

Agenda of Workshop and Regular Meeting

The Board of Trustees Abilene Independent School District

A Workshop and Regular Meeting of the Board of Trustees of Abilene Independent School District will be held Monday, October 7, 2024, beginning at 4:30 PM in the Boardroom, 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
- II. Board Workshop Agenda
 - A. Taylor County Appraisal District Overview
 - B. Cell Phone Policy Update
 - C. Early Notice of Departure (END)
 - D. System of Great Schools
 - E. SB 1882 Presentation
 - F. Graduation Planning Update
- III. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.
 - A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
 - I. Professional Employment Contracts
 - B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/or Privileged Legal Advice (Section 551.071)
 - C. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
 - D. The Board may discuss matters of Safety and Security. (Section 551.076)
 - E. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
- IV. Reconvene from Closed Session (Approximately 6:30 p.m.)
 - A. Invocation
 - B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
 - C. Board/Superintendent Announcements/Information

- I. Teaching Minute
- V. Recognitions
 - A. National Merit and College Board Honorees
 - B. TxETA Outstanding District Award
 - C. Hardin-Simmons University B.E.S.T. Award
 - D. School Health Advisory Council
 - E. Head Start Policy Council
- VI. Oral Communication from the Public
- VII. Consent Agenda
 - A. The Board will consider approval of the Budget Amendments.
 - B. The Board will consider approval of the Minutes of the September 5, 2024, Workshop Meeting; and September 9, 2024, Regular Board Meeting.
 - C. The Board will consider approval of a TEA Class Size Waiver and Compliance Plan.
 - D. The Board will consider approval of the Investment Report for Quarter Ending August 31, 2024.
- VIII. Reports
 - A. CHAMPS
 - B. Bilingual/ESL Program Effectiveness
 - C. Goal Progress Monitoring
 - D. TASA/TASB Convention txEDCON24 Report
- IX. Business Items Requiring Board Action
 - A. The Board will consider nominations to the Board of Directors of the Taylor County Appraisal District.
Mrs. Jennifer Hinds, Executive Director for Finance
 - B. The Board will consider approval of a Modification to the 2024-2025 AISD Calendar.
Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources
- X. The Board may take action relevant to Items Covered During Closed Session.
 - A. The Board will consider approval of Personnel Recommendations.
 - I. Professional Employment Contracts
 - B. Matters pertaining to Litigation, if any
 - C. Matters pertaining to Real Property, if any
 - D. Matters pertaining to Safety and Security, if any
 - E. Matters pertaining to Students, if any
- XI. Adjournment

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

Meeting Date: October 7, 2024

Meeting Type: Regular Meeting

Item Type: Presentation

Future Action Required: No

If Yes, Month: N/A

Subject: Taylor County Appraisal District Presentation

Background Information: Gary Earnest, Chief Appraiser at the Taylor County Appraisal District, will be presenting the State of the Appraisal District to the Board. Gary will cover topics relating the operation of the CAD and cover the election process for the board of directors, including the change in how the board is comprised.

Attached Supporting Documents: Presentation

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Jennifer Hinds



ABILENE INDEPENDENT SCHOOL DISTRICT

STATE OF THE APPRAISAL

CENTRAL APPRAISAL DISTRICT OF TAYLOR COUNTY

The Central Appraisal District of Taylor County is a political subdivision of the State of Texas created January 1, 1980. The provisions of the Texas Property Tax Code govern the legal, statutory, and administrative requirements of the appraisal district.

ORGANIZATION LEADERSHIP

The chief appraiser is appointed by the Board of Directors as the chief administrator and chief executive officer of the appraisal district.

Gary Earnest – Chief Appraiser

- Registered Professional Appraiser
- Registered Texas Assessor/Collector
- Certified Tax Administrator
- Certified Chief Appraiser
- 31 years property tax experience
- Chief Administrator – 34 Team Members

THE
BOARD OF
DIRECTORS
PRIMARY
RESPONSIBILITIES

- ESTABLISH THE APPRAISAL DISTRICT'S APPRAISAL OFFICE;
- ADOPT THE APPRAISAL DISTRICT'S ANNUAL OPERATING BUDGET;
- APPROVE BIENNIAL REAPPRAISAL PLAN
- CONTRACT FOR NECESSARY SERVICES;
- HIRE A CHIEF APPRAISER;

BOARD OF DIRECTORS

January 1, 2025 - AISD will hold one seat on the Appraisal District Board of Directors:

Current AISD representative willing to serve:

- John Stearns

Past AISD Board President

Owner – Quail Well Service, Inc.

ORGANIZATION STRUCTURE

The Board of Directors, based on votes, are appointed by the taxing units within the boundaries of the Taylor County.

- AISD represents 24.73% of Levy
- 1,237 Votes



APPOINTED DIRECTORS SENATE BILL 2

- Current appointed members terms end on December 31, 2024
- Taxing units appoint five directors to terms that begin on January 1, 2025.
 - Two directors shall be appointed to serve one-year terms expire on December 31, 2025.
 - Three directors shall be appointed to serve three-year terms will expire on December 31, 2027.
- Board cycle of staggered years.
 - December 31, 2025 – Two directors appointed to Four-year term.
 - December 31, 2027 – Three directors appointed to Four-year term.

BOARD APPOINTMENT SCHEDULE

BOARD OF DIRECTORS	LENGTH OF TERM	BEGIN TERM	END TERM	# OF DIRECTORS	SB 2	EFFECTIVE IMMEDIATELY
AI SD (1) APPOINTED DIRECTORS						
APPOINTED BY DECEMBER 15, 2023	1 YEAR	1/1/2024	12/31/2024	5	5.13(d)	The term of an appraisal district director serving on December 31, 2024 expires on January 1, 2025.
APPOINTED BY DECEMBER 31, 2024	1 YEAR	1/1/2025	12/31/2025	2	5.13(d)	Not later than December 31, 2024 taxing units shall appoint five directors to serve beginning January 1, 2025. Two shall be appointed to serve a term of one year.
APPOINTED BY DECEMBER 31, 2024	3 YEAR	1/1/2025	12/31/2027	3	5.13(d)	Not later than December 31, 2024 taxing units shall appoint five directors to serve beginning January 1, 2025. Three shall be appointed to serve a term of three years.
APPOINTED BY DECEMBER 31, 2025	4 YEAR	1/1/2026	12/31/2029	2	5.13(d)	Thereafter all appointed directors serve a term of four years.
APPOINTED BY DECEMBER 31, 2027	4 YEAR	1/1/2028	12/31/2031	3	5.13(d)	Thereafter all appointed directors serve a term of four years.

2024 ABILENE ISD CERTIFIED VALUES

Abilene ISD 221-901						
2024 Taylor / Jones Certified Totals						
County	Net Taxable	Freeze Ceiling Actual Tax	Freeze Ceiling Taxable	Freeze Adj Taxable	New Value Taxable	
Taylor	\$ 6,196,713,672	\$ 1,670,517	\$ 510,662,442	\$ 5,682,450,745	\$ 119,568,204	
Jones	\$ 88,633,650	\$ 29,449	\$ 96,939,830	\$ 78,998,450	\$ 725,610	
	\$ 6,285,347,322	\$ 1,699,967	\$ 607,602,272	\$ 5,761,449,195	\$ 120,293,814	
	New Value Market	First Time Partial Exempt	First Time Absolute Exempt	Appraised Value	2023 Certified Net Taxable	
Taylor	\$ 218,337,477	\$ 29,338,618	\$ 26,887,581	\$ 11,841,677,889	\$ 5,827,633,918	
Jones	\$ 741,160	\$ 155,280	\$ -	\$ 120,774,964	\$ 84,766,960	
	\$ 219,078,637	\$ 29,493,898	\$ 26,887,581	\$ 11,962,452,853	\$ 5,912,400,878	

ABILENE ISD FIVE-YEAR COLLECTIONS REPORT

ABILENE ISD							
	ADJUSTED	TAX			TOTAL	COLLECTION	EXCESS
YEAR	LEVY	COLLECTION	PENALTY	INTEREST	COLLECTED	PERCENTAGE	OF LEVY
2018	55,753,871.41	55,690,298.61	248,680.47	155,220.93	56,275,249.49	100.94%	521,378.08
2019	62,745,009.51	62,667,748.91	299,424.05	191,498.25	63,270,760.78	100.84%	525,751.27
2020	63,889,022.33	63,825,274.65	275,413.73	166,903.41	64,419,231.77	100.83%	530,209.44
2021	67,510,307.35	67,333,521.35	312,401.85	175,941.43	68,086,136.16	100.85%	575,828.81
2022	69,598,778.67	69,053,550.02	299,980.84	135,335.31	69,668,169.53	100.10%	69,390.86
					TOTAL EXCESS OF LEVY = \$ 2,222,558.46		
** TOTAL COLLECTED LEVY IS INCLUSIVE OF PENALTY, INTEREST, BPP PENALTY AND EXCESS FUNDS							

DISTRICT TRANSPARENCY

- Annual Agreed Upon Procedures Audit – October
- Annual Financial Audit – February
- Comptroller Property Value Study – Odd year
- Comptroller Methods and Procedure Study – Even year
- Request a three-year PVS Audit adjustment to TEA
- Annual Report of Appraisal – December
- Mass Appraisal Report – June
- Annual Publication – Exemption, Appeal, Budget

MORE THAN A TAX OFFICE



**Source of Education
and General
Information**



**Support the Entities
that we serve**



**Inform the
Community**



**Serve as a Data
Warehouse**



**Provide excellent
Customer Service**



QUESTIONS?

GARY EARNEST, RPA, RTA, CTA, CCA

CHIEF EXECUTIVE OFFICER

(325) 676-9381 EXT 124

EARNEST@CADTX.ORG

WWW.TAYLOR-CAD.ORG



Abilene Independent School District Board Document – II.B.

Meeting Date: October 7, 2024

Meeting Type: Workshop

Item Type: Future Action Required: yes

If Yes, Month: N/A

Subject: HS Cell Phone Policy Update

Background Information:

In June, the District's Discipline and Behavior Supports Committee recommended reconsidering the current high school cell phone policy due to significant difficulties in enforcing it. Cell phones have been identified as a major distraction during instruction and a frequent source of student conflicts. Attempts to enforce the policy have often led to student resistance, creating unnecessary tension between students and teachers.

In response to the committee's recommendation, an initial survey was conducted among high school staff to gather their feedback on the existing policy, the challenges in enforcing it, and their views on potentially implementing a stricter no-cell-phone policy. The survey results, included in the attached presentation, offer valuable insights and context to support the committee's position.

The feedback indicated a strong preference among staff for a stricter and more consistently enforced phone policy, aimed at minimizing student resistance and preventing teacher-student conflicts. However, campus principals expressed some reservations about implementing a stricter policy without first gathering additional feedback from stakeholders, such as parents, and ensuring clear communication about any changes. They also highlighted the challenges of ensuring consistent enforcement across the campus and recommended taking more time to explore best practices for successful implementation.

At the beginning of this school year, high school principals opted to strictly enforce the current policy, which allows cell phone use during lunch and passing periods but prohibits it during instructional time. Teachers were asked to enforce the instructional-time ban more rigorously, with administrators pledging their support by intervening when students violated the policy, reducing the likelihood of teacher-student conflicts. This approach has been in place during the first six weeks of the school year.

To assess the impact of this strategy, a follow-up teacher survey was conducted at the beginning of the second six-week period. The results of this survey, as of September 27, are included in the attached materials.

High school principals will be present at the workshop to provide additional perspectives and continue the discussion. This ongoing dialogue is essential for determining the best course of action regarding the high school cell phone policy.

Attached Supporting Documents:

Abilene ISD Cell Phone Policy

Previous Presentation: AISD Board Meeting-Cell Phone Policy Review-August 1st

HS Cell Phone Policy Follow Up Teacher Survey Results as of Sept 27

Cell Phone Policy Research Spreadsheet

Resource: PFSM Administrator Toolkit

Fiscal Implications:

To be Determined

Administrative Recommendation:

N/A

Contact Person:

Dr. Gustavo Villanueva

Mrs. Alison Camp



Abilene ISD Cell Phone Policy

Possession of Telecommunications or Other Electronic Devices Students shall not:

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

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

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

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

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

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

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



Board of Trustees

Board Workshop: HS

Cell Phone Policy

August 5, 2024

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

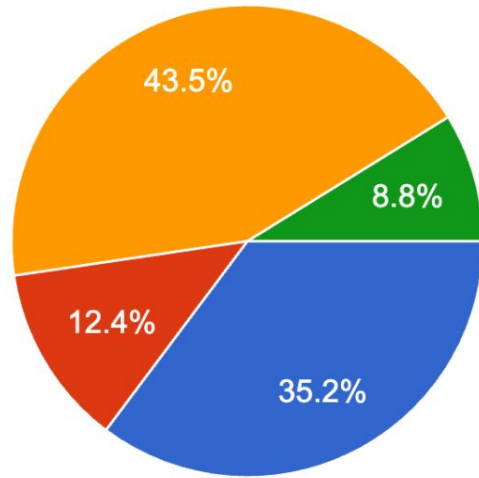
- **What's Not Working**
 - **Cell phone policy**
 - HS feels that the cell phone policy is ineffective.
 - Inconsistent expectations/standards about cell phones create a problem with usage during instructional time.
- **What's Needed**
 - **Reconsider cell phone policy in high school**
 - Improves engagement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

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

- 193 participants
- Included staff from all three high schools

Check your home campus.

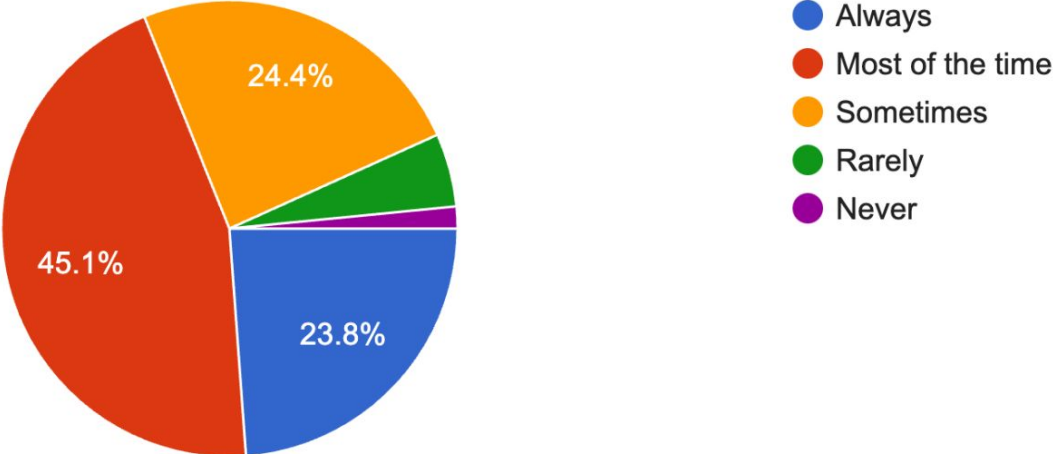
193 responses



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

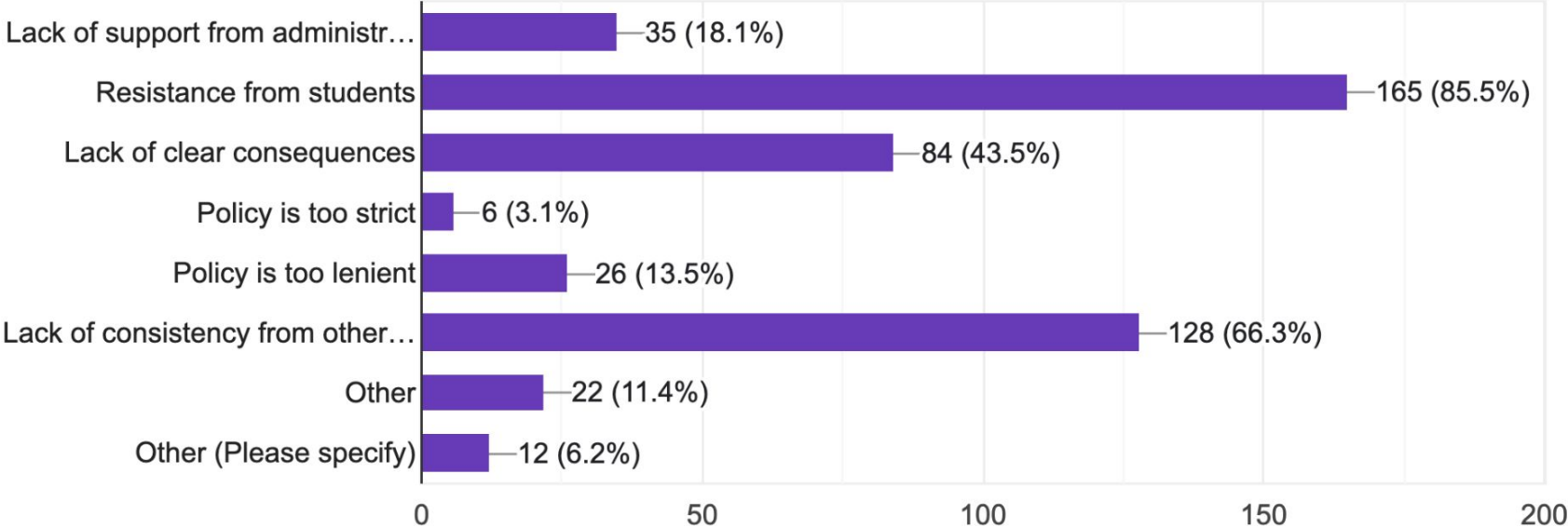
How consistently do you enforce the current cell phone policy in your classroom?

