



Regular Meeting of the Iowa Park CISD Board of Trustees  
6:00 PM on December 11, 2025  
*Iowa Park Administration Building*  
*328 East Highway*  
*Iowa Park, Texas 76367*

- I. **CALL TO ORDER**
- II. **ACKNOWLEDGMENTS AND RECOGNITION**
  - A. Rotary Students of the Month
    - Samantha Ferguson
    - Noah Marsh
  - B. Life Saving Award
    - Colby Alston
- III. **PUBLIC COMMENT**
- IV. **Presentation of the Audited Financial Report**
- V. **DISCUSSION/ACTION ITEM**
  - A. Consider/Discuss Possible Board Approval of the Audited Financial Report
- VI. **AGENDA ITEMS**
  - A. Consent Agenda
    - 1. Request for Approval of Bill Payments

MONTHLY SUMMARY FOR BOARD  
NOVEMBER 2025

ACCOUNT DESCRIPTION	AMOUNT
AUDIT SERVICES	17,250.00
BUILDING PURCHASE	214,556.71
CAPITAL LEASE INT	170.68
CAPITAL LEASE PRINT	1,055.84
CONSULTING SERVICES	1,865.00
CONT MAINT & REPAIR	16,033.09
DUES	5,733.89
EMPLOYEE TRAVEL	2,847.83
ESC SERVICES	5,050.00
FOOD SERVICE ACTIVITY	138.45
FOOD SUPPLIES	73,836.96
FUEL FOR VEHICLES	17,652.64
GARBAGE	4,685.62
GAS	4,116.81
GENERAL SUPPLIES	98,049.78
INS & BOND COSTS	167.25
LEGAL SERVICES	3,814.00
MAINT SUPPLIES	26,194.30
MEMBERSHIP/FEES/AWARDS	2,971.25
MISC. CONT SERVICES	61,870.76
MISC. OPER COSTS	3,206.20
NON-FOOD SUPPLIES	4,147.38
PAYMENTS TO SSA	50,410.00
PROF SERVICES	138.00
READING MATERIALS & BOOKS	3,719.59
RENT	360.00
RENTALS/OPER LEASES	81,549.74
STUDENT TRAVEL	15,558.81
TELEPHONE	1,748.02
VEHICLES	156,877.00
WATER	5,325.01
<b>TOTAL</b>	<b>881,100.61</b>

COMMENT	ACCOUNT	PO	CHECK	CHECK	AMOUNT
	DESCRIPTION	VENDOR	NUMBER	NUMBER DATE	
	AUDIT SERVICES	Edgin, Parkman, Fleming	0	78307 11/20/2025	17,250.00
			Totals for AUDIT SERVICES		17,250.00
	BUILDING PURCHASE	Cunningham Clark Constru	0	78153 11/06/2025	89,249.46
			0	11/06/2025	71,710.75
		Gary Baker & Associates,	0	78163 11/06/2025	2,428.14
			0	11/06/2025	2,428.14
		Gary Baker & Associates,	0	78310 11/20/2025	22,208.60
			0	11/20/2025	22,208.59
			0	11/20/2025	2,161.52
			0	11/20/2025	2,161.51
			Totals for BUILDING PURCHASE		214,556.71
	CAPITAL LEASE INT	Benchmark Business Solut	0	78201 11/13/2025	30.27
		Pitney Bowes Global Fina	0	78332 11/20/2025	140.41
			Totals for CAPITAL LEASE INT		170.68
	CAPITAL LEASE PRIN	Benchmark Business Solut	0	78201 11/13/2025	254.73
		Pitney Bowes Global Fina	0	78332 11/20/2025	801.11
			Totals for CAPITAL LEASE PRIN		1,055.84
	CONSULTING SERVICES	Meyers, Marsh & Mannon,	0	78248 11/13/2025	1,365.00
		Wink Educational Consult	0	78281 11/13/2025	500.00
			Totals for CONSULTING SERVICES		1,865.00
	CONT MAINT & REPAIR	Commercial & Industrial	0	78151 11/06/2025	93.00
		David Varela	7500025447	78155 11/06/2025	800.00
			7500025446	11/06/2025	1,500.00
		EV Electric & Security,	0	78160 11/06/2025	49.05
		Kent's Tire Service, Inc	7500025468	78169 11/06/2025	555.56
		Resurrection Lawn Care	0	78183 11/06/2025	900.00
		Texoma Hunter Svc, LLC	7502600376	78187 11/06/2025	367.37
		CDW.Government, Inc.	7502600355	78214 11/13/2025	206.03
		JC Mobile Mechanics	7500025483	78236 11/13/2025	1,433.87
			7500025474	11/13/2025	1,188.00
		Otis Air Conditioning &	7500025491	78255 11/13/2025	964.26
		Resurrection Lawn Care	0	78260 11/13/2025	900.00
		Cole Termite & Pest Cont	0	78297 11/20/2025	200.00
			0	11/20/2025	200.00
			0	11/20/2025	200.00
			0	11/20/2025	500.00
			0	11/20/2025	145.00
		EV Electric & Security,	0	78308 11/20/2025	517.50
		Hawkins Auto Glass LLC	7500025487	78312 11/20/2025	227.00
		Mike's Towing Service	0	78330 11/20/2025	500.00
			0	11/20/2025	325.00
			0	11/20/2025	500.00
		Resurrection Lawn Care	0	78336 11/20/2025	900.00
		Syntrio Solutions LLC	7502600409	78338 11/20/2025	190.00
		Trinity Air Conditioning	7500025493	78341 11/20/2025	270.00
		Wagoner Restaurant Suppl	7500025465	78345 11/20/2025	595.00
		Wichita Falls Ford	7500025496	78348 11/20/2025	1,806.45
			Totals for CONT MAINT & REPAIR		16,033.09
	DUES	Card Service Center	0	78205 11/13/2025	250.00
		Card Service Center	0	78213 11/13/2025	250.00

COMMENT	ACCOUNT	PO	CHECK	CHECK	AMOUNT
	DESCRIPTION	VENDOR	NUMBER	NUMBER DATE	
DUES	Card Service Center		0	78213 11/13/2025	500.00
	TASB, Inc.		0	78339 11/20/2025	4,019.07
			0	11/20/2025	714.82
				Totals for DUES	5,733.89
EMPLOYEE TRAVEL	Clifton McFadden		0	78147 11/06/2025	94.00
	Comdata		0	78150 11/06/2025	69.25
			0	11/06/2025	17.47
			0	11/06/2025	74.74
	Derick Simpson		0	78156 11/06/2025	96.00
	Dusty Arledge		0	78157 11/06/2025	23.00
			0	11/06/2025	23.00
			0	11/06/2025	23.00
	Kevin McCasland		0	78170 11/06/2025	119.56
	Brandy Rhoades		0	78202 11/13/2025	110.00
	Card Service Center	7502600308	0	78207 11/13/2025	190.00
			0	11/13/2025	49.05
	Card Service Center		0	78209 11/13/2025	19.46
	Card Service Center		0	78210 11/13/2025	7.78
	Card Service Center		0	78212 11/13/2025	17.30
	Colby Alston		0	78218 11/13/2025	23.00
	Matthew Voss		0	78247 11/13/2025	416.72
			0	11/13/2025	54.00
			0	11/13/2025	393.40
	Corporate Payment System		0	78299 11/20/2025	199.00
			0	11/20/2025	197.77
			0	11/20/2025	197.78
			0	11/20/2025	197.78
			0	11/20/2025	197.77
	Kevin McCasland		0	78327 11/20/2025	37.00
				Totals for EMPLOYEE TRAVEL	2,847.83
ESC SERVICES	Region 10 ESC		0	78257 11/13/2025	4,850.00
	Region 9 ESC		0	78259 11/13/2025	200.00
				Totals for ESC SERVICES	5,050.00
FOOD SERVICE ACTIVITY	Erica Mattingly		0	78224 11/13/2025	81.00
			0	11/13/2025	57.45
				Totals for FOOD SERVICE ACTIVITY	138.45
FOOD SUPPLIES	Bimbo Bakeries USA	7502600212	0	78141 11/06/2025	136.72
	Klement Distribution, In	7502600213	0	78171 11/06/2025	335.82
		7502600213	0	11/06/2025	955.75
		7502600213	0	11/06/2025	546.18
		7502600213	0	11/06/2025	971.01
	Labatt Food Service	7502600214	0	78172 11/06/2025	14,524.13
		7502600214	0	11/06/2025	14,465.47
		7502600214	0	11/06/2025	13,001.83
		7502600214	0	11/06/2025	14,541.20
	Oak Farms-Dallas DFA Dai	7502600216	0	78180 11/06/2025	2,845.61
		7502600216	0	11/06/2025	3,826.01
		7502600216	0	11/06/2025	2,966.93
		7502600216	0	11/06/2025	4,492.84
	U.S. Foods, Inc.		0	78342 11/20/2025	56.87
			0	11/20/2025	56.87

COMMENT	ACCOUNT	PO	CHECK	CHECK	AMOUNT
	DESCRIPTION	VENDOR	NUMBER	NUMBER DATE	
	FOOD SUPPLIES	U.S. Foods, Inc.	0	78342 11/20/2025	56.86
			0	11/20/2025	56.86
			Totals for FOOD SUPPLIES		73,836.96
	FUEL FOR VEHICLES	Indigo Energy Partners L	7500025428	78316 11/20/2025	17,652.64
			Totals for FUEL FOR VEHICLES		17,652.64
	GARBAGE	Waste Connections-Lone S	0	78190 11/06/2025	466.21
			0	11/06/2025	153.54
			0	11/06/2025	1,490.94
			0	11/06/2025	76.77
			0	11/06/2025	993.96
			0	11/06/2025	688.00
			0	11/06/2025	662.66
			0	11/06/2025	153.54
			Totals for GARBAGE		4,685.62
	GAS	ATMOS Energy	0	78286 11/20/2025	536.17
			0	11/20/2025	1,323.77
			0	11/20/2025	492.49
			0	11/20/2025	418.63
			0	11/20/2025	728.12
			0	11/20/2025	483.56
			0	11/20/2025	134.07
			Totals for GAS		4,116.81
	GENERAL SUPPLIES	Amazon Capital Services	412600029	78134 11/06/2025	1,398.55
			412600030	11/06/2025	7.99
			7502600388	11/06/2025	466.93
			7502600389	11/06/2025	184.84
			7502600261	11/06/2025	416.93
			7502600336	11/06/2025	103.20
			7502600313	11/06/2025	149.00
			7502600386	11/06/2025	264.98
			7502600386	11/06/2025	264.98
			7502600386	11/06/2025	264.97
			7502600386	11/06/2025	264.97
			7502600372	11/06/2025	180.41
			7502600398	11/06/2025	41.77
			7502600335	11/06/2025	397.54
			7502600399	11/06/2025	139.95
			7502600413	11/06/2025	115.08
		Benchmark Graphic Co	0	78137 11/06/2025	379.98
		BEST of Texas Robotics	0	78139 11/06/2025	100.00
		BLICK Art Materials	7502600317	78142 11/06/2025	986.26
		Circle J Fabrication Inc	7502600321	78146 11/06/2025	503.39
		Edgeium	7502600377	78158 11/06/2025	5,070.00
		Flinn Scientific, Inc.	7502600387	78162 11/06/2025	313.28
		Joey Drury	0	78166 11/06/2025	73.58
		Lowc's Credit Services	7502600172	78174 11/06/2025	244.08
		O'Reilly Automotive Stor	0	78179 11/06/2025	124.84
			0	11/06/2025	132.46
		Tex-Oma Builders Supply	0	78186 11/06/2025	4,598.26
		Uniform Shop	7502600416	78188 11/06/2025	784.80
		ACE of Iowa Park	0	78195 11/13/2025	347.93
		Amazon Capital Services	7502600417	78199 11/13/2025	105.82

COMMENT	ACCOUNT	PO	CHECK	CHECK	AMOUNT
	DESCRIPTION	VENDOR	NUMBER	NUMBER DATE	
	GENERAL SUPPLIES	Amazon Capital Services	7502600370	78199 11/13/2025	245.54
			7502600267	11/13/2025	26.08
			7502600427	11/13/2025	210.42
			7502600429	11/13/2025	61.89
			7502600423	11/13/2025	75.94
			7502600408	11/13/2025	58.97
			7502600418	11/13/2025	13.49
			7502600401	11/13/2025	54.16
	Card Service Center		0	78207 11/13/2025	173.20
			7502600404	11/13/2025	166.49
	CDW.Government, Inc.		7502600405	78214 11/13/2025	36.12
			7502600397	11/13/2025	421.44
	Evergreen Electronics, I		7502600018	78225 11/13/2025	29,597.00
	Feed & Garden Store		7502600378	78227 11/13/2025	525.00
	Joanne Winchell		0	78238 11/13/2025	140.00
	NCS Pearson, Inc.		7502600459	78252 11/13/2025	22.80
	Rafter J		0	78256 11/13/2025	255.02
	Sam's Club/Synchrony Ban		7502600230	78265 11/13/2025	238.89
			7500025438	11/13/2025	109.66
			7502600325	11/13/2025	101.33
			7502600115	11/13/2025	739.79
	Tom Burnett Memorial Lib		0	78270 11/13/2025	122.00
	Amazon Capital Services		7502600454	78284 11/20/2025	562.99
			7502600467	11/20/2025	53.96
			412600034	11/20/2025	77.00
			7502600334	11/20/2025	269.58
			7502600368	11/20/2025	21.41
			7502600369	11/20/2025	37.23
			7502600426	11/20/2025	479.45
			7502600440	11/20/2025	840.53
			7502600446	11/20/2025	79.92
			7502600447	11/20/2025	235.01
			7502600480	11/20/2025	94.49
			7502600470	11/20/2025	299.52
			7502600484	11/20/2025	37.97
			7502600505	11/20/2025	14.98
	Athletic Supply Inc.		7502600048	78285 11/20/2025	705.38
			7502600395	11/20/2025	1,000.00
			7502600174	11/20/2025	751.00
	Bio Corporation		7502600134	78290 11/20/2025	438.05
	CDW.Government, Inc.		7502600421	78293 11/20/2025	786.46
			7502600456	11/20/2025	1,756.00
	CPG		7502600452	78300 11/20/2025	26,006.40
	Edgeium		7502600434	78306 11/20/2025	2,385.00
	GT Distributors		7502600087	78311 11/20/2025	4,405.84
	Howard Technology Soluti		7502600234	78314 11/20/2025	3,752.34
	JW Pepper & Sons, Inc.		412600003	78324 11/20/2025	570.59
			412600025	11/20/2025	45.00
			7502600076	11/20/2025	190.97
	Lynk Automation		7502600433	78328 11/20/2025	180.48
	Patrick Birk		0	78331 11/20/2025	34.64
	Pizza Hut		0	78333 11/20/2025	74.99
	Varsity Spirit Fashions		0	78343 11/20/2025	40.60
			Totals for GENERAL SUPPLIES		98,049.78
	IHS & BOND COSTS	WEX Health, Inc	0	78280 11/13/2025	167.25

COMMENT	ACCOUNT	PO	CHECK	CHECK	AMOUNT
	DESCRIPTION	VENDOR	NUMBER	NUMBER DATE	
Totals for INS & BOND COSTS					167.25
LEGAL SERVICES	Walsh Gallegos Kyle Robi		0	78279 11/13/2025	3,464.00
	TASB, Inc.		0	78339 11/20/2025	350.00
Totals for LEGAL SERVICES					3,814.00
MAINT SUPPLIES	Barry's Service Center,		0	78136 11/06/2025	15.00
	Berend Turf & Tractor	7500025480		78138 11/06/2025	64.99
	CED Inc.		0	78145 11/06/2025	23.61
			0	11/06/2025	23.61
			0	11/06/2025	23.61
			0	11/06/2025	23.61
	Low's Credit Services	7500025435		78174 11/06/2025	151.92
		7500025454		11/06/2025	109.15
		7500025463		11/06/2025	227.05
	Mark's Plumbing Parts	7500025481		78175 11/06/2025	189.79
		7500025481		11/06/2025	189.79
		7500025481		11/06/2025	189.79
		7500025481		11/06/2025	189.78
	Steel & Alloy Specialtie	7500025478		78184 11/06/2025	29.18
	Wagner Supply Company	7500025437		78189 11/06/2025	3,663.03
		7500025437		11/06/2025	3,663.03
		7500025437		11/06/2025	3,663.02
		7500025437		11/06/2025	3,663.02
		0		11/06/2025	1,902.23
	ACE of Iowa Park	7500025414		78195 11/13/2025	177.75
		7500025414		11/13/2025	9.99
		7500025414		11/13/2025	36.09
		7500025414		11/13/2025	373.12
		7500025414		11/13/2025	89.86
		7500025414		11/13/2025	88.61
		7500025414		11/13/2025	257.34
		7500025414		11/13/2025	772.35
		7500025414		11/13/2025	167.76
	Airgas USA, LLC	7500025482		78196 11/13/2025	57.22
	Amazon Capital Services	7502600464		78199 11/13/2025	16.48
	Decker Equipment	7500025472		78222 11/13/2025	83.43
		7500025472		11/13/2025	83.43
		7500025472		11/13/2025	83.43
		7500025472		11/13/2025	83.42
	Lonestar Truck Group Wic	7500025488		78243 11/13/2025	141.19
	Mobile Phone Of Texas In	7500025485		78250 11/13/2025	1,275.50
	MSTS Receivables LLC	7502600475		78251 11/13/2025	584.97
		7500025470		11/13/2025	74.96
	O'Reilly Automotive Stor	0		78254 11/13/2025	226.57
	Schreiber FSI, LLC	0		78266 11/13/2025	959.76
		0		11/13/2025	997.72
		0		11/13/2025	653.17
		0		11/13/2025	617.00
	Amazon Capital Services	7502600463		78284 11/20/2025	76.15
		7502600468		11/20/2025	21.57
	Barry's Service Center,	0		78289 11/20/2025	15.00
	J-Systems	7500025502		78317 11/20/2025	89.25
	Metal Mart	7500025501		78329 11/20/2025	76.00
Totals for MAINT SUPPLIES					26,194.30

COMMENT	ACCOUNT	PO	CHECK	CHECK	AMOUNT
	DESCRIPTION	VENDOR	NUMBER	NUMBER DATE	
	MEMBERSHIPS/FEES/AWA	BEST of Texas Robotics	0	78140 11/06/2025	600.00
	RDS				
		Card Service Center	7502600309	78207 11/13/2025	55.00
		Holliday Athletics	0	78231 11/13/2025	700.00
		NTCA	0	78253 11/13/2025	50.00
		Region 7 NZ District Ban	0	78258 11/13/2025	235.00
		Holliday Athletics	0	78313 11/20/2025	600.00
		THSBCA	0	78340 11/20/2025	400.00
		Weatherford ISD Athletic	0	78346 11/20/2025	331.25
		Totals for MEMBERSHIPS/FEES/AWARDS			2,971.25
MISC CONT SERVICES	The Lyceum Agency		0	11504 11/05/2025	5,250.00
	Agency 405		0	78132 11/06/2025	11.00
	Carl Alfert		0	78144 11/06/2025	40.00
	Eric Rhodes		0	78159 11/06/2025	269.60
	Josh Ball		0	78167 11/06/2025	80.00
	Kenneth Hargrove		0	78168 11/06/2025	105.00
	Lance Ostermann		0	78173 11/06/2025	80.00
	Michael Frazier		0	78176 11/06/2025	80.00
	Michael Mersiovsky		0	78177 11/06/2025	80.00
	Alfred Fox		0	78197 11/13/2025	310.00
			0	11/13/2025	122.50
	Andre Williams		0	78200 11/13/2025	115.00
	Card Service Center		0	78208 11/13/2025	48.00
	Card Service Center		0	78211 11/13/2025	96.00
	Claims Administrative Se		0	78217 11/13/2025	3,237.00
	Gerry Graves		0	78229 11/13/2025	110.00
	Hector Hernandez		0	78230 11/13/2025	110.00
	James Taylor		0	78235 11/13/2025	115.00
	Jerome Spann Jr.		0	78237 11/13/2025	115.00
	Josh Ball		0	78240 11/13/2025	115.00
	Karl Bee		0	78242 11/13/2025	110.00
	Michael Dillaman		0	78249 11/13/2025	115.00
	Robert Lewis Skinner		0	78262 11/13/2025	782.50
			0	11/13/2025	367.50
	Robert C Goodin, Jr.		0	78263 11/13/2025	110.00
	Steve Marshall		0	78267 11/13/2025	1,092.50
			0	11/13/2025	490.00
	Austin Craig		0	78287 11/20/2025	100.00
	Austin Thompson		0	78288 11/20/2025	115.00
	Brad Richardson		0	78291 11/20/2025	110.00
	Cody Kenyon		0	78296 11/20/2025	115.00
	Daniel Craig		0	78301 11/20/2025	100.00
	David Rasmussen		0	78302 11/20/2025	100.00
	Dustin Fraticelli		0	78303 11/20/2025	100.00
	Earnest Cooke Sr.		0	78304 11/20/2025	80.00
	Earnest R. Cooke, Jr.		0	78305 11/20/2025	115.00
	Impact Education Special		0	78315 11/20/2025	800.00
	James Hamlett		0	78319 11/20/2025	75.00
	John McDaniel		0	78320 11/20/2025	180.00
	John Michael Smith		0	78321 11/20/2025	160.00
	Jose H. Caballero		0	78323 11/20/2025	115.00
	Kenneth Brown		0	78325 11/20/2025	155.00
	Kevin Malone		0	78326 11/20/2025	80.00
	Raymond McColst, Jr.		0	78334 11/20/2025	115.00
	Ray Stevenson		0	78335 11/20/2025	80.00

COMMENT	ACCOUNT	PO	CHECK	CHECK	AMOUNT
	DESCRIPTION	VENDOR	NUMBER	NUMBER DATE	
	MISC CONT SERVICES	Ray Stevenson	0	78335 11/20/2025	80.00
		TASB, Inc.	0	78339 11/20/2025	3,673.00
		Vernon College	0	78344 11/20/2025	41,506.16
		WFABOA	0	78347 11/20/2025	240.00
			0	11/20/2025	120.00
			Totals for MISC CONT SERVICES		61,870.76
	MISC OPER COSTS	Iowa Park CISD Lunch Fun	0	78164 11/06/2025	262.65
		Kevin McCasland	0	78170 11/06/2025	85.38
		Buffalo Creek Landfill W	0	78204 11/13/2025	62.00
		Card Service Center	0	78207 11/13/2025	91.11
			0	11/13/2025	64.80
			0	11/13/2025	682.00
		Iowa Park Journal	0	78234 11/13/2025	297.00
			0	11/13/2025	1,024.40
		Sam's Club/Synchrony Ban	7500025456	78265 11/13/2025	328.71
			7500025456	11/13/2025	31.96
		Tommy Smyth--Wichita Cou	0	78271 11/13/2025	7.50
		Tommy Smyth--Wichita Cou	0	78272 11/13/2025	7.50
		Tommy Smyth--Wichita Cou	0	78273 11/13/2025	7.50
		Tommy Smyth--Wichita Cou	0	78274 11/13/2025	22.00
		Tommy Smyth--Wichita Cou	0	78275 11/13/2025	22.00
		Tommy Smyth--Wichita Cou	0	78276 11/13/2025	7.50
		Tommy Smyth--Wichita Cou	0	78277 11/13/2025	7.50
		Tommy Smyth--Wichita Cou	0	78278 11/13/2025	7.50
		Buffalo Creek Landfill W	0	78292 11/20/2025	31.00
		Kevin McCasland	0	78327 11/20/2025	46.20
		Pizza Hut	0	78333 11/20/2025	109.99
			Totals for MISC OPER COSTS		3,206.20
	NON-FOOD SUPPLIES	Labatt Food Service	7502600214	78172 11/06/2025	1,474.73
				11/06/2025	758.79
				11/06/2025	900.15
				11/06/2025	1,013.71
			Totals for NON-FOOD SUPPLIES		4,147.38
	PAYMENTS TO SSA	West Wichita Coop	0	78191 11/06/2025	50,410.00
			Totals for PAYMENTS TO SSA		50,410.00
	PROF SERVICES	Card Service Center	0	78208 11/13/2025	48.00
		Card Service Center	0	78211 11/13/2025	48.00
		DATCS	0	78221 11/13/2025	42.00
			Totals for PROF SERVICES		138.00
	READING MATERIALS & BOOKS	Amazon Capital Services	7502600359	78134 11/06/2025	426.96
		Amazon Capital Services	7502600420	78199 11/13/2025	212.34
			7502600235	11/13/2025	283.45
		Follett Content Solution	7502600331	78309 11/20/2025	2,796.84
			Totals for READING MATERIALS & BOOKS		3,719.59
	RENT	Brenda Hodges	0	78203 11/13/2025	80.00
		Kamryn Macha	0	78241 11/13/2025	80.00
		Martha Martin	0	78245 11/13/2025	100.00
		Sydni Messer	0	78268 11/13/2025	100.00
			Totals for RENT		360.00

COMMENT	ACCOUNT		PO	CHECK	CHECK	
	DESCRIPTION	VENDOR	NUMBER	NUMBER	DATE	AMOUNT
	RENTALS/OPER LEASES	Ewell Educational Servic	0	78161	11/06/2025	850.00
		Really Great Reading, LL	7502600263	78182	11/06/2025	567.00
		Xerox Corporation	0	78193	11/06/2025	62.76
			0		11/06/2025	62.76
		Benchmark Business Solut	0	78201	11/13/2025	57.13
			0		11/13/2025	62.92
			0		11/13/2025	71.81
			0		11/13/2025	457.13
			0		11/13/2025	221.00
			0		11/13/2025	68.73
			0		11/13/2025	81.61
			0		11/13/2025	58.72
			0		11/13/2025	205.78
			0		11/13/2025	185.67
			0		11/13/2025	244.67
			0		11/13/2025	88.89
			0		11/13/2025	63.15
			0		11/13/2025	59.59
			0		11/13/2025	178.25
		Card Service Center	0	78207	11/13/2025	120.00
			0		11/13/2025	59.88
		Comcell	0	78219	11/13/2025	825.00
			0		11/13/2025	1,365.00
		Follett Software, LLC	0	78228	11/13/2025	1,369.44
			0		11/13/2025	1,666.95
			0		11/13/2025	1,666.95
			0		11/13/2025	1,666.95
		Skyward Accounting Dept.	0	78337	11/20/2025	29,864.00
			0		11/20/2025	3,469.00
			0		11/20/2025	22,236.00
			0		11/20/2025	3,883.00
		Syntrio Solutions LLC	7502600262	78338	11/20/2025	2,427.50
			7502600262		11/20/2025	2,427.50
			7502600262		11/20/2025	2,427.50
			7502600262		11/20/2025	2,427.50
				Totals for RENTALS/OPER LEASES		81,549.74
	STUDENT TRAVEL	Audra Roberson-Miller	0	78135	11/06/2025	260.00
		Braum's Ice Cream & Dair	0	78143	11/06/2025	512.00
		Comdata	0	78150	11/06/2025	116.03
			0		11/06/2025	81.86
			0		11/06/2025	18.46
			0		11/06/2025	70.47
			0		11/06/2025	50.00
			0		11/06/2025	86.58
		Corey Deason	0	78152	11/06/2025	14.00
			0		11/06/2025	23.00
		Curtis Simmons	0	78154	11/06/2025	23.00
			0		11/06/2025	14.00
		Joanne Winchell	0	78165	11/06/2025	490.00
		Michael Duerson	0	78178	11/06/2025	60.00
		Peaster Athletic Booster	0	78181	11/06/2025	472.00
		Wichita District FFA	0	78192	11/06/2025	468.00
		Zachary Hamilton	0	78194	11/06/2025	37.00
		Card Service Center	0	78207	11/13/2025	795.30

COMMENT	ACCOUNT		PO	CHECK	CHECK	
	DESCRIPTION	VENDOR	NUMBER	NUMBER	DATE	AMOUNT
	STUDENT TRAVEL	Chicken Express - Bowie	0	78215	11/13/2025	231.25
		Dairy Queen Henrietta	0	78220	11/13/2025	108.00
		Derick Simpson	0	78223	11/13/2025	240.00
		Ewell Educational Servic	0	78226	11/13/2025	1,323.00
		Impressions Screen Print	7502600455	78232	11/13/2025	238.00
		Iowa Park Band Boosters	0	78233	11/13/2025	6,420.00
		Joanne Winchell	0	78239	11/13/2025	372.00
			0		11/13/2025	40.00
		Martha's Taco Shop	0	78246	11/13/2025	315.00
		Robbin Long	0	78261	11/13/2025	60.00
		Rodney Pittman	0	78264	11/13/2025	60.00
		Taco Casa #21	0	78269	11/13/2025	413.37
		Chicken Express - Jacksb	0	78294	11/20/2025	207.00
		Chicken Express - Bowie	0	78295	11/20/2025	305.25
		Corporate Payment System	0	78299	11/20/2025	120.00
			0		11/20/2025	136.07
			0		11/20/2025	255.06
			0		11/20/2025	238.41
			0		11/20/2025	142.36
			0		11/20/2025	128.34
		Jade Oates	0	78318	11/20/2025	600.00
		John Robison	0	78322	11/20/2025	14.00
			Totals for STUDENT TRAVEL			15,558.81
	TELEPHONE	Syntrio	0	78185	11/06/2025	14.25
			0		11/06/2025	4.75
			0		11/06/2025	23.78
			0		11/06/2025	28.54
			0		11/06/2025	4.75
			0		11/06/2025	4.75
			0		11/06/2025	14.25
		Syntrio Solutions LLC	0	78338	11/20/2025	275.49
			0		11/20/2025	91.83
			0		11/20/2025	550.99
			0		11/20/2025	183.66
			0		11/20/2025	91.83
			0		11/20/2025	183.66
			0		11/20/2025	275.49
			Totals for TELEPHONE			1,748.02
	VEHICLES	Longhorn Bus Sales	7502600177	78244	11/13/2025	156,877.00
			Totals for VEHICLES			156,877.00
	WATER	City Of Iowa Park	0	78216	11/13/2025	942.61
			0		11/13/2025	1,427.62
			0		11/13/2025	351.49
			0		11/13/2025	788.76
			0		11/13/2025	1,247.65
			0		11/13/2025	566.88
			Totals for WATER			5,325.01
			Totals for checks			881,100.61

2. Request for Approval of Minutes

13

- UNOFFICIAL-

STATE OF TEXAS ~

IOWA PARK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

COUNTY OF WICHITA ~

**MEETING DATE AND PLACE:**

The Board of Trustees of the Iowa Park Consolidated Independent School District met in Special Session on Thursday, November 13th, 2025 at 7:00 PM, Iowa Park CISD Administration Building, 328 E. Hwy. Iowa Park TX.

