tutoring support through the Youth Leadership of Southeast Texas (YLSET) and the National Honor Society (NHS) at least twice a month.
- **Performance Objective 2:** By May 2026, West Brook High School Algebra I STAAR EOC Meets Grade Level scores will be 35% or higher.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By May 2026, the percentage of students obtaining their CCMR points will increase from 80% in 2025 to 83% in 2026.
- **Performance Objective 2:** By May 2026, the percentage of students who complete an AP exam successfully with a score of 3 or higher will increase from 54% in 2025 to 65% in 2026.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By May 2026, West Brook High School will increase student attendance from 92% to 95%. This will be achieved through the implementation of proactive support systems, recognition programs, and targeted interventions designed to foster student responsibility and self-management.
- **Performance Objective 2:** By May 2026, West Brook HS will increase the number of positive social media posts from 6 per week to 10 per week by utilizing Facebook and Instagram.
- **Performance Objective 3:** By May 2026, West Brook High School will decrease the total number of major disciplinary infractions (one-sided hit; mutual combat) from 135 in 2024–2025 to 95 in 2025–2026. This goal will be achieved through the implementation of proactive behavior supports, restorative practices, and social-emotional learning (SEL) strategies that foster student self-management and encourage positive relationships.



**Beaumont Independent School District
West Brook High School 2025–2026
Campus Improvement Plan**

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** By May 2026, West Brook High School will increase the percentage of students who earn initial credit from 94% to 97% by reducing the number of students who lose credits due to failing grades through effective classroom instruction.

**Beaumont Independent School District
Dr. Martin Luther King, Jr. Collegiate Academy
2025–2026 Campus Improvement Plan**

Guided by the CEIC, King Collegiate Academy has completed a campus improvement plan based on the campus needs assessment completed in the spring of this year. The following is a summary of the plan, highlighting the plan's goals and performance objectives.

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** By November 2025, KCA will review the incentivized reading program for overall participation and effectiveness in encouraging 85% or more of the enrolled students to engage in academic and pleasure reading.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** By May 2026, Algebra I EOC scores will increase in Masters from 18% to 30%.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** By August 2025, 100% of students (maintaining 100% from prior year) that have not met standard on TSIA2, and are delayed in doing so, will be enrolled in a Development Math and/or English class.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring that students are safe, supported, and able to develop self-management skills as measured by surveys and other data reports.

- **Performance Objective 1:** By May 2026, KCA will have increased parent attendance at the monthly scheduled Title I parent engagement activities from an average of 10 to an average of 25, excluding Goals Night.

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** By May 2026, KCA will decrease the number of students that lose credit for a class due to failing grades by 10%, from 20% to 10%.

**Beaumont Independent School District
Pathways Learning Center
2025–2026 Campus Improvement Plan**

Goal 1: The percentage of 3rd-grade students who score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2030.

- **Performance Objective 1:** The secondary student will increase sibling oral fluency, targeting 3rd-grade achievement by engaging in partner reading at home 3 to 7 days per week.

Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** The secondary student will increase sibling fact fluency, targeting 3rd-grade achievement by reviewing fact families at home 3–7 days per week.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** Implement the iCEV program that provides 100% of Pathways High School students with CCMR resources.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Goal 1:** Student Safety and Support: Pathways Learning Center will ensure that 100% of students feel safe and supported on campus, as measured by student climate surveys, discipline data, and incident reports. The campus will reduce repeat disciplinary infractions by 15% by the end of the school year through proactive interventions, consistent routines, and restorative practices.
- **Performance Goal 2:** Development of Self-Management Skills: Pathways Learning Center will increase student self-management skills by integrating social-emotional learning (SEL) and B.A.S.E. course participation. Success will be measured by a 20% increase in students demonstrating proficiency in self-regulation strategies (as evidenced by counselor reports, staff observations, and self-assessment surveys) by May 2026.

Goal 5: Beaumont ISD will increase the percentage of students in “A or B” rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** Academic Growth and Mastery: By May 2026, Pathways Learning Center will increase the percentage of students demonstrating academic growth on state and district assessments by 5% annually, focusing on core content areas (RLA, Math, Social Studies, and Science). This will be achieved through targeted intervention, individualized instructional supports, and integration of evidence-based academic programs.
- **Performance Objective 2:** Student Engagement and Attendance: By May 2026, Pathways Learning Center will reduce chronic absenteeism by 10% and increase average daily attendance to at least 85%, through proactive engagement strategies, family outreach, restorative practices, and incentive programs that foster consistency.