193 responses



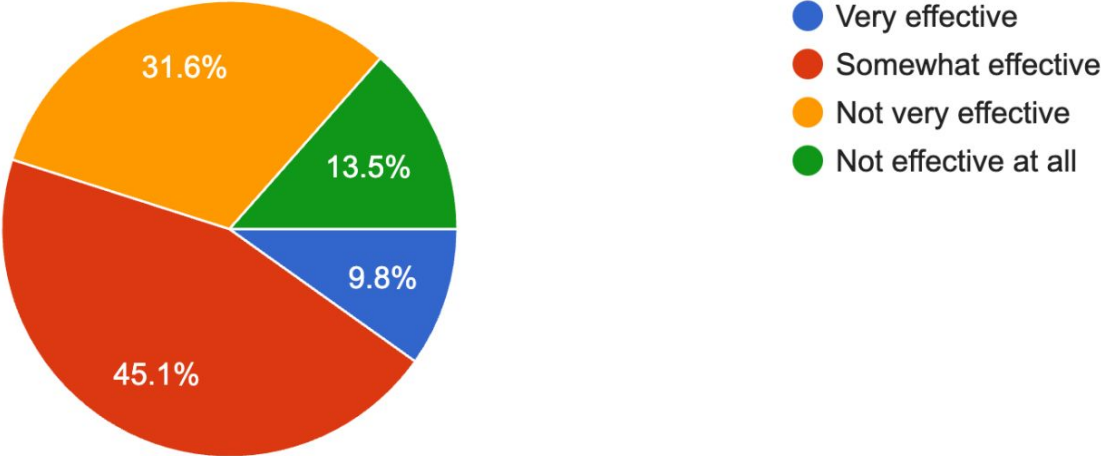
What challenges do you face in enforcing the cell phone policy? Select all that apply

193 responses



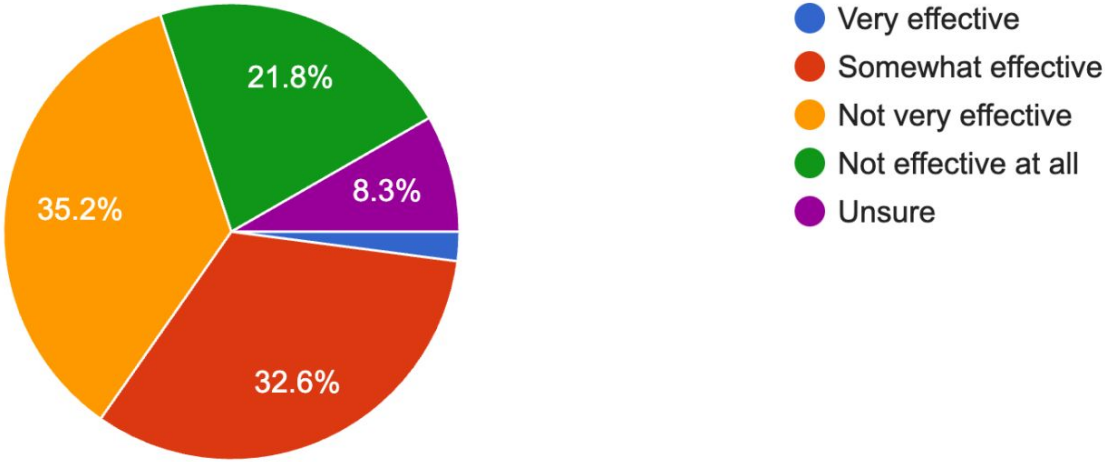
How effective do you believe the current cell phone policy is in reducing distractions in your classroom?

193 responses



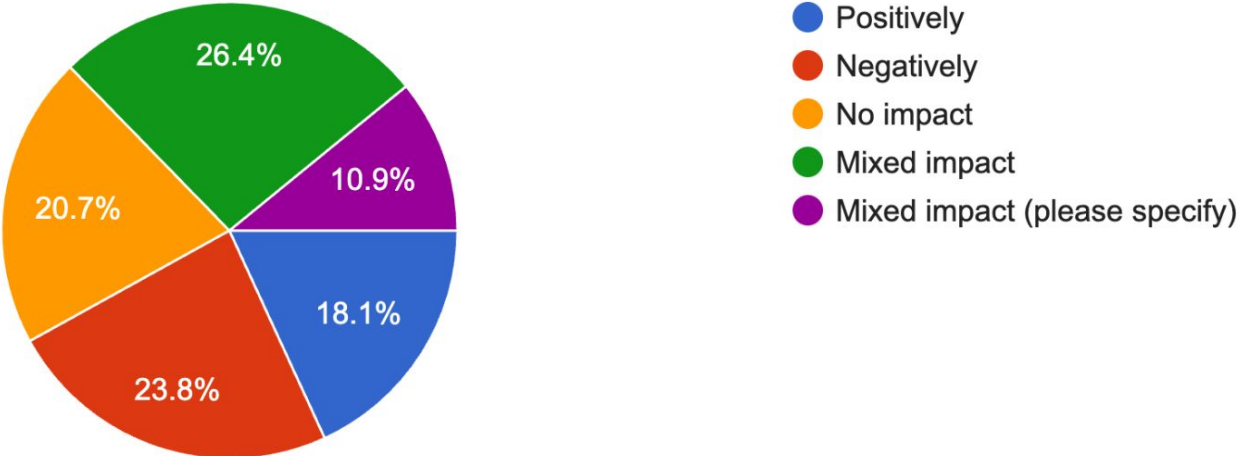
How effective do you believe the current cell phone policy is across your school?

193 responses



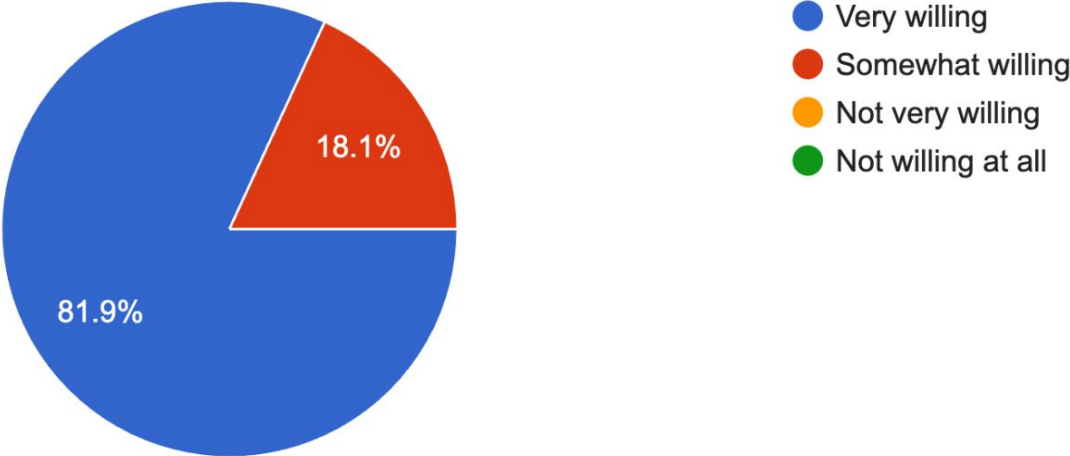
How does the current cell phone policy impact your ability to teach?

193 responses



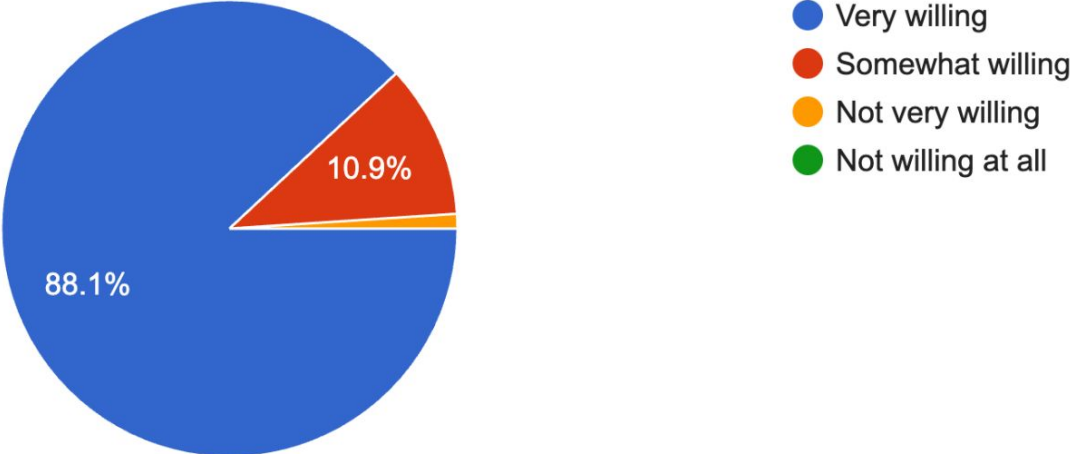
How willing are you to enforce the current cell phone policy more strictly if provided with adequate support?

193 responses



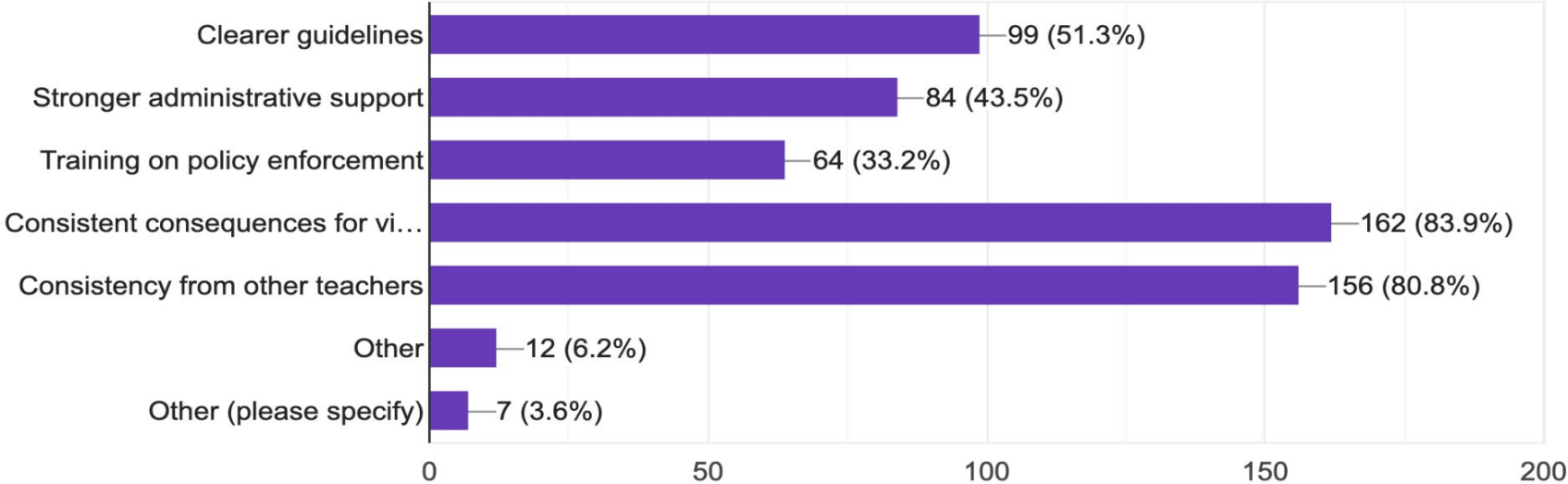
How willing are you to implement a new cell phone policy if it is shown to be more effective?

193 responses



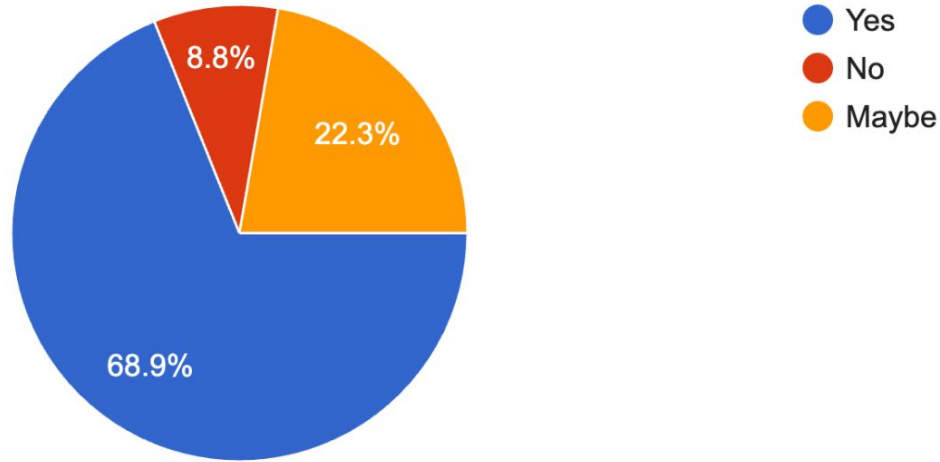
What types of support would help you enforce the cell phone policy more effectively? (Select all that apply)

193 responses



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

193 responses



Takeaways

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

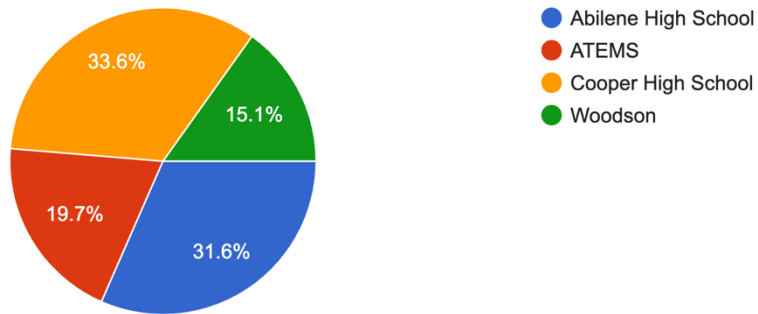
Concerns Expressed by Campus Administrators Regarding a Stricter No Cell Phone Policy Implementation