**ATTENDANCE:**

**Trustees present:**

Shawn Price, President	<u>  x  </u>
Ken Cooper, Vice President	<u>  x  </u>
Keli McCord, Secretary	<u>  x  </u>
Greg Deatherage	<u>      </u>
Brad Green	<u>  x  </u>
Randy Catlin	<u>  x  </u>
Jeff Rhoades	<u>  x  </u>

**Trustees Absent:**

**Greg Deatherage**

**School Personnel present**

Superintendent Kevin McCasland, Jonathan Clubb, Jodi Schlaud, Nicole Jordan, Jimmy Medlinger, Serena Criswell, Ashley Lamb, Clifton McFadden and Jennifer Roberts, SheaLeigh Arledge, Jamie Shipp, Coach Birk, Coach Wood, Mr. Ward.

**Others present:**

Parents and community members present for the recognized students; Rylan Raschke and Cayson Gossett, along with the FFA presentation.

**CALL TO ORDER:**

President Shawn Price called the meeting to order, announced that a quorum was present, that the meeting had been duly called and notice of the meeting had been posted in the time and manner required by law.

**ACKNOWLEDGEMENTS AND RECOGNITIONS:**

- A. Rylan Raschke- Cross Country, 10th in the state
- B. September students of the month are Rylan Raschke and Cayson Gossett.

**PUBLIC COMMENT:**

President Shawn Price invited patrons to address the Board during Open Forum.

Mr. Ward presented the Board with a presentation along with 4 FFA students.

**TEAM OF 8 TRAINING:**

**CONSENT AGENDA:**

Moved by Randy Catlin, seconded by Keli McCord, that the following Consent Agenda items be approved.

1. Bill Payments
2. Minutes of September 11th, 2025
3. Tax Adjustments

Shawn Price        ( x ) Yay,    (    ) Nay,    (    ) Abstain  
Ken Cooper        ( x ) Yay,    (    ) Nay,    (    ) Abstain

Keli McCord ( x ) Yay, ( ) Nay, ( ) Abstain  
Greg Deatherage ( ) Yay, ( ) Nay, ( ) Abstain  
Jeff Rhoades ( x ) Yay, ( ) Nay, ( ) Abstain  
Brad Green ( x ) Yay, ( ) Nay, ( ) Abstain  
Randy Catlin ( x ) Yay, ( ) Nay, ( ) Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**DISCUSS BUDGET AND REVENUE:**

No action was taken.

**INVESTMENT REPORT:**

No action was taken.

**TOTAL COST OF THE SAFETY FENCE PROJECT AT KIDWELL AND BRADFORD:**

Moved by Brad Green, seconded by Keli McCord, to approve the total cost but not to exceed \$640,000 on the safety fence project at Kidwell and Bradford.

Shawn Price ( x ) Yay, ( ) Nay, ( ) Abstain  
Ken Cooper ( x ) Yay, ( ) Nay, ( ) Abstain  
Keli McCord ( x ) Yay, ( ) Nay, ( ) Abstain  
Greg Deatherage ( ) Yay, ( ) Nay, ( ) Abstain  
Jeff Rhoades ( x ) Yay, ( ) Nay, ( ) Abstain  
Brad Green ( x ) Yay, ( ) Nay, ( ) Abstain  
Randy Catlin ( x ) Yay, ( ) Nay, ( ) Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**TRS INSURANCE:**

No action was taken.

**APPROVAL OF TEXPOOL USERS:**

Moved by Randy Catlin, seconded by Ken Cooper, to approve the users of Texpool.

Shawn Price	( x )	Yay,	( )	Nay,	( )	Abstain
Ken Cooper	( x )	Yay,	( )	Nay,	( )	Abstain
Keli McCord	( x )	Yay,	( )	Nay,	( )	Abstain
Greg Deatherage	( )	Yay,	( )	Nay,	( )	Abstain
Jeff Rhoades	( x )	Yay,	( )	Nay,	( )	Abstain
Brad Green	( x )	Yay,	( )	Nay,	( )	Abstain
Randy Catlin	( x )	Yay,	( )	Nay,	( )	Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**CI LOCAL:**

Moved by Shawn Price, seconded by Jeff Rhoades, to approve CI Local.

Shawn Price	( x )	Yay,	( )	Nay,	( )	Abstain
Ken Cooper	( x )	Yay,	( )	Nay,	( )	Abstain
Keli McCord	( x )	Yay,	( )	Nay,	( )	Abstain
Greg Deatherage	( )	Yay,	( )	Nay,	( )	Abstain
Jeff Rhoades	( x )	Yay,	( )	Nay,	( )	Abstain
Brad Green	( x )	Yay,	( )	Nay,	( )	Abstain
Randy Catlin	( x )	Yay,	( )	Nay,	( )	Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**ADDITIONAL APPRAISER FOR IPCISD CAMPUSES:**

Moved by Brad Green, seconded by Randy Catlin, to approve Jodi Schlaud as an additional appraiser for IPCISD campuses.

Shawn Price ( x ) Yay, ( ) Nay, ( ) Abstain  
Ken Cooper ( x ) Yay, ( ) Nay, ( ) Abstain  
Keli McCord ( x ) Yay, ( ) Nay, ( ) Abstain  
Greg Deatherage ( ) Yay, ( ) Nay, ( ) Abstain  
Jeff Rhoades ( x ) Yay, ( ) Nay, ( ) Abstain  
Brad Green ( x ) Yay, ( ) Nay, ( ) Abstain  
Randy Catlin ( x ) Yay, ( ) Nay, ( ) Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**DECLARE STANDS AT WFGMS FOOTBALL FIELD AS SURPLUS AND TO DONATE THEM TO THE YOUTH FOOTBALL LEAGUE:**

Moved by Ken Cooper, seconded by Brad Green, to approve designating the stands at the WFGMS football field as surplus and to donate them to the youth football league.

Shawn Price ( x ) Yay, ( ) Nay, ( ) Abstain  
Ken Cooper ( x ) Yay, ( ) Nay, ( ) Abstain  
Keli McCord ( x ) Yay, ( ) Nay, ( ) Abstain  
Greg Deatherage ( ) Yay, ( ) Nay, ( ) Abstain  
Jeff Rhoades ( x ) Yay, ( ) Nay, ( ) Abstain  
Brad Green ( x ) Yay, ( ) Nay, ( ) Abstain  
Randy Catlin ( x ) Yay, ( ) Nay, ( ) Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**RESOLUTION FOR BULLET RESISTANT SHIELD GRANT:**

Moved by Shawn Price, seconded by Keli McCord, to approve the Resolution for Bullet Resistant Shield Grant.

Shawn Price	( x )	Yay,	( )	Nay,	( )	Abstain
Ken Cooper	( x )	Yay,	( )	Nay,	( )	Abstain
Keli McCord	( x )	Yay,	( )	Nay,	( )	Abstain
Greg Deatherage	( )	Yay,	( )	Nay,	( )	Abstain
Jeff Rhoades	( x )	Yay,	( )	Nay,	( )	Abstain
Brad Green	( x )	Yay,	( )	Nay,	( )	Abstain
Randy Catlin	( x )	Yay,	( )	Nay,	( )	Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**RESOLUTION TO VOTE FOR INDIVIDUALS NOMINATED FOR THE WICHITA APPRAISAL DISTRICT BOARD OF DIRECTORS:**

Moved by Randy Catlin, seconded by Ken Cooper, to approve the vote for Shelby Womack for the Wichita appraisal district board of directors.

Shawn Price	( x )	Yay,	( )	Nay,	( )	Abstain
Ken Cooper	( x )	Yay,	( )	Nay,	( )	Abstain
Keli McCord	( x )	Yay,	( )	Nay,	( )	Abstain
Greg Deatherage	( )	Yay,	( )	Nay,	( )	Abstain
Jeff Rhoades	( x )	Yay,	( )	Nay,	( )	Abstain
Brad Green	( )	Yay,	( x )	Nay,	( )	Abstain
Randy Catlin	( x )	Yay,	( )	Nay,	( )	Abstain

Motion was Passed ( 5 ) Yay, ( 1 ) Nay, ( ) Abstain

**FENTANYL CURRICULUM:**

Moved by Keli McCord, seconded by Ken Cooper, to approve the fentanyl curriculum.

Shawn Price	( x )	Yay,	( )	Nay,	( )	Abstain
Ken Cooper	( x )	Yay,	( )	Nay,	( )	Abstain
Keli McCord	( x )	Yay,	( )	Nay,	( )	Abstain
Greg Deatherage	( )	Yay,	( )	Nay,	( )	Abstain
Jeff Rhoades	( x )	Yay,	( )	Nay,	( )	Abstain
Brad Green	( x )	Yay,	( )	Nay,	( )	Abstain
Randy Catlin	( x )	Yay,	( )	Nay,	( )	Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**POLICY UPDATE 126:**

No action was taken.

**SUPERINTENDENT'S REPORT:**

1. Enrollment Report
2. Update on Monitoring Report

The board went into closed meeting at 6:38 pm, pursuant to Texas Open Meetings Act, Texas Government Code Section 551.074.

Shawn Price	( x )	Yay,	( )	Nay,	( )	Abstain
Ken Cooper	( x )	Yay,	( )	Nay,	( )	Abstain
Keli McCord	( x )	Yay,	( )	Nay,	( )	Abstain
Greg Deatherage	( )	Yay,	( )	Nay,	( )	Abstain
Jeff Rhoades	( x )	Yay,	( )	Nay,	( )	Abstain
Brad Green	( x )	Yay,	( )	Nay,	( )	Abstain
Randy Catlin	( x )	Yay,	( )	Nay,	( )	Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**CLOSED MEETING:**

Section 551.074 of the Texas Government Code (Board deliberates the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public officer or employees of the District.)

**RECONVENE:**

The board reconvened the meeting at 6:51 pm.

Shawn Price ( ) Yay, ( ) Nay, ( ) Abstain  
Ken Cooper ( ) Yay, ( ) Nay, ( ) Abstain  
Keli McCord ( ) Yay, ( ) Nay, ( ) Abstain  
Greg Deatherage ( ) Yay, ( ) Nay, ( ) Abstain  
Jeff Rhoades ( ) Yay, ( ) Nay, ( ) Abstain  
Brad Green ( ) Yay, ( ) Nay, ( ) Abstain  
Randy Catlin ( ) Yay, ( ) Nay, ( ) Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**NEW TEACHER:**

Consider and discuss the hiring of Taylor Ross for the 2025- 2026 school year.

Moved by Randy Catlin, seconded by Keli McCord, to approve the hiring of Taylor Ross under DOI Agreement for the 2025-2026 school year with superintendent authority to convert to a contract when eligible.

Shawn Price ( x ) Yay, ( ) Nay, ( ) Abstain  
Ken Cooper ( x ) Yay, ( ) Nay, ( ) Abstain  
Keli McCord ( x ) Yay, ( ) Nay, ( ) Abstain  
Greg Deatherage ( ) Yay, ( ) Nay, ( ) Abstain  
Jeff Rhoades ( x ) Yay, ( ) Nay, ( ) Abstain  
Brad Green ( x ) Yay, ( ) Nay, ( ) Abstain  
Randy Catlin ( x ) Yay, ( ) Nay, ( ) Abstain

Motion was Passed ( 6 ) Yay, ( ) Nay, ( ) Abstain

**ADJOURN:**

The board adjourned the meeting at 8:30 pm.

Shawn Price        ( ) Yay,    ( ) Nay,    ( ) Abstain  
Ken Cooper        ( ) Yay,    ( ) Nay,    ( ) Abstain  
Keli McCord       ( ) Yay,    ( ) Nay,    ( ) Abstain  
Greg Deatherage   ( ) Yay,    ( ) Nay,    ( ) Abstain  
Jeff Rhoades      ( ) Yay,    ( ) Nay,    ( ) Abstain  
Brad Green        ( ) Yay,    ( ) Nay,    ( ) Abstain  
Randy Catlin      ( ) Yay,    ( ) Nay,    ( ) Abstain

Motion was Passed ( 6 ) Yay,    ( ) Nay,    ( ) Abstain

**ATTEST:**

\_\_\_\_\_  
Shawn Price, President

\_\_\_\_\_  
Keli McCord, Secretary

3. Request for Approval of Tax Adjustments

23

# Tax Collections Activity Report - Current/Delinquent

12/1/2025 9:28:52AM Report Criteria

Entity: ALL  
 Year: ALL  
 Date Range: 11/01/2025 to 11/30/2025  
 Batch(es): ALL

Entity IOWA PARK CISD

Current Year	M&O	I&S	Delinquent Years	M&O	I&S	All Years	M&O	I&S
Taxes	217,809.73	73,487.86	Taxes	10,058.89	3,958.49	Taxes	227,868.62	77,446.35
Discounts	0.00	0.00	Discounts	0.00	0.00	Discounts	0.00	0.00
Penalty	0.00	0.00	Penalty	564.91	231.37	Penalty	564.91	231.37
Interest	0.00	0.00	Interest	644.12	258.76	Interest	644.12	258.76
<b>Total Collected</b>	<b>217,809.73</b>	<b>73,487.86</b>	<b>Total Collected</b>	<b>11,267.92</b>	<b>4,448.62</b>	<b>Total Collected</b>	<b>229,077.65</b>	<b>77,936.48</b>
<b>Total Collected</b>	<b>291,297.59</b>		<b>Total Collected</b>	<b>15,716.54</b>		<b>Total Collected</b>	<b>307,014.13</b>	
Refunds Paid			Refunds Paid			Refunds Paid		
Taxes	104.25	35.17	Taxes	234.96	96.96	Taxes	339.21	132.13
Penalty	0.00	0.00	Penalty	0.00	0.00	Penalty	0.00	0.00
Interest	0.00	0.00	Interest	0.00	0.00	Interest	0.00	0.00
<b>Total Refunded:</b>	<b>104.25</b>	<b>35.17</b>	<b>Total Refunded:</b>	<b>234.96</b>	<b>96.96</b>	<b>Total Refunded:</b>	<b>339.21</b>	<b>132.13</b>
<b>Total Refunded:</b>	<b>139.42</b>		<b>Total Refunded:</b>	<b>331.92</b>		<b>Total Refunded:</b>	<b>471.34</b>	
Taxes	217,705.48	73,452.69	Taxes	9,823.93	3,861.53	Taxes	227,529.41	77,314.22
Penalty	0.00	0.00	Penalty	564.91	231.37	Penalty	564.91	231.37
Interest	0.00	0.00	Interest	644.12	258.76	Interest	644.12	258.76
<b>Total Disbursed:</b>	<b>217,705.48</b>	<b>73,452.69</b>	<b>Total Disbursed:</b>	<b>11,032.96</b>	<b>4,351.66</b>	<b>Total Disbursed:</b>	<b>228,738.44</b>	<b>77,804.35</b>
<b>Total Disbursed:</b>	<b>291,158.17</b>		<b>Total Disbursed:</b>	<b>15,384.62</b>		<b>Total Disbursed:</b>	<b>306,542.79</b>	
Current Year			Delinquent Years			All Years		
Total Collected	291,297.59		Total Collected	15,716.54		Total Collected	307,014.13	
Attorney Fees	0.00		Attorney Fees	1,666.98		Attorney Fees	1,666.98	
Other Fees	0.00		Other Fees	0.00		Other Fees	0.00	
Overpayments	0.55		Overpayments	0.93		Overpayments	1.48	
<b>Total Paid</b>	<b>291,298.14</b>		<b>Total Paid</b>	<b>17,384.45</b>		<b>Total Paid</b>	<b>308,682.59</b>	
Underpayments	0.02		Underpayments	0.02		Underpayments	0.04	
<b>Total Paid</b>	<b>291,298.14</b>		<b>Total Paid</b>	<b>17,384.45</b>		<b>Total Paid</b>	<b>308,682.59</b>	
Attorney Fees	0.00		Attorney Fees	1,666.98		Attorney Fees	1,666.98	
Refunds Paid - Attorney Fees	0.00		Refunds Paid - Attorney Fees	0.00		Refunds Paid - Attorney Fees	0.00	
Attorney Fee Disbursement Amount	0.00		Attorney Fee Disbursement Amount	1,666.98		Attorney Fee Disbursement Amount	1,666.98	

# Tax Collections Activity Report - Current/Delinquent

12/1/2025 9:28:52AM

Report Criteria

Entity: ALL  
 Year: ALL  
 Date Range: 11/01/2025 to 11/30/2025  
 Batch(es): ALL

IOWA PARK TAX OFFICE

Page 5 of 8

Entity Iowa Park CISD BPP

Current Year	M&O	I&S	Delinquent Years	M&O	I&S	All Years	M&O	I&S
Taxes	819.85	0.00	Taxes	6.02	0.00	Taxes	825.87	0.00
Discounts	0.00	0.00	Discounts	0.00	0.00	Discounts	0.00	0.00
Penalty	0.00	0.00	Penalty	0.72	0.00	Penalty	0.72	0.00
Interest	0.00	0.00	Interest	0.60	0.00	Interest	0.60	0.00
<b>Total Collected</b>	<b>819.85</b>	<b>0.00</b>	<b>Total Collected</b>	<b>7.34</b>	<b>0.00</b>	<b>Total Collected</b>	<b>827.19</b>	<b>0.00</b>
<b>Total Collected</b>	<b>819.85</b>		<b>Total Collected</b>	<b>7.34</b>		<b>Total Collected</b>	<b>827.19</b>	
Refunds Paid			Refunds Paid			Refunds Paid		
Taxes	0.00	0.00	Taxes	0.00	0.00	Taxes	0.00	0.00
Penalty	0.00	0.00	Penalty	0.00	0.00	Penalty	0.00	0.00
Interest	0.00	0.00	Interest	0.00	0.00	Interest	0.00	0.00
<b>Total Refunded:</b>	<b>0.00</b>	<b>0.00</b>	<b>Total Refunded:</b>	<b>0.00</b>	<b>0.00</b>	<b>Total Refunded:</b>	<b>0.00</b>	<b>0.00</b>
<b>Total Refunded:</b>	<b>0.00</b>		<b>Total Refunded:</b>	<b>0.00</b>		<b>Total Refunded:</b>	<b>0.00</b>	
Taxes	819.85	0.00	Taxes	6.02	0.00	Taxes	825.87	0.00
Penalty	0.00	0.00	Penalty	0.72	0.00	Penalty	0.72	0.00
Interest	0.00	0.00	Interest	0.60	0.00	Interest	0.60	0.00
<b>Total Disbursed:</b>	<b>819.85</b>	<b>0.00</b>	<b>Total Disbursed:</b>	<b>7.34</b>	<b>0.00</b>	<b>Total Disbursed:</b>	<b>827.19</b>	<b>0.00</b>
<b>Total Disbursed:</b>	<b>819.85</b>		<b>Total Disbursed:</b>	<b>7.34</b>		<b>Total Disbursed:</b>	<b>827.19</b>	
Current Year			Delinquent Years			All Years		
Total Collected	819.85		Total Collected	7.34		Total Collected	827.19	
Attorney Fees	0.00		Attorney Fees	1.47		Attorney Fees	1.47	
Other Fees	0.00		Other Fees	0.00		Other Fees	0.00	
Overpayments	0.00		Overpayments	0.00		Overpayments	0.00	
<b>Total Paid</b>	<b>819.85</b>		<b>Total Paid</b>	<b>8.81</b>		<b>Total Paid</b>	<b>828.66</b>	
Underpayments	0.00		Underpayments	0.00		Underpayments	0.00	
<b>Total Paid</b>	<b>819.85</b>		<b>Total Paid</b>	<b>8.81</b>		<b>Total Paid</b>	<b>828.66</b>	
Attorney Fees	0.00		Attorney Fees	1.47		Attorney Fees	1.47	
Refunds Paid - Attorney Fees	0.00		Refunds Paid - Attorney Fees	0.00		Refunds Paid - Attorney Fees	0.00	
Attorney Fee Disbursement Amount	0.00		Attorney Fee Disbursement Amount	1.47		Attorney Fee Disbursement Amount	1.47	

**Modified Bill Report**

12/1/2025

9:30:22AM

Entity: 07 IOWA PARK CISD

Owner Name	Property ID	Entity	Year	Sup Num	Sup Code	Adj Code	Modify Date	Modify Code	Reason	Curr Tax	Prev Tax	Adjustment
RICE TIMOTHY ALAN	117176	07	2018	0		2012 SF	11/6/2025			54.90	54.90	0.00
<b>Total For Year:</b>											<b>0.00</b>	
RICE TIMOTHY ALAN	117176	07	2019	0		2012 SF	11/6/2025			59.03	59.03	0.00
<b>Total For Year:</b>											<b>0.00</b>	
RICE TIMOTHY ALAN	117176	07	2020	0		2012 SF	11/6/2025			59.03	59.03	0.00
<b>Total For Year:</b>											<b>0.00</b>	
RICE TIMOTHY ALAN	117176	07	2021	0		2012 SF	11/6/2025			58.21	58.21	0.00
<b>Total For Year:</b>											<b>0.00</b>	
MELTON CATHRYN	114649	07	2022	9	2525C1	N	11/18/2025			816.23	816.23	0.00
RICE TIMOTHY ALAN	117176	07	2022	9	2525C1	2012 SF	11/6/2025			51.18	51.18	0.00
<b>Total For Year:</b>											<b>0.00</b>	
CHESTER SHIRLEY M	116141	07	2023	0		N	11/17/2025			989.49	989.49	0.00
MELTON CATHRYN	114649	07	2023	0		N	11/18/2025			0.00	0.00	0.00
RICE TIMOTHY ALAN	117176	07	2023	0		2012 SF	11/6/2025			44.59	44.59	0.00
SCHRAM RANDALL WAYNE ETUX DEANNE	108624	07	2023	85	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - BUILDING FROM PID 101958 FOR 2023-2025. KM	152.80	38.56	114.24
STRONG CAPITAL V LP	101958	07	2023	85	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - MOVE BUILDING TO PID 108624 THIS IS LAND ONLY FOR 2023-2025. KM	26.46	140.69	-114.23
<b>Total For Year:</b>											<b>0.01</b>	
BROWNING BRANT RAY & JAMIE ELIZABETH NESTEGARD	116218	07	2024	54	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - LATE FILING DVHS PRORATE 5-1-24 BC	57.43	173.69	-116.26
DARA TEXAS LLC	228736	07	2024	0		2012 SF	11/3/2025			3,048.25	3,048.25	0.00
MELTON CATHRYN	114649	07	2024	0		N	11/18/2025			0.00	0.00	0.00
MORGAN JACK F	117393	07	2024	54	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - LATE FILING DVHS PR 11/18/2024 - 2025 LLM	0.00	0.00	0.00
RICE TIMOTHY ALAN	117176	07	2024	0		2012 SF	11/6/2025			44.16	44.16	0.00
SCHRAM RANDALL WAYNE ETUX DEANNE	108624	07	2024	54	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - BUILDING FROM PID 101958 FOR 2023-2025. KM	138.93	37.50	101.43
SINGLEWING LLC SERIES SWU	116141	07	2024	10	LATE	N	11/17/2025			537.22	537.22	0.00
STEWART BRADLEY D	113779	07	2024	0		2012 SF	11/6/2025			1,073.78	1,073.78	0.00
STRONG CAPITAL V LP	101958	07	2024	54	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - MOVE BUILDING TO PID 108624 THIS IS LAND ONLY FOR 2023-2025. KM	26.21	127.64	2501.43

