



COUPLAND ISD

620 S COMMERCE ST

COUPLAND, TX 78615

512-856-2422

REGULAR MEETING AGENDA

Date: Thursday, April 11, 2024

Time: 7:00 PM

Location: Coupland School Library
620 S. Commerce Street
Coupland, TX 78615

AGENDA

1. Call the meeting to order and establish a quorum.
2. Pledge of Allegiance
3. Recognitions
4. Principal's Report
5. Public Comments
6. MONTHLY ACTION ITEMS:
 - A. Consider and Approve the Board of Trustees Meeting Minutes for the Regular board meeting held on March 21, 2024.
 - B. Approve Monthly Bills and Monthly Financial Statement.
 - C. Budget Amendment
7. APPROVAL OF ADDITIONAL ACTION ITEMS AS NEEDED:
 - A. Consider and Approve the Science and Technology Application Textbook Adoptions.
 - B. Consider and Approve Instructional Materials Allotment and TEKS Certification for 2024-2025
 - C. 2024-2025 Summer School Plan
 - D. Consider and Approve District of Innovation Amendments
 - E. Consider and Approve the 2024-2025 Compensation Plan
 - F. Consider and Approve the 2024-2025 Benefits Package
8. Discussion Items
 - A. Discuss Future Action and Discussion items

- B. Topics and dates for next Community-Board of Trustees Forum
 - C. Discuss New and Current Board Member Training Requirements
 - D. Recruiting and Retention Plan 2024-2025
9. Superintendent's Report
- A. Staffing updates.
 - B. Summer Project/Maintenance
10. Executive Session:
- As determined by the Board of Trustees, there may be an executive session pursuant to the Texas Open meetings Act (Texas Gov't Code 551.00) to discuss items relating to personnel (Texas Gov't Code 551.074), student discipline (Texas Gov't Code 551.082(1), attorney consultation (Texas Gov't Code 551.071) and/or the purchase, exchange, lease or value of real property (Texas Gov't Code 551.072). Any action will be taken in a public session.
- An Executive Session - may occur at any time during the meeting as permitted under the Open Meetings Act. The list of topics below are some, but not an exhaustive list, of items that would be considered in an executive session.
- Personnel - hiring of contractual personnel, resignations, contract terminations/non-renewals, issues, etc.
- Superintendent's appraisal, goals, directives, contract, compensation, etc.
11. ACTION ITEMS:
- (Action Items post executive session are items that must be discussed in executive session. All actions must be taken in an open session.)
- A. Consider and Discuss Evaluation of Superintendent of Schools
 - B. Consider/ Approve New Hire Recommendations
12. Report Items
- A. Board Calendars
 - B. Resignations
13. ADJOURNMENT:

This agenda was posted on the front door of the school building and on the school district website at: This agenda was posted on the 8th day of April, 2024 at 12:00p.m. on the front door of the school building and the school district website.

Dr. Earl W. Parcell Superintendent

Adren Pilger, Interim Superintendent



Board of Trustees

Date of Meeting	
Item Type	

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Board of Trustees

Date of Meeting

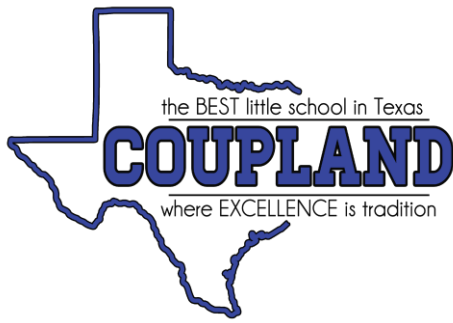
Item Type

Item Name	
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Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person

E-Mail Address



COUPLAND ISD

620 S COMMERCE ST

COUPLAND, TX 78615

512-856-2422

REGULAR MEETING AGENDA - MINUTES

Date: Thursday, March 21, 2024

Time: 7:00 PM

Location: Coupland School Library
620 S. Commerce Street
Coupland, TX 78615

Board Members:

Crystal Ward – Present

Michael Roepke – Present

Misty Garwood – Present

Andrew Gonzales – Present

David Young – Present

Rev. Dr. Karen Holgersen - Present

Superintendent:

Dr. Earl Parcell - Present

AGENDA

1. Call the meeting to order and establish a quorum. @ 7:02 pm
2. Pledge of Allegiance
3. Recognitions
4. Principal's Report
5. Public Comments - **No one signed up to speak**

Items 7A, 7B, and 7C items were presented before the Monthly Action Items were addressed so presenters could travel home after presenting.

The meeting was recessed at 8:53 pm.

The meeting reconvened at 8:58 pm.

6. MONTHLY ACTION ITEMS:

- A. Consider and Approve the Board of Trustees Meeting Minutes for February 8, 2024, Regular Meeting, February 8, 2024, Board Workshop, and February 8, 2024, Public Hearing – TAPR**

I move that we approve the minutes for the February 8, 2024, Regular Meeting; February 8, 2024, Board Workshop; and February 8, 2024, Public Hearing – TAPR.

Motion made by: Michael Roepke

Seconded by: Andrew Gonzales

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

- B. Approve Monthly Bills, Monthly Financial Statement, and 2nd Quarter Investment Report.**

I move that we approve the bills, financial report, and 2nd quarter investment report as presented.

Motion made by: Andrew Gonzales

Seconded by: Michael Ropeke

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

C. Budget Amendment

I move that we approve the Fund 199 budget amendment as presented.

Motion made by: Michael Roepke

Seconded by: Andrew Gonzales

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

D. Budget Revision

I move that we approve the Fund 240 budget revision as presented.

Motion made by: Andrew Gonzales

Seconded by: Michael Roepke

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

7. APPROVAL OF ADDITIONAL ACTION ITEMS AS NEEDED:

A. Consider and Approve the Coupland ISD Strategic Plan

Strategic Plan Committee members, Kyle Rinderknecht, Brian Booker, Brandi Smith, and Lauren Konarek, and Dr. Earl Parcell presented an overview of the four main focus areas included in the Strategic Plan.

I move that we approve the 2024-2029 Coupland ISD Strategic Plan.

Motion made by: Rev. Dr. Karen Holgersen

Seconded by: Andrew Gonzales

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea
Yea – 6; Nay – 0

B. Consider and Approve the Coupland ISD 2024 - 2026 Technology Plan

Dr. Andrew Berning, from the Renaissance Institute, gave a brief presentation addressing his overall assessment and future planning recommendations for Coupland ISD that has been consolidated into a Technology Plan.