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

School(s)	Enrollment	Eco Dis %	Policy	Procedures	Tools	Consequences	Other Notes
Richardson Pearce	2432	35%	Cell Phone Ban	Students expected to place phone/earbuds/smartwatches in Yondr pouch and into backpack prior to entering school premises. There are two main entrances/exits that are staffed before and after school where students show pouches and unlock at the end of the day.	Yondr pouches	1st offense: Phone taken up and must be picked up by parent at end of the day, sign behavior contract 2nd offense: Phone taken up and assigned to one day of ISS. 3rd offense: Phone taken up and assigned to 1-3 days of ISS	Here is a link to the notes from the conversation with the principal Cell Phone Policy and Procedure Interview with Richardson ISD HS Principal
Grapevine	1792	20%	Cell Phone Ban	For high school students, all telecommunications devices must remain turned off during the instructional school day except during the lunch period and class change passing periods and stowed off the student in a backpack, purse, or locker unless the devices are being used for approved purposes.	None	On the first offense, the student will be given a warning and the cell phone or electronic device shall be confiscated by the teacher until the end of the class period. On the second offense, the cell phone or electronic device shall be confiscated by the teacher and turned into the main office. The teacher will contact the parent and the device may be picked up after school by the student.	
Waco La Vega	972	91%	Cell Phone Ban	DAILY PROCESS As students Arrive to School, they will: 1) Turn their phone off. 2) Place their phone inside their Pouch and secure it in front of school staff. 3) Store their Pouch in their backpack for the day. At the end of the day, students will open their Pouch at designated exits at the front and rear of the school, remove their phone, lock their pouch, and put their Pouch in their backpack. Students must bring their Pouch to school with them each day.	Yondr pouches	- If a student damages their pouch, Administration will collect the phone/Pouch and call home. - Consequence: Parent pickup of phone in front office between 9am and 3pm and \$30 replacement fee for new pouch. - Repeat Offenses: Parent pickup of phone in front office between 9am and 3pm and \$30 replacement fee for new pouch. -If a student is found in possession of a phone or device such as a personal computer, iPad, or tablet, administration will collect the phone/device and call home. Consequence: Parent pickup of phone in front office between 9am and 3pm and \$30 replacement fee for new pouch if damaged. This will be handled as non-compliance in accordance with the student code of conduct. The GPISD Student Code of Conduct will use a progressive discipline approach, meaning consequences become more severe if students are cited for the same infraction multiple times.	
Grand Prairie	2947	79%	Cell Phone Ban		Yondr pouches	For a first offense, the phone will be confiscated and returned at the end of the school day. Additional infractions may result in detention or in-school suspension.	https://www.gpisd.org/CellPhoneProgram One note that is on this page that is common among districts going to Yondr is about students accessing district tools and approved communication like email without their phone. Nearly all of the districts state that student should use their district-issued device to access these things.
Terrell HS	1397	70%	Cell Phone Ban	Every Terrell ISD secondary student will be issued a Yondr Pouch. If a student has a phone, every day when entering school, students will turn it off and place it in the Yondr Pouch where it will be magnetically locked, which prevents it from being used during the school day. At dismissal each day - or if the student leaves early for an appointment - students can unlock the Yondr Pouch at numerous unlocking stations that will be stationed throughout the school and begin using their phone.	Yondr pouches	1st Offense • Phone will be kept in the assistant principal's office for the day, parent is contacted. • Student or parent can retrieve cellphones at the end of the day. • Offense noted in Ascender with cellphone violation action code chosen. 2nd Offense • Phone will be kept in the assistant principal's office for the day, parent is contacted. • Student or parent can retrieve cellphones at the end of the day. • Offense noted in Ascender with cell phone violation action code chosen. 108 3rd Offense • Phone will be kept in the assistant principal's office for the day, parent is contacted. • Warning to student and parent about additional consequences that will happen for non-compliance of cell phone-free environment. • Offense noted in Ascender with cell phone violation action code chosen. • Student assigned lunch detention. 4th Offense • Phone will be kept in the assistant principal's office for the day. • In-person meeting scheduled with parent • Parent, student, and administrator will sign behavior contract for persistent cell phone violations. • Offense noted in Ascender with cellphone violation action code chosen. • Student will be assigned to turn in cell phone to administrator daily for period of time decided by administrator. 5th Offense • Phone will be kept in the assistant principal's office for the day, parent is contacted. • Offense noted in Ascender with cellphone violation action code chosen. • \$15 fine may be assessed as per board policy. • 3 days of ISS assigned. 6th Offense and Beyond • Violations of the cell phone policy beyond the fifth offense may result in the assignment of out-of-school suspension.	

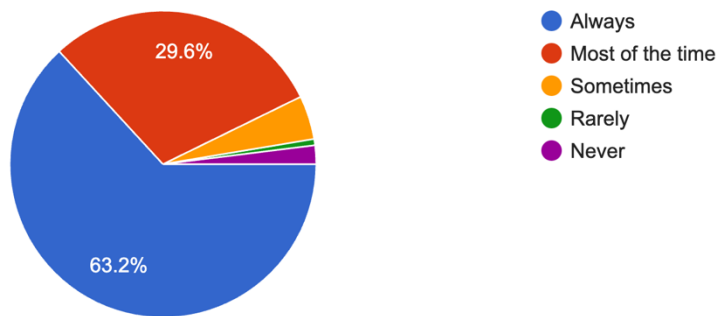
Check your home campus.

152 responses



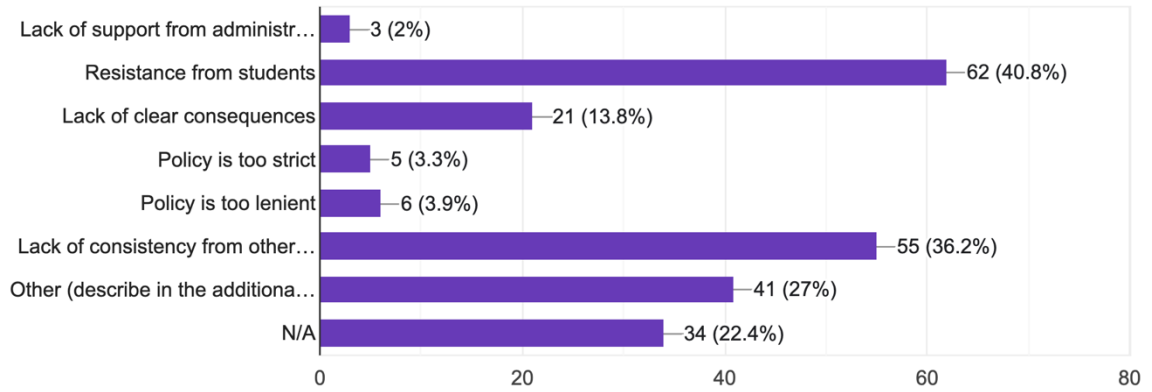
How consistently do you enforce the current cell phone policy in your classroom?

152 responses



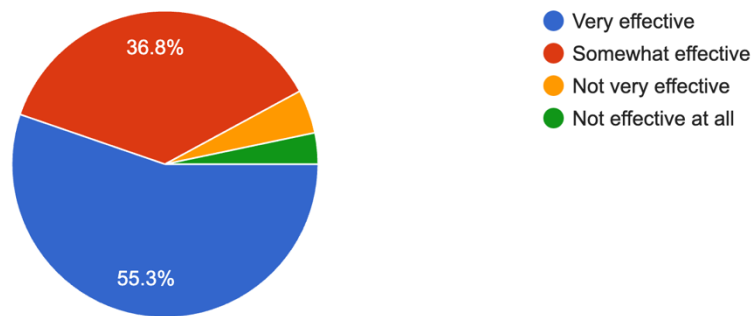
What challenges do you face in enforcing the current cell phone policy more strictly? Select all that apply

152 responses



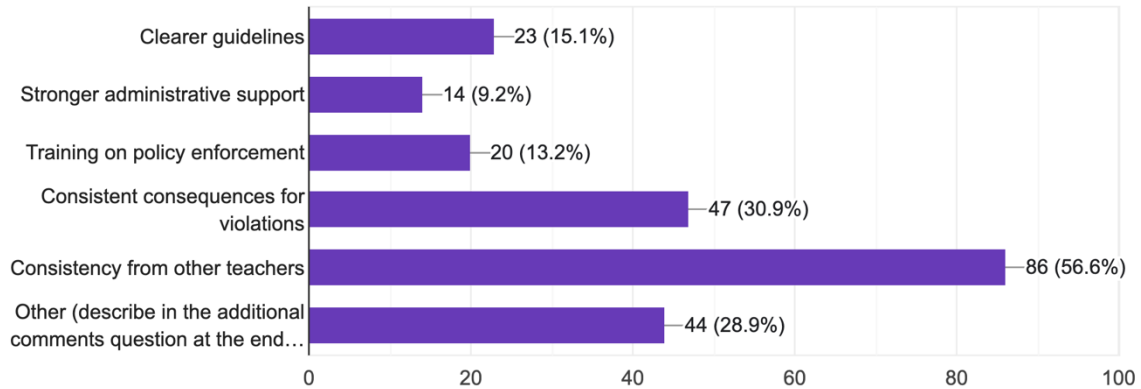
How effective do you believe the current cell phone policy enforcement is in reducing distractions in your classroom?

152 responses



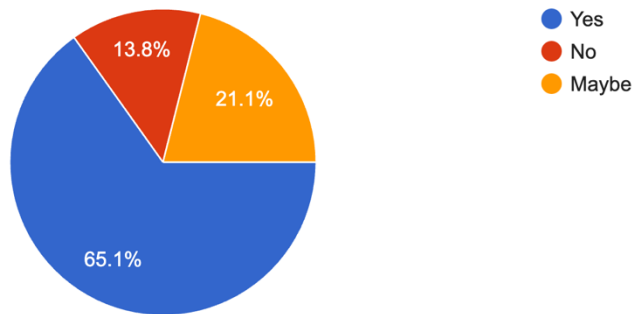
What types of support would help you enforce the current cell phone policy more effectively? (Select all that apply)

152 responses



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

152 responses



Phone-Free Schools Administrator Toolkit

Tools to implement a phone-free
school environment.



fairplay
childhood beyond brands

Introduction

Adopting a phone-free school policy is one of the most impactful steps you can take to enhance student educational outcomes, behavior and wellbeing. Feedback from teachers, parents, and students in phone-free schools has been overwhelmingly positive. However, it is important to anticipate some initial resistance to this policy change. This toolkit is designed to help administrators engage all stakeholders, minimize pushback and facilitate a smooth transition to a phone-free environment. It was developed in close collaboration with our Advisory Board, teachers and administrators who have implemented effective policies and provides practical guidelines and insights for successful implementation.

The success of this change relies on the fidelity of implementation and consistency of enforcement, in order for all stakeholders to experience maximum benefits. We are committed to being a constant resource and support as you work through implementing this policy. If you have any questions or need assistance, please do not hesitate to reach out to us via email. Together, we can create a more focused, positive, and enriching learning environment for all students.

Questions? Please contact us at info@phonefreeschoolsmovement.org.

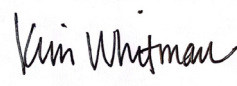
Phone-Free Schools Movement



Sabine S. Polak
Co-founder



Mileva K. Repasky
Co-founder



Kim Whitman
Co-founder

What's Included



Supporting Data

SECTION 1:

Research Infographic
Benefits



Implementation Materials

SECTION 2:

Rollout Timeline
Implementation Guide
Model Phone-Free Policy



Stakeholder Communications

SECTION 3:

Frequently Asked Questions
Common Pushbacks
Letters
Surveys

How to Distribute

The Administrator Toolkit equips administrators with essential data, implementation resources and targeted communication necessary for successfully implementing a phone-free school policy. It includes various components tailored to different stakeholders. Each stakeholder group—teachers/staff, parents, and students—is represented by a distinct icon, as detailed in the Stakeholder Key below. Resources and communications throughout the toolkit have icons located in the bottom right corner of each page, indicating which information stakeholders should receive, ensuring a well-communicated and informed transition to a phone-free environment.

Stakeholder Key



For Staff



For Parents



For Students



Supporting Data

SECTION 1:

Research Infographic

Benefits

Research Infographic

97%

OF STUDENTS USE PHONES DURING SCHOOL

An average of 43 minutes per day, spent primarily on social media, YouTube, and gaming



Common Sense Media

NEA Poll

83% OF TEACHERS

support an all day phone-free policy

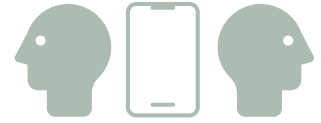
National Education Association



72%

OF HIGH SCHOOL TEACHERS REPORT CELLPHONES ARE A MAJOR DISTRACTION IN THE CLASSROOM

The Mere Presence of a Cell Phone May be Distracting



Phones prevent face to face communication

Research suggests that face to face communications are linked to better mental health.

Psychology today

SOCIAL MEDIA IS NEARLY UNIVERSAL

40%

of 8 – 12 year olds are on social media

Advisory on Social Media and Youth Mental Health

95%

of teenagers are on social media

TEENS SPEND NEARLY FIVE HOURS A DAY ON SOCIAL MEDIA APPS



American Psychological Association

50%+

of kids get 237 NOTIFICATIONS PER DAY

Some receive as many as

4,500 EVERY DAY!

23% occur during school

Common Sense Media

Students not using their phones during class wrote down 62% more information.



They also scored a full letter grade and a half higher on a multiple choice test

The Impact of Mobile Phone Usage on Student Learning

3+ HOURS



PER DAY ON SOCIAL MEDIA

doubles the risk of poor mental health including experiencing symptoms of depression and anxiety

Advisory on Social Media and Youth Mental Health

RATES OF SCHOOL

LONELINESS HAS DOUBLED

SINCE 2012

Worldwide Increases in Adolescent Loneliness

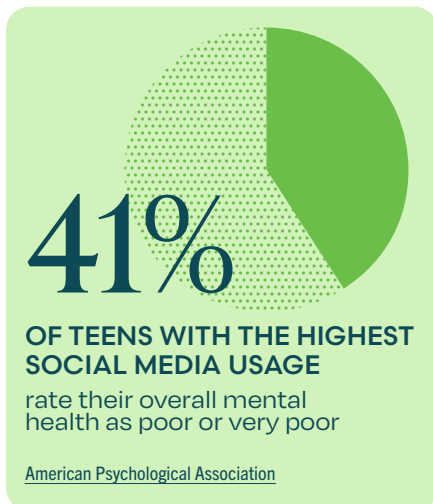


SINCE 2010

134% ↑
Increase in anxiety

106% ↑
Increase in depression

[The Anxious Generation](#)



Adolescents who experienced cyberbullying were more than

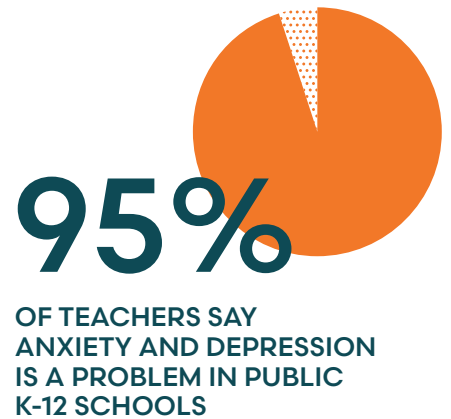
FOUR TIMES
as likely to report thoughts of

SUICIDE AND ATTEMPTS
as those who didn't

[National Institutes of Health](#)

Youth reporting **LONELINESS** are also more likely to **drop out of school at the age of 16**

[Loneliness During the School Years](#)



Each additional hour of total screen time increases the odds of suicidal behaviors

[Science Direct](#)

35%
of teens admit to using their cellphone to **CHEAT**

[Common Sense Media](#)

STEEP DROP IN BULLYING

46% & 43%
of girls of boys

experienced a reduction of bullying after smartphone bans were enacted.

[Smartphone Bans, Student Outcomes and Mental Health](#)

87%
of teachers said bullying is a problem in Public K-12 schools

34%
of middle school teachers call bullying a major problem

[National Education Association](#)

22%
of high school students have **SERIOUSLY CONSIDERED SUICIDE IN THE PAST YEAR**

10%
HAVE ATTEMPTED SUICIDE IN THE PAST YEAR

[CDC, 2023](#)

PORNOGRAPHY EXPOSURE

1/3 OF ALL TEENS
reported that they have been exposed to pornography during the school day

[Common Sense Media](#)

“BRAIN DRAIN”
The mere presence of one's own smartphone reduces available cognitive capacity

[Brain Drain](#)



Benefits of Phone-Free Policy

Phone-Free Schools Movement's in depth discussions with administrators who have effectively implemented phone-free policies have consistently highlighted the same positive outcomes. Below are some of the tangible benefits noted by these administrators:

- **Less distractions:** Teachers report improved focus, attention and comprehension leading to better skills and grades.
- **Less cyberbullying**
- **Fewer fights and social media related drama:** Administrators report spending less time on discipline referrals.
- **Increased engagement:** Students engage more with their peers and teachers both in and outside of the classroom.
- **Improved attendance:** Students aren't texting their parents to call them out of school
- **Boosted efficiency:** Teachers report being ahead of schedule on their lesson plans because they aren't spending time policing phones, and because students are completing classwork and assignments faster.
- **More reading:** Phone-free schools report an increase in books checked out from their libraries.
- **Improved teacher morale and retention**
- **Less mid-class absenteeism:** Students request to use the restroom less frequently and trips to the restroom are shorter because students aren't using that time to be on their phones.
- **More vibrant lunchrooms:** Lunchrooms at phone-free schools are markedly louder because students are having face-to-face conversations with their peers.
- **Less cheating**
- **Less reported stress among students:** School counselors are seeing a decrease in the rate of mental health related student visits.

In summary, a bell-to-bell phone-free policy provides students with an average of 7 hours each school day to be fully present and free from the pressures and harms of phones and social media. This policy helps them restore connections and reclaim a critical period in their development.





