

Agenda of Regular Meeting

The Board of Trustees

Allen Independent School District

A Regular Meeting of the Board of Trustees of the Allen Independent School District will be held on Monday, September 28, 2026, beginning at 6:30 PM in the Professional Learning & Auxiliary Services Building, 610 E. Bethany Drive, Allen, TX 75002.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **PRELIMINARY BUSINESS**
 - A. Call to Order
 - B. Announcement by President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law.
 - C. Pledge of Allegiance 3
 - D. Recognition 4
 - E. Gifts, Donations and Bequests 7
 - F. Public Participation 10
 1. Public Testimony
 2. Public Comment
2. **ACADEMIC ACHIEVEMENT**
 - A. 2026 Accountability Results 13
3. **UPDATE**
 - A. Construction Update 37
4. **CONSENT**
 - A. Consent Agenda 39
 1. Minutes 40
 - a. August 24, 2026 Regular Meeting 41
 - b. September 14, 2026 Annual Board Training and Workshop 45
 2. Board Operating Procedures 47
 3. District and Campus Performance Objectives 2026-2027 79
 4. Agreement for the Purchase of Attendance Credits 124
 5. Library Materials Proposed for Purchase
 - a. Proposed Titles for Elementary Campus Collections 128
 - b. Proposed Titles for Middle School Campus Collections 161
 - c. Proposed Titles for Lowery Freshman Center Campus Collection 179
 - d. Proposed Titles for Allen High School Campus Collection 191

6.	Student Travel Services - Allen High School Band	201
7.	Construction Manager-At-Risk Services for Cross District Erosion Control	202
5.	ACTION	
A.	90th Legislative Session Board Priorities	205
B.	Application for the Remote Homebound Instruction Waiver	221
C.	Devices for Instruction - iPads for Specialized Needs	223
6.	OTHER REPORTS - INFORMATION ONLY	
A.	Monthly Financial Reports	225
1.	Year to Date Revenue and Expenditures by Fund	226
2.	Construction Report	229
7.	OTHER BOARD BUSINESS	
A.	Advocacy Committee Update	235
B.	Superintendent's Update	236
C.	Calendar Updates	237
D.	Closed Session Per Texas Government Code	
1.	Private Consultation with the Board's Attorney (Sec. 551.071)	239
2.	Property Matters (Sec. 551.072)	240
3.	Personnel Matters - Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee	241
a.	Deliberation regarding Superintendent search	
b.	Deliberation regarding Board Goals	
4.	Security Devices or Security Audits (Sec. 551.076)	242
5.	School Children; School District Employees; Disciplinary Matter or Complaint (Sec. 551.082)	243
6.	School Board: Personally Identifiable Information about Public School Student (Sec. 551.0821)	244
E.	Reconvene from Closed Session for Action Relative to Items Considered During Closed Session	
1.	Discussion, consideration, and possible action regarding Superintendent search	
2.	Discussion, consideration and possible action regarding Board Goals	
F.	Adjournment	



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Pledge of Allegiance

ADMINISTRATOR RESPONSIBLE: David Hicks, Assistant Superintendent for
Communications and Community Engagement

SOAR 2030 STRATEGIC VISION: Goal 1 – Culture of Excellence.

LEGAL REVIEW: N/A

Authority for this Action: N/A

Summary / Background Information:

Pledge of Allegiance

The Pledge of Allegiance will be led by students from Chandler Elementary School.

Administrative Recommendation: None



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Recognition

ADMINISTRATOR RESPONSIBLE: David Hicks, Assistant Superintendent for Communications and Community Engagement

SOAR 2030 STRATEGIC VISION: Goal 1 – Culture of Excellence.

LEGAL REVIEW: N/A

Authority for this Action: N/A

Summary / Background Information:

Students in Special Services Program Create Buttons for First Responder Day

Students in the Special Services Program helped design buttons and cards to recognize City of Allen first responders for First Responders Day on October 28, 2026.

These students build independence and job-related skills through real-world experiences, and the creation of these special gifts is a perfect example of how they work to hone their skills.

Each button and card was handcrafted in the student's workshops and classrooms, and their work reflects their appreciation for those who serve our community.

The teachers who lead these wonderful programs are Sohail Marey, Lisa Trees, and Adam Wright.

25 Seniors Earn National Merit Semifinalist Recognition

Twenty-five Allen High School seniors have been recognized as Semifinalists in the 2027 National Merit Scholarship Program. These students are among 16,000 Semifinalists nationwide who qualified to compete for more than 6,700 National Merit Scholarships worth nearly \$24 million.

Over 1.2 million juniors in about 20,000 high schools entered the 2027 National Merit Scholarship Program by taking the 2026 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), which served as an initial screen of program entrants. Students who are named National Merit Semifinalists represent less than 1% of U.S. high school seniors.

Finalists will be announced in February 2027. Congratulations to all the Semifinalists for earning this distinguished academic honor.

The Allen High School 2027 National Merit Semifinalists are:

- Neha Abin
- Oishik Arif
- Devaj Shourya Bhogireddi
- Edison Chen
- Sophia D'Silva
- Alexandre Elie-Dit-Cosaque
- Lisa Gu
- Heike Hughes
- Danielle Hwang
- Ryan John
- Arohi Joshi-Gadre
- Yeonwoo Lee
- Chuyao Lin
- Chloe Minor
- Norah Nasim
- Nihal Pathuri
- Ryder Perez
- Zaina Qureshi
- Hiruka Ratnayake
- Mark Sajdak
- Sahil Shah
- Isabel Sheng
- Satvika Upperla
- Lincoln Weger
- Lucas Wu

Allen ISD Teachers and Staff Receive More Than \$134,000 in Educational Grant Awards

The Foundation For Allen Schools announced that it will fund 84 educational grants for the 2026-27 school year in Allen ISD, totaling \$134,565. Since the program began, The Foundation has awarded more than 2,000 grants totaling \$2.3 million to support transformative learning opportunities for Allen ISD students and educators.

The Foundation's Educational Grant Program empowers teachers to bring innovative ideas to life, from hands-on learning experiences and new technology to campus initiatives that inspire student creativity, collaboration, and achievement. This year's grants involve more than 200 teachers and positively impact thousands of students across the district.

Examples of this year's grants include:

- Anderson Early Childhood School, "Centergize - Look Outside" - \$1,600
- Cheatham Elementary School, "Little Bots, Big Brains" - \$2,820
- Curtis Middle School, "Career Quest: A Future of Possibilities" - \$340
- Dillard Special Achievement Center, "Eagle Creations" - \$1,000
- Allen High School, "The Cognitive Lab - Problem Solving Stations" - \$1,200

- Special Services, “Building Strong Foundations: District-Wide Motor Lab Support for Special Education Students” - \$1,000

Thank you to Laura Sherwood, Foundation Director, Audrey Reed, President of the Foundation Board, and the entire Foundation For Allen Schools board and team.

Administrative Recommendation: None



ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING:	September 28, 2026
DOCUMENT TITLE:	Gifts, Donations, and Bequests
ADMINISTRATOR RESPONSIBLE:	Kim McLaughlin, Acting Superintendent
SOAR 2030 STRATEGIC VISION:	N/A
LEGAL REVIEW:	N/A

Authority for this Action: Board Policy CDC (Local), Gifts from the Public

The Board may accept any bequest or gift of money or property on behalf of the District. The gift shall become the sole property of the District for its use and disposition. All gifts shall be given to the District. At the discretion of the Superintendent or designee, the gift may be used in a particular school.

**CRITERIA FOR
ACCEPTANCE**

The Superintendent or designee shall examine and evaluate offers of gifts to the District and may recommend acceptance to the Board when the gifts:

1. Have a purpose consistent with District purposes.
2. Place no restrictions on the school program.
3. Do not conflict with policies or actions of the Board or public law.
4. Do not require extensive District maintenance.

Summary / Background Information:

Donations listed may include monetary donations, grants, and gifts.

- Athletics received:
 - \$4,000 from the Golf Mulligan Booster Club to be used towards the golf team's travel and meals
 - \$5,000 from Performance Course to be used towards the athletics summer camp program
 - \$3,500 from the Hit Squad Volleyball Booster Club to be used for volleyball HUDL/cameras
 - \$7,500 from Credit Union of Texas to be used towards the Athletic program
 - \$2,500 from the Lady Eagles Soccer Club to be used towards girls soccer HUDL use
 - \$5,000 from Hometown Ticketing to be used to support the Allen Athletics Program
 - \$12,000 from the Boys Soccer Booster Club to be used towards boys soccer travel and team support

- \$3,500 from the Allen Eagles Men's Basketball Booster Club to be used towards the team's HUDL use
- \$1,500 from the Softball Slugging Eagles Booster Club to be used towards the team's HUDL use
- \$3,750 from the Men's Soccer Gold Cup Club Booster to be used for the team's portion of the HUDL membership
- \$6,750 from the Lady Eagles Soccer Booster Club to be used towards HUDL camera and team equipment
- \$12,776.25 from the Hit Squad Booster Club to be used for reimbursement of volleyball officials
- Boon Elementary received:
 - \$500 from the Boon PTA to be used toward the 5th grade Sky Ranch field trip
 - \$1,225 from the Boon PTA to be used toward the 5th grade Sky Ranch field trip
- Chandler Elementary received \$300 from Teresa Smith to be used towards Chandler's robotics club
- Communications received the following donations for Convocation:
 - ten (10) \$50 gift cards from VLK
 - an Ipad from CUTX valued at \$449
 - a \$2,000 Title Sponsor donation from RBFCU
- Community Services received:
 - \$250 sponsorship from Sustaire's ATA: Karate for Kids for Heart at Work
 - \$2,000 sponsorship from Sprout Dentistry for Kids for Heart at Work
- Dillard Center received:
 - a \$400 gift card from Waste Water Grant/City of Allen to be used to purchase items needed for their garden
 - notebooks and backpacks valued at \$460 to assist with student learning
- Green Elementary received \$1,385 from the Green PTA to be used towards five (5) Sky Ranch student scholarships
- Learner Services received:
 - dictionaries valued at \$7,020 from the Kiwanis Club of Allen to be donated to 3rd grade students in the district
 - Foundation For Allen Schools awarded a grant of \$4000 for Beanstack subscriptions
- Reed Elementary received \$300 from Johnathan Allen, Sr. to be used towards the support of 5th grade camp
- STEAM Center received a \$20,000 part 2 grant from Nordson Learning on the Move
- Vaughn Elementary received a Pebble Go Subscription valued at \$1,399 from the Vaughan PTA

Administrative Recommendation:

The administration recommends acceptance of these donations.

Proposed Motion:

“Move to accept the donations as presented by staff.”



ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Board Meeting Public Participation BED(LEGAL) and BED(LOCAL)

ADMINISTRATOR RESPONSIBLE: Board President

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Item: BED (LEGAL) and BED (LOCAL)

BED (LEGAL)

Board meetings are held to transact the business of the District. So that citizens have the opportunity to be informed concerning those transactions, meetings are open to the public, except when closed meetings are conducted as permitted by the Open Meetings Act. The Board may create a limited public forum for the purpose of hearing comments from the public so long as: 1) the Board does not discriminate against speech on the basis of viewpoint; 2) any restrictions are reasonable in light of the purpose served by the forum; and 3) the Board provides alternative paths for expressing categories of protected speech that are excluded from the forum. *Fairchild v. Liberty Indep. Sch. Dist.*, 597 F.3d 747 (5th Cir. 2010)

A board may adopt reasonable rules regarding the public's right to address the board under these provisions, including rules that limit the total amount of time that a member of the public may address the board on a given item.

BED (LOCAL)

Audience participation at a Board meeting is limited to the portion of the meeting designated to receive Public Comment and Public Testimony 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 Testimony

Public Testimony means a person who wishes to comment regarding an item on the agenda posted with notice of any open meeting of the Board. At monthly regular Board meetings and at all other Board meetings open to the public, including Board workshops and/or work sessions, public participation shall be limited to items on the agenda posted with notice of such meeting, in the form of public testimony. Individuals shall be allowed to address the Board regarding an item on the agenda posted with notice of any open meeting of the Board before the Board's consideration of the agenda item, provided that such individuals follow the procedures and requirements stipulated in this policy.

Public Comment

Public Comment means a person who wishes to comment on matters related to the District's business other than Public Testimony. Public Comment shall be limited to the monthly Regular Board meetings and shall not be allowed at any other Board meeting open to the public.

Procedures and Requirements

Individuals who wish to participate during the portion of the meeting designated for public comment and public testimony shall timely register with the Superintendent or designee and shall abide by the registration and time limits stated in policy. Registration shall be done prior to the Board meeting following one of the approved methods stated in Board Policy BED (LOCAL).

The Board shall follow the procedures for timing of speakers, meeting management, complaints, and disruption as outlined in Board Policy BED (LOCAL).

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ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: 2026 Accountability Results

ADMINISTRATOR RESPONSIBLE: Jennifer Wilhelm,
Assistant Superintendent of Learner Services
Sheryl Stewart,
Director of Accountability & Assessment

SOAR 2030 STRATEGIC VISION: Goal 3 – Empowered Learning

LEGAL REVIEW: N/A

Summary / Background Information:

The presentation will include Allen ISD 2026 A-F Accountability Ratings information.

Administrative Recommendation:

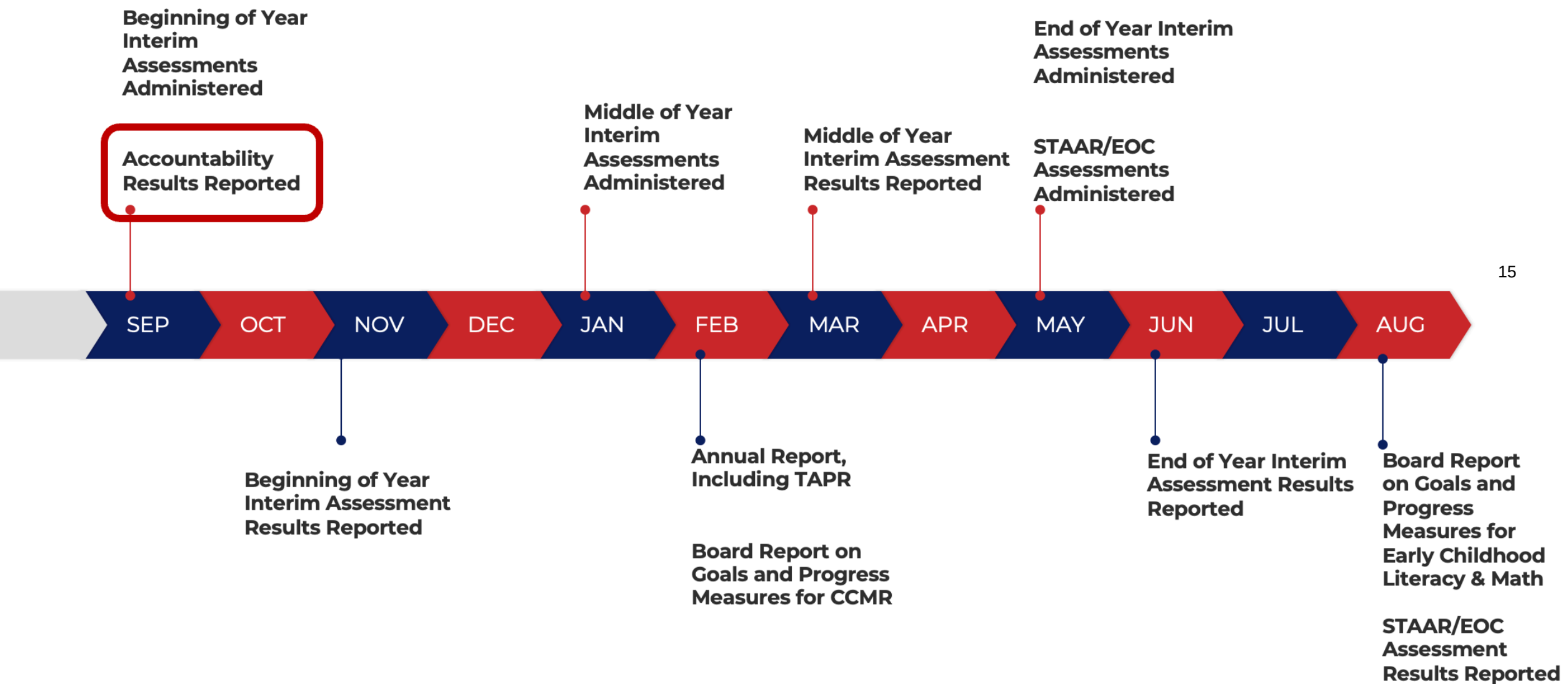
Report only

2026 Accountability Results

September 2026



Monitoring Calendar for Student Academic Performance



Accountability System Overview



Accountability in Two Words

PERFORMANCE

How a student did on
THIS year's test.

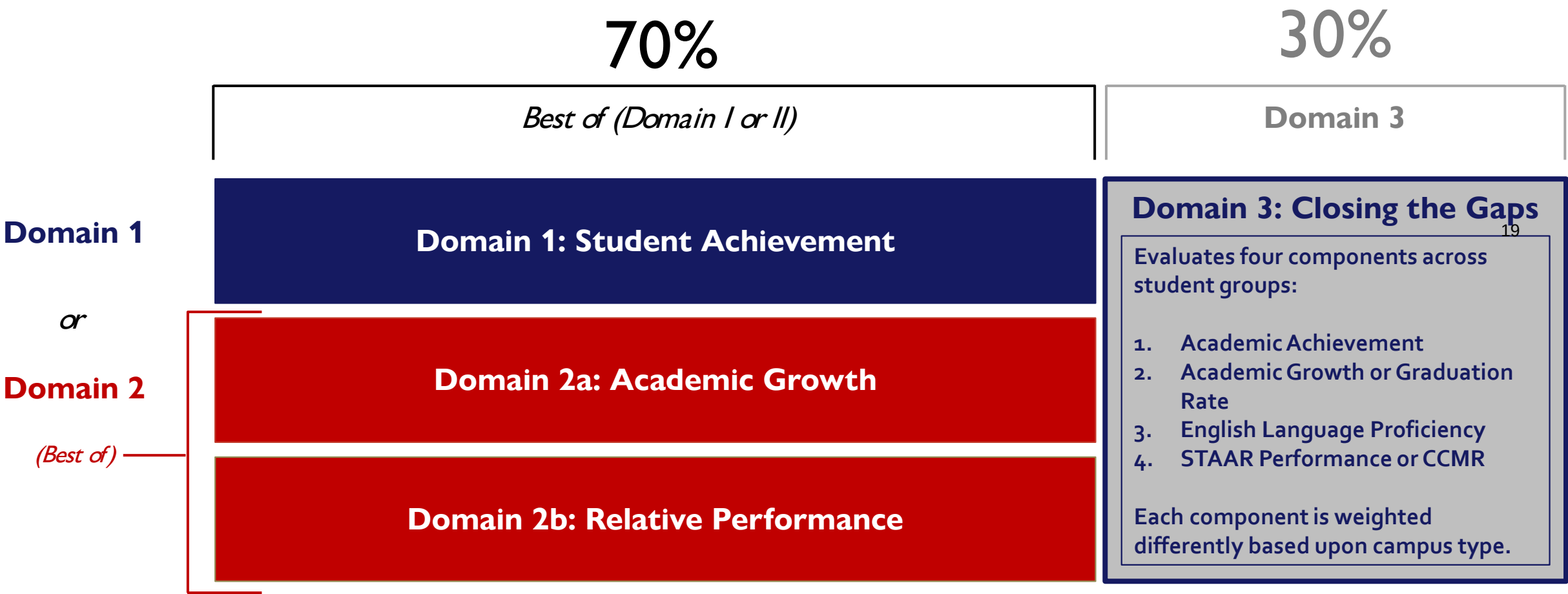
GROWTH

How a student did on THIS
year's test compared to
LAST year's test.

A-F Accountability System Overview

- Each campus is evaluated and assigned a letter grade in three domains:
 - Domain 1: Student Achievement
 - Domain 2: School Progress
 - Part A: Academic Growth
 - Part B: Relative Performance
 - Domain 3: Closing the Gaps
- District domain ratings are now calculated using a proportionally weighted method

Domain Structure



Domain 1: Student Achievement

STAAR Performance:

Students achieving Approaches, Meets, and Masters Grade Level

of Tests at
Approaches
Grade Level

+

of Tests at
Meets Grade
Level

+

of Tests at
Masters Grade
Level

20

3

Domain 1: Student Achievement

**Also evaluated in the Student
Achievement Domain for High School
Campuses with Graduates (AHS):**

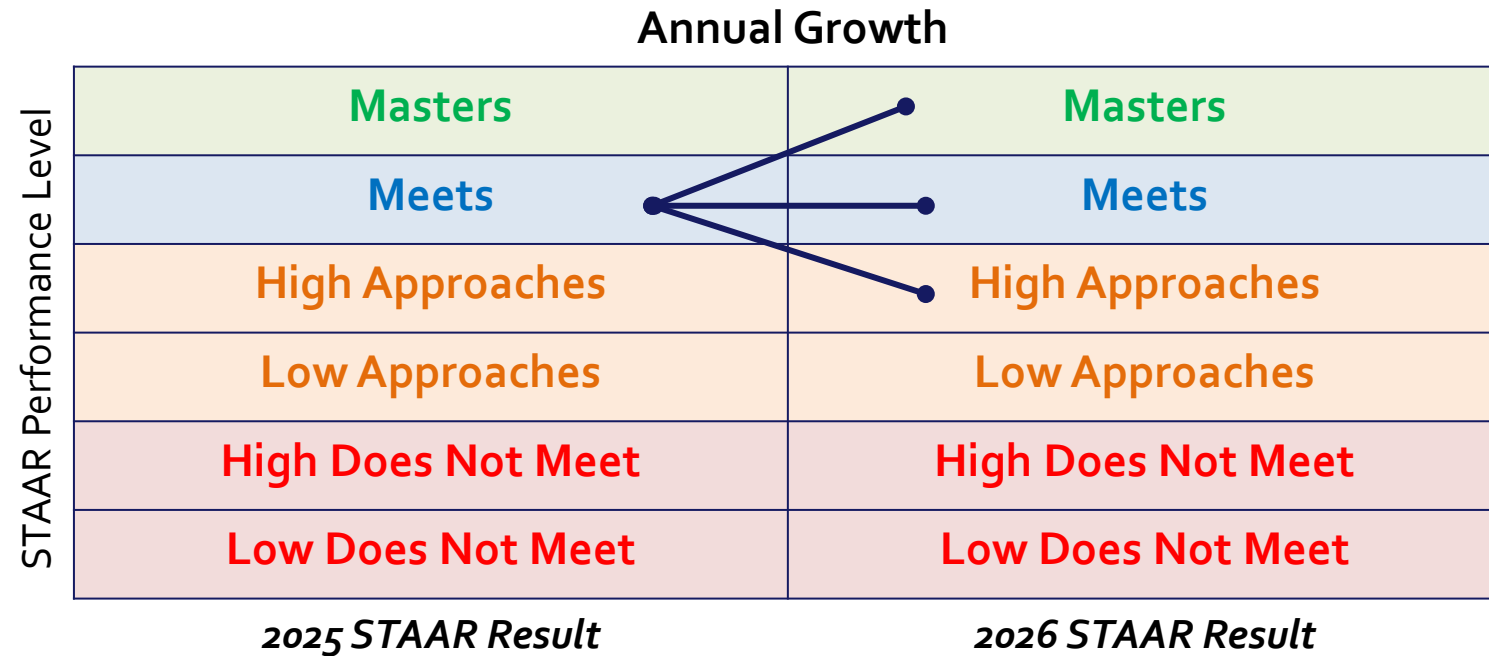
- Graduation Rate
- College, Career, and Military Readiness

Domain 2: School Progress

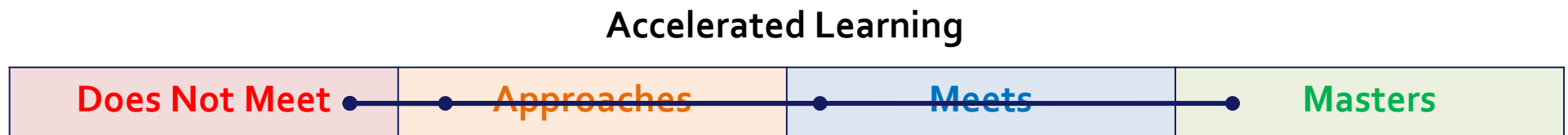
- **Domain 2A: Academic Growth**
 - Did students attain the same or better performance level as the prior year?
- **Domain 2B: Relative Performance**
 - How did the campus perform as compared to how they were predicted to perform?

Domain 2A: Academic Growth

Did students attain the same or better performance level as the prior year?

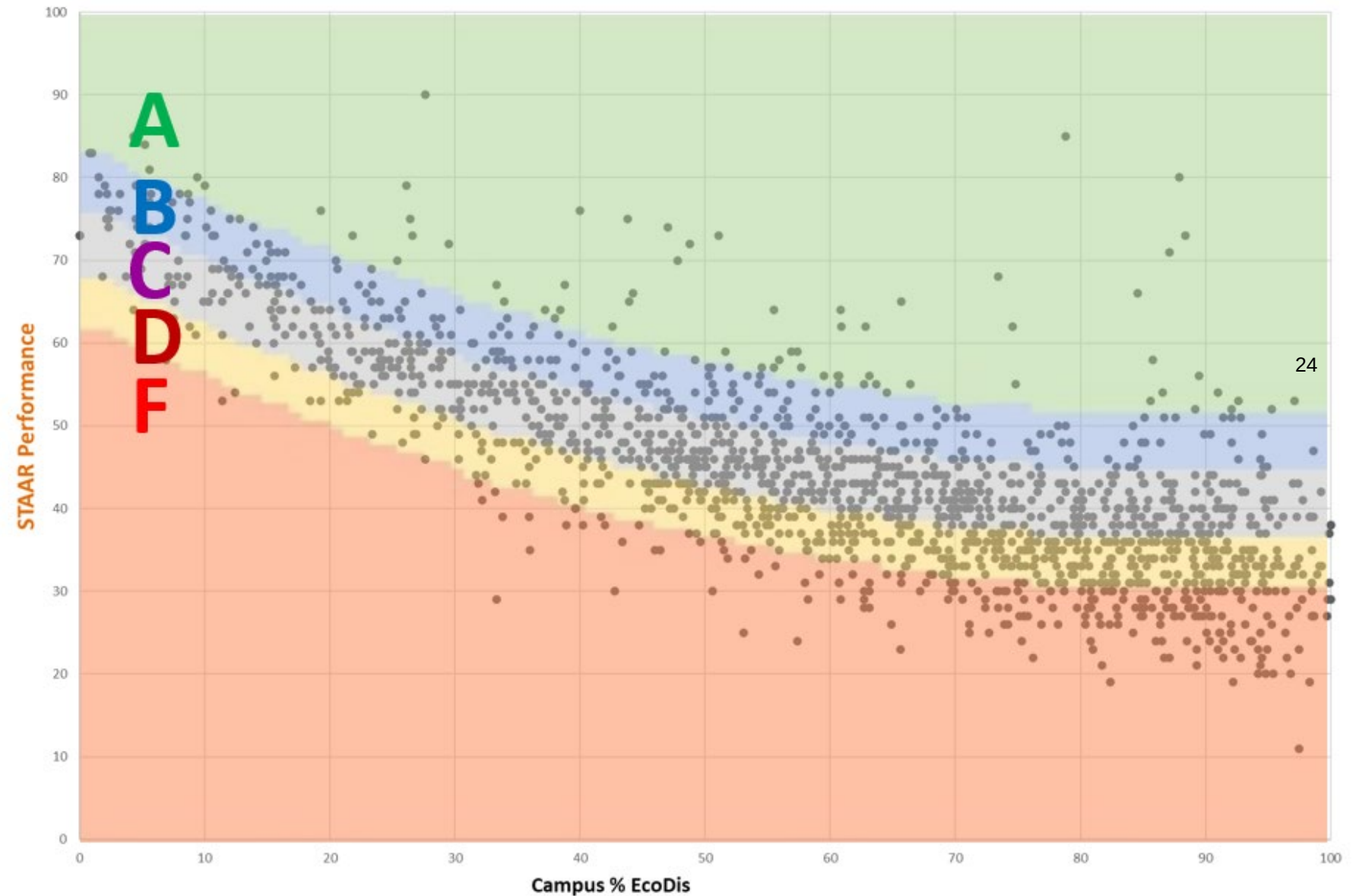


23



Domain 2B: Relative Performance

How did the campus perform as compared to how they were predicted to perform?



Domain 3: Closing the Gaps

Evaluated across four student groups:

- All Students
- The 2 Lowest Performing Race/Ethnicity groups for the campus in the prior year
- High Focus Group
 - Special Education
 - Economically Disadvantaged
 - Emergent Bilingual
 - Homeless
 - Migrant
 - Foster

Domain 3: Closing the Gaps

Academic Achievement

- STAAR performance at Meets Grade Level in Reading/ELA and Math

English Language Proficiency

STAAR Growth or Graduation Rate

- High School – Federal Graduation Rate
- Elementary/Middle/Lowery – STAAR growth

School Quality, Student Success

- High School – Federal CCMR
- Elementary/Middle/Lowery – STAAR performance

Domain 3: Closing the Gaps

Targets

- Set by student group and by campus type
- Separated by year as “interim” targets: 2023-2027, 2028-2032, 2033-2037, and final long-term 2038 targets

Scoring

Each indicator is assigned a value of 0-4 points, based upon the target(s) set for that indicator, student group, and campus type:

- 0 = Missed the target and did not show growth
- 1 = Missed the target but showed minimal growth
- 2 = Missed the target but showed expected growth
- 3 = Met the interim target for current year
- 4 = Met the long-term 2038 target

Allen ISD 2026 A-F Accountability Ratings



District Rating Calculations

- Determine the score for each campus in a domain/component
- Proportionally weight the scale score for each campus in a domain/component
- Add the weighted scale scores to determine the district score in the domain/component
- Repeat for each domain/component

District Proportional Weighting Example

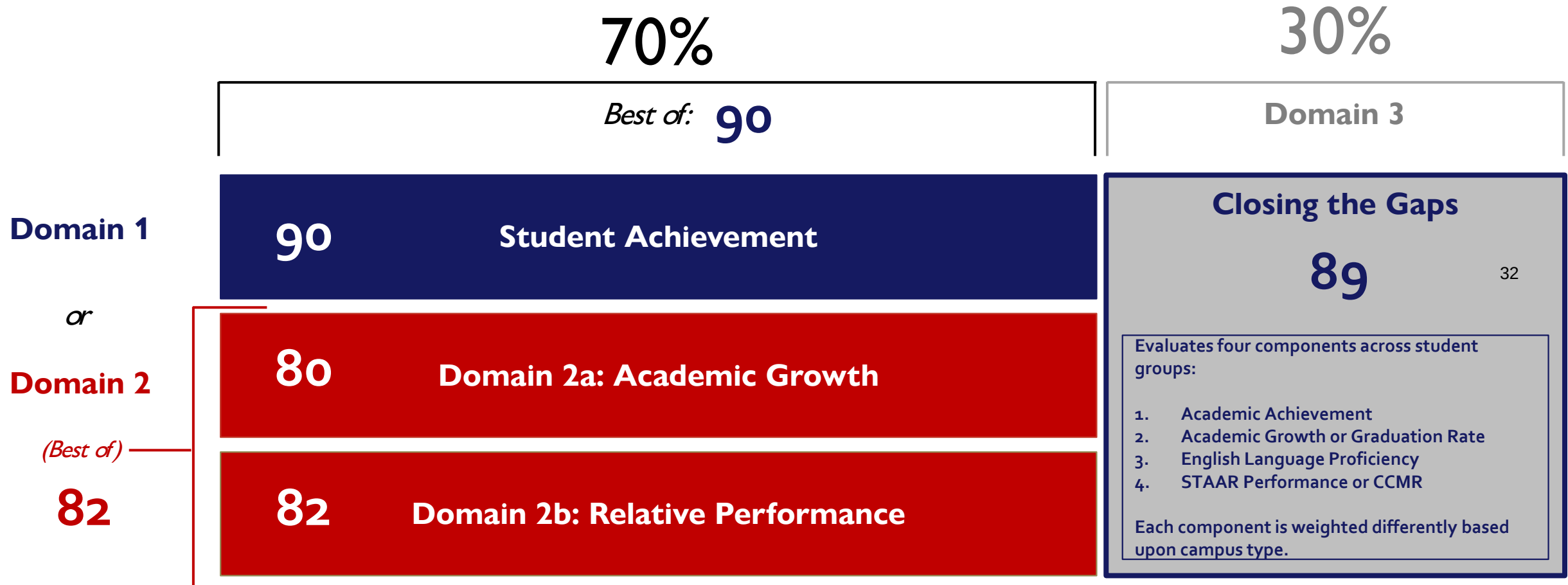
		# Grades 3-12 Students	Proportional Weight	Domain 1 Scale Score	Weighted Score
Campuses	High School	2000	40%	90	36.000
	Middle School A	1000	20%	88	17.600
	Middle School B	1000	20%	91	18.200
	Elementary A	500	10%	93	9.300
	Elementary B	500	10%	89	8.900
District Rating					90 - A

District Proportional Weighting

Campus	Gr. 3-12 Enrollment	Proportional Weighting
Allen High	5126	31.9%
Lowery	1667	10.4%
Curtis	1318	8.2%
Ereckson	1201	7.5%
Ford	713	4.4%
Bolin	355	2.2%
Boon	490	3.1%
Boyd	241	1.5%
Chandler	415	2.6%
Cheatham	417	2.6%
Evans	369	2.3%

Campus	Gr. 3-12 Enrollment	Proportional Weighting
Green	312	1.9%
Kerr	386	2.4%
Lindsey	474	3.0%
Marion	399	2.5% ₃₁
Norton	357	2.2%
Olson	431	2.7%
Preston	425	2.6%
Reed	253	1.6%
Story	286	1.8%
Vaughan	411	2.6%
Anderson EC	0	(n/a)

Domain Structure



AISD Overall Rating = 90 (A)

Distinction Designations Available in 2026

- Top 25%: Comparative Academic Growth
- Top 25%: Comparative Closing the Gaps
- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Math
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Postsecondary Readiness*

*Only distinction available for districts

Campus Distinction Designations are determined by their ranking within a group of 40 other comparable campuses

Distinction Designations

Distinction Designation	2026
Academic Achievement in ELA/Reading	4
Academic Achievement in Mathematics	5
Academic Achievement in Science	8
Academic Achievement in Social Studies	3
Top 25 Percent: Comparative Academic Growth	7
Top 25 Percent: Comparative Closing the Gaps	4
Postsecondary Readiness	7
Total Distinction Designations	38

2026 Accountability Data Summary

- Allen ISD received an “A” overall rating in the 2026 A-F Accountability Ratings
- In individual domain ratings, Allen ISD received an “A” rating in the Student Achievement Domain, a “B” rating in the School Progress Domain, and an “A” in the Closing the Gaps Domain
- 14 campuses received an “A” overall, 7 campuses received a “B” overall, and 1 campus received a “C” overall
- 2 campuses increased their overall letter rating from 2025

2026 Accountability Results

September 2026





ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Construction Update

ADMINISTRATOR RESPONSIBLE: Brent Benningfield, Assistant Superintendent of Operations
Brian Neely, Executive Director of Operations for Planning, Construction, and Maintenance

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Brent Benningfield, Assistant Superintendent of Operations, and Brian Neely, Executive Director of Operations for Planning, Construction, and Maintenance, will update the Board regarding the district's construction projects.

