

Agenda of Workshop Meeting

The Board of Trustees Abilene Independent School District

A Workshop Meeting of the Board of Trustees of Abilene Independent School District will be held Thursday, August 1, 2024, beginning at 5:00 PM in the Alta Vista Room, One AISD Center 241 Pine Street, Abilene, Texas 79601.

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

- I. Call to Order
 - A. Oral Communication from the Public
 - B. Board/Superintendent Announcements/Information
 - I. Summer Construction Update
 - II. Lone Star Governance
- II. Board Workshop Items
 - A. Budget Workshop
 - B. Long Range Planning
 - C. Office of Innovation Update
 - D. Policy EIC (LOCAL) Update - First Reading
 - E. Policy Update 123 - First Reading
 - F. School Health Advisory Council (SHAC) Annual Report
 - G. Board Liaisons
 - H. Board Operating Procedures
 - I. Cell Phone Policy
- III. Agenda for Regular Meeting August 5, 2024
 - A. Consent Agenda Items for August 5, 2024
 - I. Finance: June Financials and Budget Amendments
 - II. Approval of Minutes
 - III. District and Campus Improvement Plans
 - IV. Head Start/Early Head Start Self-Assessment and Improvement Plan
 - B. Reports
 - I. Transportation Department
 - C. Business Items Requiring Board Action
 - I. The Board will discuss and consider approval of the 2024-2025 Student Code of Conduct.
 - II. The Board will consider the formation of a committee to review and update the AISD Board Operating Procedures.
 - III. The Board will consider approval of Policy EIC (LOCAL) Update.

- IV. The Board will discuss and consider approval of a recommendation from the Facility Naming Committee (Shotwell Annex).
- V. The Board will discuss and consider approval of the 2024-2025 Public Information Act Calendar.

IV. Adjournment

Abilene Independent School District Board Document - Agenda Item II.A.

Meeting Date: August 1, 2024 Meeting Type: Workshop

Item Type: Presentation Future Action Required: No If Yes, Month: N/A

Subject: Budget Workshop - Overview

Background Information: The attached presentation is the fifth in a series of Board workshops aimed at informing the Board as the FY 25 budget and tax rates are being prepared. This presentation focuses on the updated revenue and expenditure picture, particularly unique components of payroll, non-payroll, cuts that have been implemented and challenges we are facing. This presentation will also discuss Certified values and projected tax rate for Fiscal Year 2025. Also included is the 2024-2025 Proposed Budget Book.

Attached Supporting Documents: Presentation

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Jennifer Hinds



ABILENE ISD

CONNECT • LEAD • SUCCEED

2024-2025 BUDGET BOOK



EQUIPPED LEARNERS. BRIGHTER FUTURES.



District Profile

2024-2025
Budget



Board of Trustees



**ANGIE
WILEY**

President
Place 7
Term Ends May 2028



**RODNEY
GOODMAN**

Vice President
Place 2
Term Ends May 2028



**CINDY
EARLES**

Secretary
Place 4
Term End May 2026



**BILL
ENRIQUEZ**

Asst. Secretary
Place 6
Term Ends May 2026



**DR. TAYLOR
TIDMORE**

Member
Place 1
Term Ends May 2028



**BLAIR
SCHROEDER**

Member
Place 3
Term Ends May 2028



**DR. DANNY
WHEAT**

Member
Place 5
Term Ends May 2026

Major Functions of the Board of Trustees:

- To set goals and expectations for the school district.
- To establish policy (board-governing principles).
- To select the Superintendent of schools.
- To establish an annual budget and tax rate.
- To evaluate the effectiveness with which the Superintendent and his staff are achieving the school district goals and carrying out School Board policies.

District Leadership



**DR. JOHN
KUHN**

Superintendent



**DR. JOSEPH
WALDRON**

Deputy
Superintendent



**MRS. ALISON
SIMS**

Associate
Superintendent for the
Development of
Human Resources



**MRS. PATTI
BLUE**

Associate
Superintendent for
Curriculum and
Instruction



**DR. GUSTAVO
VILLANUEVA**

Associate
Superintendent for
Student Services



**DR. KAREN
MUNOZ**

Executive Director of
Innovation and
Program Development



**DR. JORDAN
ZIEMER**

Director of
Communications



Strategic Plan

Mission:

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision:

**EQUIPPED
LEARNERS
BRIGHTER
FUTURES**

ABILENEISD



Abilene ISD Believes:

CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

- Intellectual, emotions, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.



**We believe
in making
a difference.**



Strategic Priority #1
Learners will be actively engaged in classrooms.

- 1.3 Weekly instruction will be designed in a manner that empowers students to be active participants, creators, and producers rather than passive learners.
- 1.5 Teachers will implement engagement opportunities that provide student ownership, choices for learning, goal setting, and methods for showing mastery that are appropriate for students' individual learning needs at least once during each unit of study. (1.1.6 & 1.1.7)
- 1.6 Students will have opportunities to explore their interests related to careers and future academic and personal goals.
- 1.7 Students will use technology to create products that support mastery of content objectives.

Strategic Priority #2
Establish a culture of collaboration between students, teachers, administrators and the AISD community.

- 2.3 Teachers and administrators will develop and implement Professional Learning communities with a target of weekly collaboration. (1.1.8 & 1.1.9)
- 2.4 Administrators will collaborate with other administrators about targeted effective practices that are relevant to current campus needs on a monthly basis.

Strategic Priority #3
Abilene ISD will develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

- 3.2 Through the CPAT, Abilene ISD will connect with existing and potential community partnerships to identify and facilitate opportunities for all stakeholders to collaborate and participate in events unique to each campus community each school year. (3.6.3)
- 3.3 Through the CPAT, each AISD campus will foster awareness around the importance of campus community engagement. (3.6.3)
- 3.5 Abilene ISD will collaborate between the Curriculum and Instruction, Leadership and Student Services and Communications Departments to host events to address district needs.

Strategic Priority #4
Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

- 4.6 Select students to lead the storytelling process in showcasing campus activities once per grading period. (4.1.3)
- 4.10 Support staff will receive yearly customer service training including de-escalation techniques to better support positive interactions with students, parents, and the community.



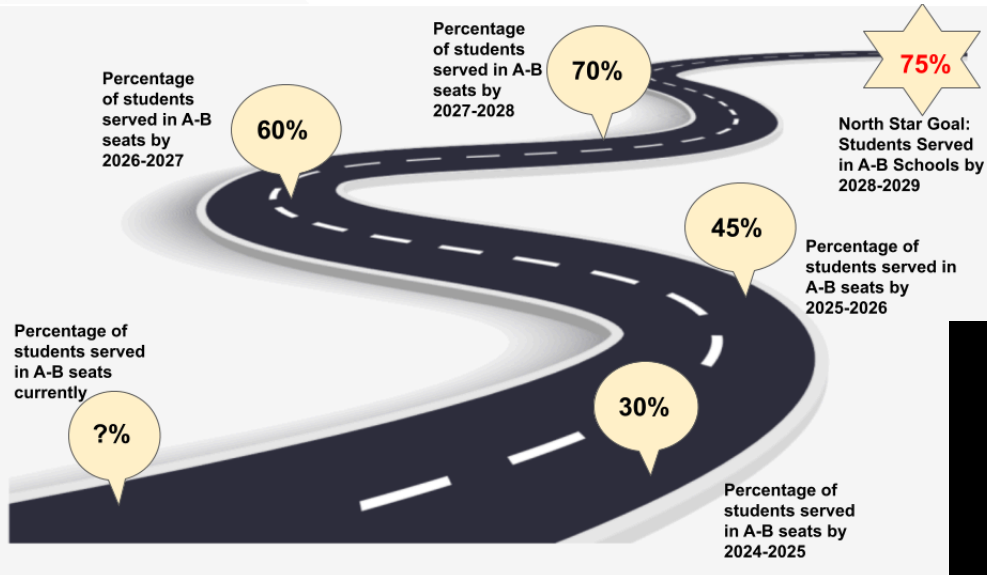
Strategic PRIORITIES





North Star Goal

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





ABILENE INDEPENDENT SCHOOL DISTRICT 2024-25 BUDGET CALENDAR

ACTIVITY	PERSON(S) RESPONSIBLE	COMPLETION DATE
Ongoing assessment of 2024-2025 staffing needs	Assoc. Superintendent for the Development of Human Resources	February - June, 2024
Discuss budget calendar and other budget items	Cabinet	January 2024
Hold Budget Owner Collaborative Meetings to Review FY24 Budget to Actuals	Associate Supt for Operations, DFS	February 2024
Prepare budget workbooks with non-payroll allocations based on 2023-24 1st semester attendance	Associate Supt for Operations, DFS	March 2024
Discuss budget calendar with Board	Associate Supt for Operations	February 2024 (Workshop)
2024-25 budget workbooks will be accessible to budget managers electronically	Associate Supt for Operations, DFS	April 1, 2024
Discuss attendance projections, revenue forecasts, overall financial condition and other budget items	Cabinet/Executive Leadership Team	April 2024 Executive Team
Budget Collaboration Meetings with all Budget Owners	Associate Supt for Operations, DFS, Associate Supt for Development of Human Resources, Associate Supt for Academic and Student Support	April 17, 2024 - May 8, 2024
2024-25 Budget Overview and preliminary budget discussion with Board	Associate Supt for Operations	May 2, 2024 (Workshop)
Receive estimated 2024 tax rolls from Taylor and Jones county	Appraisal Districts	April 29, 2024
Discuss preliminary revenue estimates and special needs with Board	Associate Supt for Operations	June 2024 (Workshop)
Discuss preliminary expenditure projections with Board	Associate Supt for Operations	July 2024 (Workshop)





ABILENE INDEPENDENT SCHOOL DISTRICT 2024-25 BUDGET CALENDAR

Receive certified 2024 tax rolls from Taylor and Jones county	Appraisal Districts	July 26, 2024
Calculation of rollback tax rate and other information for public notice	Associate Supt for Operations, DFS Taylor County Appraisal District	July 26, 2024
Approval of budget parameters to be used for budget workbook and set public meeting date to discuss budget and proposed tax rate (Recommendation: August 29, 2024)*	Board of Trustees	August 2024 (Workshop)
Final discussions of 2024-25 preliminary budget with Board	Associate Supt for Operations	August 2024 (Workshop)
Vote on proposed tax rate that will be published in the notice	Board of Trustees	August 2024 (Regular Meeting)
Publish <i>NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE</i>	DFS	August 14, 2024*
Post summary of proposed budget on district website	DFS	August 14, 2024*
Conduct public hearing on 2024-25 proposed budget and tax rate, adopt budget, adopt tax rate	Board of Trustees	August 29, 2024 (Special Meeting)*

*Date Subject to Change

THIS CALENDAR COMPLIES WITH THE LAWS AND REQUIREMENTS FOR THE PREPARATION AND APPROVAL OF THE 2024-2025 BUDGET. IT ALSO COMPLIES WITH ALL TRUTH-IN-TAXATION LAWS.



Proposed Budget

2024-2025
Budget





Abilene Independent School District

241 Pine Street • Abilene, Texas 79601 • (325) 677-1444

August 1, 2024

To: Dr. John Kuhn, Superintendent of Schools
CC: Dr. Joseph Waldron, Deputy Superintendent

From: Jennifer Hinds, Executive Director of Finance

Subject: Proposed Budget Document for 2024-2025

The proposed expenditure budgets for the 2024-2025 school year are as follows:

General Fund	\$154,796,773
Student Nutrition Fund	\$12,582,833
Debt Service Fund	\$17,467,512
Internal Service Fund	\$640,000

The proposed expenditure budget for General Fund and Debt Service is based on an assumed tax rate of \$0.9924.

Funding at this level provides for the following major changes in the General Fund:

- \$3,470,525 2% GPI and Equity adjustment for staff pay.

Funding at this level will result in an estimated deficit budget in the General Fund of \$12,811,615. ESSER III funds expired at the end of the 2023-2024 school year and the expenses within ESSER III have now been absorbed into the general fund.

Taxable property values increased this year by 6.31%. Assumptions used for ADA reflect the post pandemic attendance trend as the trend has remained steady. When factoring property values, compressed M&O Tax rate and ADA for fiscal year 2024-25, the net change in funding is \$3.6M less than the previous year. Even though net taxable property values increased due to property growth, the compressed M&O tax rate lowers the level of expected tax collections. Local property tax revenue is estimated to decrease by approximately \$1.081 million. State aid is projected to be approximately \$2M million less than the 2023-24 adopted budget, due to declining ADA.

Supplemental information is provided regarding property taxes, historical ADA, fund balances and other information.

**ABILENE INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET
SUMMARY
2024 - 2025**

	<u>Governmental Fund Types</u>			<u>Proprietary Fund Type</u>
	<u>General Fund</u>	<u>Student Nutrition Fund</u>	<u>Debt Service Fund</u>	<u>Internal Service Fund</u>
Revenues				
5700s - Local	\$ 44,441,631	\$ 4,033,189	\$ 17,467,512	\$ 640,000
5800s - State	95,152,527	380,044	-	-
5900s - Federal	2,391,000	8,234,096	-	-
Total	<u>\$ 141,985,158</u>	<u>\$ 12,647,329</u>	<u>\$ 17,467,512</u>	<u>\$ 640,000</u>
Expenditures				
11 - Instruction	\$ 81,962,069	\$ -	\$ -	\$ -
12 - Instructional Resources & Media	2,042,384	-	-	-
13 - Curriculum & Staff Development	2,199,948	-	-	-
21 - Instructional Leadership ²	3,144,800	-	-	-
23 - School Leadership	9,610,170	-	-	-
31 - Guidance, Counseling & Evaluation	7,301,890	-	-	-
32 - Social Work Services	1,975,297	-	-	-
33 - Health Services	2,046,988	-	-	-
34 - Student Transportation	4,946,732	-	-	-
35 - Food Service	-	12,458,910	-	-
36 - Extracurricular Activities	5,308,056	-	-	-
41 - General Administration ^{1,2}	6,150,971	-	-	640,000
51 - Plant Maintenance & Operations	17,007,247	123,923	-	-
52 - Security & Monitoring Services	1,386,803	-	-	-
53 - Data Processing Services	5,592,107	-	-	-
61 - Community Services	638,446	-	-	-
71 - Debt Service	2,607,865	-	17,467,512	-
81 - Facilities Acquisition & Construction	-	-	-	-
95 - Payments to JJAEP	175,000	-	-	-
99 - Other Intergovernmental Charges	700,000	-	-	-
Total	<u>\$ 154,796,773</u>	<u>\$ 12,582,833</u>	<u>\$ 17,467,512</u>	<u>\$ 640,000</u>
Excess Revenues Over/(Under) Expenditures	<u>\$ (12,811,615)</u>	<u>\$ 64,496</u>	<u>\$ -</u>	<u>\$ -</u>

¹Includes Statutorily Required Public Notice - Required Posting \$5,000

²Includes Statutorily Required Public Notice - Lobbying \$2,420

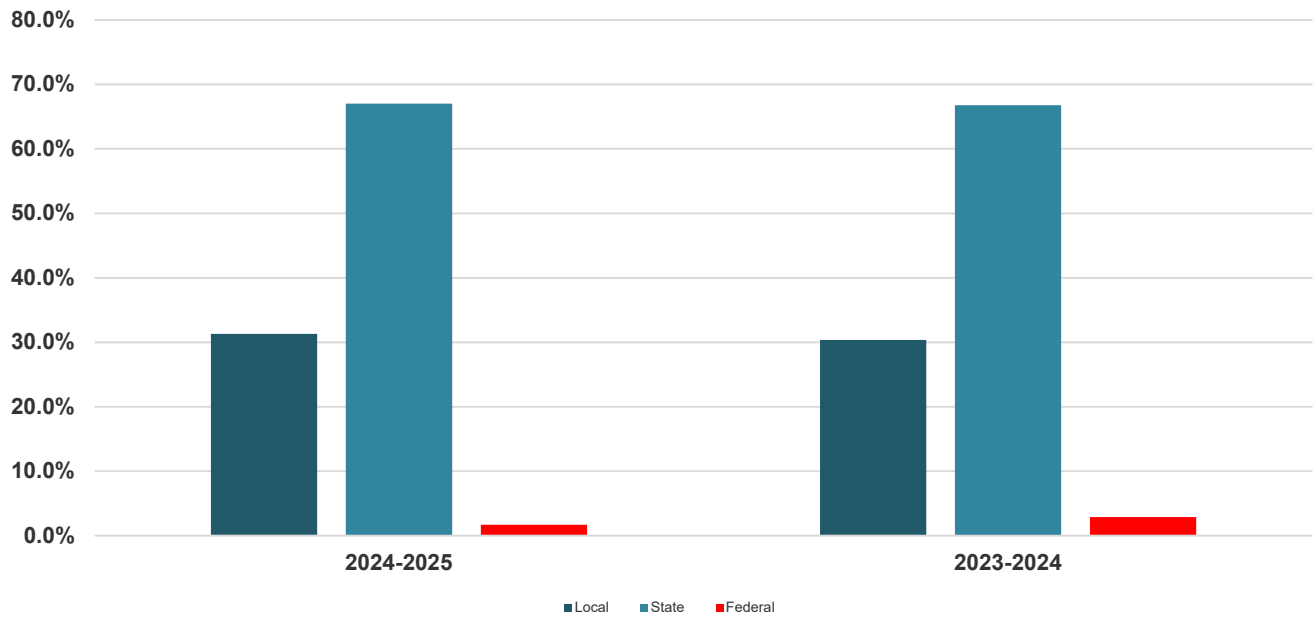
**ABILENE INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET
GENERAL FUND - EXPENDITURES
2024 - 2025**

