

# Agenda of Workshop Meeting

## The Board of Trustees Abilene Independent School District

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

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

- I. Call to Order
  - A. Oral Communication from the Public
  - B. Board/Superintendent Announcements/Information
- II. Board Workshop Items
  - A. Early Notice of Departure (END)
  - B. 2025-2026 AISD Calendar
  - C. AISD Assessment Data
  - D. Lone Star Governance Debrief
  - E. Head Start Governance and ERSEA Training
- III. Agenda for Regular Meeting September 9, 2024
  - A. Consent Agenda Items for September 9, 2024
    - I. Finance: July Financials
    - II. Approval of Minutes
    - III. Approval of the Appointment of Members of the Local School Health Advisory Council
    - IV. Approval of the qualified Texas Teacher Evaluation and Support System (T-TESS) Appraisers for 2024-2025
    - V. Approval of a Texas A&M AgriLife Extension Service Resolution and Adjunct Agreement
      - a. Callahan County
      - b. Taylor County
    - VI. Approval of the 2024-2025 School Resource Officer Agreement between the Abilene Independent School District and the City of Abilene
    - VII. Approval of Revision to First Financial Bank Account Administrator
    - VIII. Approval of Revision to PNC Bank Dyess Activity Fund Account ending in 6645 removing current signer Merri Lynn Rideout and adding signers Dr. Joseph Waldron, Deputy Superintendent, and Jennifer Hinds, Executive Director of Finance

- IX. Approval to reauthorize the Superintendent's Hiring Authority for Contractual Personnel (Policy DC LOCAL - Employment Practices)
- B. Reports
  - I. Start of School Enrollment Update
  - II. Taylor and Jones County Appraisal Districts Board of Directors
- C. Business Items Requiring Board Action
  - I. The Board will consider approval of Policy Update 123.
- IV. Adjournment

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

**Leave  
Administration**

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

**Definitions**

The term "immediate family" is defined as:

Immediate Family

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

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

Family Emergency

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

Leave Day

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

School Year

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

Catastrophic Illness  
or Injury

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

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

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**Availability**

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year on the first day the employee reports for duty.

**State Leave Proration**

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

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

**Medical Certification**

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

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

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

**State Personal Leave**

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

**Nondiscretionary Use**

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

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

**Discretionary Use**

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

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

<i>Request for Leave</i>	<p>In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.</p> <p>Discretionary use of state personal leave shall not exceed five workdays in any one semester.</p>
<b>Local Sick Leave</b>	<p>Each employee shall earn five, six, or seven paid local sick leave days per school year in accordance with administrative regulations.</p> <p>Local sick leave shall accumulate without limit.</p> <p>Local sick leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995-96 school year, except that an employee may contribute local sick leave to a sick leave bank. [See DEC(LEGAL)]</p>
<b>Sick Leave Bank</b>	<p>The District shall establish a sick leave bank that employees may join through contribution of local sick leave.</p> <p>Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee or a member of the employee's immediate family experiences a catastrophic illness or injury and the employee has exhausted all paid leave and any applicable compensatory time.</p> <p>The Superintendent shall develop regulations for the operation of the sick leave bank that address the following:</p> <ol style="list-style-type: none"><li>1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;</li><li>2. Procedures to request leave from the sick leave bank;</li><li>3. The maximum number of days per school year a member employee may receive from the sick leave bank;</li><li>4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and</li><li>5. Other procedures deemed necessary for the operation of the sick leave bank.</li></ol>
Appeal	<p>An employee may appeal a decision regarding the sick leave bank in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.</p>

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

**Family and Medical  
Leave**

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

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**Note:** See DECA(LEGAL) for provisions addressing FMLA.

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Twelve-Month  
Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be July 1 through June 30.

Combined Leave for  
Spouses

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

Intermittent or  
Reduced Schedule  
Leave

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

Certification of  
Leave

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

Fitness-for-Duty  
Certification

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

Leave at the End of  
Semester

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

**Temporary Disability  
Leave**

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

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

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

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**Workers'  
Compensation**

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

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

**Paid Leave Offset**

The District shall permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

**Court Appearances**

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

**Payment for  
Accumulated Leave  
Upon Retirement**

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

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee does not expect to return to employment in a full-time capacity.
3. The employee provides advance written notice of intent to retire by the first Monday in February.
4. The employee has at least ten years of service with the District.
5. The employee has at least one day of available local sick leave.

The employee shall receive payment for each day of accumulated local sick leave based upon the employee's number of years of service with the District, at a rate established by the Board.

The number of years of service with the District shall be multiplied by five to determine the maximum number of days an employee shall receive payment (e.g., an employee with 10 years of service is eligible for payment of 50 days of accumulated local sick leave). Local sick leave in excess of the maximum number of paid days shall be contributed to the District sick leave bank. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee. The rate established by the Board shall be in effect until the Board adopts a

new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

**Neutral Absence  
Control**

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



**Board of Trustees  
Meeting**

*September 5, 2024*



ABILENEISD

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**Policy DEC (Local)  
Discussion**

*Alison Sims  
Associate Superintendent for  
Human Resources*

# Current Policy

## Payment for Accumulated Leave Upon Retirement

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

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee does not expect to return to employment in a full-time capacity.
3. The employee provides advance written notice of intent to retire by the first Monday in February.
4. The employee has at least ten years of service with the District.
5. The employee has at least one day of available local sick leave.