I move that we approve the 2024-2026 Coupland ISD Technology Plan.

Motion made by: Michael Roepke

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea
Yea – 6; Nay – 0

C. Consider and Approve Initial Base Bid Adjustments with Alternates for the New Middle School (Claycomb & Associates)

Christine Walker, from Claycomb & Associates, provided an update and presented a base bid adjustment for the new middle school that would provide the basic essentials needed to open a new school that is financially feasible at this time.

I move that we approve the initial base bid adjustment with alternates for the new middle school.

Motion made by: David Young

Seconded by: Rev. Dr. Kern Holgersen

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

D. Consider and Approve a Resolution for the Texas SmartBuy Membership Program

I move that we approve the resolution for the Texas SmartBuy Membership Program.

Motion made by: Michael Roepke

Seconded by: Rev. Dr. Karen Holgersen

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

E. Consider and Approve Using Small, Rural School Achievement (SRSA) Program Funds to Purchase Student Chromebooks and Instructional Resources for Literacy Intervention.

I move that we approve using Small, Rural School Achievement (SRSA) Program Funds to Purchase Student Chromebooks and Instructional Resources for Literacy Intervention.

Motion made by: David Young

Seconded by: Michael Roepke

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

F. Consider and Take Action on the Summer 2024 Work Schedule

I move that we approve the resolution for the 2024 Summer Work

Schedule.

Motion made by: Michael Roepke

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

8. Discussion Items

A. Discuss Future Action and Discussion items

The Board will discuss the next Community Forum date and presentation topics at the April meeting.

B. Discuss New and Current Board Member Training Requirements

The Board will attend the Region 13 Symposium for board training in August and will receive Team of 8 Training on April 22 in-district. Other trainings will be taken online.

C. Project Manager

The Board reviewed February 8, 2024, presentations from two construction management companies (Sledge Engineering with Region XII and Project Control). No further discussion will be had at this time.

9. Superintendent's Report
 - A. District of Innovation Amendment

 - B. Staffing updates.

 - C. Summer Project/Maintenance

10. Executive Session:

As determined by the Board of Trustees, there may be an executive session pursuant to the Texas Open meetings Act (Texas Gov't Code 551.00) to discuss items relating to personnel (Texas Gov't Code 551.074), student discipline (Texas Gov't Code 551.082(1), attorney consultation (Texas Gov't Code 551.071) and/or the purchase, exchange, lease or value of real property (Texas Gov't Code 551.072). Any action will be taken in a public session.

An Executive Session - may occur at any time during the meeting as permitted under the Open Meetings Act. The list of topics below are some, but not an exhaustive list, of items that would be considered in an executive session.

Personnel - hiring of contractual personnel, resignations, contract terminations/non-renewals, issues, etc.

Superintendent's appraisal, goals, directives, contract, compensation, etc.

The Board went into executive session at 9:59 pm.

The Board came out of executive session at 11:03 pm.

11. ACTION ITEMS:

(Action Items post executive session are items that must be discussed in executive session. All actions must be taken in an open session.)

- A. Consider and Discuss Evaluation of Superintendent of Schools

Tabled - No Action taken

B. Consider and Take Action to Renew Professional Staff Contracts

I move that we approve the Professional Contracts presented.

Motion made by: David Young

Seconded by: Rev. Dr. Karen Holgersen

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

C. Consider/ Approve New Hire Recommendations

I move that we approve Hiring Frank Rivera as a Bus Driver.

Motion made by: Misty Garwood

Seconded by: Rev. Dr. Karen Holgersen

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

12. Report Items

A. Board Calendars

B. Resignations

13. ADJOURNMENT: @ 11:30 pm

I move that we adjourn this meeting. The meeting adjourned at 11:30 pm.

Motion made by: Michael Roepke

Seconded by: Rev. Dr. Karen Holgersen

***Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew
Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea
Yea – 6; Nay – 0***

Board President

Board Secretary



Board of Trustees

Date of Meeting

Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person

E-Mail Address



COUPLAND INDEPENDENT SCHOOL DISTRICT

GENERAL FUND FINANCIAL STATEMENT

Fund 199
MARCH 2024

	2023 - 2024			2022 - 2023		
	Current Budget	Actual	Actual to Budget	Current Budget	Actual	Actual to Budget
REVENUES:						
Local and Intermediate Sources	\$ 2,233,999	\$ 2,067,357	92.54%	\$ 2,223,928	\$ 2,078,544	93.46%
State Program Revenues	1,832,545	1,916,272	104.57%	2,025,678	708,740	34.99%
Federal Program Revenues	12,445	-	0.00%	12,495	7,143	57.17%
Other Financing Sources	-	-	0.00%	100	-	0.00%
Total Revenues	\$ 4,078,989	\$ 3,983,629	97.66%	\$ 4,262,201	\$ 2,794,428	65.56%
EXPENDITURE SUMMARY BY FUNCTION:						
11 - Instructional	\$ 2,309,183	\$ 1,170,044	50.67%	\$ 2,482,887	\$ 1,073,195	43.22%
12 - Instructional Resources and Media Services	21,100	7,103	33.66%	20,640	4,901	23.75%
13 - Curriculum and Instructional Staff Development	18,950	2,560	13.51%	21,652	580	2.68%
21 - Instructional Leadership	2,150	-	0.00%	-	-	0.00%
23 - School Leadership	335,307	159,820	47.66%	238,461	127,591	53.51%
31 - Guidance, Counseling and Evaluation	100,522	91,909	91.43%	28,100	14,000	49.82%
33 - Health Services	6,400	222	3.47%	18,400	5,080	27.61%
34 - Student Transportation	179,542	105,698	58.87%	197,639	65,674	0.00%
35 - Food Service	-	-	0.00%	-	5,473	0.00%
36 - Cocurricular/Extra Curricular Activities	33,022	13,212	40.01%	31,613	12,234	38.70%
41 - General Administration	344,670	248,059	71.97%	213,099	100,434	47.13%
51 - Plant Maintenance and Facility Services	394,505	188,592	47.80%	459,219	186,467	40.61%
52 - Security and Monitoring Services	39,000	16,560	42.46%	39,000	21,330	54.69%
53 - Data Processing Services	186,512	113,373	60.79%	303,655	139,009	45.78%
61 - Community Services	-	-	0.00%	18,136	9,733	53.66%
71 - Debt Service	69,000	6,185	8.96%	66,200	6,643	10.04%
81 - Capital Outlay	-	-	0.00%	150,000	122,901	81.93%
93 - Payments to Fiscal Agents	-	-	0.00%	103,500	78,108	75.47%
99 - Other intergovernmental Charges	14,000	14,615	104.40%	10,000	8,971	89.71%
Operating Transfer to Cafeteria	25,126	-	0.00%	10,000	-	0.00%
Total Expenditures	\$ 4,078,989	\$ 2,137,953	52.41%	\$ 4,412,201	\$ 1,982,323	44.93%
EXPENDITURE SUMMARY BY OBJECT CODE:						
61XX - Payroll Costs	\$ 3,070,341	\$ 1,636,629	53.30%	\$ 3,041,042	\$ 1,461,934	48.07%
62XX - Professional and Contracted Services	493,933	297,082	60.15%	327,740	185,652	56.65%
63XX - Supplies and Materials	259,934	89,284	34.35%	617,893	78,746	12.74%
64XX - Other Operating Expenses	94,655	53,479	56.50%	189,226	126,447	66.82%
65XX - Debt Service - Principal	69,000	6,185	8.96%	66,200	6,643	10.04%
66XX - Capital Outlay Expenses	66,000	55,295	83.78%	160,100	122,901	76.77%
Operating Transfers	25,126	-	0.00%	10,000	-	0.00%
Total Expenditures	\$ 4,078,989	\$ 2,137,953	52.41%	\$ 4,412,201	\$ 1,982,323	44.93%