Function	Payroll	Professional & Contracted Services	Materials and Supplies	Other Operating Costs	Debt Service	Capital Outlay	Total	% of Budget 2024-25	% of Budget 2023-24
11 - Instruction	\$ 78,146,255	\$ 1,741,342	\$ 1,614,811	\$ 459,661	\$ -	\$ -	\$ 81,962,069	52.93%	52.69%
12 - Instructional Resources & Media	1,472,255	262,830	280,991	26,308	-	-	2,042,384	1.32%	1.37%
13 - Curriculum & Staff Development	1,446,664	476,182	67,612	209,490	-	-	2,199,948	1.42%	1.56%
21 - Instructional Leadership	2,962,470	29,943	82,242	70,145	-	-	3,144,800	2.03%	2.11%
23 - School Leadership	9,388,865	40,546	50,424	130,335	-	-	9,610,170	6.21%	6.33%
31 - Guidance, Counseling & Evaluation	7,171,471	55,874	42,615	31,930	-	-	7,301,890	4.72%	4.14%
32 - Social Work Services	1,749,914	174,200	35,683	15,500	-	-	1,975,297	1.28%	0.44%
33 - Health Services	1,867,351	155,720	16,200	7,717	-	-	2,046,988	1.32%	0.88%
34 - Student Transportation	4,229,023	79,173	320,536	17,000	-	301,000	4,946,732	3.20%	3.46%
36 - Extracurricular Activities	3,183,225	491,117	554,312	1,079,402	-	-	5,308,056	3.43%	3.74%
41 - General Administration	4,310,746	913,438	157,385	769,402	-	-	6,150,971	3.97%	4.00%
51 - Plant Maintenance & Operations	9,023,075	4,108,776	858,596	2,793,004	-	223,796	17,007,247	10.99%	11.51%
52 - Security & Monitoring Services	432,853	826,900	114,500	12,550	-	-	1,386,803	0.90%	0.86%
53 - Data Processing Services	2,273,667	1,877,470	875,270	25,700	-	540,000	5,592,107	3.61%	3.89%
61 - Community Services	562,005	47,914	9,252	19,275	-	-	638,446	0.41%	0.57%
71 - Debt Service	-	-	-	-	2,607,865	-	2,607,865	1.68%	1.77%
81 - Facilities Acquisition & Construction	-	-	-	-	-	-	-	0.00%	0.17%
95 - Payments to JJAEP	-	175,000	-	-	-	-	175,000	0.11%	0.07%
99 - Other Intergovernmental Charges	-	700,000	-	-	-	-	700,000	0.45%	0.44%
2024-25 Proposed Budget Total	\$ 128,219,839	\$ 12,156,425	\$ 5,080,429	\$ 5,667,419	\$ 2,607,865	\$ 1,064,796	\$ 154,796,773	100.00%	100.00%
% of Budget	82.84%	7.85%	3.28%	3.66%	1.68%	0.69%	100.00%		
2023-24 Adopted Budget Total	\$ 117,261,432	\$ 13,507,070	\$ 8,114,392	\$ 5,377,234	\$ 2,627,471	\$ 1,397,912	\$ 148,285,511		
% of Budget	79.08%	9.11%	5.47%	3.63%	1.77%	0.94%	100.00%		
2023-24 Amended Budget Total	\$ 117,262,568	\$ 14,189,308	\$ 7,528,143	\$ 4,959,194	\$ 2,628,803	\$ 3,949,282	\$ 150,517,298		
% of Budget	77.91%	9.43%	5.00%	3.29%	1.75%	2.62%	100.00%		

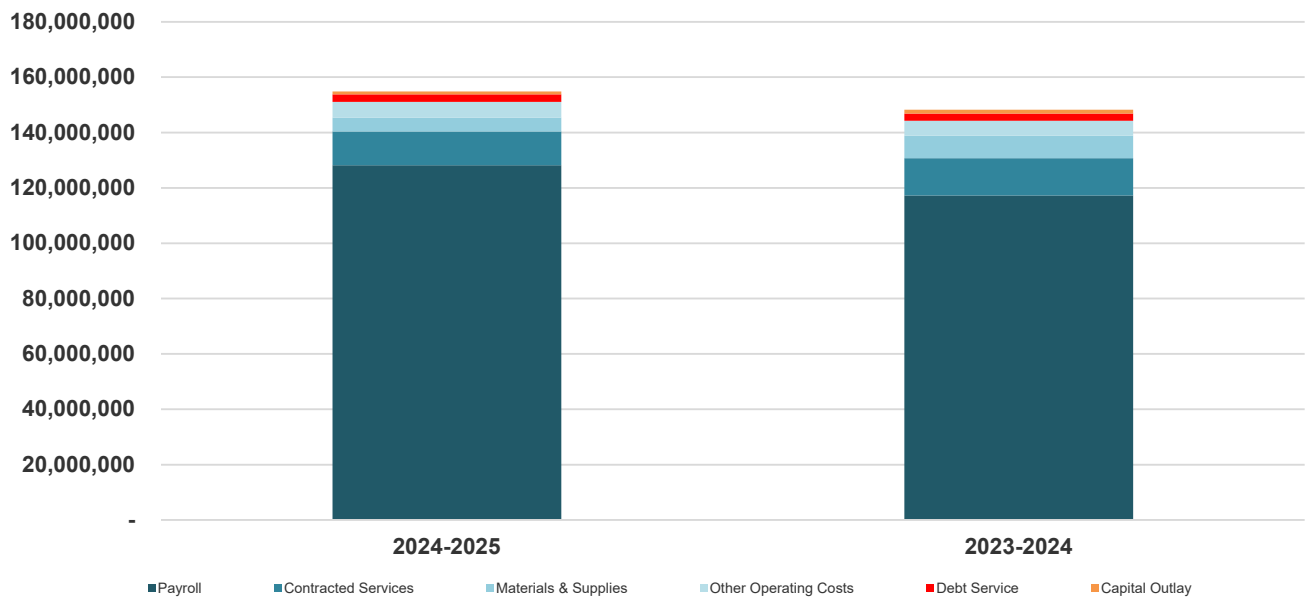
**ABILENE INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET
GENERAL FUND - COMPARISON
2024 - 2025**

	<u>Proposed Budget 2024 - 2025</u>	<u>Adopted Budget 2023-2024</u>	<u>Change From Prior Year (\$)</u>	<u>Change From Prior Year (%)</u>
Revenues				
5700s - Local	\$ 44,441,631	\$ 44,223,398	\$ 218,233	0.49%
5800s - State	95,152,527	97,229,630	(2,077,103)	-2.14%
5900s - Federal	2,391,000	4,191,000	(1,800,000)	-42.95%
Total	<u>\$ 141,985,158</u>	<u>\$ 145,644,028</u>	<u>\$ (3,658,870)</u>	-2.51%
Expenditures by Function Code				
11 - Instruction	\$ 81,962,069	\$ 78,162,526	\$ 3,799,543	4.86%
12 - Instructional Resources & Media	2,042,384	2,024,954	17,430	0.86%
13 - Curriculum & Staff Development	2,199,948	2,307,231	(107,283)	-4.65%
21 - Instructional Leadership	3,144,800	3,129,942	14,858	0.47%
23 - School Leadership	9,610,170	9,383,719	226,451	2.41%
31 - Guidance, Counseling & Evaluation	7,301,890	6,136,106	1,165,784	19.00%
32 - Social Work Services	1,975,297	658,722	1,316,575	199.87%
33 - Health Services	2,046,988	1,303,853	743,135	57.00%
34 - Student Transportation	4,946,732	5,137,489	(190,757)	-3.71%
36 - Extracurricular Activities	5,308,056	5,538,868	(230,812)	-4.17%
41 - General Administration	6,150,971	5,936,542	214,429	3.61%
51 - Plant Maintenance & Operations	17,007,247	17,062,122	(54,875)	-0.32%
52 - Security & Monitoring Services	1,386,803	1,274,111	112,692	8.84%
53 - Data Processing Services	5,592,107	5,761,168	(169,061)	-2.93%
61 - Community Services	638,446	840,542	(202,096)	-24.04%
71 - Debt Service	2,607,865	2,627,471	(19,606)	-0.75%
81 - Facilities Acquisition & Construction	-	250,145	(250,145)	-100.00%
95 - Payments to JJAEP	175,000	100,000	75,000	75.00%
99 - Other Intergovernmental Charges	700,000	650,000	50,000	7.69%
Total Expenditures	<u>\$ 154,796,773</u>	<u>\$ 148,285,511</u>	<u>\$ 6,511,262</u>	4.39%
Excess Revenues Over/(Under) Expenditures	<u>\$ (12,811,615)</u>	<u>\$ (2,641,483)</u>		
Expenditures by Object Code				
6100s - Payroll	\$ 128,219,839	\$ 117,261,432	\$ 10,958,407	9.35%
6200s - Contracted Services	12,156,425	13,507,070	(1,350,645)	-10.00%
6300s - Materials and Supplies	5,080,429	8,114,392	(3,033,963)	-37.39%
6400s - Other Operating Costs	5,667,419	5,377,234	290,185	5.40%
6500s - Debt Service	2,607,865	2,627,471	(19,606)	-0.75%
6600s - Capital Outlay	1,064,796	1,397,912	(333,116)	-23.83%
Total	<u>\$ 154,796,773</u>	<u>\$ 148,285,511</u>	<u>\$ 6,511,262</u>	4.39%

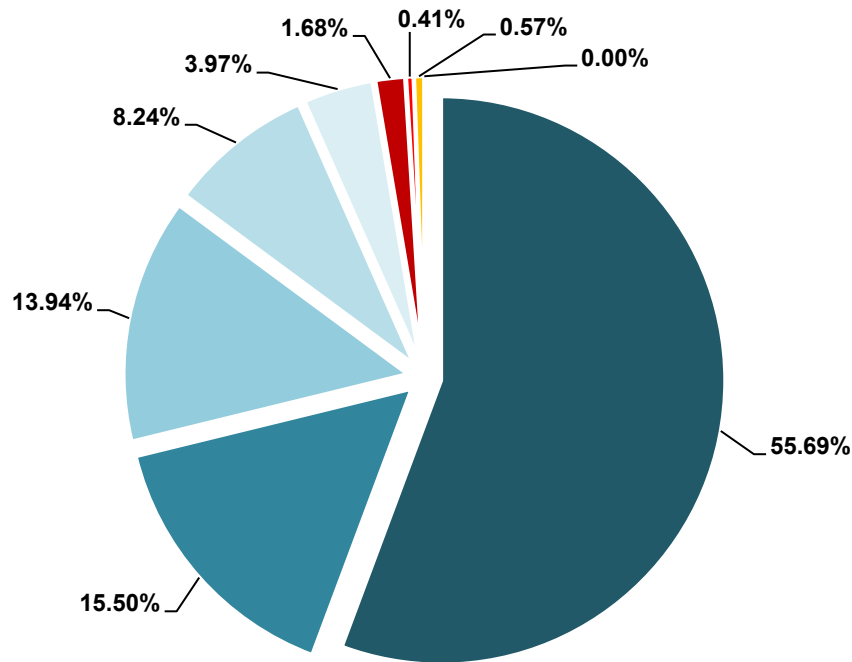
ABILENE INDEPENDENT SCHOOL DISTRICT GENERAL FUND - REVENUES BY SOURCE 2024 - 2025 PROPOSED BUDGET



ABILENE INDEPENDENT SCHOOL DISTRICT GENERAL FUND - EXPENDITURES BY MAJOR OBJECT 2024 - 2025 PROPOSED BUDGET



ABILENE INDEPENDENT SCHOOL DISTRICT EXPENDITURES BY MAJOR FUNCTION 2024 - 2025 PROPOSED BUDGET



Instructional	11 - Instruction	81,962,069	55.69%
	12 - Instructional Resources & Media	2,042,384	
	13 - Curriculum & Staff Development	2,199,948	
Support	51 - Plant Maintenance & Operations	17,007,247	15.50%
	52 - Security & Monitoring Services	1,386,803	
	53 - Data Processing Services	5,592,107	
Student Support	31 - Guidance, Counseling & Evaluation	7,301,890	13.94%
	32 - Social Work Services	1,975,297	
	33 - Health Services	2,046,988	
	34 - Student Transportation	4,946,732	
	36 - Extracurricular Activities	5,308,056	
School Leadership	21 - Instructional Leadership	3,144,800	8.24%
	23 - School Leadership	9,610,170	
Administrative Support	41 - General Administration	6,150,971	3.97%
Debt	71 - Debt Service	2,607,865	1.68%
Ancillary	61 - Community Services	638,446	0.41%
Intergovernmental	95 - Payments to JJAEP	175,000	0.57%
	99 - Other Intergovernmental Charges	700,000	
Capital Outlay	81 - Facilities Acquisition & Construction	-	0.00%
		154,796,773	100.00%

**ABILENE INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET
GENERAL FUND - SUPPORTING INFORMATION
2024 - 2025**

Property Taxes – Current

The following assumptions and estimates were used when computing the budget for current tax revenue:

Net taxable value @ 7/23/24 (certified)	\$ 6,285,347,322.00
Less: Freeze values (Over 65/Disabled)	<u>\$ (523,898,127.00)</u>
Freeze adjusted taxable value	\$ 5,761,449,195.00
Multiply: Assumed tax rate	\$ 0.9924
Divide: Rate per \$100 of property value	<u>\$ 100.00</u>
Tax levy before freeze levy	\$ 57,176,622.00
Budgeted collection percentage	100%
	<u>\$ 57,176,622.00</u>
Add: Freeze levy	<u>\$ 1,699,967.00</u>
Budgeted tax collections	\$ 58,876,589.00
Less: Interest & Sinking tax collections	<u>\$ (17,999,956.00)</u>
Budgeted M & O tax collections	<u><u>\$ 40,876,633.00</u></u>

The 2023-24 assumed tax rates are:

Maintenance & Operations	\$ 0.6890
Interest & Sinking	<u>0.3034</u>
Total assumed tax rate	<u><u>\$ 0.9924</u></u>

Historical information:

	<u>2023-24</u>	<u>2022-23</u>	<u>2021-22</u>	<u>2020-21</u>
Net taxable value	<u>\$ 5,912,400,878</u>	<u>\$ 6,041,231,858</u>	<u>\$ 5,589,599,238</u>	<u>\$ 5,212,303,908</u>
Percent increase from prior year	<u>-2.13%</u>	<u>8.08%</u>	<u>7.24%</u>	<u>4.19%</u>
Tax rates:				
Maintenance & Operations	\$ 0.7135	\$ 0.8809	\$ 0.9249	\$ 0.9642
Interest & Sinking	0.3191	0.3284	0.3535	0.3272
Total tax rate	<u>\$ 1.0326</u>	<u>\$ 1.2093</u>	<u>\$ 1.2784</u>	<u>\$ 1.2914</u>
Tax levy	<u>\$ 60,039,293</u>	<u>\$ 70,497,815</u>	<u>\$ 68,067,629</u>	<u>\$ 64,481,580</u>

**ABILENE INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET
GENERAL FUND - SUPPORTING INFORMATION
2024 - 2025**

Foundation/Per Capita

The chart below reflects the state revenue, average daily attendance (ADA) and weighted average daily attendance (WADA) for the past three years. In addition, the ADA and WADA projections that were used in estimating the 2023-24 state revenue are included.

	2024-25 Proposed	2023-24 Preliminary	2022-23 Final	2021-22 Final
State revenue (foundation/per capita)	83,066,846	88,959,630	78,662,725	79,001,614
Refined ADA*	12,600.000	13,300.000	14,100.453	13,724.405
Special Education FTE's:				
Homebound	0.997	1.224	1.405	1.367
Hospital class	0.789	1.155	0.550	0.535
Speech therapy	41.987	41.328	38.229	37.210
Resource room	672.270	541.772	498.162	484.877
Self-contained	175.530	189.700	187.775	182.767
Vocational adjustment class	22.013	29.501	23.920	23.282
Residential care	9.584	14.958	8.792	8.558
Mainstream ADA	215.328	213.109	230.793	224.637
Dyslexia Enrollment	537.000	631.000	521.000	507.000
Compensatory education**		9,949.000	9,949.000	9,949.000
Eco Disadvantaged Census Block 1	1,233.000	402.819	947.263	922.000
Eco Disadvantaged Census Block 2	1,442.000	1,351.617	1,662.333	1,618.000
Eco Disadvantaged Census Block 3	1,906.000	1,693.224	2,258.225	2,198.000
Eco Disadvantaged Census Block 4	2,568.000	2,897.733	2,770.898	2,697.000
Eco Disadvantaged Census Block 5	3,390.000	3,851.467	2,582.884	2,514.000
Pregnant students FTE's	1.780	2.508	2.757	2.684
Non-Economically Disadvantaged	-	3.000	3.000	3.000
Bilingual ADA:				
LEP Allotment	846.129	693.698	634.186	617.273
LEP Dual Language	161.364	153.733	165.019	160.618
Non-LEP Dual Language	-	0.898	-	-
Career and technology FTE's:	N/A	N/A	N/A	N/A
Not Approved Program of Study	11.370	-	47.197	45.938
Level 1&2 Approved Program	676.940	720.395	852.541	829.805
Level 3&4 Approved Program	416.800	403.125	374.670	364.678
Early Education ADA:	3,607.528	3,184.376	2,975.138	2,895.794
CCMR Outcomes Bonus:				
Educationally Disadvantaged	-	12.000	12.000	9.000
Not Educationally Disadvantaged	-	30.000	33.000	46.000
Special Education	1.000	1.000	1.000	2.000
Dropout Recovery and Residential	119.625	15.185	12.049	133.581
Gifted and talented***	1,429.000	1,437.000	1,352.058	1,316.000
Weighted ADA (WADA)	18,588.193	18,941.074	19,528.556	19,007.772

* ESSER II-Adjusted Refined ADA: loaded for 20-21 year only

** Computed using best six month average of approved free and reduced breakfast/lunch pupils through 2022-23.

*** Limited to a maximum of 5% of refined ADA (removed allotment effective 19-20 and added back 21-22).

TRS On-Behalf

Eligible district employees have a percentage of their salaries withheld that is remitted to TRS for future retirement benefits. In addition, the State pays matching funds to the TRS on behalf of the employees. These funds are paid by the State directly to TRS and do not flow through the District. These matching amounts paid by the State must be recorded by the District as on-behalf payment revenues and expenditures in accordance with required accounting principles. The on-behalf expenditures are included in the payroll budget and offset the State on-behalf revenue amount of \$8,200,000.

