

Regular Board Meeting
Tuesday, November 18, 2025 5:30 PM

Tom Moore High School Warrior Theatre
510 Hwy 39
Ingram, TX 78025

Agenda

- I. **Call to Order/Declaration of Quorum/Invocation/
Pledge of Allegiance**
- II. **Financial Integrity Rating System of Texas Public Hearing**
- III. **Recognition**
 - III.1. Students of the Month
 - Employees of the Month
 - Student Groups
- IV. **Public Comments**
- V. **Consent Agenda**
- VI. **Information**
- VII. **Action**
 - VII.1. **Kerr Central Appraisal District
Board of Director's 2026-2027 Ballot**
 - VII.2. **Approve 2025-2026 District Improvement Plan**
 - VII.3. **Approve 2025-2026 Campus Improvement Plans**
 - VII.4. **Budget Amendments**
 - VII.5. **Hiring of Construction Manager at Risk**
 - VII.6. **TASB- Localized Policy Manual Update 126**
- VIII. **Executive Session**
- IX. **Open Session**
- X. **Superintendent's Comments**
- XI. **President's Comments**
- XII. **Adjournment**



Financial Integrity Rating System of Texas

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

Name: INGRAM ISD(133904)	Publication Level 1: 8/8/2025 12:54:09 PM
Status: Passed	Publication Level 2: 8/8/2025 4:49:42 PM
Rating: A = Superior Achievement	Last Updated: 8/8/2025 4:49:42 PM
District Score: 96	Passing Score: 70

#	Indicator Description	Updated	Score
1	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?	4/23/2025 6:09:52 PM	Yes
2	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.)	4/23/2025 6:09:52 PM	Yes
3	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.)	4/23/2025 6:09:52 PM	Yes
4	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.)	4/23/2025 6:09:52 PM	Yes Ceiling Passed
			1 Multiplier Sum
5	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 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.)	4/23/2025 6:09:52 PM	Ceiling Passed
6	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.)	4/23/2025 6:09:52 PM	Ceiling Passed
7	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.	4/23/2025 6:09:52 PM	6
8	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.	4/23/2025 6:09:52 PM	10
9	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.	4/23/2025 6:09:52 PM	10
10	This indicator is not being evaluated.		10
11	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.)	4/23/2025 6:09:52 PM	10
12	What is the correlation between future debt requirements and the district's assessed property value?	4/23/2025 6:09:52 PM	10
13	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.	4/23/2025 6:09:52 PM	10
14	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.	4/23/2025 6:09:52 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 6:09:52 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 6:09:52 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 6:09:52 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 6:09:52 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 6:09:52 PM	5
20	<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>	4/23/2025 6:09:52 PM	Ceiling Passed
21	<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>	4/23/2025 6:09:52 PM	Ceiling Passed
			96 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			96 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.	
B.	Determine the rating by the applicable number of points.	
	A = Superior Achievement	90-100
	B = Above Standard Achievement	80-89
	C = Meets Standard Achievement	70-79
	F = Substandard Achievement	<70
<p>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.</p> <p>The school district receives an F 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

Did the school district meet the criteria for any of the following ceiling indicators 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.		
Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 5 (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
Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement

Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 21 (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

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THE **TEXAS EDUCATION AGENCY**
1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

FIRST 5.15.11.0



Kerr Central Appraisal District

212 Oak Hollow Dr ♦ P.O. Box 294387 ♦ Kerrville, Texas 78029
(830) 895-5223

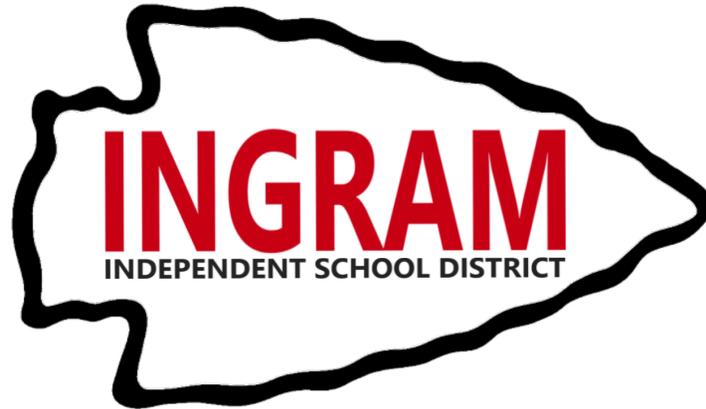
BOARD OF DIRECTOR'S 2026-2027 BALLOT

<u>CANDIDATE</u>	<u>NOMINATING ENTITY</u>	<u>VOTES CAST</u>
1. Amy Billeiter	Kerrville ISD	_____
2. Rick Boles	Kerr County	_____
3. Jack Burch	Kerr County	_____
4. Pete Calderon	City of Kerrville	_____
5. David Garrison	Kerr County	_____
6. Wesley Holekamp	Comfort ISD	_____
7. Lary Priour	Kerr County	_____
8. Rolinda Schmidt	Kerrville ISD	_____

Please cast your **allotted votes** (see below) for the candidate or candidates of your choice and **return to the Chief Appraiser before December 15th**. Each entity may cast all of its allocated votes for one candidate or may divide its votes between two or more candidates. The entity may not initiate a recall of a director unless it casts at least one vote for that director. The votes will be counted and the Board Members announced for the 2026-2027 term before December 31st. There are five elected positions on the Kerr Central Appraisal District Board of Directors. The County Tax Assessor/Collector serves as a non-voting member by state statute.

<u>Entity Name</u>	<u>Votes Allocated</u>
City of Ingram	31
City of Kerrville	874
Kerr County	1,550
Center Point ISD	161
Comfort ISD	146
Divide ISD	38
Harper ISD	28
Hunt ISD	252
Ingram ISD	390
Kerrville ISD	1,523
Medina ISD	7
TOTAL # Votes	5,000

Sharon Constantinides, RPA, CCA
Chief Appraiser
Sharonc@Kerrcad.org



Ingram ISD District Improvement Plan
(with embedded Comprehensive Needs Analysis)
2025-2026

Ingram ISD Vision Statement
Inspiring Student Success from the Inside Out

Ingram ISD Mission Statement

Our purpose is to ensure an environment that provides for rigorous learning and support where each student masters the curriculum at every level, is continually inspired to ascend to the highest levels of good character, and thoughtfully and diligently prepares for a successful life after high school.

2025-2026 Board of Trustees

Jack Fairchild, President

Wayne McClintock, Vice President

Bennett Woodruff, Secretary

Stephen Schulte, Member

Adam Nichols, Member

Amy Barnes, Member

Amber Carpenter, Member

2024-2025 District Administration

Mindy Curran, Interim Superintendent

Assistant Superintendent

Teresa Brunelli, Chief Financial Officer

Holly Lambert, Director of Student Services & Testing

Juan DeLeon, Technology Director

Brandie Guzman, Principal, Ingram Tom Moore High School

Kayla Casey, Principal, Ingram Middle School

Kali Brandt, Principal, Ingram Elementary School

Tate DeMasco, Athletic Director

District Site-Based Decision-Making Team

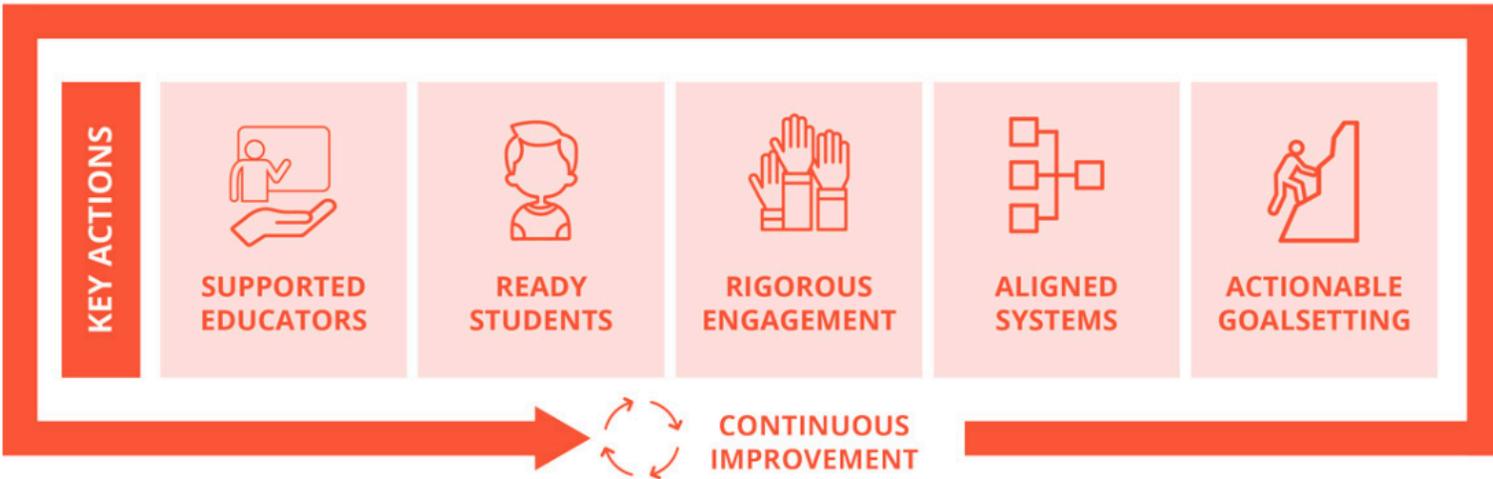
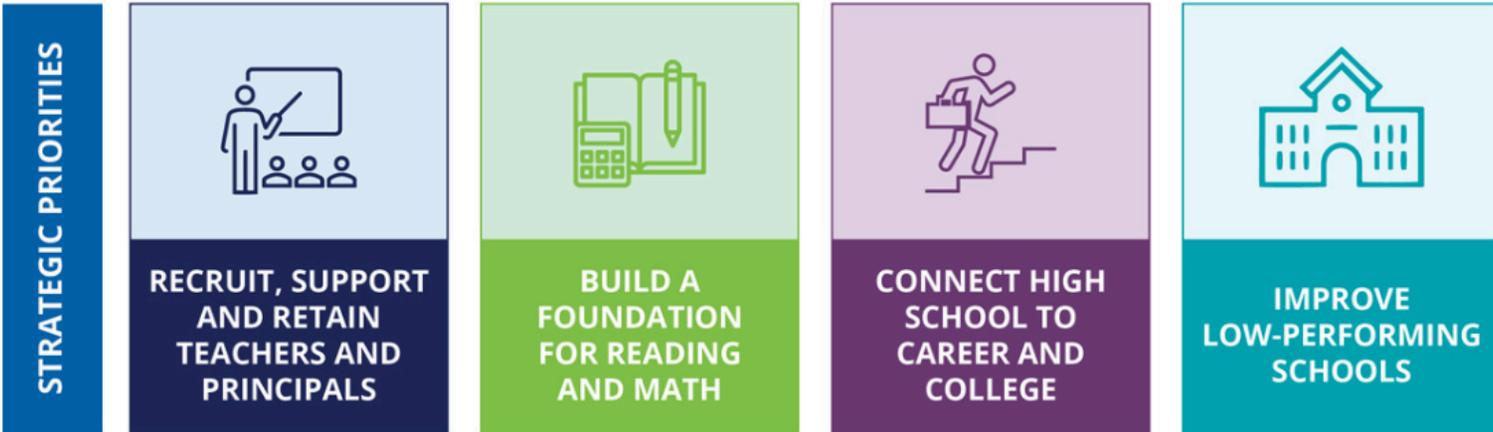
Dr. Mindy Curran, Administrative Representative
Dr. Holly Lambert, Special Programs Representative
Dr. Bobby Leshikar, High School Teacher
Paula Morris, High School Teacher
Kendra Miller, High School Parent
Shannon Stolz, High School Parent
Kim Martinez, Middle School Teacher
Nancy Gold, Middle School Teacher
Heather Morris, Middle School Parent
Haley Dean, Elementary Teacher
Martina Kennedy, Elementary Teacher
Amanda Barton, Elementary Parent
Amanda Oliver, Elementary Parent
Charlie Dominguez, Community Member
Amy Bush, Business Member

Ad-Hoc Members

Brandie Guzman, Principal
Kayla Casey, Principal
Kali Brandt, Principal

Texas Education Agency Strategic Priorities

EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY



Ingram ISD Board Goals 2025-2026

1. All INGRAM ISD students will achieve academic growth and excellence and reach their full educational potential. The District will increase student academic achievement through the effective implementation and monitoring of the District's Curriculum while providing each student with a personalized quality education. The District will continually seek to improve the planning and organization between campus improvement committees, campus plans, and district planning to ensure consistency within the classrooms and between schools.
2. INGRAM ISD will strive to enhance a well-rounded education and broaden the experiences of students through extracurricular and co-curricular participation in UIL activities. The District will emphasize programs and activities to enhance student citizenship and character development throughout all grades. The district will continually recognize students for their involvement and success in these programs and activities through the various media resources available.
3. INGRAM ISD will strive to recruit, hire, and retain a high-quality teacher core. Educators with high moral character, high standards of ethical behavior, and those capable of truly serving our district will be sought to join our family and team with us on our journey toward excellence. The District will develop and promote strategies for teaching and coaching leadership development for those educators interested in improving their skills. Administrators, teachers, coaches, and sponsors will always be held to high standards when working and coaching students at all INGRAM ISD activities.
4. INGRAM ISD will deliberately pursue a positive public perception of the district. The District will work together to build an employee-friendly organization that reflects the values of trust, communication, and teamwork while developing partnerships with community and business groups. The District will continue to monitor and adjust the district web page and/or other communication tools to better serve students, parents/guardians, staff, and the community in an effort to engage everyone in the process of building and promoting the district.
5. INGRAM ISD will maintain facilities that enhance the learning of all students. The District will study and develop plans for operations that will prepare INGRAM ISD to keep safety a top priority, as well as continue to keep the district operations up to date. The District will continue to assess and prioritize necessary facility upgrades, even in difficult financial times, to provide an inviting, safe, well-maintained school.
6. INGRAM ISD will annually maintain a budget-balanced general operating fund and add to the fund balance if/when able to do so. The District will maintain a budget that supports the vision of INGRAM ISD and continue to achieve a superior rating as defined by the Financial Integrity Rating System of Texas (FIRST). The District will make fiscally sound decisions that will contribute to student achievement and provide for a safe learning environment.

COMPREHENSIVE NEEDS ANALYSIS

District Demographics 2024-2025 Academic Year

Campus	Type	Size	Grade Span	Economically Disadvantaged	Emergent Bilingual	Special Education
Ingram ISD	District	1351	PK – 12	64.2%	17.54%	16.76%
Ingram Elementary	Elementary	642	PK – 5	69%	20.6%	17.66%
Ingram Middle	Middle	270	6-8	60.37%	18.73%	18.2%
Ingram Tom Moore	High School	439	9-12	59%	11.35%	14.57%

Student Demographics

African American	Asian	Hispanic	White	Two or More	EB	Eco Dis
0.5%	0.5%	47.1%	49.7%	2.1%	17.54%	64.2%

Historical Demographics

Ingram ISD	Enrollment	Economically Disadvantaged	Emergent Bilingual
2012-2013	954	68.3%	12.1%
2013-2014	1005	68.6%	12%
2014-2015	1044	70%	12.8%
2015-2016	1078	69%	13%
2016-2017	1095	71%	14.9%
2017-2018	1107	73.1%	15.2%
2018-2019	1168	78.3%	16%
2019-2020	1166	75%	16.3%
2020-2021	1102	73.3%	17.2%
2021-2022	1173	69.1%	17.1%
2022-2023	1240	69.7%	17.7%
2023-2024	1300	66.2%	18.0%
2024-2025	1349	63.5%	17.6%
2025-2026	1351	64.2%	17.54

The following STAAR/EOC data was collected from Data Interaction for Texas Student Assessments.

STAAR/EOC READING PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2023 Approaches/ Meets/Masters	2024 Approaches/ Meets/Masters	2025 Approaches/ Meets/Masters	% Change	% Change	2025 Approaches/ Meets/Masters
3rd Grade	80/59/26 = 55	87/66/41 = 65	88/64/31 = 61	-4	+3	78/51/23 = 51
4th Grade	85/52/16 = 51	89/65/34 = 64	91/73/37 = 67	+3	+1	81/54/24 = 53
5th Grade	85/63/31 = 60	87/51/25 = 54	78/56/32 = 55	+1	-2	75/54/28 = 52
6th Grade	79/58/18 = 52	75/59/24 = 53	77/54/25 = 52	-1	+1	75/54/28 = 52
7th Grade	83/52/27 = 54	80/47/25 = 51	80/47/25 = 51	0	0	72/52/28 = 51
8th Grade	88/60/30 = 59	88/65/34 = 62	90/68/30 = 63	+1	+2	80/56/31 = 56
ENG I	90/76/17 = 61	82/64/19 = 55	85/73/16 = 58	+3	-2	66/51/16 = 44
ENG II	91/75/14 = 60	91/74/4 = 56	89/75/8 = 57	+1	-3	71/56/9 = 45

MATH STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2023 Approaches/ Meets/Masters	2024 Approaches/ Meets/Masters	2025 Approaches/ Meets/Masters	% Change	% Change	2025 Approaches/ Meets/Masters
3rd Grade	87/60/22 = 56	86/64/27 = 59	88/61/28 = 59	0	+3	70/45/19 = 45
4th Grade	88/66/27 = 60	85/66/27 = 63	88/71/39 = 66	+3	+1	68/46/24 = 46
5th Grade	95/67/20 = 61	94/65/24 = 61	85/65/32 = 61	0	-1	73/46/22 = 47
6th Grade	83/43/13 = 45	80/46/16 = 47	86/47/22 = 52	+5	+1	72/38/15 = 41
7th Grade	73/43/7 = 41	63/35/9 = 36	34/12/0 = 15	-21	-1	52/31/10 = 31
8th Grade	93/52/6 = 50	88/72/23 = 61	90/61/21 = 57	-4	+2	69/45/17 = 44
8th Algebra	100/84/45 = 76	98/84/53 = 84	100/93/48 = 80	-4		
HS Algebra	95/43/7 = 52	86/43/17 = 49	84/32/16 = 44	-5		
ISD Algebra	97/57/21 = 58	91/64/31 = 62	90/55/28 = 58	-4	+1	76/47/29 = 51

SCIENCE AND SOCIAL STUDIES STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2023 Approaches/ Meets/Masters	2024 Approaches/ Meets/Masters	2025 Approaches/ Meets/Masters	% Change	% Change	2025 Approaches/ Meets/Masters
5th Grade Science	85/60/23 = 56	75/30/15 = 40	75/37/15 = 42	+2	+4	64/30/12 = 35
8th Grade Science						
8th Biology	95/60/14 = 56	97/73/16 = 62	96/79/20 = 65	+3		
HS Biology	91/73/36 = 67	92/58/8 = 53	69/46/8 = 41	-12		
ISD Biology	95/61/17 = 58	96/70/15 = 60	93/75/19 = 62	+2	+2	91/62/21 = 58
8th Grade Soc Stud	79/42/15 = 45	80/48/24 = 51	74/42/20 = 45	-6	-1	55/30/16 = 34
US History	96/68/27 = 64	95/68/20 = 61	99/71/26 = 65	+4	-1	94/68/37 = 66

2024 & 2025 Accountability Scores

Domains	ISD				IES				IMS				ITM			
	2024		2025		2024		2025		2024		2025		2024		2025	
Student Achievement	91	A	90	A	89	B	89	B	88	B	86	B	93	A	93	A
School Progress	93	A	92	A	91	A	90	A	91	A	90	A	95	A	95	A
Academic Growth	76	C	73	C	85	B	86	B	81	B	82	B	67	D	60	D
Relative Performance	93	A	92	A	90	A	90	A	91	A	90	A	95	A	95	A
Closing the Gaps	93	A	90	A	91	A	92	A	91	A	87	B	94	A	91	A
Overall	93	A	91	A	91	A	91	A	91	A	89	B	95	A	94	A

Texas Education Agency 2025 Distinction Designation Summary

Academic Achievement:	Reading/Language Arts	Mathematics	Science	Social Studies	Academic Growth	Closing the Gaps	Postsecondary Readiness
Ingram Elementary	X	X	X	N/A	X	X	X
Ingram Middle School		X	N/A	X	X	X	X
TM High School	X	X	X	X			X
IISD	N/A	N/A	N/A	N/A	N/A	N/A	X

Ingram ISD 2025 Academic Growth

Texas Education Agency
2025 Academic Growth
 INGRAM ISD (133904) - KERR COUNTY

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	759.5	1	759.50
Accelerated Learning Points Earned	71	0.25	17.75
Sum of Annual Growth plus Accelerated Learning Points			777.25
Total Tests Evaluated			1,106
Academic Growth Score			70

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	298	0	0
Tests Earning 0.5 Points	97	0.5	48.5
Tests Earning 1 Point	711	1	711
Annual Growth Points Earned			759.5
Total Tests Evaluated			1,106
Annual Growth Score			69