## Payment for Accumulated Leave Upon Separation

The employee shall receive payment for each day of accumulated local sick leave based upon the employee's number of years of service with the District, at a rate established by the Board.

The number of years of service with the District shall be multiplied by five to determine the maximum number of days an employee shall receive payment (e.g., an employee with 10 years of service is eligible for payment of 50 days of accumulated local sick leave). Local sick leave in excess of the maximum number of paid days shall be contributed to the District sick leave bank. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee. The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

# Current Regulation...

Employees would be paid for their local sick days at a rate of number of years of service in Abilene ISD at a maximum of 5 days per year, multiplied by \$75 per day of local leave PLUS a base of \$1,000.

# How it works...

				Base of \$1000					
Name	Years is AISD	Hrs of Local Leave	Days of Local Leave	@75	Base of \$1000	AISD Days	MaxPayout @75	Payout	
Employee 1	32	632	79	\$75	\$1,000	79.00	\$13,000	\$6,925	
Employee 2	24	604	75.75	\$75	\$1,000	75.75	\$10,000	\$6,681	
Employee 3	26	1044	130.5	\$75	\$1,000	130.50	\$10,750	\$10,750	
Employee 4	27	612	76.5	\$75	\$1,000	76.50	\$11,125	\$6,738	
Employee 5	10	188	23.5	\$75	\$1,000	23.50	\$4,750	\$2,763	
Employee 6	32	1036	129.5	\$75	\$1,000	129.50	\$13,000	\$10,713	
Employee 7	19	652	81.5	\$75	\$1,000	81.50	\$8,125	\$7,113	
Employee 8	27	668	83.5	\$75	\$1,000	83.50	\$11,125	\$7,263	
Employee 9	24	776	97	\$75	\$1,000	97.00	\$10,000	\$8,275	
Employee 10	25	471	58.875	\$75	\$1,000	58.88	\$10,375	\$5,416	
Employee 11	16	444	55.5	\$75	\$1,000	55.50	\$7,000	\$5,163	
Employee 12	14	456	57	\$75	\$1,000	57.00	\$6,250	\$5,275	
Employee 13	24	856	107	\$75	\$1,000	107.00	\$10,000	\$9,025	

# Historical Early Notice Numbers

Includes exempt and non-exempt employees

2020-2021	2021-2022	2022-2023	2023-2024
45	69	56	36*

\*2023-2024 - first year participant had to be retiring in order to qualify

# Historical Total Resignations

Includes exempt employees only

2020-2021	2021-2022	2022-2023	2023-2024
217	284	282	202

**Board thoughts on  
enhancing the program  
only for the Spring of  
2025?**

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

Meeting Date: September 9, 2024

Meeting Type: Workshop Meeting

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: December

Subject: 2025-2026 AISD Calendar

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Background Information:

With the beginning of a new school year comes the beginning of developing the school calendar for the 2025-2026 school year. The Board normally approves the calendar in December. Early December approval allows maximum planning time for families and staff. We will utilize a calendar planning committee with representation from every campus and several district departments in order to communicate with all staff. After draft calendars are prepared, a district-wide feedback survey will be conducted. The board will hear updates on the calendar process in October and November. The District-Wide Consultation Committee (DWCC) will also approve the Calendar Committee's recommendation prior to it being sent to the Board of Trustees for final approval.

Attached Supporting Documents:

Blank Calendar Template for 2025-2026

Calendar Development Timeline

Calendar Development Presentation

Fiscal Implications:

Administrative Recommendation:

None at this time. A recommended 2025-2026 calendar will be presented to the board in December of 2024.

Contact Person:

Alison Sims

# 2025-2026 Academic Calendar

Goal - 172-174 Student Days

Jul 2025							Aug 2025							Sep 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31													

Oct 2025							Nov 2025							Dec 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

Jan 2026							Feb 2026							Mar 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				

Apr 2026							May 2026							Jun 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													

### Student Days

Total Student Minutes	
State Required Minutes	75600
Minute Difference	(75600)

### Key Dates

- AISD First Day of Classes
- Last Day of AISD Classes
- Graduation - Abilene High
- Graduation - ATEMS, Cooper High

### Holidays

- Labor Day: 1-Sep
- Columbus Day: 13-Oct
- Thanksgiving: 27-Nov
- Christmas Break: 25-Dec
- MLK Holiday: 19-Jan
- President's Day (student hol): 16-Feb
- Spring Break
- Good Friday: 3-Apr
- Memorial Day: 25-May
- Juneteenth: June 19, Holiday June 18
- Independence Day: 7/4/2024, Holiday July 3

This proposed calendar utilizes a 445 minute school day.