COUPLAND INDEPENDENT SCHOOL DISTRICT
CHILD NUTRITION FUND FINANCIAL STATEMENT
Fund 240
MARCH 2024

	2023 - 2024			2022 - 2023		
	Current Budget	Actual	Actual to Budget	Current Budget	Actual	Actual to Budget
REVENUES:						
Local and Intermediate Sources	\$ 67,300	\$ 45,200	67.16%	\$ 78,672	\$ 67,127	85.32%
State Program Revenues	11,086	20,317	183.26%	11,669	-	0.00%
Federal Program Revenues	139,506	93,712	67.17%	145,410	100,643	69.21%
Other Financing Sources	25,126	-	0.00%	10,000	-	0.00%
Total Revenues	\$ 243,018	\$ 159,229	65.52%	\$ 245,751	\$ 167,769	68.27%
EXPENDITURES:						
35 - Food Services	\$ 243,018	\$ 135,220	55.64%	\$ 244,552	\$ 118,022	48.26%
Total Expenditures	\$ 243,018	\$ 135,220	55.64%	\$ 244,552	\$ 118,022	48.26%
EXPENDITURE SUMMARY BY OBJECT CODE:						
61XX - Payroll Costs	\$ 135,912	\$ 71,102	52.31%	\$ (119,441)	\$ 66,095	-55.34%
62XX - Professional and Contracted Services	11,500	-	0.00%	(11,500)	5,045	-43.87%
63XX - Supplies and Materials	94,906	63,876	67.30%	(100,911)	46,882	-46.46%
64XX - Other Operating Expenses	700	242	34.61%	(700)	-	0.00%
64XX - Other Operating Expenses	-	-	0.00%	(12,000)	-	0.00%
Total Expenditures	\$ 243,018	\$ 135,220	55.64%	\$ (244,552)	\$ 118,022	-48.26%

COUPLAND INDEPENDENT SCHOOL DISTRICT
DEBT SERVICE FUND FINANCIAL STATEMENT
Fund 599
MARCH 2024



	2023 - 2024			2022 - 2023		
	Current Budget	Actual	Actual to Budget	Current Budget	Actual	Actual to Budget
REVENUES:						
Local and Intermediate Sources	\$ 1,550,025	\$ 1,371,769	88.50%	\$ 244,559	\$ 222,700	91.06%
State Program Revenue	\$ -	\$ 13,070	0.00%	\$ 5,252	\$ 5,252	100.00%
Total Revenues	\$ 1,550,025	\$ 1,384,839	89.34%	\$ 244,559	\$ 227,952	93.21%
EXPENDITURES:						
71 - Debt Service	\$ 1,550,025	\$ 959,619	61.91%	\$ 222,750	\$ 141,775	63.65%
Total Expenditures	\$ 1,550,025	\$ 959,619	61.91%	\$ 222,750	\$ 141,775	63.65%
EXPENDITURE SUMMARY BY OBJECT CODE:						
65XX - Debt Service Expenses	1,550,025	959,619	61.91%	222,750	141,775	63.65%
Total Expenditures	\$ 1,550,025	\$ 959,619	61.91%	\$ 222,750	\$ 141,775	63.65%



Board of Trustees

Date of Meeting	
Item Type	

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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**COUPLAND ISD
GENERAL FUND
PROPOSED BUDGET AMENDMENT
BOARD MEETING APRIL 2023**

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	2,233,999.00		2,233,999.00
58XX	State Revenue	1,832,545.00		1,832,545.00
59XX	Federal Revenue	12,445.00		12,445.00
79XX	Other Resources	0.00		0.00
	Revenue Budget	4,078,989.00	0.00	4,078,989.00
Expense:				
11	Instruction	2,309,183.00	(81,000.00)	2,228,183.00
12	Instruction Media/Library	21,100.00		21,100.00
13	Curriculum Development and Instructional Staff Development	18,950.00		18,950.00
21	Instructional Leadership	2,150.00		2,150.00
23	Campus Administration	335,307.00	(50,000.00)	285,307.00
31	Guidance & Counseling	100,522.00	75,000.00	175,522.00
33	Health Services	6,400.00		6,400.00
34	Student Transportation	179,542.00		179,542.00
36	Cocurricular Activities	33,022.00		33,022.00
41	General Administration	344,670.00	56,000.00	400,670.00
51	Plant Maintenance	394,505.00		394,505.00
52	Security & Monitoring Services	39,000.00		39,000.00
53	Data Processing	186,512.00		186,512.00
61	Community Services	0.00		0.00
71	Debt Service	69,000.00		69,000.00
93	Payments to SSA	0.00		0.00
99	Intergovernment Payments	14,000.00		14,000.00
89XX	Transfer to Food Service	25,126.00		25,126.00
	Expenditure Budget	4,078,989.00	0.00	4,078,989.00
FUND BALANCE				
	Fund Balance Increase (Decrease)	0.00	0.00	0.00



Board of Trustees

Date of Meeting

Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person

E-Mail Address

Review of SBOE-Adopted Instructional Materials for Review

The Textbook Adoption Committee received materials for review on February 28. The committee met on March 19 and April 1 to review and rate the provided resources. The results of the process are listed below.