**Modified Bill Report**

12/1/2025

9:30:22AM

Entity: 07 IOWA PARK CISD

Owner Name	Property ID	Entity	Year	Sup Num	Sup Code	Adj Code	Modify Date	Modify Code	Reason	Curr Tax	Prev Tax	Adjustment
											<b>Total For Year:</b>	<b>-116.26</b>
AZMY JAMES S	116141	07	2025	18	LATE	N	11/17/2025			0.00	0.00	0.00
BANKS JIMMY E & SHIRLEY	454956	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195	0.00	11.37	-11.37
BANKS JIMMY E ETUX SHIRLEY (L/E)	114225	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - *2025 PT FRM 114226 LLM	5.51	0.00	5.51
BANKS JIMMY E ETUX SHIRLEY (L/E)	114226	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - *2025 PT TO 114234, 114225, & 114228 10/2025 PB	100.55	245.56	-145.01
BANKS JIMMY E ETUX SHIRLEY (L/E)	114228	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - PT FRM 114226 & 454956 LLM	85.02	2.46	82.56
BANKS JIMMY E ETUX SHIRLEY (L/E)	114234	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - *2025 PT FRM 114226 LLM	95.68	27.36	68.32
BARTOW BETTY J	115646	07	2025	12	LATE	TD1	11/3/2025			0.00	0.00	0.00
BATA SHARON LYNN	117243	07	2025	12	LATE	N	11/6/2025			0.00	0.00	0.00
BERRETT CREIGHTON & JESSICA BERRETT	479817	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - 2025 UPDATE LEGAL AS PER PLAT DOC 202512917 LLM	52.71	52.71	0.00
BONIFAZ FRANK	107129	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - LATE FILING DVHS PR 09/12/2025 LLM	1,280.59	1,840.21	-559.62
BROWNING BRANT RAY & JAMIE ELIZABETH NESTEGARD	116218	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - LATE FILING DVHS PRORATE 5-1-24 & 2025 BC	0.00	0.00	0.00
CARLSON SHERRI	113968	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - * 2025 UPDATE LEGAL AS PER PLAT DOC 202512917 LLM	0.00	0.00	0.00
GORE ROBERT ALAN	462558	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - PT FROM PID 454881 PER STATEMENT OF OWNERSHIP FOR 2025. KM	0.00	0.00	0.00
GORE ROBERT ALAN	454881	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195	0.00	4.15	-4.15
MCDORMAN DYLAN & ANGELA ROSE MCDORMAN	477769	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - LATE FILING H/S 2025. KM	1,755.80	3,169.80	-1,414.00
MELTON CATHRYN	114649	07	2025	12	LATE	N	11/18/2025			0.00	0.00	0.00
MORGAN JACK F	117393	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - LATE FILING DVHS PR 11/18/2024 - 2025 LLM	0.00	0.00	0.00
MORRISETTE BARRY & MARTHA LUGO-RODRIGUEZ	115696	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - LATE FILING, HS PRORATED FOR 2025 WK	1,326.80	1,923.39	-596.59
POPE DENISSA WEYANT	479457	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - OUTBUILDONG SHOULD BE MOVED FROM HERE TO 114470 LLM	624.52	722.73	-98.21
ROBERTS CHARLES W	117043	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - CREATE H/S GROUP WITH PID 117044 FOR H/S & OVER 65 ON LAND ONLY PID 117044 FOR 2025. KM	0.00	0.00	0.00
ROBERTS CHARLES W	117044	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - CREATE H/S GROUP WITH PID 117044 PER OWNERS REQUEST 2025. KM	85.30	147.69	-62.39
SCHRAM RANDALL WAYNE ETUX DEANNE	108624	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - BUILDING FROM PID 101958 FOR 2023-2025. KM	146.64	39.57	107.07
SECRETARY OF HOUSING AND URBAN DEVELOPMENT	114470	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - OUTBUILDING SHOULD BE MOVED HERE FRM 479457 LLM	1,116.47	1,018.26	98.21
SMITH JIMMY R ETUX CHARLOTTE A	117408	07	2025	12	LATE	N	11/14/2025			0.00	0.00	26 0.00
STRONG CAPITAL V LP	101958	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - MOVE BUILDING TO PID 108624 THIS IS LAND ONLY FOR 2023-2025. KM	24.74	131.81	-107.07

**Modified Bill Report**

12/1/2025

9:30:22AM

Page: 3

Entity: 07 IOWA PARK CISD

Owner Name	Property ID	Entity	Year	Sup Num	Sup Code	Adj Code	Modify Date	Modify Code	Reason	Curr Tax	Prev Tax	Adjustment	
TYLER VICKIE STRINGER	116754	07	2025	26	LATE	N	11/10/2025	LATE	Wichita A.D. Supp 1195 - LATE FILING HS PR 10/10/2025 OV65 2025 LLM	66.56	742.65	-676.09	
WELLS ALISON T	115494	07	2025	12	LATE	N	11/10/2025			0.00	0.00	0.00	
											<b>Total For Year:</b>		<b>-3,312.83</b>
											<b>Grand Total:</b>		<b>-3,429.08</b>

B. DISCUSSION/ ACTION ITEMS

1. Consider/Discuss Possible Board Approval of FIRST Report

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User: Kevin McCasland  
 User Role: District

RATING YEAR **2024-2025** DISTRICT NUMBER **district #** **Select An Option** **Help** **Home**  
**Log Out**



Financial Integrity Rating System of Texas

**2024-2025 RATINGS BASED ON SCHOOL YEAR 2023-2024 DATA - DISTRICT STATUS DETAIL**

<b>Name:</b> IOWA PARK CISD(243903)	<b>Publication Level 1:</b> 8/8/2025 12:54:09 PM
<b>Status:</b> Passed	<b>Publication Level 2:</b> 8/8/2025 4:49:42 PM
<b>Rating:</b> A = Superior Achievement	<b>Last Updated:</b> 8/8/2025 4:49:42 PM
<b>District Score:</b> 98	<b>Passing Score:</b> 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	4/23/2025 6:09:56 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	4/23/2025 6:09:56 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	4/23/2025 6:09:56 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	4/23/2025 6:09:56 PM	Yes Ceiling Passed
			1 Multiplier Sum
5	<u>Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in</u>	4/23/2025 6:09:56 PM	Ceiling Passed

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	<u>membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>		
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/23/2025 6:09:56 PM	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:56 PM	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:56 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:56 PM	10
10	This indicator is not being evaluated.		10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u>	4/23/2025 6:09:56 PM	8
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	4/23/2025 6:09:56 PM	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:56 PM	10
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	4/23/2025 6:09:56 PM	10
15	<u>Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:56 PM	5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/23/2025 6:09:56 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	4/23/2025 6:09:56 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	4/23/2025 6:09:56 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	4/23/2025 6:09:56 PM	5
			30

20	<a href="#"><u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u></a>	4/23/2025 6:09:56 PM	Ceiling Passed
21	<a href="#"><u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u></a>	4/23/2025 6:09:56 PM	Ceiling Passed
			98 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			98 Score

**DETERMINATION OF RATING**

<b>A.</b>	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points.	
	<b>A = Superior Achievement</b>	90-100
	<b>B = Above Standard Achievement</b>	80-89
	<b>C = Meets Standard Achievement</b>	70-79
	<b>F = Substandard Achievement</b>	<70
<p><b>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</b></p> <p>The school district receives an <b>F</b> if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

**CEILING INDICATORS**

<p>Did the school district meet the criteria for any of the following <b>ceiling indicators</b> 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.</p>		
<b>Determination of rating based on meeting ceiling criteria.</b>	<b>Maximum Points</b>	<b>Maximum Rating</b>
<b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
<b>Indicator 5</b> (Total Net Position) - Negative total net position and do not have 7% or more or 1.000 or more increase in growth in students in membership over 5 years.	79	C = Meets Standard Achievement
		<b>31</b>

<b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
<b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 21</b> (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

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**THE TEXAS EDUCATION AGENCY**  
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FIRST 5.15.14.0

2. Discussion of the Profile of a Graduate.
  3. Consider/Discuss Possible Board Approval of Campus Improvement Plans
- 34

**Iowa Park Consolidated Independent School District**

**Kidwell Elementary**

**2025-2026 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Kidwell Elementary is an EC-2nd Grade Campus in Iowa Park CISD. The following outlines the demographic makeup of the school based on the most recent Texas Academic Performance Report (TAPR).

**Student Enrollment:** 499

### Staff

- Total: 48
- Campus Administration: 1
- Professional Support: 2.3
- Teachers: 30.8
- Paraprofessionals: 14
- Counselors: 1

### Students

- Economically Disadvantaged: 234 (46.9%)
- Female: 232
- Male: 267
- Hispanic: 53
- American Indian: 0
- Asian: 1
- White: 423
- Pacific Islander: 2
- African American: 1
- Students with a 504 plan: 7
- EB Students: 1
- Students with Dyslexia: 9
- At-Risk: 161
- Gifted and Talented: 24
- Special Education: 87 (17.4%)

**Attendance Rate:** 95.1%

### Demographics Strengths

- 70.8% of our teaching staff have over 10 years of experience in the field with the average years of experience being 15.8
- All of our teachers have at least one or more years of experience
- Our attendance rate is higher than the state average attendance rate
- All of our teachers are certified in the grade levels and content they are assigned

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Kidwell is facing staffing and facility challenges as the number of students with disabilities continues to increase, including students with behavioral disabilities.

**Root Cause:** Increased enrollment of students, including students with disabilities without proportional growth in staffing and resources -- The rate of students with disabilities is growing, but staffing levels and facilities have not expanded at the same pace to meet these needs.

# Student Achievement

## Student Achievement Summary

Math

### Kidwell Elementary

School Profile		Achievement Overview	
Kidwell Elementary   Math K-12		Kidwell Elementary   Math K-12	
Grade	Achievement Spring 2024-2025 Median and Distribution	Number of Students	
All Grades	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 5px; margin-right: 5px;">66th</div> <div style="margin-left: 10px;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 7%; background-color: #800000; height: 10px;"></div> <div style="width: 14%; background-color: #FF8C00; height: 10px;"></div> <div style="width: 22%; background-color: #FFD700; height: 10px;"></div> <div style="width: 28%; background-color: #32CD32; height: 10px;"></div> <div style="width: 29%; background-color: #0056B3; height: 10px;"></div> </div> </div> </div>	433	
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th		Rostered Spring 2024-2025 Tested Spring 2024-2025	

School Profile		Achievement by Grade	
Kidwell Elementary   Math K-12		Kidwell Elementary   Math K-12	
Grade ↑	Achievement Spring 2024-2025 Median and Distribution	Sort by	Number of Students
K	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 5px; margin-right: 5px;">63rd</div> <div style="margin-left: 10px;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 11%; background-color: #800000; height: 10px;"></div> <div style="width: 13%; background-color: #FF8C00; height: 10px;"></div> <div style="width: 24%; background-color: #FFD700; height: 10px;"></div> <div style="width: 22%; background-color: #32CD32; height: 10px;"></div> <div style="width: 30%; background-color: #0056B3; height: 10px;"></div> </div> </div> </div>	-- select an option --	150
Grade 1	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 5px; margin-right: 5px;">69th</div> <div style="margin-left: 10px;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 4%; background-color: #800000; height: 10px;"></div> <div style="width: 12%; background-color: #FF8C00; height: 10px;"></div> <div style="width: 22%; background-color: #FFD700; height: 10px;"></div> <div style="width: 32%; background-color: #32CD32; height: 10px;"></div> <div style="width: 30%; background-color: #0056B3; height: 10px;"></div> </div> </div> </div>		146
Grade 2	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 5px; margin-right: 5px;">68th</div> <div style="margin-left: 10px;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 7%; background-color: #800000; height: 10px;"></div> <div style="width: 17%; background-color: #FF8C00; height: 10px;"></div> <div style="width: 20%; background-color: #FFD700; height: 10px;"></div> <div style="width: 29%; background-color: #32CD32; height: 10px;"></div> <div style="width: 27%; background-color: #0056B3; height: 10px;"></div> </div> </div> </div>		137
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th		Rostered Spring 2024-2025 Tested Spring 2024-2025	



# Grade Report

## Grade K

Term: Spring 2024-2025  
 District: Iowa Park CISD  
 School: Kidwell Elementary

Norms Reference Data: 2025 Norms.  
 Weeks of Instruction: 32 (Spring 2025)  
 Grouping: None  
 Small Group Display: No

### Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	150
Mean RIT Score	162
Standard Deviation	12.8
District Grade-Level Mean RIT	162
Students At or Above District Grade-Level Mean RIT	78
Grade-Level Mean RIT	157.8
Students At or Above Grade-Level Mean RIT	97

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	16	11%	20	13%	36	24%	33	22%	45	30%	161-162-163	12.8



# Grade Report

## Grade 1

Term: Spring 2024-2025  
 District: Iowa Park CISD  
 School: Kidwell Elementary

Norms Reference Data: 2025 Norms.  
 Weeks of Instruction: 32 (Spring 2025)  
 Grouping: None  
 Small Group Display: No

### Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	146
Mean RIT Score	181.7
Standard Deviation	11.7
District Grade-Level Mean RIT	181.7
Students At or Above District Grade-Level Mean RIT	75
Grade-Level Mean RIT	175
Students At or Above Grade-Level Mean RIT	109

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	6	4%	17	12%	32	22%	47	32%	44	30%	181-182-183	11.7



# Grade Report

## Grade 2

Term: Spring 2024-2025  
 District: Iowa Park CISD  
 School: Kidwell Elementary

Norms Reference Data: 2025 Norms.  
 Weeks of Instruction: 32 (Spring 2025)  
 Grouping: None  
 Small Group Display: No

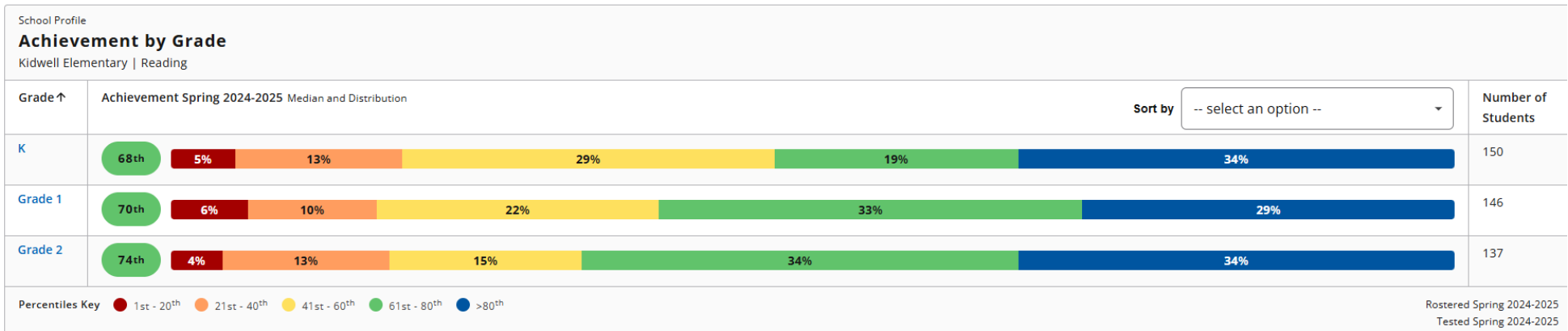
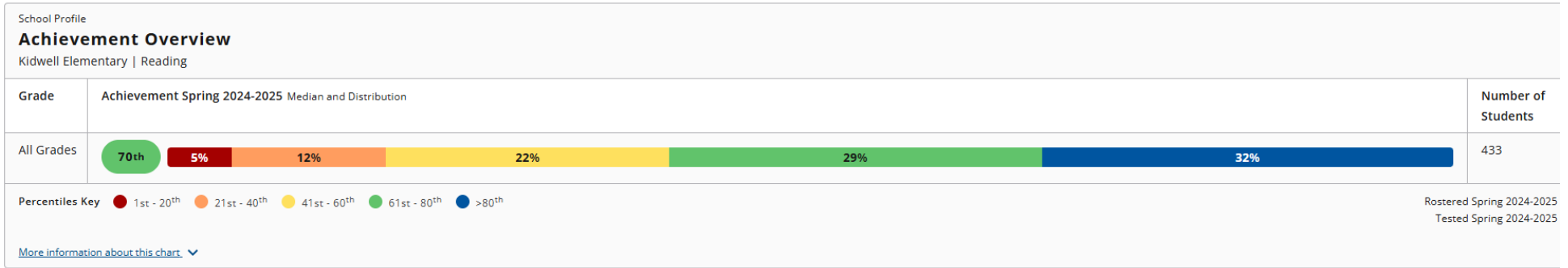
### Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	137
Mean RIT Score	192.6
Standard Deviation	11.7
District Grade-Level Mean RIT	192.6
Students At or Above District Grade-Level Mean RIT	75
Grade-Level Mean RIT	187.5
Students At or Above Grade-Level Mean RIT	91

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	9	7%	24	18%	27	20%	40	29%	37	27%	192-193-194	11.7

# Reading

## Kidwell Elementary





# Grade Report

Grade K

Term: Spring 2024-2025  
 District: Iowa Park CISD  
 School: Kidwell Elementary

Norms Reference Data: 2025 Norms.  
 Weeks of Instruction: 32 (Spring 2025)  
 Grouping: None  
 Small Group Display: No

## Language Arts: Reading

### Growth: Reading K-2 TX 2017 / TX Essential Knowledge and Skills Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	150
Mean RIT Score	157.6
Standard Deviation	10.9
District Grade-Level Mean RIT	157.6
Students At or Above District Grade-Level Mean RIT	77
Grade-Level Mean RIT	152
Students At or Above Grade-Level Mean RIT	108

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading K-2 TX 2017 / TX Essential Knowledge and Skills Language Arts: 2017	8	5%	19	13%	43	29%	29	19%	51	34%	157-158-158	10.9
<b>Instructional Area RIT Range</b>												
Composition; Inquiry and Research	12	8%	22	15%	36	24%	29	19%	51	34%	156-157-158	12.4
Foundational Language Skills: Vocabulary	18	12%	22	15%	28	19%	26	17%	56	37%	157-158-159	12.8
Multiple Genres; Author's Purpose and Craft	15	10%	14	9%	37	25%	29	19%	55	37%	157-158-159	12.8
Foundational Language Skills: Beginning Reading and Writing	13	9%	15	10%	36	24%	36	24%	49	33%	157-158-159	12.3



# Grade Report

## Grade 1

Term: Spring 2024-2025  
 District: Iowa Park CISD  
 School: Kidwell Elementary

Norms Reference Data: 2025 Norms.  
 Weeks of Instruction: 32 (Spring 2025)  
 Grouping: None  
 Small Group Display: No

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	146
Mean RIT Score	175.3
Standard Deviation	11.8
District Grade-Level Mean RIT	175.3
Students At or Above District Grade-Level Mean RIT	77
Grade-Level Mean RIT	167.9
Students At or Above Grade-Level Mean RIT	112

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	8	5%	15	10%	32	22%	48	33%	43	29%	174-175-176	11.8



# Grade Report

## Grade 2

Term: Spring 2024-2025  
 District: Iowa Park CISD  
 School: Kidwell Elementary

Norms Reference Data: 2025 Norms.  
 Weeks of Instruction: 32 (Spring 2025)  
 Grouping: None  
 Small Group Display: No

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	137
Mean RIT Score	191.6
Standard Deviation	13.3
District Grade-Level Mean RIT	191.6
Students At or Above District Grade-Level Mean RIT	72
Grade-Level Mean RIT	181.7
Students At or Above Grade-Level Mean RIT	111

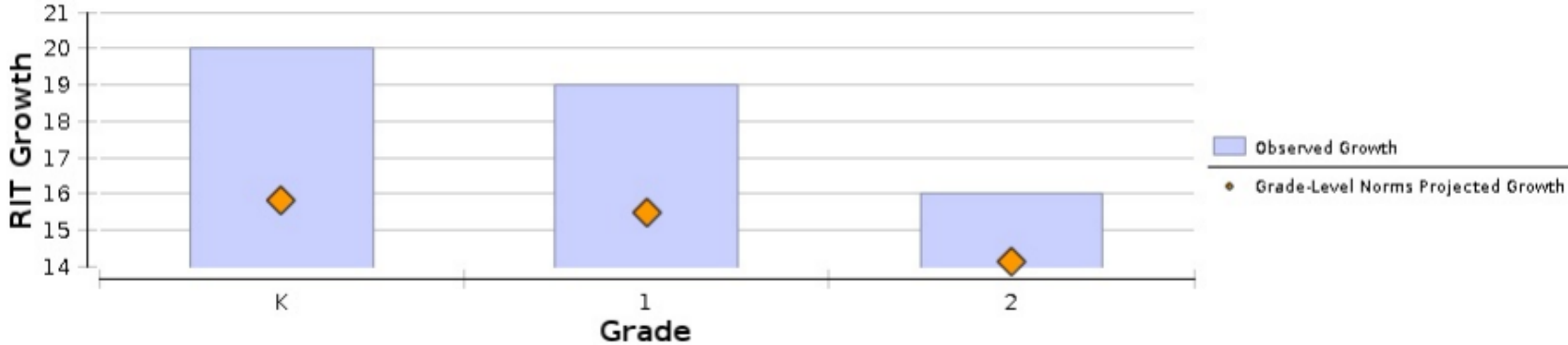
Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	6	4%	17	12%	21	15%	47	34%	46	34%	190-192-193	13.3

**Kidwell Elementary**

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
<b>K</b>	139	143.4	9.8	62	162.9	12.4	81	20	0.7	15.8	0.98	84	139	93	67	60
<b>1</b>	142	163.2	10.4	74	181.8	11.8	86	19	0.6	15.5	1.00	84	142	105	74	69
<b>2</b>	133	177.1	11.6	71	192.9	11.7	76	16	0.6	14.2	0.47	68	133	85	64	60

**Math: Math K-12**

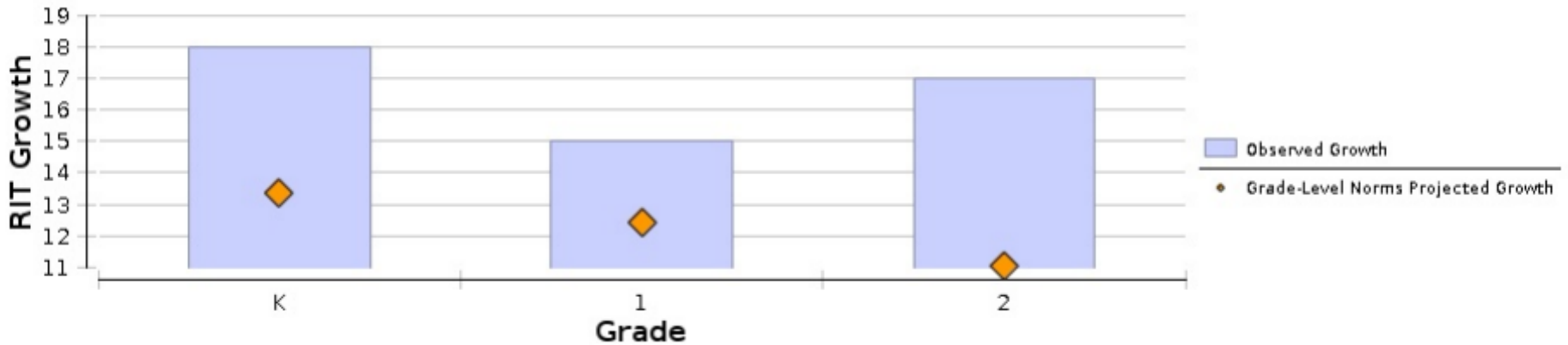


## Kidwell Elementary

Language Arts:  
Reading

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Med Growth Projection	
<b>K</b>	<b>139</b>	<b>140.4</b>	<b>7.9</b>	<b>68</b>	<b>158.1</b>	<b>10.8</b>	<b>87</b>	<b>18</b>	<b>0.8</b>	<b>13.3</b>	<b>1.12</b>	<b>87</b>	<b>139</b>	<b>99</b>	<b>71</b>	<b>6</b>	
<b>1</b>	<b>142</b>	<b>160.4</b>	<b>10.3</b>	<b>80</b>	<b>175.4</b>	<b>11.9</b>	<b>87</b>	<b>15</b>	<b>0.6</b>	<b>12.4</b>	<b>0.78</b>	<b>78</b>	<b>142</b>	<b>99</b>	<b>70</b>	<b>5</b>	
<b>2</b>	<b>133</b>	<b>175.2</b>	<b>15.5</b>	<b>76</b>	<b>191.7</b>	<b>13.5</b>	<b>90</b>	<b>17</b>	<b>0.9</b>	<b>11.0</b>	<b>1.41</b>	<b>92</b>	<b>133</b>	<b>93</b>	<b>70</b>	<b>7</b>	

### Language Arts: Reading



### Student Achievement Strengths

Kidwell students had over 60% of students per grade level in grades K-2 that scored at or above the grade-level average RIT score in math.

Kidwell students had over 70% of students per grade level in grades K-2 that scored at or above the grade-level average RIT score in reading.

Over 60% of Kidwell students met projected growth on their MAP growth math assessments.

Over 70% of Kidwell students met projected growth on their MAP growth reading assessments.

26.3% of 2nd graders at Kidwell are projected to perform at the masters level on the 3rd grade STAAR reading assessment.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Kidwell 2nd graders have almost 25% of the grade level projected to not meet the passing standard on their 3rd grade STAAR math exam based on their end of year MAP growth math assessment and lower math achievement is evident in every grade level with the greatest gaps in kindergarten.

**Root Cause:** While literacy has been prioritized to build foundational reading skills, less instructional time and fewer targeted interventions have been allocated to early numeracy, resulting in students entering subsequent grades with greater gaps in math proficiency compared to reading.

# School Culture and Climate

## School Culture and Climate Summary

Kidwell is committed to fostering a safe, inclusive, and supportive environment where every student, staff member, and family feels valued. Relationships remain the foundation of our school culture, and we continue to prioritize building trust and respect through consistent communication, positive interactions, and shared accountability.

### Student Perceptions & Engagement

According to the most recent Kidwell Parent Survey, 96% of parents reported that Kidwell's security measures are effective. We had a total of 117 office referrals documented in Skyward in 24-25. Discipline data indicates that 26% of referrals stem from disruptive classroom behavior which highlights a continued need for proactive behavior supports and restorative practices.