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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Consent Agenda

ADMINISTRATOR RESPONSIBLE: Kim McLaughlin, Acting Superintendent

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Action: Local District practice of grouping routine matters which do not require individual discussion.

Consent Agenda

- Minutes
 - a) August 24, 2026 Regular Meeting
 - b) September 14, 2026 Annual Board Training and Workshop
- Board Operating Procedures
- District and Campus Performance Objectives 2026-2027
- Agreement for the Purchase of Attendance Credits
- Library Materials Proposed for Purchase
 - a) Proposed Titles for Elementary Campus Collections
 - b) Proposed Titles for Middle School Campus Collections
 - c) Proposed Titles for Lowery Freshman Center Campus Collection
 - d) Proposed Titles for Allen High School Campus Collection
- Student Travel Services - Allen High School Band
- Construction Manager-At-Risk Services for Cross District Erosion Control

Proposed Motion: “Move to approve the consent agenda as presented by staff.”



ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Minutes

ADMINISTRATOR RESPONSIBLE: Kim McLaughlin, Acting Superintendent

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Action: Board Policy BE (Legal) and BE (Local)

BE (Legal)

The Board shall prepare and keep minutes or make a tape recording of each open meeting. The minutes shall state the subject matter of each deliberation and indicate each vote, order, decision, or other action taken. The minutes and tapes are public records and shall be available for public inspection and copying on request to the Superintendent or designee. *Government Code 551.021, 551.022*

BE (Local)

Board action shall be carefully recorded by the 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 President and the Secretary of the Board.

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.

Summary/Background Information:

The following Minutes are submitted:

- August 24, 2026 Regular Meeting
- September 14, 2026 Annual Board Training and Workshop

Administrative Recommendation:

The administration recommends approval of these Minutes.

Proposed Motion:

“Move to approve the Minutes as presented by staff.”

**ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

DATE: August 26, 2026 **NATURE OF BUSINESS:** Regular

TIME: 6:30 P.M.

MEMBERS PRESENT: Dr. Polly Montgomery, Dr. Bill Parker, John Holley, Veronica Yost, Sarah Mitchell, Amanda Campbell and Rebecca Kinnear

MEMBERS ABSENT: None

MEETING PLACE: Professional Learning Facility President _____
610 E. Bethany Dr., Allen 75002 Secretary _____

NATURE OF BUSINESS

Call to Order. Announcement by President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law.

The Pledge of Allegiance was led by students from Bolin Elementary.

Donations were acknowledged. Motion by Veronica Yost. Seconded by Amanda Campbell. Motion carried 7 to 0 to accept the donations as presented by staff. All those in favor: Montgomery, Parker, Holley, Yost, Mitchell, Campbell and Kinnear. All those opposed: None.

There were no speakers for Public Testimony or Public Comment.

Jennifer Wilhelm, Assistant Superintendent of Learner Services, presented results from the Spring 2026 STAAR/EOC Assessment.

The Consent Agenda was presented:

- Minutes
 - July 20, 2026 Board Retreat
 - July 27, 2026 Regular Meeting
 - August 10, 2026 Board Workshop
- Property Insurance Renewal
- Bid/RFP - General Services Bid
- Bid/RFP - Catalog/Discount Vendors
- Bid/RFP - Restaurants, Food Trucks, and Catering

- Certified T-TESS Appraisers for 2026-2027
- 2026-2027 Certification of Compliance with Certain Laws Pursuant to Senate Bill 12 Requirements
- Outside Employment Contract
- Student Travel Services - Allen High School Choir
- Microsoft - Annual Microsoft Volume Licensing Agreement
- Aruba Network Equipment Licensing
- Server Infrastructure Licensing Renewal
- Behavior Network Non-Public Day School Placement
- Public Consulting Group (PCG) Easy IEP Special Education Management System
- Board Policy FO(LOCAL) and FNG(LOCAL)

Veronica Yost requested the removal of agenda item 3.A.9 – Student Travel Services – Allen High School Choir from the consent agenda due to an error being made in the vendor that was listed on the board document.

Motion by Rebecca Kinnear. Seconded by John Holley. Motion carried 7 to 0 to approve the consent agenda as presented by staff with the exception of agenda item 3.A.9 – Student Travel Services – Allen High School Choir. All those in favor: Montgomery, Parker, Holley, Yost, Mitchell, Campbell and Kinnear. All those opposed: None.

Ms. Wilhelm explained to the board why agenda item 3.A.9 – Student Travel Services – Allen High School Choir was removed from the consent agenda. An administrative error was made on the board agenda page regarding the name of the vendor for the travel services. The correct vendor name is Green Light Group Tours.

Motion by John Holley. Seconded by Amanda Campbell. Motion carried 7 to 0 to approve the purchase of Student Travel Services from Green Light Group Tours for an estimated cost of \$160,614.00 during the 2026-2027 budget year utilizing Campus Activity Funds. All those in favor: Montgomery, Parker, Holley, Yost, Mitchell, Campbell and Kinnear. All those opposed: None.

Dr. Kyle Penn, Assistant Superintendent of Business and Technology, presented the 2026 Tax Rate as listed below:

2026 Proposed Tax Rate

Maintenance & Operations (M&O) Tax Rate	\$0.7137
Debt Service (I&S) Tax Rate	<u>\$0.3900</u>
Total Tax Rate per \$100 Value	<u>\$1.1037</u>

Motion by Rebecca Kinnear. Seconded by John Holley. Motion carried 7 to 0 for the Board of Trustees of the Allen Independent School District to levy and adopt a tax rate on \$100 valuation for property located within the Allen Independent School District for the tax year 2026 as

follows: \$0.7137 for the purpose of maintenance and operations. All those in favor: Montgomery, Parker, Holley, Yost, Mitchell, Campbell and Kinnear. All those opposed: None.

Motion by Amanda Campbell. Seconded by Veronica Yost. Motion carried 7 to 0 for the Board of Trustees of the Allen Independent School District to levy and adopt a tax rate on \$100 valuation for property located within the Allen Independent School District for the tax year 2026 as follows: \$0.3900 for the payment of principal and interest on debt of the District. All those in favor: Montgomery, Parker, Holley, Yost, Mitchell, Campbell and Kinnear. All those opposed: None.

Motion by Dr. Bill Parker. Seconded by John Holley. Motion carried 7 to 0 to approve that the property tax rate be increased by the adoption of a tax rate of \$1.1037, which is effectively a 2.09 percent increase in the tax rate. All those in favor: Montgomery, Parker, Holley, Yost, Mitchell, Campbell and Kinnear. All those opposed: None.

Monthly and quarterly financial reports were acknowledged.

Dr. Bill Parker provided a brief update from the Advocacy Committee. He stated that an Advocacy Committee meeting has been scheduled for September 11, 2026, to begin preliminary discussions about setting the advocacy agenda for the upcoming legislative session.

Upcoming calendar events were reviewed.

At 7:23 P.M. the Board President, Dr. Montgomery, announced the Board would enter into closed session per Texas Government Code for agenda item #7:

7. CLOSED SESSION PER TEXAS GOVERNMENT CODE

- A. Pursuant to Section 551.071 of the Texas Government Code, consultation with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code.

Pursuant to Section 551.074 of the Texas Government Code, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer and/or employee.

Pursuant to Section 551.082 of the Texas Government Code to deliberate in a case involving discipline of a public school child or in which a complaint or charge is brought against an employee of the school district by another employee and the complaint or charge directly results in a need for a hearing.

Pursuant to Section 551.0821 of the Texas Government Code to deliberate a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation.

1. Consultation regarding the procedures for the Level Three Appeal filed by Bnar Qassab pursuant to Board Policy FNG(LOCAL).

2. Conduct a hearing regarding the Level Three Appeal filed by Bnar Qasab pursuant to Board Policy FNG(LOCAL).
3. Consultation and deliberation regarding Level Three Appeal filed by Bnar Qassab pursuant to Board Policy FNG(LOCAL).

The Board entered closed session at 7:29 P.M.

The Board ended its closed session at 8:06 P.M.

The Board reconvened from closed session at 8:08 P.M. to consider and take possible action regarding the Level Three Appeal filed by Bnar Qassab pursuant to Board Policy FNG(LOCAL).

Motion by Dr. Bill Parker. Seconded by Rebecca Kinnear. Motion carried 7 to 0 to deny the Level Three Grievance. All those in favor: Montgomery, Parker, Holley, Yost, Mitchell, Campbell and Kinnear. All those opposed: None.

Having no further business before the Board, a motion was made by John Holley and seconded by Veronica Yost to adjourn the meeting at 8:10 P.M. All those in favor: Montgomery, Parker, Holley, Mitchell, Yost, Campbell and Kinnear. All those opposed: None

**ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

DATE: September 14, 2026 **NATURE OF MEETING:** Annual Board
TIME: 5:00 P.M. Training & Workshop

MEMBERS PRESENT: Dr. Polly Montgomery, Dr. Bill Parker, John Holley, Veronica Yost,
Sarah Mitchell, Amanda Campbell and Rebecca Kinnear

MEMBERS ABSENT: None

MEETING PLACE: Professional Learning & Auxiliary Bldg. President _____
610 E. Bethany Drive
Allen, TX 75002 Secretary _____

NATURE OF BUSINESS

Call to Order. Announcement by the President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law.

The board president, Dr. Polly Montgomery, announced at 5:00 P.M. that the board would enter into closed session per Texas Government Code for agenda item:

3. Closed Session Per Texas Government Code
 - A. Private Consultation with the Board's Attorney (Sec. 551.071)
Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.
 1. Consultation and deliberation regarding the recommendation of the Administration pursuant to Texas Education Code §21.210, Texas Administrative Code §§19 TAC 249.14 ,19 TAC 249.17, and Allen ISD Board Policy DFE (LEGAL), that the Allen ISD Board render a finding that the identified teachers abandoned their contracts, good cause did not exist for the resignation of the identified teachers after the penalty-free resignation date, and recommendation of the Administration that the District file a formal written complaint with the Texas Education Agency State Board for Educator Certification.
 2. Board Team of 8 Training

The board entered executive session at 5:05 P.M.

The board ended the executive session at 8:15 P.M. and reconvened to open session at 8:20 P.M. to consider and take possible action regarding the the recommendation of the Administration pursuant to Texas Education Code §21.210, Texas Administrative Code §§19 TAC 249.14 ,19 TAC 249.17, and Allen ISD Board Policy DFE (LEGAL), that the Allen ISD Board render a finding that the identified teachers abandoned their contracts, good cause did not exist for the resignation of the identified teachers after the penalty-free resignation date, and recommendation of the Administration that the District file a formal written complaint with the Texas Education Agency State Board for Educator Certification.

Motion by Amanda Campbell. Seconded by John Holley. Motion carried 7 to 0 to approve the recommendation of the Administration pursuant to Texas Education Code §21.210, Texas Administrative Code §§19 TAC 249.14 ,19 TAC 249.17, and Allen ISD Board Policy DFE (LEGAL), that the Allen ISD Board render a finding that the identified teachers abandoned their contracts, good cause did not exist for the resignation of the identified teachers after the penalty-free resignation date, and recommendation of the Administration that the District file a formal written complaint with the Texas Education Agency State Board for Educator Certification. All those in favor: Montgomery, Parker, Holley, Yost, Mitchell, Campbell and Kinnear. All those opposed: None.

There was no action taken regarding the Annual Board Training/Team of 8 Goal Setting. Board President, Polly Montgomery, stated the goal setting will be placed on a future agenda to discuss.

The board participated in its annual team building training. The training was facilitated by Mari McGowan and Rebecca Bradley of Abernathy, Roeder, Boyd, and Hullett Law Firm.

Having no further business before the board, a motion was made by John Holley and seconded by Amanda Campbell to adjourn the meeting at 8:22 P.M. All those in favor: Montgomery, Parker, Holley, Yost, Mitchell, Campbell and Kinnear. All those opposed: None.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026
DOCUMENT TITLE: Board Operating Procedures
ADMINISTRATOR RESPONSIBLE: Board President
SOAR 2030 STRATEGIC VISION: Goal 1 – Culture of Excellence
LEGAL REVIEW: Abernathy, Roeder, Boyd, and Hullett, P.C.

Authority for this Action: BBD (Exhibit)

Summary/Background Information:

The board focuses its actions on following board operating procedures while providing oversight of the superintendent, policymaking, planning and goal setting, progress monitoring, and evaluation, while avoiding involvement in daily operations and management.

The Board Operating Procedures Committee reviewed and updated the Board Operating Procedures and is seeking the Board's approval of the revised version.

Proposed Motion:

"Move to approve the updated Board Operating Procedures as presented."



Allen ISD Board Operating Procedures

Adopted for 2026-2027

Table of Contents

I. Purpose of Board Operating Procedures	3
II. Board Moral Imperative, Strategic Objectives, and District Legacy	3
2.1 Board Moral Imperative and Strategic Objectives.....	3
2.2 District Legacy.....	5
III. Roles & Responsibilities of the Board	5
3.1 Vision & Goals.....	6
3.2 Policy Adoption	8
3.3 Superintendent Oversight	8
3.4 Budget & Finance.....	11
3.5 Academic Accountability	12
3.6 Advocacy & Community Engagement.....	13
3.7 Ethical Governance.....	15
IV. Board Organization.....	17
4.1 Board Membership.....	17
4.2 Officers of the Board	17
4.3 Officer Elections	18
4.4 Board Committees	18
4.5 Board Liaisons	19
4.5 Board Campus Assignments & Visits.....	20
V. Board Meetings.....	21
5.1 Meeting Types & Frequency	21
5.2 Preparation for Meetings.....	22
5.3 Conduct of Meetings	22
5.4 Public Participation.....	22
5.5 Consent Agenda vs. Action Items	23
5.6 Closed Session	23
5.7 Grievances	24
5.8 Board Planning Calendar	24
VI. Board Member Training and Development.....	25
6.1 New Board Member Orientation.....	25
6.2 Continuing Education Requirements.....	26
6.3 Internal Board Member Training	28
6.4 Professional Development	28
VII. Board Norms	29
7.1 Board Norms	29
7.2 Violations of Board Operating Procedures.....	30
7.3 Board Expenses.....	30
VIII. Election-Related Activities	31
8.1 Election Dates.....	31
8.2 Board Vacancies	31
8.3 Campaigning for Re-Election	31
8.4 Endorsements.....	31

I. Purpose of Board Operating Procedures

The Allen Independent School District (Allen ISD or the District) Board of Trustees adopts these Board Operating Procedures to provide guidance to Trustees on expectations and practices. These procedures are intended to:

- Outline the Board's general powers and duties required by state and federal laws and regulations, including the Texas Education Code (TEC), State Board of Education (SBOE) rules, and District Policies (all applicable laws and policies),
- Establish clear procedural rules governing the operations of the Board,
- Define expectations for Trustee conduct in order to maintain the public's trust,
- Ensure that the Board operates as a cohesive team to accomplish the District's vision, mission, and goals as set forth in *SOAR 2030*, and
- Uphold the Board's moral imperative.

II. Board Moral Imperative, Strategic Objectives, and District Legacy

2.1 Board Moral Imperative and Strategic Objectives

The Allen ISD Board of Trustees grounds all governance and decision-making in its Moral Imperative. In pursuing this imperative, the Board is guided by the SOAR 2030 strategic vision, mission and goals, which defines the District's long-term goals and aspirations for students, as well as the Allen ISD Graduate Profile.

- **District Vision:** *Where Eagles Soar!*
- **District Mission:** *Allen ISD Cultivates innovation in education that empowers every learner to realize his or her full potential.*
- **Board Moral Imperative:** *The Allen ISD Board of Trustees is compassionately committed to every learner's current and future success.*

Figure 1. Goals Established by SOAR 2030

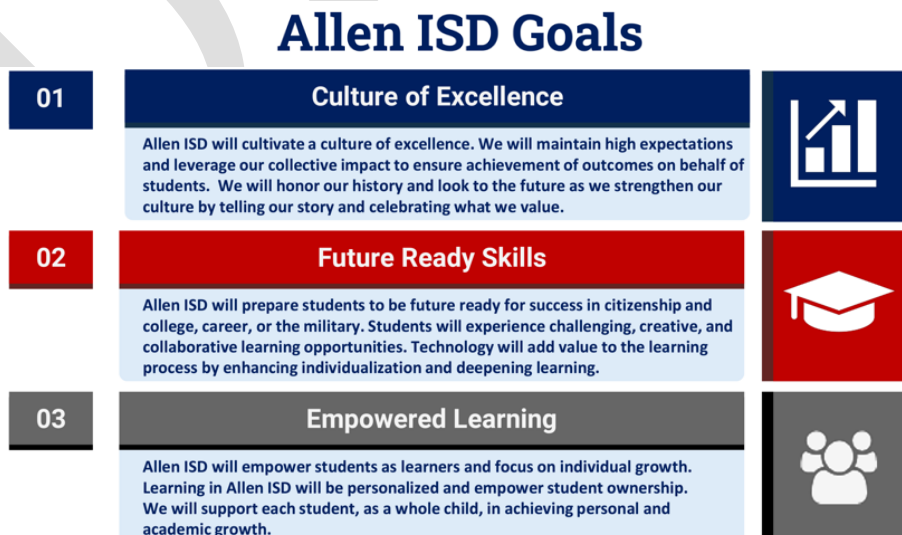


Figure 2. Allen ISD Graduate Profile Adopted in 2006

Allen ISD Graduate Profile



Every graduate of Allen High School will be:

Effective Problem-Solvers	Students will master the skills needed to design innovative solutions within independent and team settings.
Responsible & Engaged Citizens	Students will demonstrate ethical and moral decision-making in the context of their local, national and world community. They will also possess an awareness of community resources and understand the value of service to others.
Academically Prepared for Future Pursuits	Students will possess necessary skills to seek educational and career options as they continually pursue and integrate knowledge.
Effective Communicators	Students will be able to listen critically and speak articulately, will be able to resolve conflicts effectively and appropriately, will be able to understand and appreciate diverse individuals and cultures, will be able to exercise leadership qualities, and will be able to communicate using advancing technology.

2.2 District Legacy

Allen ISD embraces both its forward-looking mission and its deep roots. As a one-high-school town, the community made a deliberate decision in the 1990s to maintain a single high school, fostering unity, shared traditions, and pride across generations. As a result, Allen High School is now the largest high school in Texas, and every student in Allen ISD looks forward to becoming an Allen Eagle - reinforcing a unique sense of collective identity that binds the community together.

Beyond this shared tradition, Allen ISD also honors individuals who have made significant contributions to the District and community by naming schools in their honor. These namesakes reflect values of service, leadership, and commitment to education, which serve as living reminders of the people who helped shape Allen ISD's path.



*Allen ISD Namesakes and their family members at the annual Namesake Dinner.
Picture from March 2026. [Learn more about our namesakes.](#)*

III. Roles & Responsibilities of the Board

The roles and responsibilities of the Allen ISD Board of Trustees are established in Texas law, State Board of Education (SBOE) [Framework for School Board Development](#), Texas Education Agency (TEA) requirements, and Board Policies ([BAA \(LEGAL\)](#), [BBD \(LEGAL\)](#), [BBE \(LOCAL\)](#), [BBF \(LOCAL\)](#)). These duties include setting vision and goals, adopting policies, overseeing and evaluating the Superintendent, approving the budget and tax rate, and ensuring accountability for student performance. Collectively, Trustees govern on behalf of the community to ensure that the District fulfills its mission and complies with all applicable laws and regulations.¹

When these responsibilities are carried out with excellence through the principles of good governance and effective policymaking, they are directly correlated with stronger student outcomes. Good governance requires unity of purpose, clear roles and boundaries, ethical conduct,

¹ Interpretation of Board roles and responsibilities includes all District Policies, which are subject to updates throughout the year, and is not limited to the policies cited within these Board Operating Procedures.

transparency, and a focus on continuous improvement. Effective policymaking establishes expectations and well-defined direction that empowers implementation, ensures alignment with the District's vision and goals, complies with law, and remains responsive to the needs of students, staff, and the community.

By fulfilling their legal responsibilities in accordance with these principles, Trustees not only meet compliance requirements but also create the conditions in which educators can excel, and students can achieve at the highest levels.

The Board's primary responsibilities include:

1. **Vision & Goals:** The Board shall establish the District's mission, vision, and long-term goals. Performed with excellence, this means setting ambitious but attainable student achievement goals, keeping the Allen ISD Graduate Profile at the center of all decisions, and monitoring progress toward the SOAR 2030 Strategic Plan.
2. **Policy Adoption:** The Board shall adopt policies that govern District operations. Effective policymaking ensures policies provide a clear framework for teaching and learning, comply with State and Federal requirements, reflect community expectations, and are regularly reviewed for impact on student success.
3. **Superintendent Oversight:** The Board is responsible for selecting, supporting, and evaluating the Superintendent. Exercised with fidelity, this role holds the Superintendent accountable for advancing student learning, creating supportive conditions for staff, and achieving Board-adopted goals.
4. **Budget & Finance:** The Board shall approve an annual budget and adopt a tax rate. Done well, this means aligning resources to instructional priorities, staff support, and facilities that directly affect student learning while maintaining long-term financial sustainability and transparency for taxpayers.
5. **Academic Accountability:** The Board shall monitor District and campus performance to ensure student success. Excellence in this role requires the Board to use multiple measures of data, ensure transparency, and drive continuous improvement across all schools and programs.
6. **Advocacy & Community Engagement:** In keeping with their responsibility to represent the community, Trustees shall engage with parents, staff, and stakeholders and advocate for the District with local, State, and Federal policymakers. Successful advocacy and engagement means listening with respect, communicating accurately, and advancing policies and resources that improve student outcomes.
7. **Ethical Governance:** Trustees shall model the ethical standards set forth in law and Board Policy. Exemplary governance means acting with integrity, transparency, professionalism, and unity of purpose, building public trust and establishing a stable foundation for student achievement.

3.1 Vision & Goals

As required by Texas Education Code §11.1511(b)(2) and Board Policies ([AE \(LEGAL\)](#) and [AE \(LOCAL\)](#)), the Board is responsible for establishing and monitoring the District's vision and goals. As stated in Board Policy ([AE \(LEGAL\)](#)):

“The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas 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.”

When carried out with excellence, this responsibility means aligning every decision with the Board’s moral imperative, the District’s mission, and the *SOAR 2030* goals. Done well, visioning ensures that the District’s long-term direction is focused on raising student achievement and preparing graduates to thrive. To fulfill this responsibility, the Board will engage in annual visioning and evaluation processes designed to reflect on past progress, set direction for the coming year, and strengthen the Board’s capacity for governance excellence. These processes will typically occur during the Board Retreat or Board Training, and/or during a scheduled workshop. The Board President is responsible for monitoring progress throughout the year and reporting back to the full Board at the end of the school year. .



Allen ISD's 2026 Convocation Ceremony kicked off the new school year. The theme was "This is the Greatest Show."

As part of this annual visioning and evaluation process, the Board will consider the following:

- **Board Self-Evaluation (BG (LOCAL))** - Unless otherwise directed by the Board President, Trustees will complete a Board Self-Assessment Survey (e.g., TASB Exceptional Governance/XG). Results will be reviewed in closed and/or open session (as applicable), and the Board will identify opportunity areas and establish annual goals aligned with the moral imperative and District goals to support governance excellence. A summary of the results will be shared under “Other Reports” at a subsequent regular meeting as this is not an action item.
- **Board Operating Procedures (BOPs)** - Trustees will review the BOPs annually. Any changes will be considered as an action item and may be placed on the Consent Agenda at a subsequent regular meeting.
- **Board Member Ethics (BBF (LOCAL))** - Trustees will review the Board’s Code of Ethics annually.

- **Board Moral Imperative:** Trustees will review and either reassess or reaffirm the Board's moral imperative to ensure alignment with District goals and community expectations.
- **Board Committees and Board Liaisons:** The Board will review its committee and liaison structure annually to ensure alignment with strategic priorities and effective governance.

3.2 Policy Adoption

As required by Texas Education Code §11.151(b) and Board Policies ([BF \(LEGAL\)](#) and [BF \(LOCAL\)](#)), the Board shall adopt policies that govern District operations. Policies provide the framework for effective governance by establishing expectations, delegating authority to the Superintendent and staff, and ensuring that District practices comply with State and Federal laws and regulations.

When performed with excellence, policymaking goes beyond compliance: strong policies are clearly written, consistently applied, aligned with the District's vision, mission, and *SOAR 2030* strategic priorities, and responsive to community needs. Effective policymaking establishes conditions in which students can succeed by ensuring stability, fairness, and focus across the District.

To fulfill this responsibility, Trustees shall:

- **Adopt Essential Policies:** Review and adopt policies in accordance with legal requirements and the District's needs.
- **Direct Policy Development:** Provide guidance to the Superintendent on the development of new or revised policies in response to changes in law, regulation, or community expectations.
- **Align with Strategic Goals:** Ensure that all local policies support Allen ISD's vision, mission, and *SOAR 2030* strategic priorities.
- **Clarify Roles:** Maintain a clear distinction between the Board's role in governance and the Superintendent's role in management.
- **Monitor Impact:** Periodically review policies to ensure they remain effective, relevant, and supportive of student success.

3.3 Superintendent Oversight

Under Texas Education Code §11.201 and related Board Policies ([BJA–BJCG](#)), the Superintendent serves as the chief executive officer of the District. The Superintendent manages day-to-day operations, implements Board Policy, provides professional recommendations, and ensures that students and staff are supported in achieving District goals. The Board of Trustees selects, supports, and evaluates the Superintendent, holding them accountable for creating the systems, supports, and culture necessary for student success. The Board and Superintendent recognize that a strong, respectful partnership is essential to effective governance and the success of Allen ISD.

3.3.1 Communication Protocols

Open, timely, and transparent communication is the foundation of a strong Board–Superintendent partnership. The Superintendent ensures that Trustees have the information they need to govern effectively, while Trustees respect the Superintendent’s role as the District’s chief executive. To support this partnership, the following protocols will guide communication between the Board and the Superintendent:

- The Superintendent shall provide timely and equal access to information for all Trustees.
- The Superintendent shall keep the Board informed about key issues, challenges, and achievements of the District to ensure transparency and shared understanding.
- In emergencies, the Superintendent will notify the Board as soon as possible by phone, email, or other appropriate means.
- The Superintendent may communicate directly with the Board President, who will share information with all Trustees.
- Prior to each regular Board meeting, Trustees will have the opportunity to meet individually with the Superintendent to discuss agenda items or other District concerns. Responses to questions raised in these meetings will be shared with the full Board to ensure transparency.
- All requests for information shall be directed to the Superintendent, who may assign staff to respond.
- Individual Trustees may not direct the Superintendent, or any other employee of the District, to create any information, documents, or records not already maintained by the District.
- A Trustee, acting in his or her official capacity, shall not have access to confidential student information unless the Trustee has a legitimate educational interest in the information.
- Trustees shall not direct District staff independently or interfere with administrative operations.
- Trustees will notify the Superintendent if they receive community concerns related to District operations so issues can be addressed through proper channels.
- District business shall be conducted with the Superintendent during normal working hours, except in emergencies.
- Any communications record related to school business must be retained in accordance with the District’s adopted retention schedules and potentially available to the public in accordance with the Texas Public Information Act.

3.3.2 Annual Superintendent Review

The Board will conduct a formal written evaluation of the Superintendent annually, using a process, instrument, and timeline adopted by the Board. The evaluation will be aligned to the District’s goals, *SOAR 2030*, and State accountability requirements. Further, the annual Superintendent review is the Board’s primary tool for holding the Superintendent accountable for student performance and District progress. The Board President will coordinate the evaluation process with input from all Trustees, and results will be communicated to the Superintendent in closed session. The timeline for the Superintendent’s review will be incorporated into the annual Board Calendar.

- The following is the timeline for the Superintendent review:
 - July-August: Review, refresh, and set goals for the upcoming annual Superintendent Evaluation.
 - October: Conduct first quarterly Superintendent verbal review.
 - January: Conduct formative review.
 - March-April: Conduct summative review.
 - April: Review and/or update contract.
- The final summative will be presented to the Board in March by the Superintendent.
 - The Executive Assistant (EA) will email to each Board member, independently, the electronic version of the final summative.
 - The Board members will fill out the comment sections, rate the performance and return it by email to the EA.
 - The EA will then print one copy for each Board member to have as a working/discussion document during the Board's performance review.
 - At the end of the performance review, the Board President will collect everyone's hard copy feedback and compile into a draft summary document.
 - The draft document will then be sent to the EA for further distribution by email to the Board for final review.
 - Once the final version is complete it will be forwarded to the Superintendent before the final review.
- The Board will make every effort to place any recommended Action associated with the Superintendent Contract on the April regular meeting agenda.



3.3.3 Support and Professional Growth

The effectiveness of the Superintendent directly impacts the success of Allen ISD. While the Board holds the Superintendent accountable for results, it also has a responsibility to create the conditions for the Superintendent's growth and long-term success. By encouraging both professional development and community leadership, the Board strengthens the Superintendent's capacity to lead the District and builds trust between the District and the community.

- The Board commits to supporting the Superintendent's ongoing professional development and leadership growth, recognizing that an effective Superintendent is essential to District success.
- Support may include encouraging participation in professional or leadership opportunities offered by Region 10, TASB, TASA, TEA, or other such organizations.

- The Board also encourages the Superintendent to remain engaged in the Allen community through active membership in civic, business, and service organizations, recognizing that strong community ties strengthen trust and broaden support for the District.
- The Board will ensure that its own governance practices foster a collaborative environment in which the Superintendent can succeed.



Allen ISD celebrated the groundbreaking of the new Multi-Purpose Complex in September 2025 with students, Project Kids committee members, board members, district leadership, staff, local officials, and more.

3.4 Budget & Finance

As required by Texas Education Code §§11.1511(b)(3)(A) and (b)(7-11), as well as Board Policies ([CE \(LEGAL\)](#) and [CE \(LOCAL\)](#)), the Board adopts the District's annual budget and tax rate, and ensures fiscal responsibility of District resources on behalf of the community. Excellence in fiscal stewardship means aligning resources with instructional priorities, staff support, and facilities planning in ways that directly affect student learning. Done well, financial oversight provides transparency, sustainability, and a clear connection between taxpayer investment and student success.

To fulfill this responsibility, Trustees shall:

- Adopt an annual budget that reflects District priorities and long-term financial sustainability.
- Monitor financial performance through regular reports from the Chief Financial Officer (or individual overseeing District finances) and Superintendent.
- Maintain fund balance and debt management policies that support the District's creditworthiness and financial flexibility.

- Ensure that the District's audit processes are thorough and timely, that findings are reviewed and addressed appropriately, and that the District continues its long-standing tradition of excellence in financial management and achievement.
- Evaluate capital expenditures, bond proposals, and facilities planning in terms of student need, cost effectiveness, and long-term value.
- Actively monitor State and Federal funding trends.
- Adopt the District's tax rate annually, in accordance with State law.

The Board recognizes the importance of taxpayer accountability and will strive to:

- Clearly communicate the financial condition of the District.
- Ensure that expenditures are connected to student outcomes and District goals.
- Provide accessible information to the community through Board workshops, meetings, and resources available through the District's website.

Budget planning review will be included in the Board Planning Calendar and updated accordingly as needed.



3.5 Academic Accountability

Under Texas Education Code §§11.1511(b)(2-3) and (5-6), as well as Board Policies [AIA-AIE](#), the Board is responsible for monitoring student performance and ensuring that the District is held accountable for results. Accountability requires the Board to use reliable data, align oversight with District goals, and maintain transparency with the community.

The Board recognizes that accountability goes beyond compliance; it is about ensuring that all students in Allen ISD have access to high-quality instruction and opportunities for success. Trustees will therefore:

- **Monitor Student Performance:** Conduct systematic, timely, and comprehensive reviews of District and campus performance data, including State accountability ratings, the Texas Academic Performance Report (TAPR), and locally developed measures.
- **Align Oversight with Goals:** Use data to evaluate progress toward SOAR 2030 and the Allen ISD Graduate Profile, ensuring that District strategies remain focused on student outcomes.
- **Differentiate Measures:** Distinguish between resources, activities, and student outcomes, keeping the Board's attention on results rather than inputs alone.
- **Support Continuous Improvement:** Expect the Superintendent to identify strengths and areas for growth, and to present improvement plans when progress falls short of adopted goals.

- **Monitor Resource Use:** Review the efficiency and effectiveness of District operations and the allocation of resources to ensure they support student learning, District goals, and long-term sustainability.
- **Ensure Transparency:** Communicate performance results to the community in a clear, accessible manner through Board reports, District publications, and public meetings.