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	107	0	0
Tests Earning 1 Point	71	1	71
Accelerated Learning Points Earned			71
Total Tests Evaluated			178
Accelerated Learning Score			40

Texas Education Agency
2025 Academic Growth
 INGRAM ISD (133904) - KERR COUNTY

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Both Subjects

0 Points 0.5 Points 1 Point

Annual Growth														
2024-25 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	25	0.0	23	23.0	10	10.0	4	4.0	1	1.0	1	1.0	64	39.0
High Did Not Meet Grade Level	24	0.0	35	17.5	20	20.0	14	14.0	19	19.0	2	2.0	114	72.5
Low Approaches Grade Level	8	0.0	23	0.0	24	12.0	25	25.0	26	26.0	4	4.0	110	67.0
High Approaches Grade Level	4	0.0	17	0.0	31	0.0	38	19.0	61	61.0	8	8.0	159	88.0
Meets Grade Level	0	0.0	3	0.0	30	0.0	48	0.0	214	214.0	71	71.0	366	285.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	6	0.0	79	0.0	208	208.0	293	208.0
Total	61	0.0	101	40.5	115	42.0	135	62.0	400	321.0	294	294.0	1,106	759.5

Accelerated Learning						
2024-25 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	107	48	20	3	178	71

Texas Education Agency
2025 Academic Growth
 INGRAM ISD (133904) - KERR COUNTY

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Reading/Language Arts (RLA)

0 Points ■ 0.5 Points ■ 1 Point

Annual Growth														
2024-25 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	18	0.0	16	16.0	9	9.0	2	2.0	0	0.0	0	0.0	45	27.0
High Did Not Meet Grade Level	15	0.0	12	6.0	12	12.0	5	5.0	9	9.0	0	0.0	53	32.0
Low Approaches Grade Level	4	0.0	14	0.0	14	7.0	15	15.0	16	16.0	2	2.0	65	40.0
High Approaches Grade Level	1	0.0	7	0.0	19	0.0	19	9.5	37	37.0	1	1.0	84	47.5
Meets Grade Level	0	0.0	2	0.0	8	0.0	13	0.0	133	133.0	36	36.0	192	169.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	2	0.0	62	0.0	126	126.0	190	126.0
Total	38	0.0	51	22.0	62	28.0	56	31.5	257	195.0	165	165.0	629	441.5

Accelerated Learning						
2024-25 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	61	28	9	0	98	37

Texas Education Agency
2025 Academic Growth
 INGRAM ISD (133904) - KERR COUNTY

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Mathematics

0 Points 0.5 Points 1 Point

Annual Growth														
2024-25 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	7	0.0	7	7.0	1	1.0	2	2.0	1	1.0	1	1.0	19	12.0
High Did Not Meet Grade Level	9	0.0	23	11.5	8	8.0	9	9.0	10	10.0	2	2.0	61	40.5
Low Approaches Grade Level	4	0.0	9	0.0	10	5.0	10	10.0	10	10.0	2	2.0	45	27.0
High Approaches Grade Level	3	0.0	10	0.0	12	0.0	19	9.5	24	24.0	7	7.0	75	40.5
Meets Grade Level	0	0.0	1	0.0	22	0.0	35	0.0	81	81.0	35	35.0	174	116.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	4	0.0	17	0.0	82	82.0	103	82.0
Total	23	0.0	50	18.5	53	14.0	79	30.5	143	126.0	129	129.0	477	318.0

Accelerated Learning						
2024-25 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	46	20	11	3	80	34

School Year: 2024-2025

DATA SOURCES

Improvement Planning Data

- District goals
- TEA Strategic Priorities
- Previous year's district improvement plan

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 2025 STAAR/EOC Summaries and Data Reports
- TXSchools.gov
- Data Interaction for Texas Student Assessments, OnDataSuites, Lead4ward
- Results-Driven Accountability Data
- Advanced Placement
- SAT and/or ACT assessment data
- CCMR Data
- Local benchmark or common assessment data
- TELPAS

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility data

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data

Analysis of data has identified the following needs:

Build a foundation in core content (reading, writing, and math):

- Keeping a safe learning environment is our #1 priority
- Writing continues to be a top priority.
 - Newest STAAR test design embeds writing within reading as well as other core areas
 - Across content areas
 - Communication between writing teachers and content teachers
 - Alignment
- Reading is an area of focus.
 - Implement strategies and practice for new test design
 - Focus on statewide initiative to increase reading and math fluency in grades K - 3.
 - Create a strong foundation of reading through phonics and individualized targeted instruction.
 - Vertical alignment will assist students in transitioning from one grade level to the next seamlessly improving academic achievement.
- Continue to increase the percentage of students reaching the Meets and Masters Level of Performance on the new STAAR 2.0. Teachers need support in understanding the TEKS/SEs that govern their specific content area.
- Progress has been made and needs continued focus to increase student performance on TSI, SAT, and ACT assessments.
- Emergent Bilinguals represent 17.54% of the district's student population. Language acquisition and accelerated instruction especially in ELAR need to be targeted. Ongoing professional development for teachers to provide lessons that increase language acquisition should be made available.
- Increase vertical alignment for social studies process skills which require higher level reading skills (ie inferencing, summarizing, and main idea) and the ability to interpret embedded graphics. Students require additional exposure to primary source text and a variety of graphics.
- Improve vocabulary, literacy, and language for English Learners/low economic population by providing prekindergarten for three and four-year-olds.
- Continue to implement 1-1 technology capabilities for all secondary students and within classrooms at elementary
- Continue to increase students' fluency in math facts and ability to solve multi-step problems.
- Improve student academic growth by vigilant data analysis and providing rigorous Tier 1, 2 and 3 instruction
- Embed writing assignments in all content areas and benchmarking.

Connect high school to career and college

- Ingram Tom Moore P-TECH
- Continue offering advanced academic opportunities that align with the Core curriculum and Associate Degree requirements of higher education.
- Increase CTE course offerings with Dual Credit opportunities
- Continue to study labor market needs and adjust Programs of Study as needed
- Continue to develop a Building & Construction program
- Continue to seek partnerships with local businesses to provide work-based learning experiences, internships, and employment opportunities for our students.
- Support Ingram ISD students in earning industry based certifications
- Increase the number of students who meet TSI criteria for math and reading by the end of their freshman year
- Continue to implement Resources to prepare students for college readiness and ACT Assessments with the goal of improving scores
- Continue to implement Resources for students to prepare for transition into post-secondary college and/or career.
- Maintain graduation rate for all students.
- Continue to provide college and career exploration opportunities, particularly at middle school.
- Embed college and career readiness skills across all contents.
- Continue offering College Lab as an elective option for students taking 3 or more dual credit courses.
- Provide a College and Career Media Center
- Increase number of staff who are qualified to teach dual credit/dual enrollment courses

Recruit, support, and retain teachers and principals

- Recruit, support, and retain teachers who are certified to teach dual credit courses.
- Continue to adjust the number of teachers who are ESL certified to meet the needs of the changing EB population.
- Provide a teacher at elementary and a teacher on secondary campuses to monitor and oversee language and academic interventions for English Learners
- Continue to increase the salary schedule to attract quality teachers.
- Provide support to teachers towards earning recognized, exemplary, and master-level designations for Teacher Incentive Allotment
- Provide funding for teachers and administrators to acquire additional certifications.
- Time for collaboration, training, and planning embedded into the school calendar.
- Strive to continue to recruit, hire, and retain high-quality teachers with high standards of ethical behavior.
- Provide more onsite Staff Development to provide more opportunities for follow-up and ongoing training.

Promote a Safe Environment

- Provide additional safety measures that promote a safe environment:
 - Maintain security fences at both elementary and secondary campuses
 - Internal and external security audits
 - Keep all external doors and internal doors locked at all times
- Maintain the School Marshall Program
- Maintain the size of the Ingram ISD Police Department
- Clear communication within the district and with law enforcement in the event of an emergency using a secure two-way radio system
- Provide staff development to promote student wellness

Goal 1: Maximize Student Achievement: Students will build a solid foundation of literacy and numeracy evidenced by achieving a STAAR/EOC raw score of ≥ 60 in Domain 1 and meeting or exceeding the state standard for Domains 2 and 3.

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Support campus instructional leaders with clear roles and responsibilities	AWARE Lead4Ward TCMPC	Asst. Supt., Campus Adm Teacher Leaders	Department/PLC meetings on the calendar. Campus Admin will monitor		
Implement new STEMscopes math curriculum 6th grade through Algebra 1	IMA	Asst. Supt. Campus Admin Teacher Leaders	Analysis of assessment, benchmarks, & STAAR data		
Continue STEMscopes science curriculum	IMA	Asst. Supt. Campus Admin Teacher Leaders	Analysis of assessment, benchmarks, & STAAR data		
Review 6-week and benchmark assessments to ensure alignment with TEKS and track student progress by student population groups	STAAR released questions, TCMPC, AWARE, TFAR	Asst. Supt. Campus Admin Lead Teachers	PLC Meetings		
MTSS/PLC/data meetings to review data, identify gaps, and drive instruction and interventions	AWARE; Field Guides Engaging Activities	Campus Admin Lead Teachers	Sign-in Sheets and Agendas		
Utilize staff development/planning day per 6 weeks to plan quality, aligned Tier 1, 2, and 3 instruction, and review and revise assessments.	TEA released questions, TCMPC, teacher created, blueprint	Asst. Supt. Campus Admin	Utilization of curriculum days and earned off days during the summer		
Provide accelerated instruction to students outlined in HB1416	Local Funds Federal Funds	Asst. Supt. Campus Admin	Scheduling of accelerated instruction and increased 2024 STAAR/EOC		
Continue to provide an ESL teacher and paraprofessionals (elementary) to monitor and oversee Emergent Bilinguals' language and academic progress on each campus	Bil/ESL Allotment	District and Campus Admin	Analysis of TELPAS Results		
Provide an ESL teacher to monitor and oversee English Learners' language and academic progress on all campuses	Bil/ESL Allotment	District and Campus Admin	Analysis of TELPAS Results		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Re-instate 8th Grade Science/STAAR at Middle School and Biology at the High School	Local	Science Teachers Campus Admin	Master Schedule		
Continue to implement a research-based supplemental reading program in grades K-8 which identifies specific and actionable data on individual students	Title Funds American Reading Company iReady	Campus Admin ARC Lead Teacher	Online Progress Monitoring component of ARC		
Provide ongoing staff development for the ARC/iReady reading programs	Title Funds ARC iReady	Asst. Supt., Campus Admin ARC Lead Tchr	Students' progression through the levels		
Improve fact fluency for elementary students through an engaging online platform	Title Funds	Campus Admin Math Teachers	Progress Monitoring Component of Program		
Continue an online diagnostic reading program that enables teachers to determine student's needs, provide personalized learning, and monitor progress throughout the year.	Title Funds Local Funds iReady	Campus Admin Teachers	Progress Monitoring Component of Program		
Provide Evidence Based & Standards Aligned supplemental resources, Moby Max, to increase science achievement	Title Funds	Campus Admin Science Teachers	Progress Monitoring through checkpoints and benchmarks		
Continue providing Reading and Math Interventionists at Elementary	Federal Funds Comp Ed	Campus Admin	Increased DRA Level of students served; student growth on benchmarks		
All Kindergarten through third grade teachers and elementary admin will complete year long Literacy Academy through TEA and Reg 20	Local Funds Federal Funds	Elementary Adm	Participants will successfully complete Academy by June		
Increase number of teachers to serve special education students	Local Funds Federal Funds	Dir of Sped Campus Admin	Student Growth on Benchmarks		
Continue Pre-K for three and provide full day Pre-K for four year olds to expand vocabulary and create foundation to prevent achievement gaps. Each classroom will have a paraprofessional to assist teacher to provide support to students	Title Funds Local Funds Comp Ed	Dist Admin Campus Adm	Progress Monitoring		
Continue kindergarten bilingual class and 1st grade bilingual class.	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Continue Papaya to help with language acquisition for newcomer Emergent Bilingual students	Region 20 Title 3 SSA Coop	District Admin Campus Admin ESL Staff	Progress Monitoring TELPAS		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Implement Mind Play for language acquisition at the Secondary Level to fill academic gaps	Region 20 Title 3 SSA Coop	District Admin Campus Admin ESL Staff	Progress Monitoring TELPAS		
Identify and provide supplemental materials for the two bilingual classrooms as well as for ESL students	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Provide professional development opportunities and online programs to increase academic support and language acquisition of our growing population of Emergent Bilingual students.	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Increase writing across content areas	Title & Local Funds, Trainers	Campus Adm	Writing Samples Rubrics		
Provide supplemental materials for science, math, reading, and social studies to increase academic success	Title Funds	Campus Adm	Checkpoints, benchmarks and STAAR		
Provide engaging online platforms for students to work independently to increase academic success	Federal Funds Comp Ed	Campus Admin	Progress Monitoring		
Continue to provide AVID training for secondary teachers	Comp Ed	Asst Supt, Campus Adm, AVID District Director	# of Teachers who have completed training		
Continue AVID WICOR (writing, inquiry, collaboration, organization, critical reading) strategies across all secondary classes	AVID Comp Ed	Asst Supt, Campus Adm, AVID trained Teachers, AVID District Director	Writing Samples, Student Binders		
Continue implementation of ARC/iReady reading programs for all students in grades K-8 which identifies specific and actionable data on individual students	Title Funds ARC iReady	Asst. Supt. Campus Admin Teacher	Increase in reading fluency and comprehension		
Utilize Imagine Learning Literacy Program for all PreK students	Comp Ed Imagine Learning	Dir. of Special Programs Campus Admin & PreK Teachers	Advancement in the Language Proficiency		
Utilize Lexia for MS & HS to help Emergent Bilingual students fill in gaps regarding phonemic awareness	Title Funds	Director of Special Programs Campus Admin ESL Teachers	Advancement in the Language Proficiency		
Provide Primary students with touchscreen devices to access Language Literacy program	Title Funds Imagine Learning Local Funds	Director of Special Programs Tech Dir Campus Admin	Advancement in Language Proficiency for EL and increased reading levels		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide devices for EL students to access online programs	Title Funds Comp Ed	Director of Special Programs Campus Admin ESL Teachers	Devices utilized to advance in programs		
Pilot iReady Math for all students K - 8 which identifies specific and actionable data on individual students	Title Funds ARC iReady	Asst. Supt. Campus Admin Teacher	Increase in math fluency and problem solving		
Utilize LAS Links to identify ESL students and determine placement	Local Funds	Director of Special Programs	Students identified using assessment		
Continue to implement Summit K-12, online diagnostic program, to improve language acquisition and student performance on the TELPAS	Region 20 ESC	Director of Special Programs Campus Admin ESL Teachers	Improved TELPAS scores		
Provide professional development to address the student needs of special populations (GT, EB and Sped)	Bilingual Allotment, Comp Ed, Materials from training	Dir of SpEd Asst. Supt. Campus Admin ELL teachers	Increase in Sped & ELL scores on local and state assessments		
Implement Unique Learning System, an alternative program for Sp Ed students	IDEA Grant	Dir of SpEd SpEd Teachers	Alignment of goals and progress STAAR Alt progress		
Implement a Writing Camp at IMS	Local	RLA teachers, Admin	Schedules		
Continue to provide extended day tutorials	Local	Teachers, Admin, Transportation	STAAR growth/achievement		
Provide NSP time (Next Step Prep) for individualized instruction at the High School level	Local Administrators	Teachers Administrators	Master schedule Student success rates		
Community Eligibility Provision (CEP) at all campuses	Federal Funds Nutri-kids	CFO Food Service Coordinator	Campuses qualifying for program		

Goal 2: Implement 21st Century Learning Skills and Connect High School to College, Career, and Military

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue implementation of Ingram Tom Moore P-TECH as a school-wide model	Local Funds Grant Funds	Supt/Asst Supt High School Principal	Student enrollment in CTE programs and students receiving dual credit		
Continue Next Step Prep (NSP) at high school to provide students TSI & ACT prep and support dual credit courses	Local Funds	Campus Admin & Teachers	Increased TSI & ACT scores; Increased college grades		
Continue implementation of College Lab elective course for students taking 3 or more academic dual credit classes who opt for the local credit course	Local Funds	Campus Admin & Teachers	Increased college grades		
Continue to expand 1-1 Technology capabilities within classrooms	Title Funds Local Funds Comp Ed	Dir of Tech Supt/Asst Supt Campus Admin	Number of devices available and used on a daily basis		
Provide a P-TECH Media Coordinator to assist teachers and students in support of ITM P-TECH	Federal Grants Local Funds	Asst. Supt	Resources on Technologist's Google Classroom		
Continue offering TSI summer bridge during summer for incoming 9th graders and students that have not met TSI.	Local Funds Comp Ed	Asst. Supt High School Administration	Data to determine need/implementation of TSI boot camp during the summer of 2022		
Maintain and possibly expand Higher Education Partners and expand CTE programs leading to post-secondary certifications and degrees	Local Funds	Asst Supt Counselor Campus Admin	Master Schedule # of students enrolled and number of Higher Education partners		
Continue AVID classes for all middle school and as an elective for high school students	Comp Ed AVID training	Asst. Supt MS & HS Admin	Master Schedule		
Provide AVID/OnRamps professional development for relevant middle school and high school teachers	Local Funds Comp Ed	Asst. Supt. MS & HS Admin AVID District Director	Certificates of Completion		
Provide OnRamps and Dual Credit classes at no cost for students	Local Funds Title Funds	Supt	Master Schedule # of students enrolled and course completion		
Update classroom technologies such as projectors, interactive boards, document cameras, switches, etc	Title Funds Local Funds Comp Ed	Dir of Tech, Supt/Asst Supt, Campus Admin	Inventory of technology		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue to develop the Phlebotomy, CNA, and the Health Science program	Federal and local funds	Supt/Asst Supt HS Principal Health Sci teachers	Student enrollment; dual credit grades; IBC certifications		
Provide and pay for opportunities for students to earn industry-based certifications	Local Funds State Funds	CTE Dir, CO & Campus Admin	Increase in the number of certifications obtained		
Speakers from the Community addressing students to expand their knowledge and expose them to various future career opportunities and/or areas of interest	Community Members	Supt Principals	Scheduled speaking engagements		
Continue providing the PreACT 8/9 to all 9th graders, PreACT to all 10th graders, and the ACT to all 11th graders during the school day.	Local Funds State funds	HS Principal P-Tech Media Counselor	Campus Testing Calendar		
Provide ACT Prep classes	Local Funds, Comp Ed Shmoop, ACT.org	Asst Supt, Campus Admin ELAR/Math Teachers	Increased scores on ACT/SAT/TSI		
Provide 11th-grade students the opportunity to take ASVAB (Armed Services Vocational Aptitude Battery)	ASVAB Local	HS Principal Counselor	Number of students who complete assessments		
Through Pathways, NSP, & programs of study provide career exploration and/or work-based learning experiences for all students at IMS and ITM	Local Funds	Asst Supt Campus Admin P-Tech Media Coor	Lesson Plans		
Provide college visits for all high school students at all grade levels	Local Funds	Asst Supt Campus Admin P-Tech Media Coor	Campus calendar of events		
Provide Career Exploration opportunities at elementary: Science Alive Day, Wednesday announcements - student-led, film, edit, content, etc., and "Where are you going Wednesday?"	Local Funds	GT Teacher Science Alive Coordinator	Weekly video announcements Sign-in sheets		
Provide College & Career Exploration opportunities at middle school: College visit to UTSA for 8th graders, Pathways career speakers, AVID, and Career Day.	Local Funds	AVID Teachers Campus Admin	Lesson Plans Sign-in sheets		
Complete JET Grant requirements: procure equipment, inventory, train, and reimbursement	Texas Workforce Administrator	Administrators IT Construction Teacher	Completion of Grant Student use of equipment		

Goal 3: Recruit, Support, and Retain Campus and District Staff

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide a full day at the end of each six weeks for professional development	Local Funds	Superintendent, Asst. Supt, School Board	Sign-in sheets Agendas		
Increase Salary Schedule	Local Funds, Title Funds, Comp Ed	Supt, CFO School Board	Salary Schedule		
Continue \$500 stipend for teachers with Master's Degrees	Local Funds	Supt, CFO School Board	Payroll Records		
Continue Educator Tuition Reimbursement Program for up to 4 recipients to pursue a Master's/Doctoral Degrees	Local Funds	Supt, CFO, School Board	Number of applicants and recipients		
Continue implementing the Teacher Incentive Allotment Program	State Funds	Asst. Supt Campus Principals	Number of teachers who meet the criteria		
Administrator/instructional coach led data meetings with teachers	Local Funds, Comp Ed Eduphoria, TEKS Resourc	Asst. Supt Campus Admin	Mastery of TEKS as evidenced by 6 wk assm/benchmarks and STAAR		
Training provided by ESL and special education staff on research-based instructional strategies	Local Funds	Campus Admin ESL Staff	Faculty Meeting Agendas		
Rigorous Recruitment of Highly Effective Teachers and Staff	Local Funds Job fairs, advertise in variety of venues	HR Coordinator Campus Admin	Retention Rates		
Provide new teachers with mentors (elementary)	Local	Principals Curriculum Staff	New Teacher retention and success rate		
Provide professional development opportunities to ensure innovative, effective research-based teaching strategies are utilized	Local Funds	Asst. Supt Campus Admin Dir of Sped	Increased Student Achievement on state assessments		
Recognize Staff of the Month at Board Meetings and/or on campus	Local	Supt., Campus Admin	Board Minutes		
Provide stipend to teachers for completing the Reading Academy	Local	Supt., CFO	Stipends Paid		
Explore Strategic Compensation (3-Year Process)	TEA	Administrators	Timeline deadlines Met		