SUBJECT: Science

Publisher	Grade Level	Rating
Accelerate Learning	K- 8 Science	37
Great Minds PBC	K-5 Science	22
Houghton Mifflin Harcourt	K-8 Science (English), K-6 Science (Spanish)	36
McGraw-Hill	K-8 Science (English), K-6 Science (Spanish)	44
Savvas Learning Company	K-8 Science (English), K-6 Science (Spanish)	40
Studies Weekly, Inc.	K-5 Science	24
Summit K12 Holdings, Inc	K-8 Science (English), K-6 Science (Spanish)	28

SUBJECT: Technology Applications

Publisher	Grade Level	Rating
CEV Multimedia Ltd.	6-8 Technology Applications	33
Compusolar, Inc.	6-8 Technology Application	29
eDynamic Holdings LP	6-8 Technology Applications	47
Learning.com	K-8 Technology Applications	33
Typing.com	K-6 Technology Applications	22

Vendor _____

0 = not included

1 = below expectations

2 = meets expectations

3 = exceeds expectations

	Score	Comments
Activities		
Content is aligned to grade-level TEKS at an appropriate depth and complexity		
There is an appropriate balance of skill development, vocabulary, conceptual understanding, and creative processes		
Activities include academic conversation, critical writing, and critical reading. Reading passages include grade-level informational text in science that supports science literacy (textbook, news articles, case studies).		
Activities are visually appealing to students, including the use of clear pictures, photos, graphs, and charts		
Scientific Investigations		
Rigorous, inquiry-based hands-on investigations and online simulations use academic language and focus on real-world phenomena		
Hands-on investigations are easy to implement for both teachers and students		
Students are required to share their thinking through evidence-based reasoning.		
Assessment		
Activities or pre-assessments are provided to elicit prior student knowledge.		

Vendor _____

Formative and summative assessments are provided in multiple formats (performance tasks, open-ended questions, tests) for assessing learning and informing instruction.		
Assessments include STAAR-style questions, both in terms of rigor and format (including STAAR 2.0 new item types)		
Meeting the Needs of All Students		
Instructional materials provide access to learning for all students, including ELL, G/T, and students with special needs.		
Tiered activities allow for Tier 2 and Tier 3 intervention and also for advanced/extension activities.		
Multilingual support and connections are provided		
Teacher Supports		
Support is provided for the teacher through useful strategies, instructional techniques, and adult-level explanations for the teacher.		
Both digital and print resources are available, easy to use, and can be customized to meet classroom needs.		
Time estimates are provided for activities and guidelines are provided to help map out lesson cycles within a unit.		
If we were to purchase this product, what items would you want us to purchase? (online subscription, physical textbook, physical workbooks, other materials/supplies)	Do not score - comment only	



Board of Trustees

Date of Meeting
Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person E-Mail Address



Certification of Provision of Instructional Materials Survey 2024–25

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Survey Pre-Work

2024–25 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2024–25 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2024–25 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2024–25 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2024–25 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2024–25 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2024–25 Survey and upload of the ratified Certification 2024–25 Form.

TEA recommends that LEAs complete these steps by **May 1, 2024**. The Certification 2024–25 Form can be accessed at the following link on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 29, 2024, and is scheduled to reopen on May 15, 2024. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2024.**

Certification 2024–25 Survey submissions received after May 15, 2024, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the Certification Process for 2024–25

1. **Review the Certification 2024–25 Form:** Print the fillable TEKS Certification 2024–25 Form found on the [Instructional Materials website](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2024–25 Form:** Complete the TEKS Certification 2024–25 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2024–25 Form** by the LEA’s board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2024–25 Survey:** Complete the online Certification 2024–25 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2024–25 Form from Step 4. The survey will be open for submissions beginning Monday, March 18, 2024, and will be located on the [Instructional Materials website](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2024–25 Process on *Monday, March 18th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours on *Monday, March 25, at 11:00 a.m. CDT and Thursday, March 28, at 11:00 a.m. CDT*. [Registration](#) is required.
- To facilitate completion of this year’s submission, LEAs may request a copy of their previous year’s submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2024–25 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

Certification 2024–25 Survey

Background Information

QUESTION 1.0: Name of person completing this form

Dr. Earl W. Parcell

QUESTION 1.1: Your email address

eparcell@couplandisd.org

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

Region 13

QUESTION 2.1: LEA Name and Number

Coupland ISD; 246914

QUESTION 2.2: Superintendent's Name

Dr. Earl W. Parcell

QUESTION 2.3: Superintendent's email address

eparcell@couplandisd.org

QUESTION 2.4: School board president's or governing body's name

Crystal Ward

QUESTION 2.5: School board president's or governing body's email address

Cward1113@gmail.com

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

April 11, 2024

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

How is reading language arts content implemented in your LEA

Please indicate your LEA's approach to managing the implementation of reading language arts content in each of the following grade bands. [Single select for each grade band]

QUESTION	Grades	The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and sequence at the LEA level	N/A
QUESTION 3.1:	K-2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	3-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades K–2 full-subject and/or supplemental publisher(s)/ product(s) used:

Houghton Mifflin Harcourt (HMH), Into Reading Texas
Zaner-Bloser, Inc., Handwriting Texas Edition and Spelling Connections Texas Edition
Learning A-Z
Amplify, MClass
Heinemann, leveled Literacy Intervention (LLI)
Renaissance Learning, Inc.

English RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Houghton Mifflin Harcourt (HMH), Into Reading Texas
BookNook
Zaner-Bloser, Inc., Handwriting Texas Edition and Spelling Connections Texas Edition
Amplify, MClass
Discovery Education Inc.
Renaissance Learning, Inc.