Reading with the Eagles



Student at the STEAM Center



Eagle Give Day

3.6 Advocacy & Community Engagement

As required by Texas Education Code §11.1511(b)(1), Trustees are charged with establishing relationships within the community to serve the needs of students. Effective engagement means building trust through accurate communication, maintaining visibility in schools and the community, and advocating for policies and resources that support teaching and learning. When performed with excellence, advocacy strengthens partnerships and ensures that student needs remain at the center of local, State, and Federal decision-making.

Trustees serve the entire Allen ISD community. In this role, Trustees are expected to listen, engage respectfully, and communicate accurately while recognizing that individual Trustees do not speak for the Board unless designated by the Board as a body corporate.

3.6.1 Community Concerns & Communication

- The Allen ISD Board of Trustees shall encourage community input. However, anonymous communications will not receive Board action but may be forwarded to the Superintendent for appropriate follow up.
- Trustees will receive concerns respectfully and refer them to the appropriate chain of command, beginning with the Superintendent or designee.
- Trustees shall not attempt to resolve individual complaints or intervene in personnel or student matters.
- Trustees will share significant communications with the Board President and Superintendent who would determine how and when to disseminate to the entire Board.
- In the event that a grievance proceeds to the Board level, Trustees must follow applicable Board Policies ([DGBA \(LEGAL\)](#) and [DGBA \(LOCAL\)](#), [FNG \(LEGAL\)](#) and [FNG \(LOCAL\)](#), [GF \(LEGAL\)](#) and [GF \(LOCAL\)](#)), limit communications with the grievant

outside of the grievance process in accordance with Board policies, and consider whether recusal is appropriate to avoid conflicts of interest or bias.



Silver Eagles



Community Engagement Night



Leadership Academy

& Media

- The Superintendent is the official spokesperson for the District, and the Board President is the official spokesperson for the Board.
- All Board members who receive calls concerning District or Board business from the media shall direct the calls to the Superintendent or Board President.
- Trustees invited to speak in a way that may be construed as representing the Board must first consult the Board President.
- When speaking in a private capacity, Trustees should not wear Board attire or identification and clarify that they are speaking solely as an individual in a private capacity and are not speaking for the Board.

3.6.3 Social Media Use

Board members who participate in social media platforms should:

- Be careful to avoid online conversation that could be construed as speaking for the Board or constituting an online Board meeting and/or other communication in violation of the Texas Open Meetings Act.
- Avoid posting content that suggests the Trustee has already formed an opinion on pending Board action.
- Not post a summary of any Board meetings.
- Refrain from discussing District business on social media, which creates a public record.

3.6.4 Community Engagement

Trustees are encouraged to be visible in schools and the community, attending events, and participating in civic organizations and activities to demonstrate support for District students and staff.

- Trustees will use these opportunities to listen and learn, not to direct staff or make commitments or statements on behalf of the Board.
- Trustees should strive to build relationships that strengthen trust between the District and the community.

3.6.5 Legislative Engagement

Trustees recognize their responsibility to advocate on behalf of Allen ISD students, staff, and community with local, State, and Federal policymakers. Therefore:

- Trustees will remain informed of proposed legislation and public policy issues that impact the District and public education generally.
- The Board President, in collaboration with the Superintendent, will serve as the primary contact for elected officials regarding official positions of the Board.
- Individual Trustees are encouraged to communicate with policymakers, but shall clarify when they are expressing personal views versus an official Board position.
- When representing the District or the Board in advocacy efforts, Trustees shall:
 - Support the vision, mission, and goals of SOAR 2030.
 - Align advocacy with the Advocacy Committee's adopted priorities as approved by the Board.
 - Comply with applicable state and federal laws and regulations regarding advocacy.
- Trustees are encouraged to participate in trainings, conferences, and advocacy opportunities that strengthen the District's legislative engagement.



3.7 Ethical Governance

Trustees are expected to model integrity, professionalism, and student-centered leadership in all aspects of Board service. Each Board Member shall be knowledgeable of, and abide by, the Board of Trustees' Code of Ethics ([BBF \(LOCAL\)](#)) and the implications of the Code for day-to-day actions. Ethical governance builds trust with the community, strengthens Board unity, and ensures that decisions remain focused on students.

3.7.1 Board of Trustees' Code of Ethics

Board of Trustees' Code of Ethics

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

Equity In Attitude

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

Trustworthiness In Stewardship

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

Honor In Conduct

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

Integrity Of Character

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

Commitment To Service

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

Student-Centered Focus

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

3.7.2 Trustee Commitments

In addition to the statutory responsibilities of the Board as a body corporate, each Trustee commits to:

- Placing the interests of students above all else;
- Acting as part of the corporate body of the Board and supporting duly adopted Board decisions;
- Preparing for, and actively participating in, Board meetings;
- Maintaining confidentiality of privileged and/or confidential information;
- Avoiding conflicts of interest and complying with applicable state and federal laws and regulation and Board Policies;
- Respecting roles and boundaries between governance and management; and

- Pursuing ongoing training and development to strengthen governance capacity.

Together, these commitments ensure that Trustees fulfill their duties with integrity, maintain the trust of the community, and create a stable foundation for student success.

IV. Board Organization

4.1 Board Membership

The Board of Trustees is composed of seven members elected at-large by the qualified voters of Allen ISD. Trustees serve staggered three-year terms in accordance with District policy and the Texas Education Code. There are no term limits for Board members. Future election years for each place are as follows:

Table 2. Allen ISD Trustee Places and Election Years

Places	Election Years
Places 1, 2, and 3	2027, 2030, 2033 and in three-year intervals thereafter.
Places 4 and 5	2028, 2031, 2034 and in three-year intervals thereafter.
Places 6 and 7	2026, 2029, 2032 and in three-year intervals thereafter.

Trustees collectively serve the entire community, not individual groups or constituencies, and are charged with governing in the best interests of all Allen ISD students.

4.2 Officers of the Board

In accordance with Board Policies ([BDAA \(LEGAL\)](#) and [BDAA \(LOCAL\)](#)), the Board shall elect the President, Vice President, and Secretary annually.

Table 3. Board Officers and Responsibilities

Officer Title	Officer Responsibilities
President	Presides at all Board meetings, ensures orderly conduct of meetings, serves as the spokesperson for the Board, and represents the Board on ceremonial occasions. The Board President shall assign Board members to Board committees and liaison positions. The Board President shall communicate with the Board's attorney as needed. The Board President sets the agenda for the annual Board Retreat and Team of 8 Training. The Board President, along with the Superintendent, sets the agenda for Board meetings. The President shall approve all Board associated travel and related expenses.
Vice President	Acts in the absence of the President and carries out duties as assigned by the Board. Supports the Board President as needed.
Secretary	Ensure that an accurate record is kept of the proceedings of each Board meeting, signs or countersigns official documents, and performs other duties assigned by the Board. Supports the Board President as needed.

4.3 Officer Elections

The election of officers shall take place at the first regular Board meeting following the annual Trustee election canvass. To qualify for an officer position, a Board Member must serve on the Board for a period of at least one year. A Board Member may express interest in more than one position. The meeting for the election of Board officers will include a Closed Session, to the extent permissible under the Texas Open Meetings Act, for the purpose of candidates expressing their desire to seek an office, provide a brief description of why they would like to hold the office in alignment with the duties and qualifications of an officer as well as the Board's moral imperative and strategic objectives, and/or evaluation of the candidate Board member's performance. No straw polling or vote may take place in Closed Session.

Voting will occur in Open Session following consideration of Board business. Under *Robert's Rules of Order, Newly Revised* a nomination for an officer position does not need a second. While someone can second a nomination to show support, it is not mandatory for the nomination to be considered. This is different from a motion, which typically requires a second to move forward. The Board will vote for each office in turn, beginning with the President. If there is more than one nominee for a position, candidates will be voted on in the order of their nomination. Changes of Board positions will occur upon completion of votes for all officer positions.

If requested by an incoming officer, a Board Member transitioning out of an officer position or another appropriate Board Member will review the position responsibilities, issues or projects with the incoming officer no later than 30 calendar days after the election of officers, or as otherwise agreed with the incoming officer.

4.4 Board Committees

The Board may establish standing or ad hoc committees to support its governance responsibilities in accordance with Board Policies ([BDB \(LEGAL\)](#) and [BDB \(LOCAL\)](#)). Committees shall be created and dissolved by Board action, and their purpose and scope shall be clearly defined at the time of creation.

- Committees serve in an advisory capacity and report their findings and recommendations to the full Board for consideration.
- No committee has independent authority to act on behalf of the Board unless expressly delegated by Board action.
- The Superintendent may assign a staff liaison for each committee.

The President will appoint members of the following advisory, non-quorum, internal committees on an annual basis after the May elections. Each standing committee shall consist of three Trustees, one serving as Chair and two serving as members. The Chair of each committee will determine time and frequency of meetings. Committees will be reviewed on annual basis at the Board Retreat or Board Training, or during a scheduled workshop. Currently, the Advocacy Committee is the Board's one standing committee.

Table 4. Board Standing Committees

Committee Name	Description
Advocacy Committee	The purpose of the Advocacy Committee is to identify opportunities to advocate for the District with community members and legislators. The committee may establish annual advocacy priorities for the community, and biannually to inform advocacy with the State legislature. Any subsequent priorities will be reviewed during a regularly scheduled workshop with all Board members for future action on engagement.

4.5 Board Liaisons

The President may appoint Board members to serve as liaisons on the following committees/organizations. The Board member will serve in an advisory capacity only unless otherwise specified by policy. Liaison positions will be reviewed on annual basis at the Board Retreat or Board Training, or during a scheduled workshop. All listed times and dates are subject to change.

Table 5. Board Liaison Roles

Committee/Organization Name	Description
Allen ISD Leadership Academy	Two Board members. Designed to provide community participants a comprehensive overview of the District by campus and District. Assigned Board members will serve as liaisons with staff on the program. Meets monthly September through May from 8:30 a.m. to 2:30 p.m. on the designated dates.
Allen ISD School Board Academy	President and one additional Board member. Meeting provided to community members who would like information on becoming a Board member. A 90-minute meeting held annually in January prior to the initial day for filing. Members will develop and present content.
Communications Council	One Board member. Comprised of Teachers of the Year representing each campus, the council solicits question from their home campus to present to the committee. Meets biannually in the Fall and Spring semesters.
District Improvement Plan Committee (DIPC)	One Board member. This is a State required committee. The DIPC provides recommendations and guidance to District leadership on various aspects of the educational program; assists in the development of the District Improvement Plan, which includes a comprehensive needs assessment, measurable performance objectives, and strategies for improvement. Plan focuses on improving student performance. Meets three times per year. (BQA (LEGAL) and BQA (LOCAL))

District of Innovation	Two Board members. A district of innovation is a concept passed by the 84th Legislature in House Bill 1842. The law allows traditional independent school districts most of the flexibilities available to Texas' open-enrollment charter schools. To access these flexibilities, a school district must adopt an innovation plan set forth in the Texas Education Code Chapter 12A. Local Innovation Plans must be renewed every 5 years to maintain a District of Innovation Status. Meets every 5 years or as needed. The current adopted plan expires June 30, 2027. (AF (LEGAL) and AF (LOCAL))
Foundation for Allen Schools	One Board member for a two-year term. Non-profit organization dedicated to supporting educational opportunities for students and teachers in Allen ISD. Board member does have voting rights. Meets nine times per year on the third Thursday of the month from 8:00am to 9:15am.
PTA President Council Meetings	One Board member; President preferred. Meeting developed as a way to connect parent leaders from each campus. Meets three times per year from 11:30am-1:00pm.
Safety and Security Committee	President and one additional Board member. This is a State required committee. The committee ensures the safety and well-being of students and staff within the District. Board member does have voting rights. Meets three times per year. (CK (LEGAL) and CK (LOCAL))
School Health Advisory Council (SHAC)	One Board Member. This is a State required committee. The SHAC assists the District in ensuring local community values are reflected in health education instruction. (BDF (LEGAL))
TASB Delegate	One Board member plus an alternate. Delegate represents the District at delegate Assembly during txEDCON. Delegates elect TASB officers and directors as well as vote on TASB Advocacy Agenda. Meets once at txEDCON typically in September.
New Board Member Mentor	One Board member per new Board member. Experienced Board members will provide guidance and support to new Board members, answering any questions, understanding of procedures, etc. Mentors and mentees will determine interactions.

4.5 Board Campus Assignments & Visits

Before the start of the school year, the Board President or designee will create a campus alignment list for each of the upcoming semesters. This list will align 3–4 campuses randomly for each Trustee to visit during the school year. Appropriate records will be kept ensuring Board members are rotated through all 25 campuses, which include the STEAM Center, Dillard Special Achievement Center and the Allen ISD Service Center, during each three-year term. Each Trustee will then contact the local campus principal to:

- Introduce themselves,
- Notify the principal of the campus assignment,
- Request a brief introductory meeting if needed, and
- Ask about upcoming events the principal would like the Trustee to attend.

All Board members are encouraged to visit the designated schools and attend school events. This, however, does not preclude them from visiting other campuses at will. If a Board member cannot fulfill their semester campus visits, they are to notify the Board President. The campuses will be assigned to other Board members. In accordance with Board Policies ([BBE \(LEGAL\)](#) and [BBE \(LOCAL\)](#)), Board members will follow any posted requirements for visitors including, but not limited to, first reporting to the main office of a District facility. Trustees must wear identification when visiting campuses. This only applies to visits by Trustees in their official capacity and does not have any impact on a Trustee's ability to visit a campus as a parent. Additionally, Trustees may not visit campuses or classrooms for the purpose of investigation or personnel evaluation.

V. Board Meetings

Board meetings are the official business sessions of the Allen ISD Board of Trustees, conducted for the purpose of deliberating and, when appropriate, taking action on matters within the Board's legal authority. Meetings are both the Board's formal decision-making forum and the community's window into District governance and opportunity to give input to the Board. All meetings will be conducted in compliance with the Texas Open Meetings Act and Board Policies ([BE \(LEGAL\)](#) and [BE \(LOCAL\)](#)).

5.1 Meeting Types & Frequency

The Allen ISD Board of Trustees typically holds its regular meetings and workshop meetings at the Allen ISD Professional Learning and Auxiliary Services building, located at 610 E. Bethany Dr., Allen, TX 75002. Locations may be modified at any time and will be posted in accordance with the Texas Open Meetings Act.

- Board Workshops are usually scheduled on the first Monday of each month, providing an opportunity for in-depth discussion, reports, and planning. The purpose of a workshop meeting is for the Board to gather information, ask questions, and discuss issues in detail before taking formal action at a later meeting. Public participation at workshop meetings is limited to agenda items only.
- Board Meetings are usually scheduled on the third Monday of each month, during which the Board deliberates and takes formal action on District business, including voting on budgets, contracts, policies, and personnel matters.
- Both regular and workshop meetings are open to the public and recorded as required by the Texas Open Meetings Act.
- When a meeting date falls on a holiday or is otherwise in conflict, or in the case of an emergency, the Board will adjust the schedule and provide proper notice in accordance with the Texas Open Meetings Act.
- Board agendas will be posted publicly in accordance with the Texas Open Meetings Act.

5.2 Preparation for Meetings

- In consultation with the Board President, the Superintendent shall prepare proposed agendas for all Board meetings.
- Trustees may request an agenda item to the Board President and Superintendent with a second by another Trustee. The request must be made in writing at least 10 calendar days prior to a scheduled meeting.
- The Board President, in his or her sole discretion, shall have the authority to adjust the language of a requested item to ensure it is posted in compliance with the Texas Open Meetings Act, but shall ensure that the language of the item is such that the purpose of the item is not materially changed. If the Board President utilizes his or her discretion to adjust the language of a requested item, the Board President shall provide notice of the language change to the requested Board members prior to or simultaneous with public posting of the agenda.
- Trustees will thoroughly review the agenda, background materials, and supporting documents prior to each meeting.
- Trustees are expected to come prepared to discuss and deliberate in an informed manner.
- When Trustees have questions about agenda items, they should submit them to the Superintendent in advance of the meeting whenever possible so responses can be prepared and provided to the full Board prior to the meeting.
- Trustees may request additional information or clarification, but all Trustees will receive information provided in response to individual Trustee requests to ensure transparency and fairness.

5.3 Conduct of Meetings

- The Board President shall preside over meetings, maintain order, and ensure that all Trustees have an opportunity to participate.
- The Board will use *Robert's Rules of Order, Newly Revised*, as a guiding framework for parliamentary procedure, except where otherwise provided by law or policy or as indicated by the Board.
- Accordingly, all votes will require a motion by a Board member with a second. Votes shall be recorded with a verbal “Aye” and raising of the Board members’ right hand, or “Nay” and raising of the Board members’ right hand to ensure accurate recording of each individual Board member’s vote for all votes taken.
- Trustees will conduct themselves with professionalism, respect, and decorum at all times.
- Discussion among Trustees is encouraged during meetings to demonstrate understanding, provide thoughtful deliberation, and ensure transparency with the community regarding the decision-making process.

5.4 Public Participation

The Board values community input and will provide opportunities for public comment or public testimony in accordance with Board Policies ([BED \(LEGAL\)](#) and [BED \(LOCAL\)](#)).

- Audience participation is limited to the public comment or public testimony portions of the meeting. At all other times, audience members may not speak unless recognized by the presiding officer.
- Anyone wishing to speak must register no later than 30 minutes before the posted start time and provide their name, topic, and whether the comment is about an agenda item. Speakers must address the Board in person.
- The presiding officer may adjust speaking times or meeting order to maintain efficiency and decorum. Disruptive behavior will not be permitted.
- *Public comment* covers non-agenda items and usually occurs at the start of regular Board meetings. *Public testimony* covers agenda items and occurs before the Board considers that item at a workshop or Board meeting. Any individual wishing to speak must follow the procedures and requirements stipulated in Board Policies.
- Trustees will listen respectfully but will not engage in dialogue with speakers during public comment. Concerns raised by the public will be referred to the Superintendent or appropriate administrative staff for follow-up.
- 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.

5.5 Consent Agenda vs. Action Items

- Items considered routine and/or recurring may be grouped together on the Consent Agenda to be approved by a single motion and vote. Items commonly placed on the consent agenda may include meeting minutes, routine contracts, recurring payments, or other standard operational matters.
- Any Trustee may request that an item be removed from the Consent Agenda and placed on the regular agenda for individual consideration.
- The use of the Consent Agenda is intended to streamline meetings while ensuring that all items remain subject to full Board oversight.
- Action items are presented individually and require the opportunity for Board discussion or deliberation before a vote. These items often involve new policies, budget decisions, contracts, or other matters requiring Board consideration.
- The Board President and Superintendent collaborate to determine which items are placed on the consent agenda and which are designated as action items.

5.6 Closed Session

- The Board may enter closed session only as permitted under the Texas Open Meetings Act (Texas Gov't Code Chapter 551) and Board Policy ([BEC \(LEGAL\)](#)).
- Only those topics properly noticed in the meeting agenda by identifying the applicable section or sections of the Texas Open Meetings Act may be discussed in closed session.
- No votes and/or final action may be taken in closed session; all votes must occur in open session.
- Trustees are prohibited from disclosing any confidential information discussed in closed session.

5.7 Grievances

- As required by Texas Education Code §11.1511(b)(13), the Board must adopt a process for personnel, students or parents or guardians of students, or members of the public to obtain a hearing from the district administrators and, where applicable the Board, regarding a complaint.
- Grievance hearings brought before the Board will be considered only after all administrative remedies have been exhausted as required under Board Policies (([DGBA \(LEGAL\)](#)) and [DGBA \(LOCAL\)](#) for employee complaints, [FNG \(LEGAL\)](#) and [FNG \(LOCAL\)](#) for student or parent/guardian complaints, [GF \(LEGAL\)](#) and [GF \(LOCAL\)](#) community complaints).
- The Board's role in grievances is appellate, not investigative; Trustees shall not discuss or intervene in grievances outside of the formal hearing process.
- Grievance hearings will be conducted in accordance with applicable Board policies and state and federal laws and regulations, which establish timelines and procedures for presentations by each party.
- Grievances may be heard and deliberated in open and/or closed session, in accordance with Board Policies and the Texas Open Meetings Act.
- All final action on grievances must occur in open session.
- Trustees must remain impartial when hearing grievances and base their decisions solely on the evidence presented during the formal process.
- A Trustee with a conflict of interest in a grievance matter shall recuse themselves in accordance with Board Policy and state and federal laws and regulations.

5.8 Board Planning Calendar

The Board of Trustees shall maintain a Board Planning Calendar, which will be regularly updated and publicly posted on the District's website.

- The Board President, in conjunction with the Board Secretary, will develop an Annual Board Planning Calendar.
- The calendar will reflect scheduled workshops and regular meetings, along with anticipated meeting topics. Scheduled meetings are subject to change as deemed necessary and will be properly noticed accordingly.
- The inclusion of anticipated topics is intended to support community awareness and participation, allowing parents, staff, and community members the opportunity to engage in discussions most relevant to them.
- On an annual basis, the Board will review the proposed calendar in the spring, with final changes completed prior to the start of the new school year.
- The Superintendent's designee shall ensure the calendar is kept current and aligned with District planning needs, reporting cycles, and statutory requirements.

VI. Board Member Training and Development

Ongoing training and development are essential to ensure that Trustees are equipped to govern effectively, understand their legal training requirements, and remain aligned with the District's vision, mission, and goals outlined in *SOAR 2030*.

6.1 New Board Member Orientation

Each newly elected or appointed Trustee will participate in a comprehensive orientation program according to the Board Orientation Manual. This Local District Orientation shall be coordinated by the Board President and Superintendent. In addition, new Trustees will complete all orientation training required by the Texas Education Code and the State Board of Education in accordance with Board Policies ([BBD \(LEGAL\)](#) and [BBD \(LOCAL\)](#)). New Board member minimum requirements include all trainings listed in Table 6, which are subject to revision based on legislative changes, SBOE rules, and/or Board initiatives.

Table 6. New Board Member Training Requirements

Timeline for Completion	Training Requirement	Hours Required & Description
Within the First 90 Days	<u><i>Open Meetings Act (OMA)</i></u>	1-2 hours; The Texas Open Meetings Act (TOMA) requires elected and appointed officials to complete training within 90 days of taking office to ensure they understand the laws governing how governmental bodies meet, deliberate, and make decisions in public.
	<u><i>Public Information Act (PIA)</i></u>	1-2 hours; The Texas Public Information Act (TPIA) requires certain elected and appointed officials, or their designated public information coordinator, to complete training within 90 days of taking office to ensure they understand the laws governing public access to government records.
Within the First 120 Days	<i>Local District Orientation</i>	3 hours; familiarizes new Trustees with the District's policies, practices, goals, and priorities, and must be completed within 120 days of taking office unless completed in the year prior.
	<u><i>Orientation to the Texas Education Code</i></u>	3 hours; introduces Trustees to their legal responsibilities under the Code and must be completed within 120 days of taking office unless completed in the year prior.
	<i>Evaluating and Improving Student Outcomes</i>	3 hours; required every two years that equips Trustees to monitor progress toward locally adopted student outcome goals and align board work with improved student achievement (TEC §11.159; 19 TAC §61.1).
	<i>Sexual Abuse, Human Trafficking, and Other</i>	1 hour; required every two years that prepares Trustees to recognize, prevent, and address sexual abuse, human trafficking, and other maltreatment of children (TEC §11.159; 19 TAC §61.1).

	<i>Maltreatment of Children (Child Abuse Prevention)</i>	
	<i><u>School Safety</u></i>	2 hours; required every two years and equips Trustees with knowledge of State safety requirements and their responsibilities in ensuring safe learning environments (TEC §11.159; 19 TAC §61.3).
	<i>Parental Rights</i>	5 hours; annual requirement (3-hour session in all subsequent years) equips Trustees with knowledge of the legal rights afforded to parents and the trustee's role in supporting and respecting those rights (TEC §11.159; TAC §61.4)
Within the First Year	<i>Cybersecurity</i>	1 hour; annual requirement that prepares Trustees to recognize, prevent, and respond to cybersecurity threats in alignment with State law (Texas Gov't Code §2054.5191; TEC §11.159).
	<i>Texas State Plan for Education of Gifted/Talented Students</i>	1 hour; Ensures Trustees understand the requirements of the Texas State Plan for the Education of Gifted/Talented Students and their oversight role in supporting appropriate services (TEC §11.251; 19 TAC §89.5).
	<i>Artificial Intelligence</i>	Annual requirement that ensures an understanding of how artificial intelligence technology may be used in relation to a state employee's responsibilities and duties and teaches best practices on literacy in deploying and operating the artificial intelligence technologies (TGC § 2054.5191).
	<i>Team Building</i>	3 hours; annual requirement that strengthens the effectiveness of the Board-Superintendent team, with a focus on governance, goal setting, and oversight (TEC §11.159; 19 TAC §61.1).
	<i>Additional Required Training</i>	10 hours; Tier 3 Continuing Education requires Trustees to complete at least 10 hours in the first year on topics that enhance governance effectiveness, aligned with SBOE and State Board rules (TEC §11.159; 19 TAC §61.1).

New Board members will be provided ample opportunities to satisfy training requirements through both online and in-person trainings (when available). It is the Board member's responsibility to complete all trainings within the required timelines. As a best practice, the manual should be reviewed for improvements by the most recently elected Board member with the Board President within 180 days of installment.

6.2 Continuing Education Requirements

All Trustees will complete required annual training hours as outlined by the Texas Education Code and the State Board of Education rules. These requirements include, but are not limited to, all trainings listed in Table 7, which are subject to revision based on legislative changes, SBOE rules,

and/or Board initiatives. The Superintendent's designee will maintain records of completed training, and the Board President will ensure reporting in compliance with State requirements.

Table 7. Continuing Education for Existing Board Members

Timeline for Completion	Training Requirement	Hours Required & Description
Annually	<i>Cybersecurity</i>	1 hour; annual requirement that prepares Trustees to recognize, prevent, and respond to cybersecurity threats in alignment with State law (Texas Gov't Code §2054.5191; TEC §11.159).
	<i>Texas State Plan for Education of Gifted/Talented Students</i>	1 hour; Ensures Trustees understand the requirements of the Texas State Plan for the Education of Gifted/Talented Students and their oversight role in supporting appropriate services (TEC §11.251; 19 TAC §89.5).
	<i>Artificial Intelligence</i>	Annual requirement that ensures an understanding of how artificial intelligence technology may be used in relation to a state employee's responsibilities and duties and teaches best practices on literacy in deploying and operating the artificial intelligence technologies (TGC § 2054.5191).
	<i>Team Building</i>	3 hours; annual requirement that strengthens the effectiveness of the Board-Superintendent team, with a focus on governance, goal setting, and oversight (TEC §11.159; 19 TAC §61.1).
	<i>Parental Rights</i>	3 hours; annual requirement that equips Trustees with knowledge of the legal rights afforded to parents and the trustee's role in supporting and respecting those rights (TEC §11.159; TAC §61.4).
	<i>Additional Required Training</i>	5 hours; after a Trustee's first year, Tier 3 Continuing Education requires Trustees to complete at 5 hours per year on topics that enhance governance effectiveness, aligned with SBOE and State Board rules (TEC §11.159; 19 TAC §61.1).
Biannually (Every Other Year)	<i>Update to the Texas Education Code</i>	2 hours every 2 years after each legislative session.
	<i>Evaluating and Improving Student Outcomes</i>	3 hours; required every two years that equips Trustees to monitor progress toward locally adopted student outcome goals and align board work with improved student achievement (TEC §11.159; 19 TAC §61.1).
	<i>Sexual Abuse, Human Trafficking, and Other Maltreatment of Children (Child</i>	1 hour; required every two years that prepares Trustees to recognize, prevent, and address sexual abuse, human trafficking, and other maltreatment of children (TEC §11.159; 19 TAC §61.1).

	<i>Abuse Prevention)</i>	
	<u><i>School Safety</i></u>	2 hours; required every two years and equips Trustees with knowledge of state safety requirements and their responsibilities in ensuring safe learning environments (TEC §11.159; 19 TAC §61.3).

6.3 Internal Board Member Training

Allen ISD is committed to ensuring we have well-trained Board members. To that end, our Board conducts the following required internal Board training:

- **Board Retreat:** The Board Retreat typically occurs annually within 90 days following a general election, or as otherwise deemed appropriate. The Board Retreat agenda will be planned by the Board President. It will include a review of the moral imperative, Board committees, and Board liaison positions. If these topics are not covered during the Board Retreat, they will be reviewed during Team of 8 Training.
- **Team of 8 Training:** Team of 8 Training typically occurs annually within 120 days following a general election, or as otherwise deemed appropriate. The training agenda will be planned by the Board President in coordination with a designated facilitator, and will include a review of the Board Self-Evaluation and goal setting, as well as team building activities.

Either of these trainings may also include presentations by District Cabinet members and their teams:

- *School Finance*
- *Student Outcomes: Understanding Performance Reports*
- *Only the Best!: Recruiting and Retaining Quality, Talented Educators*
- *Operational Excellence*

Any further discussions required to ensure appropriate evaluation on an annual basis of the Board's moral imperative, Board committees, Board liaison positions, or the Board Self-Evaluation may occur at a regularly scheduled Board workshop and/or meeting.

6.4 Professional Development

In addition to the required training described above, Board members are encouraged to engage in professional development opportunities that strengthen governance and align with the roles and responsibilities of Board members and the District's strategic priorities. Such development may include participation in:

- **Texas Association of School Boards (TASB)** online resources and conferences:
 - **Summer Leadership Institute (SLI)** - The SLI is an annual TASB training event that is generally held in June and is available in North and South Texas, typically San Antonio and Fort Worth.

- **TASA/TASB Convention** - This convention is a collaboration between TASA and TASB and provides training for Board trustees, Superintendents, and other key administrators.
- **TASB Governance Camp** - An annual conference that brings together Trustees, superintendents, education leaders, and students for collaborative learning, student-led presentations, and interactive sessions designed to strengthen governance, amplify student voice, and inspire innovative approaches to public education.
- **Texas Region 10**
 - **North Texas Area Association of School Boards (NTAASB)** - The North Texas Area Association of School Boards (NTAASB) is a member-governed organization serving school boards and administrators in Texas Regions 10 and 11, providing networking, professional development, and advocacy on issues critical to North Texas public education. NTAASB hosts meetings for members to earn continuing education credits, network with other trustees, learn about public education issues, and participate in advocacy efforts through the Texas Association of School Boards (TASB).
 - **Region 10 Education Service Center** - Region 10 Education Service Center (ESC) is one of 20 service centers in Texas that provides training, technical assistance, and resources to support school boards, superintendents, and educators. For Trustees, Region 10 offers required continuing education, governance workshops, legislative updates, policy support, and leadership development opportunities, helping boards stay informed and effective in their roles.
- **Texas Education Agency (TEA)** also has several online resources.

Trustees are expected to share key learnings from professional development with the full Board to enhance collective capacity.

VII. Board Norms

The Board of Trustees commits to modeling professionalism, integrity, and accountability in all actions. Trustees are expected to prepare diligently, engage respectfully, and place the interests of students above all else.

7.1 Board Norms

- The Board will adhere to the highest ethical standards and hold itself accountable to students, staff, and the community.
- The Board will make every effort to attend all Board meetings and workshop meetings.
- The Board will also make every effort to attend graduation and convocation.
- The Board will be visible in schools and events in the community demonstrating positive support of the District.
- The Board will govern through policy and support the Superintendent in the management of the District.
- The Board will support the administration in creating a balanced budget that advances the District's vision and provides competitive employee compensation.
- The Board will exceed minimum standards for training requirements individually and as a Team of Eight.

7.2 Violations of Board Operating Procedures

Any violation or infraction of the Board Operating Procedures will be subject to the following process:

- **Direct Resolution:** Trustees are encouraged to address concerns about another member's performance directly with that member.
- **President Mediation:** If unresolved after meeting individually with the other member, concerns should be raised with the Board President (or the Board Vice President if the Board President is the subject of the concern), who may:
 - Discuss the concern directly with the member, or
 - Moderate a discussion between the members involved.
 - If a quorum is implicated, the meeting must be posted and conducted under the Texas Open Meetings Act.
- **Reminder of Standards:** The President shall remind the Trustee in question of the Board's Code of Ethics and Board Operating Procedures, explaining how the behavior is inconsistent, and suggesting more appropriate alternatives.
- **Escalation:** If disagreement remains, an agenda item may be listed for closed and/or open session on a future agenda. Outcomes may include private or public censure or other corrective actions to restore Board effectiveness.

7.3 Board Expenses

Board member expenses and reimbursements shall be governed by Board Policies ([BBG \(LEGAL\)](#) and [BBG \(LOCAL\)](#)). The Board is committed to the responsible use of District resources and to maintaining the highest standards of fiscal stewardship, transparency, and accountability. Trustees recognize that funds must be used prudently for purposes that directly support the Board's governance responsibilities and the advancement of District goals.

Accordingly, the following principles guide the Board's approach to travel, professional development, community engagement, and related expenditures:

- **Fiscal Stewardship:** Trustees will exercise sound judgment to ensure expenses are reasonable and necessary.
- **Transparency and Oversight:** All reimbursements and expenditures will follow District administrative procedures and be reviewed by the Board President or designee to ensure compliance with Board Policies.
- **Event Participation:** Third-party events requiring ticket purchases must be reviewed in advance by the Board President and determined to add value to the Board's work or community engagement efforts. Tickets for approved events will be purchased by the District. Spousal or guest tickets will not be paid for by the District unless expressly authorized by the Board President and District administration.
- **Professional Development:** Trustees are encouraged to pursue professional learning opportunities that strengthen governance, leadership, and community relationships that align with Board and District priorities.

- **Annual Review:** The Board will review its expenses annually to ensure alignment with District priorities, available resources, and expectations of fiscal responsibility.

VIII. Election-Related Activities

Trustees are elected to serve the community in a non-partisan capacity and must ensure that their actions, both individually and as a Board, uphold the public trust. To maintain transparency, legal compliance, and the integrity of the District, the following guidelines govern Trustee conduct related to elections, campaigning, and endorsements.

