

Agenda of Workshop Meeting

The Board of Trustees Abilene Independent School District

A Workshop Meeting of the Board of Trustees of Abilene Independent School District will be held Thursday, May 1, 2025, beginning at 5:00 PM in the Alta Vista Room, One AISD Center 241 Pine Street, Abilene, Texas 79601.

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

- I. Call to Order
 - A. Oral Communication from the Public
 - B. Board/Superintendent Announcements/Information
- II. Board Workshop Items
 - A. School Finance 101
 - B. Spanish RLA Curriculum
 - C. Policy DEC (LOCAL)
 - D. Policy FMH (LOCAL)
 - E. VATRE Facts
- III. Agenda for Regular Meeting May 5, 2025
 - A. Consent Agenda Items
 - I. Finance: Budget Amendments
 - II. Finance: March Financials
 - III. Approval of Minutes
 - IV. Spanish RLA Curriculum Pilot
 - V. Policy FMH (LOCAL)
 - B. Reports
 - I. HR Department Update
 - C. Business Items Requiring Board Action
- IV. Adjournment

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

Meeting Date: May 1, 2025

Meeting Type: Workshop

Item Type: Presentation

Future Action Required: No

If Yes, Month: N/A

Subject: School Finance 101

Background Information: The attached presentation is the next session in the budget workshop series; School Finance 101. This presentation focuses on understanding how school finance works in Texas, specifically in regards to revenue and how schools are funded. We will break down the process into easy understandable steps, and talk about the correlation between property values, tax rates and state funding.

Attached Supporting Documents: Presentation

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Jennifer Hinds





SCHOOL FINANCE 101

JENNIFER HINDS
CHIEF FINANCIAL OFFICER

School Finance 101

May 2025

OBJECTIVES

- Gain a better Understanding of how school finance works in Texas
- Be able to explain the general concepts to your friends & neighbors
- Understand the correlation between property taxes to district revenues



FUNDING ELEMENTS IN TEXAS



Basic Allotment

State established funding amount per student (**Currently \$6,160 Since 2019**)



ENTITLEMENT

Tier 1 Guaranteed **revenue** amount, will be funded through state & local revenue combination



Local Share

Portion of the Tier 1 entitlement the district is responsible for raising through the local property tax. Depends on property value & tax rate.



State Share

The difference between the entitlement and the local share. Distributed as Foundation School Program Funds.



Guaranteed Yield

State guaranteed amount of Tier 2 **revenue** per penny per weighted student

ACRONYMS USED IN SCHOOL FINANCE

ADA

Average Daily Attendance, or the average number of students who show up for school each day (Used in Tier 1)

WADA

Number of students in **Weighted Average Daily Attendance** adjusted for program needs of the students (used in Tier 2)

ASF

Available School Fund “per capita” payments based on prior year ADA; rate determined each year by State Board of Education; Currently \$414.88 set June 2024

MCR

Maximum Compressed Rate (M&O) drive by property value growth; certified by TEA

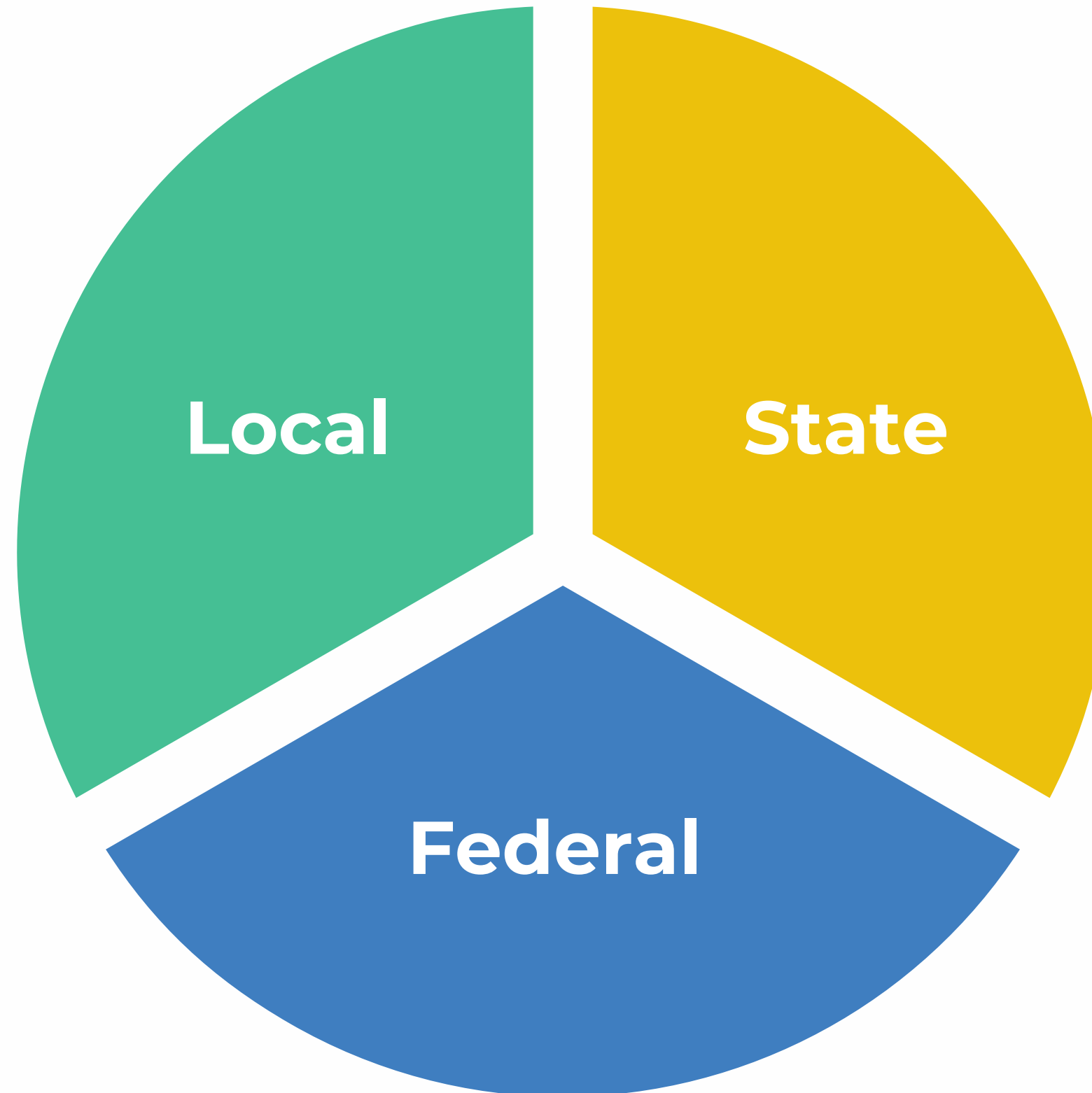
LFA

Amount the state assumes can be raised locally based on property wealth; Local Fund Assignment (**Current year state value**/100*MCR)

*Data elements not known until year is over.

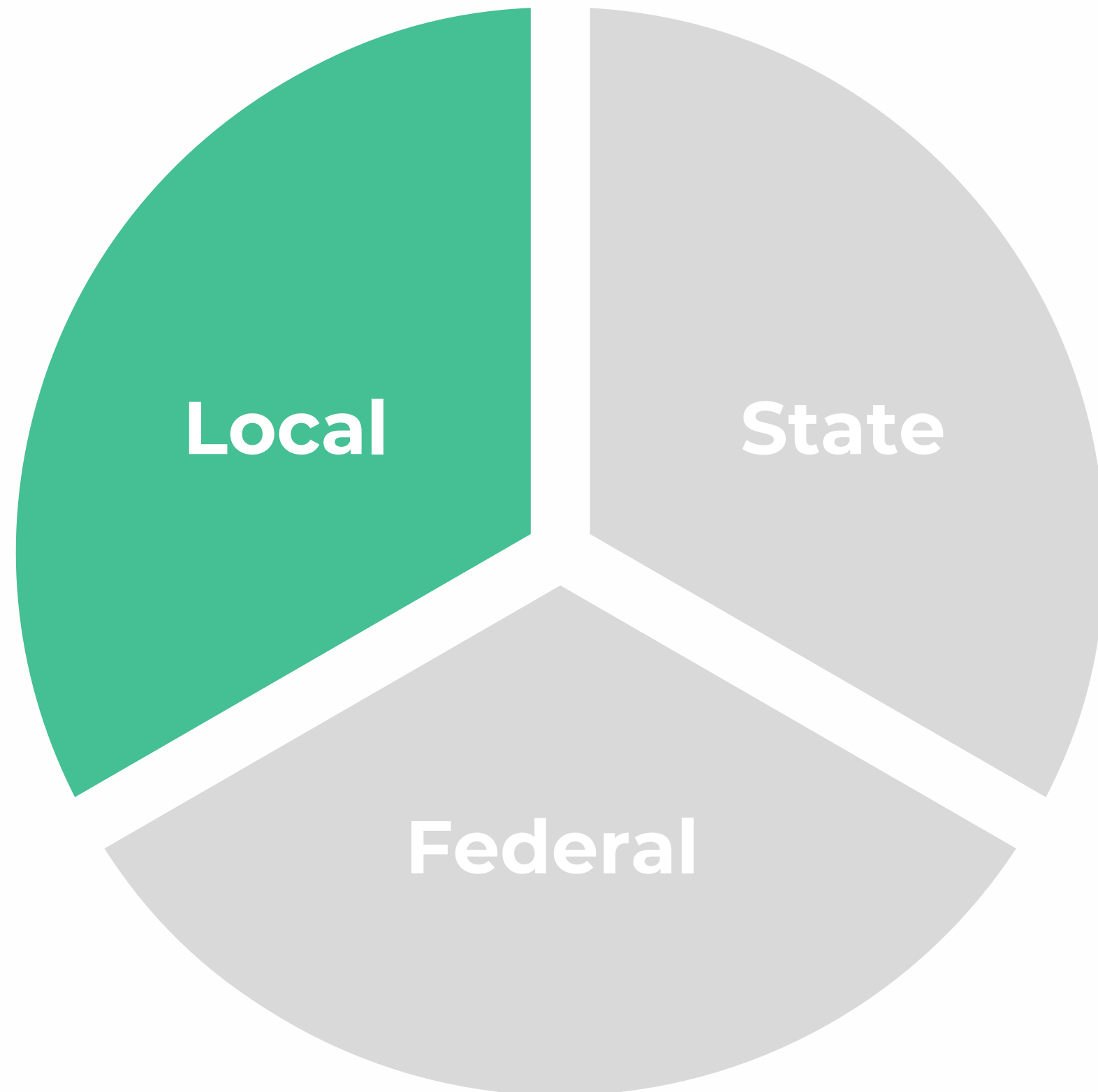
*Data element estimated a year in advance.