Calendar Key	
{ }	Semester Grading Period Begins or Ends
	Professional Development Day
	Holidays
	Alternative Staff Development Day (AISD Closed)
	Work Day
*	Early Release Days

Teacher Days	
2023-2024 schedule:	2024-2025
Days with students	
Professional Development Days	
Work Days	
Alternative Staff Development	
Total Teacher Days	

First Semester Days -  
Second Semester Days -

## 2025-26 AISD Calendar Development Timeline



September 9, 2024	<b>Board Workshop</b> – Overview of Calendar Development Process
September 17, 2024	<b>Calendar Development Committee Meeting</b> – Process Outline, Feedback for Draft Calendar Options, Homework – Campus Staff Feedback
September 17, 2023	<b>DWCC Meeting</b> - Process Outline, Feedback for Draft Calendar Options, Homework – Campus Staff Feedback
September 26, 2024	<b>Draft Calendar Options</b> shared with AISD Staff, Feedback to Calendar Committee and DWCC members
October 7, 2024	<b>Board Workshop</b> – Calendar Development Update
October 10, 2024	<b>Calendar Development Committee Meeting</b> – Members share campus feedback, input for final drafts for district survey
November 4, 2024	<b>Board Meeting</b> – Calendar Development Update
November 11-15, 2024	<b>Parent/Community Calendar Survey</b> available to AISD parents and community members through AISD website
November 11-15, 2024	<b>District-Wide Calendar Survey</b> available to all staff
December 2, 2024	<b>Joint DWCC/Calendar Development Committee Meeting</b> – Discuss results of district survey, Finalize a single recommended calendar for consideration by AISD Board of Trustees
December 9, 2024	<b>Board Workshop</b> – Calendar Development Update
December 9, 2024	<b>Regular Board Meeting</b> - Consideration of Recommended 2025-2026 AISD Academic Calendar by trustees



**Board of Trustees  
Meeting**

*September 5, 2024*



# 2025-2026 Calendar Development Process

*Alison Sims  
Associate Superintendent  
For Development of  
Human Resources*

# Timeline:

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December 9, 2024	<b>Board Workshop</b> – Calendar Development Update
December 9, 2024	<b>Regular Board Meeting</b> - Consideration of Recommended 2025-2026 AISD Academic Calendar by trustees

# Upcoming Key Activities and Discussions:

- DWCC and Calendar Committee meeting - we will work from a blank calendar to develop at least two draft calendars

## Next Steps:

- Calendar Committee gathers feedback from campuses
- Committee utilizes feedback to tweak draft calendars

**Questions?**

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

Meeting Date: September 5, 2024

Meeting Type: Workshop Meeting

Item Type: Presentation

Future Action Required: NO

If Yes, Month: N/A

Subject: Accountability and Assessment Overview - TELPAS

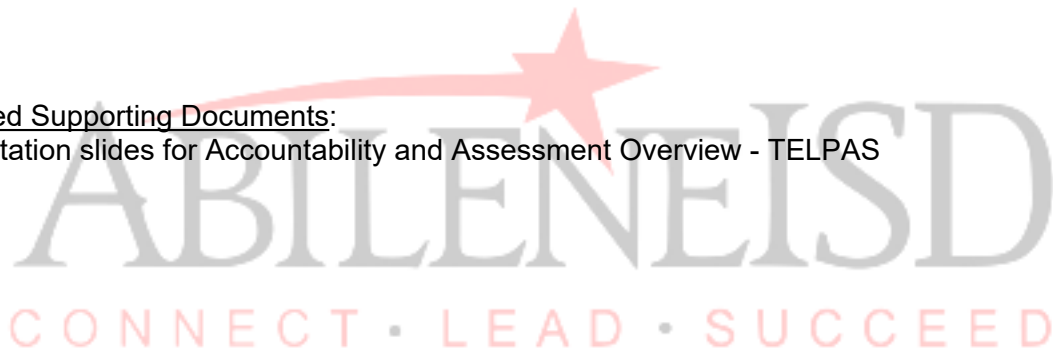
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Background Information:

AISD Administration wants to help The Board know more about the Texas Accountability and Assessment Systems. Lone Star Governance training prompted AISD Administrators to be more proactive in sharing overviews of the different pieces of these systems. This will be the first in a series of presentations providing information. We are starting with TELPAS because this assessment is directly tied to our Emergent Bilingual students. This group was specifically discussed during Lone Star Governance.

Attached Supporting Documents:

Presentation slides for Accountability and Assessment Overview - TELPAS



Fiscal Implications:

None

Administrative Recommendation:

None

Contact Person:

Patti Blue



**Accountability and  
Assessment Overview -  
TELPAS**

*Patti Blue  
Associate Superintendent for  
Curriculum and Instruction*

Reminder of what we learned during  
Lone Star Governance:

The Texas Assessment and Accountability systems are very complicated - even for those of us that work with it every day.

Please always feel free to ask questions.

If you have a desire to understand some of the specific pieces, I encourage you to call and schedule a time to come sit with us one-on-one.

# TELPAS

What is TELPAS?

Texas English Language Proficiency Assessment System

- ▶ Aligned to Texas English Language Proficiency Standards (ELPS)
- ▶ Assess progress of emergent bilingual student in English language development
- ▶ Fulfills a Federal Requirement
- ▶ Kindergarten through 12th Grade
- ▶ Four Domains: listening, speaking, reading and writing

# ELPS (English Language Proficiency Standards)

- ▶ Required just like TEKS
- ▶ Designed to help meet language and subject-matter needs of Emergent Bilingual (EB) students simultaneously
- ▶ Do not vary grade to grade

# ELPS (English Language Proficiency Standards)

## Example:

The student is expected to:

(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.

# TELPAS

How are they assessed?