8.1 Election Dates

Each general or special election of Board members shall occur on one of the following dates: the first Saturday in May; or the first Tuesday after the first Monday in November. Board Policies ([BBB \(LEGAL\)](#) and [BBB \(LOCAL\)](#)).

8.2 Board Vacancies

If a vacancy occurs on the board, the remaining Board members may fill the vacancy by appointment until the next trustee election or may order a special election to fill the vacancy. If more than one year remains in the term of the position vacated, the vacancy shall be filled not later than the 180th day after the date the vacancy occurs. Any involuntary removal from office shall follow Board Policy ([BBC \(LEGAL\)](#)).

8.3 Campaigning for Re-Election

Trustees shall not solicit individual District employees for endorsements or votes during the employee's work hours and/or in any manner use District resources for election purposes. Trustees or those seeking the position of Trustee may not use any District resources, including but not limited to, District property or intellectual property (e.g., the District name, logo, or seal), District personnel time, limited access District email and/or mail systems not otherwise open to the public, and District physical resources for campaign purposes.

8.4 Endorsements

The Board shall not endorse any candidate for public office. Trustees, when considering personal endorsements, shall recognize that the Board functions as a non-partisan body working with elected officials of all political parties. Trustees should weigh how their personal endorsement may affect the Board's effectiveness. If a Trustee chooses to endorse a candidate for partisan elected office, the endorsement shall clearly state it is provided solely in the Trustee's individual capacity and not include reference to the Trustee's role on the Allen ISD Board of Trustees.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING:	September 28, 2026
DOCUMENT TITLE:	District and Campus Performance Objectives 26-27
ADMINISTRATOR RESPONSIBLE:	David Hicks, Assistant Superintendent for Communications and Community Engagement
SOAR 2030 STRATEGIC VISION:	Goal 1 – Culture of Excellence, Goal 2 – Future Ready Skills, Goal 3 – Empowered Learning
LEGAL REVIEW:	N/A

Authority for this Action:

BQ (LEGAL) PLANNING and DECISION-MAKING PROCESS The Board shall ensure that a District Improvement Plan and plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually approve District and campus performance objectives and shall ensure that the District and campus plans:

1. Are mutually supportive to accomplish the identified objectives
2. At a minimum, support the state goals and objectives under Education Code Chapter 4. Education Code 11.251(a)

Summary / Background Information:

Our three District Goals serve as pillars for the Allen ISD Strategic Vision and District and Campus Improvement Plans.

1. Culture of Excellence
2. Future Ready Skills, and
3. Empowered Learning

The performance objectives that support these goals in the 2026-2027 District and Campus Improvement Plans are hereby submitted for Board approval.

Administrative Recommendation:

District administration recommends approval of the attached District and Campus Performance Objectives.

Proposed Motion:

"Move to approve the District and Campus Performance Objectives, as presented by staff."

Allen Independent School District
District Improvement Plan
2026-2027 Goals/Performance Objectives



80

Mission Statement

Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential.

Vision

Where Eagles Soar!

Value Statement

Academically Prepared for Future Pursuits

Students will possess necessary skills to seek educational and career options as they continually pursue and integrate knowledge.

Effective Problem-Solvers

81

Students will master the skills needed to design innovative solutions within independent and team settings.

Effective Communicators

Students will be able to listen critically and speak articulately; will be able to resolve conflicts effectively and appropriately; will be able to understand and appreciate diverse individuals and cultures; will be able to exercise leadership qualities; and will be able to communicate using advancing technology.

Responsible and Engaged Citizens

Students will demonstrate ethical and moral decision-making in the context of their local, national and world community. They will also possess an awareness of community resources and understand the value of service to others.

Table of Contents

District Improvement Plan Goals 2026-2027	4
Allen High School Goals 2026-2027	6
Anderson Early Childhood School Goals 2026-2027	7
Bolin Elementary Goals 2026-2027	8
Boon Elementary Goals 2026-2027	9
Boyd Elementary Goals 2026-2027	11
Chandler Elementary Goals 2026-2027	13
Cheatham Elementary Goals 2026-2027	15
Curtis Middle School Goals 2026-2027	16
Ereckson Middle School Goals 2026-2027	18
Evans Elementary Goals 2026-2027	20
Ford Middle School Goals 2026-2027	22
Green Elementary Goals 2026-2027	24
Kerr Elementary Goals 2026-2027	26
Lois Lindsey Elementary Goals 2026-2027	28
Lowery Freshman Center Goals 2026-2027	30
Marion Elementary Goals 2026-2027	32
Norton Elementary Goals 2026-2027	34
Olson Elementary Goals 2026-2027	36
Preston Elementary Goals 2026-2027	38
Reed Elementary Goals 2026-2027	39
Story Elementary Goals 2026-2027	41
Vaughan Elementary Goals 2026-2027	43

District Improvement Plan Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Allen ISD will foster a fair, respectful, and welcoming environment.

Performance Objective 2: Allen ISD will cultivate a culture of excellence by promoting stories of student, staff, and volunteer success (SOAR Strategic Target 3.2).

Performance Objective 3: Allen ISD will recruit and retain high-quality staff who embrace our culture of building positive relationships, communicating effectively, and demonstrating an in-depth knowledge related to their position (SOAR 2030 Strategic Target 2.1).

Performance Objective 4: Allen ISD will cultivate a culture of high standards for curriculum and instruction through a focus on quality, collaboration, flexibility, and relevancy (SOAR 2030 Strategic Target 2.2).

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: The percent of graduates that meet the criteria for College Readiness will increase from 71.5% to 74% by Spring of 2029 (HB 3 Board Goal, Aligned with SOAR 2030 Strategic Target 4.1).

HB3 Goal

Performance Objective 2: The percent of graduates that meet criteria for Career and Military Readiness will increase from 39.1% to 42% by Spring of 2029 (HB 3 Board Goal, Aligned with SOAR 2030 Strategic Target 4.1).

HB3 Goal

Performance Objective 3: Allen ISD will ensure that students are college ready upon graduation, possessing the knowledge and skills needed to be successful at a higher education institution (SOAR Strategic Target 4.2).

Performance Objective 4: Allen ISD will provide an environment that promotes a collaborative culture in order to optimize learning and provide engaging experiences that meet the unique needs of all learners (SOAR 2030 Strategic Target 5.1.).

Performance Objective 5: Allen ISD will provide an innovative experience with technology to enhance individual learning outcomes. (SOAR 2030 Strategic Target 6.3)

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Allen ISD will create systems and structures that support intervention and enrichment opportunities for all students based on assessed needs and interests of students with a focus on closing the achievement gap (Aligned with SOAR 2030 Strategic Target 7.1).

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 68% to 70.5% by Spring 2029 (HB 3 Board Goal).

HB3 Goal

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase⁸⁴ from 64% to 66.5% by Spring 2029 (HB 3 Board Goal).

HB3 Goal

Performance Objective 4: Allen ISD will consistently provide students avenues to reflect on their growth and support ownership of their educational experience (SOAR 2030 Strategic Target 7.3).

Performance Objective 5: Allen ISD will systemically implement positive behavior interventions and supports.

Performance Objective 6: Allen ISD will provide a comprehensive school counseling program to include guidance curriculum, responsive services, individual planning, and system support (Aligned with SOAR 2030 Strategic Target 9.2).

Allen High School Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Allen High School will increase parent, staff, and student positive perception of campus internal and external communication processes, as measured by Spring 2027 survey compared with Fall 2026 baseline.

Performance Objective 2: Allen High School will increase the number of opportunities for students to participate in UIL Academic events.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Allen High School will increase the number of graduates who meet CCMR from 64% in the 2025-2026 school year to at least 80% by the end of the 2026-2027 school year.

85

Performance Objective 2: The number of graduates who meet CCMR through college readiness indicators will increase from 71.5% to 74.0% by Spring 2029.

HB3 Goal

Performance Objective 3: The number of graduates who meet CCMR through career readiness indicators will increase from 39.1% to 42% by Spring 2029.

HB3 Goal

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Allen High School will reduce the number of students referred for truancy three or more times by 15%.

Performance Objective 2: Allen High School will reduce incidents of student academic dishonesty by 10%.

Anderson Early Childhood School Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Anderson Early Childhood will increase the percentage of students demonstrating on track growth in both academics and social-emotional development, as measured from the beginning of year to the end of year assessment aligned with the Texas Prekindergarten Guidelines.

Performance Objective 2: Anderson Early Childhood School will implement parent attendance training and outreach to improve average daily student attendance rate of 95% or higher and promote social-emotional wellness.

Performance Objective 3: Anderson Early Childhood School will build instructional and operational capacity by providing targeted early childhood professional learning and systemic approaches for teachers, paraprofessionals, and support staff.

86

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Anderson Early Childhood School will strengthen school readiness through intentional use of Experiential Learning Spaces to support students' academic and social-emotional transition to kindergarten across Allen ISD receiving campuses.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Anderson Early Childhood will increase the percentage of Prekindergarten students demonstrating proficiency in early writing literacy skills by 2% as measured by the CIRCLE Progress Monitoring assessment.

Performance Objective 2: Anderson Early Childhood School will increase the percentage of Prekindergarten students demonstrating proficiency in rapid vocabulary by 4%, as measured by the CIRCLE Progress Monitoring assessment.

Bolin Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: During the 2026-2027 school year, Bolin Elementary will continue the implementation of a schoolwide behavior system, resulting in a 5% reduction in discipline incident reports compared to the 2025-2026 school year.

Performance Objective 2: The percent of Bolin Elementary students who are absent for more than 10% of the school year will decrease from 8% to 6% by May 2027.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: During the 2026-27 school year, Bolin Elementary educators will create engaging and challenging learning experiences that meet each student at their level of need and lead to academic growth.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: During the 2026-2027 school year, Bolin Elementary will use assessment data to inform instructional decision making for intervention and enrichment to increase student academic achievement.

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 61% to 63.5% by Spring 2029.

HB3 Goal

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 68% to 70.5% by Spring 2029.

HB3 Goal

Boon Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: By May 2027, Boon Elementary will strengthen school culture by implementing consistent house structures, expectations, and traditions that promote student belonging, positive relationships, leadership, and engagement.

Performance Objective 2: By May 2027, Boon Elementary will implement a campus-wide Buddy System pairing older and younger grade levels to strengthen relationships and school culture, with progress measured by completion of planned Buddy activities and student-reported positive connections with their Buddy.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: By May 2027, Boon Elementary will leverage the House and Buddy Systems to strengthen students' leadership, communication, collaboration, and citizenship skills through meaningful cross-grade interactions and shared campus experiences.

88

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Boon Elementary will use MAP data protocols to guide instructional decision-making for core instruction and targeted intervention/enrichment to increase overall academic achievement of all students.

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 78% to 80.5% by Spring 2029.

HB3 Goal

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 82% to 84.5% by Spring 2029.

HB3 Goal

Performance Objective 4: Boon Elementary will implement a restructured intervention time to provide targeted instruction based on student needs, with progress monitored through intervention participation, student growth data, and instructional team feedback.

Boyd Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Boyd Elementary educators will implement processes for identifying student needs, successfully responding to those needs, and resulting in increases in student performance.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Boyd Elementary educators will create engaging and challenging learning experiences that meet each student at their level of need and lead to academic growth.

Performance Objective 2: Boyd Elementary educators will implement strategies for decreasing failure rates in core content areas and state assessments.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Boyd Elementary staff will help students develop self-awareness and interpersonal skills that result in fewer disciplinary referrals.

Performance Objective 2: Boyd Elementary educators will provide support and resources to improve achievement of students served in special programs.

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading Language Arts assessment will increase from 42% to 44.5% by Spring 2029.

HB3 Goal

Performance Objective 4: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math assessment will increase from 26% to 28.5% by Spring 2029.

HB3 Goal

Performance Objective 5: Boyd Elementary will increase the percentage of Fifth Grade students that score at Approaches Grade Level or above on STAAR Science from 56% to 65% by June 2027.

Chandler Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: By May 2027, Chandler Elementary will increase parent and community involvement in campus events by 25% from the 2025-2026 baseline. The campus will strengthen school-home partnerships by providing diverse opportunities for families and community members to engage in school events, volunteer opportunities, and student learning experiences, supporting improved student engagement and learning outcomes.

Performance Objective 2: By May 2027, Chandler Elementary will increase the percentage of classrooms demonstrating high-quality Tier 1 instruction to at least 90% through consistent implementation of standards-aligned, data-driven, and differentiated instruction across all grade levels and content areas, the campus will improve student achievement and reduce identified learning gaps.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

92

Performance Objective 1: By May 2027, Chandler Elementary will monitor and increase the effective integration of technology into instruction by ensuring that at least 85% of observed classrooms demonstrate purposeful use of technology aligned to the Texas Essential Knowledge and Skills (TEKS), including the Technology Applications TEKS, to support collaboration, problem-solving, innovation, and student engagement.

Performance Objective 2: By May 2027, Chandler Elementary will equip 100% of instructional staff with research-based strategies to support Emergent Bilinguals and Newcomers across all grade levels and content areas, including effective implementation of the new ELPS to integrate language development with content instruction.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: By May 2027, Chandler Elementary will implement campus-wide systems and practices that empower all students to take ownership of their learning and well-being, resulting in measurable growth in academic achievement, student engagement, and social-emotional development.

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math assessment will increase from 56% to 58.5% by Spring of 2029.

HB3 Goal

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading Language Arts assessment will increase from 61% to 63.5% by Spring of 2029.

HB3 Goal

Performance Objective 4: By May 2027, 100% of Chandler Elementary instructional staff will receive professional development and ongoing support in evidence-based, proactive behavior management strategies, with at least 85% of classrooms demonstrating consistent implementation of effective behavior support practices.

Cheatham Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: By May 2027, Beverly Cheatham Elementary will cultivate a culture of excellence by intentionally increasing student discourse opportunities in all classrooms and leveraging our newly renovated collaborative learning spaces. At least 80% of classrooms observed through walkthroughs will demonstrate consistent opportunities for students to listen, speak, share, question, and respond to one another, supporting deeper learning for all students.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: The Instructional Leadership Team and Learning Support Specialists will facilitate new learning to support all learners with a focus on Emergent Bilingual Students.

94

Performance Objective 2: Cheatham Elementary students will develop future ready skills by offering students opportunities to develop skills beyond the classroom.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Cheatham Elementary staff will implement effective processes that promote active student engagement and academic growth for all students.

Performance Objective 2: The percentage of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 88% to 90.5% by Spring 2029.

HB3 Goal

Performance Objective 3: The percentage of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 80% to 82.5% by Spring 2029.

HB3 Goal

Curtis Middle School Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Curtis Middle School will provide a support system and resources for new to campus teachers.

Performance Objective 2: Curtis Middle School will provide interventions to support student behavior.

Performance Objective 3: Curtis Middle School will have two way communication between all staff and leadership team members.

Performance Objective 4: Curtis Middle School will support all staff through the renovation process with a focus on stress relief and mental health support.

95

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Curtis Middle School will support student learning and growth by providing programs and resources to grow all students in ownership of their learning.

Performance Objective 2: Curtis Middle School will improve overall performance on STAAR, TELPAS, and other standardized assessments for all student groups, including high-performing students, by enhancing instructional rigor, language development, and student engagement.

Performance Objective 3: Curtis Middle School will support student learning and growth by providing programs and resources to support technology integration into lessons.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Curtis Middle School will improve academic outcomes for Special Education, Emerging Bilingual, and Economically Disadvantaged students by increasing Tier 1 instructional effectiveness.

Performance Objective 2: Curtis Middle School will close achievement gaps for Economically Disadvantaged students, not currently monitored through special services.

Ereckson Middle School Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Ereckson Middle School will provide staff with rigorous, relevant, timely, and well designed supports to cultivate growth, learning and well being.

Performance Objective 2: Ereckson Middle School will continue and expand its communication systems and recognition programs for students and staff to strengthen campus culture.

Performance Objective 3: Ereckson Middle School will strengthen instructional practices and student support systems to increase student achievement, close identified performance gaps, and ensure all students experience meaningful academic growth.

97

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Ereckson Middle School will provide students with meaningful opportunities to explore future pathways and develop the academic and problem-solving skills needed for success in high school and beyond.

Performance Objective 2: Ereckson Middle School will foster student interest in a variety of school activities including but not limited to, Fine Arts, athletics, and academic clubs and activities.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Ereckson Middle School will provide students with supports to cultivate growth, learning, and healthy habits.

Performance Objective 2: Ereckson Middle School will develop a Connections class curriculum that will address SEL, academic performance, and preparation for high school and beyond for all students.

Performance Objective 3: Ereckson Middle School will implement and develop systems and strategies to improve student attendance.

Evans Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Evans Elementary will leverage multiple data sources, collaborative PLCs, and targeted instructional coaching to strengthen Tier 1 instruction, intervention, and enrichment. Through consistent data analysis and responsive instructional practices, we will increase student achievement and close learning gaps in reading, writing, mathematics, and science.

Performance Objective 2: By May 2027, Evans Elementary will strengthen campus culture and family engagement through intentional community partnerships and evening events, increasing overall family participation compared to the 2025-2026 school year.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: By the end of the 2026-2027 school year, 100% of Evans Elementary students in grades K-6 will participate in at least two school-wide activities or learning experiences that foster citizenship, leadership, and skills necessary for success in college, career, or the military. ⁹⁹

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Evans Elementary will create a strong campus climate that fosters student connectedness and provides opportunities for building positive peer relationships, resulting in improved end-of-year student survey results in May 2027.

Performance Objective 2: By May 2027, Evans Elementary staff will provide targeted support and resources to improve the academic achievement of students served in special programs, as measured by growth on state and local assessments.

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 78% to 80.5% by Spring 2029.

HB3 Goal

Performance Objective 4: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase

from 78% to 80.5% by Spring 2029.

HB3 Goal

Performance Objective 5: The percentage of students in Grades 3-6 who score at the Masters Grade Level on the STAAR Reading, Math, and Science assessments will increase from 64% to 65% by Spring 2029.

Ford Middle School Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: In the 2026-2027 academic year, Ford Middle School will uphold high expectations and foster meaningful connections among students, staff, and families through structured opportunities such as Mustang Hour, parent and family events, and student-led activities.

Performance Objective 2: In the 2026-2027 academic year, Ford Middle School will enhance teacher support and retention by increasing staff satisfaction ratings on the annual staff survey as compared to the previous year by May 2027.

Performance Objective 3: In the 2026-2027 academic year, Ford Middle School will increase recognition opportunities for students and staff as compared to 2025-2026 levels.

101

Goal 2: Allen ISD will prepare students to be future-ready for success in citizenship and college, career, or the military.

Performance Objective 1: In the 2026-2027 academic year, Ford Middle School will provide targeted support to ensure all students have equitable access to creative, collaborative, and challenging learning opportunities, supported by intentional scheduling, expanded programs, and aligned resources. Progress will be measured through achievement data, enrichment participation, and regular monitoring, with the goal of demonstrating measurable growth in student readiness for higher education and future careers by May 2027.

Performance Objective 2: In the 2026-2027 academic year, Ford Middle School will increase academic achievement among Special Education, ESL, and Economically Disadvantaged students by closing the achievement gap on the STAAR test. Progress will be monitored through STAAR, MAP, and formative assessments.

Performance Objective 3: In the 2026-2027 academic year, Ford Middle School will expand leadership opportunities to ensure more students participate in meaningful leadership roles reflected in increased student involvement, collaboration, and contributions to campus culture.

Performance Objective 4: By the end of the 2026-2027 school year, Ford Middle School will increase the percentage of students scoring at "Meets" or higher on STAAR Math and Reading across all student groups.

Performance Objective 5: By May 2027, Ford Middle School will increase enrollment in advanced coursework (Pre-AP, Algebra I, and advanced

courses) compared to 2025-2026.

Performance Objective 6: By May 2027, Ford Middle School will leverage the FOCUS Intervention and Enrichment period to expand student access to Career and Technical Education (CTE) experiences through the implementation and growth of embedded CTE courses and career exploration opportunities. Students enrolled in these courses will successfully complete program requirements, develop valuable career-readiness skills, and earn high school credit while gaining exposure to future career pathways and opportunities.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2026-2027 academic year, Ford Middle School will ensure that every student is connected to at least one extracurricular activity.

Performance Objective 2: In the 2026-2027 academic year, Ford Middle School will reduce classroom disruption referrals compared to 2025-2026 levels resulting in fewer disruptions, stronger classroom management, and a more positive learning environment.

102

Performance Objective 3: In the 2026-2027 academic year, Ford Middle School will improve student attendance rates by 3% as compared to 2025-2026 levels.

Green Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: By May 2027, Kindergarten through 6th grade instructional staff will use a tiered assessment system to guide targeted instruction, interventions, tutoring, and small-group instruction, resulting in an 5% increase in students scoring "Meets" or "Masters" on end of year assessments.

Performance Objective 2: By May 2027, 100% of Kindergarten through 6th grade instructional staff will participate in a differentiated professional learning focused on assessment and student growth practices.

Performance Objective 3: Green Elementary will implement effective processes to help sustain/enhance active student engagement and academic success for all students.

103

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 46% to 48.5% by Spring 2029.

HB3 Goal

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 56% to 58.5% by Spring 2029.

HB3 Goal

Performance Objective 3: The percent of Fifth Grade students that score at the Approaches Grade Level or above on the STAAR Science assessment will increase from 68% in 2025-2026 to 73% in 2026-2027.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Students will engage in ongoing goal setting, tracking, and reflection throughout the year to demonstrate continuous academic and leadership growth through classroom and school-wide leadership roles.

Performance Objective 2: All Kindergarten through 6th grade students will receive ongoing instruction in foundational civics aligned to TEA civics training guidance and will demonstrate growth in understanding citizenship, government structure, civic responsibility, and civic participation through embedded instruction and schoolwide learning experiences.

Kerr Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Through intentional collaboration among teachers, students and families, Kerr Elementary will focus on student academic growth on district and state assessments.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Kerr Elementary staff members will increase student readiness for success in citizenship and postsecondary pathways by providing intentional opportunities for development of academic, social-emotional, communication, problem-solving, and leadership skills.

Performance Objective 2: Kerr Elementary students will develop and demonstrate positive citizenship skills such as showing respect, taking responsibility, and helping others. 105

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: The percent of Third grade students that score at Meets Grade Level or above on STAAR Math will increase from 70% to 72.5% by Spring 2029.

HB3 Goal

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 79% to 82% by Spring 2029.

HB3 Goal

Performance Objective 3: The percent of Fifth Grade students that score at Approaches Grade Level or above on STAAR Science will increase from 80% to 82%.

Performance Objective 4: Kerr Elementary will use assessment data to create intervention groups focusing on standards with lower achievement

percentages.

Lois Lindsey Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: By May 2027, Lindsey Elementary will strengthen campus climate by implementing a campus-wide system of supports that fosters collaborative relationships among students, staff, and families, as measured by an increase in positive responses on district climate and engagement surveys.

Performance Objective 2: By May 2027, Lindsey Elementary will provide targeted professional development aligned to district and campus goals, with 100% of staff participating in campus-based sessions, as measured by sign-in sheets and implementation evidence in classroom walkthroughs.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: By May 2027, Lindsey Elementary will promote awareness of post-graduation pathways (college, military, and career/trade options) by integrating age-appropriate activities at each grade level, ensuring that 100% of students participate in at least two career or college readiness experiences during the school year.

Performance Objective 2: By May 2027, Lindsey Elementary students will demonstrate growth in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, as evidenced by a 10% increase in positive student responses on the district SEL or climate survey and a decrease in office discipline referrals compared to 2026 data.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: By May 2027, Lindsey Elementary will provide targeted support and resources to improve the academic achievement of students served in special programs (e.g., Special Education, 504, Emergent Bilingual, GT), resulting in an increase in the percentage of students meeting or exceeding grade level expectations on district and state assessments compared to 2026 results.

Performance Objective 2: By May 2027, Lindsey Elementary will utilize K-6 assessment data to guide instructional decisions for both core instruction and targeted intervention/enrichment, resulting in an increase in the percentage of students meeting or exceeding grade level expectations on district and state assessments compared to 2026.

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 70% to 72.5% by Spring 2029.

HB3 Goal

Performance Objective 4: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 63% to 65.5% by Spring 2029.

HB3 Goal

Lowery Freshman Center Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: In the 2026-2027 school year, Lowery Freshman Center will have a scheduled Connections class period focused on identified character development and high school issues, resulting in a safer environment and improved student success.

Performance Objective 2: In the 2026-2027 school year, Lowery Freshman Center will increase opportunities for students to experience ownership in their learning and achieve personal and academic growth.

Performance Objective 3: In the 2026-2027 school year, Lowery Freshman Center will increase the frequency and variability of communication based on feedback from parent, teacher, and student surveys.

109

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: The number of graduates who meet CCMR through college readiness indicators will increase from 71.5% to 74.0% by Spring 2029.

HB3 Goal

Performance Objective 2: The number of graduates who meet CCMR through career readiness indicators will increase from 39.1% to 42% by Spring 2029.

HB3 Goal

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2026-2027 school year, Lowery Freshman Center sub-population performance in English I STAAR EOC exam will increase by 1%.

Performance Objective 2: In the 2026-2027 school year, Lowery Freshman Center will increase intervention opportunities for all students.

Performance Objective 3: In the 2026-2027 school year, Lowery Freshman Center Algebra STAAR EOC exam will increase by 1%.

Performance Objective 4: In the 2026-2027 school year, Lowery Freshman Center will increase engagement and focus on positive culture throughout the school by implementing a reward point system through a campus-wide program implementing at least three opportunities for earning Minga Points each month and weekly rewards for top point earners.

Marion Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Marion Elementary will focus on learning opportunities that cultivate a culture of excellence and facilitate academic growth for all students, with at least 85% of students demonstrating one year's growth or more in Reading and Math as measured by district and state assessments.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Marion Elementary students will be able to demonstrate self-awareness, self-management, social awareness, and relationship and leadership skills.

Performance Objective 2: Marion Elementary will increase student engagement, as measured by classroom observation rubrics and student surveys, through the effective integration of the Lead4Ward Playlist strategies.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 86% to 88.5% by Spring 2029.

HB3 Goal

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 71% to 73.5% by Spring 2029.

HB3 Goal

Performance Objective 3: By the end of the 2026-2027 school year, Marion Elementary will improve the STAAR Science proficiency of 5th grade students, with 85% reaching Approaches Grade Level or above.

Performance Objective 4: Marion Elementary will implement effective processes to sustain and enhance active student engagement and academic

success for all students by increasing the rigor of instruction through the incorporation of higher-order thinking skills, academic vocabulary, writing, and academic discourse into daily lessons.

Norton Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: By May 2027, Norton Elementary will strengthen campus-wide instructional practices by implementing vertical team collaboration to analyze formal and informal student data, including student work samples and assessment results, to ensure vertical alignment of instructional expectations and consistent practices.

Performance Objective 2: Norton Elementary teachers will use student data to plan and deliver differentiated instruction, providing targeted interventions to close learning gaps and create enrichment opportunities to extend learning as evidenced by student growth from BOY to EOY MAP scores.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: By May 2027, Norton Elementary will ensure that 100% of students in grades K-6 participate in at least two school-wide activities or learning experiences designed to build citizenship skills and prepare them for success in college, career, or the military. ¹¹³

Performance Objective 2: By May 2027, Norton Elementary will increase student engagement in Science, Technology, Engineering, Arts and Mathematics (STEAM) by providing at least two campus-wide STEAM experiences providing hands on, collaborative learning opportunities that connect to classroom learning to real-world application.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: During the 2026-2027 school year, Norton Elementary students will set and monitor at least one academic or behavioral goal per semester to support their consistent growth.

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 72% to 74.5% by Spring 2029.

HB3 Goal

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 69% to 71.5% by Spring 2029.

HB3 Goal

114

Olson Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Olson Elementary will intentionally create and promote opportunities for staff and students to build unity and strengthen relationships throughout the school, resulting in increased positive school morale.

Performance Objective 2: Olson Elementary will strengthen student attendance through school-wide systems, increased communication and partnership with families, and intentional opportunities for student engagement, increasing the attendance rate from 95.6% in 2025-2026 to 96.5% in 2026-2027.

Performance Objective 3: Olson will establish consistent behavioral expectations and PBIS practices through intentional vertical and horizontal alignment across the campus, resulting in increased consistency in behavior expectations and improved student behavior.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

115

Performance Objective 1: Olson Elementary will increase the student academic growth scale score from 78 in the 2025-2026 school year to 85 in the 2026-2027 school year, demonstrating increased academic achievement and progress toward state accountability performance expectations.

Performance Objective 2: Olson Elementary students in Kindergarten through Sixth grade will demonstrate at least one year's growth in reading and math, as measured by district and/or state-approved assessments.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 68% to 70.5% by Spring 2029.

HB3 Goal

Performance Objective 2: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 61% to 63.5% by Spring 2029.

HB3 Goal

Performance Objective 3: Olson Elementary will reduce the number of office referrals by 10% in the 2026-2027 school year compared to 2025-2026, supporting a positive learning environment and increased student achievement.

116

Preston Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: By May 2027, Preston Elementary educators will implement a campus-wide expectation protocol with positive behavior supports, resulting in a 10% decrease in office discipline referrals compared to the 2025-2026 school year, as measured by campus discipline data.

Performance Objective 2: Preston Elementary will increase family engagement by providing at least four evening community events during the school year, with 50% of families participating in at least one event.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Preston Elementary educators will strengthen Tier One instruction through consistent implementation of the five components of exemplary lesson design, resulting in an increase in the campus academic growth score in Reading Language Arts and Math from 82% in 2026 to 84% in 2027.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 75 to 77.5% by Spring 2029.

HB3 Goal

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 68% to 70.5% by Spring 2029.

HB3 Goal

Reed Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: During the 2026-2027 school year, Reed Elementary will cultivate a culture of excellence by strengthening family-school partnerships, consistently implementing campus-wide expectations and positive behavior supports.

Performance Objective 2: During the 2026-2027 school year, Reed Elementary will cultivate a culture of excellence by promoting consistent student attendance to achieve an attendance rate of 97% or higher.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: During the 2026-2027 school year, Reed Elementary will prepare students for future success by providing high-quality, ¹¹⁸rigorous learning experiences that promote academic growth, critical thinking, problem solving, and student ownership of learning, with at least 85% of students meeting or exceeding expected growth in Reading and Math as measured by district and state assessments.

Goal 3: Allen ISD will empower students as learners and focus on individual growth.

Performance Objective 1: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 44% to 46.5% by Spring 2029.

HB3 Goal

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 47% to 49.5% by Spring 2029.

HB3 Goal

Performance Objective 3: Reed Elementary will increase the percentage of 4th grade students that score Approaches Grade Level or above on STAAR Math from 59% in 2025-2026 to 65% in 2026-2027.

Performance Objective 4: Reed Elementary will increase the percentage of 5th grade students that score Approaches Grade Level or above on STAAR

Science from 56% in 2025-2026 to 63% in 2026-2027.

Story Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Story Elementary educators will strengthen Tier 1 instruction through the implementation of Allen ISD's Best Practices resulting in increased academic achievement.

Performance Objective 2: Story Elementary will cultivate a positive school community by hosting engaging family and community events that encourage collaboration, strengthen connections among students, families, staff, and community partners, creating a shared commitment to student success.

Performance Objective 3: Story Elementary will continually revisit and reinforce school-wide expectations for behavior resulting in a decrease of discipline referrals by 15%.

120

Performance Objective 4: Story Elementary will increase student attendance from 95.2% in 2025-2026 to 96.2% by the end of the 2026-2027 school year.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: During the 2026-2027 school year, 100% of Story Elementary students will receive targeted academic support through intervention, reteach, or enrichment based on ongoing assessment data and individual learning needs.

Performance Objective 2: 100% of Story Elementary classrooms will implement regular, embedded Social Emotional Learning (SEL) practices at least two times per week resulting in enhancing student well-being.

Performance Objective 3: At least 90% of Story Elementary students will actively participate in academic goal-setting and leadership roles through classroom and campus-wide opportunities (e.g., classroom jobs and House System leaders), as measured by participation logs, classroom rosters, and student leadership surveys.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Reading Language Arts assessment will increase from 32% to 34.5% by Spring 2029.

HB3 Goal

Performance Objective 2: The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Math assessment will increase from 34% to 36.5% by Spring 2029.

HB3 Goal

Performance Objective 3: The percentage of 4th grade students that school at Approaches Level or above on STAAR Math assessment will increase from 44% to 50% by Spring 2027.

Performance Objective 4: The percentage of 5th grade students that school at Meets Level or above on STAAR Math assessment will increase from 40% to 45% by Spring 2027.

121

Vaughan Elementary Goals 2026-2027

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Vaughan Elementary instructional staff will collaboratively analyze assessment data and evidence of student learning to guide instructional planning and delivery. Teams will use this evidence to implement and adjust high-quality Tier 1 instruction, targeted interventions, and enrichment opportunities that are responsive to student needs and promote academic achievement and growth for all learners.

Performance Objective 2: Vaughan Elementary teachers will implement evidence based classroom management strategies, resulting in improvement in overall classroom environment.

Performance Objective 3: Vaughan Elementary will cultivate meaningful and collaborative partnerships between families and the school community by fostering transparent communication, creating purposeful opportunities for engagement, and empowering parents as active partners in their child's educational journey.

122

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Vaughan Elementary will emphasize the importance of continuing education (military, college, trade school, etc.) post graduation.

Performance Objective 2: Vaughan Elementary will promote a positive school climate that supports student success in citizenship by implementing and reinforcing PBIS strategies, resulting in a 10% reduction in office referrals and discipline incidents by the end of the school year.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Vaughan Elementary educators will collaboratively analyze student data to plan and implement targeted, differentiated instruction, interventions, and supports, utilizing coaching partnerships to ensure all students demonstrate academic growth.

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 67% to 76.5% by Spring 2029.

HB3 Goal

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 63% to 70.5% by Spring 2029.