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA grades K–2 full-subject and/or supplemental publisher(s)/ product(s) used:

N/A

Spanish RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s) used:

N/A

English Reading Language Arts 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Houghton Mifflin Harcourt (HMH), Into Literature Texas

Amplify, mClass

BookNook

Renaissance Learning, Inc.

English Reading Language Arts 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

N/A

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

How is mathematics content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of mathematics content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Houghton Mifflin Harcourt (HMH) Go Math! Texas

Renaissance Learning, Inc. Freckle

Renaissance Learning, Inc. Star Math

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Insert here Houghton Mifflin Harcourt (HMH) Go Math! Texas

Renaissance Learning, Inc. Freckle

Renaissance Learning, Inc. Star Math

LEA Developed

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

N/A

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

How is social studies content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of social studies content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K–2	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3–5	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6–8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9–12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Social Studies K–5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K–5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Studies Weekly, Inc. Texas Studies Weekly

Scholastic, Inc.

Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

School Division Group (division of McGraw Hill), US History
School Division Group (division of McGraw Hill), Texas History
School Division Group (division of McGraw Hill), TX World Culture
Discovery Education, Inc.

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials)

Yes

No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

N/A

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

How is science content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of science content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science K-5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **science TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science K-5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill

Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

N/A

Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, the Texas Resource Review (TRR) to inform local decisions related to instructional materials adoption?

Yes

No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

English Reading Language Arts

Spanish Reading Language Arts

Prekindergarten

English Phonics

Spanish Phonics

Science

QUESTION 36.0:

How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTION 37.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			

QUESTION 38.0:

Is your LEA planning on using the SBOE-Approved Instructional Materials Allotment?

SBOE-Approved Instructional Materials Allotment - An annual entitlement of \$40 per enrolled student credited to a district’s Instructional Materials and Technology Account to procure instructional materials placed on the approved list maintained by the SBOE under TEC §31.022. See TEC, §48.307

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

QUESTION 39.0:

Is your LEA planning on using the Open Education Resource Funding Allotment?

Open Education Resource Printing Allotment - An annual entitlement of up to \$20 per enrolled student credited to a district’s Instructional Materials and Technology Account for expenses incurred in the printing and shipping of SBOE-approved open education resources. See TEC, §48.308

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

Certification 2024-25 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills:

[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

District County Number (6-digit ID):

246914

District Name:

Coupland ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

April 11, 2024

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan THIS SIGNATURE PAGE of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey



Board of Trustees

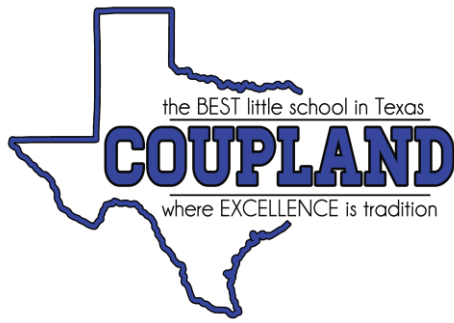
Date of Meeting

Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person E-Mail Address



COUPLAND ISD

620 S COMMERCE ST
COUPLAND, TX 78615
512-856-2422

Summer School Plan 2024-2025

Who: Pre-Kindergarten – 5th grade;
PK-1st grade there is an emphasis on Emerging Bilingual Students

When: June 3, 2024 – June 27 (Monday-Thursday)

Time: 7:45 – 3:15

Staff: 5 Teachers and one Instructional Aide

Instructional Focus:

- Literacy and mathematics will be the focus with science and social studies being embedded into lessons.
- Schedule is built so students will also be provided PE, technology, and art instruction.
- There will be educational field trips to the Taylor library each week.

Teachers will submit weekly lesson plans in Eduphoria.

Progress reports will be sent home to parents on the last day of summer school.

Transportation is provided.



Board of Trustees

Date of Meeting
Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person E-Mail Address

Coupland ISD
DISTRICT OF INNOVATION PLAN
May 2022 – May 2027

Introduction

HB 1842 was passed during the 84th Texas Legislative Session in spring 2015. This bill provides Texas public school districts the opportunity to be designated as Districts of Innovation. To access these flexibilities a school district must adopt a District of Innovation Plan.

Districts of Innovation provides opportunities for:

- Greater local control;
- Increased flexibility governing education programming; and
- Empowerment to innovate and think differently.

Districts are not exempt from statutes related to curriculum, graduation requirements, nor academic and financial accountability

TIMELINE	
4/11/22	<p>District Plan of Innovation Posted The Coupland ISD District Plan of Innovation will be posted on the Coupland ISD website for at least 30 days prior to renewal.</p>
4/26/22	<p>Public Meeting On April 26, 2022 the Coupland ISD district level committee will hold a public meeting for public input and final approval of the renewal of the District of Innovation Plan.</p>
5/10/22	<p>District of Innovation Plan Approved by Board of Trustees On May 10, 2022 the Board of Trustees will vote on the renewal of the Coupland ISD District of Innovation Plan. A copy of the approved District of Innovation Plan will be provided to Texas Education Agency for posting on its website.</p>

Coupland ISD has an approved District of Innovation Plan through May 10, 2027.

Below is the timeline for the proposed **Amendments** to the DOI Plan for Coupland ISD.

DOI Amendment Timeline	
4/3/2024	<p>Public Meeting On April 3, 2024 the Coupland ISD district SBDM committee held a public meeting to consider the proposed amendments, receive public input, and approve the amendments to the district's DOI plan.</p>
4/11/2024	<p>District of Innovation Plan Approved by Board of Trustees On May 10, 2022 the Board of Trustees will vote on the renewal of the Coupland ISD District of Innovation Plan. A copy of the approved District of Innovation Plan will be provided to Texas Education Agency for posting on its website.</p>

Flexible Calendar

(TEC25.0811)

Currently:

Students may not begin school before the 4th Monday of August.

Proposed:

To allow for a calendar that fits the local needs of our community, we would like to consider a flexible calendar option which may include an early start date.

- Students may begin earlier than the fourth Monday of August. This earlier start date will allow a better balance between semesters, more instructional days prior to mandatory testing, and a school end date prior to June.

Transfer Students

(TEC25.036)

Currently:

Transfer students are accepted for a period of one year and may not be revoked during the school year.

Proposed:

To allow for a student transfer to be revoked at any time during the school year when it is in the best interest of the district and responds to the local needs of our community.