PUBLIC SCHOOL REVENUE SOURCES



LOCAL REVENUE SOURCES

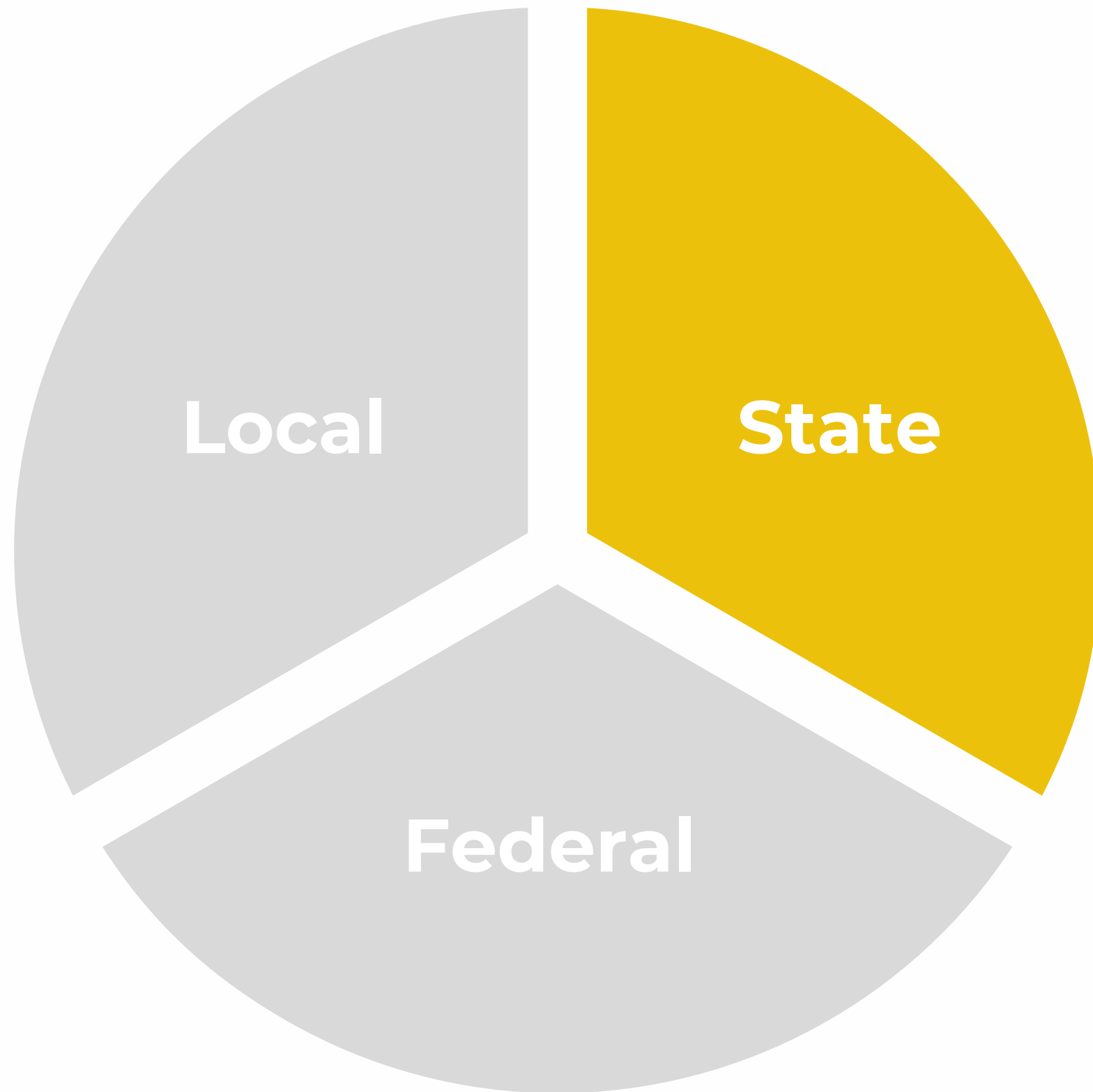
Local Revenue for Abilene ISD is 31% of General Fund budgeted revenue.



- Property Tax Collections - 94%
- Interest Income on Investments - 3%
- Ticket Sales (Athletics/Fine Arts) - 1%
- Misc. Revenues - 2%

STATE REVENUE SOURCES

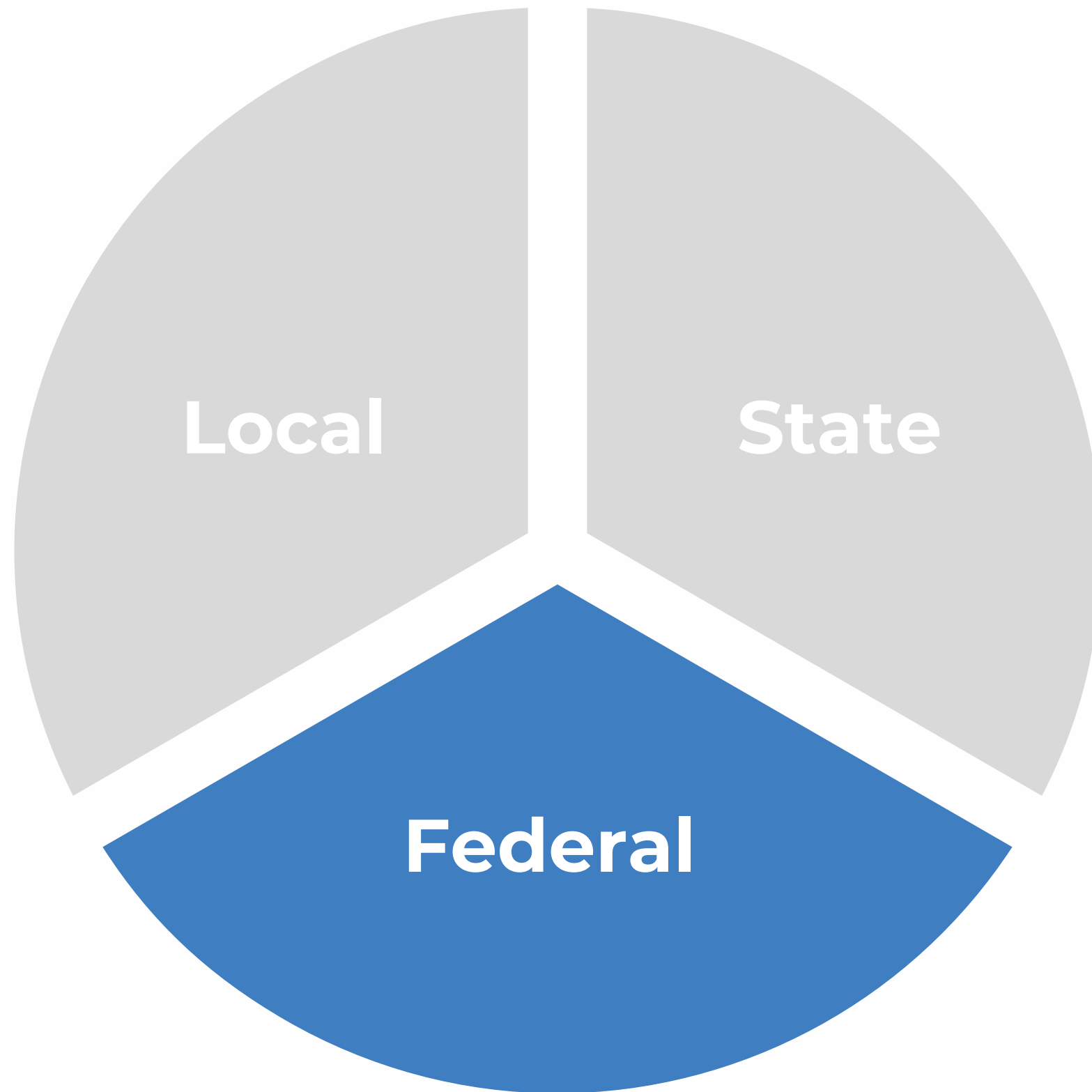
State Revenue for Abilene ISD is 67% of General Fund budgeted revenue.



- Available School Fund and Foundation School Program State Aid - 92%
- TRS On-Behalf - 8%

FEDERAL REVENUE SOURCES

Federal Revenue for Abilene ISD is 2% of General Fund budgeted revenue.