HB3 Goal

123



ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING:	September 28, 2026
DOCUMENT TITLE:	Agreement for the Purchase of Attendance Credits
ADMINISTRATOR RESPONSIBLE:	Dr. Kyle Penn, Asst. Supt. Business & Technology
STRATEGIC PLAN REFERENCE:	Goal 1 – Culture of Excellence
LEGAL REVIEW:	N/A

Authority for Action: Texas Education Code, Chapter 49

House Bill 3 amended the Education Code to transfer certain sections from Chapter 41 to Chapter 49, and revised formulas used to determine excess local revenue under the FSP by adding Subchapter F, Chapter 48, Education Code, Section 48.257, Local Revenue in Excess of Entitlement. These provisions are sometimes referred to as “share the wealth” or “Robin Hood” because recaptured funds are redistributed by the school finance system to assist with the financing of public education for all school districts.

Background / Summary:

A district with local revenue in excess of entitlement has the following five options available to reduce the district’s revenue level under TEC, Chapter 49:

- Consolidation with another district as provided by Subchapter B
- Detachment of territory as provided by Subchapter C
- Purchase of average daily attendance credit as provided by Subchapter D
- Education of nonresident students as provided by Subchapter E
- Tax base consolidation with another district as provided by Subchapter F

Districts have historically selected Option 3. A voter election is required with Option 3.

An Attendance Credit Election was successfully held on May 1, 2021.

The Texas Education Agency has sent the District an Official Notification of Chapter 49 Status for the 2026-2027 school year.

Administrative Recommendation:

Administration recommends the Board of Trustees approve the Agreement for the Purchase of Attendance Credits for the 2026-2027 school year.

Proposed Motion:

“Move to approve the attached Agreement for the Purchase of Attendance Credits as recommended by the administration for the 2026–2027 school year. We delegate contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006.”

Agreement for the Purchase of Attendance Credit

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

The school year to which this agreement applies is 2026-2027 (the "school year").

The agreement is for Allen Independent School District ("the district"), with a county-district number of 043901, to purchase attendance credit from the state for the school year.

This agreement is subject to the approval of the voters of the district as provided by the TEC, §49.156. The board of trustees of the district agrees to submit to the commissioner of education, on request, a certified copy of the board minutes showing the canvass of the election.

Initial payments will be based on the commissioner's estimate of the total cost of credit as determined under TEC, §49.153, using the district's projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year. The district agrees to make the payments in accordance with the schedule specified in the TEC, §49.154.

The total cost of credit will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district's maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year is available. If that amount is less than the amount paid by the district through August 15 of the school year, the difference will be refunded. If that amount is greater than the amount paid, the district shall remit an amount equal to the difference for deposit in the state treasury to be used for the Foundation School Program.

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

Signature of President, Board of Trustees

Date: _____

Signature of Secretary, Board of Trustees

Date: _____

Signature of Superintendent

Kim McLaughlin

Date:

Typed Name of Superintendent

Date:

Signature of Commissioner of Education or Designee



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Library Materials Proposed for Purchase:
Proposed Titles for Elementary Campus Collections

ADMINISTRATOR RESPONSIBLE: Jennifer Wilhelm, Assistant Superintendent of
Learner Services

SOAR 2030 STRATEGIC VISION: Goal 3 – Empowered Learning

LEGAL REVIEW: Abernathy, Roeder, Boyd, and Hullett, P.C.

Authority for this Action:

Texas Education Code §33.026 Acquisition of Library Materials

The Board of Trustees of a school district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials.

Board Policy CH (LEGAL) Purchasing and Acquisition

Board Policy EFB (LOCAL) Instructional Resources: Library Materials

Summary / Background Information:

Library materials are selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the standards expressed in Allen ISD Board Policy. Allen ISD's processes for the selection and acquisition of library materials ensure that campus library collections support educational goals and reflect community values.

Campus librarians utilize the collection development guidelines to curate a list of book titles considered for purchase to enhance campus library collections. The list of library book titles being considered for purchase is made available on the District website for a minimum of 30 calendar days, providing the Allen ISD community the opportunity to review and share feedback on the proposed titles.

In accordance with Senate Bill 13 passed during the 89th Texas Legislative Session and Texas Education Code §33.025, the Allen ISD Local School Library Advisory Council (LSLAC) is a group appointed by the Allen ISD Board of Trustees to assist the District in ensuring local community values are reflected in each school library catalog. The Allen ISD Local School Library Advisory Council reviews the library book titles proposed for purchase, considers comments, and makes recommendations to the Board of Trustees on new additions to the library collections. All recommendations made by the Allen ISD Local School Library Advisory Council must comply with the applicable laws and policies related to library collection development.

The Allen ISD Local School Library Advisory Council met on September 10, 2026, to review and make determinations on the library materials proposed for purchase. The proposed titles for elementary campus collections were reviewed. The Allen ISD Local School Library Advisory Council has provided the Board of Trustees with recommendations on whether each library material proposed for purchase is appropriate for the recommended grade level(s) in the District's library collection. The library book titles receiving a Local School Library Advisory Council (LSLAC) recommendation for acquisition for elementary campus collections are presented for review. Any proposed titles not recommended for acquisition by the Local School Library Advisory Council (LSLAC) are also available for review.

Attachments:

Titles Receiving LSLAC Recommendation for Acquisition for Elementary Campus Collections

Proposed Titles Not Recommended for Acquisition by the LSLAC

Local School Library Advisory Council Recommendation:

The Local School Library Advisory Council recommends that the Board of Trustees approve the acquisition of the library materials proposed for purchase for elementary library collections reflecting a vote of approval by a majority of the council members as being appropriate for the recommended grade level(s).

Proposed Motion:

"I move to approve the acquisition of the library materials proposed for purchase as presented in the list: *Titles Receiving LSLAC Recommendation for Acquisition for Elementary Campus Collections*."

Proposed Motion(s) IF Removed from Consent:

Alternative Consideration: *Approve the list of LSLAC recommendations but exclude approval for a book on this list.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Elementary Campus Collections*, excluding [insert Book Title, Author, and ISBN]."

Alternative Consideration: *Approve the list of LSLAC recommendations and add a book that did not receive LSLAC approval by majority vote.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Elementary Campus Collections*, and the title, [insert Book Title, Author, and ISBN]."

Alternative Consideration: *Approve the list of LSLAC recommendations and the list of books that did not receive LSLAC approval by majority vote.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Elementary Campus Collections* and ¹²⁹~~as~~ presented in the list, *Proposed Titles Not Recommended for Acquisition by the LSLAC*."



Titles Receiving LSLAC Recommendation for Acquisition for Elementary Campus Collections

Title, Author, and ISBN	Recorded Vote by LSLAC Approving Appropriateness for Recommended Grade Level(s)
12 unsung heroes of science (Unsung Heroes (Creative)) Hayes, Vicki C 978-1-64466-810-8	12-0
12 unsung heroes of social justice (Unsung Heroes (Creative)) Hayes, Vicki C 978-1-64466-811-5	12-0
12 unsung heroes of technology (Unsung Heroes (Creative)) Hayes, Vicki C 978-1-64466-812-2	12-0
12 unsung heroes of US history (Unsung Heroes (Creative)) Hayes, Vicki C 978-1-64466-813-9	12-0
250th Anniversary of the United States of America Encyclopedia Bennett, L. 9781098298920 9798384932727	12-0
A Black Bear or a Black Mamba? (Scholastic Reader Level 1: What Would You Rather Be?) Pallotta, Jerry 979-83-18-90623-7 9798896596905 978-1-33903-558-1 978-0-8479-0308-5	12-0

130

A Fishboy Named Sashimi Santat, Dan 979-83-687-8366-6 978-1-25036-000-7 978-1-25035-999-5	12-0
A Tiger or a Tiger Shark? (Scholastic Reader Level 1: What Would You Rather Be?) Pallotta, Jerry 979-83-687-4767-5 978-1-33903-556-7 978-0-8000-7305-3	12-0
A Tiger or a Tiger Shark? = Un tigre o un tiburón tigre? (Scholastic Reader Level 1: What Would You Rather Be?) Pallotta, Jerry 979-83-18-90622-0 979-82-250-3022-3	12-0
Alexis's Half Baked Idea Simon, Coco 9781534440661	12-0
Alice With a Why James, Anna 978-0-593-69199-1	12-0
Aliens : Join the Scientists Searching Space for Extraterrestrial Life Morancy, Joalda 978-1-68449-253-4	12-0
All at Once Upon a Time Rockliff, Mara 978-1-41976-817-0	12-0
Anacondas Gish, Ashley 9798895813034	12-0
Animal wonders (Ranger Rick Zoobooks) Wexo, John Bonnett 9781644669129	12-0
Ankylosaurus Terp, Gail 978-1-64582-463-3	12-0

131

Apple (Curious about Favorite Brands) Koestler-Grack, Rachel A 979-88-920056-3-0 9798892005098	12-0
Awe! It's Everywhere! Stiefel, Chana 9781546150350	12-0
Axolotls (Amazing Animals) Gish, Ashley 979-88-968000-5-7	12-0
Aye-ayes (Bolt: Curious Creatures) Terp, Gail 978-1-62310-564-8 978-1-64466-489-6	12-0
Baa Baa Black Belt Than, Gavin Aung 978-1-54613-842-6	12-0
Baby-sitters on Board! Telgemeier, Raina and Galligan, Gale 978-1-54617-436-3 979-83-18-94855-8 978-1-54617-437-0 978-0-8479-2048-8	12-0
Bad Kitty Goes to the Beach Bruel, Nick 978-1-25088-480-0	12-0
Barbara Park's Junie B. Jones and the stupid smelly bus : the graphic novel (Junie B. Jones Graphic Novels, Book 1) Venable, Collen A. F. 978-0-593-70670-1 979-83-687-7698-9 (originally 978-0-593-64563-5) 978-0-593-64564-2	12-0
Barbie (Curious about Favorite Brands) Koestler-Grack, Rachel A 9798892005104 979-88-920056-4-7	12-0

132

Barefoot Books: America's Founding Myths...and What Really Happened Mihaly, Christy 979-88-88599-08-2	12-0
Battle royale games (Esport Revolution) Storm, Marysa 978-1-64466-772-9 978-1-64582-584-5	12-0
Big and Small and In-Between Higgins, Carter 978-1-45216-650-6	12-0
Big Nate Aloha! Pierce, Logan 9780800003234	12-0
Big Nate Attack of the Cheez Funk Breath Peirce, Lincoln 9781524887834 979-83-687-5540-3	12-0
Birdy Moss, N. West 978-0-316-44641-9	12-0
Bluey Copycat Penguin Random House 979-8-217-05168-7	12-0
Blurmp Benton, Jim 9781546186564	12-0
Bugatti Chiron (Bolt: Epic Cars) Garstecki, Julia 9781680728330	12-0
Camp Monster Messner, Kate 978-1-54760-941-3	12-0
Cat's Cradle 1: The Golden Twine Rioux, Jo 978-1-66886-564-4 978-1-25062-536-6 9781250625359	12-0

133

Cat's Cradle 3: Suri's Dragon Rioux, Jo 978-1-25062-540-3 978-1-51609-720-3 978-1-25062-541-0	12-0
Champion Chompers, Super Stinkers and other poems by extraordinary animals Ashman, Linda ISBN-10: 1-52530-350-3 ISBN-13: 978-1-52530-350-0	12-0
Chicka Chicka Peep Peep Chung, Julien 978-1-66599-064-6	12-0
Chinchillas (Unusual Pets) Storm, Marysa 978-1-64466-778-1 978-1-64582-590-6	12-0
Chip Plays Grown Up (I Can Read! Comics Level 2) Frost, Maddie 978-0-06-330648-6 979-83-687-3687-7 978-0-06-330647-9	12-0
Creaky Acres Brill, Calista 978-0-7352-3061-3	12-0
Cup of Nations (Academy, Book 5) Layton, T.Z. 979-83-18-92604-4 978-1-46426-828-1	12-0
Cupcake Diaries: The New Batch. 4 Cupcake-Filled Chapter Books in 1! Simon, Coco 9798347106547 979-83-18-91380-8	12-0
Dad Robinson, Christian 978-1-25039-704-1	12-0

134

Dawn's Wicked Stepsister Martin, Ann 9781546179252	12-0
Detective Beans and the Case of the Missing Hat Chen, Li 978-1-52489-516-7	12-0
Disney (Curious about Favorite Brands) Koestler-Grack, Rachel A 978-1-64549-326-6 978-1-68152-850-2	12-0
Dragon Girls, Rani the Enchanted Dragon Mara, Maddy 978-7-5461-2194-7 979-83-687-8692-6 978-1-33901-993-2	12-0
Echo Rex, Adam 978-0-593-69932-4 978-0-8479-1938-3	12-0
Elephant seals (Bolt: Curious Creatures) Terp, Gail 978-1-62310-565-5 978-1-64466-490-2	12-0
Endangered animals (Ranger Rick Zoobooks) Wexo, John Bonnett 9781644669211	12-0
Everything's Wrong: A Bear, A Hare, and Trouble Everywhere John, Jory 9780374392147	12-0
Eyes that Weave the World's Wonders Ho, Joanna 978-0-06-305777-7	12-0
Fatal Glitch: Camp Zero Schrefer, Eliot Kelly, Erin Entrada 978-1-46424-104-8	12-0

135

Fatal Glitch: Let's Play a Game Schrefer, Eliot Kelly, Erin Entrada 978-1-46424-107-9	12-0
Fault Lines (Winterton Deception, Book 2) Johnson, Janet Sumner 978-1-64595-205-3	12-0
Ferrari 812 Superfast (Bolt: Epic Cars) Garstecki, Julia 9781680728361 978-1-64466-035-5	12-0
Fighting games (Esport Revolution) Storm, Marysa 978-1-64466-773-6 978-1-64582-585-2	12-0
Final Word (Winterton Deception, Book 1) Johnson, Janet Sumner 978-1-64595-196-4 979-83-687-7998-0 978-1-64595-197-1	12-0
Finding Esme Crowley, Suzanne 978-0-06-235246-0	12-0
Floof McKinnon, Heidi 978-1-52352-586-7	12-0
Forge Your Dragon World Sutherland, Tui 9781338634778	12-0
Front Desk --A Graphic Novel (Front Desk: Graphic Novel, Book 1) Yang, Kelly 978-1-33885-644-6 979-83-18-94570-0 978-1-33885-645-3	12-0
Fur Geron, Eric 9781338898026	12-0

136

Gabby Torres is the Best Winner Ever Dominguez, Angela 979-83-687-7981-2 978-1-25090-138-5 978-1-25090-139-2	12-0
Gabby Torres Knows What You Did Dominguez, Angela 978-1-25039-080-6 979-83-18-94209-9 978-1-25039-081-3	12-0
Ghost Scout's Honor Kramer, Carey 9781546128793	12-0
Gloam Mackay, Jack 978-0-593-69383-4 979-83-18-94905-0 978-0-593-69385-8	12-0
Grumpy Monkey Valentine Gross-Out Lang, Suzanne 979-8-225-04535-7	12-0
Hafsa's Way Saeed, Aisha 978-0-593-52937-9	12-0
Hannah Edwards: Secrets of Riverway Hards, Ashley 978-1-944020-91-0 979-83-687-5559-5	12-0
Haunted House Avatar, Ari 9781546159605	12-0
Hello Kitty and Friends Happy Hello-Ween! Le, Dienesia 978-0-7944-5497-5	12-0

137

Hissing cockroaches (Unusual Pets) Storm, Marysa 9781644667798 978-1-64582-591-3	12-0
How to Hatch: A Gosling's Guide to Breaking Free Ackerman, Sarah Holly 978-0-593-81106-1 978-0-593-81107-8	12-0
I Am a Bon Dancer Uyemura, Brandi-Ann 978-0-8234-5220-0	12-0
I am a Good Dog Applegate, Katherine Choldenko, Gennifer 978-1-25042-353-5	12-0
I Am Stuck Mills, Julia 978-0-358-69533-2	12-0
I Know You Started It Benedis-Gra, Daphne 978-1-54614-297-3	12-0
Ice Storms Scigliano, Beborah 979-8-89200-841-9	12-0
Jazzy the Witch in Broom Doom Bagley, Jessixa 978-1-66592-232-6	12-0
Jazzy the Witch in Friend Fiasco Bagley, Jessixa 978-1-66592-235-7	12-0
Jessi and the Superbrat Martin, Ann 9781339037615	12-0
K-Pop Demon Hunters: For the Fans! Golden Books 9798217233977	12-0

138

K-Pop Demon Hunters: The Official Deluxe Junior Novelization Yoon, Jessica 979-82-17-23428-8	12-0
Karen's Birthday Martin, Ann 9781338776614	12-0
Karen's Brothers Martin, Ann 9781546111122	12-0
Karen's Goldfish Martin, Ann 9781546110279	12-0
Karen's Grandmothers Martin, Ann 9781338776676	12-0
Karen's Haircut Martin, Ann 9781338776638	12-0
Karen's Home Run Martin, Ann 9781546179290	12-0
Karen's in Love Martin, Ann 9781339037653	12-0
Karen's Little Sister Martin, Ann 9781338776591	12-0
Karen's New Year Martin, Ann 9781338875645	12-0
Karen's School Picture Martin, Ann 9781338776492	12-0
Karen's Sleepover Martin, Ann 9781338776652	12-0

139

Katie Cupcake and Wedding Bells Simon, Coco 9781534465374	12-0
Kitten Ninja: Braver Than Ever Colleen, Marcie 978-1-52489-624-9	12-0
Koalas & other Australian animals (Ranger Rick Zoobooks) Wexo, John Bonnett 9781644669235	12-0
Kristy and the Secret of Susan Martin, Ann 9781546179269	12-0
Kwame's Magic Quest, Bite of the Kaba Lagoon Mensah, Bernard 978-1-338-84334-7 979-83-687-6433-7	12-0
Lamborghini Aventador Garstecki, Julia 9781680728385	12-0
Las Bicicletas Dittmer, Lori 978-8-89581-277-8	12-0
LEGO (Curious about Favorite Brands) Koestler-Grack, Rachel A 978-1-64549-327-3 978-1-68152-851-9	12-0
Life on the Moon Swanson, Matthew 978-0-593-70472-1 978-0-593-70473-8	12-0
Lily's Dream Jackson, Bea 978-1-66594-117-4	12-0
Loops Awan, Jashar 978-1-66597-494-3	12-0

140

Love Finds a Way Kousky, Vern 978-1-25033-475-6	12-0
Lunch Lady 2-for-1 Special. The Second Helping. Books 3 & 4 (Lunch Lady, Book 2) Krosoczka, Jarrett 978-0-593-37743-7	12-0
Mallory and the Trouble With Twins Martin, Ann 9781338814712	12-0
Mango Memories Singh. Sita & Ali, Nabi H. 978-0-593-48625-2 978-0-593-48626-9	12-0
Mayhem at Misfit Mansion Davault, Kay 978-1-66597-227-7 978-1-66597-226-0	12-0
Mia's Sweet Surprises Simon, Coco 9781534485433	12-0
Millie Fleur's Pumpkin Problem Mandin, Christy 979-82-250-4133-5	12-0
Millie Fleur's Worst Day Ever Mandin, Christy 978-1-54616-018-2	12-0
Mini pigs (Unusual Pets) Storm, Marysa 9781644667804 978-1-64582-592-0	12-0
Mixed Feelings Amini, Sara 979-83-687-9585-0 978-1-33879-739-8 978-1-33879-741-1	12-0

141

Monster Tree Allen, Sarah 978-0-374-39097-6	12-0
Mystery of the Stolen World Cup Trophy Cervantes, Angela 979-83-18-91023-4 978-1-25041-927-9 978-1-25041-926-2	12-0
Narwhals (Bolt: Curious Creatures) Terp, Gail 978-1-62310-566-2 978-1-64466-491-9	12-0
Nike (Curious about Favorite Brands) Koestler-Grack, Rachel A 979-88-920051-3-5 979-88-920056-7-8	12-0
North for the Winter Podesta, Bobby 979-83-18-92514-6 978-1-25083-822-3 978-1-25083-823-0	12-0
Oasis Guojing 979-83-18-94386-7 978-1-25081-838-6 978-1-25081-837-9	12-0
Offside Gonzalez, Christina Diaz 978-1-33902-360-1 978-1-54611-103-0 979-83-18-91218-4	12-0
One Goal: How Soccer Can Help Save the Planet Camlot, Heather 978-1-77946-009-7	12-0
One Whole Hippopotamus --A Book About Parts and Patterns Higgins, Carter 978-1-79723-952-1	12-0

142

Online RPGs (Esport Revolution) Storm, Marysa 978-1-64466-775-0 978-1-64582-587-6	12-0
Outside Holm, Jennifer L 978-1-54613-814-3	12-0
Paper Chase Donaldson, Julia 9788225014636	12-0
Party Pony Burach, Ross 978-1-46423-194-0	12-0
Penguins (Ranger Rick Zoobooks) Wexo, John Bonnett 978-1-64466-927-3	12-0
Pinkalicious: Fishtastic Kann, Victoria 9780062840387 978-0-06-284039-4	12-0
Pizza and Taco: Scariest Sleepover Ever! Shaskan, Stephen 979-82-17-11836-6 978-0-8479-1677-1	12-0
Pokemon (Curious about Favorite Brands) Koestler-Grack, Rachel A 978-1-64549-330-3 978-1-68152-854-0	12-0
Princess Academy: The Graphic Novel Hale, Shannon Ying, Victoria 979-83-18-90654-1 978-1-54761-203-1 978-1-54761-202-4 9781547612048 ebook	12-0

143

Proboscis monkeys (Bolt: Curious Creatures) Terp, Gail 978-1-62310-567-9 978-1-64466-492-6	12-0
Prunella Ferry, Beth 978-1-66592-173-2 979-83-687-8092-4	12-0
Pygmy goats (Unusual Pets) Storm, Marysa 9781644667811 978-1-64582-593-7	12-0
Reach Rimington, Celesta 978-0-593-86030-4	12-0
Real-time strategy games (Esport Revolution) Storm, Marysa 978-1-64466-776-7 978-1-64582-587-6	12-0
Really Rubie Frost, Maddie 979-83-471-0399-7	12-0
Rhea's Rodeo Kemp, Laekan Zea 9781546158035	12-0
Rise of the Scorpions (Academy, Book 6) Layton, T.Z. 978-1-46426-832-8 979-83-18-92605-1	12-0
Roblox (Curious about Favorite Brands) Koestler-Grack, Rachel A 9798892005142 979-88-920056-8-5	12-0
Rosa by Starlight McKay, Hilary 978-1-66595-810-3 979-83-687-8235-5	12-0

144

Rowley Jefferson's Awesome Friendly Spooky Stories 2 (Diary of an Awesome Friendly Kid, Book 4) Kinney, Jeff 978-1-41978-810-9 979-83-18-95046-9	12-0
Rumpelstiltskin Barnett, Mac 978-1-33867-385-2	12-0
RV There Yet? Nelson, Colleen 978-0-593-56705-0	12-0
Sashimi and the Field Trip of Doom Santat, Dan 978-1-25035-996-4 979-83-18-94186-3 978-1-25035-995-7	12-0
Schmoof McKinnon, Heidi 978-1-52353-260-5	12-0
Secret Bookstore Sleuth Society Currie, Lindsay 978-1-46424-126-0	12-0
Secrets of the Broken House Souders, Taryn 978-1-46424-497-1 978-1-72827-144-6	12-0
Shake a Leg, Egg! Cyrus, Kurt 978-1-48145-848-1	12-0
Shrinking Violet Snyder, Laurel 978-1-79720-072-9	12-0
Sidekicks: Thick as Thieves (Sidekicks, Book 2) Santat, Dan 979-83-687-8714-5 978-1-33887-918-6 978-1-33887-919-3	12-0

145

Sleepless Korman, Gordon 978-1-54612-611-9	12-0	146
Soccer Simulator Avatar, Avi 9781546159612	12-0	
Soccer Stories Heroes of the World Cup Mugford, Simon 978-1-80453-934-7	12-0	
Spark Baron, Chris 979-83-18-94148-1 (originally 978-1-25086-473-4) 978-1-25086-474-1	12-0	
Sports Video Games (Esport Revolution) Storm, Marysa 978-1-64466-777-4 978-1-64582-589-0	12-0	
Star-nosed Moles (Bolt: Curious Creatures) Terp, Gail 978-1-62310-568-6 978-1-64466-493-3	12-0	
Stealing the Score Liu, Sylvia 979-83-687-9993-3 978-1-54617-891-0	12-0	
Sugar gliders (Unusual Pets) Storm, Marysa 9781644667828 978-1-64582-594-4	12-0	
Supa Nova Timothy, Chante 979-88-87771-33-5	12-0	
Supersquads! (Animal Heroes) Lang, Heather Harper, Jamie 978-1-53621-798-8	12-0	

Sweet Valley Twins 8, First Place Andelfinger, Nicole 978-0-593-80732-3 978-0-593-80732-3 978-0-8479-1718-1	12-0
Sweet Valley twins. 7, Three's a crowd Andelfinger, Nicole 978-0-593-80728-6 979-8-89659-737-7 978-0-8479-0512-6 978-0-593-80728-6	12-0
Tarantulas (Unusual Pets) Storm, Marysa 9781644667835 978-1-64582-595-1	12-0
Tarsiers (Bolt: Curious Creatures) Terp, Gail 978-1-62310-569-3 978-1-64466-494-0	12-0
The Academy (Academy, Book 1) Layton, T.Z. 979-83-687-9588-1 978-1-46426-709-3	12-0
The American Revolution : 12 things to know (America at War (12 Story)) Ventura, Marne 9781644668207 978-1-64466-8528	12-0
The Civil War : 12 things to know (America at War (12 Story)) Ventura, Marne 9781644668214 978-1-64466-853-5	12-0
The Earth at Risk Forests in Danger Ting, Jasmine 9781546102090	12-0

147

The Endless Game Amato, J.D. 978-1-66592-715-4 979-83-18-92374-6 978-1-66592-716-1	12-0
The Fix-Its: Nail Needs Help Reul, Sarah Lynne 978-1-51608-944-4 978-0-06-329550-6 978-0-06-329551-3	12-0
The Froggy Library Fiveash, Julie 979-83-18-93487-2 978-1-64614-650-5 978-1-64614-635-2	12-0
The Gallaudet Eleven: The Story of NASA's Deaf Bioastronauts. Cerra, Kerry O'Malley 978-0-316-57059-6	12-0
The Harry Potter Wizingard Almanac Rowling, JK 9781339018140	12-0
The Iraq War : 12 things to know (America at War (12 Story)) Dittmer, Lori 9781644668221 978-1-64466-854-2	12-0
The Journey Continues (Academy, Book 2) Layton, T.Z. 978-1-46426-713-0 979-83-687-9589-8	12-0
The Lions' Run Pennypacker, Sara 978-1-25039-281-7	12-0
The Mastermind's Trap (Last Chance Academy, Book 2) Florence, Debbi Michiko 978-1-66595-050-3	12-0

148

The Mess That We Made Lord, Michelle 9781962269001	12-0
The Mighty (Hilo Presents) Winick, Judd 978-0-593-30530-0 978-0-593-30531-7	12-0
The Mighty Macy Alexander, Kwame 978-0-316-44216-9	12-0
The Monster and Puppet Show Micucci, Kate 978-1-45495-147-6	12-0
The Mystery of Death Romero Marino, Soledad 978-1-45984-367-7	12-0
The Neverfear (Impossible Creatures, Book 3) Rundell, Katherine 978-0-593-80994-5	12-0
The Road from Nowhere Avi 978-1-54617-947-4	12-0
The Second Life of Snap Kelly, Erin Entrada 978-0-06-348595-2	12-0
The Shadow & The Ghost Min, Cat 978-1-64614-368-9	12-0
The Terrible Trio, The (Not So) Superheroes Haddow, Swapna 978-1-5461-8298-6 979-83-687-8695-7	12-0
The Terrible Trio, The Day the Mac 'N' Cheese Ran Out Haddow, Swapna 9781546183020 979-83-18-90624-4	12-0

149

The Terrible Trio, The Mystery of the Lost Cape Haddow, Swapna 978-1-54618-306-8 979-83-18-91425-6	12-0	150
The Top Ten Most Dangerous Places on Earth Banfi, Cristina Maria 978-88-544-2101-1	12-0	
The Top Ten Most Lethal Animals Banfi, Cristina Maria 978-88-544-1993-3	12-0	
The Trouble with Giraffes Mantchev, Lisa 9798347101894 978-1-66596-276-6	12-0	
The Vietnam War : 12 things to know (America at War (12 Story)) Dittmer, Lori 9781644668238 978-1-64466-855-9	12-0	
The War in Afghanistan : 12 things to know (America at War (12 Story)) Ventura, Marne 9781644668245 978-1-64466-856-6	12-0	
The War of 1812 : 12 things to know (America at War (12 Story)) Poehlmann, Tristan 9781644668252 978-1-64466-857-3	12-0	
The Witch of Woodland Snyder, Laurel 979-83-687-1092-1 978-0-06-283666-3 978-0-06-283665-6	12-0	
Theft of the Ruby Lotus DasGupta, Sayantani 978-1-33876-687-5	12-0	

Through the Black Gate Caceres, Alfredo 978-1-66594-183-9 978-1-66594-182-2	12-0
Timelines from Black History : Leaders, Legends, Legacies Harper, Mireille 9780744039092	12-0
Title Fight (Academy, Book 4) Layton, T.Z. 978-1-46426-721-5 979-83-18-92623-5	12-0
Tournament of Champions (Academy, Book 3) Layton, T.Z. 978-1-46426-717-8 979-83-18-92622-8	12-0
Un Foco en la Naturaleza: El Camaleón Franz, Jen 9798895813140	12-0
Unico --Lost (Unico, Book 3) Sattin, Samuel 978-1-54611-122-1 979-83-687-9581-2 978-1-54611-121-4	12-0
Unicorn crush : another Phoebe and her unicorn adventure (Phoebe and Her Unicorn) Simpson, Dana 9781645824572 979-83-687-3795-9 978-1-52488-751-3	12-0
Unicorn Time Machine Simpson, Dana 9781645824602	12-0
Up to No Ghoul Bunn, Cullen 978-1-66883-695-8 978-0-06-289612-4	12-0
What if Marty Doesn't Like My Party? Arthur, Katie 978-1-77147-601-0	12-0

151

When Tomorrow Burns Keller, Tae 978-0-593-48558-3 978-0-593-48559-0	12-0
When You Dream Big Reynolds, Peter H. 978-1-33900-035-0	12-0
World War I : 12 things to know (America at War (12 Story)) Ventura, Marne 9781644668269	12-0
World War II : 12 things to know (America at War (12 Story)) Ventura, Marne 9781644668276	12-0
Worm and Butterfly Are Friends Always Windness, Kaz 979-83-18-92166-7 978-1-66596-649-8 978-1-66596-650-	12-0
X Marks the Haunt Currie, Lindsay 978-0-593-81167-2 978-0-593-81170-2	12-0
Yefferson, actually = En realidad, es Yefferson Trejo, Katherine 978-1-947971-67-7 978-0-8000-8651-0	12-0
You Are Now Old Enough to Hear This Starmer, Aaron 978-0-593-75109-1	12-0
YouTube (Curious about Favorite Brands) Koestler-Grack, Rachel A 9781645493303 978-1-68152-855-7	12-0

152

Titles Receiving LSLAC Recommendation for Acquisition for Elementary Campus Collections 6th Grade Access Only

Title, Author, and ISBN	Recorded Vote by LSLAC Approving Appropriateness for Recommended Grade Level(s)
Bye Forever, I Guess Meadows, Jodi 978-0-8234-5638-3 979-83-687-9375-7 978-0-8234-6184-4	12-0
Deep Secrets: A Titanic Novel Smith, Nikki Shannon 978-1-54616-508-8 979-83-687-9989-6 978-1-54616-495-1	12-0
Double Crossed - The WWII Spies Who Saved D-Day Barone, Rebecca E.F. 978-1-25034-556-1	12-0
Magnitude Nielsen, Jennifer 978-1-54616-611-5	12-0
Taco Tuesdays (Wish) Mancillas, Monica 979-83-687-4812-2 978-1-33903-791-2	12-0
The Amazing Generation: Your Guide to Fun and Freedom in a Screen-filled World Haidt, Jonathan and Catherine Price 979-82-17-11191-6	12-0
The Extraordinary Orbit of Alex Ramirez Paulino, Jasminne 978-0-593-85931-5 978-1-42053-001-8 979-83-18-94938-8	12-0

153

What Happened to Rachel Riley? Swinarski, Claire 978-0-06-321309-8 979-83-687-3785-0 978-0-06-321310-4	12-0
Where Ella Went Morrison, Laurie 978-1-41978-475-0	12-0

Titles Receiving LSLAC Recommendation for Acquisition for Elementary Campus Collections Proposed Duplicate Titles, with Different ISBNs

154

Title, Author, and ISBN	Recorded Vote by LSLAC Approving Appropriateness for Recommended Grade Level(s)
12 to 22 Calonita, Jen 978-1-339-0350-2 978-0-593-43336-2	12-0
Aloha (Big Nate) Peirce, Lincoln 9781524868567	12-0
Animales solitarios : los introvertidos de la naturaleza (Solitary Animals: Introverts of the Wild) Stein, Joshua David 979-82-17-04949-3	12-0
At the Edge of Lost Brockenbrough, Martha 979-8-225-02469-7	12-0
Buzz Boy and Fly Guy (Fly Guy #9) Arnold, Tedd 9780545222747	12-0

Candle Island Wolk Lauren 979-83-18-94380-5	12-0
Cat's Cradle 2: The Mole King's Lair Rioux, Jo 978-1-51609-719-7 978-1-25062-537-3	12-0
Click Miller, Kayla 9781098257101	12-0
Crocodiles / Los Cocodrilos Bodden, Valerie 9798895810095	12-0
Dawn on the Coast Baby-Sitters Club, Book 19 Nopra, Arley 978-1-546-13555-5 979-83-687-9577-5	12-0
Diary of a Wimpy Kid: Fight or Flight Kinney, Jeff 978-0-8479-1816-4	12-0
Escaping Peril: The Graphic Novel (Wings of Fire #8) Deutsch, Barry 978-0-8000-7029-8	12-0
Farm Feud (Pea, Bee & Jay #4) Smith, Brian 9780062981264	12-0
Gotta Find Gramps (Pea, Bee & Jay #5) Smith, Brian 9780063236691	12-0
Grande / Big Harrison, Vashti 978-6-07-584134-2	12-0
Have Yourself a Cheesy Little Christmas John, Jory 9780063468559	12-0

155

Hunted (Unico #2) Tezuka, Osamu and Sattin, Samuel 978-0-8000-8083-9	12-0	156
I Survived the Japanese Tsunami, 2011: The Graphic Novel Tarshis, Lauren and Ball, Georgia 978-0-8000-7984-0	12-0	
Karen's Prize Grant, Shauna J. and Martin, Ann M. 978-0-8000-7252-0 979-83-687-4964-8	12-0	
La Hermanita de Las Niñeras: El Cumpleaños de Karen (Babysitters Little Sister: Karen's Birthday) Farina, Katy 9798225030131 978-0-8479-0292-7	12-0	
La Pelea Final de Pterosaurios (Ultimate Pterosaur Rumble) Pallotta, Jerry 978-1-546-19846-8 978-0-8000-9501-7	12-0	
Leila la Brujita Perfecta (Leila the Perfect Witch) Drago, Flavia Z 978-1-53622-538-9	12-0	
Magnitude Nielsen, Jennifer A. 979-8-225-0498-5	12-0	
Mouse's First Halloween Thompson, Lauren 9780689831768 978-1-41561-905-6	12-0	
Phoebe and Her Unicorn Simpson, Dana 9781645824527	12-0	
Phoebe and Her Unicorn in the Magic Storm Simpson, Dana 9781645824534	12-0	
Pizza Y Taco Locos Por La Lucha Libre! (Pizza and Taco, Book 2) Shaskan, Stephen 979-82-17-12491-6	12-0	

Pocket Peaches Game On Wang, Dora 979-8-8816-1062-3	12-0
Puercoespin vs. Pangolin (Who Would Win? Porcupine vs. Pangolin) Pallotta, Jerry 979-82-250-6153-1 978-0-8479-1219-3	12-0
Punk Rock Unicorn Simpson, Dana 9781645824541	12-0
Razzle Dazzle Unicorn Simpson, Dana 9781645824558	12-0
Roswell Johnson Saves the World! Colfer, Chris 9780316587983	12-0
Sew Totally Nala Rocks, Misako 979-8-225-06177-7	12-0
Space Case: The Graphic Novel Gibbs, Stuart 9781665934817	12-0
Srta. Campista (Miss Camper) Fajardo, Kat 9781546176565	12-0
Tangled Rapunzel le Encantan Los Colores / Rapunzel Loves Colors Cregg, R.J. 9781499809947	12-0
The Black Mambas Crull, Kelly 978-8-7656-2725-9	12-0
The Dark Secret (Wings of Fire Graphic Novel 4) Sutherland, Tui 9780780481763	12-0
The Last Kids on Earth and the Destructor's Lair Brailer, Max 979-8-225-03844-1	12-0

157

The Last Kids on Earth and the Monster Dimension Brailer, Max 978-1-5461-2782-6	12-0
The Liars Society, A Risky Game Gerber, Alyson 978-1-5461-7460-8	12-0
The Minecraft Encyclopedia Madsen, Riley 978-1-0982-7615-7	12-0
The Rise of Neptune Reintgen, Scott 9798347112111	12-0
Un Oso Polar En La Nieve / A Polar Bear in the Snow Barnett, Mac 978-6-07-584098-7	12-0
Unico. 2,Hunted (Unico, Book 2) Sattin, Samuel 978-1-54611-047-7	12-0
Unicorn Crossing Simpson, Dana 9781645824565	12-0
Unicorn for a Day Simpson, Dana 9781645824589	12-0
Unicorn on a Roll Simpson, Dana 9781645824596	12-0
Unicorn vs. Goblins Simpson, Dana 9781645824619	12-0
Unsinkable Korman, Gordon 9780545389327	12-0
Vlad, el vampirito fabuloso (Vlad, the Fabulous Vampire) Drago, Flavia Z 978-1-53623-333-9	12-0

158



Proposed Titles Not Recommended for Acquisition by LSLAC Elementary Campus Collections

Title, Author, and ISBN	Recorded Vote by LSLAC
N/A	N/A

160



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Library Materials Proposed for Purchase:
Proposed Titles for Middle School Campus Collections

ADMINISTRATOR RESPONSIBLE: Jennifer Wilhelm, Assistant Superintendent of
Learner Services

SOAR 2030 STRATEGIC VISION: Goal 3 – Empowered Learning

LEGAL REVIEW: Abernathy, Roeder, Boyd, and Hullett, P.C.