Goal 4: Increase Family and Community Engagement and Improve School Climate

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide a full-time Director of Communications to improve communication to parents and community	Local Funds	Supt.	Frequent communication updates to website and social media sites		
Include the participation of parents and community members in the site-based decision-making process	Parents and Community Members	District Leadership Team	Sign-in sheets		
Host Distinguished Graduate Banquet for college graduates and their families	Parents, Community Members, Local Funds	Supt., Campus Admin	Attendance at Event		
Provide transportation options to parents for attending students' college graduation	Local Funds School Bus & Driver	Supt., Director of Transportation, Campus Admin	Transportation sign-up sheets, parents in attendance at graduation		
Each campus will host campus-specific events inviting families to engage with the school	Local Funds	Campus Admin	Sign in sheets		
Utilize website, social media, and mass communication system to improve communication to parents and community	Local Funds	Supt., Asst., Supt., Director of Technology Director of Communications	New website, use mass communication notifications		
Hosting parent information workshops regarding the P-TECH initiative	Parents and Community Members	Superintendent	Sign-in sheets		
Host Community Celebrations highlighting athletic and academic achievements and student participation	PTO, Booster Clubs, Volunteers, Staff	Dist Ldrship PR Liaison	Acknowledgement of events on website and local newspapers		
Teacher appreciation lunches; community-sponsored lunches	PTO, Community	Campus Admin	Campus Calendars		
Recognize and appreciate community members' support of the district	Board meetings Website/Facebook Appreciation events	Superintendent School Board PR Liaison	Board Minutes Calendar of events--Christmas Cookies, Meals, etc		
Publicize parenting webinars provided through Region 20	Parents, staff, community members, Local funding and donations	Elementary Admin Spec Ed Director	Sign-in Sheets		
Host FBI Parent Informational Night highlighting student/family needs	Local Funds	Chief of Police Campus Admin	Sign-in sheets		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Quarterly EB Parent Nights at the elementary and middle schools	Local Funds	Elementary Admin EB Teachers	Sign-in sheets Agendas		
Host an annual GT parent meeting	Local Funds	Elem Admin GT teacher	Sign-in sheets		
Provide a mentoring program for elementary and middle schools	Local Funds	Admin Counselor Librarian	Sign-in sheets List of mentors/students		

Goal 5: Promote a Safe Environment

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Assess and Increase number of Security Cameras as needed	Local Funds	Supt., Tech Director	Inventory of Cameras		
Provide continued training and Increase the number of School Marshals as needed	Local & Federal Funds	Supt.	Additional marshals trained		
Safety and Security Committee--Districtwide	Local Resources, Local Law Enforcement	Supt ISD PD, ISD Marshals	Systematic plan to review and improve existing practices		
District/Campus Threat Assessment Committees	Local Funds	Supt, LSSPs, ISD PD & Marshals	Sign in sheets and Agendas		
Provide training for staff in recognition and prevention of bullying, cyberbullying, child and sexual abuse, suicide prevention, ethics and dating violence, trauma-informed/grief training and Stop the Bleed	Staff Dev, Eduhero Local Funds, SHAC	Asst. Supt Campus Admin	Sign in sheets Data from Eduhero		
Drug Awareness, Bullying, and Conflict Resolution training for students	Local Funds SHAC	Counselors Campus Admin	Training Documentation		
Random drug testing of students involved in extracurricular activities in addition to K9 visits	Local Funds	Supt. Campus Admin	Document visits		
Exterior and Interior building/grounds maintenance will occur on a continual rotating schedule	Local Funds Eduphoria Help Desk	Director of Maint CFO	Periodic evaluation of grounds		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
		Principals			
CPR Training for Students at secondary campuses	Local	Campus Admin, Athletic Director, Nurse	Sign in Sheets		
Cybersecurity training is completed annually by all staff	Local Funds	Director of Technology	Training Documentation		
Maintain a security fence around school grounds	Local funds	Supt, Director of Operations			
Construct a security fence, gates, and security kiosk at the entrance to the secondary campuses.	Federal, State and local funds Bond funds	CFO Superintendent Operations Director	Decreased accessibility		
Conduct internal and external safety audits to ensure a secure campus and heightened student safety awareness	Local funds	Supt IISD Police Chief	Audit results		
Continue the Ingram ISD Police Department and provide additional police officers as needed	Grants Local funds	Superintendent IISD Police Chief	Coverage by officers		
Anonymous reporting through P3 for reporting safety concerns; Bark alert system	Local funds	Supt., IISD Police Chief, Principals	Bark & P3 reports		
Secure additional lockers due to athletic growth	Texans donation Bond project funds	Athletic Director	Secured lockers		
Incorporate Mutualink, panic buttons throughout the district that will instantly connect users with first responders	Local funds	IISD Police Dept School Administration	Installation of system		

Goal 6: Maintain a Budget that Supports the Vision of Student Success

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Manage Local, State, and Federal Resources to effectively fund needed programs	Local, Federal, State Comp, and Career and Tech Resources	CFO, Supt., Asst. Supt., Dir of Special Education	FIRST Rating		
Determine the targeted staffing ratios by analyzing the district's needs in instructional programs, without disrupting effectiveness	First Indicators Pupil Proportion Numbers HR staffing reports	Supt. CFO Asst. Supt Principals	Highly Effective teachers in all teaching assignments		
Coordinate funding to ensure all students have access to learning resources	Local, Federal, State Comp, and Career and Tech Resources	CFO, Supt., Asst. Supt., Dir of Special Education	Accountability Data		
Fund dual credit expenses for our students at no cost to the students	Local Funds	CFO & Supt	Dual credit invoices, student transcripts		

2025-2026 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
<p>A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA</p>
B. Other		
II. IDENTIFICATION & RECRUITMENT		
<p>A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>

<p>B. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.</p> <p>C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.</p> <p>D. Conduct ID&R. Potentially Eligible Migratory Children: Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOE as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOE as needed. Note: Share copies of COEs/ECOE with appropriate entities as listed in ID&R Manual.</p>	<p>Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p> <p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p> <p>Staff: MEP recruiters</p>	<p>By August 29</p> <p>By August 29</p> <p>By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.</p>
<p>E. Complete COEs/ECOE. Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.</p>	<p>Staff: MEP recruiters</p>	<p>Within 5 working days of parent signature</p>

<p>F. Review of COEs/ECOE. Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed.</p> <ul style="list-style-type: none"> • Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	<p>Staff: Designated SEA Reviewers Systems Specialists</p>	<p>Within 7 working days of parent signature.</p>
<p>G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. and for 2 yr. olds turning 3 – on or after 3rd birthday.</p>

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters, Data Dashboard through IDRC Services as contracted by TEA	Update on ongoing basis throughout the year
C. Other IV. INTERAGENCY COORDINATION A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families B. Other	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
V. QUALITY CONTROL		

<p>A. Written quality control procedures.</p> <p>Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.</p>	<p>Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff</p>	<p>By August 29</p>
<p>B. Eligibility review. Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.</p>	<p>Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate</p>	<p>Ongoing throughout the year</p>
<p>C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.</p>	<p>Staff: MEP Program Manager/Consultants</p>	<p>As needed throughout the year</p>
<p>D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.</p>	<p>Staff: All MEP staff</p>	<p>Ongoing throughout the year</p>
<p>E. Annual eligibility validation. Eligibility of previously identified children are randomly selected for validation through a re interview process per instructions set forth by TEA.</p>	<p>Staff: ESC, MEP staff</p>	<p>January – June</p>
<p>F. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)</p>	<p>Staff: ESC, District Designee</p>	<p>ID&R Action Plan finalized in August; proof that plan is included in DIP due by December</p>

<p>VI. EVALUATION</p>	<p>INDIVIDUALS RESPONSIBLE</p>	
<p>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</p> <p>A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC),LEA designee, etc.</p>	<p>TIMELINE By Aug 30</p>

improvement.		
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<p>B. Other -- MEP Family Surveys LEA designee collects MEP Family Surveys and submits those with a “yes” response to ESC-20 MEP administrative assistant Recruiters follow up on “yes” responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>
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Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The **Priority for Service Report on Texas – New Generation System (TX-NGS)** must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Students whose data in TX-NGS shows No Other Preschool Support.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the *TMEP Portal*.

TEA - Federal Program Compliance Division 1 Revised 5/30/25

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
20	133904		ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date: 08/19/2025
Ingram Independent School District		2025-2026	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

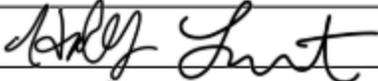
- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. • Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	ESC Region 20
Date	8/27/25	Date Review Complete	08/19/2025

TEA - Federal Program Compliance Division 2 Revised 5/30/25

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
20	133904	Ingram Independent School District

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
20	133904	Ingram Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services. 	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	Coordinator Consultant Program Manager	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

TEA - Federal Program Compliance Division 4 Revised 5/30/25

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
20	133904	Ingram Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by case basis) PAC Meetings	Consultant Program Manager District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> 			

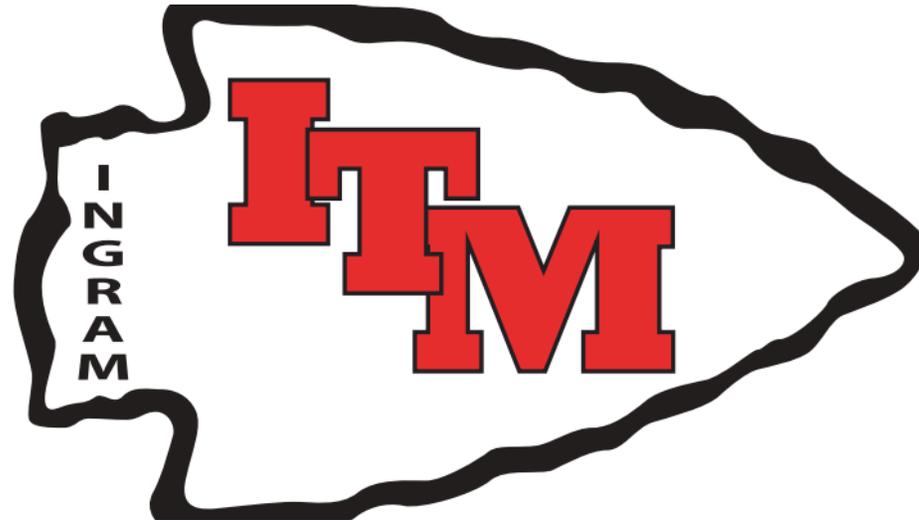
TEA - Federal Program Compliance Division 5 Revised 5/30/25

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
20	133904	Ingram Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
<ul style="list-style-type: none"> The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities. 	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> 			

TEA - Federal Program Compliance Division 6 Revised 5/30/25



Ingram Tom Moore High School Campus Improvement Plan

2025-2026

Ingram ISD Vision Statement

Inspiring Student Success from the Inside Out

Ingram ISD Mission Statement

Our purpose is to ensure an environment that provides rigorous learning and support, where each student masters the curriculum at every level, is continually inspired to ascend to the highest levels of good character, and thoughtfully and diligently prepare for a successful life after high school.

2025-2026 Board of Trustees

Jack Fairchild, President

Wayne McClintock, Vice President

Bennett Woodruff, Secretary

Stephen Schulte, Member

Adam Nichols, Member

Amy Barnes, Member

Amber Carpenter, Member

2025-2026 District Administration

Mindy Curran, Interim Superintendent

Brandie Guzman, Principal, Tom Moore High School

Tate DeMasco, Athletic Director

Kayla Casey, Principal, Ingram Middle School

Kali Brandt, Principal, Ingram Elementary School

Teresa Brunelli, Chief Financial Officer

Holly Lambert, Director of Special Education

Juan DeLeon, Technology Director

2025-2026 Campus Administration

Brandie Guzman, Principal
Lee Pool, Assistant Principal
Lisa Arledge, Lead Counselor

Campus Improvement Committee Members

Brandie Guzman, Administrative Representative
Chris Moralez, English Language Learner Representative
David Skinner, Special Ed Representative
Paula Morris, Teacher Representative
Karen McGuff, Teacher Representative
Bobby Leshikar, Teacher Representative
Kendra Miller, Parent Representative
Shannon Stolz, Parent Representative
Amy Bush, Community Member

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Ingram ISD Board Goals 2025-2026

1. All INGRAM ISD students will achieve academic growth and excellence and reach their full educational potential. The District will increase student academic achievement through the effective implementation and monitoring of the District's Curriculum while providing each student with a personalized quality education. The District will continually seek to improve the planning and organization between campus improvement committees, campus plans, and district planning to ensure consistency within the classrooms and between schools.

2. INGRAM ISD will strive to enhance a well-rounded education and broaden the experiences of students through extracurricular and co-curricular participation in all UIL activities. The District will emphasize programs and activities to enhance student citizenship and character development throughout all grades. The district will continually recognize students for their involvement and success in these programs and activities through the various media Resources available.
3. INGRAM ISD will strive to recruit, hire, and retain a high-quality teacher core. Educators with high moral character, high standards of ethical behavior, and those capable of truly serving our district will be sought to join our family and team with us on our journey towards excellence. The District will develop and promote strategies for teaching and coaching leadership development for those educators interested in improving their skills. Administrators, teachers, coaches, and sponsors will always be held to high standards when working and coaching students at all INGRAM ISD activities.
4. INGRAM ISD will deliberately pursue a positive public perception of the district. The District will work together to build an employee-friendly organization that reflects the values of trust, communication, and teamwork while developing partnerships with community and business groups. The District will continue to monitor and adjust the district web page and/or other communication tools to better serve students, parents/guardians, staff, and the community in an effort to engage everyone in the process of building and promoting the district.
5. INGRAM ISD will maintain facilities that enhance the learning of all students. The District will study and develop plans for operations that will prepare INGRAM ISD to keep safety a top priority, as well as continue to keep the district operations up to date. The District will continue to assess and prioritize necessary facility upgrades, even in difficult financial times, to provide an inviting, safe, well-maintained school.
6. INGRAM ISD will annually- Maintain a budget-balanced general operating fund and add to the fund balance if/when able to do so. The District will maintain a budget that supports the vision of INGRAM ISD and continue to achieve a superior rating as defined by the Financial Integrity Rating System of Texas (FIRST). The District will make fiscally sound decisions that will contribute to student achievement and provide for a safe learning environment.

Ingram Tom Moore High School Goals for 2025-2026

1. Ingram Tom Moore High School will improve and enhance the academic growth and performance of every student.
2. Ingram Tom Moore High School will heighten campus safety and reduce crime and substance abuse.
3. Ingram Tom Moore High School will promote the involvement of parents and the community in each student's education.
4. Ingram Tom Moore High School will prepare skilled and educated students to achieve post-secondary success.
5. Ingram Tom Moore High School will retain, support, and recruit quality staff.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY- SCHOOL-WIDE COMPONENT 1
SCHOOL YEAR: 2025-2026

Improvement Planning Data

District goals

Prior year's campus improvement plans

Accountability Data

Texas Academic Performance Report (TAPR) data

STAAR/EOC Accountability Summaries and Data Reports

Accountability Distinction Designations

PBMAS data

ACT assessment data

Local benchmark or common assessment data

TELPAS

Student Data: Behavior and Other Indicators

Completion rates and/or graduation rates data

Annual dropout rate data

Attendance data

Mobility rate

Employee Data

Staff surveys and/or other feedback

Highly qualified staff data

Demographics

Ingram Tom Moore	Enrollment Grades 9-12	Percent Economically Disadvantaged	Percent English Language Learners	At Risk
2015-2016	341	55.7%	8.2%	44.3%
2016-2017	336	57.7%	8.0%	53.0%
2017-2018	308	56.5%	8.1%	28.2%
2018-2019	327	65.7%	7.3%	26.6%
2019-2020	333	63.9%	6.6%	44.9%
2020-2021	315	61.6%	11.4%	37.1%
2021-2022	369	63.3%	14.2%	49.0%
2022-2023	395	62.0%	13.9%	46.9%
2023-2024	423	62.2%	15.6%	41.6%
2024-2025	440	58.4%	15.4%	46.1%
2025-2026*	444	55.2%	10.0%	40.0 %

*As of 10/31/2025

2014-2015	94.8%
2015-2016	95.7%
2016-2017	94.7%
2017-2018	94.8%
2018-2019	95.9%
2019-2020	95.96%
2020-2021	96.05%
2021-2022	96.1%
2022-2023	96.2%
2023-2024	96.1%
2024-2025	96.7%
2025-2026	96.22%

Campus Attendance Rates

*As of 10/31/2025

EOC Performance

The following Ingram Tom Moore High School EOC data was collected from Data Interaction for Texas Student Assessments.

Content EOC	Ingram Tom Moore High School			Across Texas		2025 State Results Approaches/Meets /Masters
	2023 Approaches/Meets/Masters	2024 Approaches/Meets/Masters	2025 Approaches/Meets/Masters	% Change At ITM	% Change Across Texas	
English I	90/64/17=57	82/64/19 = 55	85/73/16=58	+3	-2	66/51/16=44
English II	91/60/15=55	91/74/4 = 56	89/75/8=57	+1	-3	71/56/9=45
Algebra I	95/35/07=46	86/43/17 = 49	84/32/16=44	-5	+1	76/47/29=51
US History	96/41/27=55	95/68/20 = 61	99/71/26=65	+4	-1	94/68/37=66
Biology	95/73/17=52	92/58/8 = 53	69/46/8=41	-12	+2	91/62/21=58

Tom Moore High School Accountability

Domains	2024		2025	
Student Achievement	93	A	93	A
School Progress	95	A	95	A
Closing the Gaps	94	A	91	A
Overall	95	A	94	A

Analysis of data has identified the following needs – Component 1:

Academic Needs:

- Improve student academic growth through vigilant data analysis and provide rigorous instruction at Tier 1, 2, and 3 levels.
- The data indicate the need to increase student performance on EOCs to meet and master grade-level expectations.
- Support teachers in deconstructing the depth and complexity of state expectations/ TEKS that govern their specific content area and how to improve academic performance through consistent implementation of high-yield instructional strategies.
- The need to continue to implement a scheduled time for targeted remediation and accelerated instruction.
- Writing is an area of focus. Additional training and consistency in expectations for critical writing, short constructed responses, and extended constructed responses.
- Ongoing training to support staff members in providing differentiation and prioritizing accommodations to help Emergent Bilingual students increase language acquisition and academic performance.
- Data indicates the need for implementation of critical thinking skills that support students in transferring learning to new context and strengthen students’ problem-solving skills.
- Monitor student progress throughout the year by continuing use of aligned assessments, including increasing implementation of TEA-released practice tests, interim assessments, and benchmarks, and using data to drive decision-making and instructional practices.
- Identify resources that provide practice for new item types
- Test prep: TSI and ACT

Retention of Highly Effective Teachers

- Time for collaboration and planning.
- Continue to implement T-TESS with a focus on teacher and student growth
- Continue to increase the salary schedule to be more competitive with neighboring districts
- Change focus on Staff Development by providing more opportunities in-house to include teams of teachers
- Provide funding for teachers and administrators to acquire additional certifications
- Continue to recruit, hire, and retain high-quality teachers who exemplify professionalism and a commitment to student success.

Graduation and Beyond

- Strengthen our P-TECH program to ensure every student has access to high-quality pathways leading to college credit, industry certifications, and work-based learning experiences.
- Maintain 100% graduation rate for all student groups through targeted support and monitoring.
- Collaborate with local businesses, community organizations, and higher education partners to provide authentic work-based learning and internship opportunities aligned with students' chosen pathways.
- Review and refine coherent course sequences and pathways to ensure all students can earn endorsements that reflect their interests and career goals.
- Provide college and career transition supports, including advising, workshops, and partnerships that prepare students for success beyond high school.

Campus and Community

- Maintain and enhance campus facilities to ensure a safe, welcoming, and well-maintained environment for students, staff, and visitors.
- Strengthen partnerships with families, community members, and local organizations to expand opportunities and support for students.
- Continue to improve infrastructure and campus aesthetics to promote school pride and reflect the district's commitment to excellence.
- Foster a sense of community engagement and shared responsibility for sustaining a positive and supportive campus culture.

Title 1, Part A:

School-wide Components:

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information that includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Measures to include teachers in the decisions regarding the use of academic assessments are described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
9. Coordinate and integrate federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, adult education, vocational and technical education, and job training.