- Students transfer may be revoked at any time the transfer agreement is violated. The transfer agreement addresses attendance, academic and behavioral standards along with parent involvement activities. Transfers may also be revoked if the district enrollment grows to exceed class size limitations that would require hiring additional staff.

Teacher Certification

(TEC §21.003, TEC §21.053)

Currently:

A public school employee must have the appropriate credentials for his or her current assignment unless the appropriate permit has been issued. The credentials appropriate to each assignment are set forth in the State Board for Educator Certification (SBEC) rules at 19 Administrative Code Chapter 231.

Proposed:

To allow our core teachers to teach an elective course without the appropriate credential.

- Teachers with qualified experience could be eligible to teach an elective course through a local teaching certification. In addition, flexibility in this area will assist the District in offering courses in which students have an interest and students can earn state credit rather than local credit. A certified teacher will be permitted to teach outside their field. The District will only utilize this exemption for electives.

April 2024 Amendments

The proposed amended DOI was presented to the Coupland ISD Site-Based Decision-Making Committee (SBDM) for consideration on April 3, 2024, and it was approved by a majority of the committee. The CISD Board of Trustees reviewed and approved the amended DOI Plan at the Regular Board of trustees Meeting on April 11, 2024. The amended plan retains the expiration date of May 10, 2027.

Coupland ISD proposes flexibility and seeks an exemption in the following areas:

Teacher Certification

~~(TEC §21.003, TEC §21.053)~~

Currently:

~~A public school employee must have the appropriate credentials for his or her current assignment unless the appropriate permit has been issued. The credentials appropriate to each assignment are set forth in the State Board for Educator Certification (SBEC) rules at 19 Administrative Code Chapter 231.~~

Proposed:

~~To allow our core teachers to teach an elective course without the appropriate credential.~~

~~• Teachers with qualified experience could be eligible to teach an elective course through a local teaching certification. In addition, flexibility in this area will assist the District in offering courses in which students have an interest and students can earn state credit rather than local credit. A certified teacher will be permitted to teach outside their field. The District will only utilize this exemption for electives.~~

Teacher Certification

(TEC §21.003; §21.051; §21.053; §21.057)

Currently:

Texas Education Code Sec. §Sec. 21.003. CERTIFICATION REQUIRED.

(a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

(b) Except as otherwise provided by this subsection, a person may not be employed by a school district as an audiologist, occupational therapist, physical therapist, physician, nurse, school psychologist, associate school psychologist, licensed professional counselor, marriage and family therapist, social worker, or speech language pathologist unless the person is licensed by the state agency that licenses that profession and may perform specific services within those professions for a school district only if the person holds the appropriate credential from the appropriate state agency

Texas Education Code §Sec. 21.051. RULES REGARDING FIELD-BASED EXPERIENCE AND OPTIONS FOR FIELD EXPERIENCE AND INTERNSHIPS.

(a) In this section, "teacher of record" means a person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

Texas Education Code §Sec. 21.053. PRESENTATION AND RECORDING OF CERTIFICATES.

(a) A person who desires to teach in a public school shall present the person's certificate for filing with the employing district before the person's contract with the board of trustees of the district is binding.

(b) An educator who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate.

Texas Education Code §Sec. 21.057. PARENTAL NOTIFICATION.

(a) A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 30 consecutive instructional days during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom.

(b) The superintendent of the school district shall provide the notice required by Subsection (a) not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher.

Proposed:

The district will establish its own local qualification requirements to have the option to issue a local certification for classroom teachers. The exemption is to specifically allow the district to issue local teaching permits without intervention by the Commissioner to review the issued permits. The exemption is to allow the district to establish local requirements including the current requirements in Sec 21.055 for teacher preparation (including all background checks, training and classroom management preparation) to enhance our ability to compete for teaching resources in the area. Additionally, Texas Education Code §21.003 and §21.053 outlines state certification standards for teachers. A teacher certification waiver, state permit application or other documentation will not be submitted to the Texas Education Agency.

Local Requirements and Process:

Due to the geographic location of Coupland ISD and being surrounded by much larger school districts, CISD will also allow the district to recognize out-of-state certifications for all levels and all certification areas. Additionally, a certified teacher may teach a grade level or content area for which he or she is not certified.

Local qualifications that may be considered include but are not limited to:

- Professional work experience
- Formal training and education in the content area
- Active, relevant professional industry certification or license
- Combination of work experience, training and education

Implementation guidelines for teachers hired under local qualifications are as follows:

- High quality, certified teachers must be considered first.
- Campus principals must submit a written request to the superintendent to employ a non-certified teacher along with evidence of meeting the local qualifications.
- Employees will be employed under a non-chapter 21 contract for a term of one school year with School Board approval.
- Professional development plans will be developed with an emphasis on classroom management and effective instructional practice.
- Locally certified teachers will be encouraged to attain certification in the area they are locally certified. The district will reimburse the teacher for the SBEC testing fee upon successfully passing the certification exam.
- Employees will be appraised under the appraisal system used for all other teachers in the district.
- Employees will only be able to be hired with a locally determined certification for a maximum of three years per teaching assignment.

Benefit:

Coupland ISD is committed to hiring high-quality, certified teachers. However, current teacher certification requirements and a decreasing applicant pool restrict the district's ability to hire teachers to teach in difficult to fill positions or to fill last-minute vacancies. CISD will benefit by having access to a broader applicant pool, including community college instructors, university professors, and internal applicants

seeking assignments outside of their certification area. This exemption will allow the district to have more flexibility to hire staff to meet the academic needs of our students.

School District Depositories

(TEC §42.205)

Currently:

Texas Education Code Subchapter G. School District Depositories Sec. §45.205 TERM OF CONTRACT.

(a) Except as provided by Subsection (b), the depository bank when selected shall serve for a term of two years and until its successor is selected and has qualified.

(b) A school district and the district's depository bank may agree to extend a depository contract for two additional three-year terms. An extension under this subsection is not subject to the requirements of Section 45.206.

(c) The contract term and any extension must coincide with the school district's fiscal year.

Proposed:

The district will only send depository services out to bid if the district determines contract pricing becomes uncompetitive or there is some operational or financial reason to send the district's banking services out for bid. With this exemption in place, none of the additional requirements related to the bid or request for proposal detailed in Sec 45.206 through 45.209 would be applicable. Refer to Coupland ISD Board Policy BDAE.