TEA <small>Texas Education Agency</small> TELPAS Components	
Grades K–1*	
Grades 2–12	
Holistically-rated Assessments	
Online Tests	
Listening	Speaking
Listening and Speaking	
Reading	Writing
Reading and Writing	

# TELPAS

## Holistically-rated Assessments

(generally Kindergarten and 1st Grade)

A teacher (including a substitute teacher) selected to rate an emergent bilingual (EB) student must

- § have the student in class at the time of the spring assessment window,
- § be knowledgeable about the student's ability to use English in instructional and informal settings,
- § hold valid Texas education credentials, such as a teacher certificate or permit,
- § be appropriately trained in the holistic rating process, and
- § rate the student in all eligible domains.

(Being a rater requires the teacher to go through an additional training and pass a rater test.)

# TELPAS

What does the online assessment piece look like?

Here are a few samples.

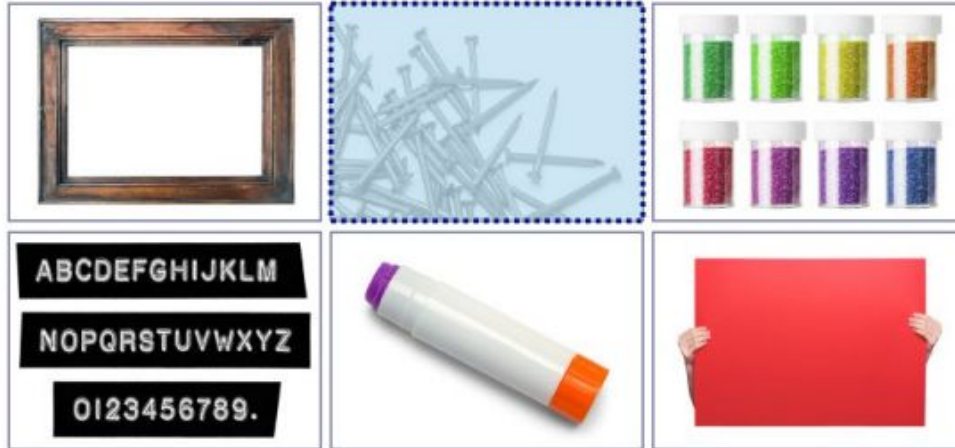
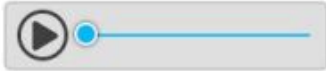
# TELPAS (2nd/3rd Listening and Speaking)

The screenshot shows a digital interface for a TELPAS listening and speaking activity. On the left, a video player displays the title "Nia's Bracelet" in a blue serif font. Below the video are navigation controls: a left arrow, a play button, a right arrow, and a progress bar. On the right side, a score of "222" is shown in a blue box. Below the score is a grey instruction box: "Read the directions. When you are ready to speak, tell as much as you can. You may watch the video again before you speak." Underneath is the prompt: "Explain the lesson Nia learns in this story and how she learns the lesson." A second video player is visible, showing a play button and a progress bar. To the right of this player are a microphone icon in a red box and a timer icon in a white box with "90s" below it. At the bottom right, a grey box indicates "Remaining Attempts: 2".

# TELPAS (4th/5th Grade Listening/Speaking)

*Audio Transcript\*: Click on something that people can use to attach two large pieces of wood together or to hang a painting on a wall.*

Listen to the audio. Follow the directions you hear.



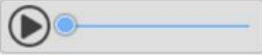
*\*An audio transcript is not available to students during the test.*



# TELPAS (6th - 8th Listening and Speaking)

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe these two pictures.
- Next tell all the ways the pictures are similar.
- Then tell all the ways the pictures are different.

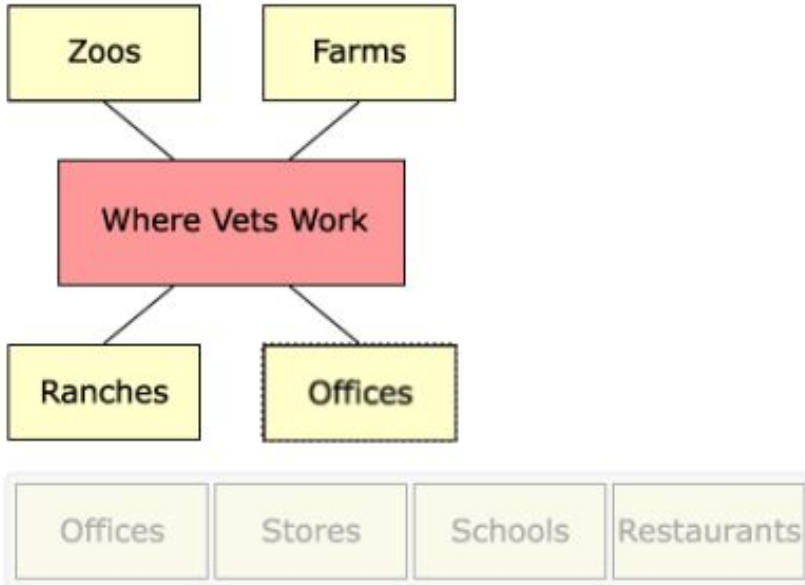


Remaining Attempts: 2

# TELPAS (2nd Grade Reading/Writing)



Look at the diagram. Move the answer that best completes the diagram into the empty box.



# TELPAS (8th/9th Reading/Writing)

Read the text. There is one error. Click on the error.



She was **writing** a report online **when** the phone **runged**.

In the box, write the word that corrects the error.