Goal 1: Ingram Tom Moore will Improve Academic Performance

Target Performance Level: Algebra 1 to 90%; English I to 88%; English II to 90%; US History to 100%; CCMR 100%; TELPAS 36%

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	TITLE 1 School-wide Components (Code by #)
Continue to expand the use of data-driven decision-making to support academic growth on our campus.	Principal	On Data Suite Lead4Ward Local Resources	Individual teacher conferences focused on student growth and data review	Increase academic growth	#2, 4
Provide accelerated instruction to students outlined in HB4545/ HB1416 in Next Step Prep (NSP)	Principal, Asst Principal	EdReady, Shmoop, Local Resources	NSP Hours Tracking Log and Usage Reports	Monitoring of intervention effectiveness through progress tracking and student outcomes	#2, 3, 9
Review 6-week and benchmark assessments to ensure alignment with TEKS and track student progress by student population groups	Principal, Teachers, Department Leads	STAAR released questions, CRS, TFAR	STAAR-like and aligned assessments	Assessment results compared to STAAR results	#2, 3, 4
Maintain a Full-Time ITM ESL teacher to monitor and oversee English Learners' language and academic progress.	Teacher Principal	Local	Progress Monitoring	TELPAS and T-TESS data	#2, 8
Offer ongoing professional learning focused on meeting the academic and linguistic needs of Emergent Bilingual and Special Education learners.	Director of Special Programs, Campus Admin	Region 20, ESL for Emergent Bilingual, Local Resources, Title I, Title III, Technology Resources, Title Funds	Increase in academic growth and progress of Emergent Bilingual and Special Education students	Progress monitoring data, RTI Data, assessment results, TELPAS data. Lesson plan documentation STAAR	#2, 4, 8, 9
Continue to use Lexia to help Emergent Bilingual students fill in gaps regarding phonetic awareness	Director of Special Programs, Campus Admin, ESL teacher	Title Funds	Implementation Plans and Usage Reports	Advancement in the Language Proficiency	#2
Continue to implement Summit K-12 online diagnostic program to improve language acquisition and	Director of Special Programs	Region 20 ESC	Implementation Plans and Usage Reports	Advancement in Language Proficiency, Conferencing, Aligned Assessments, Progress	#2, 6, 7, 8

Goal 1: Ingram Tom Moore will Improve Academic Performance

Target Performance Level: Algebra 1 to 90%; English I to 88%; English II to 90%; US History to 100%; CCMR 100%; TELPAS 36%

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	TITLE 1 School-wide Components (Code by #)
student performance on the TELPAS	Campus Admin ESL Teacher			Monitoring, benchmarks, TELPAS, STAAR	
Implement ACT Preparation Course and ACT Online Prep	ACT Teacher, Campus Admin	Local Funds, ACT Online Prep	Implementation Plans and Usage Reports	Increased scores on ACT	#3
Continue to administer Schoolday ACT 8/9 and PreACT to all Freshmen and Sophomores	Principal	Local Funds, State Funds	Students Testing	ACT Test Results	#2
Teachers will maintain ongoing Curriculum Alignment	Principal Asst. Principal Teachers	Department and Grade-level team Meetings	Team Mtgs; Lesson Plans and Aligned Assessments	Progress Monitoring Report	#2, 8

Goal 2: Ingram Tom Moore will provide a clear pathway to college, career, or military readiness, equipping each student with the knowledge, skills, and experiences needed for post-secondary success

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	School-wide Components (Code by #)
Strengthen our implementation of the P-TECH model	Principal, Counselor, Asst. Principal	Campus Funds	P-TECH OBM Tracking System, Master Schedule, Pathway Crosswalks	Increased scores and participation	#10
Provide expanded opportunities for hands-on Construction Technology certification and career readiness	Superintendent Asst. Super Principal, Counselor	IHEs, Resources from other schools implementing a similar model	Pathways Crosswalk, Master Schedule, Certificates of Completion	Master Schedule # of students enrolled and number of Higher Education partners	#2,10

Goal 2: Ingram Tom Moore will provide a clear pathway to college, career, or military readiness, equipping each student with the knowledge, skills, and experiences needed for post-secondary success

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	School-wide Components (Code by #)
Continue to explore opportunities and certifications that could be offered in the future	Principal, Counselor, Asst. Principal	Steering Committee Meetings, Region 20, Other School Models	Meeting Agendas and Notes	Research findings, Master Schedule	#2,10
Provide Work-based learning opportunities at every grade level.	Asst. Super Principal Asst Principal Counselor	Local Funds	Work-based Learning Plan, Master Schedule, Course Selection	Master Schedule # of students enrolled and number of Higher Education partners	#1
Continue certifications in Welding, Cybersecurity, Phlebotomy, CNA, Construction Technology, Entrepreneurship, Logistics, Banking, Real Estate, etc.	CTE Coordinator Teachers Counselors	CTE Resources, Local	Students completing certification coursework and requirements	Students successfully earning industry-based certifications	#2, 8
College Exploration, grade-level specific college field trip rotations	Counselors Teachers Principals	Local Funds, IHES	Calendar of Events, Field Trip Agendas	Trip Attendance Rosters and Feedback from staff and students	#6, 9
Prepare students for post-secondary transition with Next Step Prep	Counselors Teachers Principals	CTE Resources Local Resources IDEA B Resources	Personal Grad Plans: Endorsements, Increase in students meeting college-ready standards	TAPR data	#6, 9
Continue College Lab to provide protected time for students to dedicate to DC responsibilities	Principal, Asst. Principal	Local	Course Catalog and Class Rosters	Information based on DC results	#2, 3, 9
Career Exploration- Career Speaker Series, Speakers from the Community addressing students to expand their knowledge and expose them to various future career opportunities and areas of interest	Superintendent Asst. Super Principal Asst Principal	Community Member Support, Business Partnerships	Career Speaker Series Agenda and Rotation Rosters	Feedback and Debrief	#1

Goal 3: Ingram Tom Moore will Increase Leadership Effectiveness

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	School-wide Components (Code by #)
Regularly scheduled Administrative Meetings	Principal	Local	Agendas and Sign-in Sheets	Improved Communication and alignment	#4,8
On-going administrator training: T-TESS, TASSP, TAC	Admin	Local	Uniform implementation of campus initiatives	T-PESS Annual Evaluation	#4
Encourage distributed leadership	Admin	Local	Department leads taking active roles in campus improvement initiatives	Evidence of alignment between leadership goals and campus improvement priorities	4

Goal 4: Ingram Tom Moore will Increase Learning Time

Target: Increase attendance to 97.0%

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Schoolwide Components
Strengthen communication between the school, students, and families regarding attendance expectations and academic impact	Admin, Office Staff, Attendance Clerk, Counselors	Local	Attendance Reports	Attendance Rate, Academic Success	#2
Provide targeted academic supports (tutorials, accelerated instruction, and intervention sessions) to maximize instructional time and reduce learning gaps.	Campus Admin, Teachers	Federal Funds	Bell Schedule	Student growth	#2
We will Increase Student Attendance/Decrease Tardiness	Admin, Office Staff, Attendance Clerk, Counselors	Local	Attendance Reports	Increased Attn Rate & Decreased Number of Tardies	#2

Goal 5: Ingram Tom Moore will Increase Family and Community Engagement.

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Schoolwide Components
ITM will continue to grow our volunteerism in the community, including mentoring, PTO, Booster Clubs, Chaperones, Career Speaker Series, Student Council, Act of Kindness Club, etc.	All district personnel	ESC 20 Local	Mentoring program, PTO	Volunteer sign-in sheets	#6
Support the continued growth of the PTO to build stronger connections among parents, staff, and students.	Principal Teachers Parents	Parents and community members	Agendas, sign-in sheets	Increase in the number of parent and community member participation	#6
ITM campus will host Community Celebrations highlighting athletic, extracurricular, and academic achievements	Campus Leadership Team Parents Students	PTO, Booster Clubs, Volunteers, All staff Local	Awards Ceremonies and other celebration events	Acknowledgement of events on the website and local newspapers	#6

Goal 6: Ingram Tom Moore will Improve School Climate

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	School-wide Components (Code by #)
Continue to promote positive campus and teacher highlights through the district website, social media platforms, newsletters, local media, etc	Superintendent Campus Admin District Public Relations Liaison	Website, Local Papers, Social Media	Newspaper Articles, Website, District Ap, Facebook	Board Minutes, Ticket Sales, Event Participation	#6
Teacher Appreciation lunches every 6 weeks, Pay Day Breakfast, and Staff Morale	Principal, Admin, Staff	Community	Meals	# of meals	#6
Encourage School pride—t-shirts, key chains, etc. Positive calls home, Acknowledging student accomplishments	Principals	Community Local	Positive Climate	Teacher Feedback	#6

Goal 6: Ingram Tom Moore will Improve School Climate

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	School-wide Components (Code by #)
Proudly support the campus theme, “We Fight Different Now” and reflect the Ingram ISD mission and vision.	All Staff	School-wide staff training	Display of Vision and District Pride	Stakeholder Feedback	#6

Goal 7: Ingram Tom Moore will Increase Teacher and Administrator Quality

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	School-wide Components (Code by #)
Provide Professional Development opportunities to ensure innovative, effective research-based teaching strategies are utilized	Principals, Director of Sped	Region Professional Development	Increased Student Achievement	Curriculum Aligned Assessments STAAR/EOC	#2, 3, 4
Assist teachers and administrators by providing continuing education opportunities, including refunding the cost of successful completion of TExES exams	Principals Director of HR	Local	Certificates of completion and additional certifications	Certificates of completion and additional certifications	#3, 4
Provide time for teachers to collaborate, plan, and observe each other.	Principal Asst. Principal	Local Resources	Scheduled visits	Increase in effective teaching strategies	#4, 8
ITM will strengthen new teacher support by empowering department leads and experienced teachers to mentor and guide incoming staff.	Principals Mentor Teachers	Local	Improved morale of new teachers	New Teacher Retention and Success Rate	#5
ITM will continue recruitment and retention of highly effective Teachers and Staff	Principals	Job Fairs, teacher cert programs, advertised on specialty boards	Fully staffed by Highly Effective Teachers	Retention Rates, TIA	#5

Goal 8: Ingram Tom Moore will promote a safe environment.

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	School-wide Components (Code by #)
Continue CPR training for students at secondary campuses	District and Campus Nurse	Local Resources	Training scheduled	Sign-in Sheets	#9
Continue the School Marshal Program and IISD police department	Admin. Teachers	Computer Local Officers	Completion of Training: CPI, CPR, Psych Evaluation, and School Marshal Certification Program	End-of-Year Evaluation	#8
Continue to utilize drug dogs to conduct randomized campus searches and randomized drug testing.	Campus Administrators	Local Funds	Regular visits from dog handling agency	Outcome of visits	#10
Exterior and Interior building/grounds maintenance will occur on a continual schedule	Director of Maintenance CFO, SROs, Principals, Maintenance and Custodial Staff	Local Resources Eduphoria Help Desk	Informal building/ground Observations	Periodic evaluation of bldgs. and grounds	IISD Board Goal #5
Technology infrastructure will be continually updated to meet the needs of the students	Director IT, CFO	Technology Resources Local Resources Title Funds	Network Capacity	Network Capacity	#10, IISD Board Goal #5
Continue Threat Assessment Team	Campus Admin	Campus Resources	Regular meetings	Sign-in Sheets	#8
Continue Awareness and Training on Self-harm, Cyber Bullying, Drug Awareness, Bullying, and Conflict Resolution training for students	Counselors Campus Admin	Local Resources SHAC	Increased Student Awareness	Training Documentation	#9
Host Stop the Bleed Training and refresher for all staff	Nurse with assistance from Local EMTs	Local Resources	Increased teacher awareness	Sign-in sheets	#9

Goal 8: Ingram Tom Moore will promote a safe environment.

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	School-wide Components (Code by #)
Train staff with safety drills, I Love U Guys, Stop the Bleed, and Reunification	Administration	I Love U Guys Foundation	Train new staff members	Plan in place	#8
Require staff badges and strict visitor check-in procedures	Admin. Staff	Local	Google Doc, School Pass	Safety Audits	#8
Implement the use of the SPAT system for all drills/panic button requirements.	Admin Staff	App	SPAT system	End-of-Year Evaluation	#8

Goal 9: Ingram Tom Moore will maintain a balanced general operating fund and a budget that supports the vision of Ingram ISD

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	School-wide Components (Code by #)
Continue to monitor the targeted staffing ratios by analyzing the campus needs in instructional programs, without disrupting the instructional programs.	Superintendent Chief Financial Officer Asst Supt Principals	FIRST Indicators Pupil Projection Numbers HR Staffing Records Budget	Highly qualified teachers in all teaching assignments	Staffing Ratios	#1
Manage Local, State, and Federal funds allocated in the budget	Admin.	Local, Federal, State Comp, and Career and Technology Resources	Monthly financial reports Budget worksheet		#6
Determine the training needs of the staff and the resources needed to enhance the curriculum	Principals Teachers	Pupil Projection Staffing	Staffing Ratios		#6



Ingram Middle School Campus Improvement Plan (Campus Needs Assessment Embedded)

2025- 2026

Ingram ISD Vision Statement

Inspiring Student Success from the Inside Out

Ingram ISD Mission Statement

Our purpose is to ensure an environment that provides rigorous learning and support where each student masters the curriculum at every level, is continually inspired to ascend to the highest levels of good character, and thoughtfully and diligently prepares for a successful life after high school.

2025-2026 Board of Trustees

Jack Fairchild, President
Wayne McClintock, Vice President
Bennett Woodruff, Secretary
Stephen Schulte, Member
Adam Nichols, Member
Amy Barnes, Member
Amber Carpenter, Member

2025-2026 District Administration

Mindy Curran, Interim Superintendent
Assistant Superintendent
Teresa Brunelli, Chief Financial Officer
Holly Lambert, Director of Student Services & Testing
Juan DeLeon, Technology Director
Brandie Guzman, Principal, Ingram Tom Moore High School
Kayla Casey, Principal, Ingram Middle School
Kali Brandt, Principal, Ingram Elementary School
Tate DeMasco, Athletic Director

Campus Administration

Kayla Casey, Principal
Joe Davis, Assistant Principal
Allison Page, Counselor

Campus Improvement Committee

Kayla Casey, Campus Principal
Allison Page, Campus Counselor
Joe Davis, Assistant Principal
Amber Bain, Campus Teacher
Mary Dalton, Campus Teacher
Nancy Gold, Campus Teacher
Mary Jeffers, Campus Special Education Teacher
Kim Martinez, Campus Teacher
Carrie Nowak, ESL Teacher
Cynthia Pedersen, Campus Teacher
Dara Coleman, Non-Teaching Staff Member
Heather Morris, Parent Representative
Keely Vanacker, Parent Representative

Ingram Middle School

Vision Statement

Warriors Today, Leaders Tomorrow

Mission Statement

Our purpose is to provide a safe learning environment that provides rigorous learning and support where each student is inspired to excel both academically and personally to become a responsible future leader while serving their community with compassion and integrity.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1** Parents will be full partners with educators in the education of their children.
- Objective #2** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4** A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5** Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas.
- Objective #6** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9** Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Ingram ISD Board Goals 2025 - 2026

1. All INGRAM ISD students will achieve academic growth and excellence and reach their full educational potential. The District will increase student academic achievement through the effective implementation and monitoring of the District's Curriculum, while providing each student with a personalized quality education. The District will continually seek to improve the planning and organization between campus improvement committees, campus plans, and district planning to ensure consistency within the classrooms and between schools.
2. INGRAM ISD will strive to enhance a well-rounded education and broaden the experiences of students through extracurricular and co-curricular participation in UIL activities. The District will emphasize programs and activities to enhance student citizenship and character development throughout all grades. The district will continually recognize students for their involvement and success in these programs and activities through the various media resources available.
3. INGRAM ISD will strive to recruit, hire, and retain a high quality teacher core. Educators with high moral character, high standards of ethical behavior, and those capable of truly serving our district will be sought to join our family and team with us on our journey towards excellence. The District will develop and promote strategies for teaching and coaching leadership development for those educators interested in improving their skills. Administrators, teachers, coaches, and sponsors will always be held to high standards when working and coaching students at all INGRAM ISD activities.
4. INGRAM ISD will deliberately pursue a positive public perception of the district. The District will work together to build an employee-friendly organization that reflects the values of trust, communication, and teamwork while developing partnerships with community and business groups. The District will continue to monitor and adjust the district web page and/or other communication tools to better serve students, parents/guardians, staff, and the community in an effort to engage everyone in the process of building and promoting the district.
5. INGRAM ISD will maintain facilities that enhance the learning of all students. The District will study and develop plans for operations that will prepare INGRAM ISD to keep safety a top priority, as well as continue to keep the district operations up to date. The District will continue to assess and prioritize necessary facility upgrades, even in difficult financial times, to provide an inviting, safe, well-maintained school.
6. INGRAM ISD will annually- Maintain a budget-balanced general operating fund and add to the fund balance if/when able to do so. The District will maintain a budget that supports the vision of INGRAM ISD and continue to achieve a superior rating as defined by the Financial Integrity Rating System of Texas (FIRST). The District will make fiscally sound decisions that will contribute to student achievement and provide for a safe learning environment.

INGRAM MIDDLE SCHOOL GOALS FOR 2025 - 2026

1. Ingram Middle School will improve and enhance the academic performance of every student.
2. Ingram Middle School will prepare skilled and organized students that will achieve success in high school.
3. Ingram Middle School will retain, support, and recruit quality staff.
4. Ingram Middle School will promote positive communication while involving parents and community members in the education of our students.
5. Ingram Middle School will promote personal protection and a safe campus environment.
6. Ingram Middle School will make fiscally sound decisions that will support a safe learning environment and student achievement.

DATA SOURCES

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY- SCHOOL-WIDE COMPONENT 1 SCHOOL YEAR: 2025 - 2026

Improvement Planning Data

District Goals

Campus Goals

Prior year's District Improvement Plan

Prior year's Campus Improvement Plan

TEA Strategic Priorities

Parent Survey

Accountability Data

Texasassessment.gov website
 Texas Academic Performance Report (TAPR) data
 STAAR/EOC Accountability Summaries and Data Reports
 Accountability Distinction Designations
 On Data Suites / Lead4ward
 Local benchmark or Common Assessments Data
 i-Ready Data Reports - Math and Reading
 TELPAS Components

Student Data: Behavior and Other Indicators

Annual Dropout Rate Data
 Attendance Data
 Mobility Data

Employee Data

Staff Surveys and/or Other Feedback
 Highly Qualified Staff Data
 TIA Recipient Data

**Student Demographics
 Data from PEIMS Fall Collection 2024**

Ingram Middle School	African American	Asian	Hispanic	White	Two or More
2024 - 2025	.36%	1.11%	44%	51%	2.96%
2023 - 2024	.36%	.72%	42%	55%	2.0%
2022 - 2023	.36%	.72%	43%	54%	2.15%
2021 - 2022	.74%	.37%	42%	55%	2.0%
2020 - 2021	.39%	.39%	46%	50%	3.15%

Campus Demographics
Data from PEIMS Fall Collection 2024

Ingram Middle School	Enrollment Grades 6-8	Percent Economically Disadvantaged	Percent Emergent Bilingual	Percent At Risk	Percent Special Education
2024 - 2025	270	60%	18.73%	49%	18.2%
2023 - 2024	278	63%	19%	50%	17.63%
2022 - 2023	279	69%	18%	57%	14.34%
2021 - 2022	269	67%	15%	52%	12.64%
2020 - 2021	254	74%	15%	58%	14.17%

Middle School Attendance Rates

2024 - 2025	2023 - 2024	2022 - 2023	2021 - 2022
98.9%	95.7%	96%	95.7%

Ingram Middle School Accountability

Domains	2025		2024		2023	
Student Achievement	86	B	88	B	83	B
School Progress	90	A	91	A	90	A
Closing the Gaps	87	B	91	A	74	C
Overall	89	B	91	A	85	B

IMS

Distinction Designations

	Academic Achievement in ELAR/Reading	Academic Achievement in Math	Academic Achievement in Social Studies	Post- Secondary Readiness
2024-2025	Y - $\frac{2}{2}$ = 40% <ul style="list-style-type: none"> ● Attendance Rate ● Grade 7 Reading Performance 	Y - $\frac{5}{8}$ = 63% <ul style="list-style-type: none"> ● Attendance Rate ● Accelerated Student Learning ● Algebra 1 Grade 8 Participation ● Grade 6 Performance ● Algebra 1 Grade 8 Performance 	Y - $\frac{2}{2}$ = 100% <ul style="list-style-type: none"> ● Attendance Rate ● Grade 8 Social Studies Performance 	Y - $\frac{2}{2}$ = 100% <ul style="list-style-type: none"> ● % STAAR Results at Meets or Above (all subjects) ● % of Grade 3-8 Results At Meets Level or above in both Reading and Math