### Staff Culture

Staff surveys reflect that 95% of staff feel the support by admin they need to do their job effectively, and 100% of staff report that the campus promotes a positive and respectful environment for both students and staff. 90% of staff agrees that communication from campus admin is clear and timely.

### Parent Survey

Family survey data shows that 96% of parents believe school rules and expectations are communicated clearly and 88% believe that the school is very responsive when communicating the progress of their children. 89% of our parents feel they are informed on their child's progress in a timely manner.

### Overall School Climate

Despite challenges, celebrations of student success, teacher recognition, and intentional community-building activities have positively contributed to morale and sense of belonging.

As a campus, our goal is to continue cultivating a culture that reflects high expectations, mutual respect, and a commitment to student success. By focusing on clear communication, equitable practices, and positive learning environments, we aim to ensure that every student is prepared academically, socially, and emotionally to thrive.

## School Culture and Climate Strengths

### • Positive Recognition Systems

- Launched a Positive Office Referral system in Spring 2025, resulting in 75 positive referrals to celebrate students' accomplishments.
- Teachers and staff use Hawk Feathers to recognize students modeling positive HAWK behavior; weekly prize drawings encourage ongoing motivation.
- Recognition expanded beyond the classroom with awards such as the Golden Spatula (cafeteria behavior, 2024–2025) and the new Golden Shoe (gym) and Golden Broom (classroom) for 2025–2026.

### • Staff Culture & Morale

- Implemented the “Marigold Award”, allowing staff to nominate colleagues who nurture, encourage, and positively impact others.
- Organized staff morale activities such as *Home Alone Week* during Christmas and *Teacher Appreciation Survivor Week*, both of which strengthened culture and celebrated staff contributions.

- Our maintenance department is leading the construction of a new teacher lounge located off the main hallway. This dedicated space will provide staff with a comfortable area of their own, fostering a greater sense of community and demonstrating the value we place on their well-being and collaboration.
- Admin plan spontaneous morale boosters to encourage staff, such as "name that tune" "who am I" and "masked singer" with prizes awarded.
- **Student Engagement & Communication**
  - Daily Hawk Headlines video announcements highlight birthdays, campus events, and feature students modeling positive HAWK behavior.
  - Proactive emphasis on Positive Behavior Interventions and Supports (PBIS) motivates students to make great choices in behavior.
- **Attendance Initiatives**
  - Assistant Principal closely monitors attendance and proactively calls families at 4 or more unexcused absences.
  - Families are informed of attendance expectations through calls, letters generated in Skyward, and make-up hour procedures.
  - Students begin making up hours once they fall below 90% attendance, leading to improved attendance rates across the campus.
- **Behavior Support**
  - Teachers consistently implement strong Tier 1 behavior strategies in the classroom.
  - The Assistant Principal, with support from the principal as needed, provides support with disruptions and ensures equitable approaches to discipline.
  - Counselor provides morning meeting resources and guidance that promote classroom community, self-regulation techniques, and social emotional learning strategies.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Survey data indicates that over 10% of families feel the campus could be more responsive in communicating their child's progress.

**Root Cause:** While the majority of parents report positive interactions with teachers and staff, this data suggests a need to strengthen consistency and timeliness in how academic and behavioral progress is shared. Gaps in communication may impact parent engagement and limit opportunities for families to partner with the school in supporting student growth.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Kidwell Elementary is committed to recruiting and retaining highly qualified staff while sustaining a positive culture that supports long-term success. At the conclusion of the 2024–2025 school year, the campus experienced leadership transitions. The principal was reassigned to another campus, and the assistant principal from 2024–2025 was promoted to principal. In addition, a new assistant principal was hired, bringing 21 years of experience in education and adding valuable expertise to the leadership team.

In staffing, one teacher retired, and the campus hired a new special education teacher who brings prior teaching experience from outside the district. The campus was also allocated additional special education paraprofessional positions to meet the needs of our growing student population requiring behavioral support.

The staff at Kidwell Elementary is highly experienced, with 70.8% of teachers having more than 10 years of experience and an average of 15.8 years of teaching experience overall. 73% of our teachers have received a TIA designation based on a combination of their student growth and TTESS observation scores. All teachers are certified in the content areas to which they are assigned, ensuring a high-quality instructional program for students.

Recruitment efforts include the use of social media platforms and leveraging staff networks to share job postings and attract strong candidates. Retention remains a priority, supported by a focus on staff recognition, morale-building activities, and cultivating a positive campus culture. These efforts have contributed to a stable and dedicated teaching staff, positioning the campus to continue meeting the academic, social, and behavioral needs of all students.

## Staff Quality, Recruitment, and Retention Strengths

- **Highly Experienced Staff**

- 70.8% of teachers have more than 10 years of teaching experience.
- Average years of teaching experience is 15.8.
- All teachers are fully certified in their assigned content areas.
- 73% of instructional staff have earned a TIA designation based on student growth and TTESS observation scores, reflecting high-quality instruction and professional growth.

- **Stable Leadership with Experience**

- Assistant principal from 2024–2025 promoted to principal, providing continuity of leadership.
- New assistant principal hired with 21 years of experience in education, adding expertise to the leadership team.

- **Special Education Staffing**

- Hired an experienced special education teacher new to the district but not new to education.
- Secured additional special education paraprofessional positions to meet growing behavioral and instructional needs.

- **Recruitment Efforts**

- Use of social media platforms and staff networks to actively promote job postings and recruit strong candidates.

- **Retention and Morale**

- Positive culture and climate initiatives help sustain staff and encourage long-term commitment.
- Staff recognition programs (e.g., Marigold Award, morale-building events) strengthen collaboration and community among staff.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

#### **Problem Statement 1 (Prioritized):**

Kidwell Elementary recognizes the critical role paraprofessionals and support staff play in meeting the diverse academic, behavioral, and social-emotional needs of students. However, current compensation levels for these positions present a challenge in recruiting and retaining highly qualified and talented individuals.

**Root Cause:** State-level initiatives have made gains in supporting and supplementing teacher pay, compensation for paraprofessionals and other support staff remains largely dependent on district-level decisions. Therefore there are disparities in pay for these essential positions. When funding is limited, districts often face challenges in increasing or maintaining competitive wages for paras.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

At Kidwell Elementary, curriculum, instruction, and assessment are aligned to ensure that every student receives high-quality, data-driven instruction tailored to their individual needs. We use a multi-layered approach to monitor and support student progress in both academic and skill development.

### Assessment Systems

- MAP Growth Assessments are administered in mathematics and reading for students in grades K–2 three times annually (beginning, middle, and end of year) to measure growth and proficiency.
- MAP Fluency Assessments are given three times annually for grades 1–2 and twice annually for Kindergarten to monitor fluency development.
- CLI Circle Assessments are conducted for Kindergarten at the beginning of the year (state requirement) and for Pre-K three times annually to assess early learning skills.

### Curriculum Alignment

Kidwell strives to ensure curriculum materials are aligned to grade-level standards to maximize instructional effectiveness. This alignment allows teachers to provide targeted instruction while maintaining consistency across grade levels.

### WIN (What I Need) Time – Intervention & Enrichment

A campus-wide WIN block has been implemented, creating a unified structure for intervention and enrichment across all grade levels. During WIN time:

- Students performing at or above grade level (based on MAP growth data) participate in enrichment classes centered around project-based learning to extend their skills and foster deeper engagement.
- Students performing below grade level receive targeted support:
  - Tier 2 intervention in math and reading is delivered by grade-level teachers.
  - Tier 3 intervention is provided by our campus interventionist.

### Progress Monitoring & Data-Based Decision-Making

Teachers monitor progress for students receiving interventions during WIN time. These results are reviewed during MTSS meetings held once per grading period. During these meetings, teachers and intervention staff discuss academic progress and make data-based decisions regarding continuing, modifying, or intensifying student support.

Through this comprehensive approach, Kidwell Elementary ensures that curriculum, instruction, and assessment work cohesively to meet the diverse academic needs of our students while fostering growth for all learners.

## Curriculum, Instruction, and Assessment Strengths

- **Innovative Intervention & Enrichment – WIN Time**
  - Campus-wide WIN (What I Need) time creates a unified intervention block across all grade levels.

- Students performing at or above grade level are engaged in enrichment classes that emphasize project-based learning.
- Students performing below grade level receive targeted Tier 2 and Tier 3 support from qualified staff.
- **Data-Driven Instruction**
  - Progress monitoring during WIN time enables teachers to adjust instruction based on student needs.
  - Regular MTSS meetings provide a collaborative forum for reviewing student progress and making informed instructional decisions.
- **Collaborative Approach to Student Growth**
  - Data from assessments is used to guide instruction and intervention, ensuring a student-centered approach to learning.
  - MTSS structure promotes shared responsibility among teachers and intervention staff for student success.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** While Kidwell Elementary utilizes MAP Growth data to guide instructional planning and determine intervention needs, there is a need to build greater staff capacity in understanding and interpreting this data.

**Root Cause:** Teachers and instructional leaders require more targeted professional development to translate MAP Growth results into effective, individualized intervention strategies. Without a deeper and more consistent understanding of how to analyze and apply MAP Growth data, opportunities for timely and precise support may be missed, potentially limiting student growth and mastery of grade-level standards.

**Problem Statement 2 (Prioritized):** There is a need for teachers to develop a deeper understanding of the T-TESS rubric so they can apply this knowledge in meaningful ways within the classroom. By strengthening their ability to connect the rubric to daily instructional and classroom management practices, teachers can enhance their instructional performance, which in turn positively impacts student achievement.

**Root Cause:** Teachers have not received sufficient training and support on how to move beyond compliance with the T-TESS rubric to using it as a practical tool for reflection and growth. Current understanding of the rubric is surface-level, limiting their ability to apply its dimensions to instructional planning, classroom management strategies, and goal-setting in ways that directly improve student learning.

# Family and Community Engagement

## Family and Community Engagement Summary

At Kidwell Elementary, we prioritize strong family and community engagement as a cornerstone of student success. Throughout the year, we provide opportunities for families and the community to actively participate in our campus life, fostering a supportive and collaborative school culture.

This year, we introduced a new tradition with our Grandparent’s Night—an open house event where grandparents toured the campus alongside their grandchildren. The event had an exceptional turnout and was met with great enthusiasm, strengthening generational connections and school pride.

We continue to host seasonal events such as Christmas and Valentine’s Day parties, welcoming families into our school to celebrate alongside students and staff. These gatherings foster a sense of belonging and community for all stakeholders.

Our annual Title I Parent Meeting serves as a vital opportunity to engage parents in campus initiatives and academic planning. This year, we are enhancing this meeting by adding an informational session on emotional regulation and online safety for students, addressing important needs for both students and families in today’s digital world.

Kidwell benefits from the dedicated support of our PTA, whose involvement has grown this year with increased parent participation. Our PTA is collaborating with the campus on major projects, including providing new wall mats for the gym, enhancing the student and community (who can use the gym for practices) experience. Their continued commitment strengthens the partnership between home and school.

Families are invited to celebrate student achievement throughout the year. Each grade level hosts a musical performance at the high school under the direction of our music teacher, providing opportunities for families to engage with and celebrate student growth. We also close each school year with HAWK Mania, a fun and energetic campus-wide event that celebrates the successes of our students for the academic year.

Kidwell Elementary hosts an annual **Art Walk Night** that highlights student creativity and fosters strong family and community engagement. Each student has individual artwork proudly displayed, while each homeroom contributes a collaborative class project featured in a silent auction. The event not only showcases student talent but also raises funds for the campus activity fund, directly supporting both students and staff. Led by Mrs. Honeycutt, our art teacher, and a dedicated committee of staff, Art Walk has grown into a highly anticipated event with outstanding turnout in 2024–2025 and continued excitement for future years. The addition of local artists, who shared their craft and provided students with real-world insight into art as a career, further enriched the experience. This event reflects our commitment to building community partnerships, celebrating student achievement, and creating meaningful learning opportunities beyond the classroom.

Through these events and ongoing partnerships, Kidwell Elementary continues to cultivate an engaged, supportive, and connected school community.

## Family and Community Engagement Strengths

- Strong tradition of family events: Hosting annual celebrations such as Grandparent’s Night, Christmas parties, and Valentine’s Day parties that invite families into the school building and foster community connections.
- Intentional parent engagement: Annual Title I Parent Meeting enhanced with a parent informational session on emotional regulation and online safety to address important family needs.
- Active and growing PTA involvement: Increased parent participation in PTA, with strong partnerships on projects that enhance the campus, such as new gym wall mats.
- Student celebration opportunities: Musical performances for each grade level and the year-end HAWK Mania event that celebrate student growth and build school pride.

- Effective teacher-family communication: Teachers use Remind to share updates, celebrate student progress, and communicate classroom needs with families.
- School-wide communication systems: Administration uses Skylert to send text alerts for urgent announcements and important reminders.
- Art Walk Night: Annual family and community event showcasing student artwork and class projects for auction, with strong turnout, local artist involvement, and funds raised to support students and staff.
- Social media engagement: Active Kidwell Facebook group to share celebrations, events, and school news, fostering a sense of community and engagement.
- Regular family communication: Monthly parent newsletters from the principal with important updates, information, and upcoming events to keep families informed and connected.
- We continue to have 15-40 campus lunch visitors daily that come to eat with their child.

### **Problem Statements Identifying Family and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** While Kidwell Elementary offers a variety of family and community engagement opportunities throughout the year, much of this engagement is event-based and social in nature. There is a need to develop more targeted and intentional engagement strategies that go beyond celebrations and gatherings.

**Root Cause:** Historically, events at Kidwell have been social in nature. We need to create purposeful opportunities for families to engage with academic and social-emotional learning initiatives, understand student growth data, and actively contribute. Strengthening purposeful engagement will foster deeper partnerships between families, staff, and the community, ultimately supporting student success.

# School Organization

## School Organization Summary

Kidwell Elementary serves students in grades EC through 2nd grade, providing a nurturing and developmentally appropriate learning environment for approximately 499 students. Our campus is organized to support high-quality, differentiated instruction, academic growth, and the social-emotional development of all students.

Our leadership team consists of the principal, assistant principal, counselor, and supported by staff members who serve on our Campus Advisory Team that represent every department on campus. Teachers work within grade-level teams to ensure consistency and to share best practices, using collaborative planning time to refine instructional strategies and respond to student needs. Grade-level teachers deliver Tier 1 instruction aligned to state curriculum standards and provide Tier 2 interventions for students identified through data as needing additional academic support.

The school is supported by a team of specialists, including 1 interventionist, 1 dyslexia teacher, and 1 gifted and talented teacher who provide targeted services and enrichment opportunities. Our campus also benefits from robust support from our PTA and community partners (PIE), who contribute to both academic and extracurricular initiatives.

Specials teachers enrich the student experience by providing instruction in music, physical education, art, computer, and library. They also offer enrichment opportunities for students performing at or above grade level, ensuring learning extends beyond core content.

Paraprofessional staff provide essential support by meeting a variety of student needs, including assisting in classrooms, supporting behavior management, facilitating transitions, delivering targeted instructional assistance, and monitoring student safety in a variety of settings on campus, including at drop off and dismissal.

Kidwell's organizational structure is designed to foster collaboration among staff, maintain clear communication, and ensure that every student receives individualized support. This structure allows the school to effectively implement data-driven instruction, targeted interventions, and campus-wide initiatives that promote student achievement and a positive school culture.

## School Organization Strengths

- **Clear grade-level structure:** Organized grade-level teams that collaborate to align instruction, plan interventions, and monitor student progress.
- **Strong Tier 1 instruction:** Teachers deliver required state curriculum, ensuring all students have access to high-quality core instruction.
- **Targeted Tier 2 interventions:** Teachers provide additional support for students identified through map data to address academic needs in a timely manner.
- **Robust specials program:** Specials teachers offer music, art, physical education, computer, and library classes, enhancing student learning and engagement.
- **Enrichment opportunities:** Specials teachers provide enrichment activities for students performing at or above grade level to extend learning beyond core instruction during our intentional WIN time.
- **Dedicated paraprofessional support:** Paraprofessionals assist with classroom instruction, behavior support, transitions, and individualized student needs.
- **Collaborative leadership:** Principal, assistant principal, and counselor work closely with campus staff to build collaboration, strengthen systems, and plan for the future.
- **Student-focused organization:** The structure of the campus promotes differentiated support and individualized learning to help every student succeed.

## **Problem Statements Identifying School Organization Needs**

**Problem Statement 1 (Prioritized):** While Kidwell Elementary has strong grade-level teams and collaborative structures, we currently do not have a scheduled or structured Professional Learning Community (PLC) time where teachers can work with intentional focus during their common planning.

**Root Cause:** Without dedicated, structured PLC time, collaborative planning can lack consistency and depth, making it more difficult to align instruction, analyze data, and develop targeted interventions.

# Technology

## Technology Summary

Kidwell Elementary is committed to integrating technology to enhance student learning and support teacher instruction. The campus operates a one-to-one device program, providing each student in grades Pre-K through 2nd grade with an iPad. Additionally, students in 2nd grade have access to a classroom Chromebook to further expand their technology experiences.

Students in grades Pre-K through 2nd attend computer class once a week, using desktop computers to develop digital literacy skills and practice technology-based learning. Each classroom is equipped with a Newline board, allowing teachers to deliver interactive lessons that engage students and support differentiated instruction.

Certified teachers each have a district-issued laptop to support instructional planning, collaboration, and communication. Teacher proficiency with available technology varies, with some staff integrating tools regularly and others in the process of building their skills and confidence. This variability highlights an opportunity to provide targeted professional development to ensure technology is utilized effectively across all classrooms to enhance student learning.

The district technology team provides exceptional support for our campus, responding to work orders and technology requests in a timely and effective manner. This partnership ensures that technology issues are addressed quickly so that both teachers and students can maintain uninterrupted access to instructional tools.

## Technology Strengths

- **One-to-one device program:** All students in grades Pre-K through 2nd grade have an iPad, with 2nd graders also having access to a classroom Chromebook.
- **Weekly computer classes:** Students in grades Pre-K through 2nd have dedicated time to practice digital literacy skills on desktop computers.
- **Interactive classroom technology:** Every classroom is equipped with a Newline board to support engaging, interactive lessons.
- **Teacher technology access:** Certified teachers each have a district-issued laptop to support instructional planning, communication, and collaboration.
- **Strong district tech support:** The district technology team provides timely, effective responses to work orders and technology requests, ensuring minimal instructional interruptions.
- **Variety of technology integration opportunities:** Students have access to multiple devices and platforms to enhance learning and develop technology skills.
- **Commitment to growth:** Teachers are at varying levels of technology use, highlighting opportunities for ongoing professional development and skill-building.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** While Kidwell Elementary has strong access to technology through a one-to-one device program, Newline boards in every classroom, and robust district support, teacher use of technology varies widely. Not all teachers consistently integrate available tools into instruction or feel confident using them to their fullest potential.

**Root Cause:** Without intentional, structured professional development and collaborative opportunities for skill-building, technology use may remain inconsistent across classrooms.

# Priority Problem Statements

**Problem Statement 1:** Kidwell is facing staffing and facility challenges as the number of students with disabilities continues to increase, including students with behavioral disabilities.

**Root Cause 1:** Increased enrollment of students, including students with disabilities without proportional growth in staffing and resources -- The rate of students with disabilities is growing, but staffing levels and facilities have not expanded at the same pace to meet these needs.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Kidwell 2nd graders have almost 25% of the grade level projected to not meet the passing standard on their 3rd grade STAAR math exam based on their end of year MAP growth math assessment and lower math achievement is evident in every grade level with the greatest gaps in kindergarten.

**Root Cause 2:** While literacy has been prioritized to build foundational reading skills, less instructional time and fewer targeted interventions have been allocated to early numeracy, resulting in students entering subsequent grades with greater gaps in math proficiency compared to reading.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Survey data indicates that over 10% of families feel the campus could be more responsive in communicating their child's progress.

**Root Cause 3:** While the majority of parents report positive interactions with teachers and staff, this data suggests a need to strengthen consistency and timeliness in how academic and behavioral progress is shared. Gaps in communication may impact parent engagement and limit opportunities for families to partner with the school in supporting student growth.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Kidwell Elementary recognizes the critical role paraprofessionals and support staff play in meeting the diverse academic, behavioral, and social-emotional needs of students. However, current compensation levels for these positions present a challenge in recruiting and retaining highly qualified and talented individuals.

**Root Cause 4:** State-level initiatives have made gains in supporting and supplementing teacher pay, compensation for paraprofessionals and other support staff remains largely dependent on district-level decisions. Therefore there are disparities in pay for these essential positions. When funding is limited, districts often face challenges in increasing or maintaining competitive wages for paras.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** While Kidwell Elementary utilizes MAP Growth data to guide instructional planning and determine intervention needs, there is a need to build greater staff capacity in understanding and interpreting this data.

**Root Cause 5:** Teachers and instructional leaders require more targeted professional development to translate MAP Growth results into effective, individualized intervention strategies. Without a deeper and more consistent understanding of how to analyze and apply MAP Growth data, opportunities for timely and precise support may be missed, potentially limiting student growth and mastery of grade-level standards.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** While Kidwell Elementary offers a variety of family and community engagement opportunities throughout the year, much of this engagement is event-based and social in nature. There is a need to develop more targeted and intentional engagement strategies that go beyond celebrations and gatherings.

**Root Cause 6:** Historically, events at Kidwell have been social in nature. We need to create purposeful opportunities for families to engage with academic and social-emotional learning initiatives, understand student growth data, and actively contribute. Strengthening purposeful engagement will foster deeper partnerships between families, staff, and the community, ultimately supporting student success.

**Problem Statement 6 Areas:** Family and Community Engagement

**Problem Statement 7:** While Kidwell Elementary has strong grade-level teams and collaborative structures, we currently do not have a scheduled or structured Professional Learning Community (PLC) time where teachers can work with intentional focus during their common planning.

**Root Cause 7:** Without dedicated, structured PLC time, collaborative planning can lack consistency and depth, making it more difficult to align instruction, analyze data, and develop targeted interventions.

**Problem Statement 7 Areas:** School Organization

**Problem Statement 8:** While Kidwell Elementary has strong access to technology through a one-to-one device program, Newline boards in every classroom, and robust district support, teacher use of technology varies widely. Not all teachers consistently integrate available tools into instruction or feel confident using them to their fullest potential.

**Root Cause 8:** Without intentional, structured professional development and collaborative opportunities for skill-building, technology use may remain inconsistent across classrooms.

**Problem Statement 8 Areas:** Technology

**Problem Statement 9:** There is a need for teachers to develop a deeper understanding of the T-TESS rubric so they can apply this knowledge in meaningful ways within the classroom. By strengthening their ability to connect the rubric to daily instructional and classroom management practices, teachers can enhance their instructional performance, which in turn positively impacts student achievement.

**Root Cause 9:** Teachers have not received sufficient training and support on how to move beyond compliance with the T-TESS rubric to using it as a practical tool for reflection and growth. Current understanding of the rubric is surface-level, limiting their ability to apply its dimensions to instructional planning, classroom management strategies, and goal-setting in ways that directly improve student learning.

**Problem Statement 9 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Communications data





# Goals

**Goal 1:** Kidwell Elementary will prioritize effective classroom instruction and targeted intervention to ensure measurable individual growth for each student by using data-driven practices, differentiated instruction, and progress monitoring.

**Performance Objective 1:** By the end of the school year, teachers will analyze MAP Growth data each grading period to identify student needs and implement targeted Tier 2 interventions during WIN time, with at least 85% of identified students showing measurable progress toward their academic goals as documented in intervention notes and progress monitoring tools.

**Evaluation Data Sources:** MAP Growth Data and WIN Time Progress Monitoring Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing professional development and training for teachers on accessing and interpreting reports available in the NWEA MAP site, so they can effectively identify students in need of Tier 2 interventions and determine targeted skills to address. Teachers will review these reports during their planning time to design and adjust Tier 2 interventions for WIN time.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their confidence and skill in using NWEA MAP data to identify specific student needs, leading to more precise Tier 2 interventions during WIN time. This targeted approach will result in measurable academic growth for students receiving interventions, as evidenced by improved MAP Growth scores, intervention logs, and progress monitoring data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Kidwell Elementary will implement a structured and intentional PLC process at least once per grading period, where teachers collaboratively analyze MAP Growth data to identify student needs. During these PLCs, teams will review assessment results, discuss trends, and determine targeted Tier 2 interventions to be implemented during WIN time. PLCs will include planning for progress monitoring, sharing intervention strategies, and documenting student growth. This process will ensure consistent, data-driven decisions that support measurable academic progress for at least 85% of identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing a structured and intentional PLC process each grading period will strengthen teacher collaboration and ensure consistent, data-driven decision-making. By analyzing MAP Growth data together, teachers will identify student needs more accurately and implement targeted Tier 2 interventions during WIN time with greater fidelity. This collaborative approach will increase the effectiveness of interventions, resulting in at least 85% of identified students demonstrating measurable progress toward their academic goals, as documented through intervention notes and progress monitoring tools.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Interventionist</p> <p><b>Problem Statements:</b> School Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Kidwell Elementary will celebrate academic success by allowing each K-2 grade level to design and implement a celebration of their choice when 85% or more of students meet or exceed expected growth on end-of-year MAP Growth assessments in reading and/or math. This recognition will promote student motivation, foster a positive culture of achievement, and reinforce the value of collective effort toward academic goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be motivated to strive toward their growth goals, leading to increased engagement and improved performance on MAP Growth assessments. Celebrating grade-level success will foster a sense of teamwork, encourage collective responsibility for learning, and strengthen a positive, achievement-oriented school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Kidwell 2nd graders have almost 25% of the grade level projected to not meet the passing standard on their 3rd grade STAAR math exam based on their end of year MAP growth math assessment and lower math achievement is evident in every grade level with the greatest gaps in kindergarten. <b>Root Cause:</b> While literacy has been prioritized to build foundational reading skills, less instructional time and fewer targeted interventions have been allocated to early numeracy, resulting in students entering subsequent grades with greater gaps in math proficiency compared to reading.</p>

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** While Kidwell Elementary utilizes MAP Growth data to guide instructional planning and determine intervention needs, there is a need to build greater staff capacity in understanding and interpreting this data. **Root Cause:** Teachers and instructional leaders require more targeted professional development to translate MAP Growth results into effective, individualized intervention strategies. Without a deeper and more consistent understanding of how to analyze and apply MAP Growth data, opportunities for timely and precise support may be missed, potentially limiting student growth and mastery of grade-level standards.

### School Organization





**Problem Statement 1:** While Kidwell Elementary has strong grade-level teams and collaborative structures, we currently do not have a scheduled or structured Professional Learning Community (PLC) time where teachers can work with intentional focus during their common planning. **Root Cause:** Without dedicated, structured PLC time, collaborative planning can lack consistency and depth, making it more difficult to align instruction, analyze data, and develop targeted interventions.