*Correct answers include: rang, rung, vibrated*

# TELPAS (4th/5th Reading/Writing)



Click on the highlighted words in paragraph 1 that best help the reader understand the meaning of dutifully.

- 1 Long ago in a faraway jungle, there lived a small troop of monkeys. They were led by a monkey king, whom the other monkeys all dutifully followed. Whatever the king ordered or demanded, the troop always obeyed. The king's subjects believed he must be very wise. After all, why else would he be their king?

# When do they get to stop taking the TELPAS?

Grade(s)	1 <sup>st</sup> / 2 <sup>nd</sup>	3 <sup>rd</sup> through 8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>English Language Proficiency Assessment</b>	Texas English Language Proficiency Assessment System (TELPAS) <b>A Composite Score of Advanced High</b>					
<b>State Standardized Reading Assessment</b>	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading <u>and</u> Language Arts 40 <sup>th</sup> percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading <u>and</u> Language Arts 40 <sup>th</sup> percentile or above on each	
		<i>*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.</i>				
<b>Teacher Subjective Evaluation</b>	Form: <a href="#">Emergent Bilingual/English Learner Reclassification Rubric</a>					

Notes:

Levels: Beginning, Intermediate, Advanced, Advanced High

# 2023 and 2024 Comparison

## Percent of Students That Made Progress

2023: 47%

2024: 44%

# SPRING 2023 DISTRICT TELPAS SUMMARY - 8.1.23

GRADE	# STUDENTS	COMPOSITE RATING				YEARLY PROGRESS	
		BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH	+	% STUDENTS MADE PROGRESS
K	80	44	12	12	12	-	-
1	73	34	14	16	9	24	32.88%
2	75	23	41	11	0	22	29.33%
3	58	13	28	16	1	26	44.83%
4	72	20	31	18	3	17	23.61%
5	94	20	32	30	12	42	44.68%
6	79	7	33	33	6	30	37.97%
7	72	9	23	34	6	31	43.06%
8	82	2	32	40	8	34	41.46%
9	89	18	33	33	5	27	30.34%
10	50	5	16	23	6	15	30.00%
11	43	6	13	14	10	20	46.51%
12	37	2	17	12	6	18	48.65%
<b>TOTAL</b>	<b>904</b>	<b>203</b>	<b>325</b>	<b>292</b>	<b>84</b>	<b>306</b>	<b>33.85%</b>

# SPRING 2024 DISTRICT TELPAS SUMMARY - 5.24.24

GRADE	# STUDENTS	COMPOSITE RATING				YEARLY PROGRESS		
		BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH	+	% STUDENTS MADE PROGRESS	
K	79	42	18	14	5	-	-	
1	106	47	28	16	12	27	25.47%	
2	88	19	54	11	2	26	29.55%	
3	87	25	39	21	2	36	41.38%	
4	70	20	27	18	5	20	28.57%	
5	85	25	32	24	4	30	35.29%	
6	100	23	38	36	3	24	24.00%	
7	93	19	35	30	9	31	33.33%	
8	102	18	35	40	8	31	30.39%	
9	131	34	42	44	10	23	17.56%	
10	70	12	26	28	4	23	32.86%	
11	39	5	11	15	7	16	41.03%	
12	38	6	17	10	5	10	26.32%	
<b>TOTAL</b>	<b>1,088</b>	<b>295</b>	<b>402</b>	<b>307</b>	<b>76</b>	<b>297</b>	<b>27.30%</b>	

# 2023 Progress Measures

Listening: 48%

Speaking: 43%

Reading: 43%

Writing: 18%

# 2024 Progress Measures

Listening: 51%

Speaking: 30%

Reading: 30%

Writing: 25%

October will be when  
Dr. Munoz presents the  
required Bilingual  
Programs Report.

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

Meeting Date: September 5, 2024

Meeting Type: Workshop Meeting

Item Type: Presentation

Future Action Required: No

If Yes, Month: N/A

Subject: Lone Star Governance Debrief

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Background Information:

August 23 and 24, 2024, all Abilene ISD School Board Trustees, Superintendent, Deputy Superintendent, 3 Associate Superintendents, Executive Director of Innovation and Program Development attended Lone Star Governance Training. Since there has been almost two weeks since that training, we thought it would be a good time to debrief about what was discussed in that training. Board Trustees have had time to process the information more thoroughly. AISD Staff have been able to process the information and take some first steps that need to be shared with The Board.

Attached Supporting Documents:

Debrief Presentation

Fiscal Implications:

Only if the decision is made to enter Lone Star Governance Cohort

Administrative Recommendation:

24-25 School Year: Monitoring the Three HB 3 Board Goals **Well**

Spring 2025: Begin Discussions of Progress Measures for North Star Goal to be used in 25-26

Spring 2025: Discuss joining a Lone Star Governance Cohort starting in Fall of 2026

Contact Person: Patti Blue



**Lone Star  
Governance Debrief**

*Patti Blue  
Associate Superintendent for  
Curriculum and Instruction*

# Lone Star Governance Debrief

When: August 23rd and 24th

Who Attended: All Abilene ISD School Board Trustees, Superintendent, Deputy Superintendent, 3 Associate Superintendents, Executive Director of Innovation and Program Development

Who Presented: TEA Certified Lone Star Governance Trainers provided by Region 14 ESC

# Lone Star Governance Debrief

Lone Star Governance (LSG) is a training initiative that helps governing teams in Texas improve student outcomes. LSG is based on research and focuses on five pillars: Vision and goals, Systems and processes, Progress and accountability, Advocacy and engagement, and Synergy and teamwork.