Ingram Middle School STAAR Performance Data

Subject /Test	2022 Approaches/ Meets/Masters	2023 Approaches/ Meets/Masters	2024 Approaches/ Meets/Masters	2025 Approaches/ Meets/Masters
6th Reading	80/53/35 = 56	79/58/18 = 52	75/59/24 = 53	78/54/25 = 52
7th Reading	88/50/37 = 58	83/52/27 = 54	80/47/25 = 51	79/52/37 = 56
8th Reading	97/72/28 = 66	95/60/14 = 56	97/73/16 = 62	92/69/31 = 63
6th Math	88/51/20 = 53	83/43/13 = 45	80/46/16 = 47	86/47/22 = 52
7th Math	69/31/12 = 37	73/43/7 = 41	63/59/9 = 36	34/12/0 = 15
8th Math	88/54/18 = 53	93/52/6 = 50	88/72/23 = 61	90/62/21 = 58
8th Algebra	100/97/92 = 96	100/84/45 = 76	98/84/53 = 84	100/93/48 = 80
8th Biology	97/72/28 = 66	95/60/14 = 56	97/73/16 = 62	97/80/20 = 66
8th Social Studies	70/21/10 = 31	79/42/15 = 45	80/48/24 = 51	75/43/20 = 46

Analysis of data has identified the following needs – Component 1:

Academic Needs:

- Increase the percentage of students who reach the Meets or Masters level by providing additional specified tutorials. Data indicates that the depth and complexity of the TEKS addressed in the curriculum, resources, and instruction needs to be increased to meet or exceed expectations. Teachers need support in understanding the TEKS/Ses that govern their specific content area. Tier 1 instruction needs to be increased.
- Improve student academic growth by vigilant data analysis and providing rigorous Tier 1, 2 and 3 instruction
- In depth training to reconstruct our AVID program by facilitating teachers and directors with the most current training and best practices. Including the visitation of AVID campuses that are using these programs with fidelity.
- Rotations of targeted interventions during Pathways. ELAR, Math, Science and Social studies weekly targeted small group interventions will be data driven groups that target students under performing on formal assessments and data points.
- iReady diagnostic implementation in math and reading to determine baseline academic readiness. iReady used to help facilitate intervention, instruction and assessment in math and English Language Arts classes and assistance to boost reading levels .
- Frequent checkpoints focused on campus growth and increased monitoring of student, classroom and content area growth.
- Provided time for silent and sustained reading during Warrior Room. (DEAR).
- Implementation of GT program community outreach projects that connect learning with project based initiatives within our community.
- Provide accelerated instruction to students outlined in HB4545.
- Targeting hispanic student population with reading and math intervention to show growth, academic achievement, and overall student success. Interventions will include utilization of new staff, intensive one on one instruction with new staff and emerging bi-lingual students, and including iReady program, Papaya, Mindplay, and Summit K-12 for emerging bi-linguals.
- Implementation of Summit K-12 to give E.B additional resources to increase reading levels and acquisition of English language skills.
- Our campus focus needs to continue to be growth centered. Tracking and adjusting for each student's growth every 3 weeks through aligned assessments to increase our percentage of approaches, meets and masters to obtain our goal. Data indicates that the depth and complexity of the TEKS addressed in the curriculum, resources, and instruction needs to be increased to meet or exceed state expectations. Teachers need support in understanding the TEKS/SEs that govern their specific content area. The rigor of Tier 1 instruction needs to be increased to mirror the complexity of the TEKS. Use of TEKS resources, TEKS guide, and Lead4Ward will continue to be implemented.

- Continuing to create assessments that align to the rigor of STAAR. Lessons should build toward success on these higher expectations.
- Implementation of AVID resources (COSTA) and Seidlitz strategies that provide practice for high level questions (COSTAs) across all grade levels.
- Data from aligned assessments needs to be analyzed immediately to drive instruction and activities.
- Disaggregate the data by sub-groups to determine effectiveness in meeting the needs of historically underserved student populations.
- Data indicates that there are still weaknesses across the content areas. Time for scaffolding and reteaching needs to be provided for struggling students. Targeted instruction will be provided through a flexible elective period.
- Writing needs to remain an area of focus. This will be a focus across content areas. There will be ongoing communication between writing teachers and other content teachers.
- Implementation of math and writing bootcamp the 1st 6 weeks of school. These individualized interventions will assist early English learners as well.
- Embed writing assignments in all content areas and benchmarking.
- Continue to analyze new STAAR question types and expectations for written responses.
- Reading is a continued area of focus.
 - ❖ Vertical alignment will assist students transition from one grade level to the next seamlessly improving academic achievement.
 - ❖ Implementation of a Dyslexia program to support those identified as dyslexic and fill gaps.
- Because of dual coding, success in social studies and biology depends heavily on higher level reading skills (i.e. inferencing, summarizing, and main idea) and the ability to interpret embedded graphics and charts. Student achievement in both disciplines would increase if reading skills were integrated. Students require additional exposure to primary source text and a variety of graphics. Depth of understanding would increase with embedded writing assignments.
- Provide tutoring, clothing, food, and school supplies for our students in need.
- Implement 1-1 technology with chromebooks being issued to every middle school student.

Retention of Highly Qualified and Effective Teachers:

- Provide funding for teachers and administrators to acquire additional certifications.
- Continue to focus on supporting a climate and culture that exceeds teachers expectations.
- More frequent opportunities for team building camaraderie and opportunity to build relationships.
- Provide time for departmental planning, professional learning committee meetings, and vertical alignment (additional half day at the end of each six weeks).

- Strive to continue to recruit, hire, and retain high quality teachers with high standards of ethical behaviors.
- Create opportunities to send paraprofessionals, teachers and administrators to professional development to increase effectiveness.
- Shift the focus on staff development to provide more opportunities, in house, for lead teachers to share with peers, create mentorships and provide assistance.
- Continue to implement T-TESS with fidelity across the campus.
- Identify highly effective teachers through student learning objectives and STAAR growth models.
- Promote retention through Teacher Incentive Allotments.
- Strive to continue to recruit, hire, and retain high quality teachers with high standards of ethical behavior.
- Encourage leadership of staff members by empowering them through their areas of strength.
- Continue to recognize staff members of the month.

Connect High School to College and Careers:

- Offer TSI for 8th grade students, to help increase high school students' participation in College Entrance Exams. Provide specific times for TSI preparation through AVID curriculum.
- Implement resources for students to prepare for transition into post-secondary college and/or career through pathways programs and guest speaker presentations.
- Continuation of Where You Going Wednesday theme day for the campus students and staff to wear college, career, military and trade attire. Photos are taken and posted to social media and the IMS website.

Campus and Community:

- Involvement of community organizations such as FCA, Younglife, and mentors to visit and speak to students about healthy life choices.
- Opportunities provided weekly for community members to speak to the student body regarding career opportunities and experiences.
- Implementation of a mentoring program.
- Maintain and improve facilities to keep safety the #1 priority.
- Promote campus highlights through social media posts.
- Provide students and families with supplies needed to ensure success. Provide access to clothes closet, blessings in a backpack, personal hygiene, and constant observation of students in need.
- Partner with community businesses to provide certificates for the student achievement
- Continue to strengthen the school's partnership with the community
 - ❖ Blessing in a Bag weekend food program
 - ❖ Shoe drives
 - ❖ Holiday meals /Christmas Assistance
- Continue building our student benefits account by seeking donations and fundraising.

- Promote involvement of EB parents by implementing a monthly EB parent night to provide support to their specific needs.

Promote a Safe Environment:

- Implementation of drug awareness and decision making program “Too good for drugs” brought to us by the San Antonio council of alcohol and drug awareness.(SACADA). Red ribbon week presentation
- Implement a “worth the wait” program to increase personal awareness and increase sound decision making for all students.
- Organization of our IMS threat assessment protocols to ensure clear and concise procedures to aid in the investigation of threats on our campus.
- Utilize the Ring Security System at campus entrances
- Utilize TCHAT (Texas Child Health Access Through Telemedicine) counseling services when they are necessary to ensure student mental health.
- Training and professional development for staff on sanitation and minimizing spread of infectious disease
 - Cleaning supplies to sanitize and clean facilities
 - Hand sanitizer
- Maintain the School Marshall Program and Stop The Bleed Training for all IMS staff
- Provide staff development to promote student healthy lifestyle
- Access to an AED on the I.M.S campus. along with an on campus response team.
- Implementation of 212 Warrior Way - a school wide character program.

Title 1, Part A:

School- wide Components--

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Applies to Elementary Campus only.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, adult education, vocational and technical education, and job training.

Goal 1 Maximize Student Achievement

Students taking STAAR/EOC assessments will achieve a score greater than 60 in Domain I and meet or exceed the state standard for Domains 2 and 3 while increasing the number of students at the Masters and Meets level

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		TITLE 1 School-wide Components (Code by #)
					Jan.	April	
Continue to expand the use of data-driven decisions to strengthen core academic programs and guide budget expenditures for resources and training	Principal Asst Principal Dept. Chairs	On-site Data training; Lead4Ward Local Resources	Analysis of Data at PLC Meetings	Increase STAAR/EOC scores			#2, 4
Continue to Implement AVID classes as well as WICOR strategies for all middle school students to support core instruction	Principal District Director Asst Principal AVID Teachers	AVID Training My AVID Site	Master Schedule AVID Walks	AVID Meetings Walk through Data			#2, 4, 9
Provide resources and training to teachers to strengthen knowledge in their content area	Principal Teachers Department Leads	Local Funds Lead4ward Field Guides	Training certificates	Aligned lesson plans and test Walkthrough Data			#2, 3, 4
Hold data meetings to review 6 weeks and Benchmark data to identify gaps, and drive instruction and interventions	Principal, Teachers	CRS, AWARE, SLOs, Growth Trackers	Data meeting agendas, data charts	Assessment Results STAAR Results			#2, 3, 4, 9
Continue to provide intervention through Pathways and online instructional programs such as i-Ready reading and i-Ready math to fill in gaps in learning	Teachers Principal	i-Ready Data Reports	Program Usage Reports Pathways Schedules	Assessment Test Daily Grades STAAR Scores			#2, 3
Implementation of i-Ready math to reinforce skills	Campus Admin Math teachers	i-Ready Data Reports	Program Usage Reports Pathways Schedules	Assessment Test Daily Grades STAAR Scores			#2,3

Goal 1 Maximize Student Achievement

Students taking STAAR/EOC assessments will achieve a score greater than 60 in Domain I and meet or exceed the state standard for Domains 2 and 3 while increasing the number of students at the Masters and Meets level

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		TITLE 1 School-wide Components (Code by #)
					Jan.	April	
Provide professional development addressing the needs of EB and Sped Student	Dir of Sped Asst. Supt. Campus Admin	Region 20, ESL for Emergent Bilingual,	Decrease in Tier 2 and Tier 3 students, Increase in number of students at Meets/Masters level	Progress monitoring data, RtI Data, assessment results, TELPAS data, Lesson plan, and STAAR results			#2, 4, 8, 9
Continue to focus on writing across content areas by implementing Seidlitz strategies and increased opportunities during the school day	Campus Admin ESL Teacher	Local Funds Seidlitz Training	Training certificates, Walkthroughs, Lesson Plan Documentation	Writing Samples Increased writing scores			#2,9
Implement math and writing bootcamp the 1st 6 weeks of school to target specific students and fill in gaps in learning	Campus Admin Math & RLA teachers	Local Funds	Schedules	Increased Writing and Math Scores			#2,9
Continue to implement Summit K-12 online diagnostic program, Papaya, and Mindplay to improve language acquisition and student performance on the TELPAS	Director of Special Programs Campus Admin ESL Teacher	Region 20 ESC	Implementation Plans and Usage Reports	Advancement in Language Proficiency, Progress Monitoring, benchmarks, TELPAS, STAAR			#2, 6, 7, 8
Re-instate 8th Grade Science/STAAR at Middle School and Biology at the High School	Asst. Sup Campus Admin Science Teachers	Local	Master Schedule	Science assessments and 8th grade STAAR scores			#2, 8

Goal 1 Maximize Student Achievement

Students taking STAAR/EOC assessments will achieve a score greater than 60 in Domain I and meet or exceed the state standard for Domains 2 and 3 while increasing the number of students at the Masters and Meets level

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		TITLE 1 School-wide Components (Code by #)
					Jan.	April	
Continue implementation of STEMscopes Science curriculum 6th -8th grades	Asst. Sup. Campus Admin. Science Teachers	IMA	Lesson Plans Training Sign In Sheets	Analysis of assessment, benchmark and STAAR data			#2, 8
Provide time for GT instruction and for identified students to collaborate together while working on project based learning	Principal GT TEACHER	Region 20	Master Schedule Walkthrough visits	Projects			#2, 6
Implement new STEMscopes math curriculum 6th grade - Algebra 1	Asst. Sup. Campus Admin. Math Teachers	IMA	Lesson Plans Training Sign In Sheets	Analysis of assessment, benchmark and STAAR data			#2, 8
Teachers will maintain ongoing Curriculum Alignment	Principal Asst. Principal Teachers	Team Meetings; PLC	Team Mtgs; Lesson Plans and Aligned Assessments	Progress Monitoring Report			#2, 8
Provide small group targeted instruction for Reading Comprehension and Dyslexia services to SPED students	Campus ADMI, Dir. of SPED SPED Teachers	Reading by Design i-Ready Comp ED Funds ARC program	Student Schedules, Individualized Education Plans	Improved Reading Fluency IEP progress Improved Reading Scores			#2, 3, 9
Collaborate with AVID Implementation Strategist Nina Wilson to provide biweekly on-campus support to AVID teachers, strengthening instructional practices and improving student academic achievement.	AVID District Director, Campus Principal, AVID Teachers	Region 20	Schedule of classroom visits	Post conference notes provided from Mrs. Wilson.			#2, 8

Goal 1 Maximize Student Achievement

Students taking STAAR/EOC assessments will achieve a score greater than 60 in Domain I and meet or exceed the state standard for Domains 2 and 3 while increasing the number of students at the Masters and Meets level

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		TITLE 1 School-wide Components (Code by #)
					Jan.	April	
Continued implementation of the campus library to promote and support literacy.	Admin and Teachers	Local Funds	Teacher Sign up list, # of checked out materials	Student usage # of checked			#1, 2

Goal 2 Implement 21st Century Learning Skills and Connect High School to College and Military

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		TITLE 1 School-wide Components (code by #)
					Jan.	April	
Continue to promote “Where you going Wednesday”, and have students discuss their goals and future opportunities with college, career, and military awareness	Campus Principal and Teachers	Daily Announcement Reminders, Social Media Post	Pictures of student and staff participation posted on Social Media	Increased number of students participating in the event			#1,2
Continue to provide TSI Prep and TSI testing at no cost to 8th grade students	Principal Assistant Principal, Counselor Teachers	Accuplacer Online Prep Work	Lesson Plans Testing Schedules Student Testing Results	Increased scores on TSI testing			#2, 9
Continue to provide AVID classes for all middle school students to prepare them for note taking and organizational skills for high school /college classes	Principal District Director, Asst Principal AVID Teachers	My AVID	Master Schedule	Overall increase in student organizational skills and			#1,2

Goal 2 Implement 21st Century Learning Skills and Connect High School to College and Military

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		TITLE 1 School-wide Components (code by #)
					Jan.	April	
Continue to promote academic UIL events	UIL Coordinator Campus Principal UIL Teachers	Local Funds	Schedule of UIL practice and competition events	UIL Competition Results			#1, 2
Throughout the year, invite guest speakers from the community to inform students about the knowledge of various future career opportunities and /or areas of interest	Principal Asst. Principal AVID Teachers	Community Members	Sign in Sheets Schedule of Speakers	Increased number of students participating in the event and taking an interest by asking questions			#1, 2
Host a Career Day where local community members present information about the knowledge of various future career opportunities and /or areas of interest	Principal Asst. Principal AVID Teachers	Community Member Support, Business Partnerships	Sign in Sheets Schedule of Speakers	Feedback and Debrief			#1,2

Goal 3 Ingram Middle School will Increase Leadership Effectiveness

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
Regularly scheduled Administrative Meetings	Principal	Local Resources	Agendas and Sign-in Sheets	Improved Communication and alignment within and between campuses			#4
On-going administrator training: TTESS, TASSP, TAC	Admin	Local Funds	Campus cohesiveness; Improvement	T-PESS Annual Evaluation			#4

Goal 3 Ingram Middle School will Increase Leadership Effectiveness

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
Calliberation T-TESS walks the 1st 6 weeks of school	Principal and Asst. Principal	Local Resources	Schedule of walks	Improved alignment of T-TESS evaluations			#4
Provide leadership opportunities with specific goals	Principal	Local Resources	Scheduled meetings Sign in Sheets	Stated Goals being achieved			#4, #8
Participation in Higher Education Program	Principal	Lamar University	Course Schedule	Completion of Program			#4, #8

Goal 4 Ingram Middle School will increase Learning Time

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
Continue Pathways period to include test prep, HB 1416 (formerly HB4545) accelerated instruction, remediation, and college and career exploration	Principal Asst. Principal Counselor Teachers	Local Funds	Master Schedule	Progress tracking, Walkthroughs			#2, 4
Master Schedule will maximize instructional time	Campus Administrators Counselor	TxEIS	Walkthroughs, Percent of Down Time Individual Student Schedules	Master Schedule			#2

Goal 4 Ingram Middle School will increase Learning Time

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
Increase Student Attendance / decrease tardiness by implementing attendance incentives	Campus Administrators Counselor	TxEIS	Attendance Reports, Attendance Board	Increased Attendance Rate & Decreased Number of Tardies			#2

Goal 5 Ingram Middle School will Increase Family and Community Engagement.

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Schoolwide Components
					Jan.	April	
Continue to increase number of parent volunteers on campus	Campus Administrators Counselors	Parents and Community Members	Sign in Sheets	Increase in number of parent and community member participation			#6
Implement a EB parent night 1x a month to build relationships and increase parent participation from EB parents.	Campus Administrators ESL Teacher	Parents and Community Members	Sign in Sheets	Increase in number of parent and community member participation of EB parents			#6
Continue to increase communication between school and home in both Spanish and English	Campus Administrators Technology Director	Remind, Campus Website, Group Me, Call outs	Schedule of Events	Improved Communication			#6
Host FBI Parent Night educating parents about the online safety	Campus Administrators Counselors	FBI Agents	Sign in Sheet Schedule	Increase in number of parent and community member participation from last year			#6

Goal 5 Ingram Middle School will Increase Family and Community Engagement.

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Schoolwide Components
					Jan.	April	
Implement a mentor program	Campus Administrators, Counselor	Parents and Community Members	Sign on Sheets	Improved Participation and overall student success			#6
Continue to provide support for student organizations: Student Council and NJHS	Campus Administrators Counselors Teachers Sponsors	Local Resources Activity, Accounts, Parent and Community Volunteers	Student membership in organizations	Student participation in organizations			#6
Host a Career Day	Campus Administrators Counselor AVID Teachers	Parents and Community Members	Sign in Sheet Schedule	Evaluation of the program			#6
Update teacher pages on campus website	Teachers	Internet	Teacher pages created	Maintenance of Web Pages			#6, 10
Maintain a friendly campus website which includes a comprehensive calendar	Director of Technology Campus Secretary Principal Media Specialist	Internet, Technology Resources	Updated district webpage	Actions prompted by suggestions			#6, 10
Host Middle School Showcase	Campus Administrators Teachers	Local Resources	Calendar Event	Sign In Sheets			#6
Host AVID Parent Night	Campus Administrators AVID Teachers	Local Resources	Calendar Event	Sign In Sheet			#6

Goal 6 Ingram Middle School will Improve School Climate

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Schoolwide Components
					Jan.	April	
Celebrate and recognize student and staff achievements highlighting individual achievements, birthdays, and accomplishments monthly on social media and Campus Website	Campus Administrators Teachers	Social Media Channels Campus Web Site Local Media	Social Media Posts Employee Survey	Increase in number of postings Improved Staff Morale			#6
Continue to work with PTO for Teacher/Staff Appreciation Days	Campus Administrators PTO	Community	Meals Treats	Improved Staff Morale			#6
Continue to implement a campus wide positive behavior initiative “212 Warrior Way”	Campus Administrators Counselors Teachers	PTO Local Funds Donations	Student Tickets Student Prizes	Decrease in Discipline Referrals Increase in Student Pride			#2, 6
Student and staff recognition that is tied to our positive behavior initiative “212 Warrior Way” and “Wise Warrior”	Campus Administrators Counselors Teachers	Monday Announcements	Walkthroughs Warrior room	Results of walkthroughs, Student tickets, Improved Student Behavior, Improved Staff Morale			#2
Campus Hospitality Committee will meet to plan special days and develop activities for the staff to raise morale	Counselor Principal Committee Members	Local Funds	Sign in Sheets Agendas	Meeting Notes			#6

Goal 6 Ingram Middle School will Improve School Climate

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Schoolwide Components
					Jan.	April	
Continue to recognize Campus Students of the month	Campus Administrators Counselors Teachers	Student Pics	Students recognized on Social Media and campus boards	Improved Student Pride			#6
Encourage School pride t-shirts, positive calls home acknowledging student accomplishments	Campus Administrators Counselors Teachers	Community Local Funds	Positive Climate	Teacher, Student, Parent Feedback			#6, #2

Goal 7 Ingram Middle School will Increase Teacher and Administrator Quality

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
Provide Professional Development opportunities to ensure innovative, effective research-based teaching strategies are utilized	Principals Director of SpED	Region Professional Development	Increased Student Achievement	Curriculum Aligned Assessments STAAR/EOC			#2, 3, 4
Provide time for teachers to collaborate, plan, and observe each other	Principal Asst. Principal	Local Resources	Scheduled Visits	Increase in effective teaching strategies			#4, 8
Provide Professional Development opportunities on campus to ensure innovative, effective research based teaching strategies are utilized (i-Ready, Siedlitz, Lead4ward)	Asst.Sup Campus Principal Director of SpED	Region Professional Development	Increased Student Achievement	Curriculum Aligned Assessments STAAR			#2, 3, 4
Continue providing new teachers with experienced mentors	Principals Mentor Teachers	Local Resources	Improved morale of new teachers	New Teacher Retention and Success Rate			#5

Goal 7 Ingram Middle School will Increase Teacher and Administrator Quality

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
Continue recruitment and retainment of highly effective Teachers and Staff	Principals	Job Fairs, teacher cert programs, advertised on specialty boards	Fully staffed by Highly Effective Teachers	Retention Rates STAAR/EOC/Aligned Assessments			#5
Retain quality teachers with TIA funds	District and Campus Admin Teachers	Texas Tech TEA	SLO T-TESS Growth Data	T-TESS Growth Data			#4, 5
Assist teachers and administrators by providing continuing education opportunities including refunding the cost of successful completion of TExES exams	Principals Director of HR	Local Funds	Certificates of completion and additional certifications	Certificates of completion and additional certifications			#3, 4

Goal 8: Ingram Middle School will Promote a Safe Environment.