Implementation Materials

SECTION 2:

.....
Rollout Timeline

.....
Implementation Guide

.....
Model Phone-Free Policy

Rollout Timeline



1 Planning (2+ months)

- Distribute pre-surveys to teachers and students (if utilizing)
- Share pre-survey results with stakeholders
- Administration to determine any procedural changes that need to be addressed as a result of the new policy
- Letter communicating the new policy and supporting documents are shared with teachers/staff
- Initial teacher/staff onboarding meeting



3 Launch (2+ weeks)

- Have all hands on deck: administrators, counselors and staff are to be readily available to support students during the transition
- Equip and support teachers regarding any pushback from students



5 Follow-up (3-6 months after launch)

- Distribute post surveys to teachers and students
- Ongoing communication with all stakeholders



2 Pre-Launch (1 month)

- Email letters to parents and students announcing the new policy
- Hold informational meeting with parents and students to address any questions or concerns
- Have onboarding meeting with teachers/staff prior to implementation
- Send communication reminder to students and parents about the new policy prior to the policy implementation



4 Post-Launch (on-going)

- Continue meeting with teachers/staff to gather feedback and keep implementation on track
 - The phone policy should be discussed at every staff meeting
- Ongoing communication with students and parents on the implementation
 - Communicate positive results and be available to answer questions or concerns



6 Review

- Share post-survey results with stakeholders
- Discuss successes and areas to improve with staff

Implementation Guide

Policy

The policy must be from first bell to last bell (all-day) in order to maximize the benefits for students, teachers, staff and administrators. An instructional time only policy is ineffective because:

- Access to cell phones any time during the school day allows students to organize fights, record others, cyberbully, focus on social media interactions and share inappropriate content.
- Cell phones not only disrupt academic learning, but social emotional learning as well. The use of cell phones during lunch, passing periods and free time prevents students from engaging with their peers and creating a sense of community.
- Cell phones create an additional burden on teachers who have to police cell phone use in their classroom when the policy isn't building wide.

The cell phone must be turned off and locked away and cannot be on the student. Removing phones from the person eliminates the urge to check notifications, scroll social media, communicate via text, watch videos and engage in other distractions. It also eliminates privacy violations that occur in the building, including locker rooms and restrooms where privacy is of utmost importance.

For example school policies please visit www.phonefreeschoolsmovement.org.

Definition

The definition of cell phone must include all of the following:

- Phones (both phones that connect to the internet and non-internet connected phones that send and receive text messages and make phone calls).
- AirPods, earbuds and Bluetooth connected headphones.
 - Decrease engagement in the classroom as well as with peers.
 - Unwired headphones are easily hidden by hair or clothing.
 - Students can easily connect their Bluetooth devices from a phone that is locked away.
- Smartwatches, fitness trackers and other accessories that connect to the internet.

“

We took a bold step to eliminate the distractions of cell phones in our middle school. While we expected significant pushback from parents, we were met with overwhelming support.

– Secondary Principal, PA

”

Exceptions

Exceptions must be clearly communicated to all stakeholders in advance in order to mitigate any parent concerns for children that have medical conditions that require the use of a cell phone. Documentation from a medical doctor must be provided to the school. This exception is specific to the need only and still prohibits use of the phone for any other purposes.

Communication

The policy must be clearly communicated to all stakeholders prior to implementation.

- Provide letters to stakeholders, along with supporting documents
- A presentation to each stakeholder group:
 - Explain the problems and concerns of cell phones during the school day
 - Share the research (brain development, mental health, academics)
 - Explain building wide enforcement is key to the success of the policy
 - Communicate that administration is there to reinforce the policy and support teachers/staff
 - Provide ample time for Q & A

- Teacher and staff onboarding meetings prior to policy launch
 - Changes in procedures
 - Handling student and parent pushback
 - Review of consequences

Provide communication to stakeholders after the policy rollout.

- Provide follow-up opportunities with teachers and staff after the policy is in place
 - Discuss feedback on procedures
 - Address questions and concerns
- Provide intermittent updates on policy implementation to parents and students

Storage Options

Storage options for cell phone:

- Lockable phone lockers (readily available from different manufacturers online)
 - Located in the main office, homerooms, last period classroom, or a secure location monitored by staff
 - Accessible only by staff during the school day (students do not have a key)
- Yondr pouch - Yondr is a lockable pouch where students store their individual phones. When the student enters the school, phones must be turned off prior to locking it in the pouch. The pouch is then stored in the students backpack or locker for the entire school day. When the student leaves school, they unlock their cell phone on the unlocking device mounted by the exit doors or in the main office.
- Low cost options include padded envelopes or pencil pouches stored in alphabetized baskets or hanging calculator storage systems.
 - Located in the main office, homerooms, last period classroom or a secure location monitored by staff

“

Student engagement is up, discipline referrals are down, and teacher satisfaction with the phone-free policy is off the charts.

– Superintendent, TX

”

Note: Personal lockers are not recommended because the students can still access their cell phone between classes. Teachers have reported students asking to use the restroom during class in order to access cell phones stored in their personal lockers.

Consequences

Consequences must be strict in order for the policy to be effective.

- Consequences should be clearly outlined on an escalating scale based on the number of policy violations. Limit to 3 to 4 consequences as more can become cumbersome for administrators.
- Warnings should not be given prior to enforcing consequences.
- All consequences must require the cell phone be removed from the student.

Enforcement

The policy must have 100% participation by all staff in order for it to be effective. For this reason, providing staff the research that supports the policy and allowing them to voice questions is essential (refer to research infographic).

Building wide enforcement by all teachers, staff and administrators is also essential to the policy's success.

- Consistency leads to less pushback by students. If one or two staff members allow students to use their phones, then it erodes the policy and renders it ineffective.
- Enforcement must remain consistent for the entire school year.

Staff must supervise students as they enter the school, turn off their phone and place it in the lockable storage system.

Although teachers and staff are not required to lock away their own cell phones, they should be mindful that they serve as role models to the students and should refrain from using their phones during class time, as well as in the hallways and lunchroom.

The first couple of weeks of the policy will require extra attention by the administrators to help students transition to the new norm. Some students are extremely connected to their phone and will experience withdrawal symptoms that may require extra support.

Surveys

A district/school may choose to survey their teachers and students to collect school specific data on the impact cell phones have on the educational environment prior to having the policy in place. They can subsequently conduct a post-survey after implementing the bell-to-bell phone-free policy for a semester or a year to assess its impact.

Non-Electronic Activities

Non-electronic activities help facilitate student interaction during free time and provide ways for them to interact off-line. It's important to encourage teachers/staff and students to celebrate the joys of genuine connection and partaking of truly fun and interactive practices that don't involve the downsides of social media.

- Some examples include card games, board games, ping pong tables

Assess Current Procedures

Procedures may require adjustment in response to implementing the phone-free policy.

- Evaluate emergency procedures to ensure they align with new policy.
 - Additional phones may be needed throughout the school building for emergency communications.
- If headphones are required for classroom activities, they should be wired, and provided by the school or parents.
- Tracking discipline referrals that involve a cell phone pre and post policy implementation is suggested.

Model Phone-Free Policy

Cell phones and personal electronic device definition

- Cell phones (both phones that connect to the internet and non-internet connected cell phones that send and receive text message and make phone calls)
- Personal electronics devices such as tablets and video games
- AirPods, earbuds, Bluetooth connected headphones
- Smartwatches, fitness trackers and other accessories that connect to the internet

Exceptions

A school shall require documentation to support exemptions. The exception is specific to the need only and still prohibits the use for any other purposes.

- A student has a medical necessity, as determined by a healthcare professional, requiring the use of a cell phone to manage their condition. The cell phone must be used exclusively for this purpose.

Cell phone storage options *(please select one to include in your policy)*

- Phones are prohibited in the school
- Cell phone locker
- Yondr Pouch
- Padded envelopes, pencil pouches, alphabetized baskets, or hanging calculator storage systems located in the main office, homerooms, or a secure location monitored by staff
 - If you have concerns about phone security, we recommend leaving your cell phone at home.

Note: Research indicates that carrying a cell phone in a backpack or on your person is not effective.

Consequences

No warnings given prior to enforcement of the consequences.

- 1st Offense: Cell phone is taken to the office and the student can pick it up from the office at the end of the school day.
- 2nd Offense: Cell phone is taken to the office and the student's parent or guardian is required to pick it up from the office at the end of the school day. A copy of the cell phone policy can be provided to the family upon the return of the cell phone.
- 3rd Offense: Cell phone is taken and kept until a parent meeting is scheduled and a plan is agreed upon on how to proceed for the rest of the school year.

Enforcement

The policy must be strictly enforced by all administration and staff school-wide.

Parent/Guardian/Student Communication

If parent/guardian/student need to communicate during the school day, a phone will be available in the main office *(or other designated area by the school)*. In addition, every classroom has a phone that is accessible for teachers to use to communicate.

Note: If it is an emergency your student will be notified immediately.





Stakeholder Communications

SECTION 3:

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Frequently Asked Questions
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.....
Common Pushbacks
.....

.....
Letters
.....

.....
Surveys
.....

Frequently Asked Questions

Q1

Why is our school adopting a phone-free policy?

The school day is when students need to be able to focus, learn, interact with each other, build in-person community, and engage with teachers. Study data shows that having a cell phone, even turned off in their backpack, decreases student test scores. A phone and social media free school gives students back many needed opportunities for development.

Q2

What is included in a cell phone and personal electronic device definition?

- Cell phones (both phones that connect to the internet and non-internet connected phones that send and receive text messages, and make phone calls)
- Personal electronic devices such as electronic tablets and video games
- AirPods, earbuds and Bluetooth connected headphones
- Smartwatches and fitness trackers that connect to the internet

Q3

What if my child needs their phone in case of a crisis or lockdown at the school?

School security experts say phones can make children less safe in crisis situations for the following reasons:

- Student use of cell phones during an unfolding emergency can distract their attention from safety and emergency response directions being given by school staff.
- Cell phone use by students can hamper rumor control and, in doing so, disrupt and delay effective public safety personnel response.
- Cell phone use by students can impede public safety response by accelerating parental and community arrival at the scene of an emergency during times when officials may be attempting to evacuate students to another site.
- Victims and worried family members trying to get through can jam communications, interfering with first responders.

For more information: [National School Safety and Security Services](#)



Q4

How do I contact my student during the school day?

(i.e. schedule change, after-school activity)

Parents and/or guardians who need to contact their student during the school day and or change the pick-up time of your child, may do so by calling the main office. Contacting your child via their cell phone during the school day distracts them from their studies and the needed in-person interaction with their teachers and peers. By having 24/7 access, we prevent growth opportunities that our children need educationally, socially, and developmentally. If students text their parents every time they have a question, they miss the opportunity to think for themselves and develop problem solving skills.

Q5

What if my child needs to contact me during the school day?

If the student needs to contact their parent or guardian during the school day, a phone will be available in the main office.

Q6

Why can't teachers be in charge of the class and collect the phones?

Children need consistency and one policy for the entire school benefits all students. Teachers benefit by regaining classroom instructional time instead of having to police phones, as monitoring phones takes time and energy away from teaching and supporting students. If there is a consistently enforced building-wide policy in place then students are less likely to push back on the policy.

Q7

Why is it important to allow our children to be independent during the school day?

Students need to be given independence from their parents or guardians during the school day to develop foundational skills. Constant contact can fuel a cycle of anxiety for both students and parents. Research shows encouraging independence fosters a child's self-confidence, resilience, problem-solving ability, and mental health.

Q8

What if my child has a medical condition that must be monitored by their cell phone?

A school shall require documentation from a licensed medical professional to support an exemption such as diabetes or seizure monitoring. This exception is specific to the need only and still prohibits cell phone use for any other purposes.



Q9

What if my child has an IEP/504 plan?

It is extremely rare for a cell phone to be required for an IEP/504 plan. But if the situation did arise, documentation is required and the exception is specific to the need only and still prohibits cell phone use for any other purposes.

Q10

Will it be harder for students to make connections and friends if they are offline all day?

Social media tends to foster asynchronous interactions leading to greater levels of anxiety, loneliness, and depression. In-person socializing forms far stronger connections and supports the development of healthier social and emotional skills.

Q11

Don't some students benefit from having social media?

Even for students who use social media for connection and activism, it is still a distraction during school hours. As a school community, we work hard to foster a culture of inclusion. Our goal is to limit use during the school day to minimize disruption and mitigate the potential harms of social media dependency.

Q12

Isn't it better to teach kids to use phones responsibly rather than take them away?

Brain science research and expert psychiatrists say the adolescent brain is not able to manage the addictive pull of cell phones and social media. The social media platforms and games that young people spend much time on were deliberately designed to be addictive. Additionally, part of teaching responsible use is creating phone-free zones that help students understand that phones are a tool to be used at specific times in specific ways, rather than being something that is on and used 24/7.



Common Pushbacks



When a parent/student asks why the policy was changed or implemented:

Phones are a disruption to the school day. They disrupt focus, learning and engagement. They also create challenges such as cyberbullying, privacy violations, and mental health concerns for students. Implementing a phone-free policy leads to increased student engagement during class, meaningful connections with peers, higher test scores, fewer disciplinary incidents, reduction in cyberbullying, and improved school culture and community.



When a parent/student states they need to have contact 24/7:

Parents and guardians who need to contact their student during the school day may do so by calling the main office number. If the student needs to contact their parent or guardian during the school day, a phone will be available in the main office. The same goes if you need to change the pick up time of your child. Contacting your child directly via their phone during the school day distracts them from their studies and the needed in-person interaction with their teachers and peers.



When a parent states they need their phone in an emergency situation:

We understand the emotions that come into play during an emergency, however our number one priority is to ensure the safety of all staff and students. School security experts say phones can actually make children less safe in crisis situations:

- Student use of cell phones during an unfolding emergency can distract their attention from safety and emergency response directions being given by school staff.
- Cell phone use by students can hamper rumor control and, in doing so, disrupt and delay effective public safety personnel response.
- Cell phone use by students can impede public safety response by accelerating parental and community arrival at the scene of an emergency during times when officials may be attempting to evacuate students to another site.
- Victims and worried family members trying to get through can jam communications, interfering with first responders.

For more information: [National School Safety and Security Services](#)





When a student/parent claims the phone is needed for educational purposes:

The potential risks of using cell phones in the classroom outweigh the benefits. The district provides devices that are fully capable of handling all classwork and assignments. Staff will ensure that students are well-informed about the new process.



When a parent/student states they or their child feels more stress and anxiety without their phone:

Constant notifications and texts lead to increased anxiety among adolescents. Face-to-face time with friends and classmates counteracts the isolating, depressive effects of looking at a screen. Teachers and staff (school counselors) are here to support your child through this transition.



When a student/parent claims they or their child needs AirPods to listen to music for their anxiety:

We recognize that students may use their AirPods as a coping mechanism for anxiety. However, during the school day alternate coping strategies must be provided because the use of AirPods are prohibited.



When a parent/student asks why can't we just eliminate phones during instructional time:

The social aspect of the school day is just as important as academics. Students need to build meaningful relationships and foster a sense of belonging within their community. By creating a phone-free environment, we restore essential opportunities for social development.



Letter to Teachers and Staff

Download the editable letter [here](#)

Dear Teachers and Staff,

Cell phones have undoubtedly changed the world we live in, including the landscape of education. The ubiquitous nature of phones and addictive algorithms have created unprecedented challenges for educators as we try to navigate our digital world. For students they have sparked a mental health crisis and contributed to learning and social emotional deficiencies. We know that you've been working hard to keep students' attention in the face of many distractions and recognize policing phones should not be your burden to bear alone.

As educators we have the ability to positively impact the lives of the children we serve. We are mentors, leaders and role models leaving a lasting mark on our students. Providing a healthy community where students can learn the academic, social and emotional skills needed to transition to healthy, happy and thriving adults has always been at the core of our school community and our role as educators.

Phones have impaired our ability to provide a positive, inclusive, and safe environment for all students where learning, focus, community and belonging are prioritized. The presence of personal devices such as cell phones, earbuds and smartwatches has undermined the educational experience, and the core values we strive to uphold.

Our jobs have been, and always will be, to put the education and wellbeing of our students above all else and therefore we will be moving to a bell-to-bell phone-free school policy. This means that phones must be turned off and stored away for the entire school day. Schools that have implemented all day policies are seeing positive classroom changes such as increased focus, attention, comprehension, engagement, less cheating and improved academic performance. Additionally, teachers and staff report enhanced face-to-face peer interactions, reduced cyberbullying, fewer fights and a decrease in social media-induced drama. Students also experience less stress and anxiety.