**ABILENE INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET
GENERAL FUND - SUPPORTING INFORMATION
2024 - 2025**

Fund Balance

The fund balances in the General Fund as of August 31 audited financial statements were as follows:

	2023	2022	2021	2020
Nonspendable Fund Balance				
Investment in Inventory	\$ 1,070,236	\$ 998,159	\$ 793,796	\$ 976,863
Prepaid Items	580,058	992,510	86,753	870,026
Restricted Fund Balance				
Retirement of Long-term debt	4,211,521	3,776,379	3,358,175	2,956,249
Committed Fund Balance				
Construction	-	-	5,905,065	5,905,065
Other (Shotwell Improvements)	502,218	502,218	502,218	502,218
Assigned Fund Balance				
Outstanding Encumbrances	2,226,446	5,364,969	3,819,616	5,364,969
Unassigned Fund Balance	36,903,153	46,185,271	41,740,919	28,264,981
Total	\$ 45,493,632	\$ 57,819,506	\$ 56,206,542	\$ 44,840,371

Per Pupil Campus Allocations

Campus budgets are established by estimating pupil ADA for the following year and administratively setting a per-pupil amount. The campus allocation is used by the campus administrator to provide for non-payroll costs such as repairs, supplies, travel and equipment. It is used for instruction, instructional resources (LRC), staff development, campus administration, counseling and student extracurricular functional expenditures. It is not used to cover athletic or maintenance (e.g., utilities) costs. Following are the per-pupil allocation rates used for 2024-25:

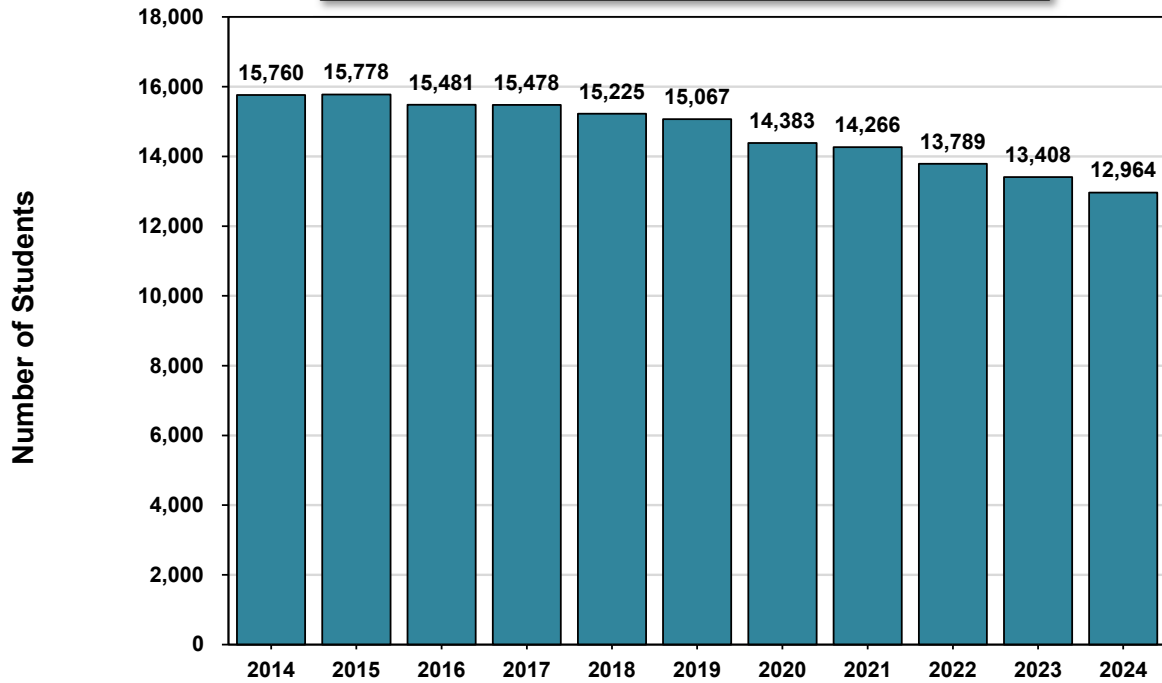
High School	\$199
Middle School	\$138
Elementary	\$119

Outstanding Encumbrances

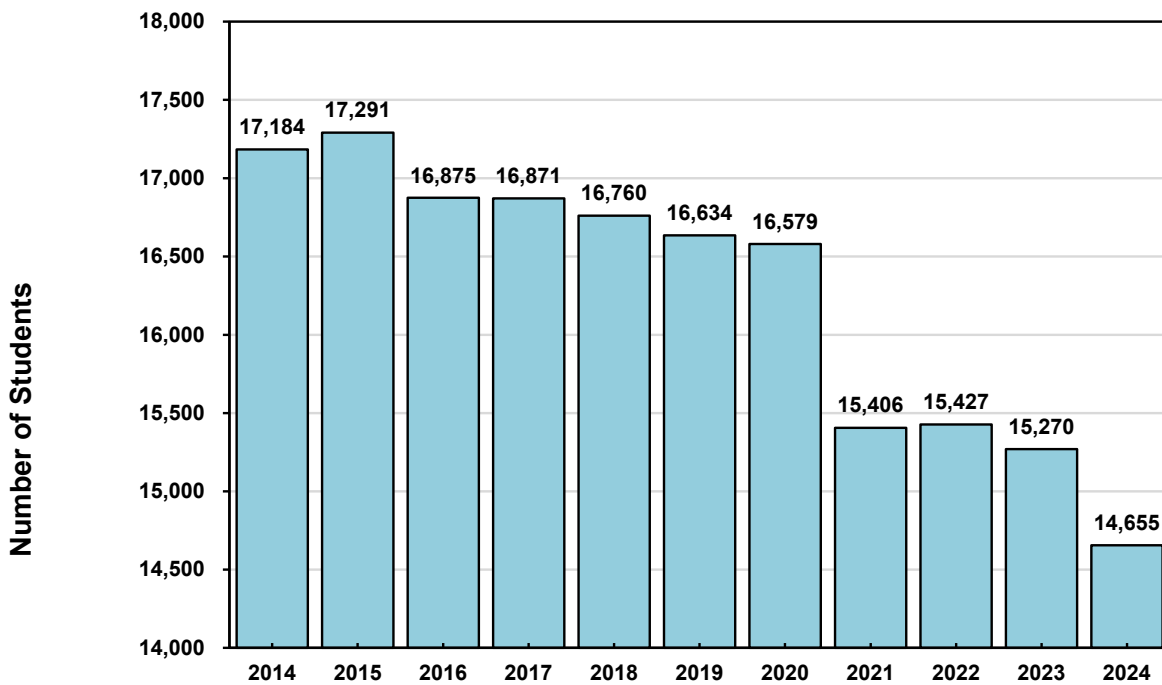
Budgets are the legal authority for expenditures. To exercise this authority, the District must have accurate up-to-date information on the status of budget balances at all times. Knowing how much money is spent is generally not sufficient. The amount committed must also be known to avoid over expenditure of budgeted funds. Encumbrances represent commitments related to contracts not yet performed and are used to control expenditures for the year and to enhance cash management. At the time these commitments are made, a purchase order is prepared and the appropriate account is checked for available funds. If an adequate balance exists, the amount of the purchase order is immediately charged to the account to reduce the available balance for control purposes. The encumbrance does not represent an expenditure for the period, only a commitment to expend resources.

Prior to the end of the year, every effort is made to liquidate all outstanding encumbrances. When encumbrances are outstanding at the fiscal year end, the District will honor the open purchase orders that support the encumbrances. For reporting purposes, outstanding encumbrances are not considered expenditures for the fiscal year. The appropriation authority expires at year-end; however, the items represented by the encumbrances are re-appropriated in the subsequent year's budget and will be reflected as expenditures in that year. During October, a budget amendment will be presented to the Board of Trustees that will allocate outstanding encumbrances to the proper expenditure accounts.

ABILENE INDEPENDENT SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE



ABILENE INDEPENDENT SCHOOL DISTRICT ENROLLMENT HISTORY



Jennifer Hinds
Executive Director of Finance



August 2024
FY25 Budget Workshop

AGENDA FOR TONIGHT

- Certified Values
- Proposed Tax Rate
- Tax Rate Compression
- Taxable Value vs Tax Rate Comparison
- Revenue Projection
- Non-Payroll Budget
- Proposed Budget
- Questions



ABILENE INDEPENDENT SCHOOL DISTRICT

2024-25 BUDGET CALENDAR



ACTIVITY	PERSON(S) RESPONSIBLE	COMPLETION DATE	COMPLETION STATUS
Ongoing assessment of 2024-2025 staffing needs	Assoc. Superintendent for the Development of Human Resources	February - June, 2024	Ongoing
Discuss budget calendar and other budget items	Cabinet	January 2024	Completed
Hold Budget Owner Collaborative Meetings to Review FY24 Budget to Actuals	Associate Supt for Operations, DFS	February 2024	Completed
Prepare budget workbooks with non-payroll allocations based on 2023-24 1st semester attendance	Associate Supt for Operations, DFS	March 2024	Completed
Discuss budget calendar with Board	Associate Supt for Operations	February 2024 (Workshop)	Completed
2024-25 budget workbooks will be accessible to budget managers electronically	Associate Supt for Operations, DFS	April 1, 2024	Completed
Discuss attendance projections, revenue forecasts, overall financial condition and other budget items	Cabinet/Executive Leadership Team	April 2024 Executive Team	Completed
Budget Collaboration Meetings with all Budget	Associate Supt for Operations, DFS,	April 17, 2024 - May 8, 2024	Completed
2024-25 Budget Overview and preliminary budget discussion with Board	Associate Supt for Operations	May 2, 2024 (Workshop)	Completed
Receive estimated 2024 tax rolls from Taylor and Jones county	Appraisal Districts	April 29, 2024	Completed

Discuss preliminary revenue estimates and special needs with Board	Associate Supt for Operations	June 2024 (Workshop)	Completed
Discuss preliminary expenditure projections with Board	Associate Supt for Operations	July 2024 (Workshop)	Completed
Receive certified 2024 tax rolls from Taylor and Jones county	Appraisal Districts	July 26, 2024	Completed
Calculation of rollback tax rate and other information for public notice	Associate Supt for Operations, DFS Taylor County Appraisal District	July 26, 2024	Completed
Approval of budget parameters to be used for budget workbook and set public meeting date to discuss budget and proposed tax rate (Recommendation: August 29, 2024)*	Board of Trustees	August 2024 (Workshop)	August 2024 (Workshop)
Final discussions of 2024-25 preliminary budget with Board	Associate Supt for Operations	August 2024 (Workshop)	August 2024 (Workshop)
Vote on proposed tax rate that will be published in the notice	Board of Trustees	August 2024 (Regular Meeting)	August 2024 (Regular Meeting)
Publish <i>NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE</i>	DFS	August 14, 2024*	August 14, 2024*
Post summary of proposed budget on district website	DFS	August 14, 2024*	August 14, 2024*
Conduct public hearing on 2024-25 proposed budget and tax rate, adopt budget, adopt tax rate	Board of Trustees	August 29, 2024 (Special Meeting)*	August 29, 2024 (Special Meeting)*

*Date Subject to Change

THIS CALENDAR COMPLIES WITH THE LAWS AND REQUIREMENTS FOR THE PREPARATION AND APPROVAL OF THE 2023-2024 BUDGET. IT ALSO COMPLIES WITH ALL TRUTH-IN-TAXATION LAWS.

FY 25 Certified Values

TY 23 Certified Net Taxable Value

\$5,912,400,878

TY 24 Certified Net Taxable Value

\$6,285,347,322

A large red arrow pointing upwards, indicating growth.

**Growth
of 6.31%**

2023-2024 Proposed Tax Rate

FY24 Adopted

M&O - \$0.7135

I&S - \$0.3191

Combined - \$1.0326

FY25 Proposed

M&O - \$0.6890

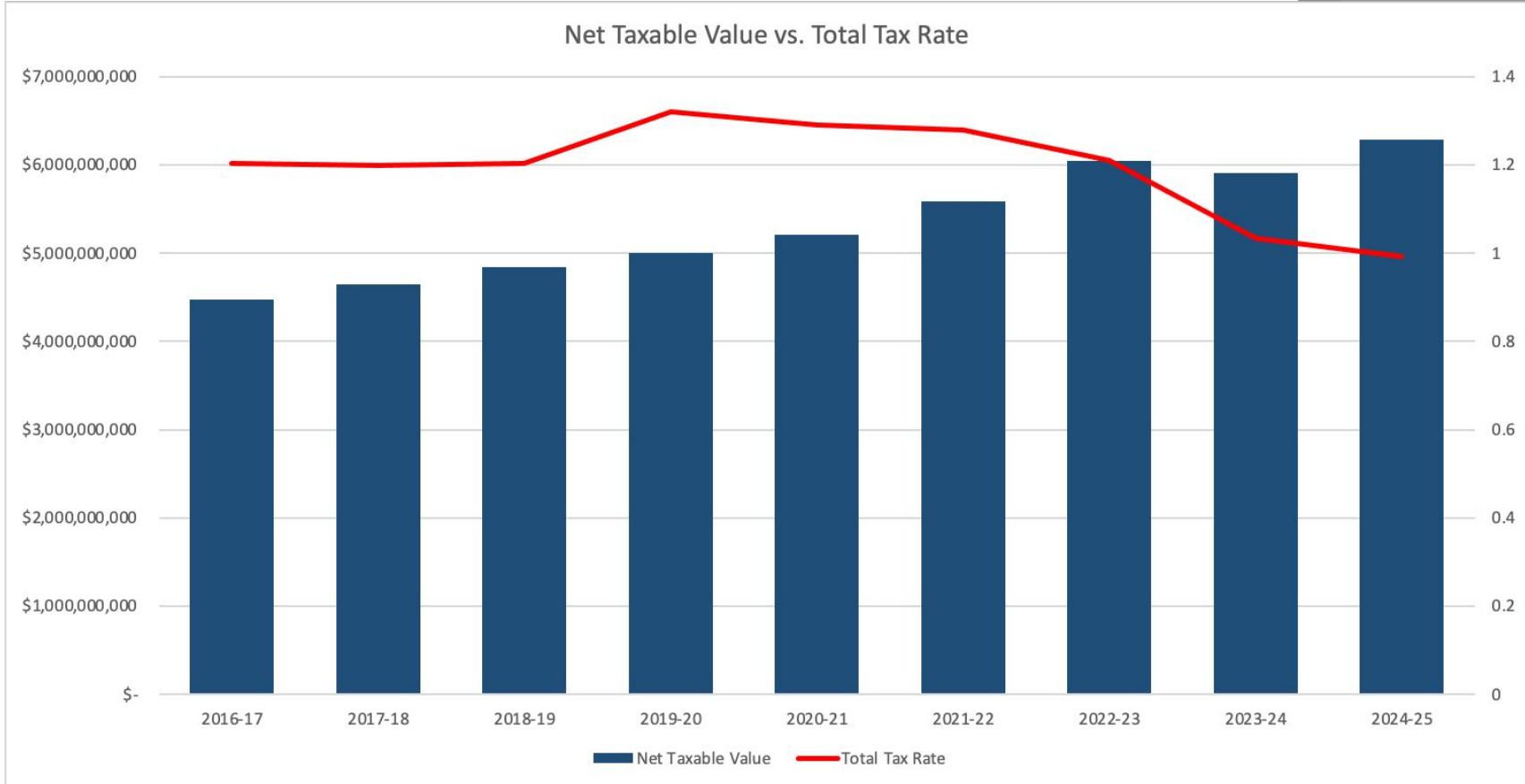
I&S - \$0.3034

Combined - \$0.9924

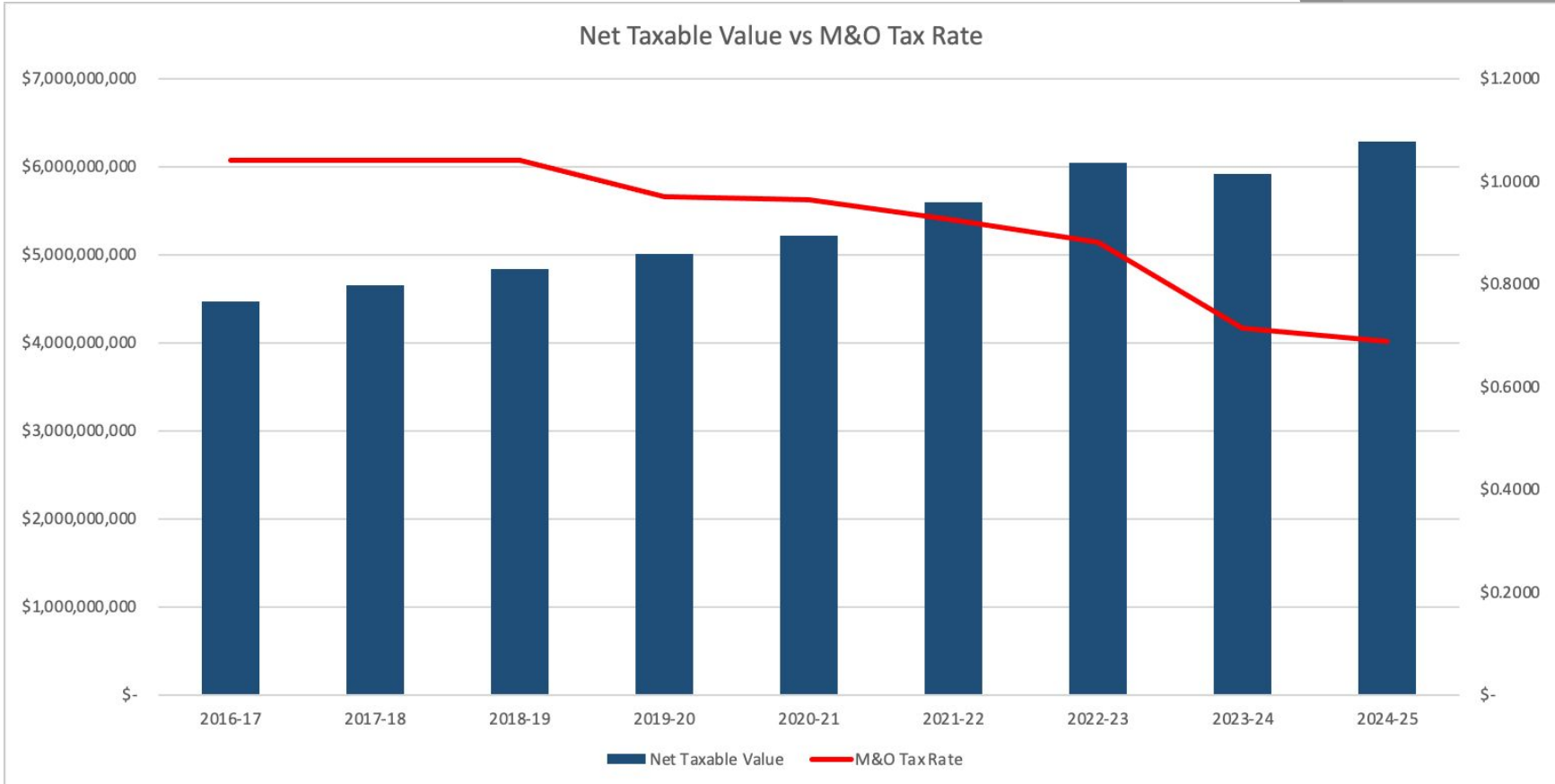
Tax Rate Compression

- Introduced in 2019 - House Bill 3 in the 86th Legislature
- Mandated schools to reduce M&O Tax Rate in Years to come
- FY20 - Tax rate had to reduce by 7%
 - AISD M&O Rate in FY19 \$1.04
 - AISD M&O Rate in FY20 \$0.97 (exact 7% reduction)
- Fiscal Years following FY20
 - A State MCR (Max Compressed Rate) is figured each year
 - Compression varies by district
 - Formula for figuring MCR
 - $\text{Prior Year MCR} \times (1.025/1.0631) = \text{Current Year MCR}$
 - Golden Pennies added to MCR for total M&O Tax Rate