Benefit:

This exemption is to allow the district's existing bank contract to be extended beyond the total 8-year allowable contract term if the district determines contract pricing remains competitive and there is no operational or financial reason to send the district's banking services out for bid. This exemption lessens the administrative burden related to preparing and reviewing a Request for Proposal (RFP) when there is a limited number of banking institutions available to bid on the district's business. This will further mitigate any impact to employees that would have to change direct deposit instructions each time a new depository occurs and allows the district flexibility with respect to banking relationships.

Student/Teacher Ratios; Class Size

(TEC §25.112; §25.113; §25.114)

Currently:

Texas Education Code Sec. §25.112. CLASS SIZE.

(a) Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a prekindergarten, kindergarten, first, second, third, or fourth grade class.

Texas Education Code Sec. §25.113. NOTICE OF CLASS SIZE.

(a) A campus or district that is granted an exception under Section 25.112(d) from class size limits shall provide written notice of the exception to the parent of or person standing in parental relation to each student affected by the exception

Texas Education Code Sec. §25.114. STUDENT/TEACHER RATIOS IN PHYSICAL EDUCATION CLASSES; CLASS SIZE.

(a) In implementing the curriculum for physical education under Section 28.002(a)(2)(C), each school district shall establish specific objectives and goals the district intends to accomplish through the curriculum, including, to the extent practicable, student/teacher ratios that are small enough to enable the district to:

- (1) carry out the purposes of and requirements for the physical education curriculum as provided under Section 28.002(d); and

(2) ensure the safety of students participating in physical education.

Proposed:

CISD will make every attempt to keep all PK-4 classrooms to a 22:1 ratio and will allocate staff based on a district ratio of 22:1. Several factors must be considered before adding another teacher to a grade level in order to maintain the 22:1 ratio, including age of students, time of year, available resources, availability of qualified applicants, etc. In the event a PK-4 classroom exceeds this ratio, the district will allow class size to go to 24:1 if it is determined this is the best course of action for the students. When a class exceeds 22:1, a waiver will not be filed with the Texas Education Agency, but the Superintendent will provide a report to the Board at the next board meeting following 30 instructional days of the class exceeding 22:1.

The 22:1 ratio does not apply to physical education classes. In such subjects, CISD will consider student/teacher ratios appropriate to carry out the curriculum and ensure student and staff safety.

Benefit:

The district would no longer have to submit annual class size waivers that are continuously approved by TEA and do multiple communications to parents each six weeks allowing the district to redirect resources more effectively.



Board of Trustees

Date of Meeting

Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person

E-Mail Address



Board of Trustees

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Contact Person E-Mail Address

Coupland ISD

CBG Texas School Coop

Employee Assistance Program (EAP)



Alliance Work Partners is
here for you as life happens.

AWP is proud to serve as your EAP, offering you and your household valuable, **confidential** services at no cost to you.

Your benefits are designed to help you manage daily responsibilities, major events, work stresses, or any issue affecting your quality of life.

All benefits can be
accessed by calling:

toll free

1-800-343-3822

TDD

1-800-448-1823

teen line

1-800-334-TEEN (8336)

We are available to take your call
24 hours a day, 7 days a week.



Visit your EAP website at
awpnow.com

and create a
customized account.

Go to

<https://www.awpnow.com>
Select "Access Your Benefits"

Registration Code:

AWP-CBG-4809

Your EAP Benefits:

Law Access

Legal and Financial services provided by a lawyer or financial professional specializing in your area of concern. Available online or by telephone.

HelpNet

Customized EAP website featuring resources, skill-building tools, online assessments and referrals.

Worklife

Resources and referrals for everyday needs. Available by telephone.

SafeRide

Reimbursement for emergency cab fare for eligible employees and dependents that opt to use a cab service instead of driving while impaired.

1 to 6 Counseling Sessions

Per problem, per year. Short-term counseling sessions which include assessment, referral, and **crisis services**. (Same day appointments available for urgent/crisis callers, or facilitation of immediate hospitalization)

Newsletters

Webinar Training Series
Tips for Everyday Living

Here for you as life happens ...
Here for you as life happens ...



Criteria for Benefits Eligibility

Full Benefits:

- Employee, retiree, married/divorced spouse, partner, significant other
- Any household member, regardless of age or relationship, residing in employee's home, including significant other and their children
- All covered employees may bring anyone with them to their authorized/covered sessions regardless of relationship to employee.
- Children and grandchildren, **age 26 or under**, residing in US or Puerto Rico. This includes children and grandchildren of significant other or partner.
- Any person meeting benefit eligibility prior to lay-off or termination of an employee will continue to be eligible for benefits up to 6 months from the date of employee's lay-off or termination. Benefits are extended for 6 months from date of employee's call within this timeframe.

Assessment & Referral:

- Children and grandchildren **age 27 and over** of employee, married/divorced spouse, partner, or significant other living outside employee's home
- Employee instructed by law to receive court-ordered counseling
- All crisis cases (suicidal/homicidal, domestic violence, chemical dependence, substance abuse, child/elderly abuse) not otherwise covered
- Any person meeting benefit eligibility prior to lay-off or termination of an employee will continue to be eligible for assessment and referral after 6 months and up to 1 year from the date of employee's lay-off or termination. Benefits are extended 1 year from date of employee's call within this timeframe.

Information & Referral:

- Anyone contacting Alliance Work Partners regardless of contract status

Children under the age of 18 must have a written, signed release by their guardian

who has custody (whether living in the home or not) to attend counseling on their own. This release is given to their affiliate provider. Divorced parents who bring their children in for counseling must bring a copy of their divorce decree or have signed permission from the other parent before bringing a child into counseling. Grandparents who bring their grandchildren into counseling must have proof of guardianship or written permission from the child's parents.

EAP Facts

It's easy to obtain help and guidance from the EAP!

Simply call the toll free number 800-343-3822 (or 512-328-1144 in Austin) anytime, 24 hours a day, 365 days a year, and ask to speak to one of our professionals. During the assessment, a counselor will discuss objectives and appropriate solutions to your problems.

"I heard from a coworker that EAP services are free. Is this true?"

Yes! There are never any charges to participants for calls to the EAP. Fees for any additional help, which may be recommended, are usually based on what you can afford and in some cases may be covered by insurance or other benefits.

"I was surprised to hear my EAP emphasize that my confidentiality is protected."