**Beaumont Independent School District
Paul Brown Learning Center
2025–2026 Campus Improvement Plan**

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

- **Performance Objective 1:** The percent of students that score “Meets” or higher on STAAR English I & II will increase from 9% to 14% by June of 2026.
- **Performance Objective 2:** The percentage of students that score “Approaches” or higher on the STAAR English I & II will increase from 30% to 45% by June of 2026.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

- **Performance Objective 1:** The percentage of students performing at “Meets” or higher on STAAR Algebra will increase from 2% to 12% by June of 2026.
- **Performance Objective 2:** The percentage of students performing at “Approaches” or higher on STAAR Algebra will increase from 20% to 30% by June of 2026.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

- **Performance Objective 1:** The percentage of students who earn college hours through dual credit will increase from 11% to 28% by August of 2030.
- **Performance Objective 2:** The percentage of students who enroll and complete programs of study will increase by 5% by June of 2026.

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

- **Performance Objective 1:** By 2030, discipline referrals will decrease by 15%
- **Performance Objective 2:** The number of students who feel safe in school will increase from 74% to 85% by 2030.
- **Performance Objective 3:** The number of students who report benign supported by a trusted adult at school will increase from 83% to 90% by 2030.
- **Performance Objective 4:** The number of students who report being able to self-regulate will increase from 44% to 70% by 2030.
- **Performance Objective 5:** By 2030, 85% of community members and parents will recommend BISD to a family member or friend.
- **Performance Objective 6:** By 2030, 90% of TEA safety mandates will be implemented.

**Beaumont Independent School District
Paul Brown Learning Center
2025–2026 Campus Improvement Plan**

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

- **Performance Objective 1:** BISD will increase the efficacy of quality tier one instruction in all classrooms by 10% during the 2025 - 2026 school year
- **Performance Objective 2:** By June of 2025, BISD will increase the number of students who perform at "Meets" standard on STAAR by 10%
- **Performance Objective 3:** Initiatives will be implemented by June 2026, to support culture and climate aligning with BISD's core beliefs
- **Performance Objective 4:** Throughout the 2025 -2026 School year, we will implement systems that address the needs of the whole child to enable students to learn, develop and reach their full potential.

II.F.6. Approve the Resolution of Votes
Cast for the Jefferson Central Appraisal
District Board of Directors



Board Exhibit Cover Sheet

APPROVED
11/20/25 TPS

Meeting Date: November 20, 2025
Agenda Item/Exhibit Number: **II.F.6.**
Agenda Item Title: Approve the Resolution of Votes Cast for the Jefferson Central Appraisal District Board of Directors
Cabinet Level Presenter(s): Dr. Shannon Allen, Superintendent and/or Sierra Fisher, General Counsel

Additional Presenter(s):

Executive Summary: The Board of Directors of the Jefferson Central Appraisal District is comprised of five members who are elected by the governing bodies of the taxing entities within the District. Resolution Casting Votes for Jefferson County Appraisal District Board of Directors.

Recommendation: Cast Beaumont ISD's Voting Allocation of 387 votes between the two nominees of Darrell Antwine and Eugene Landry

Budget Impact* (if applicable):

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm): N/A

Shannon Allen
Cabinet Level Presenter's Signature

11/14/25
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

**STATE OF TEXAS
COUNTY of JEFFERSON**

RESOLUTION OF THE BOARD OF TRUSTEES

**BEAUMONT INDEPENDENT SCHOOL DISTRICT
JEFFERSON CENTRAL APPRAISAL DISTRICT BOARD OF DIRECTORS
ELECTION**

WHEREAS, Darrell Antwine, Donald Frank, Bert Lamson, Eugene Landry, and Mary Wycoff are residents of Jefferson County, Texas; and

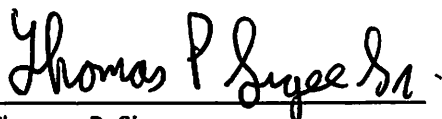
WHEREAS, Darrell Antwine, Donald Frank, Bert Lamson, Eugene Landry, and Mary Wycoff are nominees duly qualified to serve as Members of the Board of Directors of the Jefferson Central Appraisal District;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Beaumont Independent School District hereby casts its **387 votes** to serve as a Member of the Board of Directors of the Jefferson Central Appraisal District for the term beginning **January 1, 2026**, and ending **December 31, 2029**, as follows:

Nominee	Votes Cast
Darrell Antwine	194
Donald Frank	0
Bert Lamson	0
Eugene Landry	193
Mary Wycoff	0

BE IT FURTHER RESOLVED, that the foregoing Resolution was duly adopted by the Board of Trustees of the Beaumont Independent School District at a meeting held on **November 20, 2025**, at which a quorum was present and voting.