Net Taxable Value vs Total Tax Rate



Net Taxable Value vs M&O Tax Rate

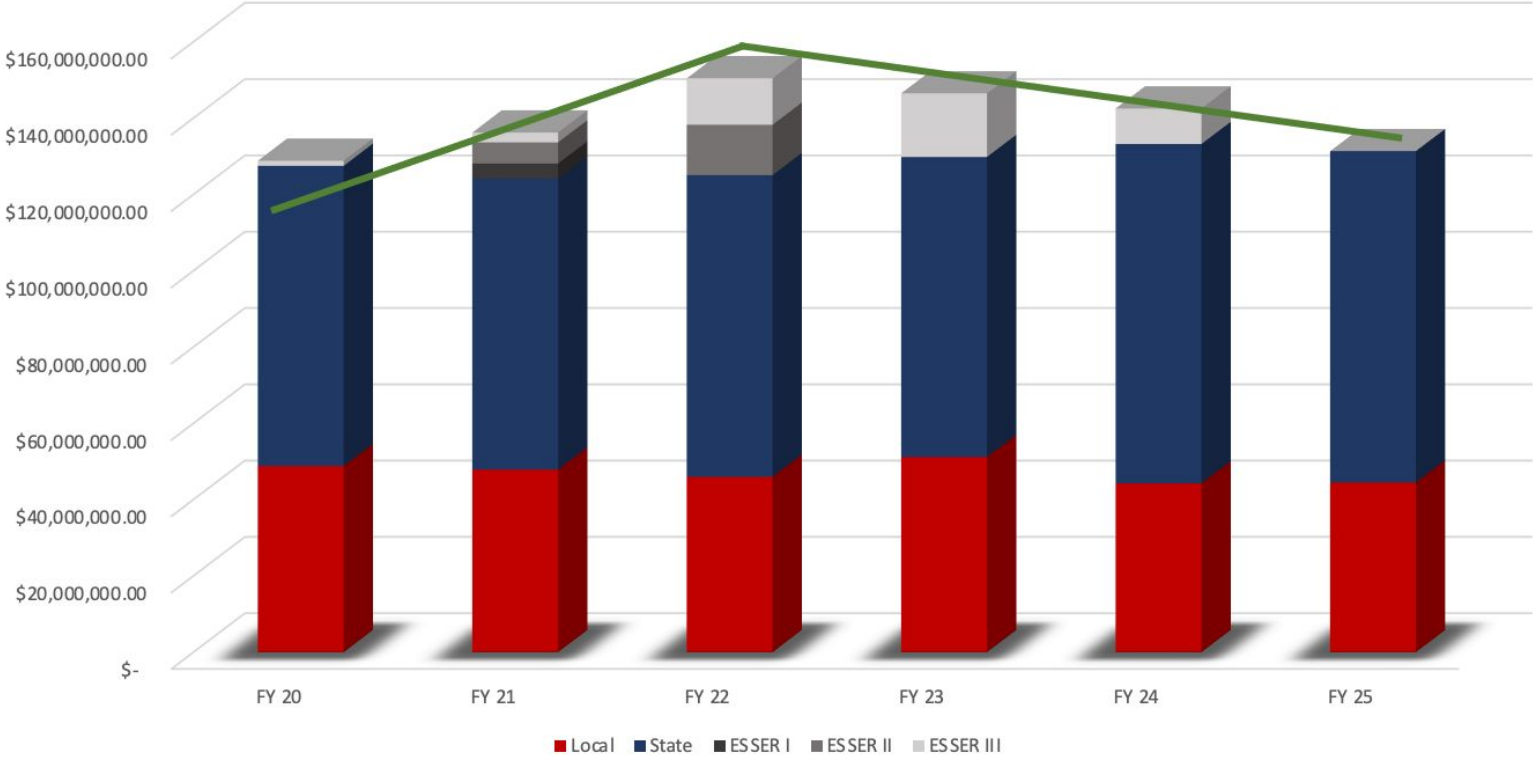


2024-2025 Proposed Revenue

		2023-24	2024-25	
ESTIMATED REVENUES		GENERAL	GENERAL	
		FUND	FUND	Increase
Estimated M&O Tax Rate		0.7135	0.6890	(Decrease)
Local Revenue				
5711	Property Taxes-Current	\$41,958,398	\$40,876,631	(1,081,767)
5712	Property Taxes-Delinquent	600,000	600,000	-
5719	Penalties, Interest, Others	400,000	400,000	-
5739	Tuition-Local	35,000	35,000	-
5742	Interest on Investments	200,000	1,500,000	1,300,000
5743	Rental of Facilities	15,000	15,000	-
5744	Gifts/Bequests	15,000	15,000	-
5749	Miscellaneous Local Revenue	325,000	325,000	-
5754	Print Shop	75,000	75,000	-
5752	Gate Receipts	600,000	600,000	-
Total Local Revenue		\$44,223,398	\$44,441,631	218,233
State Revenue				
5811/12	Per Capita/Foundation	88,959,630	86,882,527	(2,077,103)
5831	TRS On-Behalf	8,200,000	8,200,000	-
5819/29	State Rev-TEA (Tech/JJAEP)	70,000	70,000	-
Total State Revenue		\$97,229,630	\$95,152,527	(\$2,077,103)
Federal Revenue				
5929	Federal-TEA (Indirect/ROTC)	1,750,000	750,000	(1,000,000)
5931	SHARS	1,800,000	1,000,000	(800,000)
5941	Impact Aid	275,000	275,000	-
5949	Federal Revenue-Direct	85,000	85,000	-
5949	Federal Revenue-QSCB Interest	281,000	281,000	-
Total Federal Revenue		4,191,000	2,391,000	(1,800,000)
TOTAL ESTIMATED REVENUES		\$145,644,028	\$141,985,158	(3,658,870)

2024-2025 Proposed Revenue

Revenue Estimates - State, Local & ESSER



2024-2025 Non Payroll Budget



Non-Payroll Expenditures by Object Major		Adopted	Preliminary	Variance
		Budget	Budget	
		2023-2024	2024-2025	
6200s	Professional & Contracted Services	\$ 13,507,070.00	\$ 12,156,425.00	\$ (1,350,645.00)
6300s	Materials and Supplies	\$ 8,114,392.00	\$ 5,080,429.00	\$ (3,033,963.00)
6400s	Other Operating Costs	\$ 5,377,234.00	\$ 5,667,419.00	\$ 290,185.00
6500s	Debt Service	\$ 2,627,471.00	\$ 2,607,865.00	\$ (19,606.00)
6600s	Capital Outlay	\$ 1,397,912.00	\$ 1,064,796.00	\$ (333,116.00)
Total		\$ 31,024,079.00	\$ 26,576,934.00	\$ (4,447,145.00)

2024-2025 Proposed Budget

**ABILENE INDEPENDENT SCHOOL DISTRICT
PROPOSED BUDGET
GENERAL FUND - COMPARISON
2024 - 2025**

	Proposed Budget 2024 - 2025	Adopted Budget 2023-2024	Change From Prior Year (\$)	Change From Prior Year (%)
Revenues				
5700s - Local	\$ 44,441,631	\$ 44,223,398	\$ 218,233	0.49%
5800s - State	95,152,527	97,229,630	(2,077,103)	-2.14%
5900s - Federal	2,391,000	4,191,000	(1,800,000)	-42.95%
Total	<u>\$ 141,985,158</u>	<u>\$ 145,644,028</u>	<u>\$ (3,658,870)</u>	-2.51%
Expenditures by Function Code				
11 - Instruction	\$ 81,962,069	\$ 78,162,526	\$ 3,799,543	4.86%
12 - Instructional Resources & Media	2,042,384	2,024,954	17,430	0.86%
13 - Curriculum & Staff Development	2,199,948	2,307,231	(107,283)	-4.65%
21 - Instructional Leadership	3,144,800	3,129,942	14,858	0.47%
23 - School Leadership	9,610,170	9,383,719	226,451	2.41%
31 - Guidance, Counseling & Evaluation	7,301,890	6,136,106	1,165,784	19.00%
32 - Social Work Services	1,975,297	658,722	1,316,575	199.87%
33 - Health Services	2,046,988	1,303,853	743,135	57.00%
34 - Student Transportation	4,946,732	5,137,489	(190,757)	-3.71%
36 - Extracurricular Activities	5,308,056	5,538,868	(230,812)	-4.17%
41 - General Administration	6,150,971	5,936,542	214,429	3.61%
51 - Plant Maintenance & Operations	17,007,247	17,062,122	(54,875)	-0.32%
52 - Security & Monitoring Services	1,386,803	1,274,111	112,692	8.84%
53 - Data Processing Services	5,592,107	5,761,168	(169,061)	-2.93%
61 - Community Services	638,446	840,542	(202,096)	-24.04%
71 - Debt Service	2,607,865	2,627,471	(19,606)	-0.75%
81 - Facilities Acquisition & Construction	-	250,145	(250,145)	-100.00%
95 - Payments to JJAEP	175,000	100,000	75,000	75.00%
99 - Other Intergovernmental Charges	700,000	650,000	50,000	7.69%
Total Expenditures	<u>\$ 154,796,773</u>	<u>\$ 148,285,511</u>	<u>\$ 6,511,262</u>	4.39%
Excess Revenues Over/(Under) Expenditures	<u>\$ (12,811,615)</u>	<u>\$ (2,641,483)</u>		
Expenditures by Object Code				
6100s - Payroll	\$ 128,219,839	\$ 117,261,432	\$ 10,958,407	9.35%
6200s - Contracted Services	12,156,425	13,507,070	(1,350,645)	-10.00%
6300s - Materials and Supplies	5,080,429	8,114,392	(3,033,963)	-37.39%
6400s - Other Operating Costs	5,667,419	5,377,234	290,185	5.40%
6500s - Debt Service	2,607,865	2,627,471	(19,606)	-0.75%
6600s - Capital Outlay	1,064,796	1,397,912	(333,116)	-23.83%
Total	<u>\$ 154,796,773</u>	<u>\$ 148,285,511</u>	<u>\$ 6,511,262</u>	4.39%

2024-2025 Proposed Budget



Revenues

\$ 141,985,158.00

Expenditures

Current Payroll \$ 124,749,314.49

2% Proposed Pay Increase \$ 3,470,525.00

Total Payroll \$ 128,219,839.49

Non Payroll Expenditures \$ 26,576,934.00

Total Expenditures \$ 154,796,773.49

Excess Revenue Over/(Under)

\$ (12,811,615.49)

2024-2025 Tax Rate Notice

Abilene Reporter News

August 9, 2024

**Thank You for Being a
Part of the Financial
Health of AISD!**

**What questions
may I answer?**

Jennifer Hinds
Executive Director of Finance



August 2024
FY25 Budget Workshop

Abilene Independent School District Board Document - Agenda Item II.B.

Meeting Date: August 1, 2024

Meeting Type: Workshop

Item Type: Presentation

Future Action Required: No

If Yes, Month: N/A

Subject: Long Range Planning

Background Information: The attached presentation is a summary of the first long range planning committee held on July 23, 2024. There were about 50 Abilene ISD personnel and our Board President in attendance. The goal of the meeting was to get the conversation started as to how our district might look as we change our structure to match our student population and needs by 2030. This is truly a long-range process.

The meeting was incredibly collaborative.

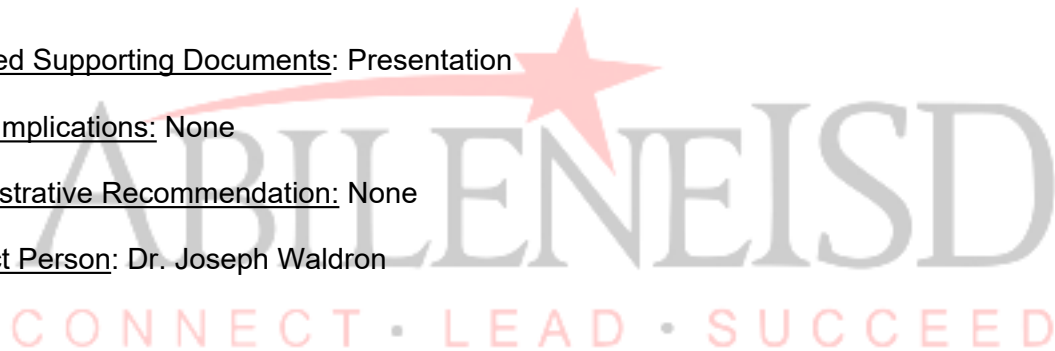
The presentation is to ensure the Board is aware of the process and the plan for this committee moving forward.

Attached Supporting Documents: Presentation

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Dr. Joseph Waldron





Strategic Footprint Planning Team

2024-2025

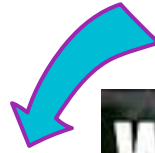


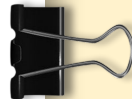
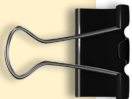
We are thrilled you are here!

Introductions - Name, rank,
serial number.

Please find a buddy.

Share two good things!







Begin with the end in mind.

Abilene will be the premier district in the Big Country

Offer Innovative Programs through efficient use of facilities.

Ensure maximum use of resources, staff, and programs

Increase the percentage of students who attend a school offering a robust innovative student and staff experience.

Minimize long term negative impacts of shrinking our operational footprint

Engage students, families, staff and community of impacted schools





Non Negotiables.

The plan must end with a more substantial student experience.

Everyone keeps their job in Abilene ISD as we move through the plan.

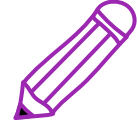
All ideas are good ideas and not an attack on any person, program, or campus.

Innovation is key to the process and is welcomed.

Community input will grow our group as we narrow the ideas.

Yoda said, “do or do not, there is no try.”





Our Roadmap

01 - July 23

Norms,
End in Mind,
What do you need?



02 - August 7

Innovative Ideas,
SGS,
Resources



03 - September 10

What Campuses
would benefit from
Innovative Ideas?

04 - October 8

Decision Point
Create Timeline
Initiate Problem
Solving



05 - November 5

Community
Feedback
Continue Problem
Solving



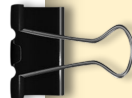
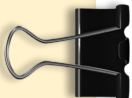
06 - November 19

Fine Tune
Recommendation
for the Board
(December Meeting)

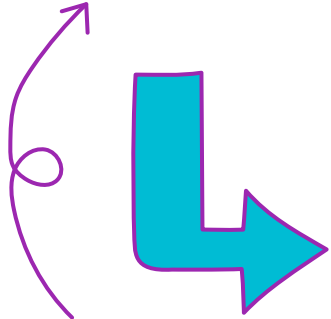
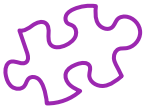
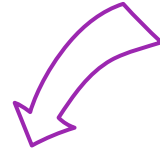


Community Members

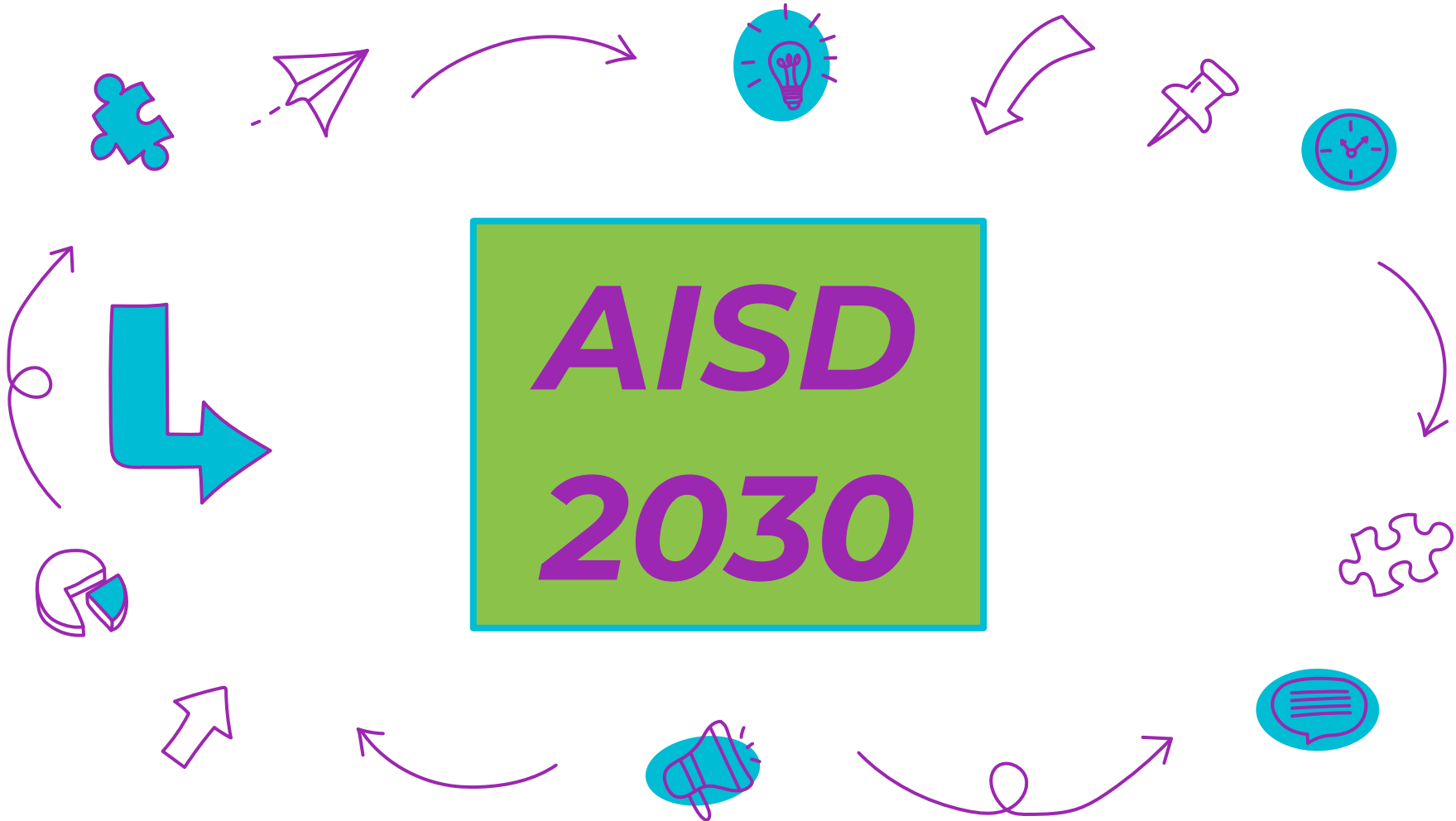




**What do you
think about this?**



AISD 2030





We will make a list and assign an owner

There are SIX Giant Posters

Brainstorm



- ▶ We like?
- ▶ We don't like?
- ▶ What about this?
- ▶ I need this...

10-15 minutes

Gallery Walk

Two Times Around

1st - Place a dot

Green - Love this idea!

Yellow - Need information

2nd - Ownership



Divide your poster like this

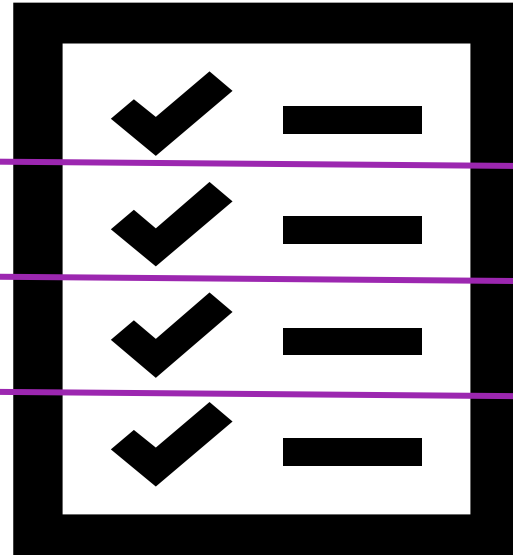


We like...

We don't like...

What about this...

I need this...





We like...

We don't like...

What about this...

I need this...



What we like

- innovative Programs added
- 9th grade Acad

Don't Like

Transportation too many facilities

What about...

- Addressing Pre-K needs
- employee day care
- NO boundary lines?
- Specializing MS (Fine Arts, Athletic, STEM, CTE)
- Could we add more than 4th-5th? (reduce elem. bus students w/ multi-elec?)
- Research to support 9th being separated?