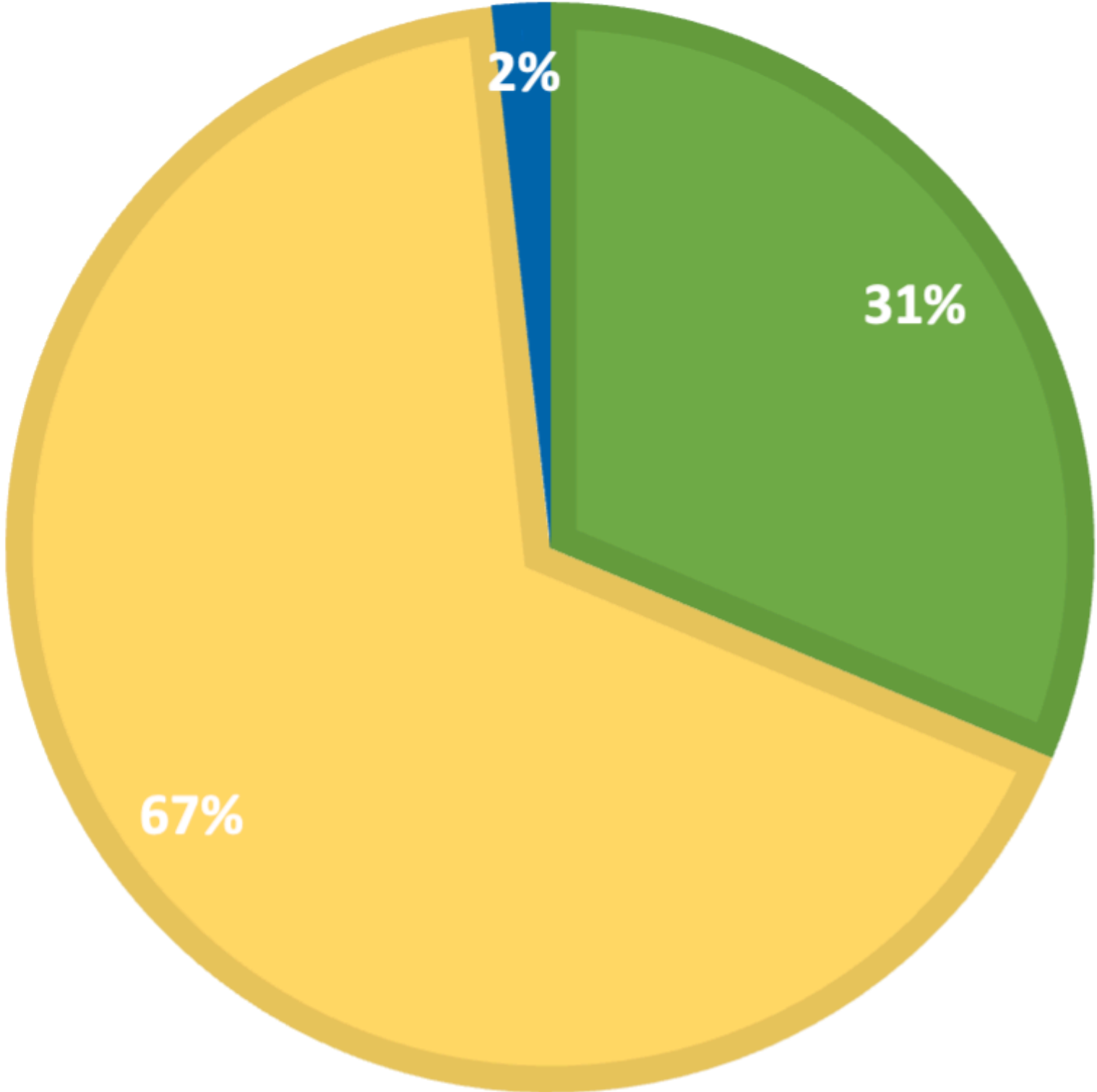


- SHARS - 42%
- Indirect cost on federal grants - 32%
- QSCB - 15%
- Impact Aid - 11%

Note: federal grants are accounted for in special revenue funds.

ABILENE ISD REVENUE SOURCES

Local State Federal





Property Taxes

TAX RATE COMPONENTS



Maintenance & Operations Tax Rate

day to day operations including payroll, programs, maintenance & utilities, supplies; broken into two segments



Interest & Sinking Tax Rate

principal and interest on the district's debts, assumed through the sale of voter-authorized bonds

TAX RATE COMPONENTS



Operations

- Employee Salaries & benefits
- Classroom supplies & equipment
- Transportation
- Utilities & Insurance
- Athletics/fine arts/extracurricular
- Legal & Audit Services



Debt Service

- Principal and interest payments on voter-approved bonds
- **CANNOT** be used for day to day operational costs

TAX RATE COMPONENTS

M&O

Tier 1



**Compressed
Maximum
Tax Rate
(MCR)**

Tier 2



**Golden
Pennies**

**8 Total
Available**

Voter Approved

AI SD has 5



**Copper
Pennies**

**9 Total
Available**

Voter Approved

AI SD has 0

I&S



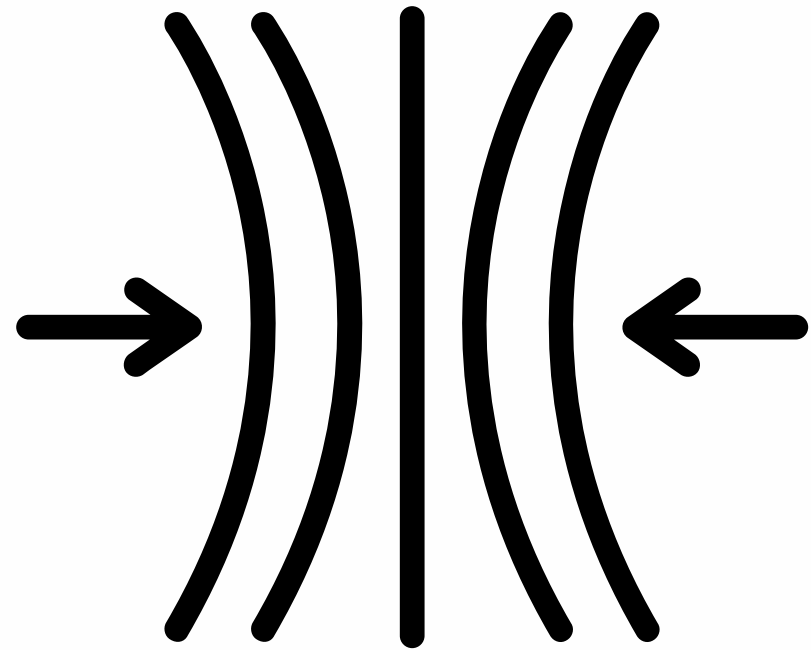
**Set by
Board to
service
existing
voter
approved
debt**

MCR - MAXIMUM COMPRESSED TAX RATE

Compression compares the extent to which estimated property value growth exceeds 2.5% to determine MCR.

90%

Districts would be penalized if they did not tax at MCR by lowered Basic Allotment.



No district may have an MCR less than 90% of any other district.



MAINTENANCE & OPERATIONS (M&O TAX) TIERS

M&O Tax Rate has two parts: Tier 1 Rate & Tier 2 Rate

Tier 1



**Compressed
Maximum
Tax Rate
(MCR)**

The **Tier 1** rate (Maximum Comparessed Rate - MCR) is **set by the state**.

- Funds the district's foundation entitlement
- Tier 1 calculation is based upon:
 - Number of students in average daily attendance (**ADA**)
 - District demographics
 - Student demographics
 - Various Allotments
- Rising property values compress this rate
 - rate has **decreased from \$0.9642 to \$0.6390 since 2019**
- **Basic Allotment** per student in ADA, which is set in the General Appropriations Act (Set in 2019 at \$6160.00)