# **Lone Star Governance Debrief**

Now that you have had time to process your learning more, what was your key takeaway from the training?

# Lone Star Governance Debrief

## [AISD 2024-2025 Student Outcomes Playbook](#)

Dr. Kuhn took information from AISD documents that existed prior to Lone Star Governance training and synthesized them into a master playbook.

Patti Blue, Stevanie Jackson, and Keri Thornberg started the process of defining the Goal Progress Measures and the Monitoring Calendar for The Board's HB 3 goals.

# Lone Star Governance Debrief

## Recommendations for Moving Forward with Process

24-25 School Year: Monitoring The Three HB 3 Board Goals **Well**

Spring 2025: Begin Discussions of Progress Measures for North Star Goal to be used in 25-26

Spring 2025: Discuss joining a Lone Star Governance Cohort starting in Fall of 2026

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

Meeting Date: September 5, 2024 Meeting Type: Workshop

Item Type: Information Only Presentation Future Action Required: No If Yes, Month:

Subject: Head Start Governance and ERSEA Training

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Background Information:

The Office of Head Start requires regular communication with the governing body and Parent Policy Council as well as Training and Technical Assistance. This presentation and documents serve as the yearly Shared Governance and ERSEA (Eligibility, Recruitment, Selection, Enrollment Attendance) training.

Shared governance consists of the Board of Trustees, Parent Policy Council, and the Head Start/Early Head Start Management Staff to ensure all Head Start Performance Standards, including the Head Start Act, are met. Each governing body also serve as an accountability system between The Administration of Families and Children, Office of Head Start, Abilene Independent School District and the Early Childhood Programs.

Attached Supporting Documents:

2024 Head Start Governance and ERSEA Training

Fiscal Implications:

The Office of Head Start grants the AISD \$6 million to fund quality services for children ages 0-5 and their families.

CONNECT • LEAD • SUCCEED

Contact Person:

Julie Wilson, Director for Early Childhood, ext. 3113

Kimberly Brumley, Executive Director of Federal Programs, ext.

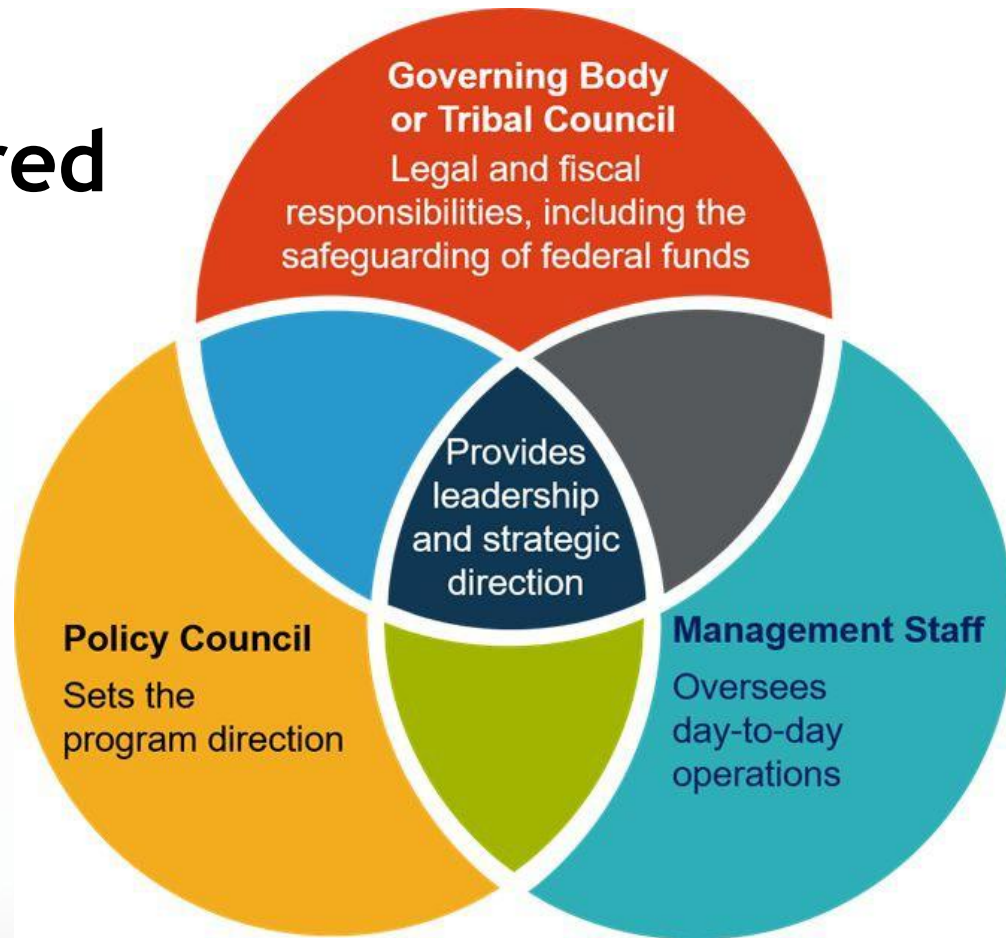


# **Head Start Governance and ERSEA Training**

Julie Wilson

Director of Early Childhood Programs

# Head Start Shared Governance Model



# Overarching Board Responsibilities

- **Maintain legal and fiscal responsibility**  
(including safeguarding federal funds and ensuring internal controls)
- **Assure active, independent, and informed governance**
- **Participate in the development, planning and evaluation of HS programs**
- **Ensure compliance with Federal, State and local laws**