Authority for this Action:

Texas Education Code §33.026 Acquisition of Library Materials

The Board of Trustees of a school district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials.

Board Policy CH (LEGAL) Purchasing and Acquisition

Board Policy EFB (LOCAL) Instructional Resources: Library Materials

Summary / Background Information:

Library materials are selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the standards expressed in Allen ISD Board Policy. Allen ISD's processes for the selection and acquisition of library materials ensure that campus library collections support educational goals and reflect community values.

Campus librarians utilize the collection development guidelines to curate a list of book titles considered for purchase to enhance campus library collections. The list of library book titles being considered for purchase is made available on the District website for a minimum of 30 calendar days, providing the Allen ISD community the opportunity to review and share feedback on the proposed titles.

In accordance with Senate Bill 13 passed during the 89th Texas Legislative Session and Texas Education Code §33.025, the Allen ISD Local School Library Advisory Council (LSLAC) is a group appointed by the Allen ISD Board of Trustees to assist the District in ensuring local community values are reflected in each school library catalog. The Allen ISD Local School Library Advisory Council reviews the library book titles proposed for purchase, considers comments, and makes recommendations to the Board of Trustees on new additions to the library collections. All recommendations made by the Allen ISD Local School Library Advisory Council must comply with the applicable laws and policies related to library collection development.

The Allen ISD Local School Library Advisory Council met on September 10, 2026, to review and make determinations on the library materials proposed for purchase. The proposed titles for middle school campus collections were reviewed. The Allen ISD Local School Library Advisory Council has provided the Board of Trustees with recommendations on whether each library material proposed for purchase is appropriate for the recommended grade level(s) in the District's library collection. The library book titles receiving a Local School Library Advisory Council (LSLAC) recommendation for acquisition for middle school campus collections are presented for review. Any proposed titles not recommended for acquisition by the Local School Library Advisory Council (LSLAC) are also available for review.

Attachments:

Titles Receiving LSLAC Recommendation for Acquisition for Middle School Campus Collections

Proposed Titles Not Recommended for Acquisition by the LSLAC

Local School Library Advisory Council Recommendation:

The Local School Library Advisory Council recommends that the Board of Trustees approve the acquisition of the library materials proposed for purchase for middle school library collections reflecting a vote of approval by a majority of the council members as being appropriate for the recommended grade level(s).

Proposed Motion:

"I move to approve the acquisition of the library materials proposed for purchase as presented in the list: *Titles Receiving LSLAC Recommendation for Acquisition for Middle School Campus Collections*."

Proposed Motion(s) IF Removed from Consent:

Alternative Consideration: *Approve the list of LSLAC recommendations but exclude approval for a book on this list.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Middle School Campus Collections*, excluding [insert Book Title, Author, and ISBN]."

Alternative Consideration: *Approve the list of LSLAC recommendations and add a book that did not receive LSLAC approval by majority vote.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Middle School Campus Collections*, and the title, [insert Book Title, Author, and ISBN]."

Alternative Consideration: *Approve the list of LSLAC recommendations and the list of books that did not receive LSLAC approval by majority vote.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Middle School Campus Collections* and as presented in the list, *Proposed Titles Not Recommended for Acquisition by the LSLAC*."



Titles Receiving LSLAC Recommendation for Acquisition for Middle School Campus Collections

Title, Author, and ISBN	Recorded Vote by LSLAC Approving Appropriateness for Recommended Grade Level(s)
A Better World is Possible: Global Youth Confront the Climate Crisis Subramanian, Meera 979-83-687-8373-4 978-1-25026-298-1 978-1-25026-297-4	12-0
A Comic Book History of the Big Bang and Beyond Claybourne, Anna 978-1-52531-503-9	12-0
A Great and Powerful Tyranny Carbol, Victoria 979-88-900348-8-5	12-0
Alex, By Proxy Cantor, Karen Myna 978-0-8234-6116-5	12-0
Anna-Jane and the Endless Summer Classey, Paige 978-0-593-90565-4 978-0-593-90564-7	12-0
Armaveni: A Graphic Novel of the Armenian Genocide Takvorian, Nadine 979-83-18-93488-9 978-1-64614-653-6 978-1-64614-636-9	12-0

163

Augusta Pine Does Not Exist Lloyd-Jones, Emily 978-1-25041-052-8	12-0
Auntie Q's Golden Claws Nail Salon Hoang, Van 978-1-25036-532-3	12-0
Beasts Bjerkeland, Ingrid 978-1-64614-744-1 978-1-64614-513-3	12-0
Berserkers L arson, M.A. 978-0-374-39443-1	12-0
Budgeting: A Teen Guide to Managing Money Eason, Sarah 978-1-917509-60-2	12-0
Built Like a Bug Joshi, Anjali 978-1-83402-031-0	12-0
Call the Name of the Night (Book 4) Mitsuboshi, Tama 978-1-975390-07-5	12-0
Call the Name of the Night (Book 5) Mitsuboshi, Tama 979-88-554-1132-4	12-0
Cat + Gamer (Book 1) Nadatani, Wataru 978-1-50672-741-7	12-0
Cat + Gamer (Book 2) Nadatani, Wataru 978-1-50672-742-4	12-0
Cat + Gamer (Book 3) Nadatani, Wataru 978-1-50672-743-1	12-0
Cat + Gamer (Book 4) Nadatani, Wataru 978-1-50673-663-1	12-0

Cat + Gamer (Book 5) Nadatani, Wataru 978-1-50673-664-8	12-0
Cat + Gamer (Book 6) Nadatani, Wataru 978-1-50673-665-5	12-0
Cat on the Hero's Lap (Book 1) Iijima, Kosuke 979-88-88430-37-8	12-0
Cat on the Hero's Lap (Book 2) Iijima, Kosuke 979-88-88433-40-9	12-0
Change of Plans Dessen, Sarah 979-83-471-0877-0	12-0
Chasing Eruptions: How Volcanologists Maurice and Katia Krafft Helped Save 60,000 Lives But Lost Their Own Manley, Curtis 978-0-06-338629-7	12-0
Checking You Out Chen, Jennifer 979-83-18-93298-4 978-1-25039-612-9 978-1-25039-613-6	12-0
Chernobyl, Life, and Other Disasters: A Graphic Memoir Nayberg, Yevgenia 979-83-18-91152-1 978-0-8234-6278-0 978-0-8234-6058-8	12-0
Choir Grrrl Granillo, Ashley Jean 979-87-6567-135-1	12-0
Clock Hands: A Graphic Novel Nijkamp, Marieke 979-83-18-91055-5 978-0-06-302713-8 978-0-06-302714-5	12-0

165

Confessions of a Mango Lumsden, Kate 978-0-316-58607-8	12-0
Cristiano Ronaldo (Odysseys in Sports: Soccer Stars) Goodman, Michael E. 9798895811382	12-0
Cursed Ever After Naranjo, Andy C. 9 78-0-374-39447-9	12-0
Cursed Princess Club 5 Lamb, Cat 978-1-83411-011-0	12-0
Dating and Dragons Boyce, Kristy 978-0-593-89920-5	12-0
Deep Secrets: A Titanic Novel Smith, Nikki 979-83-687-9989-6 978-1-54616-495-1 978-1-54616-508-8	12-0
Deeply Dave Grover, Mike 978-1-25033-103-8	12-0
Diamond Fever! A True Crime Story in the Wild West Sheinkin, Steve 978-1-25026-574-6	12-0
Dinosaur Sanctuary (Book 2) Kinoshita, Itaru 978-1-68579-325-8	12-0
Dinosaur Sanctuary (Book 3) Kinoshita, Itaru 979-88-88430-06-4	12-0
Dinosaur Sanctuary (Book 4) Kinoshita, Itaru 979-88-88433-49-2	12-0

166

Dinosaur Sanctuary(Book 1) Kinoshita, Itaru 978-1-68579-324-1	12-0
Diseases Without Borders: Plagues, Pandemics, and Beyond Zimmer, Marc 979-87-6564-807-0	12-0
Double Crossed: The WWII Spies Who Saved D-Day Barone, Rebecca E. F. 978-1-25034-556-1	12-0
Ellen Poe: The Forgotten Lore Peterfreund, Diana 979-83-18-92415-6 979-88-941416-8-8	12-0
Eva to the Max Caprara, Rebecca 979-83-18-94898-5 979-82-17-00499-7	12-0
Falling to Fairyland Horwitz, Sarah Jean 978-1-64375-280-8	12-0
Flirting with Murder Sellet, Amanda 979-83-687-9526-3 978-1-25036-019-9 978-1-25036-017-5	12-0
Forbidden Mountain Mull, Brandon 978-0-593-71205-4	12-0
Forces of Nature Clark, Melissa 978-0-374-39435-6	12-0
Fruits Basket Another (Volume 1) Takaya, Natsuki 978-1-975353-39-1	12-0
Fruits Basket Another (Volume 2) Takaya, Natsuki 978-1-975382-24-7	12-0

167

Fruits Basket Another (Volume 3) Takaya, Natsuki 978-1-975358-59-4	12-0
Fruits Basket Another (Volume 4) Takaya, Natsuki 978-1-975361-72-3	12-0
Get Connected! The Story of Communication From Hieroglyphics to Body Language Barnham, Kay 978-1-52531-505-3	12-0
Ghost in the Night Jackson, Tiffany D. 979-82-250-1747-7	12-0
Ghoul Iris, Kasey 979-83-18-93639-5 978-1-60309-583-9	12-0
Green Cities: How Green Infrastructure Helps Urban Centers Thrive Boudreau, Sheila 978-1-77147-607-2	12-0
How to Love You When You're Gone Gonzales, Gabriela 978-0-316-58604-7	12-0
How to Solve the Rubik's Cube: An Official Guide to Cracking the Cube Egmont 978-1-72549-545-6 978-1-40529-135-4	12-0
I am a Royal Rulebreaker! Women Who Shaped History Riddell, Fern 979-82-17-13634-6	12-0
I Witnessed: The Great Train Robbery of 1963 (A Graphic Novel) Debbink, Andrea 979-83-18-91070-8 978-0-06-324724-6 978-0-06-324725-3	12-0
I'm Gonna Get You Back Lauriers, Eva Des 978-1-25091-057-8	12-0

168

In the Name of the Mermaid Princess (Book 1) Fumikawa, Yoshino 978-1-974742-73-8	12-0	169
In the Name of the Mermaid Princess (Book 2) Fumikawa, Yoshino 978-1-974745-60-9	12-0	
In the Name of the Mermaid Princess (Book 3) Fumikawa, Yoshino 978-1-974746-28-6	12-0	
In the Name of the Mermaid Princess (Book 4) Fumikawa, Yoshino 978-1-974749-29-4	12-0	
In the Name of the Mermaid Princess (Book 5) Fumikawa, Yoshino 978-1-974751-86-0	12-0	
In the Name of the Mermaid Princess (Book 6) Fumikawa, Yoshino 978-1-974754-84-7	12-0	
In the Name of the Mermaid Princess (Book 7) Fumikawa, Yoshino 978-1-974755-61-5	12-0	
Investing: A Teen Guide to Making Money Grow Sanderson, Jennifer 978-1-917509-96-1	12-0	
Jobs and Taxes: A Teen Guide to Earning Money Sanderson, Jennifer 978-1-917509-64-0	12-0	
Journey to Tomioka Falandon, Laurent 978-1-25040-671-2	12-0	
King of Nothing Lessore, Nathanael 979-83-18-92412-5 978-0-316-58856-0 978-0-316-58857-7	12-0	

Landing in Place: A Graphic Novel Hamdy, Sherine 979-83-18-94914-2 978-0-7352-2945-7 978-0-7352-2944-0	12-0	170
Last Day Pool Party Steinkellner, Emma 979-83-18-93671-5 979-82-17-03141-2 979-82-17-03142-9	12-0	
Last to Leave Richards, Teresa 978-1-62354-637-3	12-0	
Lightfall: A Place Between (Book 4) Probert, Tim 979-83-18-91073-9 978-0-06-308093-5 978-0-06-308094-2	12-0	
Lionel Messi's World Cup Triumph (History's Greatest Game, Book 1) Barish, Chris 979-83-18-94079-8 978-1-41977-940-4	12-0	
Medicine Wheels Graves, Byron 978-0-06-316042-2	12-0	
Mixed Feelings (Book 1) Amini, Sara 979-83-687-9585-0 978-1-33879-739-8 978-1-33879-741-1	12-0	
Morgana and Oz vol 4 Miyuli 979-83-18-95531-0 978-1-998341-79-5	12-0	
Mythspeaker Roubique, Christopher 979-82-17-03904-3	12-0	

Nettle Hogan, Bex 978-1-77488-875-9	12-0	171
On A Sunbeam Walden, Tillie 978-1-54907-805-7 978-1-25017-813-8	12-0	
One Person, No Vote: How Not All Voters Are Treated Equally Anderson, Carol 978-1-54760-107-3 978-1-54760-498-2	12-0	
Owl King Hogan, Bex 978-1-77488-878-0	12-0	
Paying for College: A Teen Guide to Funding Education Sanderson, Jennifer 978-1-918246-08-7	12-0	
Raise the Bar Frick, Fernanda 979-83-18-94925-8 978-0-593-40731-8 78-0-593-40732-5	12-0	
Rebel Heiress (Diamonds, Book 3) Howard, Amalie 979-82-17-02416-2	12-0	
Relic of Thieves (Book 2) Targosz, Shana 978-1-66595-766-3	12-0	
Rialto Milford, Kate 978-1-32846-691-4	12-0	
Run on Your New Legs (Book 1) Midori, Wataru 978-1-51609-237-6 978-1-975339-00-5	12-0	

Seconds to Spare Reiss, Rachel 978-1-25036-616-0	12-0
Sheeta's Little Big World (Book 1) Kamba, Yuki 979-88-88775-47-9	12-0
Sheeta's Little Big World (Book 2) Kamba, Yuki 979-88-88775-48-6	12-0
Sheeta's Little Big World (Book 3) Kamba, Yuki 979-88-88775-49-3	12-0
Simone Biles (Living in the Spotlight) Gilbert, Sara 9798895811313	12-0
Soara and the House of Monsters: Volume 6 Yamaji, Hidenori 9798897653621	12-0
Spy school secret service, the graphic novel (Book 5) Gibbs, Stuart 979-83-18-92171-1	12-0
Stars, Stripes & Summer Nights Dador, Celeste 979-83-18-95141-1 979-82-17-02973-0	12-0
Storm Singer Chadda, Sarwat 979-83-18-92368-5 978-1-66596-245-2 978-1-66596-244-5	12-0
Stream Salazar, Aida 978-1-33877-567-9	12-0
Styx and Stones Schmidt, Gary D 978-0-06-338097-4	12-0

172

Superpunk Santana, Mirtes 979-83-18-94377-5 979-88-948807-6-1	12-0
Sweet Valley Twins: First Place (Book 8) Pascal, Francine 979-83-18-95145-9 978-0-593-80732-3 978-0-593-80733-0	12-0
That Which Feeds Us Kendall, Keala 979-82-17-11796-3	12-0
The Aftermyth Wolff, Tracy 978-1-66598-546-8	12-0
The Amazing Generation: Your Guide to Fun and Freedom in a Screen-Filled World Haidt, Jonathan 979-83-687-8964-4 979-82-17-11191-6 979-82-17-11190-9	12-0
The Aztecs: The Rise and Fall of a Mighty Empire Limerick, Anna 979-82-17-13418-2	12-0
The Big Book of Pi: The Famous Number You Can Never Know Lehmann, Anita 978-3-03-964089-8	12-0
The Book of Murmurs Purwin, Candice 979-88-7500-176-5	12-0
The College Football Encyclopedia Beattie, Charlie 978-1-09829-883-8	12-0
The Dead of Summer La Sala, Ryan 979-83-18-94858-9 978-1-54612-591-4 978-1-54612-587-7	12-0

173

The Delta Codex Fagan, Deva 978-1-66596-357-2	12-0
The Electric Life of Lavender Lewis Storti, Kara 978-1-45496-389-9	12-0
The Endless Game Amato, J.D. 979-83-18-92374-6 978-1-66592-716-1 978-1-66592-715-4	12-0
The Faint of Heart Wilson, Kerilynn 978-1-51605-760-3 978-0-06-311622-1 978-0-06-311621-4	12-0
The Faraway Inn Durst, Sarah Beth 979-83-18-93485-8 979-82-17-02430-8	12-0
The Ginghams Kemper, T.C. 978-1-25040-415-2	12-0
The Greenies Mills, Emma 979-83-687-8363-5 978-1-25081-577-4	12-0
The Hidden Dominion of Geordie James Dawson, Mike 979-83-18-95298-2 978-1-45495-622-8 978-1-45495-621-1	12-0
The Hyacinth Labyrinth Pacton, Jamie 978-1-68263-819-4	12-0

174

The Incredibly Human Henson Blayze Barnes, Derrick 978-1-984836-75-5, 979-83-18-94665-3, 978-1-42053-132-9	12-0	175
The Last Best Quest Ever Lukens, F.T. 978-1-66595-097-8	12-0	
The Last Dragon House Morris, Liv Mae 978-1-41978-461-3	12-0	
The League of Dangerous Young Ladies Morgenstein, J.A. 978-1-46423-854-3	12-0	
The Lionharts (Book 1) Lawrence, Mike 979-83-18-94130-6 978-1-41975-997-0 978-1-41975-996-3	12-0	
The Lovely Dark Fox, Matthew 978-1-45496-502-2	12-0	
The Men's College Basketball Encyclopedia Beattie, Charlie 978-1-09829-885-2	12-0	
The Night King's Court Bonnin, Elisa A 978-0-06-346301-1	12-0	
The River She Became Varga, Emily 978-1-25087-869-4	12-0	
The Second Life of Snap Kelly Erin Entrada 978-0-06-348595-2	12-0	

The Side-by-Side Constitution with Side-by-Side Plain English Translations (Great Documents Collection) Bushel & Peck Books 9 78-1-63819-191-9	12-0	176
The Summer Scrapbook Migga, Florence 979-87-6567-092-7	12-0	
The Women's College Basketball Encyclopedia Hanlon, Luke 978-1-09829-886-9	12-0	
This Could All Go Bad Hall, Spencer 978-1-54761-811-8	12-0	
To Dance the Moon and Stars Tasnia M S 978-0-593-80918-1 979-83-18-95151-0 978-0-593-80919-8	12-0	
Together We See Tison, Ari 978-0-374-38951-2	12-0	
Too Perfect to Die Goodman, Juliana 978-1-25079-294-5	12-0	
Where Ella Went Morrison, Laurie 978-1-41978-475-0	12-0	
Wrong Friend Harper, Charise Mericle 979-83-687-8369-7 978-1-25085-197-0	12-0	
You and me and the land of lost things Griffiths, Andy 978-1-25036-735-8	12-0	
You and me and the Peanut Butter Beast Griffiths, Andy 978-1-25036-736-5	12-0	



**Proposed Titles Not Recommended for Acquisition by LSLAC
Middle School Campus Collections**

Title, Author, and ISBN	Recorded Vote by LSLAC
N/A	N/A

178



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Library Materials Proposed for Purchase:
Proposed Titles for Lowery Freshman Center Campus Collection

ADMINISTRATOR RESPONSIBLE: Jennifer Wilhelm, Assistant Superintendent of
Learner Services

SOAR 2030 STRATEGIC VISION: Goal 3 – Empowered Learning

LEGAL REVIEW: Abernathy, Roeder, Boyd, and Hullett, P.C.

Authority for this Action:

Texas Education Code §33.026 Acquisition of Library Materials

The Board of Trustees of a school district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials.

Board Policy CH (LEGAL) Purchasing and Acquisition

Board Policy EFB (LOCAL) Instructional Resources: Library Materials

Summary / Background Information:

Library materials are selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the standards expressed in Allen ISD Board Policy. Allen ISD's processes for the selection and acquisition of library materials ensure that campus library collections support educational goals and reflect community values.

Campus librarians utilize the collection development guidelines to curate a list of book titles considered for purchase to enhance campus library collections. The list of library book titles being considered for purchase is made available on the District website for a minimum of 30 calendar days, providing the Allen ISD community the opportunity to review and share feedback on the proposed titles.

In accordance with Senate Bill 13 passed during the 89th Texas Legislative Session and Texas Education Code §33.025, the Allen ISD Local School Library Advisory Council (LSLAC) is a group appointed by the Allen ISD Board of Trustees to assist the District in ensuring local community values are reflected in each school library catalog. The Allen ISD Local School Library Advisory Council reviews the library book titles proposed for purchase, considers comments, and makes recommendations to the Board of Trustees on new additions to the library collections. All recommendations made by the Allen ISD Local School Library Advisory Council must comply with the applicable laws and policies related to library collection development.

The Allen ISD Local School Library Advisory Council met on September 10, 2026, to review and make determinations on the library materials proposed for purchase. The proposed titles for the Lowery Freshman Center campus collection were reviewed. The Allen ISD Local School Library Advisory Council has provided the Board of Trustees with recommendations on whether each library material proposed for purchase is appropriate for the recommended grade level(s) in the District's library collection. The library book titles receiving a Local School Library Advisory Council (LSLAC) recommendation for acquisition for the Lowery Freshman Center campus collection are presented for review. Any proposed titles not recommended for acquisition by the Local School Library Advisory Council (LSLAC) are also available for review.

Attachments:

Titles Receiving LSLAC Recommendation for Acquisition for Lowery Freshman Center Campus Collection

Proposed Titles Not Recommended for Acquisition by the LSLAC

Local School Library Advisory Council Recommendation:

The Local School Library Advisory Council recommends that the Board of Trustees approve the acquisition of the library materials proposed for purchase for the Lowery Freshman Center library collection reflecting a vote of approval by a majority of the council members as being appropriate for the recommended grade level(s).

Proposed Motion:

"I move to approve the acquisition of the library materials proposed for purchase as presented in the list: *Titles Receiving LSLAC Recommendation for Acquisition for Lowery Freshman Center Campus Collection*."

Proposed Motion(s) IF Removed from Consent:

Alternative Consideration: *Approve the list of LSLAC recommendations but exclude approval for a book on this list.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Lowery Freshman Center Campus Collection*, excluding [insert Book Title, Author, and ISBN]."

Alternative Consideration: *Approve the list of LSLAC recommendations and add a book that did not receive LSLAC approval by majority vote.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Lowery Freshman Center Campus Collection*, and the title, [insert Book Title, Author, and ISBN]."

Alternative Consideration: *Approve the list of LSLAC recommendations and the list of books that did not receive LSLAC approval by majority vote.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Lowery Freshman Center Campus Collection* and as presented in the list, *Proposed Titles Not Recommended for Acquisition by the LSLAC*."



Titles Receiving LSLAC Recommendation for Acquisition for Lowery Freshman Center Campus Collection

Title, Author, and ISBN	Recorded Vote by LSLAC Approving Appropriateness for Recommended Grade Level(s)
16 Forever 978-0-06-333036-8 Rubin, Lance	12-0
Adele is life : a superfan's guide to all things we love about Adele (Modern Icons) 978-0-7603-9688-9 Perricone, Kathleen; illustrated by Mortimer, Lauren	12-0
An Astonishing Circle The Discovery and Denial of the Circulatory System 9798765671054 Parrott-Ryan, Maria	12-0
And the river drags her down 978-0-593-90487-9 Yun, Jihyun	12-0
Atlanta Braves, The 978-1-9785-7922-4 Stewart, Mark	12-0
Beowulf 978-1-45495-896-3 None available	12-0
Boston Red Sox, The 978-1-9785-7925-5 Stewart, Mark	12-0
Burn the water : a novel (Burn the Water, Book 1) 979-82-250-0674-7 Ray, Billy	12-0

181

Chicago Cubs, The 978-1-9785-7928-6 Stewart, Mark	12-0
Climate of Chaos 978-1-68263-757-9 Newbould, Cassandra	12-0
Coldwire 978-1-66596-013-7 Gong, Chloe	12-0
Earth's Untouched Places 9781538314654 Scientific American Editors	12-0
Fascism in Modern Politics 9781534510470 Winter, Garrett	12-0
First-Person Stories of 9/11 978-1-7253-4290-3 Horning, Nicole	12-0
First-Person Stories of the Attack on Pearl Harbor 978-1-7253-4299-6 Horning, Nicole	12-0
First-Person Stories of the Civil Rights Movement 978-1-7253-4287-3 Orr, Tamra	12-0
First-Person Stories of the COVID-19 Pandemic 978-1-7253-4311-5 Horning, Nicole	12-0
First-Person Stories of the Great Depression 978-1-7253-4281-1 Hurt, Avery Elizabeth	12-0
First-Person Stories of the Holocaust 978-1-7253-4284-2 Horning, Nicole	12-0
First-Person Stories of the Kennedy Assassination 978-1-7253-4296-5 Horning, Nicole	12-0

182

First-Person Stories of the Korean War 978-1-7253-4314-6 Tamra Orr	12-0
First-Person Stories of the Moon Landing 978-1-7253-4308-5 Mikoley, Kate	12-0
First-Person Stories of the Nuclear Arms Race 978-1-7253-4302-3 Hurt, Avery Elizabeth	12-0
First-Person Stories of the Vietnam War 978-1-7253-4293-4 Horning, Nicole	12-0
First-Person Stories of World War II Battles 978-1-7253-4305-4 Horning, Nicole	12-0
Future of Space Exploration, The 9781538314746 Scientific American Editors	12-0
Guava and grudges 978-1-54761-371-7; 979-83-18-91134-7 (originally 978-1-54761-904-7) Castellanos, Alexis	12-0
Houston Astros, The 978-1-9785-7931-6 Stewart, Mark	12-0
Icons: Bad Bunny 9798348052416 Mooney, Carla	12-0
Icons: Dolly Parton 9798765688649 Mooney, Carla	12-0
Insomniacs after school. 3 (Insomniacs After School, Book 3) 979-83-687-2896-4 (originally 978-1-974740-42-0) Ojira, Makoto	12-0
Insomniacs after school. 3 (Insomniacs After School, Book 3) 979-83-687-2897-1 (originally 978-1-974741-04-5) Ojira, Makoto	12-0

183

Insomniacs after school. 3 (Insomniacs After School, Book 3) 979-83-687-2898-8 (originally 978-1-974743-21-6) Ojira, Makoto	12-0
Kissing in America 978-1-51812-935-3 (originally 978-0-06-232238-8); 978-0-06-232237-1 Rabb, Margo	12-0
Lemons and lies 979-83-18-91135-4 (originally 978-1-54761-408-0) Castellanos, Alexis	12-0
Loneliness Epidemic, The 9781534510517 Orr, Tamra	12-0
Los Angeles Dodgers, The 978-1-9785-7934-7 Stewart, Mark	12-0
Military-Industrial Complex, The 9781534510531 Horning, Nicole	12-0
Milwaukee Brewers, The 978-1-9785-7937-8 Stewart, Mark	12-0
New York Mets, The 978-1-9785-7940-8 Stewart, Mark	12-0
New York Yankees, The 978-1-9785-7943-9 Stewart, Mark	12-0
Oathbound (Legendborn Cycle, Book 3) 979-83-18-92178-0 (originally 978-1-66595-191-3); 978-1-66595-190-6 Deonn, Tracy	12-0
Philadelphia Phillies, The 978-1-9785-7946-0 Stewart, Mark	12-0
Planet Oz: Gales of Chaos hardback: 979-8218835668; paperback: 979-8218778613 Blanc, Rodney	12-0

Science of Pain, The 9781538314685 Scientific American Editors	12-0
Second Generation Blues 978-0-06-322234-2 Anta, Julio	12-0
Size of the Universe, The 9781538314623 Scientific American Editors	12-0
Snowglobe 2 (Snowglobe Duology Series, Book 2) 978-0-593-80914-3 Pak, So-yong	12-0
St. Louis Cardinals, The 978-1-9785-7949-1 Stewart, Mark	12-0
States' Rights 9781534510494 Horning, Nicole	12-0
Take a Chance on Me 979-83-687-4975-4 (originally 978-1-54612-927-1) Eulberg, Elizabeth	12-0
The Forgotten War --A World War II Battle on American Soil 979-82-250-0436-1 Fleming, Candace	12-0
U.S. Intervention in Foreign Affairs 9781534510555 Suozzi, Sarah	12-0
Water Bears in Space How Tardigrades Could Help Humans on Earth and Beyond 9798765670460 Goldsmith, Connie	12-0
Wellness in the Era of Weight-Loss Drugs 9781534510579 Kennon, Caroline	12-0

185

**Titles Receiving LSLAC Recommendation for Acquisition
for Lowery Freshman Center Campus Collection
Proposed Duplicate Titles, with Different ISBNs**

Title, Author, and ISBN	Recorded Vote by LSLAC Approving Appropriateness for Recommended Grade Level(s)
A first time for everything Santat, Dan 978-1-51609-972-6 (originally 978-1-25085-104-8)	12-0
Almuerzo gratis (Free Lunch) Ogle, Rex 978-1-32408-270-5	12-0
Ana Malala : nadilt dafa'a' 'an haq al-ta'alim wa-hawal al-talaban qatli Yousafzai, Malala 9789953687193	12-0
Asesinato en el Orient Express Christie, Agatha 978-84-670-5298-5	12-0
Bua trua mien phi = Free lunch Ogle, Rex 978-6-04-889298-2	12-0
Burn Baby Burn Medina, Meg 978-0-316-09907-3	12-0
Bus 57 La Historia De Dos Adolescentes Y El Crimen Que Cambio Sus Vidas Slater, Dashka 979-88-909863-7-5	12-0
Dong fang kuai che mou sha an (Murder on the Orient Express) Christie, Agatha 9789573295488	12-0
El crossover (Crossover, Book 1) Alexander, Kwame 978-0-358-06473-2	12-0

186

El legado Hawthorne : un juego letal, un enigma que resolver, una fortuna en juego (Inheritance Games, Book 2) Barnes, Jennifer Lynn 978-84-272-2363-9	12-0
Entre el mundo y yo (Between the World and Me) Coates, Ta-Nehisi 978-84-322-2965-7	12-0
Gordost' i predubezhdeniye (Pride and Prejudice) Austen, Jane 978-5-389-01460-2	12-0
Hei ye (Night) Wiesel, Elie 978-7-5442-6397-9	12-0
Izgoi (The Outsiders) Hinton, S.E. 978-5-9908081-3-3	12-0
Kibriya wa-hawa = Pride and prejudice Austen, Jane 9789953432489	12-0
Koman to henken (Pride and Prejudice) Austen, Jane 978-4-12-206506-2	12-0
La espada de cristal (Red Queen, Book 2) Aveyard, Victoria 978-1-54909-992-2 (originally 978-6-07-527018-0)	12-0
La jaula del rey (Red Queen, Book 3) Aveyard, Victoria 978-1-54904-314-7 (originally 978-6-07-527141-5)	12-0
La jugada final (Inheritance Games, Book 3) Barnes, Jennifer Lynn 978-84-272-3334-8	12-0
La nuit (Night) Wiesel, Elie 978-2-7073-1992-0	12-0
La reina roja (Red Queen book 1) Aveyard, Victoria 978-1-51817-700-2 (originally 978-6-07-735734-6)	12-0

187

Lei yun = Thunderhead (Arc of a Scythe, Book 2) Shusterman, Neal 9789869773034	12-0
Los hermanos Hawthorne : no hay nada mas Hawthorne que ganar (Inheritance Games, Book 4) Barnes, Jennifer Lynn 978-84-272-3699-8	12-0
Murder on the Orient Express (Russian) Christie, Agatha 978-5-04-114084-7	12-0
Nanun Mallalla : kyoyun pagul kwinlilul oehae tangdan hi losotkon sonyo kuraeso T'alleban ui ch'oe machatton sonyo = I am Malala Yousafzai, Malala 978-89-546-2580-7	12-0
Nguoi thu gio : Cau be Malawi va su ky dieu cua khoa hoc (The Boy Who Harnessed the Wind) Kamkwamba, William 978-6-04-889524-2	12-0
Nina morena suena (Brown Girl Dreaming) Woodson, Jacqueline 978-1-64473-329-5	12-0
Orgullo y prejuicio Austen, Jane 978-84-272-4634-8	12-0
Outsiders (The Outsiders) Hinton, S.E. 978-2-253-03435-3	12-0
Poet X Acevedo, Elizabeth 978-1-72546-348-6 (originally 978-84-929186-4-5)	12-0
Rebeldes (The Outsiders) Hinton, S.E. 978-84-16-83408-2	12-0
Refugiado (Refugee) Gratz, Alan 978-1-72549-354-4 (originally 978-6-07-014081-5)	12-0
Summer of Fear Duncan, Lois 978-0-316-09907-3	12-0

The boy who harnessed the wind Kamkwamba, William 978-89-7483-412-8	12-0
The call of the wild ; White fang London, Jack 978-1-43517-220-3	12-0
Tormenta de guerra (Red Queen, Book 4) Aveyard, Victoria 978-1-72546-033-1 (originally 978-6-07-527703-5)	12-0
Una herencia en juego (Inheritance Games, Book 1) Barnes, Jennifer Lynn 978-84-272-2362-2	12-0
Xuan zhong = The toll (Arc of a Scythe, Book 3) Shusterman, Neal 9789869861786	12-0
Yi lian = Scythe (Arc of a Scythe, Book 1) Shusterman, Neal 9789869773003	12-0
Zona Cero = Ground Zero Gratz, Alan 979-83-18-94860-2 (originally 979-82-250-7870-6)	12-0

189



**Proposed Titles Not Recommended for Acquisition by LSLAC
Lowery Freshman Center Campus Collection**

Title, Author, and ISBN	Recorded Vote by LSLAC
N/A	N/A

190



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Library Materials Proposed for Purchase:
Proposed Titles for Allen High School Campus Collection

ADMINISTRATOR RESPONSIBLE: Jennifer Wilhelm, Assistant Superintendent of
Learner Services

SOAR 2030 STRATEGIC VISION: Goal 3 – Empowered Learning

LEGAL REVIEW: Abernathy, Roeder, Boyd, and Hullett, P.C.