MAINTENANCE & OPERATIONS (M&O TAX) TIERS

The **Tier 2** rate refers to the district “**enrichment**” entitlement

Tier 2



Golden Pennies

8 Total Available

Voter Approved

AI SD has 5



Copper Pennies

9 Total Available

Voter Approved

AI SD has 0

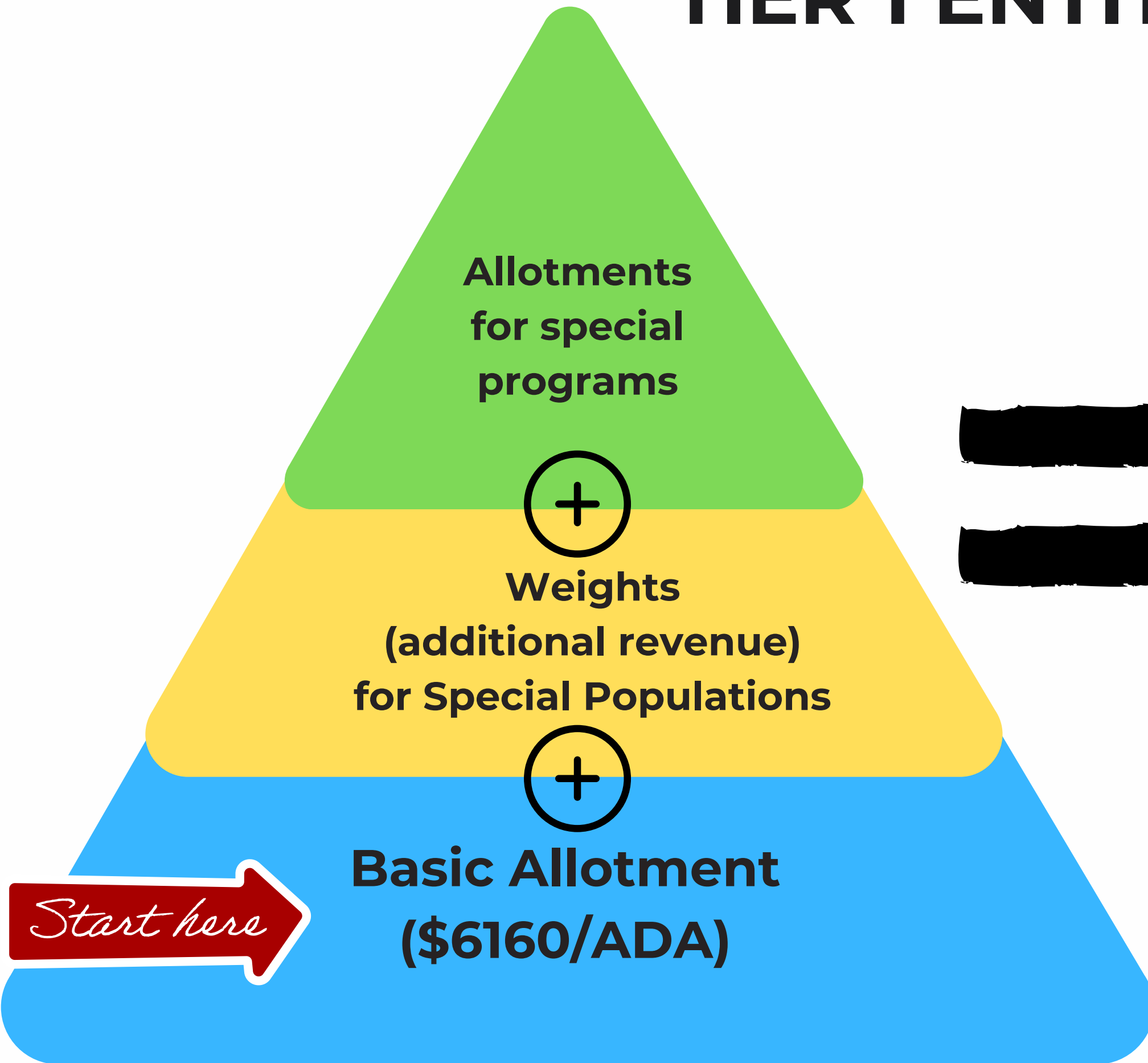
The **Tier 2** rate is **approved by voters**.

- The calculation is based on:
 - Number of students in Weighted average daily attendance (**WADA**)
 - Number of pennies of tax effort
- Guaranteed amounts for pennies of tax effort are set in statute and/or General Appropriations Act called the **Guaranteed Yield** per penny



State Aid

TIER 1 ENTITLEMENT



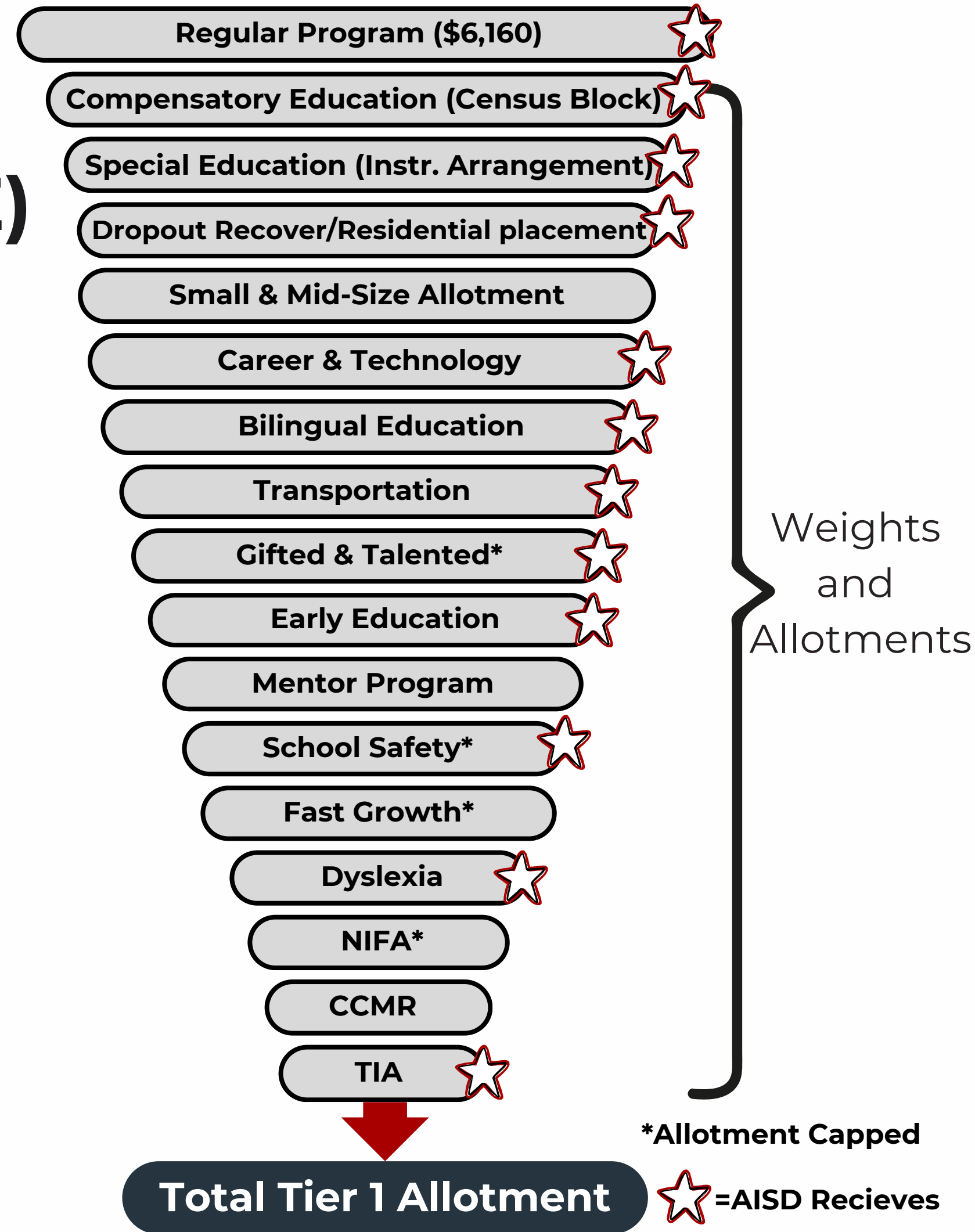
REVENUE

CALCULATION OF TIER 1 ENTITLEMENT (REVENUE)

Basic Allotment: \$6160

Per Student/set by TEC CH 48

**Tier 1 Cost =
Allotment =
Entitlement**



FUNDING THE TIER 1 ENTITLEMENT

**WHO IS GOING
TO PAY FOR
THIS?**

**TIER 1
ENTITLEMENT**

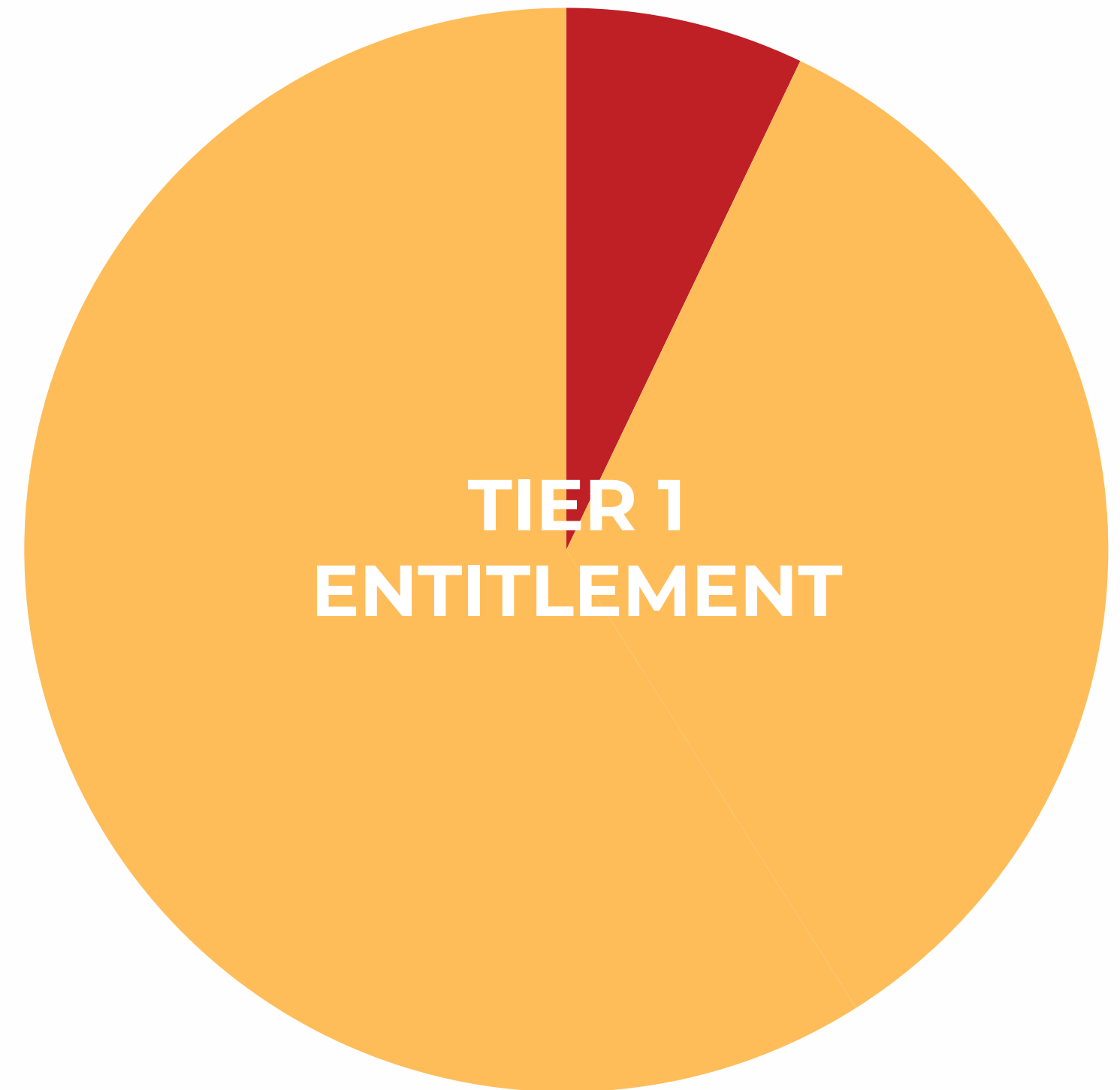
FUNDING THE TIER 1 ENTITLEMENT

ASF

(AVAILABLE SCHOOL FUNDS)