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
Medical training for campus staff (first aid/choking, diabetes)	District and Campus Nurse	Local Resources	Training scheduled	Sign in sheets			#8
Provide Mental Health awareness training to staff	Counselors Asst. Superintendent	Local Resources	Informal building/ground observations	Periodic evaluation of buildings and grounds			IISD Board Goal #5
Provide training for staff in recognition and prevention of bullying, cyberbullying, child and sexual abuse, suicide prevention, drug	Asst. Superintendent	Local Resources SHAC Committee Eduhero	Safer Educational Environment	Sign in sheets Data from Eduhero			#10 IISD Board Goal #5

Goal 8: Ingram Middle School will Promote a Safe Environment.

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
awareness, and conflict resolution training for students							
Continue School Marshal Program and IISD police department	Admin. Teachers	Computer Local Officers	Completion of Training: CPI, CPR, Psych Evaluation, and School Marshal Certification Program	End of Year Evaluation			#8
Exterior and Interior building/grounds maintenance will occur on a continual schedule	Director of Maintenance Chief Financial Officer Principals Maintenance and Custodial Staff	Local Resources 0202 Help Desk	Informal building/ground observations	Periodic evaluation of buildings and grounds			IISD Board Goal #5
Technology infrastructure will be continually updated to meet the needs of the students	Director of Technology Director of Maintenance Director of Finance	E-Rate Technology Resources Local Resources Title Funds	Network Capacity	Network Capacity			#10
Continue Threat Assessment Team	Campus Admin	Campus Resources	Regular meetings	Sign in Sheets			#8
Host Stop the Bleed Training and refresher for all staff	Nurse with assistance from Local EMT's	Local Resources	Increased teacher awareness	Sign in sheets			#9

Goal 8: Ingram Middle School will Promote a Safe Environment.

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
Train staff with safety drills and Reunification process	Campus Admin	Local Resources	Train new staff members	Plan in place			#8
Require staff badges and strict visitor check-in procedures	Campus Admin Office Staff	Local Funds	Google Doc, School Pass	Safety Audits			#8
Incorporate Mutualink, panic buttons throughout the district that will instantly connect users with first responders	Local funds	IISD Police Dept Campus Admin.	Installation of system	End of Year Evaluation			#8
Utilize drug dogs to randomly conduct campus searches	Campus Admin	Local Funds	Regular visits from dog handling agency	Outcome of visits			#10
Random drug testing of students involved in extracurricular activities	Campus Admin	Local Funds	Document visits	Reduced number of positive tests			#10
Improve campus mapping and add exterior/anterior door numbering to comply with safety requirements	Admin IISD Police Dept Maintenance	Safety Funds	Completed implementation	End of Year Evaluation			#8
Campus Safety Committee will meet regularly to review concerns across campus	Asst. Principal Committee Members	Local Funds	Sign in Sheets Agendas	Committee Notes			#10
Assess and increase number of Security Cameras as needed	Superintendent Tech Director	Local Funds	Camera Lists / Campus Maps	Inventory of Cameras			#10

Goal 8: Ingram Middle School will Promote a Safe Environment.

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
Utilize ring doorbell system and Raptor program for entrance of all visitors	Campus Principal Asst. Principal Front Office Staff	Local Funds	Daily Monitoring of doorbell and Raptor Printouts	Inventory of both systems			#10

Goal 9: Ingram Middle School will maintain a balanced general operating fund and a budget that supports the vision of Ingram ISD

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		School-wide Components (Code by #)
					Jan.	April	
Continue to monitor the targeted staffing ratios by analyzing the campus needs in instructional programs, without disrupting the instructional programs	Superintendent Chief Financial Officer Asst. Supt Principals	FIRST Indicators Pupil Projection Numbers HR Staffing Records Budget	Highly qualified teachers in all teaching assignments	Staffing Ratios			#1
Continue to manage local, state, and federal funds allocated in budget	Principal	Local, Federal, State Comp, and Career and Technology Resources	Monthly financial reports Budget worksheet	Superior FIRST Rating			#6
Determine the training needs of the staff and resources needed to enhance curriculum	Principals Teachers	Student Projection Staffing	Training Certificates	Staffing Ratios			#6



Ingram Elementary

Needs Assessment

Campus Improvement Plan

2025 -2026

Ingram ISD Vision Statement

Inspiring Student Success from the Inside Out

Ingram ISD Mission Statement

Our purpose is to ensure an environment that provides for rigorous learning and support; where each student masters the curriculum at every level, is continually inspired to ascend to the highest levels of good character, and thoughtfully and diligently prepares for a successful life after high school.



Ingram Elementary School Mission Statement

Ingram Elementary School is:

- *Staffed by professionals who have caring hearts, helping minds, and who use encouraging words;*
- *Staffed by professionals who understand that their job is to provide innovative, personally rigorous and individually valuable experiences for children;*
- *Staffed by members who recognize that positive reinforcement is the most powerful discipline tool they possess;*
- *Staffed by members who recognize their impact on the development of students, and work in ways to promote self-confidence, build self-esteem, and develop pride;*
- *Staffed by optimistic, flexible, cooperative members who value teamwork and problem solving*



**2025-2026
Board of Trustees**

Jack Fairchild, President

Wayne McClintock, Vice President

Bennett Woodruff, Secretary

Amy Barnes, Member

Amber Carpenter, Member

Adam Nichols, Member

Steve Schulte, Member

2025-2026 District Administration

Mindy Curran, Interim Superintendent
Assistant Superintendent

Teresa Brunelli, Chief Financial Officer

Holly Lambert, Director of Special Education

Juan DeLeon, Technology Director

Brandie Guzman, Principal, Ingram Tom Moore High School

Kayla Casey, Principal, Ingram Middle School

Kali Brandt, Principal, Ingram Elementary School



Campus Site-Based Decision Making Team

Kali Brandt, Campus Administration

Cullen Holbrook, Assistant Principal

Pam Blair, Campus LSSP

Kaylee Graham, Campus Teacher

Taelyr Zendejo, Campus Teacher

Heather Smurr, Campus Teacher

Tasha Renschel, Campus Teacher

Mary Andrews, Campus Teacher

Jennifer Fridell, Campus Teacher

Krista Errington, Campus Teacher

Haley Dean, Gifted & Talented Teacher

Sarah Bay, Math Specialist

Kayla Burns, Reading Specialist

Jami Chavarria, Reading Specialist

Melinda Herrada, Campus EB Teacher

Jaime Hardy, Special Education

Cheryl Higdon, Special Education

Michelle Fairchild, PE Teacher

Rebecca Anson, Music Teacher

Scott Klinge, Art Teacher

Rebecca Huchton, Community Member

Misty Kothe, Parent

Lola Alvarado, Parent



THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.



Ingram ISD Board Goals 2025-2026

1. All INGRAM ISD students will achieve academic growth and excellence and reach their full educational potential. The District will increase student academic achievement through the effective implementation and monitoring of the District's Curriculum, while providing each student with a personalized quality education. The District will continually seek to improve the planning and organization between campus improvement committees, campus plans, and district planning to ensure consistency within the classrooms and between schools.
2. INGRAM ISD will strive to enhance a well-rounded education and broaden the experiences of students through extracurricular and co- curricular participation in all UIL activities. The District will emphasize programs and activities to enhance student citizenship and character development throughout all grades. The district will continually recognize students for their involvement and success in these programs and activities through the various media resources available.
3. INGRAM ISD will strive to recruit, hire, and retain a high quality teacher core. Educators with high moral character, high standards of ethical behavior, and those capable of truly serving our district will be sought to join our family and team with us on our journey towards excellence. The District will develop and promote strategies for teaching and coaching leadership development for those educators interested in improving their skills. Administrators, teachers, coaches, and sponsors will always be held to high standards when working and coaching students at all INGRAM ISD activities.
4. INGRAM ISD will deliberately pursue a positive public perception of the district. The District will work together to build an employee- friendly organization that reflects the values of trust, communication, and teamwork while developing partnerships with community and business groups. The District will continue to monitor and adjust the district web page and/or other communication tools to better serve students, parent/guardians, staff, and the community in an effort to engage everyone in the process of building and promoting the district.
5. INGRAM ISD will maintain facilities that enhance the learning of all students. The District will study and develop plans for operations that will prepare INGRAM ISD to keep safety a top priority, as well as continue to keep the district operations up to date. The District will continue to assess and prioritize necessary facility upgrades, even in difficult financial times, to provide an inviting, safe, well- maintained school
6. INGRAM ISD will annually- maintain a budget-balanced general operating fund and add to the fund balance if/when able to do so. The District will maintain a budget that supports the vision of INGRAM ISD and continue to achieve a superior rating as defined by the Financial Integrity Rating System of Texas (FIRST). The District will make fiscally sound decisions that will contribute to student achievement and provide for a safe learning environment.



COMPREHENSIVE NEEDS ASSESSMENT SUMMARY- SCHOOL-WIDE COMPONENT 1

SCHOOL YEAR: 2024-2025

DATA SOURCES

Improvement Planning Data

Campus goals

Prior year's Campus Improvement Plan

End of Year PreK Parent Survey

End of Year Parent Survey

Accountability Data

Texasassessment.gov web site

Texas Academic Performance Report (TAPR) data STAAR

Accountability Summaries and Data Reports

Accountability Distinction Designations

Additional Targeted Supports

On Data Suites

Local benchmark or common assessments data

TELPAS

Circle

TxKEA CLI

Student Data: Behavior and Other Indicators

Attendance data

Mobility rate

Employee Data

Staff surveys and/or other feedback

Highly qualified staff data

TIA recipient data

TEA's Strategic Priorities

Recruit, support, and retain teachers

Build foundation of reading/writing and math



Demographics 2024-25 Academic Year (Data from PEIMS Fall Collection)

Campus	Type	Size	Grade Span	Percent Economically Disadvantaged	Percent Emergent Bilingual	Percent Served by Special Education
Ingram Elementary	Elementary	642	PreK – 5	69%	20.72%	17.6%

Student Demographics

Fall Collection	Asian	Hispanic	White	Two or More	Emergent Bilingual	Eco Dis	At Risk
2017 - 18	0.6%	51%	43.4%	2%	21.4%	84.2%	58.4%
2018 - 19	0.3%	52%	45%	2%	22%	86.4%	69%
2019 - 20	0.1%	52%	45%	2%	14%	84.6%	49%
2020 - 21	0.4%	52%			22%	80%	67%
2021 - 22	0.4%	50.7%	46.7%	1.7%	21.8%	74.8%	
2022 - 23	0.53%	49.6%	47.5%	2.3%	20.4%	75.2%	34.1%
2023 - 24	0.33%	49.42%	47.41%	2.67%	19.03%	71.12%	32.05%
2024 - 25	0.31%	50.78%	46.57%	1.71%	20.72%	69%	31.31%



2025 Accountability Ratings Overall Summary

2025 Domain	TEA 2025 Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2025 Overall Rating
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Ingram EL							
Student Achievement	89		90	70%	63	91	A
School Progress, Part A	86	90					
School Progress, Part B	90						
Closing the Gaps	92			30%	27.6		

History of Overall Rating Calculation

2024 Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		91	70%	63.7
School Progress, Part A	85	91			
Relative Performance, Part B	91				
Closing the Gaps	92			30%	27.6
Overall Score					91
2024 Overall Rating					A



2023 Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	86		90	70%	63
School Progress, Part A	87	90			
Relative Performance, Part B	90				
Closing the Gaps	90			30%	27
Overall Score					90
2023 Overall Rating					A

2022 Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	86		90	70%	63
School Progress, Part A	74	90			
Relative Performance, Part B	90				
Closing the Gaps	79			30%	23.7
Overall Score					87
2022 Overall Rating					B



2019 Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	77		86	70%	60.2
School Progress, Part A	85	86			
Relative Performance, Part B	86				
Closing the Gaps	79			30%	23.7
Overall Score					83.9
2019 Overall Rating					B

**Student Achievement
STAAR Performance Trends – All Grades by All Subjects**

Year	2018	2019	2021	2022	2023	2024	2025
Approach	72%	83%	79%	86%	86%	87%	85%
Meets	36%	46%	46%	59%	61%	61%	61%
Masters	14%	22%	21%	25%	25%	29%	31%



Accountability 2024-25 Academic Year

Domain I – Student Achievement

	Tested 21-22	Tested 22-23	Tested 23-24	Tested 24-25	Approach 21-22	Approach 22-23	Approach 23-24	Approach 24-25	Meets 21-22	Meets 22-23	Meets 23-24	Meets 24-25	Masters 21-22	Masters 22-23	Masters 23-24	Masters 24-25
Reading Gr3, Gr4, Gr5	208	196	234	245	174	83%	88%	85%	115	59%	64%	64	47	25%	33%	33%
Math Gr3, Gr4, Gr5	208	195	234	245	182	89%	90%	87%	122	64%	68%	66%	56	25%	29%	34%
Science	77	58	69	80	69	84%	75%	75%	52	60%	29%	38%	21	24%	16%	15%
Total	493	449	537	570	425	387	469	482	286	274	327	349	124	109	157	177
Percentages					86%	86%	87%	85%	59%	61%	61%	61%	25%	25%	29%	31%
Percentage Total													170		177	177
% ÷ 3 = Domain 1 Score													57	57	59	59
Domain 1 Scaled Score													86 B	86 B	89 B	89 B



Domain 2, Part A – Academic Growth

	Growth Points Earned 22-23	Growth Points Earned 23-24	Growth Points Earned 24-25	Total Possible Points 22-23	Total Possible Points 23-24	Total Possible Points 24-25	Score = Growth/Total Possible 22-23	Score = Growth/Total Possible 23-24	Score = Growth/Total Possible 24-25
ELA/Reading	85.5	98	123	125	136	172	74.4	72.4	75.4
Math	100	99	136.5	124	136	172			
TOTALS	185.5	197	259.5	249	272	344			
Academic Growth Scaled Score							87 B	85 B	86 B

Domain 2, Part B – Relative Performance

% Economically Disadvantaged 22-23	% Economically Disadvantaged 23-24	% Economically Disadvantaged 24-25	STAAR Achievement Scaled Score 22-23	STAAR Achievement Scaled Score 23-24	STAAR Achievement Scaled Score 23-24	Rating 22-23	Rating 23-24	Rating 24-25
75.2	71.1%	69.2	90	91	90	A	A	A



Domain 3 – Closing the Gaps

	% of Academic Evaluated Indicators Met 22-23	Score 23-24	Score 24-25	Weight 22-23	Weight 23-24	Weight 24-25	Weighted Points 22-23	Weighted Points 23-24	Weighted Points 24-25
Academic Achievement	75	75	75	30%	30%	30%	22.5	22.5	22.5
Academic Growth	75	75	75	50%	50%	50%	37.5	37.5	37.5
English Language Proficiency	75	100	100	10%	10%	10%	7.5	10	10
Student Success	75	75	75	10%	10%	10%	7.5	7.5	7.5
Total Weighted Points							75	78	78
Closing the Gap Score							90 A	92 A	92A

Elementary Attendance Rates

2024-25	2023-24	2022-23	2021-22	2019-20	2018-19
97.2%	95.5%	96%	97.1%	COVID	96.9%



Distinction Designations

Each Campus's Data is ranked within a Designated "Comparison Group." Rating a percentage on indicators in the Top Quartile of this group achieves Distinction Designation.

	Academic Achievement in ELAR/Reading	Academic Achievement in Math	Academic Achievement in Science	Top 25 Percent Academic Growth	Top 25 Percent Closing Performance Gaps	Post-Secondary Readiness
IES 18-19		Y		Y		Y
IES 21-22		Y	Y			Y
IES 23-24	Y	Y	Y	Y	Y	Y
IES 24-25	Y	Y	Y	Y	Y	Y

2019 Additional Targeted Supports

Campus	All Students	Hispanic	White	EcoDis	ELL (Current and monitored)	SpEd Current
IES	Met	Met	Additional Targeted Support	Met	Met	Met

2021-22, 2022-2023, 2023-2024, 2024-2025

Our campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.



Analysis of 2024-25 data has identified the following needs – component 1:

Academic Needs:

- To increase the percentage of students who reach the Meets or Masters level, this group of students needs additional specified tutorials. Data indicates that the depth and complexity of the TEKS addressed in the curriculum, resources, and instruction needs to be increased to meet or exceed state expectations. Teachers need support in understanding the TEKS/SEs that govern their specific content area. Tier 1 instruction needs to be increased.
- Continue to analyze new STAAR question types and expectations for written responses
- Continue to analyze RACE and IRACE2C for math and ELAR open responses
- Reading, Writing and Math continue to be an area of focus
 - Writing across all content areas and horizontal and vertical alignment will be a priority
 - Continue turn and talk to stimulate ideas and logical sequence of writing
 - Enhance content vocabulary across all subjects and grade levels
 - Continue a school-wide “Root of the Week” to enhance vocabulary
 - Reading fluency, sight word vocabulary, and comprehension will be stressed through Heggerty, ARC, HMM series, and iReady
 - Vertical alignment of ARC, HMM, and TEKS will assist student transition from one grade level to the next seamlessly improving academic achievement
 - Continue early Language Literacy through Imagine Learning in PreK 4 classes
 - Continue CLI – TPRI for early reading assessment in grades K – 2nd
 - Math Interventionist will assist with struggling math students to fill gaps in TEKS knowledge
 - Strive to improve fluency in math facts utilizing Reflex and Happy Numbers, along with problem solving skills
 - Pilot iReady math
- Science will be a focus
 - Implement a Science Committee
 - Implement grade level science checkpoints throughout the year Kinder -5th
- Emergent Bilingual students represent 20.72% of the campus’ student population. ESL personnel will continue to train to support this population in language acquisition and then train staff members to support these students.
- Identify resources that provide practice for high level questions and dual coded questions
- Data from aligned assessments needs to be analyzed to drive instruction
- Disaggregate the data by sub-groups to determine effectiveness in meeting the needs of historically underperforming student populations
- Data indicates that there are still weaknesses across the content areas. Time for scaffolding and re-teaching needs to be provided for struggling students. RtI time will be used to work on identified weaknesses with specific students
- Continue a phonics program (HMM/Heggerty Phonics/iReady) to build a strong foundation for our students in reading and writing
- Continue to improve advanced academic opportunities
- Provide time within the instructional day, as well as extending the instructional day, for interventions for students to achieve the Approach, Meets and Masters standard
- Provide transportation, tutoring, clothing, food, school supplies, etc. for our students in need
- Provide 21st Century technology and programs to help students become fluent in facts/language and to grasp grade level TEKS
- Improve academic growth by vigilant data analysis and providing rigorous Tier 1, 2, & 3 instruction



Retention of Highly Effective Teachers

- Continue implementation of TTESS
- Promote retention through Teacher Incentive Allotments
- Identify highly effective teachers through Student Learning Objectives and STAAR Growth Models
- Consider increasing salary schedules to be more competitive with neighboring districts
- Provide funding for paraprofessionals, teachers and administrators to acquire additional certifications and degrees
- Continue to provide time for collaboration and planning (additional full day at the end of each six weeks)
- Strive to continue to recruit, hire, and retain high quality teachers with high standards of ethical behaviors
- Encourage leadership of staff members by empowering them through their areas of strength
- Continue recognizing staff members of the month
- Implemented “Fired Up to Show Up” torch winners weekly (Arik Bostick)

High quality and ongoing professional development

- Increase on-site training and encourage collaboration of application of strategies during PLC
- Provide time for PLCs
- Provide training to empower teachers to access and utilize their specific data to drive instructional decisions
- Provide Reading Academy training to K – 3 staff and specialty staff (includes a stipend)
- Provide time for teachers to observe peer teachers on an as needed basis
- Special Education Resource/Inclusion teachers will complete the Texas Dyslexia Academy by the end of the 25-26 school year

School and Community

- Strengthen the school’s partnership with the community
 - Backpack weekend food program
 - Shoe drives
 - Holiday meals
- Promote parent and community involvement
- Partner with community members to provide Mentors for our students of need
- Partner with the community to provide activities for Science Alive, Literacy Night, PTO Duck Derby/Carnival, IPI Pride Awards, Family Movie Night, Adventure Fun Run, Walkathon, Halloween Parade, Veteran’s Day Assembly and Emergent Bilingual Parent Nights
- Maintain and improve facilities to keep safety a priority
- Promote schools/district through social media posts
- Provide information on Dyslexia to parents



Title 1, Part A

School-wide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, a full-day state-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



Goal 1: INGRAM Elementary will Maximize Student Achievement: Students taking STAAR assessments will achieve a score equal to or greater than 60 in Domain 1 and meet or exceed the state standard for Domains 2 and 3 while building a solid foundation in literacy and numeracy.