Our teachers and staff play an integral role in this community, and as administrators we are committed to supporting you by addressing the constant class disruptions and discipline issues caused by cell phones. We see this as a crucial, much needed pivot, and we hope it helps you recover focus, connection, and joy in your classroom.

Sincerely,

Haidt, J. (June 06, 2023). The Case for Phone-Free Schools. *After Babel*. afterbabel.com/p/phone-free-schools



Letter to Parents

Download the editable letter [here](#)

Dear Parents/Guardians,

Technology has undoubtedly changed the landscape of parenting and education. It has created many opportunities, as well as unprecedented challenges for parents and educators as we try to navigate our new world. For students it has sparked a mental health crisis, fractured attention spans and contributed to a wave of learning and social emotional deficiencies.

As educators we strive to impact the lives of our students in positive ways. We serve as mentors, guides and inspirations. Providing a healthy community where students can learn the academic, social and emotional skills needed to transition to healthy, happy and thriving adults has always been at the core of our school community and our role as educators.

Phones have impaired our ability to provide a positive, inclusive and safe environment for all students where learning, focus, safety, community and belonging are prioritized. The presence of personal devices such as cell phones, earbuds and smartwatches has undermined the educational experience and the core values we strive to uphold.

Our jobs have been, and always will be, to put the education and wellbeing of our students above all else and therefore we will be moving to a bell-to-bell phone-free school policy. This means that phones must be turned off and stored away for the entire school day. Schools that have implemented all day policies are seeing positive classroom changes such as increased focus, attention, comprehension, engagement, less cheating and improved academic performance. Additionally, teachers and staff report enhanced face-to-face peer interactions, reduced cyberbullying, fewer fights, and a decrease in social media-induced drama. Students also experience less stress and anxiety.

Attached please find our new phone-free policy. We know you may have some questions or concerns, so we are including important information that will help make this a smooth transition and ease any concern you may have. We also understand that there will be situations when you need to contact your child during the school day. Parents and guardians can call the main office to have a message delivered to their student. Please note there are also exceptions for students that require a cell phone for medical needs.

We are excited to move forward with this shared mission to provide the best educational experience possible for our students. As parents and guardians you are a vital piece of our community, and we look forward to working together to create the healthy academic and social environment all of our students deserve.

Sincerely,

Haidt, J. (June 06, 2023). The Case for Phone-Free Schools. *After Babel*. afterbabel.com/p/phone-free-schools



Letter to Students

Download the editable letter [here](#)

Dear Students,

As your educators and leaders it is our job to provide a healthy and safe community where all students are given the freedom to thrive.

Technology has provided us with many benefits. For some of you it has been a way to find community, social support and a connection to a diverse set of peers. For others it has become an important outlet for self-expression. But, technology has also brought challenges for our school community. The use of phones has impaired our ability to provide a positive, inclusive and safe environment for all students where learning, focus, safety, community and belonging are prioritized. The presence of personal devices such as cell phones, earbuds and smartwatches has undermined the culture of our school and the core values we strive to uphold.

Although we recognize the important role technology plays in your lives, we also know that time away from phones and social media is essential to healthy growth and good education. **With this in mind, we will be moving to a bell-to-bell phone-free school policy. This means that phones must be turned off and stored away for the entire school day.** We know this transition will pose some challenges and cause some discomfort, but we hope that you will quickly begin to experience its benefits both in your classes and in your social interactions.

I'm sure many of you will have questions or concerns, which we hope the attached information will cover. Transitions can be difficult but we are here to provide you with any support you may need. We welcome questions and encourage you to discuss this policy change with your administrators and/or teachers.

We are excited to move forward with this shared mission to provide the best educational experience possible for our students. As students you are a vital piece of our community, and we look forward to working together to create the healthy academic and social environment all of you deserve.

Sincerely,



Teacher Survey

This survey seeks to establish a foundational understanding of our teachers' experiences regarding the impact of cell phones on student learning, engagement, and health. The initial data will serve as a baseline to gauge the changes that occur once a phone-free policy is implemented.

Please take 5 minutes to complete this survey. Your responses will provide valuable insights that will help us measure the impact of the new policy and track the positive changes we hope to achieve.

Copy/paste the questions below into survey software of choice

- 1) **Do you think your school has an effective phone-free policy?**
 - a. Yes
 - b. No
 - c. No policy implemented
- 2) **Do you have your students utilize their cell phones for educational purposes?**
 - a. Yes
 - b. No
 - c. Other
- 3) **If yes- Can these activities be accomplished on a school issued device?**
 - a. Yes
 - b. No
- 4) **Do you allow your students to utilize their cell phones for personal use?**
 - a. Yes
 - b. No
- 5) **Do you agree with the statement "I spend a disproportionate amount of class time policing phones"?**
 - a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
- 6) **The presence of smartphones in the classroom has decreased your enjoyment of your role as a teacher:**
 - a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
- 7) **Have you noticed a decrease in students' academic performance since students have had access to their cell phones during the school day?**
 - a. Yes
 - b. No
- 8) **Do you feel that cellphone use in the classroom has impacted your students' attention, curiosity, and interest in the material they are learning?**
 - a. Yes
 - b. No
- 9) **Do students, to the best of your knowledge, use their cell phone to cheat in class?**
 - a. Yes
 - b. No
- 10) **Do students, to the best of your knowledge, use their cell phone to violate the privacy of others?**
 - a. Yes
 - b. No
- 11) **Do students, to the best of your knowledge, access inappropriate content on their cell phones?**
 - a. Yes
 - b. No
- 12) **Have you ever been recorded by a student on their cell phone?**
 - a. Yes
 - b. No



Student Survey

This survey seeks to establish a foundational understanding of our students' experiences regarding the impact of cell phones on your learning, engagement, and health. Please take 5 minutes to complete this survey. All responses will remain anonymous.

Copy/paste the questions below into survey software of choice

- 1) **Do your teachers encourage you to utilize your cell phone for educational purposes?**
 - a. Yes
 - b. No
- 2) **If yes- Can these activities be accomplished on a school issued device?**
 - a. Yes
 - b. No
- 3) **Do you utilize your cell phone for personal use during class?**
 - a. Yes
 - b. No
- 4) **Do you feel like it's difficult to ignore your phone during instructional time?**
 - a. Yes
 - b. No
 - c. Sometimes
- 5) **Do you utilize your phone to fill free time at school (after assignments, lunch, in between classes, free blocks, etc.)?**
 - a. Yes
 - b. No
 - c. Sometimes
- 6) **Does it take you longer to complete assignments in class because of access to your cell phones?**
 - a. Yes
 - b. No
 - c. Not Applicable
- 7) **Do you think your academic performance would improve if you didn't have access to your cell phone?**
 - a. Yes
 - b. No
- 8) **Have you ever used your cell phone to cheat or used it to help another student cheat?**
 - a. Yes
 - b. No
- 9) **Have you ever had an unwanted recording or photograph taken of you by another student with their cell phone?**
 - a. Yes
 - b. No
- 10) **Have you ever accessed or been exposed to inappropriate content on a cell phone during the school day?**
 - a. Yes
 - b. No
- 11) **Have you ever been cyberbullied during school hours?**
 - a. Yes
 - b. No
- 12) **Have cell phones impacted your ability to engage in face-to-face conversation with your peers?**
 - a. Yes
 - b. No
- 13) **Have you ever sent or received nudes during school hours?**
 - a. Yes
 - b. No
- 14) **Have you used your phone to access drugs or vapes during school hours?**
 - a. Yes
 - b. No



Conclusion

All students deserve a phone-free educational environment where they are free to learn, free to engage, and free to thrive without the distractions of phones and social media.

We hope the Administrator Toolkit streamlines the implementation process in your school/district. If executed with fidelity and consistency throughout the school year, the result will be a more focused, positive and enriching learning environment for all students.

We are dedicated to providing ongoing support and resources as you navigate this process. Should you have any questions or need assistance, please contact us via email at info@phonefreeschoolsmovement.org.

What's Next

Once you have successfully implemented a phone-free policy in your school, please apply to be recognized by PFSM as a Phone-Free School. Recognized schools receive a Certificate and Seal of Recognition to display on their website, school communications, etc. Your school will also be added to our growing directory of phone-free schools nationwide. Please visit www.phonefreeschoolsmovement.org to fill out an application.

INFO@PHONEFREESCHOOLSMOVEMENT.ORG
PHONEFREESCHOOLSMOVEMENT.ORG



The Phone-Free Schools Movement is dedicated to enhancing academic excellence and social development by eliminating the distractions and negative effects of phones and social media in K-12 education. The nonprofit's comprehensive understanding of current policies, school climates and the harms of excessive phone use establishes them as a trusted resource for creating healthier school environments where students can fully engage and flourish.



Fairplay is the leading nonprofit committed to helping children thrive in an increasingly commercialized, screen-obsessed culture and the only organization dedicated to ending marketing to kids. Fairplay works to enhance children's wellbeing by eliminating the exploitative and harmful business practices of marketers and Big Tech. We are a truly independent voice for children – Fairplay does not accept donations from Big Tech or any corporation.

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

Meeting Date: October 7, 2024

Meeting Type: Workshop

Item Type: Presentation Future Action Required: Yes If Yes, Month: November
Subject: Updated Rates for Early Notice (Policy DEC LOCAL)

Background Information:

As discussed in the September Board Workshop, a potential change in the rate for the Early Notice of Departure program in DEC (Local) will be presented and discussed.

Attached Supporting Documents:

Policy DEC (LOCAL)

Early Notice Presentation

Fiscal Implications:

To be determined

Administrative Recommendation:

None at this time

Contact Person:

Alison Sims





**Board of Trustees
Meeting**

October 7, 2024



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**Policy DEC (Local)
Discussion**

*Alison Sims
Associate Superintendent for
Human Resources*

Current Regulation

Employees will 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.

Suggested Change to 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 \$100 per day of local leave PLUS a base of \$1,000.

Additional Change to Consider...

PLUS an additional payment as follows:

20 years **in the district** - \$3,000

25 years **in the district** - \$5,000

30 years **in the district** - \$7,000

35 years or more **in the district** - \$9,000

Number of employees who **COULD** benefit from the additional lump sum

20 years	25 years	30 years	35 years
124	93	51	35

How it would work...

Name	Years is AISD	Days of Local Leave	Eligible Days	Base of \$1000				
				@100	Base of \$1000	MaxPayout @ \$100	Additional Years Bonus	Actual Payout
Employee 1	32	79	79.00	\$100	\$1,000	\$17,000	\$7,000	\$15,900
Employee 2	24	75.75	75.75	\$100	\$1,000	\$13,000	\$3,000	\$11,575
Employee 3	26	130.5	130	\$100	\$1,000	\$14,000	\$5,000	\$19,000
Employee 4	27	76.5	76.50	\$100	\$1,000	\$14,500	\$5,000	\$13,650
Employee 5	10	23.5	23.50	\$100	\$1,000	\$6,000	0	\$3,350
Employee 6	32	129.5	129.50	\$100	\$1,000	\$17,000	\$7,000	\$20,950
Employee 7	19	81.5	81.50	\$100	\$1,000	\$10,500	0	\$9,150
Employee 8	27	83.5	83.50	\$100	\$1,000	\$14,500	\$5,000	\$14,350
Employee 9	24	97	97.00	\$100	\$1,000	\$13,000	\$3,000	\$13,700
Employee 10	25	58.88	58.88	\$100	\$1,000	\$13,500	\$5,000	\$11,888
Employee 11	16	55.5	55.50	\$100	\$1,000	\$9,000	0	\$6,550
Employee 12	14	57	57.00	\$100	\$1,000	\$8,000	0	\$6,700
Employee 13	24	107	107.00	\$100	\$1,000	\$13,000	\$3,000	\$14,700

**Board thoughts this
enhancement to the
Early Notice program
only for the Spring of
2025?**

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

Meeting Date: October 8, 2024

Meeting Type: Workshop

Item Type: Presentation

Future Action Required: NO

If Yes, Month: N/A

Subject: SGS Update

Background Information: In the 2023-2024 school year, Abilene ISD started participating in the System of Great Schools. Since that time there has been a change in Superintendent and Associate Superintendent for Curriculum and Instruction. This presentation is to help The Board and AISD Administrators ensure that there is a clear understanding of what SGS means for AISD.

Attached Supporting Documents:

NONE

Fiscal Implications:

Participation in SGS has already been agreed upon by The Board. There are no new expenses as a result of this presentation.

Administrative Recommendation:

Continue work with SGS

Contact Person:

Patti Blue



Board of Trustees Meeting

October 8, 2024



System of Great Schools Revisited

Patti Blue

Associate Superintendent for Curriculum and Instruction



What is the System of Great Schools (SGS) strategy?

How can it help districts get better faster?



If System of Great Schools Districts:

- Seek to **understand** school performance and community needs and demands;
- Use that information to **take bold action** to create what's needed, expand what works, and replace what doesn't;
- **Empower families** to make choices that best fit the needs of their children and provide authentic, equitable access to those options; and
- Create **sustainable and effective** central office structures that drive cross-departmental collaboration;

Then *every child will have access to a high-quality, best-fit school and families will have the schools they want and need in their communities.*

System of Great Schools (SGS)

- A System of Great Schools Strategy is a **district-level problem solving approach**, that seeks to understand school performance and community demands and use that information to make decisions about improvement strategies.
- It requires systematic thinking and an **openness to pursuing all possible options** to create the set of school options that families want and deserve.
- It empowers educators to design and lead campuses or networks of campuses around **coherent, specialized school models**.
- It **empowers families to make choices** that best fit the needs of their children.

Why System of Great Schools?

- Provides opportunities to enhance existing academic programming in AISD yielding improved results in student academic achievement
- Provides AISD with partners to explore best practices and support program development

Abilene ISD Theory of Action

If Abilene ISD rigorously reviews our current **systems**
to determine what is working and what needs improvement,

and

creates a plan to improve our **student experience**
through high-quality, engaging instruction

by

effective teachers at school with great leaders,

then

more A/B seats are available to our students so that we will
equip AISD learners to make a positive impact in their world and
student outcomes will improve.





NORTH STAR GOAL

A North Star Goal serves as an ambitious goal that **aligns district priorities and resources toward providing high-quality, best-fit schools** that families and communities want and need.



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



SGS: Shift in District Thinking

Shift #1:

What is the
performance of the
district?

(The **district** is the unit
of change)



What is the
performance of the
schools in the district?

(**Schools** are the unit
of change)

*SGS districts set aspirational goals based on what families experience
and seek bottom-up solutions, not top-down ones.*



North Star Goal (WIG)

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

Student Outcomes Goals

Goal #1	The percent of 3rd graders who score meets grade level or above on STAAR Reading will increase from 40% to 53% by August 2027
Goal #2	The percent of 3rd graders who score meets grade level or above on STAAR Math will increase from 31% to 53% by August 2027
Goal #3	The percentage of graduates who meet the criteria for CCMR will increase from 48% to 60% by August 2027
Goal #4	YY
Goal #5	YY

Strategic Priority #1

Strategic Priority #2

Strategic Priority #3

Student Academic Achievement

Teacher Quality

Leadership Support

Initiatives

Initiatives

Initiatives

Provide effective Tier 1 instruction including implementation of high quality instructional materials	Establish and implement effective professional learning communities	Establish and implement effective professional learning communities for leadership
Systematically pursue high-quality options and/or improve schools (SAF action plan link)	Refine onboarding of new staff to AISD	Define and foster leadership (Holdsworth)
Consistently utilize data to drive instructional decisions	Develop a system to prioritize staffing to high-need campuses	

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

Meeting Date: 10/7/2024

Meeting Type: Workshop

Item Type: Information

Future Action Required: Yes

If Yes, Month: Nov.

Subject: SB 1882 Presentation

Background Information: Senate Bill 1882 was passed by the Texas legislature in 2007 and permits school districts to enter into partnerships with other entities (such as higher education partners, municipalities, or charter management organizations) to permit innovative approaches to educational improvement. This type of partnership avails significant new funding opportunities to school districts and meshes perfectly with existing AISD initiatives such as System of Great Schools.

Attached Supporting Documents: Powerpoint

Fiscal Implications: Significant new revenue in the AISD general fund, up to \$1.5 million per participating campus.

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Administrative Recommendation: No action at this time.