SET BY THE STATE EACH YEAR

ABILENE ISD = 7% OF ENTITLEMENT



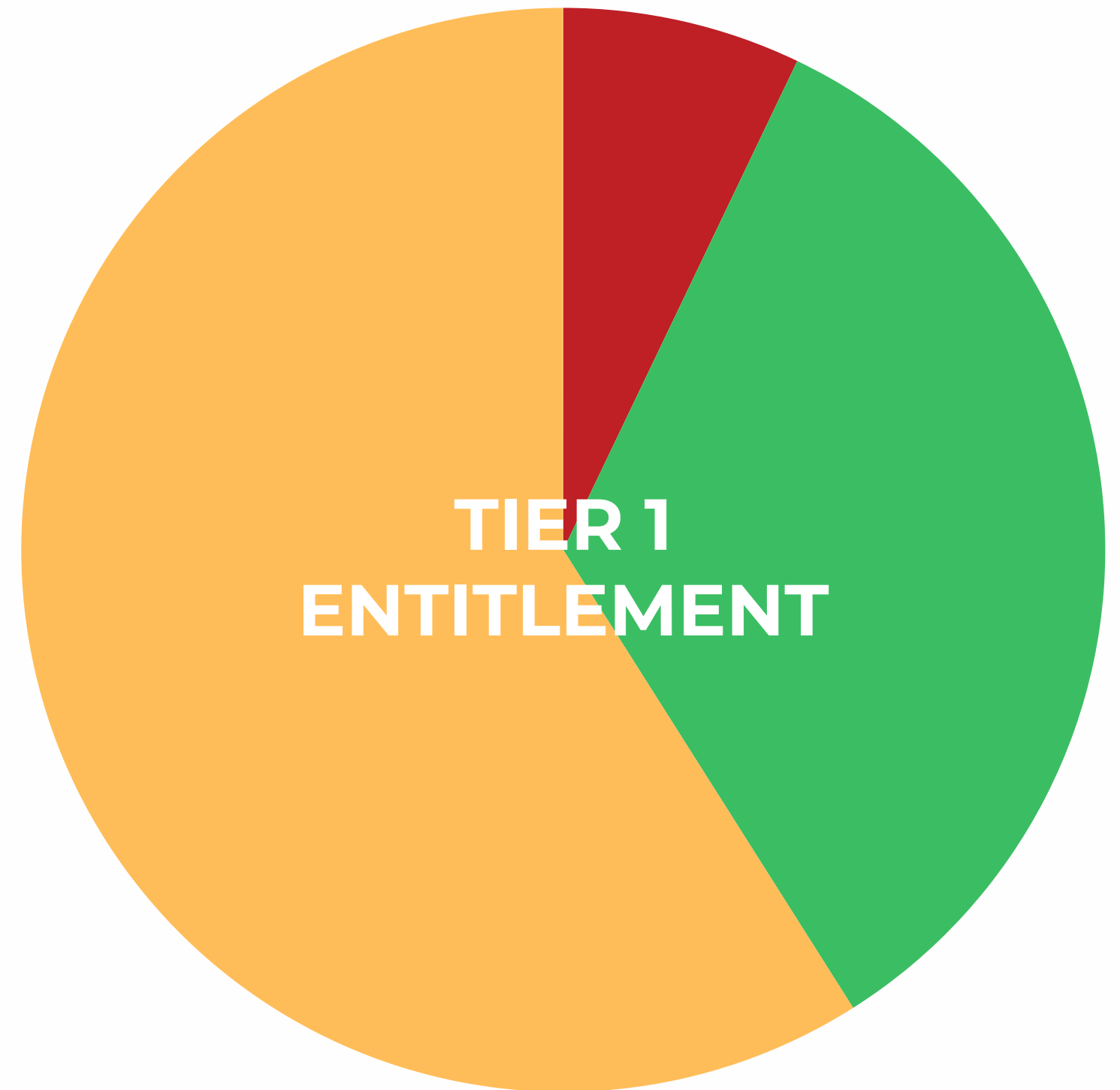
FUNDING THE TIER 1 ENTITLEMENT

LFA

(LOCAL FUND ASSIGNMENT)

PROPERTY TAXES

ABILENE ISD = 34% OF ENTITLEMENT



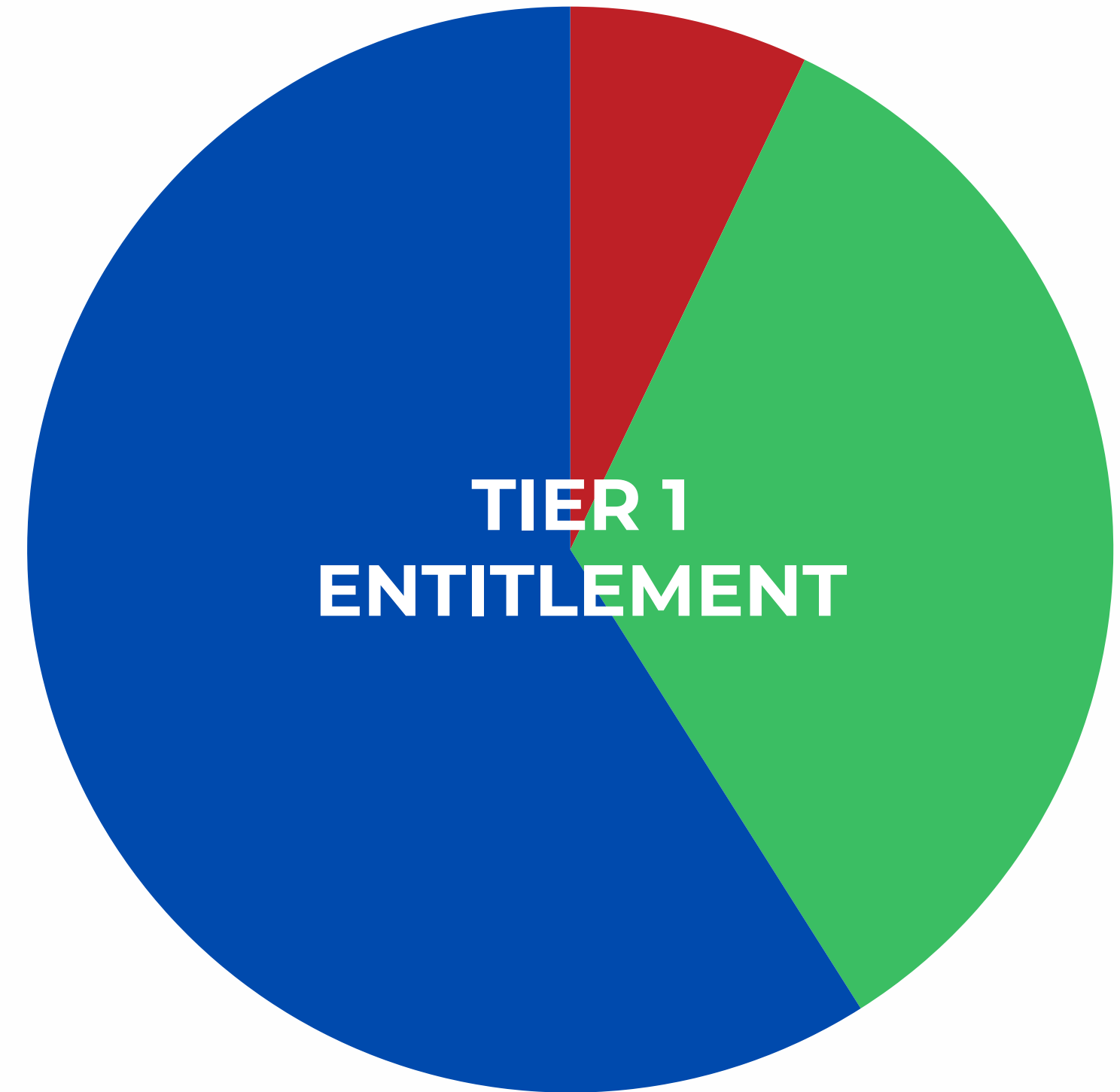
FUNDING THE TIER 1 ENTITLEMENT

FSP

(FOUNDATION SCHOOL FUND)

State Funds - only if needed to complete the Tier 1 entitlement

ABILENE ISD = 59% OF ENTITLEMENT



TIER 2 ENRICHMENT

Tier 2



Golden Pennies

8 Total Available

Voter Approved

AISS has 5



Copper Pennies

9 Total Available

Voter Approved

AISS has 0

GOLDEN PENNIES

- GUARANTEED YEILD = \$129.52 PER WADA

COPPER PENNIES

- GUARANTEED YEILD = \$49.28 PER WADA

If a district's tax base cannot generate this guaranteed revenue, the state provides the rest.