Need to Know

- What are the benefits of one HS vs two?
- What about more innovative programs @ M.S. Bond Election

WH

WH

WH

BO

9th-10th

9th-10th

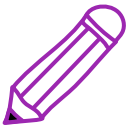




At our Next Meeting..



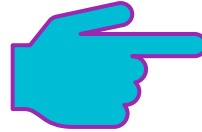
System of Great Schools and 1st Look at Feedback





Resources go in this folder:
<https://bit.ly/Footprint2024>

Or use this



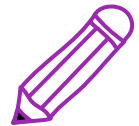


THANK YOU!

Let us help you?

joseph.waldron@abileneisd.org

karen.munoz@abileneisd.org



Abilene Independent School District Board Document - Agenda Item II.C

Meeting Date: August 1, 2024

Meeting Type: Board Workshop

Item Type: Presentation

Future Action Required: No

If Yes, Month:

Subject: Office of Innovation Update

Background Information:

Abilene ISD has been an innovative district for several years as evidenced by the development of the Academy for Technology, Engineering, Math, and Science; Holland Medical; the Center for Innovation at McMurry; the LIFT Center; and most recently Stafford Elementary.

The Office of Innovation is dedicated to supporting campuses with innovative ideas and providing time and resources to help with those innovations. With the opportunity to join the System of Great Schools, we are continuing to be an innovative district.

Abilene ISD was awarded the Strong Foundations Planning grant. This is a planning grant for 2024-2025 school year.

Continuing the practice of innovation, AISD is exploring the possibility of partnering with the International Rescue Committee to support our newcomers that have little to no English language skills.

This presentation will provide an update of the progress we are making in these areas.

Attached Supporting Documents:

Office of Innovation Update (google slides)

Fiscal Implications:

None

Administrative Recommendation:

None at this time.

Contact Person:

Dr. Karen Munoz, Executive Director for Innovation and Program Development



**Office of Innovation
Abilene ISD**

Dr. Karen Munoz

*Executive Director for
Innovation and Program
Development*

Office of Innovation



STRONG FOUNDATIONS

Planning

K-12 RLA Instructional Framework



Redesign-STEM



Center for Innovation @ McMurry



the **LIFT** | Leadership & Innovation
in Future Technologies



Abilene ISD North Star Goal

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



STRONG FOUNDATIONS **Planning**

K-12 RLA Instructional Framework

Strong Foundations Planning (K-12) RLA Instructional Framework

Completed	<ul style="list-style-type: none">• Action 1: Form a Leadership Team (April 2024)• Action 2: Kick-Off Meeting with Leadership Team (April 2024)• Action 3: Planned our Process and Timeline with Leadership Team (April 2024)• Action 4: Form a Committee (April 2024)-40 members Research Based Instructional Strategies Training (July 17, 2024)
In Process	<ul style="list-style-type: none">• Establish Vision (Leadership Team)-August 27th• Creating belief statements based on teacher input from RBIS training (August 27th)
Upcoming	<ul style="list-style-type: none">• Action 5: Prepare to Collect Data
Goal	December 2024 <ul style="list-style-type: none">• Have a finalized Reading Language Arts (RLA) Instructional Framework that will give alignment K-12

International Rescue Committee (IRC) Collaboration

- ▶ Meet the needs of our brand new non-English speaking refugee students
- ▶ Four hour school day (Retired teachers)
- ▶ Basic English instruction/cultural experiences
- ▶ Approximately three months focused instruction (dependent on student)

QUESTIONS?

Abilene Independent School District Board Document - Agenda Item II.D

Meeting Date: August 1, 2024

Meeting Type: Board Workshop

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: August

Subject: Updated EIC (LOCAL)

Background Information:

EIC (LOCAL) outlines calculations for grade point averaging (GPA) and figuring class rank for graduates. Updates to the wording of the policy for graduating classes of 2025, 2026, and 2027 include removing the COVID-19 provision and the explanation of standard credit accumulation. These two areas no longer affect students because of the time that has passed since the COVID-19 shut down. Also, removal of the Pre AP wording and only including AP and Honors because Abilene ISD does not participate in the College Board Pre AP program. We have developed Honors courses, which we apply grade weight in GPA the same that Pre AP courses were weighted in the past.

Changes for the graduating class of 2028 include counting dual credit course grades in GPA calculation and weighting the dual credit course grades more than Honors but less than AP course grades. Additional changes include excluding grades from the GPA calculation for physical education course, local credited course, credit recovery course, and courses that are taken outside of the regular school day or school year.

Attached Supporting Documents:

EIC (LOCAL) proposed revisions

TEA document of CCMR Accountability verses Outcome Bonuses

Fiscal Implications:

None

Administrative Recommendation:

First reading - information only. For August Board Meeting, recommend to approve EIC(LOCAL) updates and changes.

Contact Person:

Dr. Stevanie Jackson, Executive Director for Secondary Curriculum and Instruction

PROPOSED REVISIONS 7.25.24

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Note: The following provisions shall apply to students in the graduating class of 2025, 2026, and 2027.

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below.

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

The calculation shall include failing grades until a failing grade is replaced with a passing grade.

Exclusions

The calculation of class rank shall exclude grades earned in any distance learning course, unless the course is an eligible course taken through the Texas Virtual School Network (TxVSN); any dual credit course; or through credit by examination, with or without prior instruction.

Exception

~~Grades for courses taken through distance learning during the 2020-2021 school year as part of the District's remote learning plan during the COVID-19 pandemic shall be included in a student's class rank calculation.~~

Credit Accumulation

~~The "standard number of grades" accumulated is as follows:~~

Class	Class of 2024	Class of 2025 and Beyond
Freshmen	14	16
Sophomore	30	32
Junior	46	48
Midterm-Senior	54	56
All Graduates	62	64

Weighted Grade System

The District shall categorize and weight eligible courses as Advanced, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Categories

Advanced

Eligible Advanced Placement (AP) courses and courses locally designated as advanced ~~honors~~ shall be categorized and weighted as Advanced courses.

Honors

Eligible ~~Pre-AP courses and~~ courses locally designated as honors shall be categorized and weighted as Honors courses.

Regular

All other eligible courses shall be categorized and weighted as Regular courses.

Weighted Numerical Grade Average

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

$$\frac{\begin{matrix} \text{(sum of} & & \text{(number of AP/Advanced} \\ \text{grades)} & & \text{category Honors grades 70 or} \\ & & \text{above x 10) +} \\ & + & \text{(number of Pre-AP/Honors} \\ & & \text{category grades 70 or above x} \\ & & \text{5)} \end{matrix}}{\text{(number of grades)}} = \text{GPA} \frac{\text{(standard number of grades accumulated at this point in academic career)}}{\text{(number of grades)}}$$

The District shall record unweighted numerical grades on student transcripts.

Note: The following provisions shall apply to students beginning with the graduating class of 2028.

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below.

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

The calculation shall include failing grades until a failing grade is replaced with a passing grade.

Exclusions

The calculation of class rank shall exclude grades earned in physical education; any course substituted for physical education; any distance learning course, unless the course is a

dual credit course; any course for which credit is earned outside the regular school day or regular school year; any local credit course; any credit recovery course; or through credit by examination, with or without prior instruction.

Weighted Grade System Categories

The District shall categorize and weight eligible courses as Advanced, Dual Credit, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Advanced

Eligible Advanced Placement (AP) courses and courses locally designated as advanced shall be categorized and weighted as Advanced courses.

Dual Credit

Eligible dual credit courses shall be categorized and weighted as Dual Credit courses.

Honors

Eligible courses locally designated as honors shall be categorized and weighted as Honors courses.

Regular

All other eligible courses shall be categorized and weighted as Regular courses.

Weighted Numerical Grade Average

The District shall assign weights to semester grades, including failing grades, earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category	Weight
Advanced	plus 10
Dual Credit *	plus 7
Honors	plus 5
Regular	plus 0

*A grade of 60-69 or D in a dual credit course shall receive high school credit, and the grade shall be converted to a 70 for purposes of calculating class rank.

The District shall record unweighted numerical grades on student transcripts.

Note: The following provisions shall apply to all students, regardless of their graduating class.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Transferred Grades

When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if a similar or an equivalent course is offered to the same class of students in the District.

~~Letter grades will be converted to numerical grades as follows:~~

Letter Grade	Numerical Grade
A	95
B	85
C	77
D	72

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.

~~In order to be considered for local graduation honors, a student who is graduating early must timely submit the required District form in accordance with administrative procedures.~~

~~A student who chooses to attend the alternative education campus of choice at any time during grades 9-12 shall not be eligible for recognition with local graduation honors at their home campus or another District high school.~~

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

- ~~1. Have been continuously enrolled in the District high school from which they will graduate for the two semesters immediately preceding graduation by September 1;~~
- ~~2. Be graduating after exactly eight semesters of enrollment in high school; and~~
- ~~3. Have completed the foundation program with the distinguished level of achievement.~~

~~Graduating Class of 2025~~

~~Beginning with the graduating class of 2025, to be eligible for this local graduation honor, a student must:~~

1. Have been continuously enrolled in the District high school from which they will graduate for the four semesters immediately preceding graduation by September 1;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with the distinguished level of achievement.

Ties

In case of a tie in weighted numerical grade averages after calculation to the eighth decimal place, the District shall recognize all students involved in the tie as sharing the honor and title.

~~Breaking Ties~~

~~In case of a tie in weighted numerical grade averages after calculation to the eighth decimal place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:~~

- ~~1. Count the number of Advanced and Honors courses taken by each student involved in the tie.~~
- ~~2. Calculate a weighted numerical grade average using only eligible grades earned in English, mathematics, science, and social studies taken by each student involved in the tie.~~

~~If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.~~

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

CCMR Accountability vs Outcomes Bonus



CCMR Indicator	CCMR in Accountability	CCMR in Outcomes Bonus
College Ready	<p>Meets Texas Success Initiative (TSI) criteria <i>or</i> Earns dual course credits <i>or</i> Meets criteria on AP/IB exams <i>or</i> Earns an associate degree <i>or</i> Qualifies for OnRamps course credits</p>	<p>Earns an associate degree by August 31st immediately following high school graduation ----- OR ----- Meets ACT, SAT, or TSI college readiness criteria (college prep courses not applicable), <i>and</i> enrolls at a postsecondary educational institution immediately following high school graduation</p>
Career Ready	<p>Earns an industry-based certification and aligned program of study completer* <i>or</i> Graduates with completed IEP and workforce readiness <i>or</i> Graduates with an advanced diploma plan and received special education services <i>or</i> Earns a level I or level II certificate</p>	<p>Meets ACT, SAT, or TSI college readiness criteria (college prep courses not applicable), <i>and</i> Earns an industry-based certification* <i>or</i> earns a level I or level II certificate by August 31st immediately following high school graduation</p>
Military Ready	<p>Enlists in the U.S. Armed Forces/Texas National Guard <u>Not Applicable for 2019-2022 graduates. 2023 Graduates will be reported for 2024 Accountability</u></p>	<p>Enlists in the U.S. Armed Forces/Texas National Guard <u>Not Applicable for 2019-2022 graduates. 2023 graduates will be reported for 2024 Outcomes Bonus</u></p>

* See [Phase-In Schedule for Sunsetting IBCs and alignment with Programs of Study in Chapter 2 of the 2024 Accountability Manual \(p.18-19\)](#). IBC + Program of Study Completer (3-year phase in) will begin with the class of 2024 for 2025 accountability. The program of study requirement for IBCs does not apply to CCMR Outcomes Bonus.

Graduating Class	Accountability Reported	Outcomes Bonus Reported
2021-22 Graduates	2023 - <i>delayed</i>	Final 2022 - Fall 2024
2022-23 Graduates	2024 - Fall 2024	Final 2023 - Fall 2025
2023-24 Graduates	2025 - Fall 2025	Final 2024 - Fall 2026
2024-25 Graduates	2026 - Fall 2026	Final 2025 - Fall 2027
2025-26 Graduates	2027 - Fall 2027	Final 2026 - Fall 2028



EIC (LOCAL)

Dr. Stevanie Jackson
Executive Director for Secondary
Curriculum and Instruction

EIC (LOCAL)

Academic achievement and class ranking

- Explains how AISD calculates grade point averages (GPA)
- Explains how AISD assigns graduation honors and how ties are broken if needed

Updates for 2025, 2026, and 2027 Graduates

- Updates to wording to ensure clarity
- Removed COVID-19 exception and credit accumulation
- Removed Pre AP
- Updates to figuring ties of graduation honor

Changes Beginning with 2028 Graduates

Exclude from GPA

- Physical Education (PE) courses and PE substitutes
- Credits earned outside of the regular school day and school year
- Local credited courses

Included in GPA

- Dual Credit courses
 - Weight dual credit courses more than Honors but less than AP

Weighted Grades

- Advanced - includes AP and locally designated courses (ie Advanced Engineering)
 - Plus 10
- Dual Credit - all dual credit courses except AP/DC these courses will be weighted as advanced
 - Plus 7
- Honors - includes courses locally designated as honors
 - Plus 5
- Regular - all other courses
 - Plus 0

Abilene Independent School District Board Document - Agenda Item II.E

Meeting Date: August 1, 2024

Meeting Type: Board Workshop

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: September

Subject: TASB Local Policy Update 123

Background Information:

Update 123 contains local policies that require board action and adoption based on the district's final recommendations. This update includes local policy addressing board member training, ethics, ad valorem taxes, security personnel, technology equipment, employment contracts, grievances, homebound instruction, instructional materials, and library materials.

Additionally, update 123 includes revisions to many LEGAL policies based on updates made in the legislative session.

Attached Supporting Documents:

- List of LEGAL and LOCAL policies impacted by this update
- LEGAL and LOCAL Policy Summary
- Update 123 First Reading Presentation

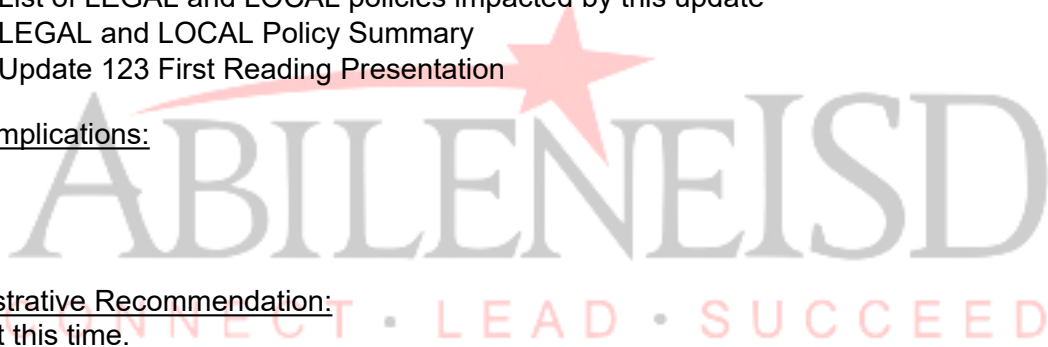
Fiscal Implications:

None

Administrative Recommendation:

None at this time.

Contact Person: Alison Sims





TASB - Update: Local Manual 123

*Alison Sims
Associate Superintendent
For Development of
Human Resources*

Agenda

- Overview of our process
- Update 123 - LEGAL and LOCAL Policies
- Recommendations
- Next Steps

Overview of Our Process

- **TASB Updates Released Late June 2024**
- **Administration Reviews Materials**
- **Administration Submits Recommendations to the Board**
- **Board hears 1st Reading of Policies and Administrative Recommendations at February Workshop**
- **Board considers 2nd Reading at September 2024 Regular Meeting (for possible approval)**

Update 123 - LEGAL Policies - No Board Action Needed

- **AIB** - Accountability: Performance Reporting
- **AIC** - Accountability: Interventions and Sanctions
- **AIE** - Accountability: Investigations
- **BBA** - Board Members: Eligibility/Qualifications
- **BBBB** - Elections: Post-Election Procedures
- **CCG** - Local Revenue Sources: Ad Valorem Taxes
- **CCGA** - Ad Valorem Taxes: Exemptions and Payments
- **CCGB** - Ad Valorem Taxes: Economic Development
- **CKB** - Safety Program/Risk Management: Accident Prevention and Reports
- **CKED** - Security Personnel: Other Security Arrangements

Update 123 - LEGAL Policies - No Board Action Needed

- **CMD** - Equipment and Supplies Management: Instructional Materials Care and Accounting
- **CPC** - Office Management: Records Management
- **CQA** - Technology Resources: District, Campus and Classroom Websites
- **CQC** - Technology Resources: Equipment
- **DHE** - Employee Standards of Conduct: Searches and Alcohol/Drug Testing
- **DNA** - Performance Appraisal: Evaluation of Teachers
- **DP** - Personnel Positions
- **EF** - Instructional Resources
- **EFA** - Instructional Resources: Instructional Materials
- **EFB** - Instructional Resources: Library Materials

Update 123 - LEGAL Policies - No Board Action Needed

- **EHBBA** - Special Education - Identification, Evaluations, and Eligibility
- **EHBAB** - Special Education - ARD Committee and Individualized Education Program
- **EHBE** - Special Programs: Bilingual Education/ESL
- **EHBJ** - Special Programs: Innovative and Magnet Programs
- **EKB** - Testing Programs: State Assessment
- **FA** - Parent Rights and Responsibilities
- **FFAC** - Wellness and Health Services: Medical Treatment
- **GBA** - Public Information Program: Access to Public Information
- **GF** - Public Complaints
- **GKA** - Community Relations: Conduct on School Premises
- **GRA** - Relations with Governmental Entities: State and Local

Update 123 - LOCAL Requires Board Action

- **BBD** - Board Members: Training an Orientation
Approve as recommended by TASB



Attorney General may require boards to train on Public Information Act if it is found there is a violation of the act.

Update 123 - LOCAL Policy - Requires Board Action

BBFA - Ethics - Conflict of Interest Disclosures

Approve as recommended by TASB

Clarifies the responsibility of a Board Member to disclose financial or personal interests that go beyond the scope of state and federal law.

Update 123 - LOCAL Policy - Requires Board Action

CCGB - Ad Valorem Taxes: Economic Development

- Delete policy after conferring with Taylor County CAD and TASB.

Update 123 - LOCAL Policy - Requires Board Action

CKC - Safety Program/Risk Management: Emergency Plans

Approve as recommended by TASB

- Added section regarding Notice of Violent Activity to comply with legal requirements

CKE - Safety Program/Risk Management: Security Personnel

Approve as recommended by TASB

- Addresses all security arrangements a district may have in one policy

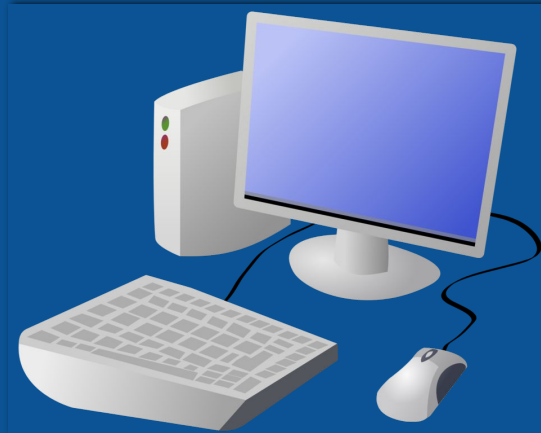
CKEC - Security Personnel: School Resource Officers

Delete as it is combined with CKE (LOCAL)

Update 123 - LOCAL Policy - Requires Board Action

CQC - Technology Resources: Equipment

- Approve as recommended by TASB
 - Meets legal requirements for adoption of a policy regarding effective integration of digital devices in the district.