Contact Person: John Kuhn

rt

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SB 1882

Brief Overview of SB 1882

- Passed by Texas Legislature in 2007
- Significant increase in funding, if approved
- Certain accountability exemptions for two years
- Fast track possibility
- Meshes perfectly with SGS and our North Star Goal
- “Texas Partnerships” - [Texas Partnerships \(SB 1882\) | Texas Education Agency](#)
 - IHE, non-profits, charter schools, government entities such as municipalities

Partnership Benefits

- Innovation and flexibility
- Financial incentives
- Accountability flexibility
- Outside eyes and sounding board
- Additional instructional support staffing
- Tried and tested strategies
- All teachers remain AISD employees with full Chapter 21 contractual protections

What Does the Partner Do?

- Focused campus visits
- Data analysis
- Coaching
- PLC design assistance
- PD
- HQIM assistance
- Collaboration in a general sense

Resources, To-Dos, and Key Dates

- AISD SB 1882 Officer certification (ASAP)
- December 6 & 16
- Board approval to apply
- TEA approval is not guaranteed
- Application is non-binding
- Planning year (2025-2026) includes significant per-campus grant funding
- Later, separate board vote to pursue (or not) partnership
- Partnership funding alone could erase our deficit
- Texas Partnerships Guide: [RESOURCE-Texas-Partnerships-Guide.pdf \(txpartnerships.org\)](https://txpartnerships.org/RESOURCE-Texas-Partnerships-Guide.pdf)

SB 1882 – A Recipe for Breaking Barriers

- Any questions?

rt

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Thank You!

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

Meeting Date: October 7, 2024

Meeting Type: Regular Meeting

Item Type: Consent Future Action Required: No

If Yes, Month: N/A

Subject: Budget Amendments

Background Information: Attached are the budget amendments that require Board of Trustee consideration. Budget amendments needing Board approval are required whenever there is a transfer between functional categories, revenues or expenditures increase or decrease the budget, or a donation is received from an outside source. A summary of these budget amendments by functional category is provided for your review.

Attached Supporting Documents:

- Budget Amendments – General Fund Summary
- Budget Amendments – Other Funds Summary
- Proposed Budget Amendments

Fiscal Implications:

Administrative Recommendation: Vote to approve proposed budget amendments as presented.

Contact Person: Jennifer Hinds

**ABILENE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF PROPOSED BUDGET AMENDMENTS
GENERAL FUND
October 7, 2024**

	Approved budget	Proposed amendments	Proposed amended budget
GENERAL FUND:			
Revenues -			
Local	\$ 44,441,631	\$ -	\$ 44,441,631
State	95,152,527	-	95,152,527
Federal	2,391,000	-	2,391,000
Total	141,985,158	-	141,985,158
Expenditures -			
Instruction	81,962,069	(3,350)	81,958,719
Instructional Resources and Media Services	2,042,384	-	2,042,384
Curriculum and Instructional Staff Development	2,199,948	(650)	2,199,298
Instructional Leadership	3,144,800	-	3,144,800
School Leadership	9,610,170	4,000	9,614,170
Guidance, Counseling and Evaluation Services	7,301,890	-	7,301,890
Social Work Services	1,975,297	-	1,975,297
Health Services	2,046,988	-	2,046,988
Student Transportation	4,946,732	-	4,946,732
Extracurricular Activities	5,308,056	-	5,308,056
General Administration	6,150,971	-	6,150,971
Plant Maintenance and Operations	17,084,247	-	17,084,247
Security and Monitoring Services	1,429,803	-	1,429,803
Data Processing Services	5,592,107	-	5,592,107
Community Services	638,446	-	638,446
Debt Services	2,607,865	-	2,607,865
Facilities Acquisition and Construction	-	-	-
Payments to JJAEP	175,000	-	175,000
Intergovernmental Charges	700,000	-	700,000
Total	154,916,773	-	154,916,773
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	\$ (12,931,615)	\$ -	\$ (12,931,615)

Summary of Change in Budgeted Fund Balance:

2024-25 Original Budgeted Deficit \$ (12,931,615)

\$ (12,931,615)

ABILENE INDEPENDENT SCHOOL DISTRICT SUMMARY OF PROPOSED BUDGET AMENDMENTS STUDENT NUTRITION FUND

October 7, 2024

	Approved budget	Proposed amendments	Proposed amended budget
FOOD SERVICE FUND:			
Revenues -			
Local	\$ 4,033,189	\$ -	\$ 4,033,189
State	380,044	-	380,044
Federal	8,234,096	-	8,234,096
Total	12,647,329	-	12,647,329
Expenditures -			
Food Service	12,458,910	-	12,458,910
Plant Maintenance and Operations	123,923	-	123,923
Facilities Acquisition and Construction	-	-	-
Total	12,582,833	-	12,582,833
Other Resources		-	-
Other Uses		-	-
Excess Revenues Over/(Under) Expenditures	\$ 64,496	\$ -	\$ 64,496

DEBT SERVICE FUND October 7, 2024

	Approved budget	Proposed amendments	Proposed amended budget
DEBT SERVICE FUND:			
Revenues -			
Local	\$ 17,467,512	\$ -	\$ 17,467,512
State	-	-	-
Total	17,467,512	-	17,467,512
Expenditures -			
Debt Service	17,467,512	-	17,467,512
Other Intergovernmental Charges	-	-	-
Total	17,467,512	-	17,467,512
Other Resources		-	-
Other Uses		-	-
Excess Revenues Over/(Under) Expenditures	\$ -	\$ -	\$ -

**ABILENE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF PROPOSED BUDGET AMENDMENTS
INTERNAL SERVICE FUND (WORKERS COMP)
October 7, 2024**

	Approved budget	Proposed amendments	Proposed amended budget
INTERNAL SERVICE FUND:			
Revenues -			
Local	\$ 640,000	\$ -	\$ 640,000
Total	<u>640,000</u>	<u>-</u>	<u>640,000</u>
Expenditures -			
General Administration	640,000	-	640,000
Total	<u>640,000</u>	<u>-</u>	<u>640,000</u>
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

PROPOSED BUDGET AMENDMENTS
October 7, 2024

	Account code	Revenues - Increase/ (Decrease)	Expenditures - Increase/ (Decrease)	Excess/ (Deficit)	Account Code Explanation			
					Fund	Function	Object	Organization
#1	199-23-6399-00-152-99-152		4,000.00		General	Campus Leadership	Supplies	Ortiz Elementary
	199-13-6399-00-152-99-152		2,000.00		General	Staff Development	Supplies	Ortiz Elementary
	199-11-6399-00-152-11-152 (Transfer to align budget to campus needs)		(6,000.00)		General	Instruction	Supplies	Ortiz Elementary
#2	199-11-6299-00-999-11-802		2,650.00		General	Instruction	Miscellaneous Contracted Services	Districtwide
	199-13-6299-00-999-99-802 (Transfer to cover online instructional material purchases)		(2,650.00)		General	Staff Development	Miscellaneous Contracted Services	Districtwide
	General Fund Totals	<u>-</u>	<u>-</u>	<u>-</u>				

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

Meeting Date: October 7, 2024

Meeting Type: Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: September 2024 Minutes

Background Information:

Attached Supporting Documents:

- September 5, 2024 – Workshop Meeting Minutes
- September 9, 2024 – Regular Meeting Minutes

Fiscal Implications:

Administrative Recommendation:
Approve minutes as presented.



Contact Person:

Robin Jones, Administrative Assistant to the Superintendent and Board of Trustees

Minutes of the September 5, 2024,
Workshop Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Workshop Meeting at 5:00 p.m., September 5, 2024, in the Alta Vista Room at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 4:59 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President, Mrs. Cindy Earles, Secretary; Mr. Bill Enriquez, Assistant Secretary; Dr. Danny Wheat, and Dr. Taylor Tidmore. Members absent: Mr. Blair Schroeder.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction; Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources; Dr. Gustavo Villanueva, Associate Superintendent for Student Services; Dr. Jordan Ziemer, Director of Communications; Mrs. Jennifer Hinds, Executive Director for Finance; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees

I. Call to Order

A. Oral Communication from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had completed a public comment card. There was none.

B. Board/Superintendent Announcements/Information

- A copy of a letter from a constituent regarding looking ahead to the future was at each board member's place.
- Update on attendance
- West Texas Fair & Rodeo opening this weekend
- 9/19 – Abilene Chamber of Commerce Membership & Awards Dinner
- 10/15 – Mentoring Alliance Luncheon
- 9/26–9/29 - TASA/TASB txEDCON24 in San Antonio, Texas

II. Board Workshop Items

A. Early Notice of Departure (END)

Mrs. Alison Sims shared that our current Policy DEC (LOCAL) states that an employee who is retiring from the district after 10 years of service is eligible for payment for accumulated local sick leave. This discussion included possible enhancements to our current rates for the 2024-2025 school year. The board has requested to see some options that include a daily rate increase.

B. 2025-2026 AISD Calendar

Mrs. Alison Sims presented the process for the development of the 2025-2026 school calendar. A calendar planning committee with representation from every campus and several district departments will be utilized 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.

C. AISD Assessment Data

Mrs. Patti Blue presented the first in a series of presentations providing information to help the Board know more about the Texas Accountability and Assessment Systems. This series began with TELPAS which is directly tied to our Emergent Bilingual students.

D. Lone Star Governance Debrief

Mrs. Patti Blue shared that Lone Star Governance training took place on August 23-24, 2024 and was attended by all Abilene ISD School Board Trustees, Superintendent, Deputy Superintendent, 3 Associate Superintendents, and the Executive Director of Innovation and Program Development. The training was presented by TEA Certified Lone Star Governance Trainers provided by Region 14 ESC. She shared the AISD 2024-2025 Student Outcomes Playbook which defines the Goal Progress Measures and the Monitoring Calendar for the Board's HB3 goals.

E. Head Start Governance and ERSEA Training

Mrs. Julie Wilson, Director of Early Childhood, presented that 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. The 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.

- 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
- There being no further business, this meeting adjourned at 6:40 p.m.

APPROVED:

President

ATTEST:

Secretary

Minutes of the September 9, 2024
Regular Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Regular Meeting at 4:30 p.m., September 9, 2024, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 4:31 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Mr. Bill Enriquez, Assistant Secretary, Dr. Danny Wheat, Mr. Blair Schroeder, and Dr. Taylor Tidmore. Members absent: None.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction; Dr. Gustavo Villanueva, Associate Superintendent for Student Services; Dr. Jordan Ziemer, Director of Communications; Mrs. Jennifer Hinds, Executive Director for Finance; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees.

- I. Call to Order
- II. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 4:31 p.m.

- A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
 - I. Professional Employment Contracts
- B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice (Section 551.071)
- C. The Board may discuss matters of Safety and Security. (Section 551.076)
- D. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
- E. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)

- III. Reconvene from Closed Session (Approximately 6:00 p.m.)

The Board reconvened at 6:08 p.m.

- A. Invocation

Mrs. Angie Wiley called on Dr. Joseph Waldron to give the invocation and lead the pledges.

- B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
- C. Board/Superintendent Announcements

Dr. John Kuhn made the following announcements:

- We are currently looking for 6 appointees to serve on the District-Wide Consultation Committee.
- 9/10 Cooper High School vs. Mineral Wells volleyball match
- 9/13 Cooper High School Hall of Fame Induction Ceremony
- Attendance Contest for perfect attendance this week

- IV. Recognitions

- A. Start of School Update

Dr. Jordan Ziemer shared a video created by the Communications Department highlighting the beginning of school around the district.

- B. TEA Educator Review Committee Representatives

Mrs. Patti Blue recognized Barbara Carneiro (Taylor Elementary) and Sydney Beverage (Stafford Elementary) for serving as representatives on the TEA Educator Review Committee.

- V. Oral Communications from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had completed a public comment card. There was none.

- VI. Consent Agenda

Mrs. Angie Wiley asked if there was a motion regarding the Consent Agenda. Dr. Danny Wheat made a motion to approve the Consent Agenda as presented. Mr. Rodney Goodman seconded the motion and it passed 7-0.

Ayes: Schroeder, Wheat, Goodman, Tidmore Earles, Wiley, and Enriquez

Nays: None

- A. The Board will consider accepting the July Financials.
- B. The Board will consider approval of the Minutes of the August 1, 2024, Workshop; August 5, 2024, Regular Meeting; and August 26, 2024, Special Budget and Tax Rate Meeting.
- C. The Board will consider approval of the Appointment of Members of the Local School Health Advisory Council.

- D. The Board will consider approval of the qualified Texas Teacher Evaluation and Support System (T-TESS) Appraisers for 2024-2025.
- E. The Board will consider approval of Texas A&M AgriLife Extension Service Resolution and Adjunct Agreement.
 - I. Callahan County
 - II. Taylor County
- F. The Board will consider approval of the 2024-2025 School Resource Officer Agreement between the Abilene Independent School District and the City of Abilene.
- G. The Board will consider approval of Revision to First Financial Bank Account Administrator.
- H. The Board will consider approval of Revision to PNC Bank Dyess Activity Fund Account ending in 6445 removing current signer Merri Lynn Rideout and adding signers Dr. Joseph Waldron, Deputy Superintendent, and Jennifer Hinds, Executive Director of Finance.
- I. The Board will consider approval to reauthorize the Superintendent's Hiring Authority for Contractual Personnel (Policy DC LOCAL - Employment Practices).

VII. Reports

A. Start of School Enrollment Update

Dr. Gustavo Villanueva reported an excellent start to the school year in AISD. Our Cabinet Team and Student Services Team met daily for the first ten days to closely monitor elementary enrollment numbers, ensuring we comply with the 22:1 student-to-teacher ratio. This proactive approach has allowed us to make necessary adjustments early, minimizing any disruptions for students and teachers as the year progresses. As of the tenth day of classes, our total student enrollment stands at 14,559, reflecting a decrease of 122 students compared to the same time last year. A cumulative enrollment chart that includes data from the 2018 school year to the present was also shared.

B. Taylor and Jones County Appraisal Districts Board of Directors

Mrs. Jennifer Hinds shared that Abilene ISD appoints members to serve on the appraisal district boards for both Taylor and Jones County. This report informed the board of upcoming changes to this process due to legislation passed. Due to Senate Bill 2, AISD will have 1 member to appoint to the board of Taylor County CAD instead of 2 due to the decreased levy. There are no changes for Jones County CAD so 1 member will be appointed by AISD for a 2-year term.

VIII. Business Items Requiring Board Action

A. The Board will consider approval of Policy Update 123.

Dr. Joseph Waldron shared that Policy Update 123 includes local policy addressing board member training, ethics, ad valorem taxes, security personnel, technology equipment, employment contracts, grievances, homebound instruction, instructional materials, and library materials. Additionally, Update 123 includes revisions to many LEGAL policies based on updates made in the legislative session.

Mr. Rodney Goodman made a motion to approve Policy Update 123 as presented. Mrs. Angie Wiley seconded the motion and it passed 7-0.

Ayes: Goodman, Wiley, Enriquez, Earles, Schroeder, Wheat, and Tidmore

Nays: None

IX. The Board may take action relevant to Items Covered During Closed Session.

- A. The Board will consider approval of Personnel Recommendations, if any.
- B. Matters pertaining to Students, if any
- C. Matters pertaining to Real Property, if any
- D. Matters pertaining to Safety and Security, if any

Mr. Blair Schroeder made a motion to approve the appointment of School Marshal as presented in Closed Session. Mr. Bill Enriquez seconded the motion and it passed 7-0.

Ayes: Tidmore, Wheat, Schroeder, Earles, Enriquez, Wiley, and Goodman

Nays: None

E. Matters pertaining to Litigation, if any

X. Adjournment

There being no further business, this meeting adjourned at 6:49 p.m.

APPROVED:

President

ATTEST:

Secretary

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

Meeting Date: October 7, 2024

Meeting Type: Regular Meeting

Item Type: Consent Future Action Required: Yes

If Yes, Month: October

Subject: Additional TEA Class Size Waiver Request

Background Information: A class size waiver request is recommended for submission to TEA for all elementary campuses that have classroom pupil/teacher ratios over 22:1 in grades Pre-K-4.

In all we will request 22 waivers for 12 grade levels over seven campuses.

Attached Supporting Documents: Class Size Waiver Compliance Plan

Fiscal Implications:

none

Administrative Recommendation:

Vote to approve class size waiver requests for submission to TEA allowing class sizes to exceed 22:1 as needed.

Contact Person:

Alison Sims

Memo



To: Dr. John Kuhn
Board of Trustees, Abilene ISD

From: Alison Sims, Associate Superintendent for Development of Human Resources

Date: October, 2024

Re: **Class Size Waiver, Compliance Plan**

Abilene ISD currently has 22 class sections serving more than the statutorily mandated 22:1 ratio in grades K-4; therefore, subject to your approval, we are preparing to request the appropriate class size waiver from the Commissioner of Education. As you know, our obligation is to report any K-4 classroom in excess of 22 students per teacher within 30 days and seek waivers where warranted.