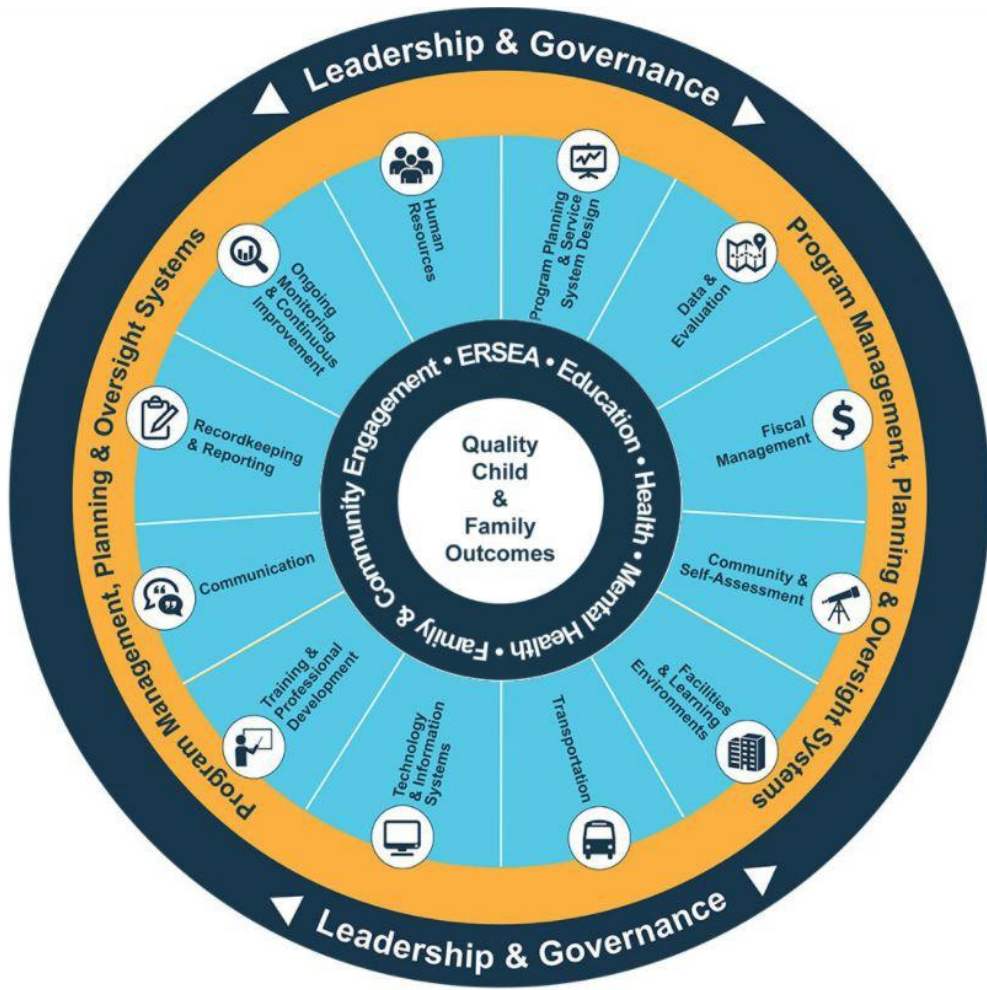
# Head Start Specific Responsibilities

1. Approve all **financial management**, accounting and reporting policies, and compliance with fiscal regulations
2. Review and **approve all funding applications** and major amendments to applications
3. Select **service area** and any delegate agencies
4. Review results from **monitoring activities**, including appropriate **follow-up activities**
5. Evaluate **program results and effectiveness**