Objective 1.1 Improve Core Instruction – Tier 1

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Data driven decisions to strengthen core academic programs and guide budget expenditures for resources and training	Asst. Super. Curr. Staff, Principals, Dept. Chairs	On site Data training; Lead4Ward, Local Resources	Analysis of Data at PLC Meetings	Increase STAAR			#2, 4
Utilize Aligned Scope and Sequence	Principals Asst. Super. Curriculum Support Teachers	Local	Pacing Charts based on TEKS, Lesson Plans	Data based on Aligned Assessments			#2, 8
Curriculum staff will review six week assessments, benchmarks & interim tests to evaluate alignment and revamp RtI	Curr. Personnel	Lead4Ward TEA Resources	Aligned Assessments	Assessment results compared to STAAR results			#2, 3, 4
Differentiated Instruction implementation to strengthen Tier I instruction, incorporating math and reading interventionist	Director of Special Ed. Asst. Super. Principals Teachers Instructional Paraprofessionals	Region 20, Content Mastery, ESL for Emergent Bilingual, GT BEYOND, Local Resources, Title I, Title III, Technology Resources	Decrease in Tier 2 and Tier 3 students, Increase in number of students at Meets/Masters level of STAAR	Progress monitoring data, RtI Data, assessment results, TELPAS data. Lesson plan documentation STAAR TTESS			#2, 4, 8, 9



Student Learning Goal Setting w/ Staff	Principals Teachers	Eduphoria Strive	Mastery of goals set	STAAR, TPRI, IRLA			#2, 4, 8, 9
Continue Pre-K for three and four year olds to improve the quality and coherence of children's learning and to prevent or close achievement gaps	Campus Principal Teachers	Title I, Local Resources	Improved socialization, language acquisition, school readiness	Teacher observation and checklists			#2, 3, 6, 7, 8
Continue the Savvas Three Cheers PreK program including ReadyRosie	Campus Principal Teachers	Materials Allotment	Improved socialization, language acquisition, school readiness	Teacher/Principal observation and checklists			#2, 7, 8
Professional Development that includes technology training to staff to develop 21st century learners	Director of Technology Principals Campus Technicians	Local, Technolog y Resources, ESC 20	Walkthrough Data, Instructional utilization of technology and cooperative learning	Lesson Plans Walkthrough TTESS Technology Training			#2, 3, 4, 8, 10
Increase reading fluency through use of the American Reading Company and iReady	Campus Admin. Teachers	Title I Local Funds	Running Reports from ARC	Increased reading levels and fluency rates			#2
Continue Heggerty in grades PreK - 3rd to build a strong foundation for reading	Campus Admin. Teachers	Title I	Running Reports from TPRI/TX KEA and ARC	Increased reading levels and fluency rates			#2
Continue reading and writing literacy to increase reading comprehension and writing across curriculum	Campus Admin. Teachers	Title I ARC	Project completion	Increase writing across curriculum			#1, 2, 7
Utilize resources that mirror rigor of TEKS including on-line programs	Campus Admin. Teachers	Title I Local Funds	Progress Monitoring	TEKS aligned Assessments			#2



Continue use of Heggerty materials for literacy intervention in PreK – 3 rd grade	Campus Admin. Teachers	Local Funds	Progress Monitoring	EOY TxKEA Circle			#2, 8, 9
Continue use of TFAR and Eduphoria for new question types and benchmark testing	Campus Admin, Teachers	Local Funds	Progress Monitoring	Data Reports			#2
Constant evaluation of RtI implementation	Director of SpEd Principals Teachers	Region 20 RtI Schedule TPRI, SSI	Tier 1 & 2 opportunities RTI time, Before/after school tutoring, extended year	Decrease in tier 2 and tier 3 students			#2, 4, 8, 9
Continue to utilize RtI teachers to instruct students and compile data	Asst. Super. Dir. of HR Principal RTI Teachers	Title I, Title II, Local Funds	RTI Teachers on Elementary Campus	Decrease in Tier 2 and Tier 3 Students			#2, 8, 9
Allot instructional staff and resources to provide accelerated instruction to targeted and At-Risk students	Director of Special Ed. Asst. Super. Principals	Comp Ed Resources Title I Local	Progress Monitoring, Identified SE's mastered	Aligned Assessments, STAAR			#2, 8, 9
Utilize extended day and extended year for Accelerated Instruction	Asst. Super. Principals Teachers	Comp Ed Resources Local	Targeted SE's mastered	Aligned Assessments, benchmarks, STAAR			#2, 6, 8, 9
Provide staff to assist Emergent Bilingual population in language acquisition and to improve academic performance in core subjects	Asst. Super. Principals Teachers	Title I Title II Local Funds	Progress Monitoring	Aligned Assessments, Benchmark, TELPAS, STAAR			#2, 6, 8, 9
Plan and provide 15 hours (or 30 for students who failed in the low does not meet category) of Accelerated Instruction for each STAAR subject a student failed the previous year (HB1416).	Admin. Interventionists Teachers	State Data	Met 15-30 required hours as scheduled	Intervention scheduled/logged			#1, 2, 3, 8, 9
Continue an early release bilingual program	Asst. Super. Principals	Title I Title II	Progress Monitoring	TPRI - BOY, EOY TELPAS TxKEA Circle			#1, 2, 7, 10



Continue Imagine Learning PreK 4 students to increase language literacy	Asst. Super. Principals Teachers	Title I Title III	Progress Monitoring	Data from Imagine Learning			#1, 2, 7
Sustain or improve academic performance for students served in the dyslexia program	Campus Admin. Dyslexia Teacher	Local Funds	Progress Monitoring	Running Reading Records, Aligned Assessments, STAAR, IEP goals, CLI, iReady			#2, 9
Ensure that At-risk, Homeless/Migrant students are identified and served in accordance with State and Federal guidelines	Asst. Super. Homeless Coordinator Campus Admin.	Local Funds Title I Title III	Family Surveys Coordinate with ESC 20	Monthly Reports to ESC 20			#2, 9
Provide time for GT students to collaborate and have extension lessons (Thinkery) including video announcements	GT Coordinator Principals Counselors Teachers	Local Resources	Sign-in Sheets	Projects Google Forms			#2, 6
Continue a GT Lunch Bunch program for social/emotional growth	GT Coordinator Principals	Local Resources	Sign-in Sheets	Lunch Bunch DOJO			#2, 6

Participation in UIL events and provide practice time after school to prepare for events	Principals UIL Coordinator UIL Coaches	Local Resources, Parent and community volunteers	Increased participation	Participation in UIL events Increased ratings at events			#2, 3
Disaggregate the data by sub-groups to evaluate various programs and interventions in meeting the needs of historically underachieving student populations	Asst. Super. Campus based Curriculum Support Staff RTI SpEd ESL teachers	Title I, Local	PLC Meetings	Increase Achievement on TEKS aligned assessments/STAAR for these subgroups			#2, 8, 9



Monitor Emergent Bilingual students and Spec Ed progress and provide teacher support during RtI	Asst. Super. Campus Admin ESL & SpED Teachers	Local Comp Ed Title I	Increased Scores Additional ESL Support Staff	STAAR/ Benchmarks Report Cards			#2, 8, 9
Continue to support teachers to get their ESL certification	Asst. Super. Principals	Local Title II	Teachers receiving certification	Increased number of teachers with ESL Endorsement			#2, 3, 4, 9
Provide support services for special populations: 504, G/T, SpEd, EB, White, Econ. Disad. At-Risk, Homeless, Migrant	Principals Asst. Principals Counselors Teachers Staff	TPRI, Title I, Title III, Local, Region 20, TAGT	Students scheduled for additional support	Student success for all, closing performance gap			#2, 9
Provide support for newcomers to our country: Papaya On-line interactive tutoring & Summit K-12	Principals EB Staff	Region 20	Students scheduled for additional support	Student success for all, closing performance gap			#2, 9
Increase math fact fluency through use of technology (Reflex Math & Happy Numbers) and incorporate problem solving strategies	Teachers	Title 1	Usage reports	EOY Reports Happy Numbers			#1, 2
Incorporate on-line resources: Study Island, Clever, Google Classroom, Reflex, Imagine Learning, HMH, iReady Reading & Math, Happy Numbers	IT Administration Teachers	IT, Title 1	Usage reports	Growth in students			#2, 4, 9, 10
Review Math textbook approved adoption lists to provide a strong resource for Tier 1 instruction.	Asst. Super Campus Cmt. Administrators	Region 20	Adopt by end of the school year				#1, 2
Implement computer class into the Specials rotation for grades K-2nd to better equip students with technology skills	Admin	Local	Progress monitoring	Growth in students			#1, 2, 8, 9



District Goal 2: Ingram Elementary will Increase the Use of Quality Data to Drive Instruction

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Utilize Lead4Ward/AWARE data, and On Data Suites (SE analysis, field guides, heatmaps, etc) to drive instruction and changes in scope and sequence	Asst. Super. Principals Instructional Staff	Local Resources	PLC Meetings	6 weeks assessments/benchmark/ STAAR			#2, 8
Ongoing Professional Development regarding the use of data to drive instruction and to adjust scope and sequence	Asst. Super. Principals Curr. Support Staff Vert. Alignment Teams	Lead4Ward, On-site training by Curriculum & technology staff, STAAR Data, Title IA Local	PLC, TTESS, Student growth on STAAR, Aligned Assessments	Lesson plans Planning Calendars			#2, 3, 4, and 8
Identify key focus Readiness Standards to research and strengthen instructional strategies	Asst. Super. Campus Admin. Curriculum Support	Local Resources Lead4ward	PLC Meetings	Improvement in scores on identified SEs			#2, 4, 8, 9
Ongoing curriculum alignment	Principals Teachers	Team Meetings; PLC	Team Meetings, Lesson Plans, and Aligned Assessments	Progress Monitoring Report			#2, 4, 8
Utilize data to identify specific SEs for individual students/subpopulations to address during RtI/tutoring	Principal Counselor	Local Resources	Progress Monitoring targeting identified SEs, AWARE Data	Increased student academic achievement			#2, 3, 8, 9, 10
Continue LAS Links to assess Emergent Bilingual placement	Asst. Principal ESL Coordinator	Local Resources	ESL placement decisions will be made the first four weeks of enrollment	Coordinator will audit all records			#1, 2, 7, 8, 10



Continue Student Learning Objectives (SLO) to focus on growth of foundational skills	Administration Teachers	SLO Training (Region 20)	Google Doc	Growth of each group selected			#2, 4, 9
Continue to incorporate redesigned STAAR questions in daily work, tests, and benchmarks	Administration Teachers	Pearson Support, TEA samples	Eduphoria benchmark checkpoint data TFAR	Eduphoria Data Teacher Data			#1, 2, 8, 9
Implement a Science Committee to align highly tested TEKS among grade levels & implement checkpoints K-4th	Admin Teachers	StemScopes Lead4Ward Teachers	Sign-In sheets Testing Data	Testing Data			#1, 2, 8, 9



Goal 3: Ingram Elementary will Increase Leadership Effectiveness

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Regularly scheduled Administrative Meetings	Principal	Local	Agendas and Sign in Sheets	Improved Communication and alignment between campuses			#4
On-going administrator training: TTESS, TEPSA, TAC	Admin.	Local	Campus cohesiveness; Improvement	TPESS Annual Evaluation			#4
Provide leadership opportunities with specific goals	Principal	Local	Scheduled meetings/Sign in Sheets	Stated Goals being achieved			#4, 8



Goal 4: Ingram Elementary will Increase Learning Time

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I Schoolwide Components
					Jan.	April	
Improve Professional Learning Communities to Facilitate Implementation of Best Practices	Campus Administrators Team Leaders	Professional Development	Aligned tests, lessons, and increased student achievement	Assessments/Benchmark			#2, 3, 4, 8
Master Schedule will maximize instructional time	Campus Administrators Counselors	TxEIS	Walkthrough, Percent of Down Time	Master Schedule			#2
Increase Student Attendance/Decrease tardiness by implementing attendance initiative Strive for 5, grade level attendance rewards & Pizza with the Principals	Campus Administrators Teachers	TxEIS	Attendance Reports	Increased Attendance Rate & Decreased Number of Tardies			#2



Goal 5: Ingram Elementary will Increase Family and Community Engagement

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I Schoolwide Components
					Jan.	April	
Continue participation of parents and community members in the site-based decision making process	District Leadership Team Principals Teachers Parents	Parents and community members	Site-based team sign-in sheets	Increase in number of parent and community member participation			#6
Provide GT parents opportunities to learn more about Giftedness - GT Parent informational meeting	GT Coordinator	TAGT Webinar	Sign-in Sheets	Parent Feedback			#6
Provide parents opportunities to learn more about Early College High School and special populations: dyslexia, special education, ADD, GT	Special Populations Director Asst. Super.	Region 20	Sign-in Sheets	Parent Feedback			#6
Host celebrations highlighting academic achievements: Literacy Nights/Day, Science Alive, UIL Competition, GT Showcase, Science Fair, Awards, Spelling Bee	District Leadership Team Public Relations Liaison Principals Parents Students	PTO, Volunteers, All staff Local Region 20	Mentoring breakfast and end of year celebration, Awards Ceremonies	Percentage of families participating. Number of Community members participating in Science Alive			#6
Continue EB Parent Nights	Admin EB Staff	EB Specialist	Sign-in sheets	Parent participation			#6



Continue to provide support for student organizations: NEHS StuCo UIL Weekly Drummers & Mascots Mentoring Safety Patrol Hill Country Bible Club	Principals Teachers Counselor Sponsors	Local Resources Activity accounts, parent and community volunteers	Student membership in organizations	Student participation in organizations			#6, 8
Provide opportunities for volunteerism in our school including mentoring, PTO, Musical Programs, Chaperones, Student Council, IPI Reward Days, Science Alive, Movie Night, Duck Derby, Adventure Dash Fun Run, Walkathon, Field Day, Halloween Hallway Parade, and NEHS	All District Personnel	ESC 20 Title I, Local	Mentoring program, PTO	Volunteer sign-in sheets			#6
Continue to explore ways to increase communication between school and home in both English and Spanish	Administrators Technology Director	Local In Touch DOJO Classtag Google Classroom	Improved Communication	Additional and/or more effective modes of communication/website, callout, agendas, DOJO data, Social Media			#6
Utilize Ready Rosie, DOJO, and In Touch to communicate with homes in both English and Spanish	Administrators Teachers	In Touch, DOJO, Three Cheers State Curriculum	Communication Reports	Parents feedback			#6
Continue parent readiness surveys for PreK students entering Kindergarten	Administrators	Google Forms	Meeting the needs of our families	Survey Results			#6, 7



Goal 6: Ingram Elementary will Improve School Climate

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I Schoolwide Components
					Jan.	April	
Maintain a dynamic and user-friendly campus website which includes a comprehensive calendar	Director of Technology Campus Secretaries Principal Media Specialist on-site	Internet Technology Resources Local	Updated district website	Actions prompted by suggestions			#6, 10
Update teacher pages on website	Media Teachers	Internet	Grade Level Pages Created	Maintenance of Webpage			#6
Utilize the District Public Relations Liaison	Superintendent Principal IT Dept.	Website Newspaper Liaison	Increased communication with community	Keep website information current			#6
Promote positive campus/teacher information via Website, Local News Media, Newsletters, Social Media, District App, DOJO, E-mails, Phone Messages, etc.	Superintendent District Public Relations Liaison Admin. Media Specialist on-site	Global Connect, Website, Local Papers Twitter, Facebook Title I, Local	Newspaper Articles, Website, District App, Facebook, Social Media Posts	Increase information to the community about great things happening at IES.			#6
Publicly recognize staff and students by highlighting individual achievements, birthdays, and accomplishments	Superintendent Directors Principals	Service Pins Local Media Local	Improved Staff Morale	Employee Survey Documentation of Recognition			#6
Teacher Appreciation Monthly lunches, community sponsored meals, IES activities, Staff Morale committee extra treats	Staff Morale Committee Administration	Improved Staff Morale	Employee Survey Documentation of Recognition				#6



Encourage School pride— t-shirts, spirit incentive tokens, student of the week, positive calls home (KUDOS calls) acknowledging student accomplishments, Friday morning assemblies, ARC steps parade & tiles, etc.	Principals Staff	Improved Student Pride	Retaining our student body; Growing our student body				#6
Provide Student Organizations: Student Council, National Elementary Honor Society, Garden Club	Principals Staff	Instill Pride	Participation Project Involvement				#6
Prominently reflect the Ingram ISD and Ingram Elementary Vision	Principals Superintende nt School Board	School-wide staff training	Display of Vision District Pride	Teacher feedback			#6
Implement weekly student recognition that is tied to our Project Wisdom Character Education and the Pillars of Character	All Staff	Project Wisdom Daily Announcements	Friday morning assemblies, video segment in Wednesday morning announcements	End of Year teacher survey			#10



Goal 7: Ingram Elementary will Increase Teacher and Administrator Quality

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Evaluate highly effective status of teachers, their teaching positions, and the courses they teach	HR Secretary, Administration	Local	Highly Effective Status	Goal: 100% Highly Effective Teachers			#3, 5
Provide new teachers with experienced mentors	Principals Mentor Teachers	Title II, Local	Improved morale of new teachers	New Teacher Retention and Success Rate			#5
Provide time for teachers to observe one another	Principal Curriculum Support Staff	Local Resources	Scheduled visits	Increase in effective teaching strategies			#4, 9
Provide professional development opportunities to increase academic and language acquisition of English Learners, attend Bilingual Symposium, Texas Association for Bilingual Educators (TABE)	Admin. Teachers	Region 20 TEA Title Offerings	Participation in trainings	Participation and implementation			#4, 5
Retain quality teachers with TIA funds	Admin. Teachers	Texas Tech TEA	SLO TTESS Growth data	TTESS Growth Data			#4, 5
Rigorous Recruitment of Highly qualified Teachers and Staff	Superintendent Principals Asst. Superintendent	Job Fairs, advertise in papers, developed contact with teacher cert. programs, advertised on speciality boards	Fully staffed by Highly Effective Teachers	Retention Rates STAAR/Aligned Assessment			#5



Provide Professional Development opportunities on campus to ensure innovative, effective research based teaching strategies are utilized (Reading Academy, iReady, Seidlitz, Lead4ward)	Assistant Superintendent Principals Director of SpED	Region Professional Development Math/Reading Academies, Lead4ward	Increased Student Achievement	Curriculum Aligned Assessments STAAR			#2, 3, 4
Assist teachers by providing continuing education opportunities including refunding cost of successful completion of TeXes exam	Principals Director of HR	Local	Certificates of completion and additional certifications	Certificates of completion and additional certifications			#3, 4



Goal 8: Ingram Elementary will promote a safe environment

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Exterior and Interior building/grounds maintenance will occur on a continual schedule Monitor compliance of playground regulations Increase SpEd accessibility/equipment	Director of Maintenance Chief Financial Officer Principals Maintenance and Custodial Staff	Local Resources Eduphoria Help Desk	Informal building/ground Observations	Periodic evaluation of bldgs. and grounds			IISD Board Goal #5
Technology infrastructure will be continually updated to meet the needs of the students	Director of Technology Director of Maintenance Director of Finance	E-Rate Technology Resources Local Resources Title Funds	Network Capacity	Network Capacity			#10, IISD Board Goal #5
Medical training for campus staff (first aid/choking, diabetes)	District and Campus Nurse	Local Resources	Training scheduled	Sign in sheets			#8
Provide Mental Health awareness training to staff	Counselors Asst. Super	Local Resources	Increased teacher awareness	Sign in sheets			#8
Provide training for staff in recognition and prevention of bullying, cyberbullying, child and sexual abuse, and suicide prevention	Asst. Superintendent	Local Resources SHAC Committee EduHero	Safer Educational Environment	Sign in sheets Data from Eduhero			#8



Drug Awareness, Bullying, and Conflict Resolution training for students	Counselors Campus Admin.	Local Resources SHAC	Increased Student Awareness, Red Ribbon Week	Training Documentation			#8
Continue Safety Committee	Campus Admin. Teachers	Local Resources	Systematic plan to review and improve existing practices	Improved Safety Procedures			#8
Continue School Marshal Program and IISD police department	Admin. Teachers	Computer Local Officers	Completion of Training: CPI, CPR, Psychological Evaluation, and School Marshal Certification Program	End of Year Evaluation			#8
Train staff with safety drills, I Love U Guys, Stop the Bleed, and Reunification	Administration	I Love U Guys Foundation	Train new staff members	Plan in place			#8
Require staff badges and strict visitor check-in procedures	Admin. Staff	Local	Google Doc, School Pass	Safety Audits			#8
Incorporate Mutualink, panic buttons throughout the district that will instantly connect users with first responders	Local funds	IISD Police Dept Campus Admin.	Installation of system	End of Year Evaluation			#8
Continue to add exterior/anterior door numbering to be in compliance with safety requirements (as needed). Remove the additional Knox box at the front entrance.	Admin IISD Police Dept Maintenance	Safety Funds	Completed implementation	End of Year Evaluation			#8



Goal 9: INGRAM Elementary will maintain a balanced general operating fund and a budget that supports the vision of Ingram Elementary.