Authority for this Action:

Texas Education Code §33.026 Acquisition of Library Materials

The Board of Trustees of a school district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials.

Board Policy CH (LEGAL) Purchasing and Acquisition

Board Policy EFB (LOCAL) Instructional Resources: Library Materials

Summary / Background Information:

Library materials are selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the standards expressed in Allen ISD Board Policy. Allen ISD's processes for the selection and acquisition of library materials ensure that campus library collections support educational goals and reflect community values.

Campus librarians utilize the collection development guidelines to curate a list of book titles considered for purchase to enhance campus library collections. The list of library book titles being considered for purchase is made available on the District website for a minimum of 30 calendar days, providing the Allen ISD community the opportunity to review and share feedback on the proposed titles.

In accordance with Senate Bill 13 passed during the 89th Texas Legislative Session and Texas Education Code §33.025, the Allen ISD Local School Library Advisory Council (LSLAC) is a group appointed by the Allen ISD Board of Trustees to assist the District in ensuring local community values are reflected in each school library catalog. The Allen ISD Local School Library Advisory Council reviews the library book titles proposed for purchase, considers comments, and makes recommendations to the Board of Trustees on new additions to the library collections. All recommendations made by the Allen ISD Local School Library Advisory Council must comply with the applicable laws and policies related to library collection development.

The Allen ISD Local School Library Advisory Council met on September 10, 2026, to review and make determinations on the library materials proposed for purchase. The proposed titles for the Allen High School campus collection were reviewed. The Allen ISD Local School Library Advisory Council has provided the Board of Trustees with recommendations on whether each library material proposed for purchase is appropriate for the recommended grade level(s) in the District's library collection. The library book titles receiving a Local School Library Advisory Council (LSLAC) recommendation for acquisition for the Allen High School campus collection are presented for review. Any proposed titles not recommended for acquisition by the Local School Library Advisory Council (LSLAC) are also available for review.

Attachments:

Titles Receiving LSLAC Recommendation for Acquisition for Allen High School Campus Collection

Proposed Titles Not Recommended for Acquisition by the LSLAC

Local School Library Advisory Council Recommendation:

The Local School Library Advisory Council recommends that the Board of Trustees approve the acquisition of the library materials proposed for purchase for the Allen High School library collection reflecting a vote of approval by a majority of the council members as being appropriate for the recommended grade level(s).

Proposed Motion:

"I move to approve the acquisition of the library materials proposed for purchase as presented in the list: *Titles Receiving LSLAC Recommendation for Acquisition for Allen High School Campus Collection*."

Proposed Motion(s) IF Removed from Consent:

Alternative Consideration: *Approve the list of LSLAC recommendations but exclude approval for a book on this list.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Allen High School Campus Collection*, excluding [insert Book Title, Author, and ISBN]."

Alternative Consideration: *Approve the list of LSLAC recommendations and add a book that did not receive LSLAC approval by majority vote.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Allen High School Campus Collection*, and the title, [insert Book Title, Author, and ISBN]."

Alternative Consideration: *Approve the list of LSLAC recommendations and the list of books that did not receive LSLAC approval by majority vote.*

Proposed Motion: "I move to approve the acquisition of the library materials proposed for purchase as presented in the list, *Titles Receiving LSLAC Recommendation for Acquisition for Allen High School Campus Collection* and as presented in the list, *Proposed Titles Not Recommended for Acquisition by the LSLAC*."



Titles Receiving LSLAC Recommendation for Acquisition for Allen High School Campus Collection

Title, Author, and ISBN	Recorded Vote by LSLAC Approving Appropriateness for Recommended Grade Level(s)
All Her Ghosts Prith, Cynthia 978-1-45496-386-8	12-0
Behind Five Willows Hur, June 978-1-25034-808-1	12-0
Being Aro: A Collection of Aromantic Fiction About Love, Connection, and Empowerment Dyer, Madeline 979-88-900344-2-7	12-0
Beth is Dead Bernet, Katie 978-1-66598-869-8	12-0
Change of Plans Dessen, Sarah 979-83-471-0877-0	12-0
Colossal: Volume 1 Rutile 979-83-18-94080-4 978-1-41977-781-3 978-1-41977-782-0	12-0
Corpse de Ballet Kearney, Megan 978-1-25082-458-5 978-1-25082-459-2	12-0

193

Few Blue Skies Ixta, Carolina 978-0-06-328791-4	12-0
Gods & Comics Cho, Kat 978-0-593-40681-6	12-0
Goldenborn Lieb, Ama Ofosua 978-1-54614-746-6	12-0
Hear Ye Mortals Mendez, Yamile Saied 978-1-64614-637-6	12-0
How to Survive the End of the World : a Graphic Exploration of How to (maybe) Avoid Extinction Doughty, Katy 978-1-53623-279-0 979-83-18-91161-3 978-1-53624-282-9	12-0
I Am Not a Vampire (Anymore) Miller, Darcy 978-0-593-90317-9	12-0
I Didn't Do It Rose, Elle Gonzalez 978-1-54761-848-4	12-0
In Case I Go Missing Swann, R.N 978-0-593-69533-3	12-0
In the Country I Love Al-Barkawi, Alaa 978-1-68263-810-1	12-0
Jin, In Between (Colliding Worlds, Book 2) Oh, Ellen 978-0-593-12598-4	12-0
Kill Creatures Power, Rory 978-0-593-30231-6 979-83-18-95092-6 978-0-593-30234-7	12-0

Kingdom of Waves de la Cruz, Melissa 978-1-25036-167-7	12-0	195
Lying, Stealing, and Other Ways to Save the Planet Campbell, Curtis 979-83-18-93576-3 978-1-83402-052-5 978-1-83402-051-8	12-0	
Making Nonfiction Comics: A Guide for Graphic Narrative Harris, Eler 978-1-41976-927-6	12-0	
Midnight on the Celestial Alexandra, Julia 978-1-25038-010-4	12-0	
My Wonderful Disgrace Rice, Angourie 978-1-53624-743-5	12-0	
Mystery Guest Stoffels, Maren 979-83-18-95109-1 979-82-17-12216-5	12-0	
On the Wings of la Noche Torres, Vanessa L 979-83-18-94673-8 978-0-593-42617-3	12-0	
Our Wicked Gifts Foxfield, Kathryn 979-82-17-12208-0	12-0	
Paradise Coast Young, Suzanne 978-1-66598-353-2	12-0	
Queen of Faces Lord, Petra 978-1-25036-297-1	12-0	
Rainsong Riesen, Lila 978-0-593-81028-6	12-0	

Rani Deshpande Takes the Wheel Avachat, Arushi 979-83-18-93295-3 978-1-25089-590-5 978-1-25089-591-2	12-0
Right as Rain Bhuiyan, Tashie 978-0-374-39392-2	12-0
Royal Vengeance (Royal Blood, Book 3) Carter, Aime 978-0-593-48597-2	12-0
Seyoon and Dean, Unscripted Witherspoon, Sujin 979-83-18-92403-3 978-1-45495-407-1 978-1-45495-405-7	12-0
She Knows All the Names (Throne of Khetara) Corpora, Michelle Jabes 978-1-46422-462-1	12-0
Six Must Die Wlosok, Victoria 978-0-316-51037-0	12-0
Skating Wilder Dumais, Brandon 979-83-687-6016-2 978-1-913123-20-8	12-0
Soulmatch Danzenbaker, Rebecca 978-1-66596-371-8	12-0
Spiritualists Tubb, Kristin O'Donnell 978-1-66598-573-4	12-0
Sundown Girls Stratton, L. S. 979-82-17-00494-2	12-0

196

Tell Me My Future Ruvane, Eileen M. 978-1-41978-558-0	12-0
The Colliding Worlds of Mina Lee (Colliding Worlds, Book 1) Oh, Ellen 979-83-687-5451-2 978-0-593-12597-7 978-0-593-12594-6	12-0
The Darkness Greeted Her Ferko, Christina 979-83-18-92625-9 978-1-46423-631-0	12-0
The Fall of Iris Henley Graham, Jennifer 979-83-687-9528-7 978-1-25032-383-5	12-0
The Faraway Inn Durst, Sarah Beth 979-83-18-93485-8 979-82-17-02430-8	12-0
The Game of Oaths Bandreddi, S.C. 978-1-53625-263-7	12-0
The Gravewood Andrew, Kelly 978-1-54617-658-9	12-0
The Hanging Bones Tesch, Elle 978-1-25037-974-0	12-0
The Heirs Abike-Iyimide, Faridah 978-1-25032-699-7	12-0
The Night King's Court Bonnin, Elisa A 978-0-06-346301-1	12-0

197

The Oks Are Not Ok Shim, Grace K. 979-82-17-00184-2	12-0
The Redwood Bargain: A Gothic Fairy Tale Grabo, Markelle 979-88-900339-2-5	12-0
The Saw Mouth Plett, Cale 979-82-17-02570-1 979-82-17-02571-8	12-0
They Call Her Regret Desamours, Channelle 978-1-25033-770-2	12-0
Under a Carnivore Sky Jett, Brianna 979-88-900339-0-1	12-0
Until the Clock Strikes Midnight Dow, Alechia 978-1-25037-577-3	12-0
Villains are Destined to Die 7 Suol 7979-84-00-90214-7	12-0
Villains are Destined to Die 8 Suol 8979-84-00-90418-9	12-0
Watch Dogs Tokyo. 02 Shirado, Seiichi 02978-1-42787-722-2	12-0
Watch Dogs Tokyo. 03 Shirado, Seiichi 03978-1-42787-815-1	12-0
We Could Be Anyone McLemore, Anna-Marie 978-1-25037-058-7	12-0
We Were Never Here Hannan, Sophia 978-1-66595-833-2	12-0

198

You, Me, and Infinity Caletti, Deb 979-83-18-94527-4 978-0-593-70868-2 978-0-593-70865-1	12-0
You're Dead to Me, Reed Walker Reitz, Gwennyth 978-1-25040-417-6	12-0
Young World Chainani, Soman 978-0-593-90519-7 978-0-593-90518-0	12-0



**Proposed Titles Not Recommended for Acquisition by LSLAC
Allen High School Campus Collection**

Title, Author, and ISBN	Recorded Vote by LSLAC
N/A	N/A

200



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Student Travel Services – Allen High School Band

ADMINISTRATOR RESPONSIBLE: Jennifer Wilhelm, Assistant Superintendent of Learner Services

SOAR 2030 STRATEGIC VISION: Goal 3 – Empowered Learning

LEGAL REVIEW: N/A

Authority for this Action: CH (Local), Purchasing and Acquisition

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services in accordance with CH (LEGAL). However, any budgeted purchase of goods or services in aggregate that costs \$150,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Summary / Background Information:

The Allen High School Band requests permission to participate in their annual Band Spring Trip. There are approximately 275 students and 25 staff who will attend this event for an estimated cost of \$295,600.00. The cost covers accommodations, attractions in Port Aransas, a competition in the South Coast Music Festival, and transportation. The destination will be Port Aransas, Texas and will take place from April 8 - 11, 2027.

Administrative Recommendation:

Administration recommends that the Board of Trustees approve the purchase of Student Travel Services from Perform America for an estimated cost of \$295,600.00 during the 2026-2027 budget year utilizing Campus Activity Funds.

Proposed Motion:

“Move to approve the purchase of Student Travel Services from Perform America for an estimated cost of \$295,600.00 during the 2026-2027 budget year utilizing Campus Activity Funds.”



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING:	September 28, 2026
DOCUMENT TITLE:	Construction Manager-At-Risk Services for Cross District Erosion Control
ADMINISTRATOR RESPONSIBLE:	Brent Benningfield, Assistant Superintendent of Operations Brian Neely, Executive Director of Operations for Facilities, Maintenance, and Construction Services
SOAR 2030 STRATEGIC VISION:	Goal 1 – Culture of Excellence
LEGAL REVIEW:	N/A

Authority for this Action: **CV (LOCAL) and CVD (LEGAL),
Facilities Construction**

A district may use the construction manager-at-risk method for the construction, rehabilitation, alteration, or repair of a facility. In using this method, a district must comply with applicable legal requirements in this policy as well as other applicable legal requirements [see CV (LEGAL)], which include the following steps:

1. Selecting a contracting method;
2. Giving public notice of the project;
3. Publishing contract selection criteria;
4. Making evaluations public after the contract is awarded; and
5. Providing for inspection, verification, and testing necessary for acceptance of the facility by the district.

Education Code 44.031(g); Gov't Code 2269.052, .055, .056(a), (c), .058, .251(c)

CV (LOCAL) Facilities Construction

“For construction contracts valued at or above \$250,000, the Superintendent shall submit the resulting contract to the Board for approval.”

Summary / Background Information:

The Construction Manager at Risk (CMAR) is an approved construction delivery method. This project will benefit by utilizing this method due to the construction manager working with the architect during the design phase of the project. This involvement allows the architect, construction manager and district to actively engage in the design and provide input into different materials and layouts that may provide the opportunity for financial savings or the ability to

shorten the construction term. This method also allows for financial transparency with the construction manager throughout the construction process.

In preparation for the 2024 Bond Facility Renovations, an RFQ was advertised, and qualifications were received and evaluated to form Allen ISD's CMAR pool approved by the Board on February 24, 2025. Qualifications and specifications for Cross District Erosion Control were prepared and advertised. Those construction firms that formed the CMAR pool received an RFP for Cross District Erosion Control, and the resulting bids received were evaluated utilizing best value criteria as established within the RFP process.

RFQ/RFP 2024-DEC-159 (24B-12)

Input Received:

The Evaluation Committee consisted of the Assistant Superintendent of Operations, Executive Director of Operations for Facilities, Maintenance, and Construction Services, Director of Planning and Construction, and Senior Bond Project Manager.

Evaluation Committee Recommendation:

The recommended vendor, BWC Education Group, LLC submitted an offer that was determined to be most advantageous to the district, competitively priced, and possessed strong qualifications for the specified services needed.

We believe BWC Education Group, LLC will demonstrate the ability to provide and perform the services requested in the proposal.

Completion or Implementation Timeline:

The contract will begin with the school board's approval and is scheduled to be completed by end of 2028-2029 school year.

Administrative Recommendation:

Administration recommends consideration of awarding the contract to BWC Education Group, LLC for CMAR Services for Cross District Erosion Control.

Proposed Motion:

“Move to award the contract for Construction Manager-At-Risk Services for the Cross District Erosion Control RFQ/RFP 2024-DEC-159 (24B-12) , to BWC Education Group, LLC and authorize the Superintendent to negotiate and execute same.”

TIMELINE - Cross District Erosion Control & Repairs	
RFQ/RFP #2024-DEC-159 (24B-12)	
Date	Action
December 2, 2024	Specs and technical requirements due
December 15 and December 22, 2024	Public Notice Advertisements
December 16, 2024	RFQ Bid Releases
January 13, 2025	Deadline for Questions from Offerors
January 15, 2025	Addendum Issued with Responses to Offeror Questions (if applicable)
January 17, 2025	RFQ Bid Closes at 2pm - Receive Statements of Qualifications
January 21 - 22, 2025	Evaluate and Establish Short List Ranking
August 20, 2026	Issue Step 2 Requirements to Selected Offerors
August 27, 2026	Question Deadline
August 28, 2026	Addendum Issued with Responses to Offeror Questions (if applicable)
September 3, 2026	Receive Step 2 Proposals with Fees from Selected Offerors
September 4 - 11, 2026	Final Evaluation Period (Conduct Interviews with Selected Offerors if needed.)
February 24, 2025	Board of Trustees Meeting (Approval of RFQ CMAR Svcs Pool Awards)
September 28, 2026	Board of Trustees Meeting (Approval of Cross District Erosion Control CMAR Award)
October 2026	Pricing, Approximate Approval of GMP
Summer 2027	Proposed Start Date
Summer 2029	Proposed Substantial Completion



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING:	September 28, 2026
DOCUMENT TITLE:	90 th Legislative Session Board Priorities
ADMINISTRATOR RESPONSIBLE:	Dr. Kyle Penn Assistant Superintendent Business & Technology
SOAR 2030 STRATEGIC VISION:	Goal 1 – Culture of Excellence
LEGAL REVIEW:	N/A

Authority for this Action:

The State Board of Education’s “Framework for School Board Development”

Framework IV: Advocacy and Engagement

“The board promotes the vision and engages the community in developing and fulfilling the vision. The board advocates on behalf of Texas public schoolchildren.”

- Demonstrates its commitment to, and advocates on behalf of, the shared vision and goals by clearly communicating them to the superintendent, staff, and community
- Builds collaborative relationships and partnerships with families and community, business, nonprofit, higher-education, education support organizations, and governmental leaders to influence and expand educational opportunities and experiences to meet the needs of students
- Recognizes the respective roles of and provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency to ensure maximum effectiveness and benefit to Texas schoolchildren

Summary / Background Information:

Administration will present a proposal for the Board of Trustees’ Legislative Priorities for the 90th Texas Legislative Session. The proposal was developed in collaboration with district leadership and the Board of Trustees Advocacy Committee.

Administrative Recommendation:

Administration recommends the Board adopt the proposed Legislative Priorities as presented.

Proposed Motion:

“I move the Board adopt the Legislative Priorities as presented.”

PRIORITY #1: Support the Recruitment and Retention of Highly Qualified Teachers and Support Staff

The State of Texas should support policies and funding that enable public school districts to recruit, retain, and develop highly qualified teachers and staff. Competitive compensation, sustainable benefits, professional support, and working conditions are essential to maintaining a strong workforce and providing students with consistent, high-quality instruction and services. The State of Texas should provide school districts with the resources and flexibility needed to remain competitive in attracting and retaining employees while allowing local districts to respond to workforce needs within their communities.

- **Strengthen TRS Retirement and Health Benefits.** Continue to strengthen the Teacher Retirement System of Texas and provide sustainable state funding for retirement and health care benefits. Competitive and affordable benefits are critical to recruiting and retaining qualified educators and staff, particularly as employee health care and living costs continue to rise.
- **Support Attainable Housing Options for Educators and Staff.** Support policies, funding opportunities, and local partnerships that expand access to affordable and attainable housing for public school employees. Rising housing costs can make it difficult for teachers and staff to live in the communities they serve.
- **Increase Support to the Teacher Retention Allotment and Support Staff Retention Allotment.** The Teacher Retention Allotment and Support Staff Retention Allotment, introduced in 2025, provided additional funding for staff salaries. The State should increase these allotments to provide even greater salary increases for our teachers and support staff.

PRIORITY #2: Adequately Fund Public Schools and State Mandates

The State of Texas should provide public schools with adequate, sustainable funding to meet state requirements, address increasing operational costs, and provide high-quality educational opportunities for every student. State mandates should be accompanied by sufficient and sustainable state funding. Doing so allows local operating dollars to remain focused on classrooms, competitive employee compensation, student services, and locally identified priorities. Districts should not be required to redirect funds from existing local priorities to comply with new state mandates.

- **Fully Fund School Safety Requirements.** Allen ISD receives approximately \$1.1 million through the School Safety Allotment, while the District's annual costs

to provide comprehensive safety and security exceed \$5.4 million. State funding should adequately cover the costs associated with mandated school safety and security requirements.

- **Fully Fund Special Education Services.** Allen ISD currently incurs approximately \$29 million in special education expenses while receiving approximately \$24.5 million in state Special Education Allotment revenue. As the number and needs of students receiving special education services continue to grow, districts must recruit and retain highly qualified, specialized staff and provide legally required services. State funding should keep pace with the actual cost of providing required services to students.
- **Fully Fund Full-Day Prekindergarten.** Ensure Average Daily Attendance funding is sufficient to cover the full cost of providing full-day prekindergarten to all eligible four-year-old students without requiring districts to redirect local funds from other instructional priorities.
- **Adequately Fund Instructional Priorities.** Increase funding available through the Instructional Materials and Technology Allotment, the SBOE-Approved Instructional Materials Entitlement, and the State-Developed Open Education Resource Entitlement so districts can provide students and educators with high-quality instructional resources and technology to support mastery of student learning outcomes. When the state requires districts to implement specific instructional priorities, such as implementing literary works adopted by the State Board of Education or increasing print materials to comply with any applicable screentime mandates, sufficient state funding should accompany required purchases.
- **Increase Flexible Operational Funding.** Provide meaningful increases to the Basic Allotment and other flexible funding mechanisms so school districts can address rising costs, recruit and retain high-quality employees, and direct resources toward the needs of their students and communities.
- **Increase and Index the Basic Allotment.** Increase per student funding through the Basic Allotment and establish an inflation based adjustment that provides predictable funding growth as operating costs, like fuel, insurance, and utilities, continue to increase.
- **Funding Based on Enrollment Instead of Attendance.** Move from a funding model based on Weighted Average Daily Attendance (WADA) to an enrollment-based funding system.

- **Eliminate the Recapture System.** End the current recapture system so a greater share of locally generated property tax revenue remains in the communities where it is collected.

PRIORITY #3: Preserve Local Decision-Making to Best Support Students

Preserve the authority of locally elected school boards and the voice of local voters to make decisions that reflect the needs, priorities, and values of their communities.

- **Maintain Local Academic Decision-Making.** Educators and local school leaders are best positioned to determine how instructional tools, including technology, should be used to support student learning. Preserve local decision-making regarding classroom screen time and technology use rather than imposing statewide daily limitations that do not distinguish between content creation, collaboration, assessment, research, and passive content consumption.
- **Preserve Local Governance.** Locally elected school board trustees should remain accountable to the communities they serve and retain the authority to make local decisions regarding funding, budgeting, staffing, programming, and educational priorities.
- **Protect Local Voting Rights.** Preserve the right of local voters to decide school district bond and voter-approved tax rate elections. Additionally, these elections should continue to be decided by a simple majority of votes cast. Do not impose supermajority requirements that diminish the ability of local communities to determine their own priorities.
- **Support Statewide Professional Organizations.** Preserve the ability of School Boards to partner with professional associations, service providers, and training and advocacy partners.
- **Preserve Education Foundation Support.** Protect the ability of local education foundations to raise and direct private funds in support of students, educators, and school district priorities. These partnerships provide resources for needs outside traditional district operating budgets, including student scholarships, classroom grants, educator innovation, and other locally identified programs. State policy should preserve the ability of education foundations and local communities to determine how privately raised funds can best support their schools.

PRIORITY #4: Ensure Accountability for All Publicly Funded Education Organizations

Ensure that public education dollars are accompanied by meaningful academic, financial, and public accountability, regardless of where those funds are spent. The

State of Texas should provide parents and taxpayers with consistent, accessible information necessary to evaluate the academic performance and responsible use of public funds by every publicly funded educational provider.

- **Ensure Statewide Academic Accountability.** Texas public school districts and open-enrollment charter schools are subject to statewide academic accountability and assessments, including the A-F Accountability Ratings and required statewide exams. Any private school, organization, or educational provider receiving state-funded education dollars should likewise be held to comparable standards for student outcomes.
- **Enact Legislation for Statewide Financial Transparency.** Texas public school districts and open-enrollment charter schools are subject to financial oversight, public reporting, and transparency requirements. Any private school, organization, or educational provider receiving state-funded education dollars should be held to meaningful standards for fiscal stewardship, transparency, and public reporting.



Allen ISD
Where Eagles Soar

Allen ISD Board of Trustees

90th Legislative Session
Board Priorities

September 28, 2026





Allen ISD Legislative Priorities

- Goal is to build a set of priorities we can share with our stakeholders and elected officials as we progress into the 90th Legislative Session.



Work done to date

- Board & Cabinet have attended in person events, webinars, and researched top issues heading into session²¹²
- Met with elected officials in-person
- Reviewed other districts' and educational organizations' priorities
- Watched live committee hearings
- Visited with PTA Presidents for open discussion
- Advocacy Committee Meeting
- Cabinet Meetings with District Leadership



Proposed Priorities



PRIORITY #1: Support the Recruitment and Retention of Highly Qualified Teachers and Support Staff

214

- Strengthen TRS Retirement and Health Benefits
- Support Attainable Housing Options for Educators and Staff
- Increase Support to the Teacher Retention Allotment and Support Staff Retention Allotment



PRIORITY #2: Adequately Fund Public Schools and State Mandates

215

- Fully Fund School Safety Requirements
- Fully Fund Special Education Services
- Fully Fund Full-Day Prekindergarten
- Adequately Fund Instructional Priorities
- Increase Flexible Operational Funding
- Increase and Index the Basic Allotment
- Funding Based on Enrollment Instead of Attendance
- Eliminate the Recapture System



PRIORITY #3: Preserve Local Decision-Making to Best Support Students

216

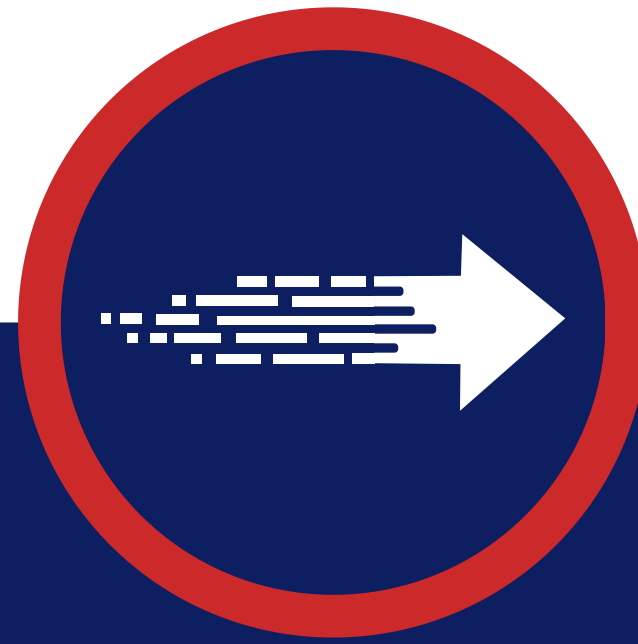
- Maintain Local Academic Decision-Making
- Preserve Local Governance
- Protect Local Voting Rights
- Support Statewide Professional Organizations
- Preserve Education Foundation Support



PRIORITY #4: Ensure Accountability for All Publicly Funded Education Organizations

217

- Ensure Statewide Academic Accountability
- Enact Legislation for Statewide Financial Transparency



Next Steps



Election Day

November 3, 2026



Thank
you!



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Application for the Remote Homebound Instruction Waiver

ADMINISTRATOR RESPONSIBLE: Dr. Theresa Taylor,
Executive Director of Special Services

SOAR 2030 STRATEGIC VISION: Goal 3 – Empowered Learning

LEGAL REVIEW: N/A

Authority for this Action:

19 Texas Administrative Code §129.1025;
Student Attendance Accounting Handbook (SAAH), Section 12.4.3.3, *Remote Homebound – Regular Education Students*

Per the Student Attendance Accounting Handbook, if a school district provides remote homebound instruction to an eligible regular education student, the district may, with approval of a waiver request, count the student in attendance for Foundation School Program (FSP) funding purposes, provided all applicable homebound requirements are met except for face-to-face instruction from the homebound teacher.

Summary / Background Information:

This request seeks approval of a Remote Homebound Instruction Waiver to provide instruction exclusively through a virtual format for an eligible regular education student.

The student's Section 504 Committee determined the student eligible for General Education Homebound (GEH) services based on medical documentation provided by the student's physician. The documentation identifies profound and prolonged immunosuppression complications that are currently delaying treatment. Due to the student's significant medical fragility, face-to-face instructional interactions are not medically appropriate at this time. In addition, the student's treatment schedule and hospitalizations fluctuate substantially from week to week, making consistent in-person homebound instruction impractical.

Remote homebound instruction will allow the student to continue receiving individualized instruction through the GEH program while meeting all applicable homebound requirements, with the exception of the face-to-face instruction requirement.

Approval of this waiver will ensure the student maintains access to educational services during this period of significant medical need while allowing the District to generate eligible attendance for Foundation School Program (FSP) funding purposes. If approved, the student will generate eligible days present in accordance with applicable homebound funding provisions while maintaining continuity of instruction.

This waiver is requested on a per-student basis and applies only to the student identified in this request.

In accordance with TEC §11.251, majority approval to recommend filing this waiver has been obtained by the District Improvement & Planning Committee by electronic vote. The waiver will be filed with the TEA upon approval of the Board of Trustees to apply for the waiver.

Administrative Recommendation:

Administration recommends that the Board of Trustees approve the filing of the application for the Remote Homebound Instruction Waiver for the identified eligible student for the 2026-2027 school year.

Proposed Motion:

"I move to approve the filing of the Remote Homebound Instruction Waiver for the identified eligible student for the 2026–2027 school year."



ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING:	September 28, 2026
DOCUMENT TITLE:	iPad Device Refresh for Specialized Instructional Needs
ADMINISTRATOR RESPONSIBLE:	Nelson Orta, Ph.D., Executive Director of IT Kyle Penn, Assistant Superintendent of Business and Technology
SOAR 2030 STRATEGIC VISION:	Goal 2 – Future Ready Skills
LEGAL REVIEW:	N/A

Authority for this Action: CH (Local), Purchasing and Acquisition

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services in accordance with CH (LEGAL). However, any single budgeted purchase of goods or services that costs \$150,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Summary / Background Information:

Allen ISD maintains a supplemental fleet of iPads to support specialized instructional, accessibility, health, and programmatic needs that extend beyond the traditional Empower 1:1 student device program. While Chromebooks remain the district's standard 1:1 device for K-12 students, iPads provide unique mobile, touch-based, camera, accessibility, and application capabilities required for specific student populations and instructional settings.