TIER 2 LOCAL VS. STATE



2024-2025 Tier Two Detail Report

ABILENE ISD (221901)

Last Update: APR 23, 2025

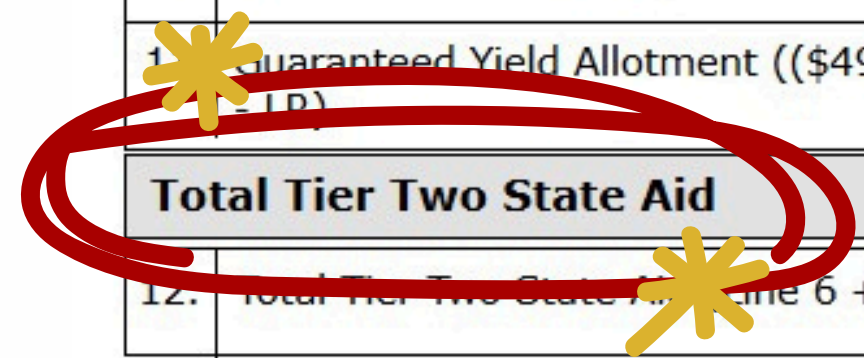
Payment Cycle: Preliminary

Payment Class: 2

Run Id: 45451

Tier Two Detail		LPE	DPE
1.	WADA (Weighted Students in Average Daily Attendance)	19,062.224	18,019.794
Level 1 - Golden Pennies			
2.	M&O Collections for Level 1	\$3,009,915	\$3,009,915
3.	District Tax Rate Level 1 (DTR1) ((M&O collections for level 1 * 100)/2024 state certified district property value (DPV))	\$0.0502	\$0.0502
4.	Level 1 Entitlement@\$129.52 (WADA * 129.52 * DTR1 * 100)	\$12,394,075	\$11,716,297
5.	Less Local Share (LR) ((2024 DPV / 100) * DTR1)	(\$3,009,277)	(\$3,009,277)
6.	Guaranteed Yield Allotment ((\$129.52 * WADA * DTR1 * 100) - LR)	\$9,384,798	\$8,707,020
Level 2 - Copper Pennies			
7.	M&O Collections for Level 2	\$0	\$0
8.	District Tax Rate Level 2 (DTR2) ((M&O collections for level 2 * 100)/2024 state certified district property value (DPV))	\$0.0000	\$0.0000
9.	Level 2 Entitlement @\$49.28 (WADA * 49.28 * DTR2 * 100)	\$0	\$0
10.	Less Local Share (LR) ((2024 DPV / 100) * DTR2))	(\$0)	(\$0)
11.	Guaranteed Yield Allotment ((\$49.28 * WADA * DTR2 * 100) - LR)	\$0	\$0
Total Tier Two State Aid			
12.	Total Tier Two State Aid (Line 6 + Line 11)	\$9,384,798	\$8,707,020

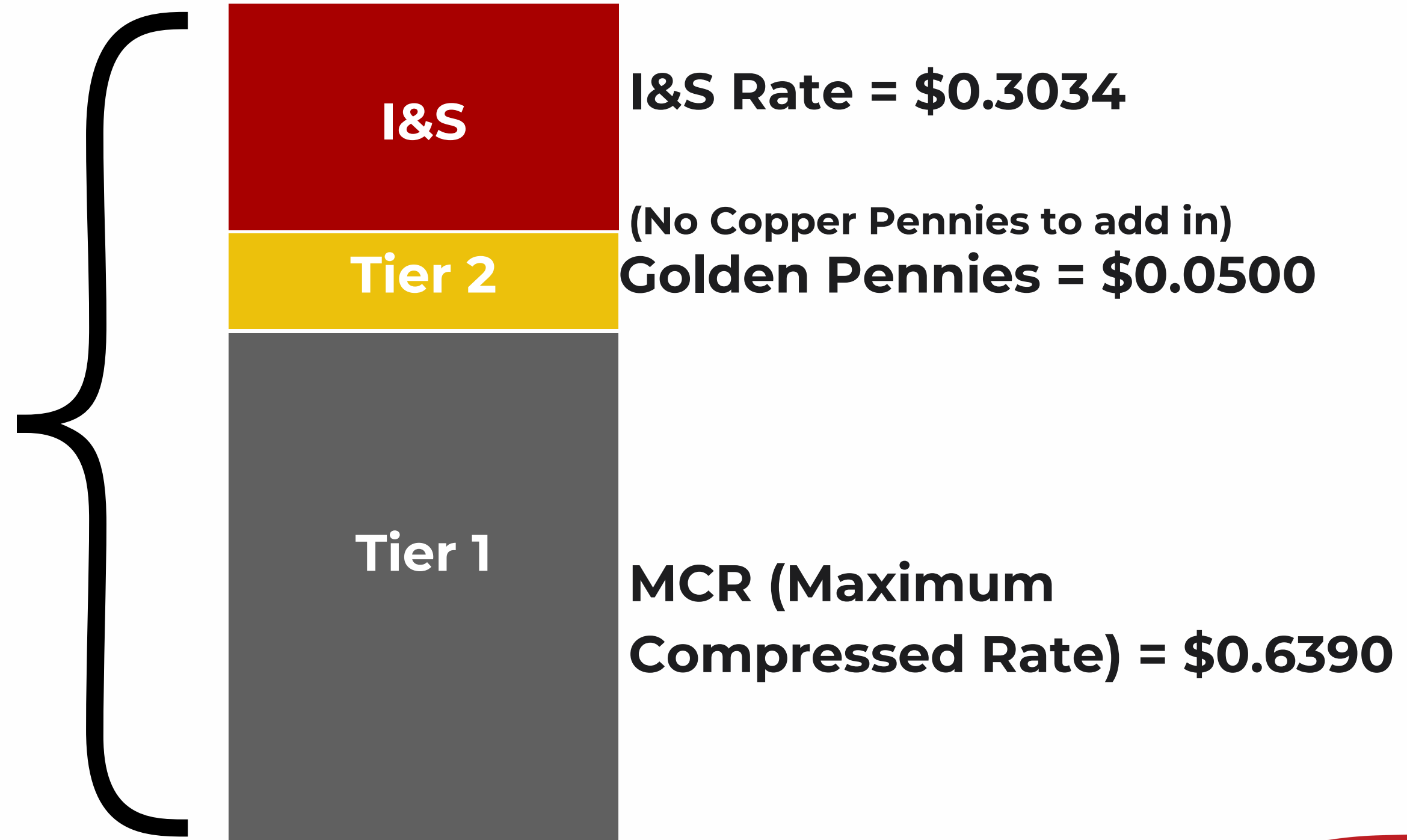
AISD Golden Pennies
 Tier 2 Level 1 (Golden)
 Local Share
 State Share