Adopted this 20th day of November, 2025.



Thomas P. Sigee
Board President



Denise Wallace-Spooner
Board Secretary

ELECTION OF BOARD OF DIRECTORS

Calendar of Events as Revised by HB 988 (2021 session)

- | | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Before October 1 | Chief Appraiser calculates votes each entity is entitled to and delivers written notice to each taxing entity (with exception of conservation and reclamation districts). |
| Before October 15 | By resolution adopted by the governing body, each entity submits nomination to the Chief Appraiser (with exception of conservation and reclamation districts). An entity may submit a nomination for each of the five positions on the Board. |
| Before October 30 | Chief Appraiser prepares a ballot of candidates whose names were timely submitted and delivers a copy to the presiding officer of each entity entitled to vote. <i>Any entity with at least 5% of the total votes must cast votes at the first or second open meeting held after chief appraiser delivers ballot and must submit resolution no later than third day after adoption.</i> |
| Before December 15 | Each entity determines its vote by resolution and submits it to the Chief Appraiser. An entity may cast all its votes for one candidate or distribute them among candidates. |
| Before December 31 | Chief Appraiser counts the votes, declares the five candidates who receive the largest vote totals as the winners, and submits the results to the taxing entities and the candidates |

Should any deadline fall on a weekend or holiday, the deadline is extended to the next regular business day.

Revisions to Section 6.03 of the Property Tax Code no longer allow the Chief Appraiser to grant an extension for submitting nominees or casting votes.

JEFFERSON CENTRAL APPRAISAL DISTRICT

Voting Allocation for 2026-2029 Board of Directors (2 members) Based on 2024 Tax Levies

	<u>2024</u>	<u>% of Total Tax Levy</u>	<u># of Votes</u>	<u>% of Votes</u>
Drainage District #6	\$25,186,214.00	3.69%	74	3.70%
Drainage District #7*	\$43,637,704.00	6.40%	128	6.40%
Navigation and Waterways Dist	\$28,403,511.00	4.17%	83	4.15%
Port of Beaumont	\$9,442,600.00	1.38%	28	1.40%
Port of Port Arthur	\$14,157,017.00	2.08%	42	2.10%
Port of Sabine Pass	\$1,401,863.00	0.21%	4	0.20%
Trinity Bay Conservation Dist	\$22,870.84	0.00%	0	0.00%
WCID #10	\$1,227,710.00	0.18%	4	0.20%
SUBTOTAL C & R DISTRICTS:	\$123,479,489.84	18.11%	363	
Jefferson County*	\$113,828,223.00	16.69%	334	16.70%
Beaumont ISD	\$131,818,964.00	19.33%	387	19.35%
Hamshire-Fannett ISD	\$10,011,555.00	1.47%	29	1.45%
Hardin Jefferson ISD	\$7,273,545.00	1.07%	21	1.05%
Nederland ISD*	\$35,392,347.00	5.19%	104	5.20%
Port Arthur ISD*	\$85,027,372.00	12.47%	250	12.50%
Port Neches-Groves ISD*	\$36,893,549.00	5.41%	108	5.40%
Sabine Pass ISD	\$15,384,707.00	2.26%	45	2.25%
City of Beaumont*	\$72,283,968.00	10.60%	212	10.60%
City of Bevil Oaks	\$119,765.00	0.02%	0	0.00%
City of Groves	\$7,567,635.97	1.11%	22	1.10%
City of Nederland	\$7,438,546.30	1.09%	22	1.10%
City of Port Arthur	\$25,587,092.00	3.75%	75	3.75%
City of Port Neches	\$9,644,197.00	1.41%	28	1.40%
City of Taylor Landing	\$65,806.64	0.01%	0	0.00%
SUBTOTALS:	\$558,337,272.91	81.89%	1,637	
TOTALS:	\$681,816,762.75	100.00%	2,000	