Update 123 - LOCAL Policy - Requires Board Action

DCE - Employment Practices: Other Types of Contracts

- Approve as recommended by TASB
 - Employee may request a hearing before the board to appeal discharge during the contract period.

Update 123 - LOCAL Policy - Requires Board Action

DGBA - Personnel Management: Employee Grievances

- Approve as recommended by TASB
 - Cross references policy DIA
 - Updates DGBA Exhibit - Grievance Forms

FNG - Student Rights and Responsibilities: Grievances

- Approve as recommended by TASB
- Cross references policy CKE
- Updates DGBA Exhibit - Grievance Forms

GF - Public Complaints

- Approve as recommended by TASB
 - Cross references policy CKE
 - Updates GF Exhibit - Complaint Forms

Update 123 - LOCAL Policy - Requires Board Action

EEH - Instructional Arrangements - Homebound

- Approve as recommended by TASB
 - Students may receive Homebound Services for psychological conditions and days do not need to be consecutive to qualify

Update 123 - LOCAL Policy - Requires Board Action

EFA - Instructional Resources: Instructional Materials

- Approve as recommended by TASB
 - Employees, parents, and guardians may request a review of instructional materials

EFB - Instructional Resources: Library Materials

- Approve as recommended by TASB
 - Establishes collection development standards for school and classroom libraries



**TASB - Update:
Local Manual 123**

*Alison Sims
Associate Superintendent
For Development of
Human Resources*

Abilene Independent School District Board Document - Agenda Item II.F

Meeting Date: August 1, 2024

Meeting Type: Board Workshop

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: September

Subject: School Health Advisory Council (SHAC) Annual Report

Background Information:

The Abilene ISD School Health Advisory Council met in accordance with state requirements and Board policy during the 2023-2024 school year. This item serves as their annual report to the Board. Accompanying staff recommendations are included.

Attached Supporting Documents:

School Health Advisory Council (SHAC) Annual Report Slide Deck
SHAC Annual Letter to Superintendent
Wellness Policy Assessment Tool
Recess and Physical Activity References

Fiscal Implications:

None

Administrative Recommendation:

Future approval of 2024-2025 SHAC member recommendations
Possible revision of policy FFA (LOCAL) pending discussion

Contact Person:

Kimberly.Brumley@abileneisd.org, Executive Director for Federal Programs and District Planning, ext. 5858; Angela.Valentine@abileneisd.org, Director for Health Services, ext. 7840.



**School Health Advisory
Council (SHAC) Annual
Report**

*Kimberly Brumley
Executive Director for
Federal Programs and
District Planning*

2023-2024 Summary

September 25, 2023	SHAC Responsibilities and Related Board Policies Elected Chair and Formed Subcommittees
November 27, 2023	Mental Health and District Supports Substance Abuse - Legal Responsibilities & District Supports
February 26, 2024	Integration of Health TEKS in Physical Education & Science District Recess Policy & Practice
April 22, 2024	District Wellness Policy - Annual Evaluation Grade 7 Wellness & Sexual Health Update



Wellness Policy

Review and Recommendations

- ▶ Clarify description of **milk** availability to reflect actual practice
- ▶ Work with middle school principals to ensure students have at least **20 minutes to eat**
- ▶ Specify that **recess** will not be withheld from elementary students
- ▶ Support Student Nutrition staff attendance at their **national conference**

Free Play/Recess

- ▶ [References](#) describing benefits to student academic achievement and social-emotional wellness
- ▶ Discipline data tracks recess detention with lunch detention
- ▶ Collaborate with campus principals to evaluate frequency of restrictions

Policy FFA (LOCAL) Considerations

- ▶ Identifies Director of Federal Programs as responsible for ensuring the Wellness Policy is evaluated annually
- ▶ Statewide research identifies wide variety in responsible parties
- ▶ Options to leave as is, align to a role more closely aligned with the work, or use general 'designee' language

2024-25 SHAC Member Applications

- ▶ Utilize districtwide parent communication and community contacts to promote
- ▶ Invite additional non-AISD employee parents
- ▶ Continue to expand diverse representation
- ▶ Communicate roster of members through Board Note with approval expected in September consent agenda

Questions?



May 13, 2024

Dear Dr. Kuhn,

As the district designees supporting the School Health Advisory Council (SHAC) we respectfully submit a summary of SHAC's 2023-2024 activity and recommendations.

A roster of the SHAC membership is attached. Megan Roth served as Chair and Brianna Johnson volunteered to take minutes at all meetings. SHAC met in the Alta Vista Room at One AISD from 6:00-7:00 PM on the following four dates with primary topics noted:

- September 25, 2023
 - SHAC Responsibilities and Related Board Policies
 - Elected Chair and Formed Subcommittees
- November 27, 2023
 - Mental Health and District Supports
 - Substance Abuse - Legal Responsibilities & District Supports
- February 26, 2024
 - Integration of Health TEKS in Physical Education & Science
 - District Recess Policy & Practice
- April 22, 2024
 - District Wellness Policy - Annual Evaluation
 - Grade 7 Wellness & Sexual Health Update

The Grade 7 Wellness & Sexual Health instruction was well-received in the 5-day lesson format continued from 2022-2023, addressing basic human needs, puberty, male and female reproductive anatomy, sexually transmitted diseases, and pregnancy. Retired elementary PE teacher Sharon Gilley taught 15 of 20 days of instruction to girls districtwide, with remaining days taught by Kimberly Brumley (4) and Angela Valentine (1). Instruction for boys was provided by a male coach on each campus as selected by Executive Director for Athletics Jim Garfield. Instruction occurred March and May as follows: Mann MS, March 25-28 and April 2; Craig MS, April 15-19; Clack MS, April 30-May 6; Madison MS, May 13-17.

SHAC carefully considered the Wellness Policy (attached) and makes four (4) specific recommendations:

1. On the **Table of Contents**, remove the reference to a Glossary, update the online version to hyperlink attachments, and update page numbers.
2. On page 5, the committee recommends restating the **School Meals** procedure "*White milk is placed in front of other beverages in all coolers.*" to more accurately describe Abilene ISD food service procedures. With all flavors of milk having health benefits and being equally available for students to choose, this sentence should read, "*Milk is available at the front of the line.*"
3. Also relevant to page 5 in **School Meals**, Director for Student Nutrition Kandace Grenwelge shared that at some middle school campuses, the students' actual dining time is shorter than

the required 20 minutes due to campus procedures that delay their arrival in the cafeteria. The committee recommends this concern be evaluated at each campus and addressed with changes to procedures if students do not have at least 20 minutes to eat from the time they get their food to the time of dismissal.

4. In reference to ***Physical Activity Goals*** (pages 8-9) and ***Recess (Elementary)*** (page 10), the committee recommends adding specific language to protect daily free play. Members presented research publications from the Texas School Health Advisory Council, Texas Department of State Health Services, and the Centers for Disease Control supporting the health, academic, social and emotional value of free play. Page 9 currently states “Physical activity during the school day **will not be withheld** as punishment for any reason.” However, parents on the committee state that restricting recess is common practice. Page 10 does not address any protections for free play.

The committee also continues to support the annual participation of Student Nutrition staff in the national conference, which gives them the opportunity to advocate for policies that serve our students well.

Please know that we are available to answer your questions and to assist in providing any information needed by Trustees.

Respectfully submitted,

Angela Valentine, RN, BSN
Director - Health Services

Kimberly Brumley
Executive Director - Federal Programs & District Planning

Wellness Policy Assessment Tool

Form 357 Rev 12/15

This template provides information on wellness policy goals and practices within the LEA. Use this tool to track progress and gather ideas on ways to create a healthier school environment. A separate assessment should be completed for each school or at a minimum, each school level. The wellness policy and completed assessment must be available to the public.

LEA/District Name **Abilene ISD**

Reviewer **SHAC/Angela Valentine/Kar**

School Name **Abilene High School**

Date **04/22/2024**

Select all grades: PK K 1 2 3 4 5 6 7 8 9 10 11 12

Yes No I. Public Involvement

We encourage the following to participate in the development, implementation, and evaluation of our wellness policy:

- | | | | |
|--|---|---|---|
| <input checked="" type="checkbox"/> Administrators | <input checked="" type="checkbox"/> School Food Service Staff | <input checked="" type="checkbox"/> P.E. Teachers | <input checked="" type="checkbox"/> Parents |
| <input checked="" type="checkbox"/> School Board Members | <input checked="" type="checkbox"/> School Health Professionals | <input checked="" type="checkbox"/> Students | <input checked="" type="checkbox"/> Public |

We have a designee in charge of compliance.

Name/Title:

We make our policy available to the public.

Please describe:

We measure the implementation of our policy goals and communicate results to the public.

Please describe:

Our district reviews the wellness policy at least annually.

Yes No II. Nutrition Education

Our district's written wellness policy includes measurable goals for nutrition education.

We offer standards based nutrition education in a variety of subjects (e.g. science, health, math, etc).

We offer nutrition education to students in: Elementary School Middle School High School

Yes No III. Nutrition Promotion

Our district's written wellness policy includes measurable goals for nutrition promotion.

We promote healthy eating and nutrition education with signage, use of creative menus, posters, bulletin boards, etc.

We have reviewed *Smarter Lunchroom* techniques and evaluated our ability to implement some of them.

We place fruits and vegetables where they are easy to access (e.g. near the cafeteria cashier or near the front of the line).

We ensure students have access to hand-washing facilities prior to meals.

We annually evaluate how to market and promote our school meal program(s).

We regularly share school meal nutrition, calorie, and sodium content information with students and families.

We offer taste testing or menu planning opportunities to our students.

We participate in Farm to School activities and/or have a school garden.

We only advertise and promote nutritious foods and beverages on school grounds (e.g. buildings, playing fields, etc).

We price nutritious foods and beverages lower than less nutritious foods and beverages.

We offer fruits or non-fried vegetables in: Vending Machines School Stores Snack Bars à La Carte

We have nutritional standards for foods/beverages served at school parties, celebrations, events, etc.

We provide teachers with samples of alternative reward options other than food or beverages.

We prohibit the use of food and beverages as a reward.

Yes No' IV. Nutrition Guidelines (Cont. from page 1)

- Our district's written wellness policy addresses nutrition standards for USDA reimbursable meals.
- We operate the School Breakfast program: Before School In the Classroom Grab & Go
- We follow all nutrition regulations for the National School Lunch Program (NSLP).
- We operate an Afterschool Snack Program.
- We operate the Fresh Fruit and Vegetable Program.
- We have a Certified Food Handler as our Food Service Manager.
- We have adopted and implemented *Smart Snacks* nutrition standards for ALL items sold during school hours, including:
 - as à La Carte Offerings in School Stores in Vending Machines as Fundraisers

Yes No V. Physical Activity

- Our district's written wellness policy includes measurable goals for physical activity.
- We provide physical education for elementary students on a weekly basis.
- We provide physical education for middle school during a term or semester.
- We require physical education classes for graduation (high schools only).
- We provide recess for elementary students on a daily basis.
- We provide opportunities for physical activity integrated throughout the day.
- We prohibit staff and teachers from keeping kids in from recess for punitive reasons.
- Teachers are allowed to offer physical activity as a reward for students.
- We offer before or after school physical activity: Competitive sports Non-competitive sports Other clubs

Yes No VI. Other School Based Wellness Activities

- Our district's written wellness policy includes measurable goals for other school-based activities that promote wellness.
- We provide training to staff on the importance of modeling healthy behaviors.
- We provide annual training to all staff on: Nutrition Physical Activity
- We have a staff wellness program.
- We have school district staff who are CPR certified (e.g. teachers, coaches, counselors, food service staff).
- We actively promote walk or bike to school for students with Safe Routes to School or other related programs.
- We have a recycling /environmental stewardship program.
- We have a recognition /reward program for students who exhibit healthy behaviors.
- We have community partnerships which support programs, projects, events, or activities.

VII. Progress Report: Indicate any additional wellness practices and/or future goals and describe progress made in attaining the goals of the local wellness policy

VIII. Contact Information:

For more information about this school's wellness policy/practices, or ways to get involved, contact the Wellness Committee Coordinator.

Name	Angela Valentine, RN, BSN	Position/Title	Director of Health Services
Email	Angela.valentine@abileneisd.org	Phone	(325) 677-1444 ext. 7840



Recess and Physical Activity: Impact on Student Health, Academic Performance, Social and Emotional Development

January 2020

Background

"Recess is critical, say experts in childhood development. Recess is a period of the school day set aside for the physical, social, and cognitive pursuits that can't otherwise be achieved in the sit-down-and-shut-up environment that is an elementary school classroom. But this respite from organized learning is not only available for what the students are doing on the playground. It is equally as vital for what they are not doing, namely math, reading, or science."

Excerpt from The Best Schools.

Best Schools. "The Death of Recess in America." TheBestSchools.org, 15 Jan. 2019, thebestschools.org/magazine/death-of-recess/

Texas Education Policies Related to Physical Activity

Texas Education Code 28.002(1) Physical Education: A school district shall require a student enrolled in full-day prekindergarten, in kindergarten, or in a grade level below grade six to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus's daily recess. To the extent practicable, a school district shall require a student enrolled in prekindergarten on less than a full-day basis to participate in the same type and amount of physical activity as a student enrolled in full-day prekindergarten.

A school district shall require students enrolled in grade level six, seven, and eight to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum. If a school district determines, for any particular grade level below grade six, that requiring moderate or vigorous daily physical activity for at least 135 minutes during each school week. Additionally, a school district may as an alternative, require a student enrolled in a grade level for which the district uses block scheduling to

participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks.

Texas Education Code 28.004(1) School Health Advisory Council –
“The local school health advisory council shall consider and make policy recommendations to the district concerning the importance of daily recess for elementary school students. The council must consider research regarding unstructured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The council shall ensure that local community values are reflected in any policy recommendation made to the district under this subsection.”

Research on Recess and Physical Activity

1. Centers for Disease Control and Prevention

Recommendations: 2019

“Recess is a regularly scheduled period in the school day for physical activity and play that is monitored by trained staff or volunteers. During recess, students are encouraged to be physically active and engaged with their peers in activities of their choice, at all grade levels, kindergarten through 12th grade.

Recess benefits students by:

- Increasing their level of physical activity.
- Improving their memory, attention, and concentration.
- Helping them stay on-task in the classroom.
- Reducing disruptive behavior in the classroom.
- Improving their social and emotional development (e.g., learning how to share and negotiate).”

Excerpt from the Centers for Disease Control and Prevention.

“Recess.” Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 29 May 2019,
www.cdc.gov/healthyschools/physicalactivity/recess.htm

2. Society of Health and Physical Educators (SHAPE) 2017 Recommendations: Strategies for Success

“This document, Strategies for Recess in Schools, describes strategies for planning and providing recess in schools to help increase

participation in physical activity and improve academic achievement (e.g., performance, behavior, attention). The audiences for this document include state and school district leaders that provide technical assistance and professional development on recess, physical education teachers, classroom teachers, recess and playground supervisors, support staff, school administrators, parent-teacher organizations, school health coordinators, school health advisory councils, parents, and anyone interested in supporting recess in schools. While each of these representative groups may have different roles and responsibilities in garnering support for and implementing these strategies, involvement of all groups is important.”

Excerpt from SHAPE America.

Strategies for Recess in Schools, Center for Disease Control, 2017, www.shapeamerica.org/uploads/pdfs/recess/SchoolRecessStrategies.pdf

3. Education Week 2018: 7 Things to Know about School Recess

“Recent U.S. education reform has focused on defining and raising the subject-matter standards students are expected to meet. In order to get their students up to snuff, schools are extending the school day and putting more and more emphasis on academic learning, which can squeeze out a beloved part of the traditional school day-recess.

What Time Is Recess?

In most schools, recess is the only time in the school day reserved for outdoor and mostly unstructured play. It typically occurs once or twice in the day, often just before or after lunch. The length of recess is rarely mandated at the state level. In some schools, it’s as short as 15 minutes, in other it lasts up to 45 minutes. Some schools have eliminated it altogether.

Is Recess Important?

For many, recess conjures memories of hopscotch or monkey bars. But whether or not recess plays a critical role in the mental, physical, emotional, and academic development of children has been a topic of much research and debate.”

Excerpt from Education Week.

Riser-Kositsky, Maya. "7 Things to Know About School Recess." Education Week, 14 May 2019, www.edweek.org/ew/issues/school-recess/index.html

4. Brookings Institute 2017: A New Way to Measure the Benefits of School Recess

"The full spectrum of play, from make believe to soccer, can contribute to healthy child development. Play helps students develop socially, emotionally, physically, and academically. During play, students learn and practice important skills, such as cooperation, conflict resolution, respect for others, and self-regulation. Some adult support is needed to facilitate safe and healthy opportunities for all kids to play, and then the adults can step back and allow the play to unfold."

Excerpt from [Brookings](#).

Cushing, Elizabeth "A New Way to Measure the Benefits of School Recess." Brookings, Brookings, 10 Feb. 2017, www.brookings.edu/blog/brown-center-chalkboard/2017/02/13/a-new-way-to-measure-the-benefits-of-school-recess/

5. American Academy of Pediatrics 2013: The Crucial Role of Recess in School

"Just as physical education and physical fitness have well-recognized benefits for personal and academic performance, recess offers its own unique benefits. Recess represents an essential, planned respite from rigorous cognitive tasks. It affords a time to rest, play, imagine, think, move, and socialize. After recess, for children or after a corresponding break time for adolescents, students are more attentive and better able to perform cognitively. In addition, recess helps young children to develop skills that are otherwise not acquired in the more structured classroom environment."

Excerpt from [Pediatrics](#).

Health, Council on School. "The Crucial Role of Recess in School." American Academy of Pediatrics, American Academy of Pediatrics, 1 Jan. 2013, pediatrics.aappublications.org/content/131/1/183

6. Pathways to Family Wellness 2010: Why Kids Need Recess

“More and more, parents are protesting school policies that allow teachers and administrators to withhold recess to punish student misbehavior. Common infractions include tardiness, acting out in class and failure to complete homework—everyday childhood behaviors that result in numerous children having to go without recess on any given day.

The research is clear. Children need recess. Recess benefits every aspect of childhood development—physical development, of course, but also social, emotional and intellectual development as well.”

Excerpt from [Pathways to Family Wellness](#).

“Why Kids Need Recess.” Why Kids Need Recess/ Children’s Health & Wellness, pathwaystofamilywellness.org/Children-s-Health-Wellness/why-kids-need-recess.html

Considerations

Given the increasing incidence of obesity, diabetes, and other health concerns including social emotional issues among children and youth, and considering a review of existing research concerning the benefits of physical activity for all domains of child development, the Texas School Health Advisory Committee (TSHAC) acknowledges the need to inform communities, parents, educators and young people about the benefits of engaging in regular physical activity and the dangers of not doing so.