In order to meet the statutory 22:1 ratio and remain in compliance we utilized several intra-campus and inter-campus reassignments of classroom teachers to serve the numbers of students enrolling at applicable neighborhood campuses. Despite this effort, seven campuses each have one grade level averaging slightly more than 22:1.

New students that subsequently move into neighborhood elementary zones where their applicable K-4 grade level have no room available within 22:1 will generally not be enrolled at that campus for the remainder of this year; instead, such students will be accommodated by transfer to the nearest campus with availability. This plan will remain in effect for the 2024-2025 school year. The district will continue to monitor enrollment of all campuses on a regular basis.

With the approval of the Board, a waiver will be requested as necessary for the following campuses and sections from each grade level presently populated in excess of the 22:1 ratio, subject to any further adjustments that may become necessary or advisable within the submission deadline:

Alcorta Elementary	5	Three 3 rd grade sections Two 4 th grade sections
Bassetti Elementary	5	Two 2 nd grade sections Two 3 rd grade sections
Bowie Elementary	5	One 3 rd grade section One 2 nd grade section Three 4 th grade sections
Dyess Elementary	1	One 3 rd grade section
Ortiz Elementary	2	Two 2 nd grade section
Stafford Elementary	1	One 2 nd grade section
Taylor Elementary	4	One 1 st grade section Three 3 rd grade sections

At this time, none of these classrooms/sections have more than 24 students.

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

Meeting Date: October 7, 2024 Meeting Type: Regular Meeting

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

Subject: Quarterly Investment Report

Background Information: Per CDA(LEGAL) - Quarterly investment reports must be submitted to the board and the superintendent for review within a reasonable time after the end of the period. This report provides the investment position of the district on the date of the report and demonstrates compliance with the district's investment policy and relevant provision of the Public Investment Act. In this report you will find beginning market value, ending market value, book value, and accrued interest for the period for each pooled fund as well as separately invested asset.

Attached Supporting Documents: Quarterly Investment Report for the Quarter Ended August 31, 2024

Fiscal Implications:

Administrative Recommendation: None

Contact Person: Jennifer Hinds



**ABILENE INDEPENDENT SCHOOL DISTRICT
INVESTMENT PORTFOLIO SUMMARY
FOR THE QUARTER ENDED AUGUST 31, 2024**

FUND	5/31/2024 FAIR VALUE	ADDITIONS	DISTRIBUTIONS	8/31/2024 FAIR VALUE
GENERAL FUND	\$ 64,462,548.23	\$ 8,029,129.17	\$ 19,161,466.15	\$ 53,330,211.25
FOOD SERVICE	4,128,522.81	54,287.43	0.00	4,182,810.24
DEBT SERVICE	10,283,232.78	1,755,812.79	1,395,995.60	10,643,049.97
WORKERS COMPENSATION	2,148,104.88	28,246.20	0.00	2,176,351.08
TOTALS	\$ 81,022,408.70	\$ 9,867,475.59	\$ 20,557,461.75	\$ 70,332,422.54

As of November 30, 2023 the General Fund portfolio had U. S. Agency securities with accrued interest totaling \$139,729. None of the other fund portfolios had any securities with accrued interest as of November 30, 2023.

INVESTMENT TYPE	%	8/31/2024 FAIR VALUE
INVESTMENT POOLS	73.22%	\$ 51,499,879.02
BANKS	19.65%	\$ 13,822,983.52
U. S. AGENCIES	7.12%	5,009,560.00
TOTAL - ALL FUNDS	99.99%	\$ 70,332,422.54

COMPLIANCE STATEMENT

The investment portfolio presented in these reports conforms in all respects to the investment policies of Abilene Independent School District as approved by the Board of Trustees of Abilene Independent School District.



Jennifer Hinds, Executive Director of Finance



Date



Jennifer Beall, Comptroller



Date

ABILENE INDEPENDENT SCHOOL DISTRICT
COMPLIANCE REPORT - FUND DETAILS
FOR THE QUARTER ENDED AUGUST 31, 2024

SECURITY	CALLED / MATURITY	BOOK VALUE		FAIR VALUE		Change in FMV	Quarterly Additions	Quarterly Distributions	Settlement Or Last Interest Pymnt Date	PAR Value	Days Accrued	Int. Rate
		05/31/24	08/31/24	05/31/24	08/31/24							
TEXPOOL	OPEN	58,424,869.16	47,265,305.16	58,424,869.16	47,265,305.16	(11,159,564.00)	7,999,942.15	(19,159,506.15)	04/21/23	3,000,000	498	0.0000%
SUBTOTAL - INVESTMENT POOLS	88.64%	\$ 58,424,869.16	\$ 47,265,305.16	\$ 58,424,869.16	\$ 47,265,305.16	(11,159,564.00)	7,999,942.15	(19,159,506.15)	07/05/23	3,000,000	423	0.0000%
FIRST FINANCIAL	OPEN	1,041,649.07	1,055,346.09	1,041,649.07	1,055,346.09	13,697.02	13,697.02	0.00	03/14/23	3,000,000	536	5.125%
SUBTOTAL - BANKS	1.98%	\$ 1,041,649.07	\$ 1,055,346.09	\$ 1,041,649.07	\$ 1,055,346.09	13,697.02	13,697.02	0.00	05/17/23	1,000,000	472	5.500%
									05/30/23	1,000,000	459	5.550%
									End Bal			
									Less: Beg Bal			
												199-00-1250
												296,904.11

FE8851 - YE Accrued Interest Adjustment		Debit	Credit
Acct String	199-00-1250-00-000-000-2019-000	296,904.11	
	199-00-5742-00-000-99-999-2019-999		296,904.11

SECURITY	OPEN	05/31/24	08/31/24	05/31/24	08/31/24	Change in FMV	Quarterly Additions	Quarterly Distributions
FOOD SERVICE FUND	OPEN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - INVESTMENT POOLS	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FIRST FINANCIAL	OPEN	4,128,522.81	4,182,810.24	4,128,522.81	4,182,810.24	54,287.43	54,287.43	0.00
SUBTOTAL - BANKS	100.00%	\$ 4,128,522.81	\$ 4,182,810.24	\$ 4,128,522.81	\$ 4,182,810.24	54,287.43	54,287.43	0.00
TOTAL FOOD SERVICE	100.00%	\$ 4,128,522.81	\$ 4,182,810.24	\$ 4,128,522.81	\$ 4,182,810.24	54,287.43	54,287.43	0.00
DEBT SERVICE FUND	OPEN	3,957,930.34	4,234,573.86	3,957,930.34	4,234,573.86	276,643.52	1,677,639.12	(1,395,995.60)
SUBTOTAL - INVESTMENT POOLS	39.79%	\$ 3,957,930.34	\$ 4,234,573.86	\$ 3,957,930.34	\$ 4,234,573.86	276,643.52	1,677,639.12	(1,395,995.60)
FIRST FINANCIAL	OPEN	6,325,302.44	6,408,476.11	6,325,302.44	6,408,476.11	83,173.67	83,173.67	-
SUBTOTAL - BANKS	60.21%	\$ 6,325,302.44	\$ 6,408,476.11	\$ 6,325,302.44	\$ 6,408,476.11	83,173.67	83,173.67	-
TOTAL DEBT SERVICE	100.00%	\$ 10,283,232.78	\$ 10,643,049.97	\$ 10,283,232.78	\$ 10,643,049.97	359,817.19	1,758,812.79	(1,395,995.60)
WORKERS COMPENSATION FUND	OPEN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - INVESTMENT POOLS	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FIRST FINANCIAL	OPEN	2,148,104.88	2,176,351.08	2,148,104.88	2,176,351.08	28,246.20	28,246.20	0.00
SUBTOTAL - BANKS	100.00%	\$ 2,148,104.88	\$ 2,176,351.08	\$ 2,148,104.88	\$ 2,176,351.08	28,246.20	28,246.20	0.00
TOTAL WORKERS COMPENSATION	100.00%	\$ 2,148,104.88	\$ 2,176,351.08	\$ 2,148,104.88	\$ 2,176,351.08	28,246.20	28,246.20	0.00
TOTAL - ALL FUNDS		\$ 81,026,378.70	\$ 70,322,862.54	\$ 81,022,408.70	\$ 70,332,422.54	(10,689,986.16)		

Average Portfolio Yield by Investment Type	TEXPOOL	First Financial
TEXPOOL	5.31%	5.16%
SUBTOTAL - INVESTMENT POOLS	5.30%	4.82%

Benchmarks	From Buddy
3 Month Treasury Bill	40.33 days
6 Month Treasury Bill	1.00 day
12 Month Treasury Bill	1.00 day

Weighted Average Maturity	Days
General Fund	30.82 days
Food Service	1.00 day
Debt Service	1.00 day
Workers Compensation	30.82 days
Grand Total	100.01%

Ratio of FV to Cost
(Any ratio in excess of 99.50% is considered acceptable)

Abilene Independent School District Board Document – VIII. A.

Meeting Date: October 7, 2024

Meeting Type: Meeting

Item Type: Future Action Required: no

If Yes, Month: N/A

Subject: CHAMPS Report

Background Information:

Nine years ago, we commissioned a taskforce to review the district's discipline and behavior support systems, with a focus on making recommendations for improvement. One of the key findings of the taskforce was a significant need for increased training and support at the teacher level. After evaluating several resources, the taskforce recommended that the district partner with Safe and Civil Schools (SCS). This organization has established long-standing partnerships with school districts across the country, providing resources that have been successfully implemented in improving school climate and student behavior.

SCS personnel provided comprehensive training for all district staff, including teachers, paraprofessionals, bus drivers, and more, on Positive Behavior Intervention and Supports (PBIS). Their focus is on helping educators create safe, positive, and productive learning environments through effective behavior management and school-wide discipline strategies.

Safe and Civil Schools emphasizes proactive and preventative approaches to managing student behavior. Their mission is to equip educators with practical tools and strategies to reduce disruptive behavior, increase student engagement, and improve academic outcomes. The organization offers several key programs and frameworks, including:

1. **CHAMPS** – A classroom management framework that helps teachers establish clear behavior expectations and promote positive student behavior.
2. **Foundations** – A school-wide discipline approach that enables schools to develop consistent behavioral expectations, routines, and systems for improving student conduct.
3. **Interventions** – A resource for developing individualized behavior intervention plans for students requiring additional support beyond school-wide systems.

The overarching goal of Safe and Civil Schools is to create safe and respectful learning environments where students thrive both academically and socially, while minimizing the need for punitive discipline measures. Their approach is grounded in evidence-based practices and fosters collaboration among staff, students, and families.

In this presentation, we will provide an update on the implementation of the CHAMPS framework, which has been instrumental in offering guidance, support, and resources to our classroom teachers. The district now employs two CHAMPS Behavior Support Coaches who ensure ongoing support for both new and current teachers in applying CHAMPS techniques effectively in their classrooms. These coaches will present an overview of CHAMPS to the board, highlighting its impact and continued success within the district.

Attached Supporting Documents:

PDF of Presentation: October 7, 2024-CHAMPS

Fiscal Implications:

N/a

Administrative Recommendation:

N/A

Contact Person:

Dr. Gustavo Villanueva

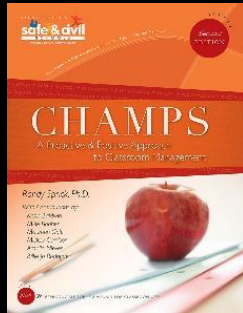
Mrs. Alison Camp



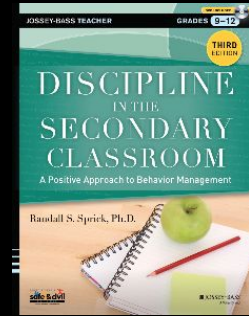
Safe & Civil Schools

Classroom Management That Works!

CHAMPS/DSC



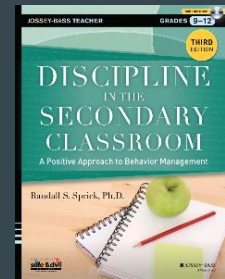
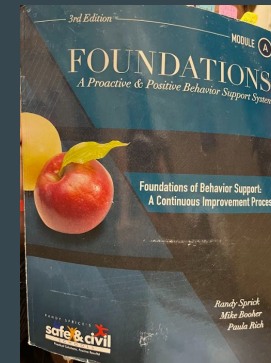
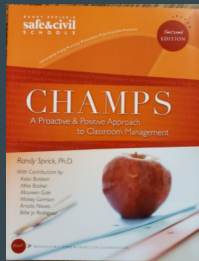
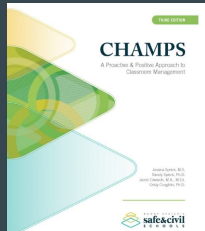
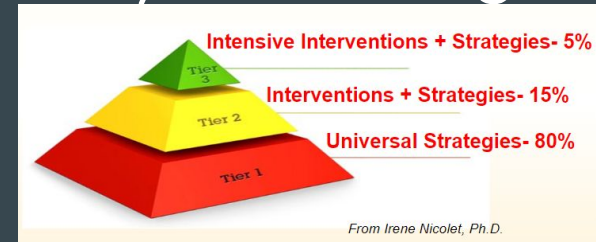
Wendy
Moreland



Susan
Piersall

Abilene ISD is beginning our 9th year using Safe and Civil Schools

- Focus: **Tier 1 strategies**
- Resources:
 - **CHAMPS** - Elementary / Middle School classroom management (2 coaches)
 - **Discipline in the Secondary Classroom** - High school classroom management
 - **Foundations** - Common Areas



Safe & Civil Schools : a PROACTIVE, POSITIVE, and INSTRUCTIONAL approach

Focus: Preventing problems before they occur, developing relationships by giving meaningful feedback, and teaching behavior as you would teach academics.

Effective teachers use research based variables of behavior management. The 5 variables are:



Structure

Teach expectations

Observe and give feedback

Interact positively

Correct fluently

Bus Rider Expectations



Click to add text



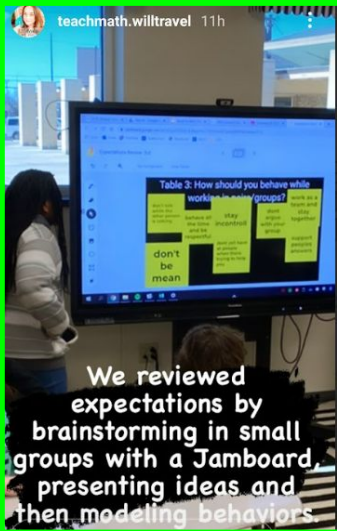
Library CHAMPS Check Out

- C - Inside voice.
- H - Look for Ms. Doremus.

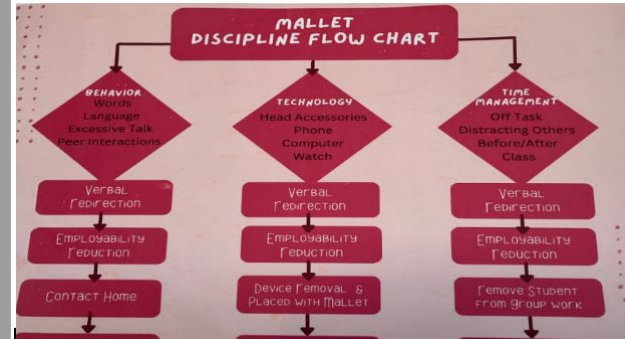
A - Check out books. Sit on carpet in assigned spot when done.

M - Walking feet. No restroom.

P - Find a great book!



We reviewed expectations by brainstorming in small groups with a Jamboard, presenting ideas and then modeling behaviors.

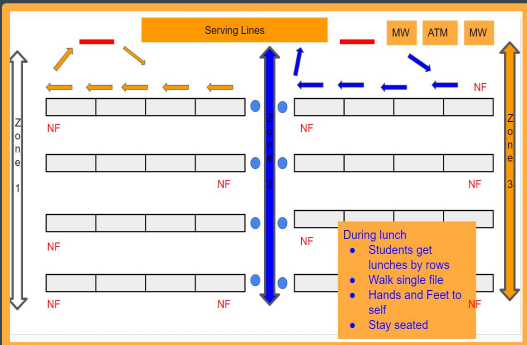


Door Rules

- Knock **1 2 3**
- and count to 10 slowly
- If someone doesn't come, knock again.