**Goal 1:** Kidwell Elementary will prioritize effective classroom instruction and targeted intervention to ensure measurable individual growth for each student by using data-driven practices, differentiated instruction, and progress monitoring.

**Performance Objective 2:** By the end of the school year, 100% of teachers will align their T-TESS professional goals to the T-TESS rubric, ensuring that professional growth plans intentionally target instructional strategies that enhance classroom instruction and student learning. Evidence of alignment and implementation will be documented through professional goal-setting forms, classroom observations, and T-TESS evaluation conferences.

**Evaluation Data Sources:** DMAC-TTESS Goal Setting, Classroom observations and walkthroughs, TTESS conferences

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will complete a self-assessment based on the T-TESS rubric to deepen their familiarity with its dimensions and use it to guide their professional goal setting. Administration will reinforce this work by referencing the rubric in weekly newsletters and during individual conferences with teachers. These ongoing supports will strengthen teachers' understanding of the rubric and enhance their ability to apply it intentionally to classroom practices that improve instruction and student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop a stronger, deeper understanding of the T-TESS rubric and its practical application to classroom instruction and management. This increased familiarity and intentional use of the rubric will lead to more purposeful goal setting, improved instructional strategies, and enhanced student learning outcomes. Administrators will observe greater alignment between professional goals and classroom practice, supported by evidence documented through goal-setting forms, self-assessments, newsletters, conferences, and observations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 2 Problem Statements:**

<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 2:</b> There is a need for teachers to develop a deeper understanding of the T-TESS rubric so they can apply this knowledge in meaningful ways within the classroom. By strengthening their ability to connect the rubric to daily instructional and classroom management practices, teachers can enhance their instructional performance, which in turn positively impacts student achievement. <b>Root Cause:</b> Teachers have not received sufficient training and support on how to move beyond compliance with the T-TESS rubric to using it as a practical tool for reflection and growth. Current understanding of the rubric is surface-level, limiting their ability to apply its dimensions to instructional planning, classroom management strategies, and goal-setting in ways that directly improve student learning.</p>

**Goal 2:** Kidwell Elementary will prioritize a safe and supportive learning environment in every classroom that fosters a strong classroom and campus culture, promotes a sense of community, and ensures conditions conducive to learning for all students.

**Performance Objective 1:** Teachers at Kidwell Elementary will implement strategies that foster a safe and supportive learning environment, strengthen classroom and campus culture, and promote a sense of community.

**Evaluation Data Sources:** Classroom observations and walkthroughs, student feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kidwell Elementary will provide targeted professional development focused on classroom culture and management strategies aligned to Domain 3 of the T-TESS rubric. Training will include best practices for building a positive classroom climate, establishing clear expectations, and fostering a sense of community.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted professional development on classroom culture and management will strengthen teacher capacity to create safe, engaging, and supportive learning environments aligned to Domain 3 of the T-TESS rubric. Teachers will implement best practices for building a positive classroom climate, establishing clear expectations, and fostering a sense of community. As a result, student engagement, behavior, and academic performance will improve, and the overall campus culture will be strengthened to ensure conditions conducive to learning for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement the morning meeting tools provided by the school counselor, incorporating a breathing technique and a connection activity into daily routines. These strategies will be used to foster a positive classroom culture, build strong teacher-student relationships, and support students' social-emotional well-being. Teachers will document implementation and reflect on the impact of these practices through classroom observations, student feedback, and teacher self-reflections.</p> <p><b>Strategy's Expected Result/Impact:</b> The implementation of morning meeting tools, including a breathing technique and a connection activity, will help establish a positive classroom culture and promote students' social-emotional well-being. Regular use of these strategies will strengthen teacher-student relationships, increase student engagement, and create a consistent, supportive start to the school day. Over time, this practice will contribute to a safer, more connected learning environment that supports both academic growth and student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


**Goal 3:** Kidwell Elementary will strengthen family and community engagement by enhancing existing partnerships and planning intentional, meaningful school events and opportunities for connection for all stakeholders. These efforts will focus on relevant topics that impact student learning and well-being and provide parents and the community with tools to actively support student success.

**Performance Objective 1:** By the end of the school year, Kidwell Elementary will increase family and community engagement by hosting at least one intentional, meaningful event each semester that address relevant topics impacting student learning and well-being. These events will be designed to provide parents and community members with practical tools and strategies to support student success

**Evaluation Data Sources:** Event calendars, attendance records, and stakeholder feedback surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kidwell Elementary will host the required Title I Annual Meeting in November, combining it with informational sessions in partnership with the school psychologist and other local professionals. These sessions will focus on topics such as emotional regulation for students and online safety, providing families with practical strategies and resources to support student learning and well-being. This combined approach will create a meaningful, informative event that strengthens family engagement and fosters valuable connections between the school, parents, and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Combining the required Title I Annual Meeting with informational sessions on emotional regulation and online safety will increase family and community engagement by offering relevant, practical resources that directly support student learning and well-being. This event will strengthen partnerships between the school, families, and community professionals, enhance parents' capacity to support their children, and foster a stronger sense of trust and collaboration. Ultimately, this will contribute to improved student outcomes and a more connected school community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Family and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Kidwell Elementary will host a Math Night in the spring to engage families in meaningful, hands-on learning experiences that build numeracy and strengthen foundational skills. The event will provide parents with practical strategies, tools, and activities they can use at home to support their child's development of number sense and fluency. Staff members will demonstrate and facilitate hands-on math activities, creating an engaging environment that empowers families to actively contribute to their child's math growth. Families in attendance will leave with the materials to play the math games at home so they can reinforce vital math skills with their student.</p> <p><b>Strategy's Expected Result/Impact:</b> Hosting a Math Night in the spring will strengthen family engagement by providing parents with practical tools, strategies, and resources to support their child's numeracy and foundational math skills at home. The hands-on, interactive format will increase parent confidence in supporting math learning, foster a deeper understanding of number sense and fluency, and build stronger partnerships between families and the school. As a result, students will experience increased opportunities for reinforcement of vital math skills, leading to improved mathematical understanding and performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Interventionist, Math Teachers</p> <p><b>Problem Statements:</b> Student Achievement 1 - Family and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	June



**Performance Objective 1 Problem Statements:**





<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Kidwell 2nd graders have almost 25% of the grade level projected to not meet the passing standard on their 3rd grade STAAR math exam based on their end of year MAP growth math assessment and lower math achievement is evident in every grade level with the greatest gaps in kindergarten. <b>Root Cause:</b> While literacy has been prioritized to build foundational reading skills, less instructional time and fewer targeted interventions have been allocated to early numeracy, resulting in students entering subsequent grades with greater gaps in math proficiency compared to reading.</p>
<b>Family and Community Engagement</b>
<p><b>Problem Statement 1:</b> While Kidwell Elementary offers a variety of family and community engagement opportunities throughout the year, much of this engagement is event-based and social in nature. There is a need to develop more targeted and intentional engagement strategies that go beyond celebrations and gatherings. <b>Root Cause:</b> Historically, events at Kidwell have been social in nature. We need to create purposeful opportunities for families to engage with academic and social-emotional learning initiatives, understand student growth data, and actively contribute. Strengthening purposeful engagement will foster deeper partnerships between families, staff, and the community, ultimately supporting student success.</p>

**Goal 4:** Kidwell Elementary will establish a consistent and timely communication plan between classrooms and parents to ensure families are well-informed about student progress and performance, enabling proactive support for student learning and growth.

**Performance Objective 1:** By the end of the school year, Kidwell Elementary will establish and maintain a consistent communication plan in which teachers provide families regular, timely updates on student progress and performance.

**Evaluation Data Sources:** Progress reports, communication logs, parent/teacher conferences documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will send progress reports to parents every three weeks, beginning in the second grading period, to provide timely and consistent updates on student academic progress. This will ensure families have up-to-date information and can support their child's learning proactively.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular progress reports sent every three weeks will ensure parents receive timely and consistent updates on their child's academic performance. This increased communication will strengthen the home-school connection, empower families to actively support student learning, and allow for earlier identification of academic concerns. As a result, students will experience more targeted support, leading to improved academic growth and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Counselor</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will schedule parent/teacher conferences earlier in the year, specifically in October, to provide families with an early understanding of student progress and needs. These conferences will allow for goal-setting and collaboration between teachers and parents to address student growth opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Scheduling parent/teacher conferences earlier in the year, specifically in October, will provide families with an early understanding of their child's strengths and areas for growth. This proactive engagement will allow teachers and parents to collaboratively set goals and implement strategies that support student success, resulting in stronger academic progress and improved student outcomes throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> As part of the MTSS process, teachers will communicate student concerns and academic progress regularly with parents and relevant support staff. This communication will include documentation of interventions, progress monitoring, and collaborative strategies to address individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Requiring teachers to communicate student concerns and progress as part of the MTSS process will create a more coordinated approach to addressing academic and behavioral needs. This ongoing communication will ensure interventions are implemented in a timely manner, increase transparency between home and school, and provide families with clear pathways to support their child, leading to more effective problem-solving and improved student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Interventionist</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will set a goal for all teachers to send at least one positive communication home each month to celebrate student successes, reinforce strengths, and build stronger relationships between families and the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Encouraging teachers to send at least one positive communication home each month will build stronger relationships between families and the school, foster a culture of recognition and encouragement, and enhance student motivation and engagement. Positive communication will help create a supportive school community where families feel valued and connected, ultimately contributing to student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 1:</b> Survey data indicates that over 10% of families feel the campus could be more responsive in communicating their child's progress. <b>Root Cause:</b> While the majority of parents report positive interactions with teachers and staff, this data suggests a need to strengthen consistency and timeliness in how academic and behavioral progress is shared. Gaps in communication may impact parent engagement and limit opportunities for families to partner with the school in supporting student growth.</p>

# State Compensatory

## Budget for Kidwell Elementary

**Total SCE Funds:** \$225,263.00

**Total FTEs Funded by SCE:** 5.25

### Brief Description of SCE Services and/or Programs

General Supplies for remediation and acceleration - 1300.00 Remedial reading supplies - 1490.00 Salaries -222,473

## Personnel for Kidwell Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christie McIlroy	Teacher	1
Cindy Routh	Counselor	0.25
Debra Honeycutt	Paraprofessional	1
Holley Sanders	Paraprofessional	1
Keely Brewer	Paraprofessional	1
Regan Moore	Paraprofessional	1

# Kidwell Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Member	Tracy Young	Sped Teacher
Member	Keely Brewer	Computer Para
Member	Michelle Turner	PE Teacher
Member	Madeline Stanford	2nd Grade Teacher
Member	Claire Landrum	1st Grade Teacher
Member	Mindy Dutton	Kinder Teacher
Member	Candace Greene	Prek Teacher
Member	Cindy Routh	Counselor
Co-Facilitator	Amanda McLemore	Assistant Principal
Facilitator	Ashley Lamb	Principal

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Child Abuse and Neglect	Principals/Assistant Principals/Counselors		Jodi Schlaud	10/16/2024
Coordinated Health Program	Lead Nurse		Jodi Schlaud	10/16/2024
Decision-Making and Planning Policy Evaluation	Superintendent		Jodi Schlaud	10/16/2024
Disciplinary Alternative Education Program (DAEP)	Curriculum Director		Jodi Schlaud	10/16/2024
Dropout Prevention	Principals/Assistant Principals/Counselors		Jodi Schlaud	10/16/2024
Dyslexia Treatment Program	Dyslexia Lead Teacher		Jodi Schlaud	10/16/2024
Title I, Part C Migrant	Student Services Coordinator		Jodi Schlaud	10/16/2024
Pregnancy Related Services	Student Services Coordinator		Jodi Schlaud	10/16/2024
Post-Secondary Preparedness	Curriculum Director/High School Principal/High School Counselor		Jodi Schlaud	10/16/2024
Recruiting Teachers and Paraprofessionals	Principals		Jodi Schlaud	10/16/2024
Student Welfare: Crisis Intervention Programs and Training	Counselors		Jodi Schlaud	10/16/2024
Student Welfare: Discipline/Conflict/Violence Management	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Texas Behavior Support Initiative (TBSI)	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Technology Integration	Curriculum Director		Jodi Schlaud	10/16/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Superintendent/School Board		Jodi Schlaud	10/16/2024

**Iowa Park Consolidated Independent School District**  
**Bradford Elementary**  
**2025-2026 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Enrollment continues to remain the same. We do have increased numbers in special education due to identification of dyslexia students falling under that umbrella.

## **Student Learning**

### **Student Learning Summary**

Bradford will continue to work on all students growing from the prior year on state assessments. Emphasis will be on getting students to masters level.

# School Processes & Programs

## School Processes & Programs Summary

Bradford will continue to use the curriculum they have been due to good results with student performance. They will also be supplementing any programs as needed. Students will be given the opportunity to participate in academic UIL.

# Perceptions

## Perceptions Summary

The overall perception from the parent survey is that Bradford is doing a good job loving and supporting students. We are also retaining our teachers for several years and our para staff.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





# Goals

**Goal 1:** Bradford Elementary students will attain maximum student performance through relevant and rigorous instructional programs.

**Performance Objective 1:** Students, in third grade, will reach 90% approaches, 60% meets and 30% masters in both the math and reading areas on STAAR.

**Evaluation Data Sources:** Board Goals, District Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Work on vertical alignment with curriculum- Ensure all lessons are aligned with TEKS- focus on readiness standards and work on developing performance objectives accordingly (also vertically align with grade 2/3)</p> <p><b>Strategy's Expected Result/Impact:</b> Utilization of TEKS resource system and Lead4ward vertical alignment documents- vertical and horizontal alignment meetings, staff meetings and department meetings to make adjustments as needed - better alignment will help student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement new instructional strategies in the area of ELA/writing with grammar emphasis found in a connection with literature</p> <p>Focus on sentence structure, sentence combination, run-ons, and fragments</p> <p><b>Strategy's Expected Result/Impact:</b> Continue to meet for alignment and work on strategies to improve writing, analyze DMAC data for revising and editing. Implement No Red Ink for a computer writing program that focuses on constructing responses and also revising and editing. Focus on students revising and editing for own writing and also using literature as part of teaching writing. Look at the STAAR scoring guide and how students responded on their ECR. Make a writing plan for students based on that information.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal/ Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will use Get More math to target student improvement in math that is individualized to each student in Grade 3.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will work on their specific needs in math with this program. They will have their targeted deficits addressed and be provided spiraled review in the areas of need.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, math teachers, special education math teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Bradford Elementary students will attain maximum student performance through relevant and rigorous instructional programs.

**Performance Objective 2:** All students will achieve positive growth in all content areas.

**Evaluation Data Sources:** MAP data, STAAR data, DMAC (local ) assessments, benchmarks, McGraw Hill curriculum





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will utilize data analysis from a variety of sources (MAP, STAAR, local assessments) to assess student performance in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will make adjustments to instruction based on the needs of the students and what data shows.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will implement programs like No Red Ink, Generation Genius, Legends of Learning and science STEAM activities to help students close gaps and provide advanced mastery of objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will assign TEKS for students to work on weekly based on data from assessments. Students will work on a weekly rotation through different content areas to help master and reinforce areas of need. Students will be doing this in Reading, ELA, Math and Science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Teachers, Paraprofessionals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will implement writing response strategies in the different content areas with grammar emphasis to make connections with what they read.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will respond to more open ended question types where they have to explain what they have learned and also focus on responding in complete sentences. The campus will implement the RACE strategy to answer open ended responses. Students will also be responding to more open ended questions in science, social studies and target practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Teachers, Target teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will continue to use Renaissance Place (AR) Reading program to provide remediation, on level and advanced opportunities for student learning and to encourage reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be tested three times a year to measure progress. Students will read books on their level to improve fluency and comprehension and will be provided AR bucks to spend in our AR store for passing tests.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Reading teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Bradford will continue to implement Get More Math campus wide to meet areas of need for students in math. Teachers will assign lessons based on student need and also add spiral reviews to ensure students are mastering concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Students needs will be individually met with this program in math. Students work on targeted deficits to mastery level and earn prizes for points for GMM.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Math Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Bradford will analyze data and provide needed academic support for all students (including students identified HB 1416).</p> <p><b>Strategy's Expected Result/Impact:</b> Students, identified through HB1416, and students who show need through collected data will be placed in groups to attend targeted tutorials along with other students that are not making adequate progress. Student data will be continually monitored and students, not in HB1416, may move to other groups based on need. Targeted intervention will be provided for the students based on data assessments and progress monitoring assessments given throughout the year. Teachers have made contact with parents and will continue to update parents on progress of their student. All HB 1416 students have been assigned to a teacher that is designated based on the Teacher Incentive Allotment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistance Principal, teachers, tutors, paraprofessionals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Bradford will put a campus wide focus on academic vocabulary in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic vocabulary calendars will be given and followed by all teachers. Students will learn and understand academic vocabulary to help increase student performance in their content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 2:** Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At-Risk and Special Education.

**Performance Objective 1:** Bradford will work to close the gap in performance for students in at-risk situations and the general population.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A Student Support Team made up of the counselor, interventionists and classroom teachers will review academic and emotional needs of students struggling.</p> <p><b>Strategy's Expected Result/Impact:</b> The student support team will provide target intervention in the areas of need for the students. The students will be revisited to see if the plan of action is working or if adjustments need to be made. Documentation from student support meetings, 504 meetings, tutorial documentation and documentation of accommodations given to students will be kept.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Counselor, Classroom teachers, Interventionists</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Title I Instructional Paras will provide tutorials or reteach for students who do not meet approaching grade level on STAAR, struggle on benchmarks, or are struggling with the curriculum being presented in class. Title paras will also work with students who did not show adequate growth from one year to the next.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show progress in the academic areas of struggle from attending targeted intervention. Tutorial documentation will be maintained and progress monitoring, STAAR, MAP and local assessment data will be reviewed continually to ensure progress is being made.</p> <p><b>Staff Responsible for Monitoring:</b> Title I paraprofessionals-total salaries of \$65,600.00</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Supplemental services will be provided to support at-risk students and students with mental health needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Bradford will recommend counseling services for students in need through the Priddy Foundation Grant. Students may also be referred to TCHAT if needed for additional mental health services. Staff will look at students who are at risk or students in need to see if they need assistance from these programs. They will get with the counselor to contact parents regarding signing up for these services.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Counselor, Principal/ Assistant Principal, LPC</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Bradford will implement different programs for students working at or above grade level to strive for mastery performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided opportunities to compete in Academic UIL, work at higher levels on Progress Learning, AR Reading, Get More Math and No Red Ink to continue to push students academically in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal,/ Assistant Principal, Teachers, Paraprofessionals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students, who are struggling, will receive small group reading and math interventions daily to close their gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will monitor all data sources (DMAC, STAAR, MAP, local assessments) to ensure students are put into targeted instructional groups based on their needs. Student data will be monitored and groups will be changed based on the needs of the students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, teachers, paraprofessionals, hired tutors</p> <p>SCE-\$267,853.00            Additional tutor- \$9000.00            Supplies for materials to tutor Title I students- \$5000.00</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At-Risk and Special Education.





**Performance Objective 2:** Bradford Elementary will maintain a Gifted and Talented program in full compliance with state requirements.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus teachers will attend one professional development class with a GT focus. Teachers will be able to implement strategies for GT students in the classroom to support the pull out program Bradford has for GT.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have strategies to differentiate the curriculum for GT learners in their classroom to support what the students are doing in the pull out GT program. Professional development certificates will be collected to show the teachers are maintaining this requirement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, teachers, GT coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The GT coordinator will utilize interdisciplinary strategies to address the needs of the gifted population.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will participate in projects, field trips, STEAM activities and collect work samples of different learning that has taken place in the pull out GT program.</p> <p><b>Staff Responsible for Monitoring:</b> GT coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The GT coordinator will provide community awareness for parent nomination for GT testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Notifications will be posted on the website and local newspaper to let parents know about GT testing. The GT coordinator will also speak with staff about the nomination progress and what to look for when nominating students.</p> <p><b>Staff Responsible for Monitoring:</b> GT coordinator, Principal/ Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> GT parents will be connected with Remind and provided a news letter and report card to show what their child is doing in the GT program.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be able to access and comment on things their students are learning in the GT program. The GT teacher will upload different assignments and videos of ongoing projects. Parents will also be provided a newsletter and report card of how their child is doing in the program.</p> <p><b>Staff Responsible for Monitoring:</b> GT coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The GT coordinator will see each class once a six weeks to provide a higher level instructional lesson with STEAM activities for all students. Activities will also be provided in lesson plans for the big target groups.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have the opportunity to work with different STEAM activities for learning purposes and extend their learning at a higher level. The students will also take field trips to apply the knowledge they are learning and expand on STEAM activities.</p> <p><b>Staff Responsible for Monitoring:</b> GT coordinator, classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At-Risk and Special Education.





**Performance Objective 3:** Bradford Elementary will maintain a 504 program in full compliance with state and federal requirements.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be properly identified for 504 assistance and parents will be contacted immediately.  <b>Strategy's Expected Result/Impact:</b> Bradford will work on properly identifying students in need of the 504 program. Documentation on students will be kept from student support team meetings, 504 meetings and parent conferences.  <b>Staff Responsible for Monitoring:</b> Counselor, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will be notified in a timely manner before the start of school about 504 students and their required accommodations and kept adequate documentation of the supports given.  <b>Strategy's Expected Result/Impact:</b> Teachers will receive training about how to meet 504 procedures and sign off on all 504 accommodations prior to the start of school. Documentation will be kept by teachers on when and how these accommodations are being provided to students.  <b>Staff Responsible for Monitoring:</b> Counselor, classroom teachers, Principal/ Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers, parents, students and counselors will meet annually to review student accommodations and services.  <b>Strategy's Expected Result/Impact:</b> Documentation from 504 meetings held annually will be maintained by counselor. Student services reviewed and updated annually based on the needs of the student.  <b>Staff Responsible for Monitoring:</b> Counselor, 504 committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At-Risk and Special Education.





**Performance Objective 4:** Bradford Elementary will identify and address individual student needs of special education student through equitable opportunities that encourage students to succeed in the least restrictive environment.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students, with special needs, will receive instruction in the least restrictive environment and have accommodations for the curriculum as indicated in the student's IEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to attend regular classes with their peers and hear the material presented. Student schedules and minutes from ARDS will be monitored to ensure compliance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Diagnosticians, Sped teachers, classroom teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All student accommodations will be properly documented by the classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will follow and document all accommodations. Teachers will have accommodation sheets prior to the start of school and document the accommodations used on assignments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, sped teachers, classroom teachers, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Reading special education teachers will implement the Reading by Design program or other phonics programs where students are learning phonics to assist with reading and learning to read.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will work on this program to improve fluency and reading skills. Data from AR assessments and progress monitoring will show improvement with these students in the area of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, sped teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students, in special education, will reach 70% growth for 4th and 5th grade on their STAAR assessments in math and reading. 40% of sped students in 3rd grade will reach the approaches level in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will focus on making growth by goal setting. Teachers will be analyzing data and progress monitoring throughout the year to ensure students are making growth in the areas of math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, sped teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Special education teachers will implement Get More Math for our students to reinforce the math skills students are learning and continue to address their gaps in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make growth in math from the prior year and continue to bridge gaps in their learning to reach grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, sped teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At-Risk and Special Education.





**Performance Objective 5:** Bradford Elementary will identify and address individual students needs of English Language Learners.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bradford Elementary will properly identify EL students by contacting prior schools and accessing the original home language surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be properly identified as EL learners. Communication home will be sent in both English and the primary language of the student.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Principal/ Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Bradford will assure students are in classrooms of ESL certified teachers and sure all RLA teachers maintain their ESL certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be properly served by ESL certified teachers where the ELPS will be taught.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal and Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Bradford will schedule LPAC meetings at appropriate times of the year to communicate with parents on the progress of their students and make decisions based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> LPAC minutes will be kept and decisions will be made for the best interest of the student.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Counselor, Teachers and other members of the LPAC committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Bradford Elementary will provide continuous growth and learning for all personnel to meet identified needs of students in order to increase student performance. Bradford will also recruit, hire and retain teachers of the highest quality.

**Performance Objective 1:** Bradford will find opportunities for all staff to attend high quality professional development.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional development activities will be planned using information from data and input from teachers to provide training and resources to improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development will be targeted to meet the needs of our teachers and based on student performance data. Documents will be collected on the trainings the teachers attended.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Information on federal program rules and requirements will be provided to principals and other appropriate staff</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be properly trained on all required trainings. Documentation of receipt from inservice and throughout the year will be kept.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Principal/ Assistant Principal, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff members will be trained on curriculum updates and how to implement supplements and different programs to deliver the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive continued training in DMAC, TEKS resources system, MAP testing and data, Go Math, Get More Math and any other programs used in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Curriculum and Technology director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers, who were responsible for attending Reading Academy, will implement skills learned to make students better readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet with each other and plan to implement strategies learned to improve reading instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will be continue to be provided updates regarding STAAR 2.0 and the changes that were put in place for accommodations.</p> <p><b>Strategy's Expected Result/Impact:</b> Administration will continue look for training opportunities for teachers to attend for STAAR 2.0 and also trainings for teaching students to respond to questions with written responses. Staff will also meet and analyze data from the STAAR 2.0 to adjust and make changes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Curriculum director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All staff will be trained in serving and identifying students with a learning disability, including dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be trained on what to look for and signs of a learning disability each year. Staff will be trained on using the accommodations for students, providing tiered intervention for students and when to bring the students to the student support team. Staff will be trained on maintaining all paperwork for our sped students and how to monitor their progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Counselor, teachers, dyslexia therapist, sped teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 3:** Bradford Elementary will provide continuous growth and learning for all personnel to meet identified needs of students in order to increase student performance. Bradford will also recruit, hire and retain teachers of the highest quality.

**Performance Objective 2:** Bradford will recruit high quality teachers at the campus level and maintain high quality staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High quality staff development will be provided for each teacher to support campus goals and objectives.  <b>Strategy's Expected Result/Impact:</b> Teachers will be provided resources and training to provide high quality instruction in the classroom and meet the needs of all students.  <b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> New teachers are given experienced mentors within their grade level to help in organizational management, campus procedures and provide assistance as needed.  <b>Strategy's Expected Result/Impact:</b> New teachers are supported by campus administration and tenured staff members to ensure they are successful in the classroom.  <b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Bradford will hire tutors to help provide intervention services to students and meet their academic needs.  <b>Strategy's Expected Result/Impact:</b> Students will be provided intervention in smaller groups to work on the skills they are struggling with.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Bradford Elementary will look at student growth and TTESS evaluations to provide distinctions for teachers to receive more money from the Teacher Incentive Allotment.  <b>Strategy's Expected Result/Impact:</b> Teachers will receive more money if they earn a distinction for a 5 year time period.  <b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will be provided an additional conference time to meet together as a team to plan and collaborate to maximize student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use this time to align, share ideas, find interactive ways to deliver the curriculum, go over data and make adjustments to their teaching during these PLC times.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All new teachers to the district will attend the new teacher orientation provided by the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive training in the different programs used by the district and information about expectations for teachers in our district. Teachers will receive all logins for the programs used.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Jodi Schlaud, Cindy Teichman</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Employees with a masters degree will receive a stipend of \$2000.00.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be encouraged to complete their masters degree in education where they will be able to use that training to impact student achievement in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 3:** Bradford Elementary will provide continuous growth and learning for all personnel to meet identified needs of students in order to increase student performance. Bradford will also recruit, hire and retain teachers of the highest quality.