Research supporting the positive benefits of physical activity and play on the cognitive, physical, social, and emotional health and development of children and youth has led to the following considerations of the TSHAC:

- **Parents** have a significant role to play in striking balances for their children between structured activities and free play, between passive and active entertainment, and between physical and sedentary activities;
- **Schools** have a significant role to play in providing opportunities for students to engage in structured (physical education class) and unstructured physical activity (recess) on a daily basis. Providing structured and unstructured physical activities throughout the school day has a positive impact on students’ academic performance by

reducing disruptive behaviors in the classroom, and enhancing social and emotional development;

- **Communities** have a significant role to play in providing the infrastructure of playgrounds, parks and athletic facilities; security measures and supervision; and financial support to allow all citizens to develop physically healthy habits.

This document was developed by the TSHAC. For additional information about the committee, go to the [TSHAC Home Page](#). External links to other sites appearing here are intended to be informational and do not represent an endorsement by DSHS. These sites may not be accessible to people with disabilities. For information about any of the resources listed, contact the sponsoring organization directly. For comments or questions about this publication, contact the School Health Program at (512) 776-7279 or by email at SchoolHealth@dshs.texas.gov. Copyright free. Permission granted to forward or make copies in its entirety as needed.

KEEP RECESS IN SCHOOLS



What is recess?

Recess is a relatively easy and low cost way to help students be physically active. Recess also provides social, emotional, and academic achievement benefits.

What's happening currently?

More than 90% of elementary schools had students in each of grades K-5 participate in regularly scheduled recess during the school day.*¹

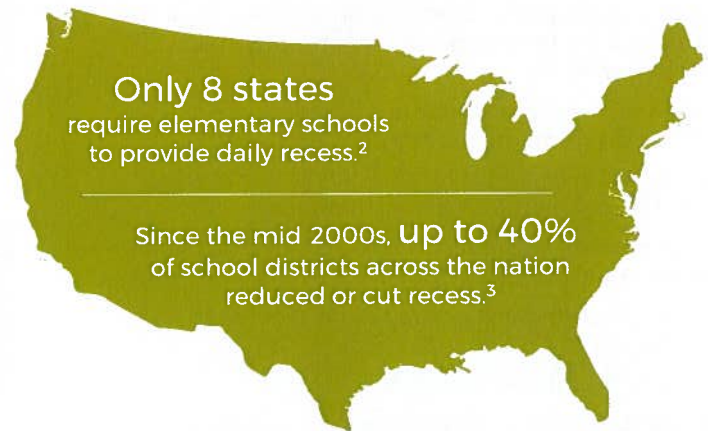


But only 35% of elementary schools had 6th-grade students participate in regularly scheduled recess.*¹

**Among elementary schools with students in that grade.*

Recess defined:

- A regularly scheduled period within the school day for physical activity and play that is monitored by trained staff or volunteers.
- Encourages students to engage in activities of their choice.
- Is offered at all grade levels, kindergarten through 12th grade.



Active students are better learners

Recess increases students' physical activity and improves educational outcomes.⁴



Social & emotional outcomes:

- Improved ability to share and negotiate
- Better social interactions
- Increased school connectedness
- Improved school climate

Academic achievement outcomes:

- Better grades and test scores
- Better classroom behavior
- Better school attendance
- Improved memory, attention, and concentration



On average, elementary schools schedule students to have **27 MINUTES** of recess each day.**,¹

**Among elementary schools in which students participate in regularly scheduled recess.

While elementary schools are meeting the national guidance to provide at least 20 minutes of daily recess, there are still many that do not offer recess. Even for those that do, school recess practices can be stronger and more comprehensive.



54% of elementary schools prohibit or actively discourage staff from excluding students from all or part of recess as punishment for bad behavior or failure to complete class work.¹



30% of elementary schools have students participate in physical activity in the gym, multi-purpose room, or cafeteria when the weather does not permit outdoor recess.¹



11% of elementary schools have all their classes schedule recess immediately before lunch.¹



49% of elementary schools use the safety checklist and equipment guidelines published in the Handbook for Public Playground Safety.¹

What are ways to improve recess?

National guidance for recess in schools

The following can guide policies for recess:

- Provide all students K-12 with 20 minutes or more of recess daily (or similar daily period of physical activity).
- Incorporate recess into the planning for a Comprehensive School Physical Activity Program.
- Do not replace physical education with recess or use recess to meet time requirements for physical education policies.
- Provide schools and students with adequate spaces, facilities, equipment, and supplies for recess.
- Ensure that spaces and facilities for recess meet or exceed recommended safety standards.
- Do not exclude students from recess for disciplinary reasons or academic performance in the classroom.
- Do not use of physical activity during recess as punishment.
- Schedule morning recess before lunch.
- Provide staff members who lead or supervise recess with ongoing professional development.

SOURCES:

¹ Centers for Disease Control and Prevention. *School Health Policies and Practices Study 2014*.

² SHAPE America – Society of Healthy and Physical Educators. *Shape of the Nation Report; 2016*.

³ Robert Wood Johnson Foundation. *The State of Play – Gallup Survey of Principals on School Recess; 2010*.

⁴ Michael SL, Merlo C, Basch C, et al. *Critical connections: health and academics. Journal of School Health. 2015; 85(11): 740-58*.

Practical strategies and resources

An important way to improve recess is by having recess policies at the state, district, and school level that aligns with the national guidance for recess.



The Centers for Disease Control and Prevention, and SHAPE America developed **Strategies for Recess in Schools** to provide schools with concrete evidence-based strategies to implement and practice effective recess.



They also developed **Recess Planning in Schools: A Guide to Putting Strategies for Recess in Practice** to help schools develop a written recess plan to increase students' physical activity and improve their academic achievement.



Health Resources in Action
Advancing Public Health and Medical Research



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Springboard to Active Schools is an initiative of the National Network of Public Health Institutes (NNPHI) and Health Resources in Action (HRIA) through Cooperative Agreement CDC-RFA-DP16-1601 (NU1ADP003094) with the Centers for Disease Control and Prevention (CDC).

www.schoolspringboard.org



**School Health Advisory
Council (SHAC) Annual
Report**

*Kimberly Brumley
Executive Director for
Federal Programs and
District Planning*

2023-2024 Summary

September 25, 2023	SHAC Responsibilities and Related Board Policies Elected Chair and Formed Subcommittees
November 27, 2023	Mental Health and District Supports Substance Abuse - Legal Responsibilities & District Supports
February 26, 2024	Integration of Health TEKS in Physical Education & Science District Recess Policy & Practice
April 22, 2024	District Wellness Policy - Annual Evaluation Grade 7 Wellness & Sexual Health Update



Wellness Policy

Review and Recommendations

- ▶ Clarify description of **milk** availability to reflect actual practice
- ▶ Work with middle school principals to ensure students have at least **20 minutes to eat**
- ▶ Specify that **recess** will not be withheld from elementary students
- ▶ Support Student Nutrition staff attendance at their **national conference**

Free Play/Recess

- ▶ [References](#) describing benefits to student academic achievement and social-emotional wellness
- ▶ Discipline data tracks recess detention with lunch detention
- ▶ Collaborate with campus principals to evaluate frequency of restrictions

Policy FFA (LOCAL) Considerations

- ▶ Identifies Director of Federal Programs as responsible for ensuring the Wellness Policy is evaluated annually
- ▶ Statewide research identifies wide variety in responsible parties
- ▶ Options to leave as is, align to a role more closely aligned with the work, or use general 'designee' language

2024-25 SHAC Member Applications

- ▶ Utilize districtwide parent communication and community contacts to promote
- ▶ Invite additional non-AISD employee parents
- ▶ Continue to expand diverse representation
- ▶ Communicate roster of members through Board Note with approval expected in September consent agenda

Questions?

Abilene Independent School District Board Document - Agenda Item II.H

Meeting Date: August 1, 2024

Meeting Type: Workshop

Item Type: Information

Future Action Required: Yes

If Yes, Month: August

Subject: Review and Update of AISD Board Operating Procedures Manual

Background Information:

Abilene ISD Board Policy BBD (EXHIBIT) provides for a rationale for the maintenance of an up-to-date board operating procedures manual when it says, "The board...focuses its actions on following board operating procedures while providing oversight of the superintendent, policymaking, planning and goal setting..." The AISD board operating procedures manual bears a date of 2021-2022 but has not been substantially updated for longer than that. A thorough review and update of the board operating procedures manual is due at this time to ensure continued efficiency of board operations. The Board President is tasked with appointing members to special committees to fulfill specific assignments. The function of such committees shall be deliberative and advisory, but not administrative. Special committees report their findings back to the board and are then dissolved. The Board may vote on a committee's recommendations. The President of the Board and the superintendent shall be ex officio members of all Board committees.

Attached Supporting Documents:

BBD (EXHIBIT)

BBF (LOCAL)

BDB (LOCAL)

Fiscal Implications:

No cost.

Administrative Recommendation:

No recommendation. This is an information item only.

Contact Person:

John Kuhn

**Open Meetings Act
Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

Gov't Code 551.005

**Public Information
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act [PIA]). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the PIA. The attorney general may require a board member to complete the course of training if the attorney general determines that the district has failed to comply with a requirement of the PIA. *Gov't Code 552.012(b), (b-1), (c)* [See GBAA regarding public information coordinator training.]

**SBOE-Required
Training**

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The SBOE's framework for governance leadership [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

The continuing education required under Education Code 11.159 applies to each member of the board. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

No continuing education shall take place during a board meeting unless that meeting is called expressly for the delivery of board member continuing education. Continuing education may take place prior to or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(e)*

A regional education service center (ESC) board member continuing education program shall be open to any interested person, including a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members. *19 TAC 61.1(f)*

Annually, the SBOE shall commend those board-superintendent teams that complete at least eight hours of the continuing education specified at Team Building and Additional Continuing Education, below, as an entire board-superintendent team.

Annually, the SBOE shall commend board-superintendent teams that effectively implement the commissioner of education's trustee improvement and evaluation tool developed under Education Code 11.182 [see BG] or any other tool approved by the commissioner.

19 TAC 61.1(k), (l)

Verification

For each training described below, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number. *19 TAC 61.1(h)*

Reporting

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(j); Education Code 11.159(b)*

Local District
Orientation

Each board member shall complete a local district orientation session. The purpose of the local orientation is to familiarize new

board members with local board policies and procedures and district goals and priorities.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall:

1. Be at least three hours in length.
2. Address local district practices in the following, in addition to topics chosen by the local district:
 - a. Curriculum and instruction;
 - b. Business and finance operations;
 - c. District operations;
 - d. Superintendent evaluation; and
 - e. Board member roles and responsibilities.

Each board member should be made aware of the continuing education requirements of 19 Administrative Code 61.1 and those of the following:

1. Open meetings act in Government Code 551.005 [see Open Meetings Act Training above];
2. Public information act in Government Code 552.012 [see Public Information Act Training above]; and
3. Cybersecurity in Government Code 2054.5191 [see CQB].

The orientation shall be open to any board member who chooses to attend.

19 TAC 61.1(b)(1)

Education Code
Orientation

Each board member shall complete a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall be at least three hours in length. Topics shall include, but not be limited to, Education Code Chapter 26 (Parental Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).

The orientation shall:

1. Be provided by an ESC.
2. Be open to any board member who chooses to attend.

The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(2)

Legislative Update

After each session of the Texas Legislature, including each regular session and called session related to education, each board member shall complete an update to the basic orientation to the Education Code.

The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.

The update shall be provided by an ESC or a registered provider [see Registered Provider, below].

A board member who has attended an ESC basic orientation session described at Education Code Orientation, above, that incorporated the most recent legislative changes is not required to attend an update.

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(3)

Team Building

The entire board shall participate with their superintendent in a team-building session.

The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

The session shall be held annually and shall be at least three hours in length.

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. [See BBD(EXHIBIT)] The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the year for the governance leadership team.

The team-building session shall be provided by an ESC or a registered provider [see Registered Provider and Authorized Provider, below].

19 TAC 61.1(b)(4)

Additional
Continuing
Education (Based
on Assessed
Needs)

In addition to the continuing education requirements set out above, each board member shall complete additional continuing education based on the framework for governance leadership. [See BBD(EXHIBIT)]

The purpose of continuing education is to address the continuing education needs referenced at Team Building above.

The continuing education shall be completed annually.

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with the board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials.

The continuing education shall be provided by an ESC or a registered provider [see Registered Provider, below].

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

First Year

In a board member's first year of service, he or she shall complete at least 10 hours of continuing education in fulfillment of assessed needs.

*Subsequent
Years*

Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.

Board President

A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.

19 TAC 61.1(b)(5)

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

Evaluating Student
Academic
Performance

Each board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in Education Code 11.1515. [See BAA]

The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of Education Code 11.185 and 11.186.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The continuing education shall be completed every two years and shall be at least three hours in length.

The continuing education required by this provision shall include, at a minimum:

1. Instruction in school board behaviors correlated with improved student outcomes with emphasis on:
 - a. Setting specific, quantifiable student outcome goals; and
 - b. Adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under Education Code Chapter 39;
2. Instruction in progress monitoring practices to improve student outcomes; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under Education Code Chapter 39, and the state accountability system established under Chapter 39.

The continuing education shall be provided by an authorized provider [see Authorized Provider, below].

If the training is attended by an entire board and its superintendent, includes a review of local school district data on student achieve-

ment, and otherwise meets the requirements described at Team Building above, the training may serve to meet a board member's obligation to complete training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Open Meetings Act.

19 TAC 61.1(b)(6)

Identifying and
Reporting Abuse

Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with Education Code 11.159(c)(2).

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The training shall be completed every two years and shall be at least one hour in length.

The training must familiarize board members with the requirements of Education Code 38.004 and 38.0041, and 19 Administrative Code 61.1051 (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).

The training required by this provision shall include, at a minimum:

1. Instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;
2. Instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and
3. Instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.

The training sessions shall be provided by a registered provider [see Registered Provider, below].

This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(7)

School Safety

The SBOE shall require a trustee to complete training on school safety. *Education Code 11.159(b-1)*

The continuing education required under Education Code 11.159(b-1) applies to each member of an independent school district board of trustees.

Each member shall complete the training on school safety adopted by the SBOE. The training requirement shall be fulfilled by completing the online course adopted by the SBOE and made available by the commissioner of education. The training shall be completed every two years.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed trustee who did not complete the training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

A district shall maintain verification of completion for each trustee.

19 TAC 61.3

Training Provider

*Registered
Provider*

For the purposes of 19 Administrative Code 61.1, a registered provider has demonstrated proficiency in the content required for a specific training. A private or professional organization, school district, government agency, college/university, or private consultant shall register with the Texas Education Agency (TEA) to provide the board member continuing education required by 19 Administrative Code 61.1(b)(3), (5), and (7) [see Legislative Update, Additional Continuing Education, and Identifying and Reporting Abuse, above].

A district that provides continuing education exclusively for its own board members is not required to register under 19 Administrative Code 61.1(c)(1)-(2).

19 TAC 61.1(c)

*Authorized
Provider*

An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required by 19 Administrative Code 61.1(b)(4) and (6). Proficiency may be demonstrated in accordance with 19 Administrative Code 61.1(d).

A private or professional organization, school district, government agency, college/university, or private consultant may be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

An ESC shall be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

19 TAC 61.1(d)

[See above for 19 Administrative Code 61.1(b)(4) on Team Building and (b)(6) on Evaluating Student Academic Performance.]

Note: For cybersecurity training requirements, see CQB(LEGAL).

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

**Equity
In Attitude**

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

**Trustworthiness
In Stewardship**

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

**Honor
In Conduct**

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

**Integrity
Of Character**

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

**Commitment
To Service**

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

**Student-Centered
Focus**

- I will be continuously guided by what is best for all students of the District.

Government Code Chapter 551 (Open Meetings Act) applies to board committee meetings if:

1. At least a quorum of the board is on the committee;
2. A quorum of the board is present at the committee meeting, even though less than a quorum is actually on the committee;
or
3. Less than a quorum of the board is on the committee, but the committee is authorized to make final decisions or control or supervise public business.

A committee that includes less than a quorum of board members is not subject to the Open Meetings Act if it serves a purely advisory function, with no power to supervise or control public business.

Atty. Gen. Op. Nos. GA-0957 (2012), JC-0060 (1999), JH-0994 (1977); Willmann v. City of San Antonio, 123 S.W.3d 469 (Tex. App.—San Antonio 2003, pet. denied) [See BE]

Abilene Independent School District Board Document - Agenda II.I

Meeting Date: August 1, 2024

Meeting Type: Board Workshop

Item Type: Presentation

Future Action Required: yes

If Yes, Month: Open

Subject: High School Cell Policy Reconsideration

Background Information:

The District's Discipline and Behavior Supports Committee recommends that the current high school cell phone policy be reconsidered. The committee has identified significant challenges in implementing the existing policy, citing that cell phones are a major distraction to instruction and a frequent source of student conflicts. Attempts to enforce the policy often result in student resistance, leading to unnecessary conflicts and strained relationships between teachers and students.

A survey was distributed to all high school staff to gather feedback on the current cell phone policy, the challenges of its enforcement, and their views on supporting a stricter no-cell-phone policy. The comprehensive results of this survey are included in the attached presentation.

The survey results align with the committee's recommendation and provide additional context and detail. It is evident that staff members favor a stricter phone policy, applied consistently across the campus, to minimize student resistance and prevent teacher-student conflicts.

However, in discussions with campus principals, some hesitancy was expressed about implementing a stricter policy without additional steps, such as seeking parent feedback and ensuring effective communication. Principals highlighted that consistency and persistence in enforcement across the campus would be challenging. They recommend taking additional time to consider best practices, tools, and approaches for a successful implementation.

The high school campus principals will be present at the upcoming workshop and are available to participate in the conversation.

Attached Supporting Documents:

PDF of Slide Presentation-AISD Board Meeting HS Cell Phone Policy Review 2024

PDF of Current HS Cell Phone Policy

Fiscal Implications:

Administrative Recommendation:

Contact Person: Dr. Gustavo Villanueva and Mrs. Alison Camp



Abilene ISD Cell Phone Policy

Possession of Telecommunications or Other Electronic Devices Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

HIGH SCHOOL Students are not permitted to possess electronic devices such as tablets, handheld games, viewing or listening devices (iPods, DVD/CD players, radios, camcorders, cameras, etc.) or pagers unless prior written permission has been obtained from the principal . Without such permission, teachers will collect the items and turn them in to the principal's office.

Students may carry cell phones and may use them during passing periods, but upon entering the classroom all phones must be out of sight and turned off or completely silenced.

Cell phone use is permissible in the cafeterias and immediate patio areas around the cafeterias only during the student's designated lunch time.

If a faculty or staff member sees or hears the prohibited use of a student's cell phone in any instructional building during non-passing periods, the phone may be taken up.

- The parent, legal guardian, or student may come to the office after school and retrieve the phone on the first offense for a \$15 cash fee.
- On the second offense, there may be a \$15 cash fee charged, and a parent or legal guardian must be the one who picks up the phone after school.
- On the third and subsequent offense(s), the parent or other legal guardian must retrieve the phone after school, there may be a \$15 cash fee charged and the student may be assigned detention, ISS, or other consequences.