What Coaches DO:

- Train
- Plan
- Support



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

Meeting Date: October 7, 2024

Meeting Type: Board Meeting

Item Type: Presentation

Future Action Required: No

If Yes, Month:

Subject: Bilingual/ESL Program Effectiveness

Background Information: The Texas Education Agency requires districts to share with their Boards annually the effectiveness of their Bilingual/ESL programs. This presentation serves as an overview of the ESL program in Abilene ISD. This presentation will show the purpose of the ESL program, the structure of our various programs, statistics related to the number of ESL students in Abilene ISD, the various languages spoken by our ESL students, and the number of ESL graduates in our district.

We serve a large number of Emergent Bilinguals at all of our campuses. Our purpose is to target English language development, including listening, speaking, reading, and writing skills through academic content instruction that is linguistically and culturally responsive. We serve students by providing services in one of the following formats:

Dual Language Program (One-Way): Students from one language group learn in two languages.

Newcomer Center: This program serves our first and second year Emergent Bilingual students. The elementary program is housed at Thomas Elementary and the secondary programs are located at Clack and Craig Middle Schools.

ESL Program: This program serves our Emergent Bilinguals at all levels who are not involved in Dual Language or Newcomer Programs. They are taught by certified ESL teachers in our district.

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

Attached Supporting Documents:

Bilingual/ESL Program Effectiveness (google slides)

Fiscal Implications:

None

Administrative Recommendation:

None at this time.

Contact Person:

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



Bilingual/ESL Program Effectiveness

Dr. Karen Munoz

*Executive Director for
Innovation & Program Development*

Purpose:

The purpose of our our Emergent Bilingual (EB) programs is to target English language development, including listening, speaking, reading, and writing skills through academic content instruction that is linguistically and culturally responsive.

Languages

Spanish

Tagalog (Philippines)

Swahili (Africa)

German

French

Kirundi

Portuguese

Khmer (Cambodia)

Vietnamese

Nepali

Ewe (Niger-Congo)

Bengali

Afrikaans

Mandarin

Somali

Lingala (Africa/Congo)

Tosk (Albania)

Albanian (Albania)

Khmer (Cambodian)

Taal (Africa)

Gujarati (India)

Chinese

Amharic

Russian

Cambodian

Kinyarwanda (Africa)

Chaochow/Teochiu (Chinese)

Haitian-Creole

Pashto/Pushto (Pakistan/Afghanistan)

Pilipino (Philippines)

Enrollment

2010-2011	571
2011-2012	582
2012-2013	620
2013-2014	690
2014-2015	763
2015-2016	795
2016-2017	856
2017-2018	896

2018-2019	970
2019-2020	920
2020-2021	843
2021-2022	830
2022-2023	931
2023-2024	1039
2024-2025	1258

AHS	206
CHS	115
ATEMS	4
WECC	3
DAEP	7
Clack	75
Craig	118
Madison	28
Mann	70

Austin	17	Ortiz	268
Alcorta	16	Purcell	27
Bassetti	27	Stafford	16
Bonham	14	Taylor	28
Bowie	12	Thomas	111
Dyess	12	Ward	21
Long	39	JJAEP	2
Martinez	22	TOTAL	1258

How many English Learners are on each campus?

Programs in Abilene ISD

Dual Language Program (One Way): Students from one language group learn in two languages. (Spanish)

- Ortiz Elementary - Pre-Kindergarten through grade 5
- Instruction alternating between Spanish and English
- Summit K-12 participation at least twice a week

Programs in Abilene ISD

Newcomer Center: This program serves our first and second year EB students.

- Elementary program- Thomas Elementary
- Secondary programs - Clack and Craig Middle Schools
- Students are assigned to general education classrooms
- Students receive instruction and support in the newcomer classroom approximately 2 hours a day
- Summit K-12 is used as part of the curriculum

Programs in Abilene ISD

ESL Program: This program serves our EBs at all levels who are not involved in the Dual Language or Newcomer Programs.

- All AISD campuses
- Students are taught by certified ESL teachers if available
- Waivers and preparation for ESL certification tests is provided for teachers who need to obtain ESL certification
- Students participate in Summit K-12 instruction at least 2 times per week

ESL/Bilingual Certification

We are required to ensure our Emergent Bilinguals are served by certified ESL/Bilingual teachers. The ELA teacher must be certified as either ESL/Bilingual. If they are not, a waiver has to be requested to TEA.

Waiver/ Exceptions Requested	18-19	19-20	20-21	21-22	22-23	23-24
ESL	111	19	25	15	11	38
Bilingual	0	0	1	0	2	4

Waivers Requested	2024-2025
ESL	37 (approx)
Bilingual	7

Academic Progress

Reclassification (Exit) from Bilingual/ESL Program

- Passing score on STAAR Reading/English EOC
- No language supports on state assessment
- TELPAS-must score Advanced High in each domain (Listening, Speaking, Reading, and Writing)
- Subjective teacher evaluation
- Parent approval for exit

For 2024-2025 school year, AISD has 38 students who have met the criteria to exit the program.

Academic Progress

Graduation of EB students:

Campus	AHS	CHS	ATEMS
2018-2019	18	15	2
2019-2020	36	24	2
2020-2021	16	12	0
2021-2022	18	6	0
2022-2023	28	9	0
2023-2024	27	11	0

District Preliminary Spring 2024 TELPAS Summary

YEAR	# STUDENTS	COMPOSITE RATING			
		BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
2024	1088	295- 27%	402- 37%	307- 28%	76- 7%
2023	904	203 - 22%	325 - 36%	292 - 32%	84 - 9%
2022	795	155 - 20%	300 - 38%	274 - 34%	59 - 7%

TELPAS Plan

- Campus Administrators-reviewing TELPAS data specific to their campus
- Implementation of Summit K-12 at all campuses
- Conversations with Emergent Bilinguals
- TELPAS administration
 - Administer exam in smaller groups
 - Group by levels

QUESTIONS?

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

Meeting Date: October 8, 2024

Meeting Type: Workshop

Item Type: Report

Future Action Required: NO

If Yes, Month: N/A

Subject: Goal Progress Measures Update

Background Information: As part of Lone Star Governance, we will be presenting Goal Progress Measure Updates throughout the year. This update will be for HB 3 Goal #1 and HB 3 Goal #2.

Attached Supporting Documents:

PowerPoint presentation

Fiscal Implications:

NONE



Administrative Recommendation:

NONE

Contact Person:

Patti Blue



Board of Trustees Meeting

October 8, 2024



HB 3 Goal Progress Measure Goal # 1 and Goal #2

Patti Blue

Associate Superintendent for Curriculum and Instruction

Keri Thornberg

Executive Director - Elementary Curriculum and Instruction

Mandi Joiner

Elementary RLA Specialist

Kelli Grigsby

Elementary Math Content Specialist



Early Childhood Literacy Board Outcome Goal: The percentage of 3rd grade students who score Meets Grade Level or above on STAAR Reading will increase from 40% in August 2022 to 53% by August 2027. (*Intermediate goal for 2024-2025: 47%; 2023-2024 was 41%*)

GPM 1.1 – The percentage of Kindergarten students who score “Meets Grade Level” or “Masters Grade Level” on Reading MAPS will increase from **37% in May, 2024** to 41% in May of 2025.

September 2024 Beginning of Year (BOY) Scores: 39%



Early Childhood Literacy Board Outcome Goal: The percentage of 3rd grade students who score Meets Grade Level or above on STAAR Reading will increase from 40% in August 2022 to 53% by August 2027. (*Intermediate goal for 2024-2025: 47%; 2023-2024 was 41%*)

GPM 1.2 – The percentage of First Grade students who score “Meets Grade Level” or “Masters Grade Level” on Reading MAPS will increase from **28%in May, 2024** to 31% in May of 2025.

September 2024 Beginning of Year (BOY) Scores: 33%



Early Childhood Literacy Board Outcome Goal: The percentage of 3rd grade students who score Meets Grade Level or above on STAAR Reading will increase from 40% in August 2022 to 53% by August 2027. (*Intermediate goal for 2024-2025: 47%; 2023-2024 was 41%*)

GPM 1.3 – The percentage of Second Grade students who score “Meets Grade Level” or “Masters Grade Level” on Reading MAPS will increase from **35% in May, 2024** to 38% in May, 2025.

September 2024 Beginning of Year (BOY) Scores: 28%



Early Childhood Literacy Board Outcome Goal: The percentage of 3rd grade students who score Meets Grade Level or above on STAAR Reading will increase from 40% in August 2022 to 53% by August 2027. (*Intermediate goal for 2024-2025: 47%; 2023-2024 was 41%*)

GPM 1.4 – The percentage of Third Grade students who score “Meets Grade Level” or “Masters Grade Level” on Reading MAPS will increase from **38% in May, 2024** to 41% in May, 2025.

September 2024 Beginning of Year (BOY) Scores: 32%



Early Childhood Math Board Outcome Goal: The percentage of 3rd grade students who score Meets Grade Level or above on STAAR Math will increase from 44% in August 2022 to 66% by August 2027. (*Intermediate goal for 2024-2025: 56%; 2023-2024 was 32%*)

GPM 2.1 – The percentage of Kindergarten students who score “Meets Grade Level” or “Masters Grade Level” on Math MAPS will increase from **46% in May, 2024** to 50% in May of 2025.

September 2024 Beginning of Year (BOY) Scores: 39%



Early Childhood Math Board Outcome Goal: The percentage of 3rd grade students who score Meets Grade Level or above on STAAR Math will increase from 44% in August 2022 to 66% by August 2027. (*Intermediate goal for 2024-2025: 56%; 2023-2024 was 32%*)

GPM 2.2 – The percentage of First Grade students who score “Meets Grade Level” or “Masters Grade Level” on Math MAPS will increase from **40% in May, 2024** to 44% in May of 2025.

September 2024 Beginning of Year (BOY) Scores: 34%



Early Childhood Math Board Outcome Goal: The percentage of 3rd grade students who score Meets Grade Level or above on STAAR Math will increase from 44% in August 2022 to 66% by August 2027. (*Intermediate goal for 2024-2025: 56%; 2023-2024 was 32%*)

GPM 2.3 – The percentage of Second Grade students who score “Meets Grade Level” or “Masters Grade Level” on Math MAPS will increase from **29% in May, 2024** to 33% in May of 2025.

September 2024 Beginning of Year (BOY) Scores: 30%



Early Childhood Math Board Outcome Goal: The percentage of 3rd grade students who score Meets Grade Level or above on STAAR Math will increase from 44% in August 2022 to 66% by August 2027. (*Intermediate goal for 2024-2025: 56%; 2023-2024 was 32%*)

GPM 2.4 – The percentage of Third Grade students who score “Meets Grade Level” or “Masters Grade Level” on Reading MAPS will increase from **40% in May, 2024** to 44% in May, 2025.

September 2024 Beginning of Year (BOY) Scores: 30%

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

Meeting Date: October 7, 2024 Meeting Type: Regular Meeting

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

Subject: Resolution for nomination to the Taylor County Central Appraisal District Board of Directors

Background Information: The AISD Board of Trustees may nominate individuals to serve on the Board of Directors of the Central Appraisal District of Taylor County. Due to changes brought forth from Senate Bill 2, AISD will now have 1 place on the Taylor CAD Board. The current board member serving for Abilene ISD is Mr. John Stearns. Mr. Stearns has agreed to accept nomination for re-election. Once nomination is made and a ballot is prepared, the actual voting will take place at a future board meeting. Qualifications for serving on the Taylor County CAD Board include living in Taylor County for the past two years from the time he/she takes office. The individual may not be an employee of any of the taxing entities (although a member of the AISD Board of Trustees may serve). The term of office is for three years beginning on January 1, 2025. The major responsibilities include employment of the Chief Appraiser, adopting the budget and naming the Appraisal Review Board. Attached is the resolution for making nominations.

Attached Supporting Documents: Presentation, Resolution

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Jennifer Hinds

RESOLUTION NO. _____

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE ABILENE INDEPENDENT SCHOOL DISTRICT OF ABILENE, TEXAS, NOMINATING A CANDIDATE FOR A POSITION ON THE BOARD OF DIRECTORS OF THE TAYLOR COUNTY APPRAISAL DISTRICT

WHEREAS, the governing body within the Taylor County Appraisal District has the right and responsibility to elect a person to the board of directors of the Taylor County Appraisal District;

AND WHEREAS, this governing body desires to exercise its right to nominate a candidate for such position on said board of directors;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE ABILENE INDEPENDENT SCHOOL DISTRICT OF ABILENE, TEXAS:

SECTION 1: the facts and recitations outlined in the preamble of this resolution be, and they are hereby adopted, ratified, and confirmed.

SECTION 2: JOHN STEARNS is hereby nominated as a candidate for a position on the Taylor County Appraisal District board to be filled for a three-year term of office commencing on January 1, 2025.

SECTION 3: the presiding officer of the governing body of this taxing unit is hereby authorized and directed to deliver or cause to be delivered a certified copy of this resolution to the chief appraiser of the Taylor County Appraisal District before October 15, 2024.

PASSED AND APPROVED THIS THE ____ DAY OF _____, 2024.

PRESIDENT, BOARD OF TRUSTEES

ATTEST:

SECRETARY, BOARD OF TRUSTEES

Jennifer Hinds
Executive Director of Finance



**Taylor CAD Nomination
for Board of Directors**

October 2024

Nomination Process

- ▶ Regular Recurring action item for the Board

- ▶ Nominee must satisfy eligibility requirements
 - ▷ Residency
 - ▷ Employment
 - ▷ Conflict-of-Interest

- ▶ Nominate a candidate by adoption of a resolution before October 15th

Recommendation:

- ▶ **The Board approve the resolution with a nomination for the Taylor County Appraisal District Board of Directors.**



Jennifer Hinds
Executive Director of Finance



**Taylor CAD Nomination
for Board of Directors**

October 2024

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

Meeting Date: October 7, 2024

Meeting Type: Regular Meeting

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: October

Subject: Modification to the 2024-2025 Academic Calendar

Background Information:

Since the beginning of school, teachers and administrators have requested an additional staff development day or days in order to fully implement District initiatives such as Capturing Kids Hearts and Professional Learning Community training. On September 17, the DWCC approved sending options to the Board regarding one or two additional Staff Development Days for the 2024-2025 spring semester.

Attached Supporting Documents:

2024-2025 Academic Calendar Modification Presentation

Fiscal Implications:

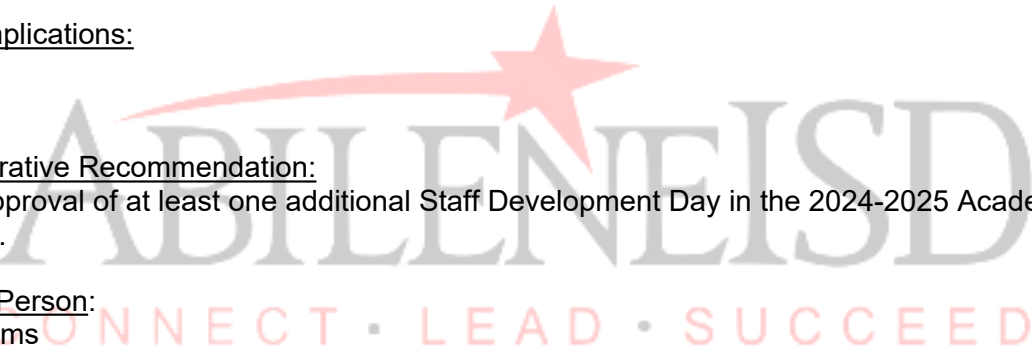
None

Administrative Recommendation:

Board approval of at least one additional Staff Development Day in the 2024-2025 Academic calendar.

Contact Person:

Alison Sims





Board of Trustees Meeting

September 7, 2024



2025-2026 Calendar
Development
Process

*Alison Sims
Associate Superintendent
For Development of
Human Resources*

What changes are suggested?

- Addition of **one** or **two** Staff Development Days in the calendar
- Staff Development Days = staff attend work, students do NOT attend school
- DWCC approved up to **TWO** days

Why a modification?

- Feedback from campus staff
- Need for dedicated time for District initiatives - Capturing Kids Hearts and Professional Learning Community Training

Current Spring 2025 Calendar

January

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

February

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

March

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

April

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

May

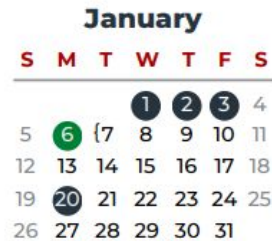
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

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

Suggested Change

- Utilize February 14 as a Staff Development Day.
- This gives students and families a longer break.
- Adding one day works better because UIL issues related to eligibility.



Questions?