**Performance Objective 3:** Bradford will seek additional training for teachers on behaviors we are currently seeing in the classroom and ways to deal with behavior.

**Evaluation Data Sources:** Discussion with teachers

Discipline issues





Lack of student motivation/stamina discussed by teachers in a what is something you need help with from principal

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Work with Region 9 counselor and other resources to provide training for teachers on how to effectively deal with behavior in the classroom</p> <p><b>Strategy's Expected Result/Impact:</b> This will improve student performance and instruction if the behaviors can be managed successfully.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Bradford Elementary will use a variety of communication options to foster positive community, parent, teacher and student communication.





**Performance Objective 1:** Communication and cooperation between the school, community and parents will continue to increase at Bradford to improve student progress and foster an environment where parents are actively involved in the education of their children.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bradford will provide a variety of resources to communicate with parents and share information about things going on at school.</p> <p><b>Strategy's Expected Result/Impact:</b> Bradford will communicate through the district website, Skyward family access, Skylert, Title I newsletters, Tuesday informational folders, report cards and progress reports, District Facebook pages, Bradford Facebook group, Bradford PTO Facebook page and Remind 101. Required postings will be posted in the Iowa Park Journal.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Bradford staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Bradford will provide opportunities for parents to understand the curriculum and expectations of their children and resources to help their students with academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Bradford Elementary will communicate with parents regarding the requirements of the curriculum. Parents will also be provided different resources to go to for homework help and help in providing assistance to their students at home. Parent conferences will also be scheduled during the year for all students to discuss academic progress of students and any other issues or concerns regarding student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Bradford teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Bradford will offer different activities for parents and other stakeholders to participate in at the school.</p> <p><b>Strategy's Expected Result/Impact:</b> There are a variety of opportunities for parents to be involved in campus happenings including to join the PTO, serve on the CIT, attend open houses, Bradford Family Fitness days, school parties, AR parties, and the Bradford book fair. Bradford students will be involved in community projects like the food drive, making notes for grandparents for Grandparents Day, making Valentine and Veteran day cards for the Friendly Door Meals on Wheels and also the nursing home, participating in the coin drive for Christmas gifts and selling Kindness Day shirts to buy for students not receiving Christmas. Bradford organized a family night where we will utilize different community resources and parents complete a Bingo and Brownies with the Grands.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Bradford staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Bradford will partner with Iowa Park High School to maintain a PALS program where our high school students serve as role models and tutors for our elementary students.</p> <p><b>Strategy's Expected Result/Impact:</b> Bradford students will have a positive role model from our high school campus to see on a daily basis to help them with work and tutor them in areas of need.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PALS coordinator at IPHS</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Bradford Elementary will provide student with technological experiences through student and teacher use of technology in a variety of learning activities, and well as integrating technology in instructional and administrative programs.





**Performance Objective 1:** Bradford will explore different technology options and training will be provided to enhance classroom instruction.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bradford will increase technology professional development for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Training will be provided for any new technology added and also using different types of technology in the classroom. Teachers will have access to their own schoology training where they can train on what is needed and other trainings on how to implement technology will be provided on the website for teachers to access.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Bradford will allow students to do coding through using the Lego robots and Maki Makis during target time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be responsible for building things from the Lego 2.0 and coding them from a chromebook to perform certain activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, target time teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Bradford will find other technology resources that are new and utilize those in the classroom with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Investigate to find the latest technology resources to use in the classroom with the students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, classroom teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Bradford will train students on the appropriate use of technology and the different dangers that can come with technology use.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will talk about in computers different social media apps and other things that deal with online safety. Students will watch a video about making sure they are staying safe online.</p> <p><b>Staff Responsible for Monitoring:</b> Computer teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6:** Bradford Elementary will maintain and update safety plans that will provide a safe learning environment for all students and provide information to help maintain student health.





**Performance Objective 1:** Bradford Elementary will implement programs and provide resources to target school safety, drug prevention and information to maintain a healthy lifestyle.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff, students and substitutes will be trained on how to utilize the safety plans in place for Bradford.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will be trained and carry out the practice of all safety drills required. These drills will be scheduled prior to school starting. There will be a log kept of all trainings and a log kept to show the staff has been trained. Substitutes will be provided information about safety on campus while they are subbing. We will keep a signature sheet as the sub is given the information.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Superintendent, IPCISD police force</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will be trained in all medical required trainings prior to the start of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be trained in all required trainings by the school nurse (AED, Blood Borne Pathogens, Diabetic training, Seizure training, Epi Pen training, CPR). A log will be kept to ensure all staff have received the required trainings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, School Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Bradford will celebrate Red Ribbon week to encourage students to live a drug and tobacco free life style.</p> <p><b>Strategy's Expected Result/Impact:</b> Bradford will place focus on this week and also provide guest speakers (police officers and other community advocates) to talk to the students about the dangers of drugs and tobacco use.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, PE teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will receive character education and bullying awareness through classroom visits from the counselor.</p> <p><b>Strategy's Expected Result/Impact:</b> Mrs. Rhoades will visit the classrooms once a 6 weeks to discuss character education and bullying awareness with all students. The students will be trained to report if they see something. The students will also discuss cyberbullying.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will be provided information about dental awareness month and also participate in Healthy Heart Month.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a guest speaker to talk to them about dental health. During the month of February, the students will participate in the Kids Healthy Heart program through the American Heart Association where they will raise money and also talk about the aspects of how to keep their heart healthy (exercise, healthy eating, etc)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PE Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Special education staff and campus administration will be trained on Handle with Care to safely handle students that are a danger to themselves or others</p> <p><b>Strategy's Expected Result/Impact:</b> Special education staff and administration will be able to properly restrain a student that is a harm to themselves or others in the classroom setting or at school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, Sped teachers, Sped Coop</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 7:** Bradford Elementary will coordinate discipline and classroom management at the campus level.

**Performance Objective 1:** Bradford will maintain an effective, coordinated and consistent plan for discipline and classroom management.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bradford will ensure students are trained on expectations in the classroom and while in the building.  <b>Strategy's Expected Result/Impact:</b> Bradford will make sure students have a good understanding of all expectations in the classroom and all other places they may go at Bradford. Students will understand if those expectations are not met, they may be referred to the office. Students will also receive recognition for good behavior by getting coins they can redeem for positive rewards in the office. Positive office referrals will also be utilized to promote positive behavior.  <b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, classroom teachers, support staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Bradford will continue to evaluate TTESS documentation to provide professional development as needed for teachers needing assistance in classroom management and student engagement.  <b>Strategy's Expected Result/Impact:</b> Principal will look for opportunities to send staff to trainings on dealing with difficult students or managing difficult classroom behaviors they may see.  <b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Bradford will put in a campus wide behavior reward system to encourage positive behavior and inforce the expectations for behavior campus wide.  <b>Strategy's Expected Result/Impact:</b> Students will work to earn coins for their grade levels to help their grade level win rewards at the end of the six weeks.  <b>Staff Responsible for Monitoring:</b> Teachers, Principal/ Assistant Principal, Support Staff, Admin staff   <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# Title I

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Child Abuse and Neglect	Principals/Assistant Principals/Counselors		Jodi Schlaud	10/16/2024
Coordinated Health Program	Lead Nurse		Jodi Schlaud	10/16/2024
Decision-Making and Planning Policy Evaluation	Superintendent		Jodi Schlaud	10/16/2024
Disciplinary Alternative Education Program (DAEP)	Curriculum Director		Jodi Schlaud	10/16/2024
Dropout Prevention	Principals/Assistant Principals/Counselors		Jodi Schlaud	10/16/2024
Dyslexia Treatment Program	Dyslexia Lead Teacher		Jodi Schlaud	10/16/2024
Title I, Part C Migrant	Student Services Coordinator		Jodi Schlaud	10/16/2024
Pregnancy Related Services	Student Services Coordinator		Jodi Schlaud	10/16/2024
Post-Secondary Preparedness	Curriculum Director/High School Principal/High School Counselor		Jodi Schlaud	10/16/2024
Recruiting Teachers and Paraprofessionals	Principals		Jodi Schlaud	10/16/2024
Student Welfare: Crisis Intervention Programs and Training	Counselors		Jodi Schlaud	10/16/2024
Student Welfare: Discipline/Conflict/Violence Management	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Texas Behavior Support Initiative (TBSI)	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Technology Integration	Curriculum Director		Jodi Schlaud	10/16/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Superintendent/School Board		Jodi Schlaud	10/16/2024

# Iowa Park Consolidated Independent School District

## W.F. George Middle School

### 2025-2026 Campus Improvement Plan



# Mission Statement

The mission of the Iowa Park CISD is to ensure our students the best educational experience of any North Texas school district. We will provide a well-rounded school experience in a safe environment that will prepare our graduates to attain their life goals.

## Vision

WFGMS will carry out the mission of the district through applying the formerly stated goals. These goals will focus on four essential attributes of successful schools for adolescents: 1) Being developmentally responsive to student needs, considering psychological and physical development, as well as other pending factors; 2) being academically challenging by increasing rigor and relevance in the classroom and school environment; 3) By empowering all students by equipping them with the knowledge and skills they will need to lead successful lives; and 4) Being equitable, advocating for every student's right to learn and providing challenging and relevant learning opportunities for all students.

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# Comprehensive Needs Assessment

Revised/Approved: October 1, 2025

## Demographics

### Demographics Summary

Our current enrollment is approximately 466 students. Our population is approximately 80% White; 14.8% Hispanic; 5% two or more races; and the remaining, a combination of other ethnicity. Our Economically Disadvantaged rate is generally 45%. Only 0.2% are EL learners--usually less than 3. Our at risk population is approximately 64%. The mobility rate is 12.6%, with more than 10% from white students.

We serve approximately 96 Special Ed. students--of which 54% have behavioral disabilities.

Class size ranges from 17-19 students on average.

Instructional staff is largely Anglo with 93% from White; with 6% minority staff. We have 66% female and 34% male teachers. Student to teacher ratio is approximately 15:1. Teaching staff: approximately 28% have advanced degrees; Approximately 60% of the staff have 5 or more years of teaching experience.

### Demographics Strengths

Experienced staff.

Low numbers of EL students.

Staff ethnicity mirror student population.

Lower Economically Disadvantaged than the state.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Approximately 40% of WFGMS Students are economically disadvantaged.

**Root Cause:** Lack of jobs, education, increases in cost of living; stagnant wages; living with grandparents, living with other people in the community; low income housing often draws these families to IP. Our SPED population is growing. There is often generational disabilities as well as generational poverty.

**Problem Statement 2:** Approximately 64% of students are at risk for dropping out.

**Root Cause:** We are seeing an increase in special edecuation population as well as economically disavantaged students.

# Student Learning

## Student Learning Summary

We earned an "A" overall as a campus. We had at least 73% of students showing one year or more of growth, and 90% of students passed reading, 86% passing math, 77% passed science and 72% passed social studies.

## Student Learning Strengths

High achieving in the areas of math and reading.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Although we are performing high, we are falling short of the academic performance goal of 90% Approaches, 60% Meets, and 30% Masters for all tests.

**Root Cause:** Lack of teacher training on data analysis and MTSS process.

**Problem Statement 2:** Strict guidelines need to be in place for acceptable use of technology in the classroom.

**Problem Statement 3:** Approximately 64% of students are at risk for dropping out.

**Root Cause:** We are seeing an increase in special education population as well as economically disadvantaged students.

# Perceptions

## Perceptions Summary

The vision, mission, goals, and belief statements of the district are focused on high expectations for everyone, and our campus students and staff are aligned to this concept. Campus surveys indicate that our campus has a positive atmosphere where there is teamwork among the staff and the students are engaged.

From surveys conducted by the campus, parents and staff described our campus as a welcoming place where students are treated with respect and feel safe for the most part. Our parents have indicated that better communication is needed. Our students feel safe with our SRO on campus and this needs to be continued. Our staff works closely with children in need and provides counseling, supplies, and donations of food and clothing when needed. We have been working with Region IX for extra counseling and Behavior Management Techniques. Most of our students participate in extracurricular activities.

NEEDS: Parents have reported that we need to do a better job of bullying behaviors, and only 67% of parents are satisfied with the social and emotional development of their student. Only 77% of parents feel that the school is responsive at keeping parents informed about their child's progress.

## Perceptions Strengths

STRENGTHS: People, equipment and supplies are in place to make the campus as safe as possible.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Although we are performing high, we are falling short of the academic performance goal of 90% Approaches, 60% Meets, and 30% Masters for all tests.

**Root Cause:** Lack of teacher training on data analysis and MTSS process.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data





# Goals

**Goal 1:** WFGMS will promote high levels of learning for all students by delivering rigorous curriculum and instruction using effective teaching strategies designed to engage learners in meaningful and relevant experiences.

**Performance Objective 1:** Reading/math/science scores in the "All Students" category and in each student subpopulation category will increase by at least 8 points in Approaches, 6 points in Meets, and 4 points in Masters from the 2025 scores, and 100% of campus students, including special education students, will show academic growth on STAAR.

**High Priority**

**Evaluation Data Sources:** STAAR Interim, Growth Template, and STAAR Assessments 2026





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Supplies will be purchased to meet each area of need.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** WFGMS will promote high levels of learning for all students by delivering rigorous curriculum and instruction using effective teaching strategies designed to engage learners in meaningful and relevant experiences.

**Performance Objective 2:** WFGMS students will achieve the 90: 60: 30 % rule for approaches; meets; and masters on STAAR. No one goes backward.

**High Priority**

**Evaluation Data Sources:** STAAR exams; interim assessments, DMAC, School Report Card, TAPR; Lead4Ward growth templates.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.1.1 - Teachers will ensure that scope and sequence and lesson plans align with TEKS and STAAR, targeting readiness standards and progress objectives accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum development will align with TEKS and STAAR. Test performance data on STAAR and DMAC data from benchmarks will reveal high performance and alignment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Department Chairs, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WFGMS will implement a tutorial program for students to attend targeted tutorials during the school day, two days a week, during Flextime periods, in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> A higher percentage of students will be able to attend focused tutorials during the school day and performance in subgroups will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 1:** WFGMS will promote high levels of learning for all students by delivering rigorous curriculum and instruction using effective teaching strategies designed to engage learners in meaningful and relevant experiences.





**Performance Objective 3:** WFGMS will close the achievement gap by increasing the performance percentages in each student subpopulation, to equal the percentage earned by "All" students.

**High Priority**

**Evaluation Data Sources:** DMAC, Interim Assessments, School Report Card, MAPS testing, TAPR; Lead4Ward Growth Templates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students identified as at risk will attend and participate in math, reading, and/or writing tutorial groups during the school day including during Flextime, two days per week. Additional tutors will be hired to provide year long supports for students in the lowest performing category.</p> <p><b>Strategy's Expected Result/Impact:</b> Sub populations will perform higher on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers; Tutorial Lists will be used to monitor. Tutor pay sheets.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize DMAC and Lead4Ward tools to analyze student data, align assessments to standards, and to plan for instruction. Lesson plans will reflect the usage of these tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use tools to track and analyze student performance data on a regular basis.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers; Department plan; DMAC data Student and teacher learning reports.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers and students will utilize learning reports three times per year to track progress.</p> <p><b>Strategy's Expected Result/Impact:</b> All parties will track individual progress towards measurable goals. Student and teacher effort and motivation will increase toward accomplishing growth outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, students;  Student learning reports</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> WFGMS students will take state created interim assessments in late fall and mid spring to assess progress. Teachers will use reports to target needed interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and students will have multiple quality measures of student performance to measure growth on STAAR like assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration; teachers;</p> <p>Interim Reports</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 1:** WFGMS will promote high levels of learning for all students by delivering rigorous curriculum and instruction using effective teaching strategies designed to engage learners in meaningful and relevant experiences.

**Performance Objective 4:** Professional development opportunities will be provided to staff to address curriculum support needs and to adjust to changing assessment standards.

**Evaluation Data Sources:** Staff Development Agendas, Faculty Meeting Agendas, Region 9 Attendance Reports; PD Certificates





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers in all subject matters will be trained in ELAR TEKS, addressing the cross-curricular expectation for reading and writing, thinking critically, and clearly communicating.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will understand the expectation that reading and writing standards are to be taught in all subject matter.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>Faculty Training Agendas</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will be trained to used tools from Lead 4 Ward, such as Grwoth Template, quick checks, thinking stems, and play list strategies to assess student understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect implementation of these strategies. Assessment data will allow for targeted intervention as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal; teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** WFGMS will promote high levels of learning for all students by delivering rigorous curriculum and instruction using effective teaching strategies designed to engage learners in meaningful and relevant experiences.

**Performance Objective 5:** WFGMS will increase the percent of SPED students achieving the approaching and meeting categories on STAAR in math and reading.

**High Priority**





**Evaluation Data Sources:** STAAR exams, , interim assessments, DMAC, local assessments, TAPR, MAPS assessment data; growth templates.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Regular education teachers will co-teach with Special Education teachers in SPED classes to increase student exposure and increase individual attention from qualified staff in math and reading. Co-taught classes will be added in 6th, 7th, and 8th math, and 7th and 8th reading.</p> <p><b>Strategy's Expected Result/Impact:</b> SPED students will be exposed to more inclusive and rigorous content in math and reading, as well as being taught by teachers with more specialized knowledge and skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, SPED, Counselor</p> <p>Master Schedule, Lesson Plans, Assessment Data</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 2:** Through aligned and integrated curriculum, all students will graduate prepared for post-secondary education and/or the 21st century workforce.

**Performance Objective 1:** Students will remain on grade level during Middle Years.





**Evaluation Data Sources:** Grades; progress reports; Green Catch-up lists; promotion records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be assigned to Green Catch-Up and or Flextime study hall to complete missing assignments as needed., for attendance or academic deficiencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will complete all assigned work and therefore earn passing credits in all subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Parents; Students</p> <p>GCU or Study Hall lists; Skyward</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and administration will evaluate student performance every three weeks, notifying parents when deficiencies arise.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular monitoring of academic and attendance data will enable staff to utilize proper interventions to address the deficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Through aligned and integrated curriculum, all students will graduate prepared for post-secondary education and/or the 21st century workforce.

**Performance Objective 2:** Students will have opportunities to engage in college and career education programs.





**Evaluation Data Sources:** Field trip planning records; GT plans,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Academic field trips will be planned and conducted to visit nearby colleges for 8th graders. .</p> <p><b>Strategy's Expected Result/Impact:</b> Eighth grade students will be exposed to college options and processes for attending college.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p>Lesson Plans and field trip plans</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Through aligned and integrated curriculum, all students will graduate prepared for post-secondary education and/or the 21st century workforce.

**Performance Objective 3:** Teaching staff will plan for and implement vertically aligned curriculum in middle school.

**Evaluation Data Sources:** Staff development agenda, lesson plans, TEKS Resource System

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teaching staff will meet in departments 2 times per year to align instruction vertically and horizontally.  <b>Strategy's Expected Result/Impact:</b> Students will receive aligned instruction from grade 5-8.  <b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 2:** Through aligned and integrated curriculum, all students will graduate prepared for post-secondary education and/or the 21st century workforce.

**Performance Objective 4:** Administration will investigate the option to offer courses for CCMR credit.





**High Priority**

**Evaluation Data Sources:** Student enrollment data; lesson plans; CCMR data.

**Goal 3:** WFGMS will continue to provide effective communication and create meaningful partnerships among parents, staff, and community stakeholders.

**Performance Objective 1:** WFGMS will create opportunities to collaborate with parents throughout the year.

**Evaluation Data Sources:** Emails, newsletters, Skylert and Skyward Reports, Orientation Sign In Lists, Open House event, Parental Involvement Meeting.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WFGMS will prepare and conduct at least one open house event per semester (orientation and spring art walk).  <b>Strategy's Expected Result/Impact:</b> Parents will have the opportunity to visit campus and engage with staff.  <b>Staff Responsible for Monitoring:</b> Administration, CIT;</p> <p>Newsletters, Emails, Sign in Sheets</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WFGMS will offer multiple annual Title 1 Meetings and Parental Involvement Meetings during the fall. Parents will be invited to provide input on the policy and Home School Compact.  <b>Strategy's Expected Result/Impact:</b> Parents will have the opportunity to have input in parental policy and to become knowledgeable of campus practices.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p>Agendas                      Sign In Sheets</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				


**Goal 3:** WFGMS will continue to provide effective communication and create meaningful partnerships among parents, staff, and community stakeholders.


**Performance Objective 2:** All parents of WFGMS students will receive communication from the school and have opportunities to converse with teachers.

**Evaluation Data Sources:** Skyward and Skylert Reports; Email communications; Newsletters, Facebook (WFGMS Announcements)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will send frequent emails, a minimum 2 times per grading period, explaining classroom activities, assignments, and expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will stay informed and be able to respond to teachers when needed.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p>Emails</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administration will send frequent emails, text alerts, and post timely announcements and information on social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have the opportunity to stay informed in a variety of modes.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>Newsletters, Skyward Reports Facebook feed</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> WFGMS and IPCISD will open the parent portal in Schoology to allow parents to be connected to online assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Application of Parent Portal in 2020-2021.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 3:** WFGMS will continue to provide effective communication and create meaningful partnerships among parents, staff, and community stakeholders.

**Performance Objective 3:** The campus will communicate with the community about the success of the campus and students.

**Evaluation Data Sources:** Facebook posts; Open house events





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration and teachers will submit timely information regarding successes to the local paper as well as posting on social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and community will be informed about successes at the middle school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p>Iowa Park Leader Social Media Feeds</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WFGMS will conduct annual parent involvement meetings, as well as update and maintain the parental involvement policy and home school compact.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with Title 1 Policy; annual meetings; plan maintained and communicated to stakeholders.</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** WFGMS will create an inclusive campus culture that is responsive to student needs, is physically and emotionally safe, and that promotes a sense of community, school pride, and high expectations for all.

**Performance Objective 1:** WFGMS staff will address student social and emotional needs and provide support through daily 6A/ enrichment classes and Flextime classes.

**High Priority**





**Evaluation Data Sources:** Flextime reports; emails, SEL calendar; attendance records; flextime attendance records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will select bi-weekly Flextime clubs and will attend IPFT enrichment class 3 times per week. Student issues will be addressed through IPFT classes and special programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be engaged in high quality experiences of their choice, will be able to interact with their peers, and will have additional time and access to instructional supports.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p>Flextime manager reports Master Schedule</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** WFGMS will create an inclusive campus culture that is responsive to student needs, is physically and emotionally safe, and that promotes a sense of community, school pride, and high expectations for all.

**Performance Objective 2:** WFGMS staff will promote a sense of school pride through activities designed for individuals, grade levels, House teams.





**Evaluation Data Sources:** House meeting agendas; play date agendas; SEL calendar

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will be inducted into one of 6 house teams at the beginning of the 6th grade year. Activities will be planned throughout the year to create a sense of belonging, enthusiasm, and friendly competition. Two play days will be scheduled per semester for students to celebrate their successes.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have the opportunity to connect to others in a positive and safe environment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Teachers, CIT; House Leaders</p> <p>Back to School Enrichment Guide; House Lists; School Calendar</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** WFGMS will create an inclusive campus culture that is responsive to student needs, is physically and emotionally safe, and that promotes a sense of community, school pride, and high expectations for all.

**Performance Objective 3:** WFGMS staff will provide character education and positive choice making curriculum in all grades, through 6A and core classes.





**Evaluation Data Sources:** SEL Calendars, , Serenity Foundation documents, School Calendar

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration and teachers will distribute monthly kindness calendars and create opportunities for students to participate in "kind" activities such as during Red Ribbon Week, holidays, and more.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will benefit and learn from practicing kindness and empathy as well as becoming more socially responsible.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Teachers</p> <p>Lesson Plans, School Calendar, Kindness Calendars</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WFGMS will contract with Serenity Foundation to provide positive choice making strategies and relevant content to students in all three grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn valuable skills to make decisions as well as become more informed about consequences of poor decision making and risk taking behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Serenity Foundation</p> <p>Calendars, SF Documents, Lesson Plans</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** WFGMS will create an inclusive campus culture that is responsive to student needs, is physically and emotionally safe, and that promotes a sense of community, school pride, and high expectations for all.

**Performance Objective 4:** WFGMS will ensure a safe school for all.

**Evaluation Data Sources:** School police officer reports; discipline reports; counselor reports, Red Ribbon Week; SEL calendar

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration and campus officers and nurses will provide safety training to all staff and students following approved and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff and students will be prepared and know how to respond appropriately in an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Administration; Teachers, School officers, nurse;</p> <p>Safety Reports and Drill reports; Staff Development Agendas</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WFGMS administrative and police staff will attend safety training from state law enforcement and Texas Safety Center to maintain current knowledge and skills regarding safety recommendations.</p> <p><b>Strategy's Expected Result/Impact:</b> Administration and IPCISD police staff will acquire new safety knowledge and skills as well as refresh previously learned content.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for W.F. George Middle School

**Total SCE Funds:** \$11,450.00

**Total FTEs Funded by SCE:** 4.43

### Brief Description of SCE Services and/or Programs

General supplies for remediation and acceleration efforts.