This policy is in place during the student's instructional day. If at any time, including permitted cell phone use in the hallways or cafeteria, a faculty member or administrator has reasonable suspicion of conduct violations or illegal activity using the cell phone or other electronic device, the device is subject to confiscation and a school administrator will be allowed access to the device, SIM card, memory card, battery, and all components for the device. If any evidence of illegal activity is found, the device and/or evidence may be turned over to law enforcement authorities, charges will be filed and legal action may be taken. If a phone or device is confiscated and held by school administration, it will be placed in a secure location. The district is not responsible for confiscated items that are misplaced, stolen, or damaged.



Board of Trustees

Board Workshop: HS

Cell Phone Policy

August 5, 2024

Spring 2024 Discipline & Behavior Supports Committee Summary: HS Cell Phone Policy

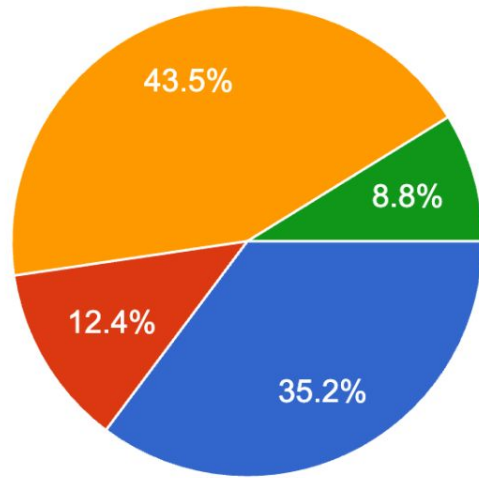
- **What's Not Working**
 - **Cell phone policy**
 - HS feels that the cell phone policy is ineffective.
 - Inconsistent expectations/standards about cell phones create a problem with usage during instructional time.
- **What's Needed**
 - **Reconsider cell phone policy in high school**
 - Improves engagement
 - Reduce student/teacher conflict

Teacher Survey Results Regarding the Committee's Recommendation of Reconsidering Cell Phone Policy

- 193 participants
- Included staff from all three high schools

Check your home campus.

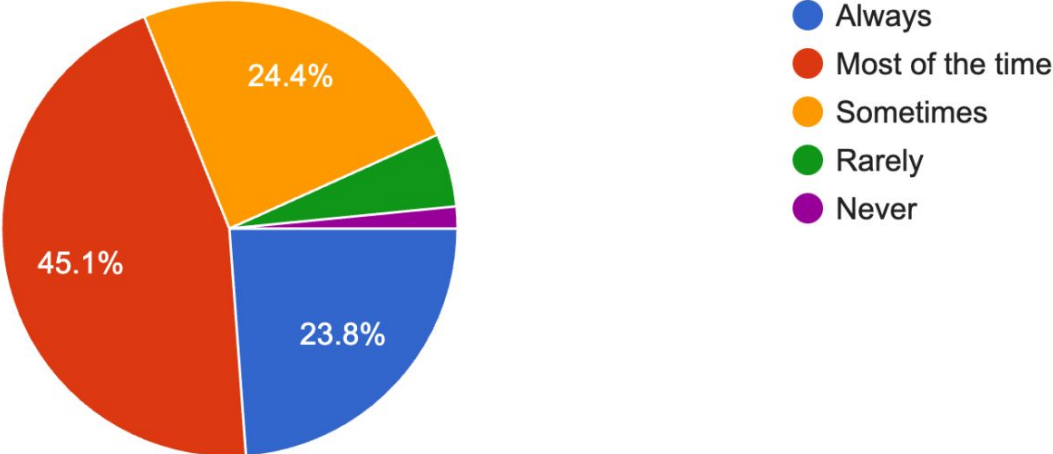
193 responses



- Abilene High School
- ATEMS
- Cooper High School
- Woodson

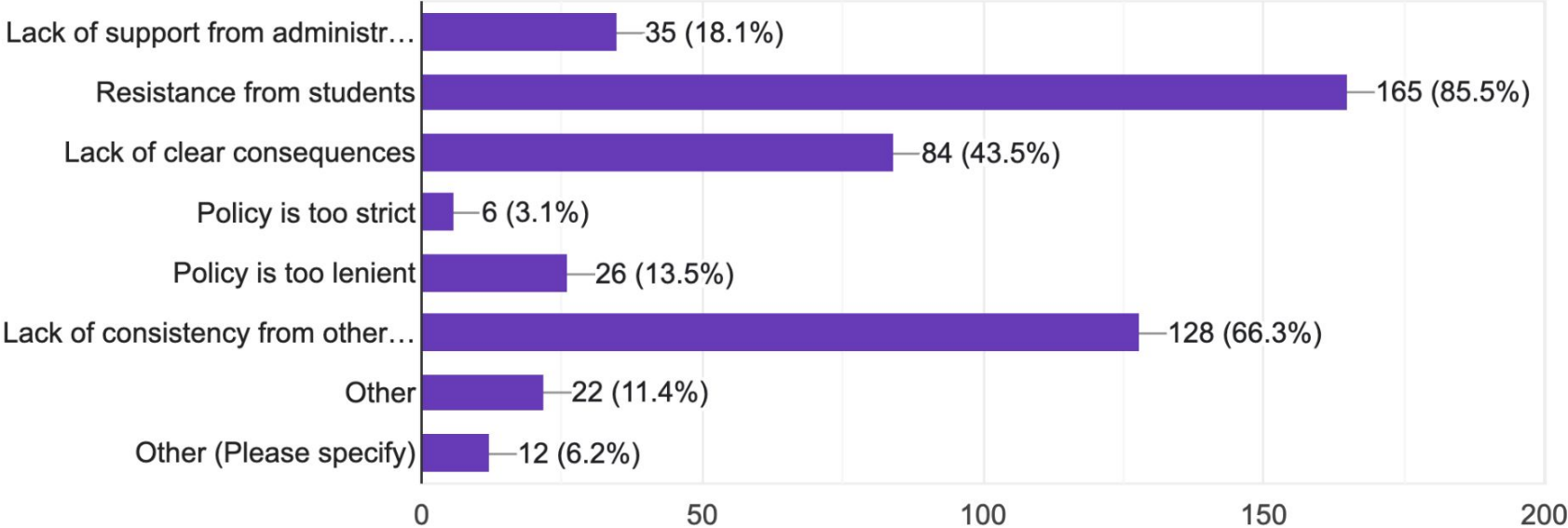
How consistently do you enforce the current cell phone policy in your classroom?

193 responses



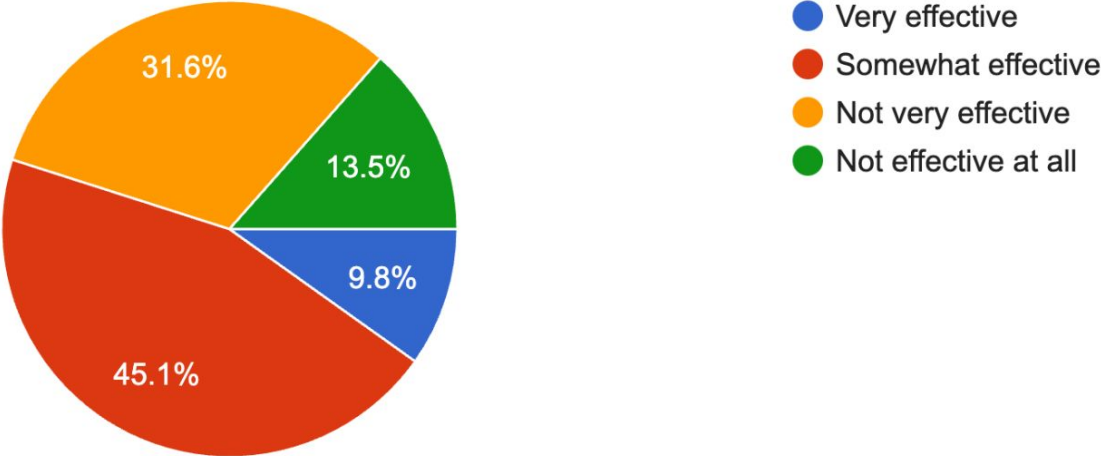
What challenges do you face in enforcing the cell phone policy? Select all that apply

193 responses



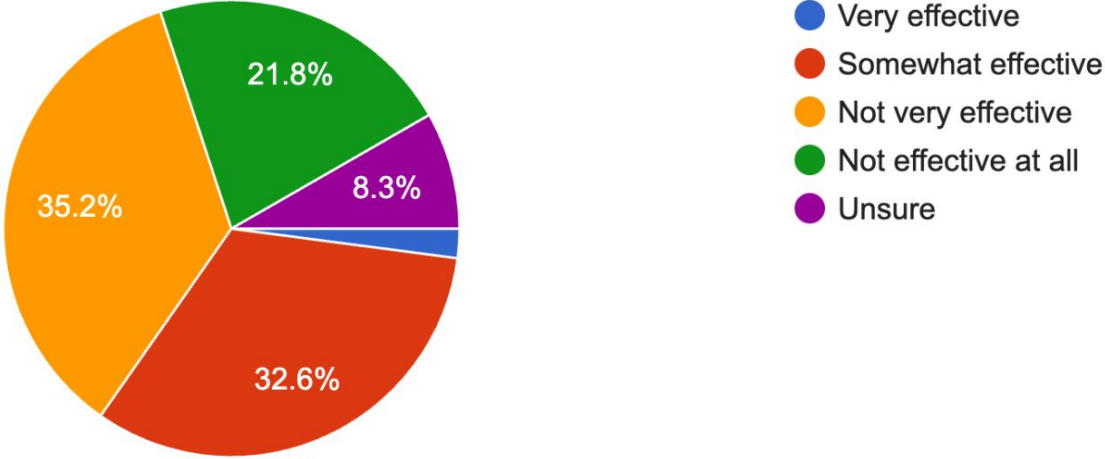
How effective do you believe the current cell phone policy is in reducing distractions in your classroom?

193 responses



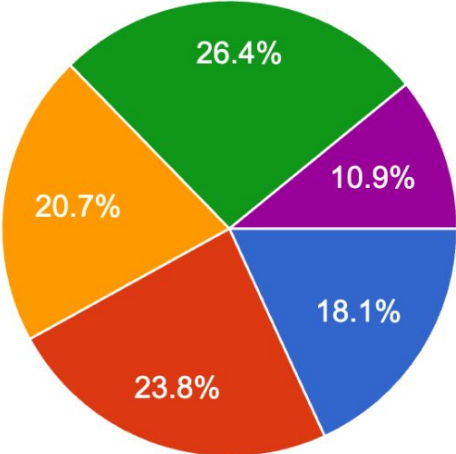
How effective do you believe the current cell phone policy is across your school?

193 responses



How does the current cell phone policy impact your ability to teach?

193 responses

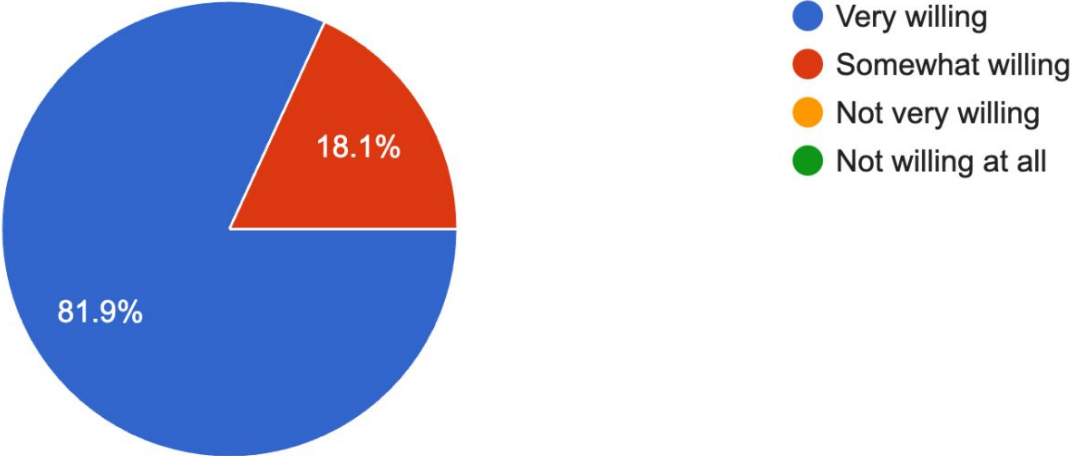


- Positively
- Negatively
- No impact
- Mixed impact
- Mixed impact (please specify)



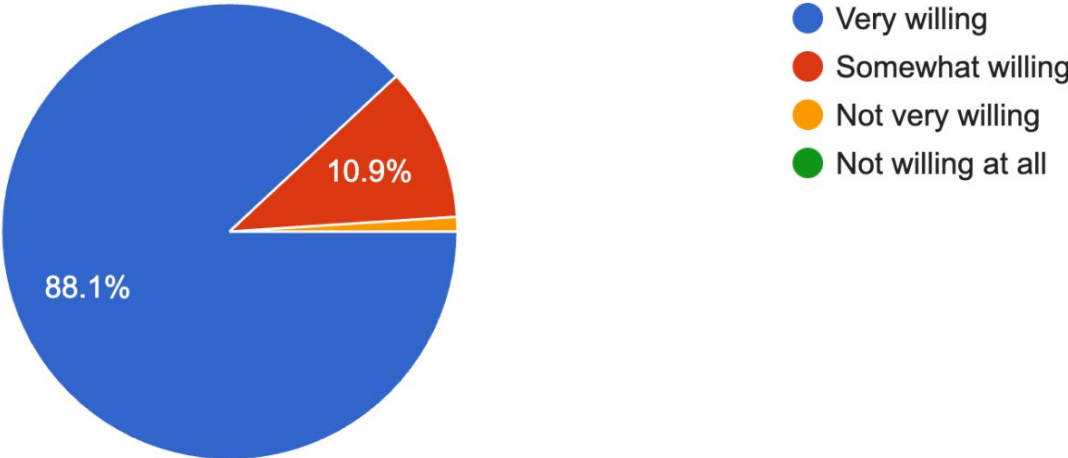
How willing are you to enforce the current cell phone policy more strictly if provided with adequate support?

193 responses



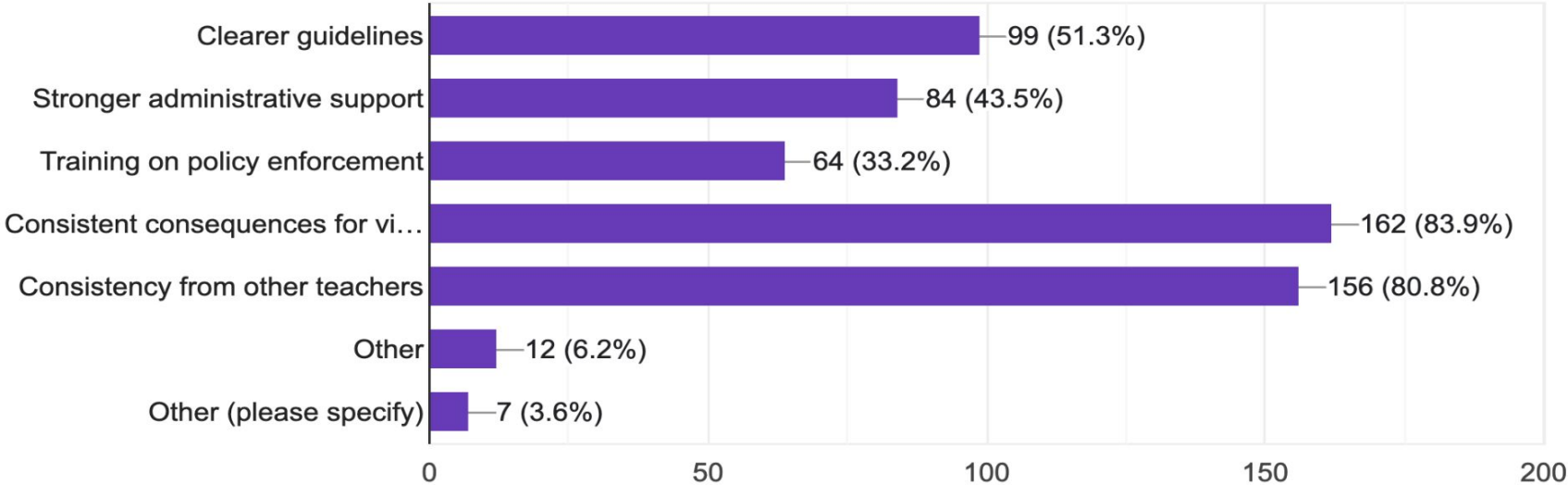
How willing are you to implement a new cell phone policy if it is shown to be more effective?

193 responses



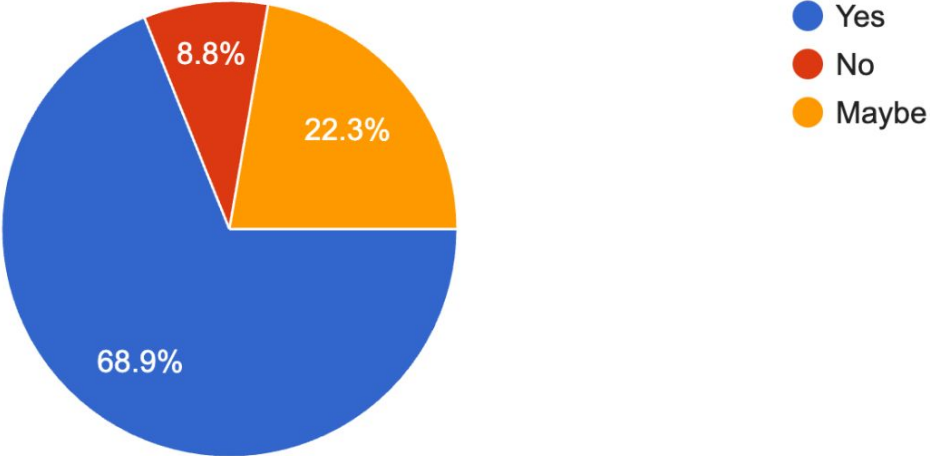
What types of support would help you enforce the cell phone policy more effectively? (Select all that apply)

193 responses



Are you willing to support a no cell phone policy on campus and in your classroom? This would include students' cell phones put away out of sight ...lunch and hallways, in addition to your classroom.

193 responses



Takeaways

- The committee's recommendation and concerns are reflected in the survey results.
- Staff are more likely to strictly enforce current or new policy with:
 - Clear guidance/procedures
 - Consistency in enforcement by all staff
 - Admin support and clear communicated consequences for students
- Staff has concerns with student resistance and resulting conflicts

Concerns Expressed by Campus Administrators Regarding a Stricter No Cell Phone Policy Implementation

- Maintaining consistency in implementation/enforcement across campus would be challenging.
- A rollout process that includes parent feedback and additional clear communication to staff, students, and parents should be considered.
- Consideration should be given to additional time to provide tools that will reduce teacher student conflict that could result from student resistance.