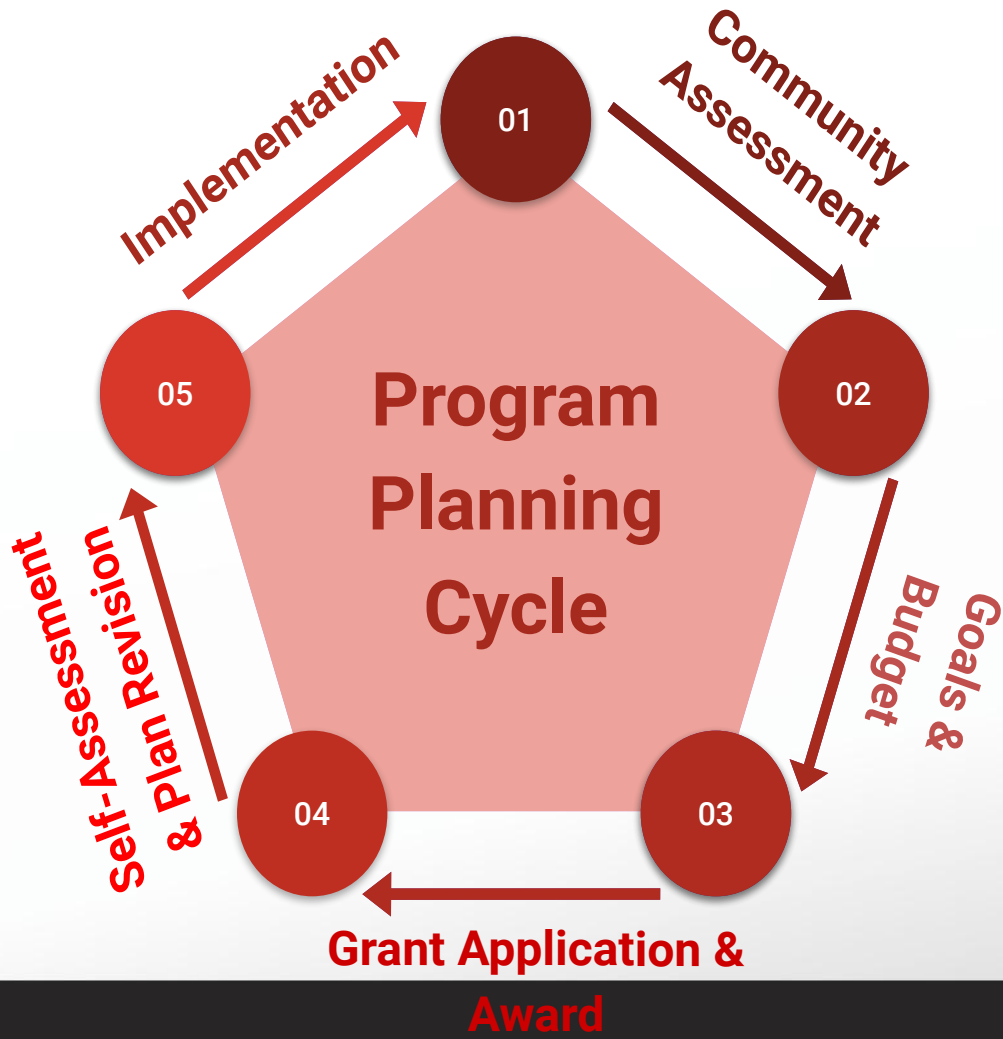
6. Review and **approve all major policies**
7. Develop procedures for **election of the Parent Policy Council**
8. Establish procedures and **criteria for recruitment, selection and enrollment of children (ERSEA)**
9. Establish written **standards of conduct**
10. Establish formal procedures for addressing and resolving any **conflicts of interest, complaints and investigations**

# HS/EHS Program Basics

- Community Needs Assessment (CNA)
- Programmatic decisions made from CNA
- Planning cycle
- Head Start Systems
- Program Performance Standards



# Head Start Systems



# Related Resources

[Head Start Act](#) describes and legislates how Head Start programs must be operated and governed, including -

- roles and responsibilities of each leadership entity
- relationship between governing body and program leadership team

[Head Start Program Performance Standards](#) complement the Head Start Act and include specific guidance for -

- budgeting and capital expenditures
- key legal and fiscal responsibilities
- program operations
- fiscal and administrative requirements

[Head Start Leadership and Governance Training: Values, Regulations, and Skills](#) provides self-paced online training for anyone wanting to learn more about Head Start programs

# Head Start Eligibility **45 CFR 1320.12(m)**

- **E**ligibility
- **R**ecruitment
- **S**election
- **E**nrollment
- **A**ttendance

# ERSEA plans assure enrollment of eligible children and families and compliance with federal regulations



# Written ERSEA Policies and Procedures

- The Program must maintain **written ERSEA plans that are approved by the Policy Council and the Governing Board** (one plan for HS, and one plan for EHS).
- The **ERSEA plan** is used to establish and document the program's policies for each portion of the Eligibility, Recruitment, Selection, Enrollment, and Attendance process.
- Plans include an addendum, **“Guidelines for Determining Eligibility,”** describing what information is collected and how it is obtained.
- Plans and procedures are **reviewed annually** after completion of the Community Assessment to determine if any changes are needed.
- Plans must be **re-approved any time a change is made.**
- Plans include the **penalties for violation** of the regulations for anyone who intentionally enrolls ineligible families.

# Eligibility Requirements



## AGE

Head Start: 3+ years on or before Sep 1  
Early HS: Pregnant woman or infant/toddler < 3 yrs

## INCOME

≤ federal poverty line

## PUBLIC ASSISTANCE

TANF or SSI

## CATEGORICAL

homeless or foster care

## DISABILITY

10% of enrolled students

## OTHER LOW INCOME

Up to 35% between  
100-130% of poverty level

## OVER INCOME

up to 10%

# Verifying Income

## The program must:

- Use all family income from the relevant period (using the federal definition of *family*).
- Use tax forms, pay stubs, written statements from employers or other proof of income to verify income eligibility.
- Retain copies of any documents, statements or declarations necessary to document eligibility.
- State the family income and family size.
- State whether the child or pregnant woman meet the income eligibility requirements and/or other eligibility criteria.

# Verifying Income

**If the family has no income, staff may take a written statement affirming the family has no income, and -**

- Must make documented efforts to verify income,
- Explain how the family's income was calculated; or
- Seek information from a third party with family consent.

# Categorical Eligibility

## **Must be verified by:**

- Court order
- Government issued legal document
- Written statement from homeless provider (Homeless Liaison in AISD)
- Other documents

# Questions?

Training developed by  
Cheryl Cunningham, M.Ed.