## Personnel for W.F. George Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexis Shafer	Teacher	0.07
Amanda Rhodd	Teacher	0.07
Amy Garcia	Teacher	0.07
Angela Anderson	SPED Teacher	0.18
Ashley Roberts	Teacher	0.07
Braden Perry	Teacher	0.07
Brenda Richison	Teacher	0.07
Candace Carter	Teacher	0.07
Cara Lane	Teacher	0.07
Caroline Deitch	Teacher	0.07
Casey Jordan	Teacher	0.07
Charles Birk	Teacher	0.07
Crystal Winger	Teacher	0.07
Dale Murdock	Teacher	0.7
Danielle Welch	Teacher	0.07
Elizabeth Witherspoon	Teacher	0.07
Jason Young	Teacher	0.07
Jayla Ingersoll	Teacher	0.07

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Gumm	Teacher	0.07
Jennifer Morgan	Teacher	0.07
Jonathan Fortson	Teacher	0.07
Jordan Whitaker	Teacher	0.07
Kayla Lalumia	Teacher	0.07
Lance Veitenheimer	Teacher	0.07
Laura Smith	Teacher	0.07
Liliana DeLuna	Teacher	0.07
Megan Bolding	Teacher	0.07
Melissa Wheller	Teacher	0.15
Meredith Berend	Teacher	0.7
Ryan Gillen	Teacher	0.7
Stephanie Roberts	Teacher	0.18
Tyrus Sheehan	Teacher	0.07

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexis Ford	Paraprofessional		

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Child Abuse and Neglect	Principals/Assistant Principals/Counselors		Jodi Schlaud	10/16/2024
Coordinated Health Program	Lead Nurse		Jodi Schlaud	10/16/2024
Decision-Making and Planning Policy Evaluation	Superintendent		Jodi Schlaud	10/16/2024
Disciplinary Alternative Education Program (DAEP)	Curriculum Director		Jodi Schlaud	10/16/2024
Dropout Prevention	Principals/Assistant Principals/Counselors		Jodi Schlaud	10/16/2024
Dyslexia Treatment Program	Dyslexia Lead Teacher		Jodi Schlaud	10/16/2024
Title I, Part C Migrant	Student Services Coordinator		Jodi Schlaud	10/16/2024
Pregnancy Related Services	Student Services Coordinator		Jodi Schlaud	10/16/2024
Post-Secondary Preparedness	Curriculum Director/High School Principal/High School Counselor		Jodi Schlaud	10/16/2024
Recruiting Teachers and Paraprofessionals	Principals		Jodi Schlaud	10/16/2024
Student Welfare: Crisis Intervention Programs and Training	Counselors		Jodi Schlaud	10/16/2024
Student Welfare: Discipline/Conflict/Violence Management	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Texas Behavior Support Initiative (TBSI)	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Technology Integration	Curriculum Director		Jodi Schlaud	10/16/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Superintendent/School Board		Jodi Schlaud	10/16/2024

**Iowa Park Consolidated Independent School District**

**Iowa Park High School**

**2025-2026 Campus Improvement Plan**

# Mission Statement

Iowa Park High School strives to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society while successfully pursuing personal and career goals.

## Vision

At IPHS, we expect students to pursue success in thier personal and career goals.

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# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

#### Approaches Grade Level Standards:

ELAR 75%

Mathematics 88%

Science 92%

Social Studies 93%

#### Meets Grade Level Standards:

ELAR 59%

Mathematics 63%

Science 71%

Social Studies 79%

#### Masters Grade Level Standards:

ELAR 12%

Mathematics 39%

Science 29%

Social Studies 41%

### Student Learning Strengths

The campus scores were similar or better than the average scores across Region 9 and the state of Texas.

EOC scores went up in nearly every subject and levels (approaches, meets, and masters)



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- T-TESS data

### **Support Systems and Other Data**





- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Iowa Park High School will provide a safe and secure learning environment for all students and staff, implementing safety measures and fostering a culture of respect and support.

**Performance Objective 1:** Continually promote mental health awareness by expanding initiatives and resources throughout the counseling program.





**Evaluation Data Sources:** Individual students meeting with the counselor, using TCHAT, or meeting with Region IX counselor.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counseling services and awareness training will be provided, as necessary, to students regarding conflict resolution, homelessness, pregnancy services, both prevention and intervention of drug abuse, violence, physical and verbal abuse through the means of TCHAT and Region IX counseling.</p> <p><b>Strategy's Expected Result/Impact:</b> Mental health wellness of students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Iowa Park High School will provide a safe and secure learning environment for all students and staff, implementing safety measures and fostering a culture of respect and support.

**Performance Objective 2:** With follow the established safety plans and procedures that comply with legal requirements along with district policies to assure the safety and security of both students and staff.


**Evaluation Data Sources:** Will maintain documentation of safety plan and procedures followed throughout the year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1: 6.1.5</b> Establish and maintain an Emergency Operations Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Understanding of the protocols and procedures, written procedures manual, meeting notes and agenda</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and IPCISD Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2: 6.1.7</b> All administrators and front office staff will have continuous live feed of the camera monitoring system.</p> <p><b>Strategy's Expected Result/Impact:</b> Administration, police, and office will monitor for any and all activity throughout the day.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, police, and office staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Iowa Park High School will provide a safe and secure learning environment for all students and staff, implementing safety measures and fostering a culture of respect and support.

**Performance Objective 3:** Facility is maintained through a safe and secure environment for both inside and outside the building.

**Evaluation Data Sources:** Internal and external safety audit





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the Raptor program for all persons visiting the campus to ensure the safety and security of students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Visitors will be cleared through the Raptor program.</p> <p><b>Staff Responsible for Monitoring:</b> Front office secretaries, principals, and campus police.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administration and police will monitor exterior doors daily with a computerized monitoring system as well as a weekly door check audit.</p> <p><b>Strategy's Expected Result/Impact:</b> All exteriors doors will remained locked throughout the day.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and police</p>	Formative			Summative
	Nov	Jan	Mar	June
				

**Goal 2:** Prioritize effective and rigorous instruction, implementing creative teaching strategies, and providing targeted supports to ensure that all students are moving towards success.

**Performance Objective 1:** IPHS will meet the 30-60-90 goal in all areas of the STAAR EOC's. 30% - Masters, 60% - Meets, and 90% - Approaches

**HB3 Goal**

**Evaluation Data Sources:** STAAR results, NWEA MAP growth, Formative Assessments, Lead4ward Growth Templates





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student growth using previous years STAAR results, along with formative assessments, MAP growth, and growth templates from Lead4ward.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will stay the same or improve on the assessments - no student will go backwards.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement accelerated focus on closing the gaps for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievements; have a higher percentage of students accomplishing Meets or Masters.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Prioritize effective and rigorous instruction, implementing creative teaching strategies, and providing targeted supports to ensure that all students are moving towards success.

**Performance Objective 2:** As a part of the state accountability system, IPHS will continue to achieve an A rating in CCMR to demonstrate their commitment to the success in academics and preparing students for postsecondary education (college) and career success.

**HB3 Goal**





**Evaluation Data Sources:** CCMR accomplishments will be assessed by the list of graduating seniors who have succeeded in the areas of college, career, and military readiness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will participate in TSI testing starting their sophomore year. This process will be to increase dual credit enrollment and completion, ensuring students are prepared for advanced course work and college readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TSI participation rates and dual credit enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the number of students participating in industry-based certifications each year; expand the programs of study on which IBC's can be obtained. Provide preparatory workshops or resources to improve pass rates of IBC's. Partner with industries to ensure certifications align with job market needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in IBC attempts and pass rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst. Principal/Academics</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Iowa Park High School will recruit and retain highly qualified teachers at all levels and provide quality professional development for all instructional staff.

**Performance Objective 1:** Human Resources

**Evaluation Data Sources:** Superintendent, HR, and campus principal





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Follow IPCISD Teacher Incentive Allotment (TIA) plan requirements and work to assist teachers in reaching and receiving TIA designation.</p> <p><b>Strategy's Expected Result/Impact:</b> TIA designation for staff, increased compensation, and provide additional instructional support to students of designated teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Parents and members of the community will be partners in improving the school and student achievement. IPHS recognizes that collaboration with parents and the community (stakeholders) is imperative for fostering student success.

**Performance Objective 1:** IPHS will expand postsecondary planning initiatives to provide better resources and support for students and parents in navigating their educational and career options.

**HB3 Goal**





**Evaluation Data Sources:** Parent meetings and individual post-secondary planning meetings.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IPHS will offer and provide individual and group postsecondary planning meetings for high school students and their parents; the meetings will focus on college admissions, career pathways, workforce readiness, scholarship opportunities, and financial aid resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase college and career readiness, FAFSA completion, and inform students and parents of specific fields of study and what colleges and/or technical schools lead to that career path.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Parents and members of the community will be partners in improving the school and student achievement. IPHS recognizes that collaboration with parents and the community (stakeholders) is imperative for fostering student success.

**Performance Objective 2:** IPHS will cultivate strong, positive relationships with students, parents, and the community, understanding the importance of these connections in promoting student engagement, academic success, and a supportive learning environment.

**Evaluation Data Sources:** Data and engagement





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IPHS will implement periodic surveys aimed to gather feedback from students, parents, and the community. The purpose of the surveys is to help identify areas of improvement, and ensure that the academics and programs are meeting the needs of the students and promoting their success.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify and address areas for improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> IPHS will keep students and parents informed through the means of Skylert and the community through the means of the district/campus website and social media when necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> To keep students, parents, and the community up-to-date of accurate information.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Iowa Park High School will provide ongoing opportunities for students to receive credit for College, Career, and Military Readiness standards.

**Performance Objective 1:** Students will be coded correctly in PEIMS for categories previously missed as well as continue all others as applicable.

**High Priority**

**Evaluation Data Sources:** PEIMS data for U.S. Armed Forces, Industry Based Certifications, and all others.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PEIMS coding and CCMR data will be monitored through reports and the CCMR spreadsheet. <b>Staff Responsible for Monitoring:</b> Principal Counselor Academic Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Iowa Park High School will provide ongoing opportunities for students to receive credit for College, Career, and Military Readiness standards.

**Performance Objective 2:** New programs will be developed which will count toward more CTE and CCMR credits.

**High Priority**

**Evaluation Data Sources:** New programs explored, put into course catalogs, and implemented.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Plan for new programs will be conducted and presented to the board. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Course catalogs will reflect the new changes in CTE requirements. New programs such as changes in Physics to Principals of Technology, AQR to Financial Literacy, and English IV will change to Business English.  <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CTE plan presented and approved by the board. Changes to some current courses to include more CTE opportunities. <b>Strategy's Expected Result/Impact:</b> Board approval, programmatic changes made. <b>Staff Responsible for Monitoring:</b> Principal Academic Coordinator Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Iowa Park High School

Total SCE Funds: \$27,550.00

Total FTEs Funded by SCE: 0.36

### Brief Description of SCE Services and/or Programs

General Supplies Summer School Odysseyware Science EOC English EOC Math

## Personnel for Iowa Park High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cindy Skjelstad	Teacher	0.04
Dana Hawkins	Teacher	0.04
Jacalyn Cook	Teacher	0.04
Jared	Willden	0.12
Linda Draper	Teacher	0.04
Lyndsi Moore	Teacher	0.04
Trent Yurcho	Teacher	0.04

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Child Abuse and Neglect	Principals/Assistant Principals/Counselors		Jodi Schlaud	10/16/2024
Coordinated Health Program	Lead Nurse		Jodi Schlaud	10/16/2024
Decision-Making and Planning Policy Evaluation	Superintendent		Jodi Schlaud	10/16/2024
Disciplinary Alternative Education Program (DAEP)	Curriculum Director		Jodi Schlaud	10/16/2024
Dropout Prevention	Principals/Assistant Principals/Counselors		Jodi Schlaud	10/16/2024
Dyslexia Treatment Program	Dyslexia Lead Teacher		Jodi Schlaud	10/16/2024
Title I, Part C Migrant	Student Services Coordinator		Jodi Schlaud	10/16/2024
Pregnancy Related Services	Student Services Coordinator		Jodi Schlaud	10/16/2024
Post-Secondary Preparedness	Curriculum Director/High School Principal/High School Counselor		Jodi Schlaud	10/16/2024
Recruiting Teachers and Paraprofessionals	Principals		Jodi Schlaud	10/16/2024
Student Welfare: Crisis Intervention Programs and Training	Counselors		Jodi Schlaud	10/16/2024
Student Welfare: Discipline/Conflict/Violence Management	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Texas Behavior Support Initiative (TBSI)	Principals/Assistant Principals		Jodi Schlaud	10/16/2024
Technology Integration	Curriculum Director		Jodi Schlaud	10/16/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Superintendent/School Board		Jodi Schlaud	10/16/2024

4. Consider Possible Board Approval of Policy Update 126.

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## **(LOCAL) Policy Comparisons**

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

In this packet, you will find:

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

Annotations are shown as follows:

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

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

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

### **Contact us:**

School Districts and Education Service Centers, call 800-580-7529 or email [policy.service@tasb.org](mailto:policy.service@tasb.org).

Community Colleges, call 800-580-1488 or email [colleges@tasb.org](mailto:colleges@tasb.org).

**Meeting Place and Time**

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

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

**Regular Meetings**

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

**Special or Emergency Meetings**

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

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

**Agenda**

Deadline

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

Preparation

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

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

**Notice to Members**

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

**Closed Meeting**

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

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

**Order of Business**

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

**Rules of Order**

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

~~Voting~~ Record Vote

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

Consent Agenda

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

**Minutes**

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

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

**Discussions and Limitation**

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

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

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

**Limit on  
Participation**

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

**Public Comment**

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

Regular Meetings

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

Special Meetings

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

Procedures

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

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

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

Meeting  
Management

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

Board's Response

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

**Complaints and  
Concerns**

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

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

**Disruption**

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

**Employment Assistance Prohibited**

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

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

[See also DC for prohibitions relating to employees.]

**Prohibited Classroom Instruction or Activities**

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

**Prohibition on Diversity, Equity, and Inclusion**

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

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

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

[See BT(LEGAL)]

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

CJA  
(LOCAL)

**Emergencies**

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

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

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

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

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

**Training** The Board delegates to the Superintendent the authority to:

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

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

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

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

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

**Training**

The Board delegates to the Superintendent the authority to:

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

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

**Use in District**

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

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

**Building Access  
Control**

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

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

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

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

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

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

**Designation and Use  
of Private Spaces**

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

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

**Compliance with Law**

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

**Construction Contracts**

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

For construction contracts valued at or above ~~\$25,000~~ **\$25,000**, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

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

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**Change Orders**

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

**Project Administration**

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

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

**Final Payment**

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

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LOCAL)

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

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

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

**Specific Disclosures**

Substantial Interest

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

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

Interest in Property

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

Annual Financial  
Management  
Report

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

[See BBFA]

**Gifts**

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

**Endorsements**

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

**Sales**

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

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LOCAL)

**Nonschool  
Employment**

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

Private Tutoring

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

**Personal Services  
Performed by an  
Administrator**

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

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

**Leave  
Administration**

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

**Definitions**

The term “immediate family” is defined as:

Immediate Family

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

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

Family Emergency

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

Leave Day

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

School Year

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

Daily Rate of Pay

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

Catastrophic Illness  
or Injury

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

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

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

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**Availability**

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

**State Leave Proration**

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

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

**Medical Certification**

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

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

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

**State Personal Leave**

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

**Nondiscretionary Use**

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

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

**Discretionary Use**

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

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

*Request for  
Leave*

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

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

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

**Local Leave**

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

Local leave shall accumulate to a maximum of 100 leave days.

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

**Local Supplemental  
Sick Leave**

Each full-time professional and paraprofessional employee shall earn ten leave days of local supplemental sick leave per school year in accordance with administrative regulations.

Each professional and paraprofessional personnel employed less than full-time but at least 50 percent of the workday shall earn five leave days of local supplemental sick leave per school year in accordance with administrative regulations.

Local supplemental sick leave shall accumulate to a maximum of 30 leave days.

The District shall deduct the average daily rate of pay of a substitute for the employee's position for each day of extended sick leave taken, whether or not a substitute is employed.

Local supplemental sick leave shall be used for personal illness or illness or death in the immediate family and shall be used only after all accumulated state sick and personal leave and local leave have been used.

Local supplemental sick leave shall not be transferable to other districts, and any accumulated balance shall be reduced to zero upon termination of employment with the District.

**Sick Leave Pool**

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

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

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

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

**Appeal**

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

**Mental Health Leave**

A District peace officer who experiences a traumatic event in the scope of employment shall be granted a maximum of ten days of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

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

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

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

4. Other procedures deemed necessary for administering this provision.

**Quarantine Leave**

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

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

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

**Line of Duty Illness or Injury Leave of Absence**

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

**Family and Medical Leave**

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

**Concurrent Use of Paid Leave**

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

**Note:— See DECA(LEGAL) for provisions addressing**

**Twelve-Month FMLA Exception Period**

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

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.

**Combined Leave for Spouses**

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

**Intermittent or Reduced Schedule Leave**

The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

Certification of Leave	When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.
Fitness-for-Duty Certification	In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.
Leave at the End of Semester	When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.
<b>Temporary Disability Leave</b>	<p>Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]</p> <p>An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.</p> <p>The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.</p>
<b>Workers' Compensation</b>	<hr/> <p><b>Note:</b> Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.</p> <hr/> <p>An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.</p>
No Paid Leave Offset	The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]
<b>Court Appearances</b>	Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

**Reasons**

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

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

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

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

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

Recommendations  
from Administration

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

Superintendent's  
Recommendation

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

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

Notice of Proposed  
Nonrenewal

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

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

**Request for Hearing**

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

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

**Hearing Procedures**

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

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

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.
4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.

6. Closing arguments may be made by each party.

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

**Board Decision**

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

**No Hearing**

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

## Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

### Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process [has been followed](#):

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with ~~the DIA series~~.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with ~~the DIA series~~.
3. Complaints concerning retaliation ~~relating~~[related](#) to discrimination and harassment shall be submitted in accordance with ~~the DIA series~~.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

## Notice to Employees

The District shall inform employees of this policy through appropriate District publications [and on the District's website](#).

## ~~Guiding Principles~~ Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate [campus or District administrator](#) who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

PERSONNEL-MANAGEMENT RELATIONS  
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA  
(LOCAL)

Direct  
Communication with  
Board Members  
~~Employees shall not  
be prohibited from  
communicating with  
a member of the  
Board regarding  
District operations  
Formal Process  
communication  
between an  
employee and a  
Board member  
would be  
inappropriate  
because of a  
pending hearing or  
appeal related to the  
employee~~  
Filing  
Deadlines

If an employee has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the employee must file a complaint within 15 business days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

An employee may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the employee shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue  
Informal Process

Even after initiating the formal complaint process, the employee is encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint	A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	Whistleblower complaints shall be filed within the time specified by law and may be made <del>to the Superintendent or designee</del> beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent <del>or designee</del> . <del>Complaint forms</del> . <del>Complaints</del> alleging a violation of law by the Superintendent may be submitted directly to the Board or <del>Board's</del> designee.
Direct Communication with Board Members	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, <del>including email and fax</del> , or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three <del>business</del> days after the deadline.
Scheduling Conferences Hearings	The District shall make reasonable attempts to schedule <del>conferences</del> <del>hearings</del> at a mutually agreeable time. If the employee fails to appear at a scheduled <del>conference</del> <del>hearing</del> , the District may hold the <del>conference</del> <del>hearing</del> and issue a decision in the employee's absence.
Response At Levels One and Two, "response" Decision	A "decision" shall mean a written communication to the employee from the appropriate administrator. <del>Responses</del> that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be

provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed ~~responses~~ decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

**Days**

~~"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."~~

**Representative**  
**Representative**

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent ~~him or her~~ the employee in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three ~~business~~ days' notice to the District before a scheduled ~~conference or~~ hearing, the District may reschedule the ~~conference or~~ hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

**Consolidating**  
**Complaints**

~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file~~ To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from ~~any~~ an event or series of ~~events that have been or could have been addressed in a previous complaint.~~

~~When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.~~

**Untimely Filings**

~~All time limits shall be strictly followed unless modified by mutual written consent.~~

~~If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the~~

~~dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness~~related events shall be consolidated.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted ~~in writing~~ on a form provided by the District.

Copies of any documents that support the complaint should be ~~attached to~~included with the complaint form. If the employee does not have copies of these documents, ~~they~~copies may be presented at the Level One ~~conference~~hearing. After the Level One ~~conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference~~hearing, the employee may supplement the record with additional documents or include additional claims.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the employee who filed the complaint, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect ~~may~~shall be ~~dismissed but may be refiled with all the required information if the refile is within the designated time for filing~~re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

**Assignment of Hearing Officer**

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

**Investigation**

The District may conduct an investigation at any level in the complaint process. If the District and the employee mutually agree, all deadlines shall be suspended during an investigation.

**Audio Recording**

As provided by law, an employee shall be permitted to make an audio recording of a ~~conference or~~hearing under this policy at which the substance of the employee's complaint is discussed. The

employee shall notify all attendees present that an audio recording is taking place.

### Complaint Levels

#### Level One

~~Complaint forms must be filed:~~

~~8. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~

~~9. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~At Level One, the appropriate hearing officer shall hold a hearing with the employee within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a ~~response~~decision has expired, the employee may request a ~~conference with the Superintendent or designee~~hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~20 calendar days of the date of the ~~written~~ Level One ~~response~~decision or, if no ~~response was received,~~ within ~~ten~~decision has been communicated to the employee, within 20 calendar days of the Level One ~~response~~decision deadline.

After receiving notice of the appeal, the Level One ~~administrator-~~hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator.~~ ~~The employee may re-~~quest ~~hearing officer and provide~~ a copy of the Level One record to the employee.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~Any other documents submitted by the employee at Level One.
3. ~~The~~if the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administra-~~tor ~~hearing officer~~ in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference~~ ~~within ten~~hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One.~~ At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. ~~The Superintendent or designee may set reasonable time limits for the conference~~hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~hearing officer shall provide the employee a ~~written response~~decision within ~~ten~~20 calendar days following the ~~conference.~~ ~~The written response shall set forth the basis of the decision~~hearing. In reaching a decision, the ~~Superintendent or designee~~hearing officer may consider the Level One record, any additional information provided ~~at~~prior to the Level Two ~~conference~~hearing, and any other relevant documents or informa-

- tion the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.
- Recordings of the Level One and Level Two ~~conferences~~ hearings, if any, shall be maintained with the Level One and Level Two records.
- Level Three
- If the employee did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, the employee may appeal the decision to the Board.
- The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the employee, within 20 calendar days of the Level Two ~~response~~ decision deadline.
- ~~The Superintendent or designee shall inform the employee of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.
- After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.
- The Superintendent shall inform the employee whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.
- ~~The Superintendent or designee~~ At least five business days before the Board or Board committee meeting, the Superintendent shall provide the employee a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.
- The Superintendent shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.
- The Level Two record shall include:
1. The Level One record.
  2. The notice of appeal from Level One to Level Two.
  3. ~~The written response~~ Any other documents submitted by the employee at Level Two.
  - 3.4. The decision issued at Level Two and any attachments.

4.5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

The employee may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~ meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from ~~the Board~~ members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It ~~may give notice of its~~ shall make a decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. ~~If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The employee shall be provided a decision in accordance with this policy and state law.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of Standards of Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, [DCE](#), and DF series]

**Weapons Prohibited**

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a ~~Texas~~ handgun license [in accordance with state law](#) stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

**Prohibited Classroom Instruction or Activities**

An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

**Prohibited Diversity, Equity, and Inclusion Duties**

An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

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

[See BT(LEGAL)]

**Social Transitioning**

An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

**Safety Requirements**

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

**Harassment or Abuse**

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

**Relationships with Students**

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. ~~[See FFH]~~

As required by law, the District shall notify the parent of a student with whom ~~an educator~~ a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct. ~~[See FFF]~~

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

**Tobacco and  
Nicotine Products  
and E-Cigarettes**

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /  
Notice of Drug-Free  
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments, Convictions, and Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
  - Dishonesty; fraud; deceit; theft; misrepresentation;
  - Deliberate violence;
  - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
  - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
  - Felony driving while intoxicated (DWI); or
  - Acts constituting abuse or neglect under the Texas Family Code.

**Dress and Grooming** An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

**Instructional Plan  
and Course Syllabus**

Prior to the beginning of each semester, each teacher shall provide a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction.

The teacher shall provide this information to the District administration and the parent of each student enrolled in the teacher's class. Additional copies of the instructional plan or course syllabus shall be made available to a parent of a student enrolled upon that parent's request.

District Website

The Superintendent shall develop administrative procedures for the posting of the instructional plans and course syllabi for each class offered in the District on the District's website.

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**Note:** For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

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The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

**Objectives**

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

**Selection**

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

**Parent Request for Instructional Material Review**

The Superintendent shall develop administrative regulations to ensure compliance with state law and rules that a parent or guardian of a District student may request an instructional materials review for a subject area in the grade level in which their student is enrolled on the basis of the following:

1. The material is not aligned with District-adopted materials; or
2. The material does not have the appropriate rigor for the grade level for the subject area in which the instructional material is used.

The regulations shall also address procedures for submitting a parent petition to review instructional materials, the appeal process if a petition for review is denied, criteria for reviewing any appeal, and timelines for each step in the process.

**Reconsideration of Instructional Materials**

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.

3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

*Informal  
Reconsideration*

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

*Formal Request for  
Reconsideration*

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of  
Review*

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

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

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

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

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

### Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a **self-contained** special education classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the **tenth 10th** business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

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

Response

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

### Notice

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

### Installation and Operation

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

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

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

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

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

**Retention of Recordings**

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

**Confidentiality of Recordings**

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

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

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

For purposes of this policy, the term “human resource staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District’s human resources office. If an individual listed in items ~~2-42-4~~, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

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

#### Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within ~~48~~24 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ~~ten District business days~~10 District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

#### Complaints

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

**Relation to Essential Knowledge and Skills**

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

**Guidelines for Grading**

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

**Progress Reporting**

The District shall issue grade reports/report cards every ~~six~~six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

Conferences

~~In addition to conferences scheduled on the campus calendar,~~Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher. Additional conferences may be requested by a teacher or parent as needed.

**Academic Dishonesty**

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher [see CQD], and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation,

~~or~~ information from students, or the use of an artificial intelligence  
detection tool selected by the District.

PARENT RIGHTS AND RESPONSIBILITIES

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(LOCAL)

**Parent Portal**

The District shall establish a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board.

The Superintendent shall develop administrative regulations related to the portal, including placement on the District or campus websites and how campus or District administrators are to address comments received from parents through the portal.

**Release from School**

A student shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school. The teacher shall determine that such permission has been granted before allowing the student to leave.

Exception for  
Released Time  
Course

For purposes of this policy, a “released time course” shall have the same definition as provided in law.

A student shall be permitted to attend a released time course in accordance with the following requirements:

1. The parent or guardian has provided written consent for the student to attend the released time course;
2. The private entity offering the released time course maintains attendance records and will make those records available to the District;
3. The private entity, parent or guardian, or student assumes responsibility for transportation, including transportation for a student with a disability, to and from the location at which the released course is offered;
4. The private entity assumes liability for the student enrolled in the released time course while the student is under the private entity’s care; and
5. The student is responsible for any school work and assignments issued during the student’s absence from the District.

The District shall be prohibited from using District funds, excluding de minimis costs, to facilitate the student attending a released time course.

A private entity shall be prohibited from offering the released time course on District property unless the use is in accordance with policy GKD.