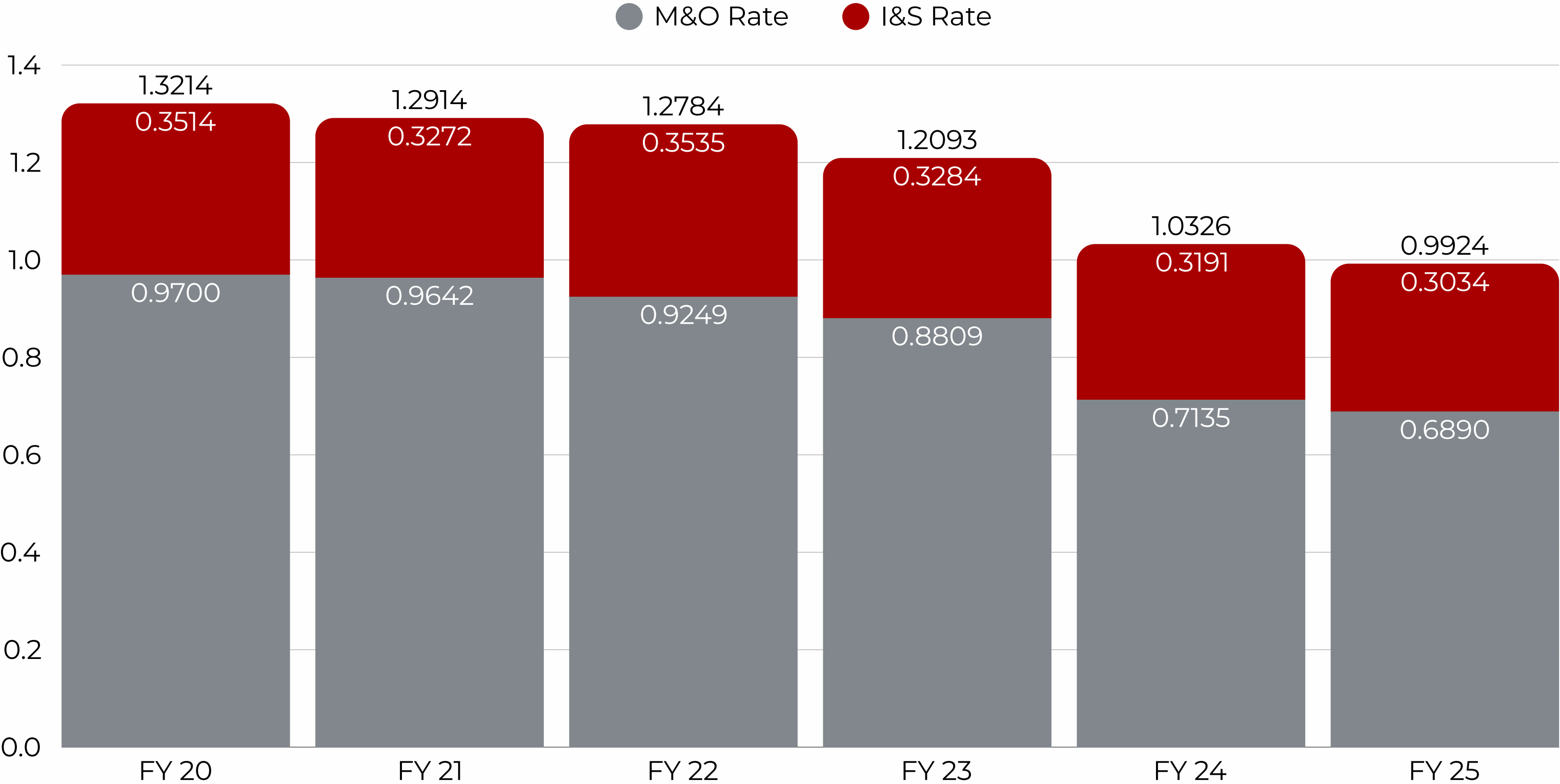
ABILENE ISD FISCAL YEAR 2024-2025

TAX RATE - \$0.9924

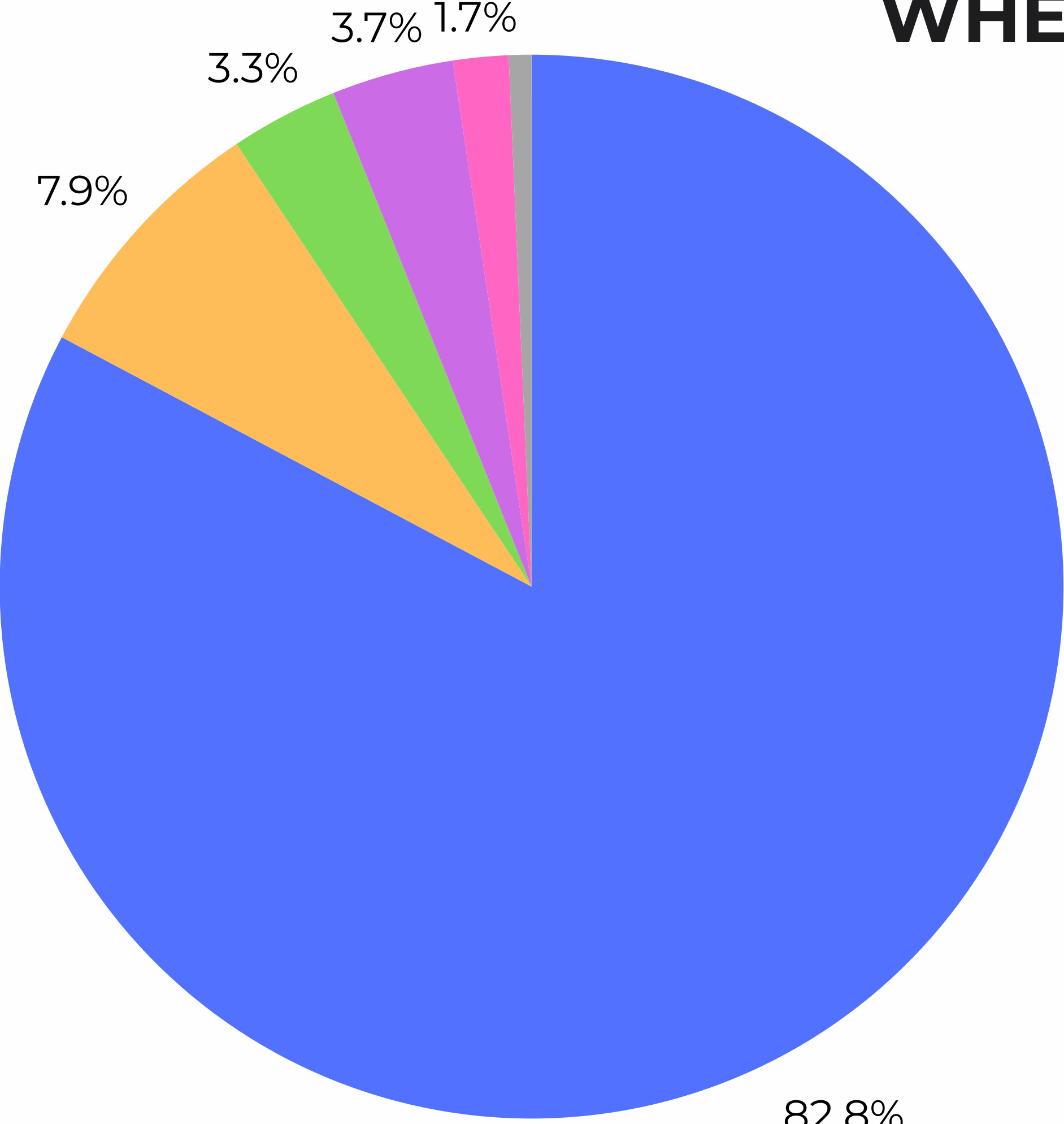
**Total Tax
Rate
\$0.9924**


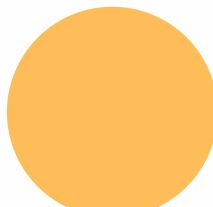
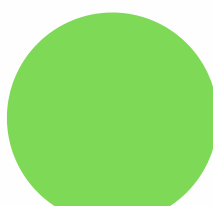

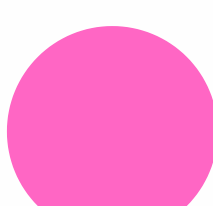



ABILENE ISD TAX RATE HISTORY



WHERE DOES THE MONEY GO? (GENERAL FUND)



-  Payroll
-  Utilities/Contracted Services
-  Supplies & Materials
-  Insurance/Misc Exp
-  Debt Service
-  Capital Outlay

QUESTIONS?

THANK YOU!

Abilene Independent School District Board Document - Agenda Item

Meeting Date: May 1, 2025

Meeting Type: Workshop

Item Type: presentation

Future Action Required: Yes If Yes, Month: May, 2025

Subject: Spanish Bluebonnet RLA Pilot

Background Information:

The AISD Board previously approved the use of Bluebonnet RLA curriculum as part of the LASO Cycle 3 grant. Because we have bilingual classrooms, we need access to the Spanish version of these materials. For the 25-26 school year, the only way we can access these materials is by becoming part of TEA's pilot program.

Attached Supporting Documents:

Fiscal Implications:

If we need to order any print materials not covered through the pilot, we can use funds from our Strong Foundations Implementation Grant. There may be some printing costs to make sure teachers have their materials in time for training sessions. Again, we can access the Strong Foundations Implementation Grant.

Administrative Recommendation:

Approve our participation in the pilot.

Contact Person:

Patti Blue



Board of Trustees Meeting

Workshop - May 1, 2025



Bluebonnet Learning Spanish Pilot

Patti Blue

Associate Superintendent for Curriculum and Instruction



Bluebonnet Learning Spanish Pilot instructional materials will be made available in spring 2025 to Texas school districts or open enrollment charters wishing to pilot one or more Spanish products in school year 2025–26.

Texas school districts interested in piloting materials can do so, provided they

- 1) agree to provide feedback on the materials and implementation and
- 2) agree to the pilot licensing restrictions.

Once a school district's participation request and acknowledgments are received, access to the designated materials will be granted.



From TEA's FAQ:

Q: When is the earliest school districts will have access to the complete pilot materials?

A: Full access to the pilot digital files is planned for mid-April 2025 for those who have been approved through the Pilot application.

Q: How soon after applying should a school district expect to receive access to digital material?

A: The turnaround time for access depends on the volume of applications for the pilot. Districts can expect access within 10–14 working days of the submission of a completed pilot application.



From TEA's FAQ:

Q: Are the trade books included, or are those to be purchased separately?

A: Trade books will be included in the Aprendizaje Bluebonnet printed materials orders. Trade books will not be available online due to license restrictions.

Q: If a school district is preparing to purchase Bluebonnet Learning in English and Spanish, do they have to be part of the pilot?

A: Yes. Pilot approval is required for access to and implementation of Aprendizaje Bluebonnet pilot instructional materials for school year 2025–26.



From TEA's FAQ:

Q: Will the pilot instructional materials include grammar components for grades 4 and 5?

A: Aprendizaje Bluebonnet Artes del lenguaje y lectura K–5 is designed to meet 100% TEKS coverage in all grades.

Q: When will the biliteracy program guidance be available?

A: The Biliteracy Program Guide for Aprendizaje Bluebonnet Artes del lenguaje y lectura K–5 is included as a digital-only resource available for pilot users.

Q: Are there intervention materials available? Or are the pilot materials only Tier 1?

A: Aprendizaje Bluebonnet instructional materials are considered full-subject, Tier-1 materials.



From TEA's FAQ:

Q: What type of cross-linguistic (i.e., Bilingual) connections are offered in the Spanish instructional materials?

A: There are a few different ways that the Aprendizaje Bluebonnet instructional materials offer cross-linguistic connections.