**Entity has 5% of more of voting allocation and is required to vote at 1st or 2nd open meeting of governing body and submit votes by resolution to District no later than 3rd day after the resolution is adopted.*



Board Exhibit Cover Sheet

Meeting Date: November 20, 2025

Agenda Item/Exhibit Number: **II.F.6.**

Agenda Item Title: Approve the Resolution of Votes Cast for the Jefferson Central Appraisal District Board of Directors

Cabinet Level Presenter(s): Dr. Shannon Allen, Superintendent and/or Sierra Fisher, General Counsel

Additional Presenter(s):

Executive Summary: The Board of Directors of the Jefferson Central Appraisal District is comprised of five members who are elected by the governing bodies of the taxing entities within the District. Resolution Casting Votes for Jefferson County Appraisal District Board of Directors.

Recommendation: Cast Beaumont ISD's Voting Allocation of 387 votes between the two nominees of Darrell Antwine and Eugene Landry

Budget Impact* (if applicable):

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm): N/A

Shannon Allen
 Cabinet Level Presenter's Signature

11/14/25
 Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

ELECTION OF BOARD OF DIRECTORS

Calendar of Events as Revised by HB 988 (2021 session)

- | | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Before October 1 | Chief Appraiser calculates votes each entity is entitled to and delivers written notice to each taxing entity (with exception of conservation and reclamation districts). |
| Before October 15 | By resolution adopted by the governing body, each entity submits nomination to the Chief Appraiser (with exception of conservation and reclamation districts). An entity may submit a nomination for each of the five positions on the Board. |
| Before October 30 | Chief Appraiser prepares a ballot of candidates whose names were timely submitted and delivers a copy to the presiding officer of each entity entitled to vote. <i>Any entity with at least 5% of the total votes must cast votes at the first or second open meeting held after chief appraiser delivers ballot and must submit resolution no later than third day after adoption.</i> |
| Before December 15 | Each entity determines its vote by resolution and submits it to the Chief Appraiser. An entity may cast all its votes for one candidate or distribute them among candidates. |
| Before December 31 | Chief Appraiser counts the votes, declares the five candidates who receive the largest vote totals as the winners, and submits the results to the taxing entities and the candidates |

Should any deadline fall on a weekend or holiday, the deadline is extended to the next regular business day.

Revisions to Section 6.03 of the Property Tax Code no longer allow the Chief Appraiser to grant an extension for submitting nominees or casting votes.

JEFFERSON CENTRAL APPRAISAL DISTRICT

Voting Allocation for 2026-2029 Board of Directors (2 members) Based on 2024 Tax Levies

	<u>2024</u>	<u>% of Total Tax Levy</u>	<u># of Votes</u>	<u>% of Votes</u>
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**STATE OF TEXAS
COUNTY of JEFFERSON**

RESOLUTION OF THE BOARD OF TRUSTEES

**BEAUMONT INDEPENDENT SCHOOL DISTRICT
JEFFERSON CENTRAL APPRAISAL DISTRICT BOARD OF DIRECTORS
ELECTION**

WHEREAS, Darrell Antwine, Donald Frank, Bert Lamson, Eugene Landry, and Mary Wycoff are residents of Jefferson County, Texas; and

WHEREAS, Darrell Antwine, Donald Frank, Bert Lamson, Eugene Landry, and Mary Wycoff are nominees duly qualified to serve as Members of the Board of Directors of the Jefferson Central Appraisal District;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Beaumont Independent School District hereby casts its **387 votes** to serve as a Member of the Board of Directors of the Jefferson Central Appraisal District for the term beginning **January 1, 2026**, and ending **December 31, 2029**, as follows:

Nominee	Votes Cast
Darrell Antwine	194
Donald Frank	0
Bert Lamson	0
Eugene Landry	193
Mary Wycoff	0

BE IT FURTHER RESOLVED, that the foregoing Resolution was duly adopted by the Board of Trustees of the Beaumont Independent School District at a meeting held on **November 20, 2025**, at which a quorum was present and voting.

Adopted this 20th day of November, 2025.

Thomas P. Sigee
Board President

Denise Wallace-Spooner
Board Secretary

III. ADJOURNMENT