The District shall not interfere with a parent’s or guardian’s ability to request or access a released time course for the student.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

**Medication Provided by Parent**

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, ~~upon a parent's written request, when properly labeled and in the original container~~ in accordance with legal requirements.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

**Medication Provided by District**

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

**Athletic Program**

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:

1. The District has prior written consent for medication to be administered [see Medical Treatment, below]; and
2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

**Opioid Antagonist**

This provision shall be applicable to every campus.

**On Campus**

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

*Maintenance,  
Availability,  
Training, and  
Reporting*

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

**Psychotropics**

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

**Medical Treatment**

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

**Threat Assessment  
and Safe and  
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee  
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to  
Teaching Staff of  
Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or  
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment  
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures,

the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

STUDENT WELFARE  
CRISIS INTERVENTION

FFB  
(LOCAL)

Guidance to School  
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

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

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The District shall notify a parent of a student with whom ~~an educa-~~  
~~tor~~ a District employee or a person acting as a service provider for  
the District is alleged to have engaged in misconduct, informing the  
parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the ~~educator~~ individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification (~~SBEC~~) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an ~~educa-~~  
~~tor's~~ individual's alleged abuse or commission of an otherwise un-  
lawful act with ~~the~~ student or involvement in a romantic relation-  
ship, or soliciting or engaging in sexual contact with ~~the~~ student.

#### Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investiga-  
tions, the District shall notify a parent not later than one business  
day after the date an employee first suspects that a criminal of-  
fense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse  
and FFH for parental notification requirements regarding prohibited  
conduct as defined by that policy.]

**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 4824 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of ~~educator~~ misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

**Restrictions on Reporting**

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

**Making a Report**

Reports may be made to any of the following:

1. A ~~state or local~~ law enforcement agency, [as defined in law](#);
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the [Texas Abuse Hotline website](#)<sup>1</sup>;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

**Confidentiality**

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

**Immunity**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report  
Suspected Child  
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities  
Regarding  
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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<sup>1</sup> Texas Abuse Hotline website: <http://www.txabusehotline.org>

## Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

### Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process **has been followed**:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with ~~the FFH-series~~.
2. Complaints concerning dating violence shall be submitted in accordance with ~~the FFH-series~~.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with ~~the FFH-series~~.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

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11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Notice to Students and Parents**

The District shall inform students and parents of this policy through appropriate District publications [and on the District's website](#).

**Guiding Principles**  
**Informal Process**

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other [appropriate campus or District](#) administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

**Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except Filing Deadlines**

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

After Informal Process

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or
- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable

diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

**Deadline Extensions**

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

**Formal Process**

A student or parent may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.~~

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

**Option to Continue Informal Process**

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint	A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, <del>including email and fax,</del> or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.
Scheduling <del>Conferences</del> Hearings	The District shall make reasonable attempts to schedule <del>conferences</del> hearings at a mutually agreeable time. If a <del>student or parent complainant</del> fails to appear at a scheduled <del>conference</del> hearing, the District may hold the <del>conference</del> hearing and issue a decision in the <del>student's or parent's</del> complainant's absence.
Response <del>At Levels One and Two,</del> "response"Decision	<p>A "decision" shall mean a written communication to the <del>student or parent</del>complainant from the appropriate administrator. <del>Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses</del> that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.</p> <p>The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.</p> <p>A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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Days	<p><del>“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”</del></p>
Representative	<p>“Representative” shall mean any person who or organization that is designated by the <del>student or parent</del>complainant to represent the <del>student or parent</del>complainant in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The <del>student or parent</del>complainant may designate a representative through written notice to the District at any level of this process. <del>If the student or parent</del>The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days’ notice to the District before a scheduled <del>conference or</del>hearing, the District may reschedule the <del>conference or</del>hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p><del>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file</del>To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from <del>any</del>an event or series of <del>events that have been or could have been addressed in a previous complaint.</del></p>
Untimely Filings	<p><del>All time limits shall be strictly followed unless modified by mutual written consent.</del></p> <p><del>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness</del>related events shall be consolidated.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted <del>in writing</del>on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be <del>attached to</del>included with the complaint form. If the <del>student or parent</del>complainant does not have copies of these documents, copies may be presented at the Level One <del>conference</del>hearing. After the Level One <del>conference</del>, <del>no new documents may be submitted by the student or parent unless the student or parent did not know the docu-</del></p>

	<p><del>ments existed before the Level One conference</del>hearing, the complainant may supplement the record with additional documents or include additional claims.</p>
Record	<p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p>
Remand	<p>A complaint or appeal form that is incomplete in any material aspect <del>may</del>shall be <del>dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.</del>re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p>
Assignment of Hearing Officer	<p>When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.</p>
Level One	<p><del>Complaint forms must be filed:</del></p> <ol style="list-style-type: none"><li><del>1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and</del></li><li><del>2. With the lowest level administrator who has the authority to remedy the alleged problem.</del></li></ol> <p><del>In most circumstances, students and parents shall file Level One complaints with the campus principal.</del></p> <p><del>If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.</del></p> <p><del>If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.</del></p> <p><del>The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days</del></p>

~~Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~  
**Complaint Levels**  
**Level One**  
**Level Two**  
**Investigation**

~~after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~student or parent~~ complainant did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired, the ~~student or parent~~ complainant may request a ~~conference with the Superintendent or designee~~ hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The student or parent may request~~ hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~student or parent~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administra-~~ tor hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference~~ hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the ~~student or parent a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference~~ hearing. The ~~written response shall set forth the basis of the decision~~ hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided at prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

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

### Level Three

If the ~~student or parent~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, the ~~student or parent~~ complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date,

time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent~~At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~Any other documents submitted by the complainant at Level Two.
- 3.4. The decision issued at Level Two and any attachments.
- 4.5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

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

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the ~~student or parent~~complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may re-~~

~~quest that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~ meeting required by law, the Board ~~or Board committee~~ shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the ~~student complainant~~ or ~~parent or the student's~~ the complainant's representative, any presentation from the administration, and questions from ~~the Board~~ members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board ~~or Board committee~~ shall then consider the complaint. It ~~may give notice of its~~ shall make a decision ~~orally or in writing at any time up to and including the next regularly scheduled Board meeting.~~ If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at ~~Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

**Student Code of Conduct**

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

**Extracurricular Standards of Behavior**

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

**“Parent” Defined**

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

**General Discipline Guidelines**

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
  - a. The seriousness of the offense;
  - b. The student’s age;
  - c. The frequency of misconduct;
  - d. The student’s attitude;
  - e. The potential effect of the misconduct on the school environment;
  - f. Requirements of Chapter 37 of the Education Code; and
  - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

**Corporal Punishment**

Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.

Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.

Guidelines

Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.

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2. Corporal punishment shall be administered only by the principal or designee.
3. Corporal punishment shall be administered only by an employee who is the same sex as the student.
4. The instrument to be used in administering corporal punishment shall be approved by the principal.
5. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

Disciplinary  
Records

The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.

**Physical Restraint**

**Note:** A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

**Video and Audio  
Monitoring**

Video and audio recording equipment ~~shall~~may be used for safety purposes to monitor student behavior on District property.

~~The~~When video and audio recording equipment is in use, the District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in

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

Access to  
Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

## Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

### Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be ~~filed-~~ **submitted** in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be ~~filed~~ **submitted** in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

## ~~Guiding Principles~~ Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

## Filing Deadlines

If a member of the public has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the individual must file a complaint within 15 business days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

## Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

## Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any~~

~~level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the individual shall file a Level One complaint with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

**Freedom from Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

**General Provisions**

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, ~~including email and fax,~~ or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic

communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three **business** days after the deadline.

Scheduling  
~~Conferences~~Hearin  
gs

The District shall make reasonable attempts to schedule ~~confer-  
ences~~hearings at a mutually agreeable time. If the ~~individual~~com-  
plainant fails to appear at a scheduled ~~conference~~hearing, the Dis-  
trict may hold the ~~conference~~hearing and issue a decision in the  
~~individual's~~complainant's absence.

Response  
At Levels One and  
Two,  
"response"Decision

A "decision" shall mean a written communication to the ~~individual-  
complainant~~ from the appropriate administrator. ~~Responses may  
be hand-delivered, sent by electronic communication to the individ-  
ual's email address of record, or sent by U.S. Mail to the individ-  
ual's mailing address of record. Mailed responses that provides an~~  
explanation of the basis of the decision, an indication of each docu-  
ment that supports the decision, and any relief or redress to be  
provided. A decision shall be issued on the merits of the concern  
raised in the complaint notwithstanding any procedural errors or  
the type of relief or redress requested.

The decision shall also include information regarding the filing of  
an appeal in accordance with this policy. After a hearing at Level  
Three, the decision shall include information on submitting an ap-  
peal to the commissioner.

A decision may be hand-delivered, sent by electronic communica-  
tion to the complainant's email address of record, or sent by U.S.  
Mail to the complainant's mailing address of record. Mailed deci-  
sions shall be timely if they are postmarked by U.S. Mail on or be-  
fore the deadline.

Days

~~"Days" shall mean District business days, unless otherwise noted.  
In calculating timelines under this policy, the day a document is  
filed is "day zero." The following business day is "day one."~~

Representative

"Representative" shall mean any person who or organization that is  
designated by ~~an individual~~a complainant to represent the ~~individu-  
al~~complainant in the complaint process.

The ~~individual~~complainant may designate a representative through  
written notice to the District at any level of this process. ~~If the indi-  
vidual~~The representative may participate in person or by telephone  
conference call. If the complainant designates a representative  
with fewer than three **business** days' notice to the District before a  
scheduled ~~conference or~~hearing, the District may reschedule the  
~~conference or~~hearing to a later date, if desired, in order to include  
the District's counsel. The District may be represented by counsel  
at any level of the process.

Consolidating Complaints	<p><del>Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file</del>To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from <del>any</del>an event or series of <del>events that have been or could have been addressed in a previous complaint.</del></p>
Untimely Filings	<p><del>All time limits shall be strictly followed unless modified by mutual written consent.</del></p> <p><del>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness</del>related events shall be consolidated.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted <del>in writing</del> on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be <del>attached to</del>included with the complaint form. If the <del>individual</del>complainant does not have copies of these documents, <del>they</del>copies may be presented at the Level One <del>conference</del>hearing. After the Level One <del>conference</del>, <del>no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference</del>hearing, the complainant may supplement the record with additional documents or include additional claims.</p>
Record	<p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p>
Remand	<p>A complaint or appeal form that is incomplete in any material aspect <del>may</del>shall be <del>dismissed but may be refiled with all the required information if the refile is within the designated time for filing</del>re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p>

### Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

### Level One

Complaint forms must be filed:

- ~~3. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~
- ~~4. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may collect information provided at the Level One conference and any other relevant documents or information the administrator~~  
**Complaint Levels**  
**Investigation**

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~individual~~complainant did not receive the relief requested at Level One or if the time for a ~~response~~decision has expired, ~~he or she~~the complainant may request a ~~conference with the Superintendent or designee~~hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~20 calendar days of the date of the ~~written~~ Level One ~~response~~decision or, if no ~~response was received,~~ within ~~ten~~decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The individual may request~~hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~Any other documents submitted by the ~~individual~~complainant at Level One.
3. ~~The~~If the complaint is against a District employee, the written response of the District employee, if any.
- 3.4. The decision issued at Level One and any attachments.
- 4.5. All other documents relied upon by the Level One ~~administrator~~hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference within ten~~hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be lim-~~

~~ited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.~~ hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the ~~individual a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference.~~ The written response shall set forth the basis of the ~~decision.~~ hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided ~~at~~ prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

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

### Level Three

If the ~~individual~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ within ~~ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the individual of the date, time, and place of the Board.~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual~~ At least five business days before the Board or Board committee meeting, the Superintendent

shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~ Any other documents submitted by the complainant at Level Two.
- ~~3-4.~~ 4. The decision issued at Level Two and any attachments.
- ~~4-5.~~ 5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

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

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the Board meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual complainant or his or her the complainant's representative, any presentation from the administration, and questions from the Board members with re-

sponses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It ~~may give notice of its~~ shall make a decision ~~orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

**Access to District Property**

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

**Ejection or Exclusion under Education Code 37.105**

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

**Off-Campus Activities**

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

**Prohibitions**

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products, e-cigarettes, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

*Exceptions*

No violation of this policy occurs when:

1. ~~A Texas~~ An individual who holds a handgun license holder in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### Iowa Park CISD

#### **ATTN(NOTE)**

#### **GENERAL INFORMATION ABOUT THIS UPDATE**

##### **Please note:**

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

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

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

#### **AE(LEGAL)**

#### **EDUCATIONAL PHILOSOPHY**

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

#### **AF(LEGAL)**

#### **INNOVATION DISTRICTS**

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

#### **AG(LEGAL)**

#### **HOME-RULE DISTRICTS**

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

#### **AIA(LEGAL)**

#### **ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS**

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

#### **AIB(LEGAL)**

#### **ACCOUNTABILITY: PERFORMANCE REPORTING**

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

#### **AIC(LEGAL)**

#### **ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS**

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

#### **AIE(LEGAL)**

#### **ACCOUNTABILITY: INVESTIGATIONS**

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

#### **B(LEGAL)**

#### **LOCAL GOVERNANCE**

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

#### **BBA(LEGAL)**

#### **BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS**

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

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### Iowa Park CISD

#### **BBB(LEGAL) BOARD MEMBERS: ELECTIONS**

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

#### **BBBA(LEGAL) ELECTIONS: CONDUCTING ELECTIONS**

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

#### **BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION**

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

#### **BBE(LEGAL) BOARD MEMBERS: AUTHORITY**

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

#### **BE(LEGAL) BOARD MEETINGS**

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

#### **BE(LOCAL) BOARD MEETINGS**

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

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

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

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

#### **BEC(LEGAL) BOARD MEETINGS: CLOSED MEETINGS**

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

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### Iowa Park CISD

#### **BED(LEGAL) BOARD MEETINGS: PUBLIC PARTICIPATION**

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

#### **BED(LOCAL) BOARD MEETINGS: PUBLIC PARTICIPATION**

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

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

#### **BF(LEGAL) BOARD POLICIES**

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

#### **BJA(LEGAL) SUPERINTENDENT: QUALIFICATIONS AND DUTIES**

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

#### **BJB(LEGAL) SUPERINTENDENT: RECRUITMENT AND APPOINTMENT**

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

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

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

#### **C(LEGAL) BUSINESS AND SUPPORT SERVICES**

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

#### **CBA(LEGAL) STATE AND FEDERAL REVENUE SOURCES: STATE**

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

#### **CCA(LEGAL) LOCAL REVENUE SOURCES: BOND ISSUES**

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

#### **CCG(LEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES**

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

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### Iowa Park CISD

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

#### **CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS**

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

#### **CCGB(LLEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT**

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

#### **CE(LLEGAL) ANNUAL OPERATING BUDGET**

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

#### **CFEA(LLEGAL) PAYROLL PROCEDURES: SALARY DEDUCTIONS AND REDUCTIONS**

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

#### **CH(LLEGAL) PURCHASING AND ACQUISITION**

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

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

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

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

#### **CHF(LLEGAL) PURCHASING AND ACQUISITION: PAYMENT PROCEDURES**

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

#### **CJ(LLEGAL) CONTRACTED SERVICES**

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

# Explanatory Notes

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### Iowa Park CISD

#### **CJ(LOCAL) CONTRACTED SERVICES**

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

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

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

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

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

#### **CK(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT**

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

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

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

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

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

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

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

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## TASB Localized Policy Manual Update 126

### Iowa Park CISD

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

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

#### **CKEA(LLEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS**

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

#### **CKEB(LLEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS**

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

#### **CL(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT**

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

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

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

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

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

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

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

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

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

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### Iowa Park CISD

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

#### **CNA(LEGAL)                      TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION**

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

#### **CNC(LEGAL)                      TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY**

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

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

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

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

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

#### **CQB(LEGAL)                      TECHNOLOGY RESOURCES: CYBERSECURITY**

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

#### **CQB(LOCAL)                      TECHNOLOGY RESOURCES: CYBERSECURITY**

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

#### **CQD(LEGAL)                      TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE**

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

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### Iowa Park CISD

#### QCD(LOCAL)

#### TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

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

#### CRD(LEGAL)

#### INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

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

#### CS(LEGAL)

#### FACILITY STANDARDS

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

#### CSA(LEGAL)

#### FACILITY STANDARDS: SAFETY AND SECURITY

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

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

#### CSA(LOCAL)

#### FACILITY STANDARDS: SAFETY AND SECURITY

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

#### CV(LEGAL)

#### FACILITIES CONSTRUCTION

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

#### CV(LOCAL)

#### FACILITIES CONSTRUCTION

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

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

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

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

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

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

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

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

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

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

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

#### **DC(LLEGAL)                      EMPLOYMENT PRACTICES**

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

#### **DEA(LLEGAL)                      COMPENSATION AND BENEFITS: COMPENSATION PLAN**

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

#### **DEAA(LLEGAL)                      COMPENSATION PLAN: INCENTIVES AND STIPENDS**

Extensive revisions throughout this policy reflect changes from HB 2.

#### **DEC(LLEGAL)                      COMPENSATION AND BENEFITS: LEAVES AND ABSENCES**

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

#### **DEC(LOCAL)                      COMPENSATION AND BENEFITS: LEAVES AND ABSENCES**

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

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

#### **DF(LLEGAL)                      TERMINATION OF EMPLOYMENT**

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

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

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

#### **DFBB(LOCAL)                      TERM CONTRACTS: NONRENEWAL**

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

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

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

#### **DFE(LLEGAL)                      TERMINATION OF EMPLOYMENT: RESIGNATION**

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

#### **DG(LLEGAL)                      EMPLOYEE RIGHTS AND PRIVILEGES**

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

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

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

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

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#### DGBA(LEGAL)

#### PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

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

#### DGBA(LOCAL)

#### PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

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

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

#### DGC(LEGAL)

#### EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY

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

#### DH(LEGAL)

#### EMPLOYEE STANDARDS OF CONDUCT

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

#### DH(LOCAL)

#### EMPLOYEE STANDARDS OF CONDUCT

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

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

#### DHB(LEGAL)

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

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

#### DHC(LEGAL)

#### EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Substantial revisions throughout reflect changes from SB 571.

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#### **DMA(LLEGAL)                      PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT**

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

#### **DP(LLEGAL)                      PERSONNEL POSITIONS**

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

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

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

#### **EEP(LLEGAL)                      INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS**

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

#### **EEP(LOCAL)                      INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS**

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

#### **EFA(LLEGAL)                      INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS**

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

#### **EFA(LOCAL)                      INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS**

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

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

#### **EFB(LLEGAL)                      INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS**

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

#### **EHA(LLEGAL)                      CURRICULUM DESIGN: BASIC INSTRUCTIONAL PROGRAM**

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

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

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

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

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

**EHB(LEGAL)                      CURRICULUM DESIGN: SPECIAL PROGRAMS**

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

**EHBA(LEGAL)                      SPECIAL PROGRAMS: SPECIAL EDUCATION**

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

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

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

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

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

**EHBAC(LEGAL)                      SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT**

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

**EHBAF(LEGAL)                      SPECIAL EDUCATION: VIDEO/AUDIO MONITORING**

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

**EHBAF(LOCAL)                      SPECIAL EDUCATION: VIDEO/AUDIO MONITORING**

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

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

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

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

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

**EHBE(LLEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL**

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

**EHBF(LLEGAL) SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION**

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

**EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN**

Revisions throughout are due to HB 2.

**EBBH(LLEGAL) SPECIAL PROGRAMS: OTHER SPECIAL POPULATIONS**

Revisions throughout are pursuant to HB 2.

**EBBK(LLEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES**

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

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

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

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

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

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

SB 12 prompted amended language at Progress Reports and Conferences.

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

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

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

#### **EIF(LLEGAL)                      ACADEMIC ACHIEVEMENT: GRADUATION**

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

#### **EK(LLEGAL)                      TESTING PROGRAMS**

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

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

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

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

Substantial revisions throughout are due to HB 2.

#### **EKD(LLEGAL)                      TESTING PROGRAMS: MATHEMATICS ASSESSMENT**

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

#### **EL(LLEGAL)                      CAMPUS OR PROGRAM CHARTERS**

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

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

Revisions throughout are due to SB 12.

#### **F(LLEGAL)                      STUDENTS**

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

#### **FA(LLEGAL)                      PARENT RIGHTS AND RESPONSIBILITIES**

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

#### **FA(LOCAL)                      PARENT RIGHTS AND RESPONSIBILITIES**

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

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### Iowa Park CISD

#### **FD(LLEGAL)                      ADMISSIONS**

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

#### **FEA(LLEGAL)                      ATTENDANCE: COMPULSORY ATTENDANCE**

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

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

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

#### **FED(LLEGAL)                      ATTENDANCE: ATTENDANCE ENFORCEMENT**

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

#### **FEF(LLEGAL)                      ATTENDANCE: RELEASED TIME**

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

#### **FEF(LOCAL)                      ATTENDANCE: RELEASED TIME**

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

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

Substantial revisions throughout are due to SB 12.

#### **FFAC(LLEGAL)                      WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT**

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

#### **FFAC(LOCAL)                      WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT**

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

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

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### Iowa Park CISD

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

#### **FFB(LLEGAL)                      STUDENT WELFARE: CRISIS INTERVENTION**

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

#### **FFB(LOCAL)                      STUDENT WELFARE: CRISIS INTERVENTION**

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

#### **FFEA(LLEGAL)                      COUNSELING AND MENTAL HEALTH: COUNSELING**

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

#### **FFEB(LLEGAL)                      COUNSELING AND MENTAL HEALTH: MENTAL HEALTH**

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

#### **FFF(LLEGAL)                      STUDENT WELFARE: STUDENT SAFETY**

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

#### **FFF(LOCAL)                      STUDENT WELFARE: STUDENT SAFETY**

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

#### **FFG(LLEGAL)                      STUDENT WELFARE: CHILD ABUSE AND NEGLECT**

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

#### **FFG(LOCAL)                      STUDENT WELFARE: CHILD ABUSE AND NEGLECT**

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

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

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#### FFH(LLEGAL)

#### STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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

#### FL(LLEGAL)

#### STUDENT RECORDS

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

#### FM(LLEGAL)

#### STUDENT ACTIVITIES

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

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

#### FNA(LLEGAL)

#### STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

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

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

#### FNAB(LLEGAL)

#### STUDENT EXPRESSION: USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES

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

#### FNCD(LLEGAL)

#### STUDENT CONDUCT: TOBACCO USE AND POSSESSION

Revisions to this code are due to SB 2024.

#### FNCE(LLEGAL)

#### STUDENT CONDUCT: PERSONAL COMMUNICATION DEVICES/ELECTRONIC DEVICES

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

#### FNCG(LLEGAL)

#### STUDENT CONDUCT: WEAPONS

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

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### Iowa Park CISD

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

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

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

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

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

#### **FO(LEGAL)                      STUDENT DISCIPLINE**

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

#### **FO(LOCAL)                      STUDENT DISCIPLINE**

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

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

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

#### **FOB(LEGAL)                      STUDENT DISCIPLINE: SUSPENSION**

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

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

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

#### **FOD(LEGAL)                      STUDENT DISCIPLINE: EXPULSION**

HB 6 removed a district's authority to exempt itself from student discipline requirements through a District of Innovation plan; therefore, the Note indicating such an exemption has been deleted. The section on Consideration of Virtual Education as Alternative to Expulsion is included pursuant to SB 569. All other revisions are due to HB 6.

# Explanatory Notes

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### Iowa Park CISD

**FODA(LEGAL)                      EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM**

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

**FOE(LEGAL)                      STUDENT DISCIPLINE: EMERGENCY AND ALTERNATIVE PLACEMENT**

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

**FOF(LEGAL)                      STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES**

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

**FP(LEGAL)                      STUDENT FEES, FINES, AND CHARGES**

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

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

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

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

Changes throughout are due to HB 4219.

**GC(LEGAL)                      PUBLIC NOTICES**

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

**GF(LEGAL)                      PUBLIC COMPLAINTS**

Revisions throughout are the result of SB 12.

**GF(LOCAL)                      PUBLIC COMPLAINTS**

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

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

**GKA(LEGAL)                      COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES**

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

Explanatory Notes  
TASB Localized Policy Manual Update 126

**Iowa Park CISD**

**GKA(LOCAL)**

**COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES**

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

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

**GNB(LLEGAL)**

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

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

**GRAA(LLEGAL)**

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

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

5. Consider/ Discuss Possible Board Approval of the 2026-2027 Contract with the West Texas Food Service Cooperative.
  6. Consider/Discuss Possible Board Approval of a Resolution.
  7. Consider/Discuss Possible Board Approval of Budget Amendment(s).
- C. Superintendent's Report
1. Enrollment Report 270

## 2025-2026 IPCISD ENROLLMENT REPORT

Grade Level	8/16/2024		8/22/2025		9/23/2024		10/23/2024		11/1/2024		12/5/2025		1/1/2025		2/1/2025		3/1/2025		4/1/2025		5/1/2025	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025
12	114	145	114	144	114	143	112	141	112	138												
11	148	144	150	144	149	143	150	143	149	143												
10	149	134	150	134	148	134	147	134	147	133												
9	136	138	137	138	138	136	136	134	136	133												
	547	561	551	560	549	556	545	552	544	547	0	0	0	0	0	0	0	0	0	0	0	0
8	140	162	139	162	137	162	135	162	134	162												
7	159	147	160	147	156	145	155	143	156	144												
6	137	159	137	159	137	159	135	157	137	158												
	436	468	436	468	430	466	425	462	427	464	0	0	0	0	0	0	0	0	0	0	0	0
5	160	143	159	142	160	142	159	143	159	142												
4	143	154	143	154	143	154	143	155	143	155												
3	148	147	149	147	149	146	148	148	148	148												
	451	444	451	443	452	442	450	446	450	445	0	0	0	0	0	0	0	0	0	0	0	0
2	136	157	136	155	135	154	136	154	136	152												
1	148	149	147	147	147	149	147	155	147	153												
KG	138	138	140	136	141	137	142	137	144	138												
PK	44	58	45	59	46	60	45	62	8	62												
EE	6	7	8	6	8	6	8	8	44	10												
	472	509	476	503	477	506	478	516	479	515	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	1906	1982	1914	1974	1908	1970	1898	1976	1900	1971	0	0	0	0	0	0	0	0	0	0	0	0
<b>Difference</b>	76		60		62		78		71													

Number of Classes Exceeding 22:1 Ratio

Kinder	0
1st	0
2nd	2
3rd	0
4th	0

2. Ag - Local Show (December 13, 2025)
  3. Ag - County Show (January 6-10, 2026)
- D. Closed Meeting
  - E. Reconvene to open meeting
    1. Take action if necessary on any item discussed in closed meeting.
  - F. Adjournment