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Manage Local, State, and Federal funds allocated in budget	Admin.	Local, Federal, State Comp, and Career and Technology Resources	Superior FIRST Rating	Monthly financial reports Budget worksheet			#6
Determine the training needs of the staff and resources needed to enhance curriculum	Principals Teachers	Pupil Projection Staffing	Highly qualified teachers in all teaching assignments	Staffing Ratios			#6

Completed – Accomplished

CP - Considerable Progress

SP – Some Progress

NP – No Progress

X - Discontinue



**Ingram Independent School District
General Operating Fund Budget Amendment
November 18, 2025**

		Original Budget	Budget Amendment 11/18/25	Amended Budget
Revenues				
Object	Description			
5711	Taxes	6,075,934		6,075,934
5700	Other Local	592,000	1,481,665	2,073,665
5800	State	12,469,014		12,469,014
5900	Federal	131,000		131,000
7,000	Other Resources	68,540	4,000,449	4,068,989
	Total Revenues	<u>19,336,488</u>	<u>5,482,114</u>	<u>24,818,602</u>
Expenditures				
Function	Description			
11	Instruction	10,864,976	16,665	10,881,641
12	Instructional Resources	13,818		13,818
13	Instructional Staff Development	156,856		156,856
21	Instructional Leadership	237,404		237,404
23	Campus Leadership	1,093,617		1,093,617
31	Guidance & Counseling	711,552		711,552
33	Health Services	127,625		127,625
34	Transportation	682,391		682,391
35	Child Nutrition	9,574		9,574
36	Cocurricular/Extracurricular	836,738	52,500	889,238
41	General Administration	944,537		944,537
51	Plant Maintenance	2,368,246	2,032,747	4,400,993
52	Security/Monitoring Services	505,217		505,217
53	Data Processing Services	525,337		525,337
71	Debt Service	110,600		110,600
81	Facilities Acquisition and Construction	0	5,380,202	5,380,202
99	Intergovernmental	148,000		148,000
	Total Expenditures	<u>19,336,488</u>	<u>7,482,114</u>	<u>26,818,602</u>
	Surplus(Deficit)	<u>0</u>	<u>(2,000,000)</u>	<u>(2,000,000)</u>

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ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

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

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

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

AE(LEGAL)

EDUCATIONAL PHILOSOPHY

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

AF(LEGAL)

INNOVATION DISTRICTS

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

AG(LEGAL)

HOME-RULE DISTRICTS

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

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

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

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

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

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

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

AIE(LEGAL)

ACCOUNTABILITY: INVESTIGATIONS

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

B(LEGAL)

LOCAL GOVERNANCE

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

BBA(LEGAL)

BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

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

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BBB(LEGAL) BOARD MEMBERS: ELECTIONS

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

BBBA(LEGAL) ELECTIONS: CONDUCTING ELECTIONS

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

BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

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

BBE(LEGAL) BOARD MEMBERS: AUTHORITY

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

BE(LEGAL) BOARD MEETINGS

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

BE(LOCAL) BOARD MEETINGS

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

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

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

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

BEC(LEGAL) BOARD MEETINGS: CLOSED MEETINGS

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

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BED(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

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same level of maintenance and operations revenue and pay debt service under specific conditions. Sections have been added to address these requirements. A deletion at Voter-Approval Tax Rate is due to HB 2. SB 1502 restricts a district's ability to approve disaster pennies. At Proposition, SB 1025 requires a proposition that increases a tax to include the statement "THIS IS A TAX INCREASE."

CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

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

CCGB(LLEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

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

CE(LLEGAL) ANNUAL OPERATING BUDGET

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

CFEA(LLEGAL) PAYROLL PROCEDURES: SALARY DEDUCTIONS AND REDUCTIONS

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

CH(LLEGAL) PURCHASING AND ACQUISITION

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

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

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

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

CHF(LLEGAL) PURCHASING AND ACQUISITION: PAYMENT PROCEDURES

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

CJ(LLEGAL) CONTRACTED SERVICES

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

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CJ(LOCAL) CONTRACTED SERVICES

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

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

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

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

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

CK(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT

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

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

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

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

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

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

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

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

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

CKEA(LLEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

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

CKEB(LLEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

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

CL(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT

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

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

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

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

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

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

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

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

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

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

CNA(LLEGAL) TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION

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

CNC(LLEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

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

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

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

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

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

CQB(LLEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

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

CQB(LOCAL) TECHNOLOGY RESOURCES: CYBERSECURITY

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

CQD(LLEGAL) TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

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

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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(LEGAL) TERMINATION OF EMPLOYMENT

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

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

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

DFBB(LOCAL) TERM CONTRACTS: NONRENEWAL

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

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

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

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

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

DG(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

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

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

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

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

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

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

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

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

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

DGC(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY

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

DH(LEGAL) EMPLOYEE STANDARDS OF CONDUCT

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

DH(LOCAL) EMPLOYEE STANDARDS OF CONDUCT

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

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

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

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

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

Substantial revisions throughout reflect changes from SB 571.

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DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

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

DP(LLEGAL) PERSONNEL POSITIONS

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

EA(LLEGAL) INSTRUCTIONAL GOALS AND OBJECTIVES

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

EEP(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

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

EEP(LOCAL) INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

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

EFA(LLEGAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

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

EFA(LOCAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

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

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

EFB(LLEGAL) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

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

EHA(LLEGAL) CURRICULUM DESIGN: BASIC INSTRUCTIONAL PROGRAM

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

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EHAA(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(LEGAL) 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(LEGAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

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

EHBE(LEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

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

EHBF(LEGAL) 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(LEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

Revisions throughout are due to HB 2.

EBBH(LEGAL) SPECIAL PROGRAMS: OTHER SPECIAL POPULATIONS

Revisions throughout are pursuant to HB 2.

EBBK(LEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES

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

EHDD(LEGAL) 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(LEGAL) 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(LEGAL) ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

SB 12 prompted amended language at Progress Reports and Conferences.

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

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

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

EIF(LLEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

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

EK(LLEGAL) TESTING PROGRAMS

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

EKB(LLEGAL) TESTING PROGRAMS: STATE ASSESSMENT

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

EKC(LLEGAL) TESTING PROGRAMS: READING ASSESSMENT

Substantial revisions throughout are due to HB 2.

EKD(LLEGAL) TESTING PROGRAMS: MATHEMATICS ASSESSMENT

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

EL(LLEGAL) CAMPUS OR PROGRAM CHARTERS

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

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

Revisions throughout are due to SB 12.

F(LLEGAL) STUDENTS

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

FA(LLEGAL) PARENT RIGHTS AND RESPONSIBILITIES

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

FA(LOCAL) PARENT RIGHTS AND RESPONSIBILITIES

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

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FD(LEGAL)

ADMISSIONS

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

FEA(LEGAL)

ATTENDANCE: COMPULSORY ATTENDANCE

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

FEB(LEGAL)

ATTENDANCE: ATTENDANCE ACCOUNTING

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

FED(LEGAL)

ATTENDANCE: ATTENDANCE ENFORCEMENT

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

FEF(LEGAL)

ATTENDANCE: RELEASED TIME

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

FEF(LOCAL)

ATTENDANCE: RELEASED TIME

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

FFA(LEGAL)

STUDENT WELFARE: WELLNESS AND HEALTH SERVICES

Substantial revisions throughout are due to SB 12.

FFAC(LEGAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

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

FFAC(LOCAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

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

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

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

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

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

FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

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

FFEA(LEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING

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

FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

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

FFF(LEGAL) STUDENT WELFARE: STUDENT SAFETY

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

FFF(LOCAL) STUDENT WELFARE: STUDENT SAFETY

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

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

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

FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

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

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

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FFH(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.

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

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

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

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

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

FO(LEGAL) STUDENT DISCIPLINE

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. 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 Anti-semitism 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 Videotapes and Recordings is due to SB 12.

FO(LOCAL) STUDENT DISCIPLINE

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

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

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

FOB(LEGAL) STUDENT DISCIPLINE: SUSPENSION

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

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

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

FOD(LEGAL) STUDENT DISCIPLINE: EXPULSION

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

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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.

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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.



(LOCAL) Policy Comparisons

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

In this packet, you will find:

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

Annotations are shown as follows:

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

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

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

Contact us:

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

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

Meeting Place and Time

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

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

Regular Meetings

Regular meetings of the Board shall normally be held on the third Monday of each month at 5:30 p.m. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.

Special or Emergency Meetings

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

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

Agenda

Deadline

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

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any 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 \$100,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

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

Change Orders

Change orders permitted by law shall be approved 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)

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

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

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

Specific Disclosures

Substantial Interest

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

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

Interest in Property

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

Annual Financial
Management
Report

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

[See BBFA]

Gifts

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

Endorsements

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

Sales

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

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

**Nonschool
Employment**

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

Private Tutoring

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

**Personal Services
Performed by an
Administrator**

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

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

**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.

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

Availability

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

State Leave Proration

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

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

Medical Certification

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

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

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

State Personal Leave

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

Nondiscretionary Use

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

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

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Discretionary Use

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

*Request for
Leave*

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

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

Local Leave

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

Local leave shall accumulate without limit.

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

Sick Leave Bank

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

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

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

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

Appeal

An employee may appeal a decision regarding the sick leave bank 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 10 days of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

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

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

Quarantine Leave

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

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

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 extend the leave of absence for a police officer's line of duty illness or injury in accordance with medical certification and administrative regulations.

The extended leave of absence shall not exceed 10 workdays. The extended leave of absence shall be taken with no loss of pay.

In accordance with law, following an extended leave of absence the police officer may use accumulated leave.

Family and Medical Leave

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

Concurrent Use of Paid Leave

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

Note: — See DECA(LEGAL) for provisions addressing

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

Twelve Month FMLA Exception Period

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.

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.

Temporary Disability Leave

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

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

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

**Workers'
Compensation**

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

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

No Paid Leave
Offset

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

Court Appearances

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

**Payment for
Accumulated Leave
Upon Retirement**

The following leave provisions shall apply to local leave accumulated beginning on the original effective date of this program.

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

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee is retiring under the Teacher Retirement System of Texas (TRS).
3. The employee provides advance written notice of intent to retire. Contract employees must provide written notice at least 90 days before the last day of employment. Noncontract employees must provide written notice at least two weeks before the last day of employment.

The employee shall receive payment for each day of accumulated local leave, to a maximum of 90 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

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

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. If the Board votes to propose nonrenewal for any employees, it shall also decide whether any requested hearing will be conducted by the Board or by an independent hearing examiner.

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 Board has chosen to designate the type of hearing for proposed nonrenewals on a case-by-case basis. In the notice of proposed nonrenewal, the employee shall receive notice of whether the Board [see Request for Board Hearing, below] or an independent hearing examiner appointed by the commissioner of education [see Request for Appointment of Hearing Examiner, below] will conduct the hearing.

**Request for
Appointment of
Hearing Examiner**

If the notice of proposed nonrenewal states that the nonrenewal hearing will be conducted by an independent hearing examiner, the employee may request a hearing by filing a written request with the commissioner, and providing the Board a copy of the request, not later than the 15th day after the date the employee received the notice of proposed nonrenewal.

Hearing Procedures

The hearing shall be conducted by an independent hearing examiner in accordance with the process described at DFD.

Board Decision

Following the hearing, the Board shall take appropriate action in accordance with DFD.

**Request for Board
Hearing**

If the notice of proposed nonrenewal states that the nonrenewal hearing will be conducted by the Board, the employee may request a hearing by providing written notice to the Board 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.

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

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

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

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

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

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

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

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

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

Option to Continue
Informal Process

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

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

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

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

A decision may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed ~~responses~~ 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	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached toincluded with the complaint form. If the employee does not have copies of these documents, theycopies may be presented at the Level One conferencehearing. 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 conferencehearing, the employee may supplement the record with additional documents or include additional claims.</p>
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	<p>A complaint or appeal form that is incomplete in any material aspect mayshall be dismissed but may be refiled with all the required information if the refile is within the designated time for filingre-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.
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

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.]

**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

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.

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

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

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

Objectives

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

Selection

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

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

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

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

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

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

Parent Request for Instructional Material Review

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

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

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

Reconsideration of Instructional Materials

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

Guiding Principles

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

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

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

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

*Informal
Reconsideration*

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

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

*Formal Request for
Reconsideration*

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

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

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

*Frequency of
Review*

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

Appeal

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

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

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

The Superintendent 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 4824 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 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 shall be issued for all students after the ~~third~~third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

~~In addition to conferences scheduled on the campus calendar,~~Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher. Additional conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher [see CQD], and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation,

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ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

~~or~~ information from students, or the use of an artificial intelligence
detection tool selected by the District.

Parent Portal

The District shall establish a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board.

The Superintendent shall develop administrative regulations related to the portal, including placement on the District or campus websites and how campus or District administrators are to address comments received from parents through the portal.

Release from School

A student shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school. The teacher shall determine that such permission has been granted before allowing the student to leave.

Exception for
Released Time
Course

For purposes of this policy, a “released time course” shall have the same definition as provided in law.

A student shall be permitted to attend a released time course in accordance with the following requirements:

1. The parent or guardian has provided written consent for the student to attend the released time course;
2. The private entity offering the released time course maintains attendance records and will make those records available to the District;
3. The private entity, parent or guardian, or student assumes responsibility for transportation, including transportation for a student with a disability, to and from the location at which the released course is offered;
4. The private entity assumes liability for the student enrolled in the released time course while the student is under the private entity’s care; and
5. The student is responsible for any school work and assignments issued during the student’s absence from the District.

The District shall be prohibited from using District funds, excluding de minimis costs, to facilitate the student attending a released time course.

A private entity shall be prohibited from offering the released time course on District property unless the use is in accordance with policy GKD.

The District shall not interfere with a parent’s or guardian’s ability to request or access a released time course for the student.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, ~~upon a parent's written request, when properly labeled and in the original container~~ in accordance with legal requirements.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

Medication Provided by District

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Athletic Program

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:

1. The District has prior written consent for medication to be administered [see Medical Treatment, below]; and
2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

Epinephrine

The District authorizes school personnel and volunteers who have agreed in writing and been adequately trained to administer an unassigned epinephrine **delivery system, such as an auto-injector or nasal spray**, in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine **auto-injector delivery system** at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

Off Campus

Authorized and trained individuals may administer an unassigned epinephrine ~~auto-injector~~ delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine ~~auto-injector~~ delivery system is available.

Maintenance, Availability, and Training

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for ~~auto-injector~~ delivery system use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine ~~auto-injectors~~ at each campus, at off-campus events, and while in transit to and from a school event.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.

Opioid Antagonist

This provision shall be applicable to each campus that serves students in grades 6-12.

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 opi-

oid 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.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

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

The District shall notify a parent of a student with whom ~~an 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](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline website: <http://www.txabusehotline.org>

Complaints

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

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process **has been followed**:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with ~~the FFH-series~~.
2. Complaints concerning dating violence shall be submitted in accordance with ~~the FFH-series~~.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with ~~the FFH-series~~.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

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

Guiding Principles
Informal Process

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

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except Filing Deadlines

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

After Informal Process

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or
- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable

diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

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

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.~~

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

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

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

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

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

Option to Continue Informal Process

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

Notice of Complaint A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions
Filing Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, ~~including email and fax,~~ or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three **business** days after the deadline.

Scheduling
Conferences
Hearings The District shall make reasonable attempts to schedule ~~conferences~~**hearings** at a mutually agreeable time. If a ~~student or parent complainant~~ fails to appear at a scheduled ~~conference~~**hearing**, the District may hold the ~~conference~~**hearing** and issue a decision in the ~~student's or parent's complainant's~~ absence.

Response
At Levels One and Two,
"response"
Decision A "decision" shall mean a written communication to the ~~student or parent complainant~~ from the appropriate administrator. ~~Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses~~ that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

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 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.

Days	<p>“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”</p>
Representative	<p>“Representative” shall mean any person who or organization that is designated by the student or parentcomplainant to represent the student or parentcomplainant in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parentcomplainant may designate a representative through written notice to the District at any level of this process. If the student or parentThe representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days’ notice to the District before a scheduled conference orhearing, the District may reschedule the conference orhearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not fileTo promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from anyan event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timelinessrelated events shall be consolidated.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writingon a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached toincluded with the complaint form. If the student or parentcomplainant does not have copies of these documents, copies may be presented at the Level One conferencehearing. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the docu-</p>

	<p>ments existed before the Level One conferencehearing, the complainant may supplement the record with additional documents or include additional claims.</p>
Record	<p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p>
Remand	<p>A complaint or appeal form that is incomplete in any material aspect mayshall be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p>
Assignment of Hearing Officer	<p>When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.</p>
Level One	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none">1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and2. With the lowest level administrator who has the authority to remedy the alleged problem. <p>In most circumstances, students and parents shall file Level One complaints with the campus principal.</p> <p>If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.</p> <p>If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.</p> <p>The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days</p>

~~Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~
Complaint Levels
Level One
Level Two
Investigation

~~after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

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

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

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

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

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

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The student or parent may request~~ hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~student or parent~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 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. 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.

2. Corporal punishment shall be administered only by the principal or designee.
3. The instrument to be used in administering corporal punishment shall be approved by the principal.
4. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

Disciplinary
Records

The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

**Video and Audio
Monitoring**

Video and audio recording equipment shall may be used for safety purposes to monitor student behavior on District property.

~~The~~When video and audio recording equipment is in use, the District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

STUDENT DISCIPLINE

FO
(LOCAL)

Access to
Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Complaints

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

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be ~~filed-~~ **submitted** in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be ~~filed~~ **submitted** in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

~~Guiding Principles~~ Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

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

Filing Deadlines

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

Deadline Extensions

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

Formal Process

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

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

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

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

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

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

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

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

Option to Continue Informal Process

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

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, ~~including email and fax,~~ or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic

communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three **business** days after the deadline.

Scheduling
~~Conferences~~Hearin
gs

The District shall make reasonable attempts to schedule ~~confer-
ences~~hearings at a mutually agreeable time. If the ~~individual~~com-
plainant fails to appear at a scheduled ~~conference~~hearing, the Dis-
trict may hold the ~~conference~~hearing and issue a decision in the
~~individual's~~complainant's absence.

Response
At Levels One and
Two,
"response"Decision

A "decision" shall mean a written communication to the ~~individual-
complainant~~ from the appropriate administrator. ~~Responses may
be hand-delivered, sent by electronic communication to the individ-
ual's email address of record, or sent by U.S. Mail to the individ-
ual's mailing address of record. Mailed responses that provides an
explanation of the basis of the decision, an indication of each docu-
ment that supports the decision, and any relief or redress to be
provided. A decision shall be issued on the merits of the concern
raised in the complaint notwithstanding any procedural errors or
the type of relief or redress requested.~~

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

A decision may be hand-delivered, sent by electronic communica-
tion to the complainant's email address of record, or sent by U.S.
Mail to the complainant's mailing address of record. Mailed deci-
sions shall be timely if they are postmarked by U.S. Mail on or be-
fore the deadline.

Days

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

Representative

"Representative" shall mean any person who or organization that is
designated by ~~an individual~~a complainant to represent the ~~individu-
al~~complainant in the complaint process.

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

Consolidating
Complaints

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

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

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

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 complainant, documents determined relevant by District personnel, and the decision.

Remand

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

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

Assignment of Hearing Officer

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

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]