Based on inventoried and audited needs identified IT department in consultation with campuses, departments, and specific district programs—including Special Services, Fine Arts, Health Services, and Language Learning Programs—the district plans to purchase 1,100 iPads to replace devices that have reached, or are scheduled to reach, end of life during school year 2026–2027. In some cases, the existing iPads were purchased more than six years ago and are no longer appropriate for continued long-term instructional use due to age, supportability, battery life, evolving application requirements, and device security considerations.

The Information Technology Department has been working collaboratively with stakeholders to identify, validate, and inventory the instructional and operational needs that continue to be supported using iPads. This refresh is intended to replace aging devices while sustaining those identified use cases where iPads provide functionality that extends beyond the traditional Empower 1:1 student Chromebook device model.

Departments identified several specialized uses that rely on iPad functionality. Examples include augmentative and alternative communication (AAC) and accessibility applications for students

with significant communication and adaptive needs; native iPad instructional applications that support specialized learning activities and program-specific needs; real-time and camera-based translation tools for Emergent Bilingual and Newcomer students; remote monitoring of continuous glucose monitors (CGMs) by school nurses, and higher-quality camera capabilities used in Fine Arts to capture, edit, and document student work. These use cases demonstrate the continued need for iPads as a targeted instructional and operational tool.

The total expenditure of this purchase is not to exceed \$715,000, inclusive of a 10 percent contingency. The purchase will be funded through the Allen ISD Student Device Bond Program.

Funding Sources:

- Allen ISD Student Device Bond Program

Completion or Implementation Timeline:

Devices are scheduled to be ordered, delivered, configured, and deployed during the fall and winter of 2026. The goal is to focus on replacing current iPads as they reach the established end-of-life threshold. The Information Technology Department intends to move through configuration and deployment efficiently and minimize disruption by swapping aging devices with newly configured iPads on a rolling basis, allowing students and programs to maintain continuous access to a device without downtime.

Administrative Recommendation:

The administration recommends approval of the purchase of 1,100 iPads to replace end-of-life devices supporting specialized instructional and operational needs on campuses.

Proposed Motion:

“Move to approve an expenditure at a not-to-exceed amount of \$715,000 for the purchase of 1,100 iPads, funded through the Allen ISD Student Device Bond Program.”



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Monthly Financial Reports

ADMINISTRATOR RESPONSIBLE: Dr. Kyle Penn
Asst. Supt. Business & Technology

STRATEGIC PLAN REFERENCE: Goal 1 – Culture of Excellence

LEGAL REVIEW: N/A

Authority for Action:

District Information Items

Summary / Background Information:

The Financial Reports are attached. The following items are included:

1. Monthly Reports-
 - a) YTD Revenue and Expenditures by Fund
 - b) Monthly Construction Report

Administrative Recommendation:

The administrative staff prepares these financial reports for Board review only.

**ALLEN INDEPENDENT SCHOOL DISTRICT
YTD REVENUES & EXPENDITURES REPORT
08/31/2026 (UNAUDITED)**

GENERAL FUND

	02 MONTHS ENDING 08/31/2026				02 MONTHS ENDING 08/31/2025				Notes
	CURRENT YEAR 2026-27				PRIOR YEAR 2025-26				
	Adopted Budget	Amended Budget	YTD Actual	Actual to Budget	Adopted Budget	Amended Budget	YTD Actual	Actual to Budget	
REVENUES:									
5700 - Local	\$ 173,515,970	\$ 173,515,970	\$ 360,922	0%	\$ 178,343,175	\$ 178,343,175	\$ 1,256,717	1%	
5800 - State	46,100,000	46,100,000	1,755,638	4%	46,957,701	46,957,701	3,940,240	8%	
5900 - Federal	1,265,000	1,265,000	-	0%	90,000	90,000	-	0%	
Total Revenues	\$ 220,880,970	\$ 220,880,970	\$ 2,116,560	1%	\$ 225,390,876	\$ 225,390,876	\$ 5,196,956	2%	
EXPENDITURE SUMMARY BY FUNCTION:									
11 - Instructional	\$ 128,277,832	\$ 128,277,832	2,916,774	2%	\$ 132,104,013	\$ 132,104,013	2,595,366	2%	
12 - Instructional Resources and Media Services	2,169,327	2,169,327	63,026	3%	2,183,641	2,183,641	66,344	3%	
13 - Curriculum and Instructional Staff Development	5,500,273	5,500,273	645,264	12%	5,724,722	5,724,722	574,644	10%	
21 - Instructional Leadership	2,717,415	2,717,415	410,193	15%	2,675,175	2,675,175	397,634	15%	
23 - School Leadership	11,468,586	11,468,586	1,375,492	12%	11,790,994	11,790,994	1,370,330	12%	
31 - Guidance, Counseling and Evaluation	11,375,610	11,375,610	661,386	6%	10,968,951	10,968,951	679,510	6%	
32 - Social Work Services	161,745	161,745	101,545	63%	167,086	167,086	102,387	61%	
33 - Health Services	2,332,521	2,332,521	63,161	3%	2,427,340	2,427,340	67,476	3%	
34 - Student Transportation	6,848,747	6,848,747	558,335	8%	6,171,631	6,171,631	441,175	7%	
35 - Student Nutrition	5,000	5,000	-	0%	5,000	5,000	-	0%	
36 - Cocurricular/Extra Curricular Activities	6,160,699	6,160,699	612,720	10%	6,075,969	6,075,969	537,348	9%	
41 - General Administration	6,907,039	6,907,039	1,176,485	17%	6,644,938	6,644,938	1,093,068	16%	
51 - Plant Maintenance and Facility Services	24,793,161	24,793,161	3,803,252	15%	24,391,941	24,391,941	3,547,564	15%	
52 - Security and Monitoring Services	5,468,637	5,468,637	288,196	5%	5,179,938	5,179,938	331,051	6%	
53 - Data Processing Services	6,038,098	6,038,098	1,576,401	26%	6,088,151	6,088,151	1,584,440	26%	
61 - Community Services	10,750	10,750	206	2%	12,500	12,500	-	0%	
71 - Debt Services	-	-	-	-	-	-	-	0%	
81 - Facilities Acq. & Construction	-	-	-	0%	337,571	337,571	16,457	5%	
91 - Contracted Instructional Services between schools	4,200,000	4,200,000	-	0%	4,000,000	4,000,000	-	0%	
93 - PAYMENTS TO FISCAL AGENTS	-	-	-	0%	-	-	-	0%	
95 - Payments to Juvenile Justice Alternative Program	10,000	10,000	-	0%	10,000	10,000	-	0%	
99 - Other Intergovernmental Charges	1,750,000	1,750,000	412,320	24%	1,750,000	1,750,000	408,887	23%	
8900 - Other	-	-	-	0%	-	-	-	0%	
Total Expenditures	\$ 226,195,440	\$ 226,195,440	\$ 14,664,755	6%	\$ 228,709,561	\$ 228,709,561	\$ 13,813,681	6%	
Excess (Deficit) of Revenues Over Expenditures	\$ (5,314,470)	\$ (5,314,470)	\$ (12,548,195)		\$ (3,318,685)	\$ (3,318,685)	\$ (8,616,724)		
OTHER FINANCING RESOURCES:									
7900 - Transfers In	1,500,000	1,500,000	-		-	-	-		
8900 - Transfer Out	-	-	-		-	-	-		
Total Other Financing Resources	1,500,000	1,500,000	-		-	-	-		
NET CHANGE IN FUND BALANCE	(3,814,470)	(3,814,470)	(12,548,195)		(3,318,685)	(3,318,685)	(8,616,724)		
Beginning Fund Balance	\$ 73,618,380	\$ 73,618,380	\$ 73,618,380		\$ 71,244,085	\$ 71,244,085	\$ 71,244,085		
Ending Fund Balance	\$ 69,803,910	\$ 69,803,910	\$ 61,070,185		\$ 67,925,400	\$ 67,925,400	\$ 62,627,360		

[Notes](#)

**ALLEN INDEPENDENT SCHOOL DISTRICT
YTD REVENUES & EXPENDITURES REPORT
08/31/2026 (UNAUDITED)**

STUDENT NUTRITION	02 MONTHS ENDING 08/31/2026 CURRENT YEAR 2026-27				02 MONTHS ENDING 08/31/2025 PRIOR YEAR 2025-26				Notes
	Adopted	Amended	YTD	Actual to	Adopted	Amended	YTD	Actual to	
	<u>Budget</u>	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	
REVENUES:									
5700 - Local	\$ 5,782,956	\$ 5,782,956	\$ 462,844	8%	\$ 5,635,000	\$ 5,635,000	\$ 499,251	9%	
5800 - State	224,217	224,217	39,818	18%	180,000	180,000	42,833	24%	
5900 - Federal	2,579,586	2,579,586	167,043	6%	3,063,875	3,063,875	177,098	6%	
Total Revenues	\$ 8,586,759	\$ 8,586,759	\$ 669,705	8%	\$ 8,878,875	\$ 8,878,875	\$ 719,181	8%	
EXPENDITURE SUMMARY BY FUNCTION:									
35 - Student Nutrition/Food Services	8,586,759	8,586,759	300,381	3%	8,878,875	8,878,875	230,018	3%	
81 - Facilities Acquisition & Construction	-	-	-	0%	-	-	-	0%	227
Total Expenditures	\$ 8,586,759	\$ 8,586,759	\$ 300,381	3%	\$ 8,878,875	\$ 8,878,875	\$ 230,018	3%	
Excess (Deficit) of Revenues Over Expenditures	\$ -	\$ -	\$ 369,324		\$ -	\$ -	\$ 489,163		
OTHER FINANCING RESOURCES:									
7900 - Transfers In									
8900 - Transfer Out	-	-	-	0%	-	-	-	0%	
Total Other Financing Resources	-	-	-	- -	-	-	-	-	
NET CHANGE IN FUND BALANCE	-	-	369,324	- -	-	-	489,163	-	
Beginning Fund Balance	\$ 2,099,039	\$ 2,099,039	\$ 2,099,039		\$ 1,321,286	\$ 1,321,286	\$ 1,321,286		
Ending Fund Balance	\$ 2,099,039	\$ 2,099,039	\$ 2,468,363		\$ 1,321,286	\$ 1,321,286	\$ 1,810,449		

[Notes:](#)

**ALLEN INDEPENDENT SCHOOL DISTRICT
YTD REVENUES & EXPENDITURES REPORT
08/31/2026 (UNAUDITED)**

DEBT SERVICE	02 MONTHS ENDING 08/31/2026				02 MONTHS ENDING 08/31/2025				Notes
	Adopted Budget	Amended Budget	YTD Actual	Actual to Budget	Adopted Budget	Amended Budget	YTD Actual	Actual to Budget	
REVENUES:									
5700 - Local	\$ 87,818,707	\$ 87,818,707	\$ (271,236)	0%	\$ 88,197,879	\$ 88,197,879	\$ 436,283	0%	
5800 - State	6,800,000	6,800,000	-	0%	500,000	500,000	-	0%	
5900 - Federal	-	-	-	0%	-	-	-	0%	
Total Revenues	\$ 94,618,707	\$ 94,618,707	\$ (271,236)	0%	\$ 88,697,879	\$ 88,697,879	\$ 436,283	0%	
EXPENDITURE SUMMARY BY FUNCTION:									
71 - Debt Service	94,618,707	94,618,707	15,232,393	16%	88,697,879	88,697,879	11,037,302	12%	228
Total Expenditures	\$ 94,618,707	\$ 94,618,707	\$ 15,232,393	16%	\$ 88,697,879	\$ 88,697,879	\$ 11,037,302	12%	
Excess (Deficit) of Revenues Over Expenditures	\$ -	\$ -	\$ (15,503,628)		\$ -	\$ -	\$ (10,601,020)		
OTHER FINANCING RESOURCES:									
7900 - Transfers In	\$ -	-	15,563,612	0%	\$ -	-		0%	
8900 - Transfer Out	\$ -	\$ -	\$ (15,339,583)	0%	\$ -	\$ -	-	0%	
Total Other Financing Resources	\$ -	\$ -	\$ 224,029		\$ -	\$ -	\$ -		
NET CHANGE IN FUND BALANCE	\$ -	\$ -	\$ (15,279,600)		\$ -	\$ -	\$ (10,601,020)		
Beginning Fund Balance	\$ 37,437,449	\$ 37,437,449	\$ 37,437,449		\$ 36,168,766	\$ 36,168,766	\$ 36,168,766		
Ending Fund Balance	\$ 37,437,449	\$ 37,437,449	\$ 22,157,850		\$ 36,168,766	\$ 36,168,766	\$ 25,567,746		

[Notes](#)

**ALLEN INDEPENDENT SCHOOL DISTRICT
MONTHLY CONSTRUCTION PROJECT REPORT
8/31/2026**

\$442 MILLION BOND AUTHORIZATION

BOND SALE	
658 FEBRUARY 2025	220,000,000
659 FUTURE SALE TBD	-
BONDS SOLD TO DATE	220,000,000
INTEREST EARNED	11,135,731
OTHER	-
TOTAL RESOURCES	231,135,731

PROJECT CODE	PROJECT NAME	ORIGINAL PROPOSED BUDGET	REVISED BUDGET	PRIOR PERIOD EXPENDITURES	CURRENT YEAR EXPENDITURES TO DATE	CURRENT YEAR ENCUMBRANCES TO DATE	BUDGET AVAILABLE	% OF PROJECT COMPLETION
A4A	A4A OLSON RENO	31,375,336	27,800,974	27,489,819	7,560	17,908	285,688	99%
A4B	A4B CURTIS RENO	53,404,348	31,650,542	18,126,450	7,074,791	5,091,099	1,358,203	80%
A4C	A4C AHS-MULTI-PURPOSE COMPLEX	39,849,171	34,869,463	19,710,839	1,269,868	10,393,459	505,172	60%
A4D	A4D CHEATHAM RENO	34,063,086	30,096,494	16,517,677	10,908,982	2,500,457	169,378	91%
A4E	A4E GREEN RENO	26,979,101	1,012,400	629,460	12,400	370,540	-	63%
A4F	A4F ANDERSON RENO	31,271,762	30,426,551	19,575,284	7,096,301	1,903,461	136,199	88%
A4G	A4G FORD RENO	53,973,782	156,958	15,258	61,062	80,638	-	49%
A4H	A4H NORTON RENO	33,658,055	-	-	-	-	-	0%
A4I	A4I LFC TENNIS COURT	2,153,544	1,999,235	1,999,235	-	-	-	100%
A4J	A4J PLAYGROUNDS	6,543,227	6,535,732	6,009,549	-	434,986	91,197	92%
A4K	A4K ROOFING	8,113,601	3,575,452	1,568,489	5,445	649,266	1,352,252	44%
A4L	A4L LANDSCAPE - IRRIGATION	2,396,849	1,306,684	1,306,684	-	-	-	100%
A4M	A4M CONCRETE - FOUNDATION	21,412,809	1,034,830	893,670	113,496	27,664	(0)	97%
A4N	A4N MEP SYSTEMS	8,004,656	1,673,901	388,672	356,866	265,590	662,774	45%
A4O	A4O FOOD SERVICE RENO	4,560,517	5,723,757	2,173,560	891,874	2,631,972	26,351	54%
A4P	A4P ATHLETIC COMPLEX REFRESH	13,657,899	11,962,101	8,269,829	1,647,943	1,907,720	136,609	83%
A4Q	A4Q VEHICLES AND SHOP EQUIPMENT	7,729,756	4,706,136	2,757,406	-	1,948,730	-	59%
A4R	A4R FIRE SAFETY	745,928	118,621	118,621	-	-	-	100%
A4S	A4S FACILITY SECURITY MONITORING	1,969,838	1,116,203	665,981	376,632	73,591	-	93%
A4T	A4T IP-BASED BELL PA - ALERT SYSTEMS	4,686,555	1,949,632	1,816,047	-	58,925	74,660	93%
A4U	A4U CAMPUS MEDIA STATIONS & PRINT DEVICES	11,849,520	692,281	692,281	-	-	(0)	100%
A4V	A4V CLASSROOM TECHNOLOGY DISPLAYS	11,543,876	5,575,047	4,498,690	622,944	385,305	68,108	92%
A4W	A4W NETWORK INFRASTRUCTURE UPS	5,592,094	2,877,204	1,927,127	511,111	230,870	208,096	85%
A4X	A4X DATA CENTER INFRASTRUCTURE	3,526,943	1,224,440	1,086,193	10,560	12,116	115,571	90%
C4A	C4A WIRELESS COMP DEVICES FOR STUDENTS	16,279,173	1,752,955	-	-	-	1,752,955	0%
C4B	C4B WIRELESS COMP DEVICES FOR STAFF	6,798,619	-	-	-	-	-	0%
	UNALLOCATED PROP A		207,560,593	-			207,560,593	0%
	UNALLOCATED PROP C		21,324,837	-			21,324,837	0%
	FUTURE SALE		(222,140,046)	-			(222,140,046)	0%
AUC	UNCOMMITTED PROP A		3,417,022	-			3,417,022	0%
I4A	ADMINISTRATIVE COST FOR ELECTION & MARKETING		315,102	315,102			-	100%
I4B	CONSTRUCTION MANAGEMENT PROGRAM		18,000	-	3,000	15,000	-	0%
I4P	PROJECT MANAGEMENT		1,710,690	885,390	128,151	-	697,148	59%
IUC	UNCOMMITTED INTEREST		9,091,939	-	-		9,091,939	0%
TOTAL \$442 MILLION BOND		442,140,046	231,135,731	139,437,312	31,098,983	28,999,297	26,894,707	

ALLEN INDEPENDENT SCHOOL DISTRICT
MONTHLY CONSTRUCTION PROJECT REPORT
8/31/2026

\$214 MILLION BOND AUTHORIZATION

BOND SALE

656 FEBRUARY 2021

657 JUNE 2022

BONDS SOLD TO DATE

INTEREST EARNED

OTHER

TOTAL RESOURCES

125,000,000

89,313,000

214,313,000

7,690,727

82,870

222,086,597

PROJECT CODE	PROJECT NAME	ORIGINAL PROPOSED BUDGET	REVISED BUDGET	PRIOR PERIOD EXPENDITURES	CURRENT YEAR EXPENDITURES TO DATE	CURRENT YEAR ENCUMBRANCES TO DATE	BUDGET AVAILABLE	% OF PROJECT COMPLETION
A11	AHS G WING	16,291,267	16,527,436	16,527,436			(0)	100%
A12	AHS A AND K WINGS	19,082,525	13,683,857	13,683,857	-	-	-	101%
A13	AHS FINE ARTS H WING & FIRE LANE	9,830,774	11,916,833	11,916,833			-	100%
A15	ERECKSON MS RENO	45,662,414	41,236,424	41,236,424	-	-	(0)	100%
A16	BOON ES RENO	19,578,996	18,160,906	18,160,906		-	-	100%
A17	CHANDLER ES RENO	20,706,021	20,329,549	20,329,549			-	100%
A18	EVANS ES RENO	21,538,833	22,967,473	22,967,473		-	-	100%
A19	ES BREEZEWAY WATERPROOFING	1,821,312	42,800	42,800			-	100%
A21	LED LIGHTING AND UTILITY/MEP UPGRADES	2,377,545	3,063,686	3,063,686	-	-	-	126%
A22	DISTRICT WIDE CONCRETE	118,847	316,185	316,185		-	-	100%
A23	DISTRICT WATERPROOFING & ROOFING	1,320,568	1,296,862	1,296,862		-	-	100%
A24	AG SCIENCE FACILITY	4,697,962	4,068,490	4,068,490		-	-	100%
A25	HVAC REPLACEMENT & EFFICIENCEIS	1,185,746	1,224,738	1,224,738		-	-	100%
A27	WIRELESS NETWORK CONNECTIVITY	450,000	384,053	384,053	-	-	(0)	103%
A28	CAMPUS NETWORK EQUIPMENT	3,000,000	3,362,518	3,359,073	-	3,445	(0)	106%
A29	DATACENTER SERVER/STORAGE EQUIPMENT	500,000	485,475	485,475	-	-	-	105%
A31	VOIP SOLUTION	2,200,000	2,079,849	2,079,849		-	-	100%
A32	TE INFRA-IP-BELL/PA/CLOCK & MULTIMEDIA AV	9,500,000	11,634,200	11,490,675	141	2,471	140,913	101%
A33	DISTRICTWIDE PAINTING		999,532	596,947	228,567	33,756	140,263	103%
ABR	BUS RIDER SAFETY	450,000	450,000	273,241	-	5,946	170,813	79%
ACM	SECURITY CAMERA UPGRADES & ADDITIONS	827,860	827,860	797,848	-	25,907	4,106	132%
ACS	CELLULAR SIGNAL AMPLIFIERS FOR CELL SERVICE	1,700,000	686,534	686,534		-	-	100%
AFR	FIRST RESPONDER REPEATER	834,300	764,130	764,130	-	-	0	100%
ASB	NEW SCHOOL BUSES	3,290,704	3,265,200	3,265,200		-	-	100%
ASF	SECURITY DOOR/WINDOW FRAMES/FILM	726,275	670,825	670,825		-	-	100%
AVM	VEHICLE MAINTENANCE EQUIPMENT	120,000	156,957	156,957	-	-	-	124%
DPD	DESKTOP AND PRINT DEVICES	8,300,000	6,550,628	4,702,745	44,624	42,037	1,761,222	87%
DST	WIRELESS COMPUTER DEVICES FOR STAFF	4,700,000	4,700,000	4,685,442	-	2,150	12,408	101%
DSU	WIRELESS COMPUTER DEVICES FOR STUDENTS	12,000,000	13,749,372	13,628,317	119,900	-	1,155	117%
WAN	WAN PROJECT	1,500,000	1,416,942	1,416,942			-	100%
FUR	DISTRICTWIDE FURNITURE & EQUIPMENT		893,932.26	475,182	86,971	261,728	70,052	79%
	UNCOMMITTED PROP A		4,228,533	-			4,228,533	0%
	UNCOMMITTED PROP D		-	-			-	0%
BMS	CONSTRUCTION MANAGEMENT PROGRAM		90,000	90,000	-	-	-	100%
PAY	PROJECT MANAGEMENT		2,431,776	1,918,531	82,486	-	430,759	101%
TVS	AHS TV STUDIO		978,456	978,456		-	0	100%
A4A	OLSON RENO PRELIMINARY		-	-			-	0%
ROF	HAIL DAMAGE ROOF REPAIR DEDUCTIBLES 5-2023		2,777,032	2,777,032	-	-	-	27%
COP	COPIER LEASE		1,476,976	911,110	565,866	-	-	93%
FUL	FUEL		308,834	272,184	18,045	18,605	-	176%
	UNCOMMITTED INTEREST		1,881,744	-			1,881,744	0%
TOTAL \$214 MILLION BOND		214,311,949	222,086,597	203,603,322	1,146,599	396,044	8,841,967	

**ALLEN INDEPENDENT SCHOOL DISTRICT
MONTHLY CONSTRUCTION PROJECT REPORT
8/31/2026**

LOCAL 616 CAPITAL PROJECTS

FUNDING TRANSFERS	16,253,643
INTEREST	381,076

TOTAL RESOURCES	16,634,719
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PROJECT CODE	PROJECT NAME	ORIGINAL PROPOSED BUDGET	REVISED BUDGET	PRIOR PERIOD EXPENDITURES	CURRENT YEAR EXPENDITURES TO DATE	CURRENT YEAR ENCUMBRANCES TO DATE	BUDGET AVAILABLE	% OF PROJECT COMPLETION	
453	ANNEX	6,120,345	6,085,942	6,085,942		-	-	100%	231
ZAY	REGION 10 /ZAYO	169,100	161,500	161,500			-	100%	
OPK	PREKINDERGARTEN TRANSITION	150,000	231,860	231,860		-	-	100%	
	FORD MS SUMMER PROJECT	22,031	20,900	20,900			-	100%	
	FORK LIFT- MAINTENACE	28,948	28,948	28,948			-	100%	
IST	BAND INSTRUMENTS	106,590	318,008	318,008	-	-	-	100%	
153	ANDERSON DONATION FOR BALCKTOP	16,605	16,605	16,605			-	100%	
153	GREEN DONATION FOR BALCKTOP	16,000	-	-			-		
	FIN OFFICE RENO		32,281	32,281			-	100%	
BBL	BASEBALL LOCKER ROOM DONATION		19,173	19,173			-	100%	
ESO	S WILLIAMS FIELD RENAMING		19,225	19,225			-	100%	
SWG	SWAGIT		48,390	48,390			-	100%	
920	TECH SECURITY		-	-			-	0%	
BTL	TRI TECH BOYD TEACHER LOUNGE		20,000	20,000		-	-	100%	
SCB	STADIUM SCOREBOARD		2,652,329	2,652,329		-	-	100%	
DON	DONATIONS		39,585	39,585		-	0	100%	
CAB	EVANS CABIN		24,851	24,851			-	100%	
ROF *	ROOF REPAIR-HAIL DAMAGE MAY 2023		4,239,746	4,083,935	-	-	155,811	124%	
GLF	GOLF		34,829	33,869	-	-	959	131%	
HEB	LEASE REFUND		109,958	109,958			-	100%	
WGT	WEIGHT ROOM EQUIPMENT		164,307	109,722	50,000	-	4,586	134%	
FPS	FIRE SUPPRESSION/ALARM STADIUM		1,626,284	1,544,970	-	81,314	-	190%	
CTG	CONTINGENCY		413,508	-			413,508	0%	
WRS	WRESTLING		19,290	-		19,290	-	0%	
	UNCOMMITTED INTEREST		381,075.63	-			381,076	0%	
TOTAL LOCAL CAPITAL PROJECTS		6,629,619	16,708,594	15,602,050	50,000	100,605	955,940		

**ALLEN INDEPENDENT SCHOOL DISTRICT
MONTHLY CONSTRUCTION PROJECT REPORT
8/31/2026**

TECHNOLOGY DEVICE REPAIR FUND 617

FUNDING TRANSFERS	801,155
TECHNOLOGY DEVICE FEES/REPAIRS	1,493,188
INTEREST	126,405

TOTAL RESOURCES	2,420,748
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PROJECT CODES	PROJECT NAME	ORIGINAL PROPOSED BUDGET	REVISED BUDGET	PRIOR PERIOD EXPENDITURES	CURRENT YEAR EXPENDITURES TO DATE	CURRENT YEAR ENCUMBRANCES TO DATE	BUDGET AVAILABLE	% OF PROJECT COMPLETION	Retainage Expensed
SDR	DEVICE INSURANCE REPAIRS		875,074	90,000	-	-	785,074	10%	
ECF	EMERGENCY FCC GRANT		226,135	226,135			-	100%	
ECF	EMERGENCY FCC GRANT RELATED WARRANTIES		549,000	549,000			-	100%	
802/SDR	TECHNOLOGY		355,540	68,143		-	287,397	19%	
	CONTINGENCY		-	-			-	0%	
	PAYROLL		288,594	-			288,594	0%	
	UNCOMMITTED INTEREST		126,405	-			126,405	0%	
TOTAL TECHNOLOGY STUDENT DEVICE REPAIRS		-	2,420,748	933,278	-	-	1,487,470		232

**ALLEN INDEPENDENT SCHOOL DISTRICT
MONTHLY CONSTRUCTION PROJECT REPORT
8/31/2026**

LOCAL CAPITAL LAND SALE PROJECTS

618 LAND SALE January 31, 2023
TRANSFERS
INTEREST

3,936,628
91,226
90,964

TOTAL RESOURCES

4,118,819

PROJECT CODES	PROJECT NAME	ORIGINAL PROPOSED BUDGET	REVISED BUDGET	PRIOR PERIOD EXPENDITURES	CURRENT YEAR EXPENDITURES TO DATE	CURRENT YEAR ENCUMBRANCES TO DATE	BUDGET AVAILABLE	% OF PROJECT COMPLETION
L23	ATHLETIC RENOVATIONS	4,059,053	4,009,053	4,009,053	-	-	-	100%
			-	-			-	23
			-	-			-	
			-	-			-	
			-	-			-	
			-	-			-	
			-	-			-	
			-	-			-	
			-	-			-	
	UNALLOCATED to Move to Local Capital 616		50,000	50,000	-		-	200%
	INTEREST to Move to Local Capital 616		59,765	59,531	-		234	199%
TOTAL LOCAL CAPITAL LAND SALE PROJECTS		4,059,053	4,118,819	4,118,584	-	-	234	

233

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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Advocacy Committee Update

ADMINISTRATOR RESPONSIBLE: Board President

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

The Board may provide an update regarding the Advocacy Committee.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026
DOCUMENT TITLE: Superintendent's Update
ADMINISTRATOR RESPONSIBLE: Kim McLaughlin, Acting Superintendent
SOAR 2030 STRATEGIC VISION: Goal 1 – Culture of Excellence
LEGAL REVIEW: N/A

Ms. McLaughlin may provide an update regarding district goals and other items.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026
DOCUMENT TITLE: Calendar Updates
ADMINISTRATOR RESPONSIBLE: Board President
STRATEGIC PLAN REFERENCE: N/A
LEGAL REVIEW: N/A

The board may review and discuss upcoming events.

September 29 – Men and Ladies Varsity Tennis vs. Walnut Grove; Eagles Landing Tennis Courts; 4:30 p.m.

September 29 – Lady Eagles Volleyball vs. Walnut Grove; AHS Competition Gym, 6:30 p.m.

October 2 – Men and Ladies Varsity Tennis vs. Frisco Lebanon Trail, Eagles Landing Tennis Courts; 4:30 p.m.

October 2 – Lady Eagles Volleyball vs. Prosper; AHS Competition Gym, 6:30 p.m.

October 5 – 6th Grade Orchestra Concerts; LFC Gym, 5:30 p.m.

October 5 – Curtis Middle School Choir Concert; LFC, 6:30 p.m.

October 5 – Board Workshop; PLAS, 6:30 p.m.

October 6 – Ereckson/LFC/AHS Orchestra Fall Concerts; PAC, 5:25 p.m.

October 6 – Lady Eagles Volleyball vs. Princeton; AHS Competition Gym, 6:30 p.m.

October 7 – Ford/LFC/AHS Orchestra Fall Concerts; PAC, 5:25 p.m.

October 8 – Curtis/AHS Orchestra Fall Concerts; PAC, 5:25 p.m.

October 9 – Heart@Work New Staff Tailgate on the Plaza; Plaza of Eagle Stadium, 5:30 p.m.

October 9 – Lady Eagles Volleyball vs. McKinney; in McKinney, 6:30 p.m.

October 9 – Allen Eagles Football vs. McKinney; Eagle Stadium, 7:00 p.m.

October 12-16 – Fall Break for Students

October 12-14 – Fall Break for Staff

October 13 – Swim & Dive Meet with Lovejoy/Jesuit/Ursuline; Rodenbaugh Natatorium, 3:00 p.m.

October 13 – Lady Eagles Volleyball vs. Rock Hill; AHS Competition Gym, 6:30 p.m.

October 15 – Allen Eagles Football vs. Rock Hill; Prosper ISD Children's Health Stadium, 7 p.m.

October 16 – Cross Country District 5-6A Meet; Myers Park, 7 a.m.

October 19 – Ladies Varsity Golf vs. Lewisville ISD Pink Out; Sherril Park 2 Golf Course, 8 a.m.

October 19 – AHS/LFC Choir Concert; AHS, 6:30 p.m.

October 20 – Lady Eagles Volleyball vs. McKinney Boyd; McKinney Boyd, 6:30 p.m.

October 22 – Educator Expo 2026; Terrell Recreation Center, 4 p.m.

October 23 – Dive Meet vs. Plano/Garland; Rodenbaugh Natatorium, time TBD

October 23-24 – Men's Varsity Golf vs. Broken Bow; Cedar Creek Country Club, 8 a.m.

October 23 – AHS Visual Arts Fall Invitational Show Reception; PAC Gallery, 5 p.m.

October 23 – Heart@Work Employee Tailgate; outside of the PAC, 5:30 p.m.

October 23 – Lady Eagles Volleyball vs. Walnut Grove; AHS Competition Gym, 6:30 p.m.

October 23 – Allen Eagles Football vs. Jesuit; Eagle Stadium, 7 p.m.

October 24 – STEAM Fall Festival; STEAM Center, 2 p.m.

October 26 – Regular Board Meeting; PLAS, 6:30 p.m.



ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Private Consultation with the Board's Attorney

ADMINISTRATOR RESPONSIBLE: Kim McLaughlin, Acting Superintendent

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Action: Texas Government Code, Section 551.071

The Board may meet with its attorney in Executive Session.



ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Property Matters

ADMINISTRATOR RESPONSIBLE: Kim McLaughlin, Acting Superintendent

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Item: Texas Government Code, Section 551.072

Property matters may be discussed in Executive Session.



ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Personnel Matters

ADMINISTRATOR RESPONSIBLE: Board President

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Item: Texas Government Code, Section 551.074

The Board may meet in Executive Session to discuss personnel matters pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

- Deliberation regarding Superintendent search
- Deliberation regarding Board Goals



ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: Security Devices or Security Audits

ADMINISTRATOR RESPONSIBLE: Kim McLaughlin, Acting Superintendent

STRATEGIC PLAN REFERENCE: N/A

LEGAL REVIEW: N/A

Authority for this Item: Texas Government Code, Section 551.076

The Board may discuss security devices or security audits in executive session.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: School Children; School District Employees; Disciplinary Matters or Complaint

ADMINISTRATOR RESPONSIBLE: Kim McLaughlin, Acting Superintendent

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Action: Texas Government Code, Section 551.082

The Board may meet in Executive Session to discuss students, district employees, disciplinary matters, or complaints.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2026

DOCUMENT TITLE: School Board: Personally Identifiable Information about
Public School Student

ADMINISTRATOR RESPONSIBLE: Kim McLaughlin, Acting Superintendent

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Action: Texas Government Code, Section 551.0821

The Board may meet in Executive Session to discuss personally identifiable information about a public school student.