- One cross-linguistic connection within the materials is lesson margin notes. All lessons include at least one margin note with academic and/or linguistic support for students. Teachers who use Aprendizaje Bluebonnet have many resources embedded within the materials to help them support all learners and provide linguistic accommodations as needed.
- Similar to the English version, Texas students who engage with the Aprendizaje Bluebonnet instructional materials have meaningful opportunities to participate in language-rich conversations with peers and engage in authentic problem-solving experiences. Students may be native Spanish speakers or learning Spanish in a bilingual program, such as dual language immersion, in school. Regardless, they will make sense of the content they learn while speaking, listening, reading, and writing about it in Spanish. With its consistent structure and coherent approach to modeling across grade levels, students will engage in a way that helps them build their knowledge and skills on grade-level tasks.



From TEA's FAQ:

Q: What type of cross-linguistic (i.e., Bilingual) connections are offered in the Spanish instructional materials?

- Additionally, teachers may use the Aprendizaje Bluebonnet instructional materials as a scaffold to support students who are participating in a transitional bilingual education program and are about to be reclassified to all-English instruction. Reading and understanding in English and Spanish give emergent bilingual students alternative ways to engage with concepts while maintaining the rigor of the content, allowing students to make metalinguistic connections between the two languages and build their linguistic repertoire.

- Aprendizaje Bluebonnet Spanish Artes del lenguaje y lectura K–5 Specific Cross-Linguistic Connections:

For Aprendizaje Bluebonnet Spanish Artes del lenguaje y lectura K–5 (including Destrezas Fundamentales K–3), there is a Biliteracy Resource Guide that includes information on cross-linguistic connections as well as a side-by-side list of text titles and vocabulary.



From TEA's FAQ:

Q: Are the materials a direct translation of the English version?

A: The Bluebonnet Learning Spanish instructional materials, Aprendizaje Bluebonnet, are not a direct translation of the English version. Some aspects are translated, but the Spanish materials are primarily transadapted.

Transadapting refers to adapting educational and informational content from one language to another, considering grammar and contextual differences while maintaining educational objectives and informational accuracy.

- **Aprendizaje Bluebonnet Artes del lenguaje y lectura K–5**
 - K–5 SLAR materials are mostly transadapted from K-5 RLA. A small number of units include transcreated content; these lessons primarily focus on poetry, personal narratives, nursery rhymes, or authentic Spanish texts to help ensure full coverage of the SLAR TEKS.
 - **Transcreating** involves adapting content from one language to another, maintaining the standards, genre, tone, style, and context. It goes beyond direct translation to ensure that students are using authentic texts.
- **Aprendizaje Bluebonnet Destrezas Fundamentales K–3**
 - Destrezas Fundamentales K–3 materials have been created from scratch, which makes the instructional materials unique to the Aprendizaje Bluebonnet program as they are not transadapted, transcreated, or translated.



During the May 5, 2025 regular Board Meeting we will be asking for your approval to participate in the pilot.



QUESTIONS

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

Meeting Date: November 4, 2024

Meeting Type: Regular Meeting

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: June

Subject: Use of Personal Days – Policy DEC (Local)

Background Information:

Currently our policy DEC (Local) allows employees to take five personal days per semester. A potential change to this policy would amend the policy to allowing three consecutive personal days at a time. This will help avoid confusion for employees who work on a 226, 240, or 260 calendar. A semester is difficult to define for those employees. It will also help employees to understand that their personal days are limited and use of them should not interrupt the instruction of students.

Attached Supporting Documents:

Policy DEC (Local) Presentation

Fiscal Implications:

None

Administrative Recommendation:

None currently, first reading

Contact Person:

Alison Sims



COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

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

Definitions

The term "immediate family" is defined as:

Immediate Family

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

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

Family Emergency

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

Leave Day

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

School Year

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

Catastrophic Illness
or Injury

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

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

Availability

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

State Leave Proration

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

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

Medical Certification

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

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

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

State Personal Leave

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

Nondiscretionary Use

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

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

Discretionary Use

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

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

*Request for
Leave*

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

Local Sick Leave

Discretionary use of state personal leave shall not exceed ~~five workdays in any one semester.~~ three consecutive workdays.

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

Local sick leave shall accumulate without limit.

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

Sick Leave Bank

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

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

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

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

Appeal

An employee may appeal a decision regarding the sick leave bank in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Family and Medical
Leave**

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

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

Twelve-Month
Period

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

Combined Leave for
Spouses

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

Intermittent or
Reduced Schedule
Leave

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

Certification of
Leave

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

Fitness-for-Duty
Certification

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

Leave at the End of
Semester

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

**Temporary Disability
Leave**

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

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

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

**Workers'
Compensation**

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

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

Paid Leave Offset

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

Court Appearances

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

**Payment for
Accumulated Leave
Upon Retirement**

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

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

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

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

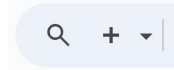
new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

**Neutral Absence
Control**

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

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Board of Trustees Meeting

May 1, 2025



Use of Personal Days - Policy DEC (Local)

Alison Sims



Policy DEC (Local)

Current Policy under State Personal Leave -

“Discretionary use of state personal leave shall not exceed five workdays in any one semester.”



Policy DEC (Local)

Proposed Change:

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



Rationale for Change

Employees on 226, 240, and 260 day contracts do not operate clearly under the term “semester.”

Allowing employees to take five days per semester could negatively impact instruction.

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

Meeting Date: May 1, 2025

Meeting Type: Board Workshop

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: May 5, 2025

Subject: Senior Participation in Commencement Exercises if State Test Scores Not Received

Background Information:

Current local board policy FMH regarding Commencement Exercises states “To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing.”

The State of Texas allows for students to complete projects assigned by a campus Individual Graduation Committee (IGC) for two non-passed EOC exams to meet graduation requirements. Abilene ISD currently has 9 seniors who have three or more EOCs needed to pass in order to graduate at the end of this school year, so they do not qualify to graduate by completing projects assigned by the IGC. All 9 students took the EOC exams needed between April 15-29.

Per the TEA Testing Calendar, early results are expected to be reported to school districts by May 23, 2025. This is the date of the district's first commencement ceremony.

Attached Supporting Documents:

Curriculum & Instruction: Presentation

Fiscal Implications: None

Administrative Recommendation:

State Legal Policy FMH says “A student who completes all graduation requirements except for required end-of-course assessment instruments may be issued a certificate of coursework completion. A district may allow a student who receives a certificate of coursework completion to participate in a graduation ceremony with students receiving high school diplomas.”

A change to FMH(Local) is being recommended to the following:

If TEA is unable to deliver results from the final spring testing opportunity by noon on the Wednesday prior to the district's first scheduled high school commencement ceremony, the student shall be permitted to participate in the spring commencement activities and ceremonies.

Contact Person:

Lyndsey Williamson, Executive Director of Secondary Education

Patti Blue, Associate Superintendent of Curriculum and Instruction

**Commencement
Exercises**

To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See EI, EIF]

~~For the 2022-23 school year only, if TEA is unable to deliver before the date of the spring commencement ceremony the results from the final spring testing opportunity for a student who has met all other requirements, the student shall be permitted to participate in the spring commencement activities and ceremonies.~~

If TEA is unable to deliver results from the final spring testing opportunity by noon on the Wednesday prior to the district's first scheduled high school commencement ceremony, the student shall be permitted to participate in the spring commencement activities and ceremonies.



**Local Policy FMH
Commencement Exercises
Abilene ISD**

*Mrs. Lyndsey
Williamson*

*Executive Director for
Secondary Education*

Current Local Policy Regarding Commencement Exercises

FMH (Local)

To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing.

Legal Policy Regarding Commencement Exercises

FMH (Legal)

A student who completes all graduation requirements except for required end-of-course assessment instruments may be issued a certificate of coursework completion. **A district may allow a student who receives a certificate of coursework completion to participate in a graduation ceremony with students receiving high school diplomas.**

Requirements to Receive a HS Diploma

EIF (Legal) [excerpt]

A student may graduate and receive a diploma only if the student:

1. Successfully completes the curriculum requirements identified by the State Board of Education (SBOE)..., has performed satisfactorily on applicable state assessments..., and complies with the financial aid application requirements...; or
2. Successfully completes an individualized education program (IEP) developed under Education Code 29.005.

Individual Graduation Committees (IGC)

- Option that allows students to graduate even if they have not passed all five STAAR End-Of-Course Exams.
- Projects or portfolios assigned for up to two non-passed EOC exams

Current and Past Issue

- Currently there are 9 Abilene ISD students who have not passed three or more EOC exams and do not qualify to graduate via IGC decision
- All 9 students took the tests they have not yet passed between April 15-29
- TEA Testing Calendar states that early results are expected to be reported to school districts by May 23rd (date of district's first commencement ceremony)
- Similar issue in 2022-2023

Possible Solution to Current and Future Uncertainty

In 2022-2023, the following was added to FMH (Local):

For the 2022-23 school year only, if TEA is unable to deliver before the date of the spring commencement ceremony the results from the final spring testing opportunity for a student who has met all other requirements, the student shall be permitted to participate in the spring commencement activities and ceremonies.

Possible Solution to Current and Future Uncertainty

A change to FMH (Local) is being recommended to the following:

If TEA is unable to deliver results from the final spring testing opportunity by noon on the Wednesday prior to the district's first scheduled high school commencement ceremony, the student shall be permitted to participate in the spring commencement activities and ceremonies.

Questions?

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

Meeting Date: 5/1/2024

Meeting Type: Workshop

Item Type: Information

Future Action Required: No

If Yes, Month:

Subject: VATRE Information

Background Information: A Voter-Approved Tax Ratification Election can generate millions of dollars in new revenue for a school district. If structured properly, it can do so without raising the school district's tax rate.

Attached Supporting Documents: None

Fiscal Implications: A VATRE that is approved by voters would increase revenue by approximately \$6 to \$7 million.



Administrative Recommendation: information item only.

Contact Person: John Kuhn