Your confidentiality is of extreme importance. Alliance Work Partners adheres to all applicable state and federal confidentiality laws. We strictly protect the right to privacy for all employees and their family members.

"Is it true that our EAP can help with more than drug, alcohol or crisis situations?"

Yes! Your EAP is a resource for an array of personal and work-related concerns including skill development for personal growth. Counselors are available 24 hours a day, 365 days a year to help with any type of situation.

Call us today; you might be surprised by all the things the EAP can assist you with in contributing to your overall quality of life.

For further information or assistance, please call and ask to speak to a counselor.



alliance work partners

A Professional Service of
Workers Assistance Program, Inc.
www.awpnow.com

Toll Free 800-343-3822

In Austin 512-328-1144

**EAP Teen Line
800-334-Teen (8336)**

TDD 800-448-1823

Servicios en español disponibles.

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EAPWL-E-1115



alliance work partners

Premium Workplace Services
EAP and Wellness Solutions

Your Employee
Assistance Program

Guidance and confidential
counseling for you
and your family

Toll Free 800-343-3822
In Austin 512-328-1144

A Professional Service of Workers Assistance Program, Inc.

What is an EAP?

Ordinarily, it stands for Employee Assistance Program. But to those who have benefited from such a program, EAP invokes a somewhat different meaning:

Encouragement...

Action...

Performance...

Web-Based Interactive Assistance

HelpNet, your customized EAP website, is a convenient, online service that makes your life easier through accessible services available wherever you go. Obtain your online username and password by calling 800-343-3822 (or 512-328-1144 in Austin).

Legal & Financial Assistance

We all need legal and financial assistance from time to time. You may need to consult an attorney about a will or a real estate transaction. LawAccess offers you a network of thousands of legal and financial specialists, licensed lawyers, CPAs, and certified dispute mediators to meet these needs. Our network covers all 50 states, Canada, and Puerto Rico.



An EAP provides valuable services at no cost to employees and their families in the form of short-term counseling, legal and financial consultations, and convenient web-based services. In addition, an EAP can provide referrals and resources on a number of work / life topics including but not limited to child and elder care, health and well-being, and work and personal-related issues.

Counseling and Referrals

Alliance Work Partners (AWP) understands the constant interplay between problems on and off the job. AWP can help with issues related to:

- Job performance
- Marital difficulties
- Family issues
- Communication skills
- Managing depression & anxiety
- Child and elder care resources
- Parenting support
- Anger management
- Legal and financial issues
- Grief and bereavement
- Self-improvement plans
- Stress management
- Personal concerns
- Career management
- Substance abuse
- Urgent/Crisis Callers

● **Legal Issues:** You can receive a free legal consultation by phone or in person with a licensed attorney or legal representative with a specialization in your area of concern.

● **Financial Issues:** You can consult with financial specialists, financial planners and licensed CPAs on issues ranging from federal income tax preparation to investment strategies.

● **Online Resource Center:** An extensive library containing articles, legal forms, online calculators and more is available at www.alliancewp.com.

● **Library of topical information** - Articles, tip sheets, and interactive tools are available to assist you in reaching your goals.

● **Self assessments** - Designed to provide you with an objective appraisal and an opportunity for self-exploration, these 10-40 minute online sessions range in topic from health risks, fitness, and goal setting, to relationship satisfaction, career motivation, and emotional well-being.

● **Resource databases** - Online Comprehensive locators and resources for child care, elder care, pet care, counselors and physicians; education programs and summer camps, volunteer opportunities, financial and daily living calculators, training seminars for employees and supervisors, interactive programs with professionals, bulletin boards, etc.

● **Online access** - For referral and benefit information visit our website and click on the HelpNet icon. For login information, please contact Alliance Work Partners at 800-343-3822 (or 512-328-1144 in Austin).

● **Urgent/Crisis Calls** - Same day appointments available for urgent/crisis callers, or facilitation of immediate hospitalization.



A **wap** Program

alliance work partners

workplace solutions since 1977



An Alliance Work Partners
Proposal Prepared for

Coupland ISD

April 3, 2024

Rick Dielman, Chief Account Executive:
2525 Wallingwood Drive, Bldg 5
Austin, Texas 78746
Toll Free: 888.327.4636
512.328.8519

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All information, descriptions, and materials contained in this proposal are proprietary, confidential and subject to copyright protection.

alliance work partners

A **wap** Program

It will be a privilege to serve Coupland Independent School District and work with CBG and your HR department to: Elevate employee well-being, increase productivity, improve attendance, support your mission and lower healthcare costs.

You can look forward to a 4:1 return on investment (ROI) or better, which we gladly detail and report each year.

High quality training, Safe-Ride, CISD, US DOT services and unlimited HR support and consultation are just some of the premium services, that come standard in all our programs.

alliance work partners

A **wap** Program

ABOUT ALLIANCE WORK PARTNERS

Alliance Work Partners (AWP) is much more than an employee assistance program (EAP). We are your full-service, workplace partner, providing fully integrated Employee Assistance Program, Wellness and Work-Life solutions, nationwide. Our over forty-five years of experience allows us to offer a wide range of workplace services from which to choose in customizing a program that fits your organization's goals and budget.

AWP is a trusted partner of employers across the country, providing services that give you the greatest return to your bottom line. AWP delivers individual and organizational services by providing a two tier approach. **AWP supports management by increasing productivity and retention, reducing absenteeism and managing health care costs.** AWP supports employees and their family members by promoting wellness both physically and emotionally with individual assessment; solution-focused, evidence based counseling; training and referral services. In addition, we offer a full range of professional, leadership, managerial, and wellness training and programs.

As a professional service of Workers Assistance Program, Inc., we have provided leadership at the national level since 1977 to improve the employee assistance program industry, while continually upgrading the services we provide to our customers. **As a nonprofit, we have worked for over four decades to reinvest in your communities by funding at-risk youth programs, substance abuse educational programs, children's food programs and a nationally recognized youth leadership program.**

We are committed to your organization's success and to delivering the maximum return on your investment. We welcome the opportunity to provide customized workplace solutions for Coupland ISD (CISD).

Alliance Work Partners Headquarters
2525 Wallingwood Drive, Bldg 5
Austin, Texas 78746
Toll Free 888-327-4636
Phone 512-328-8519
Fax 512-338-0939
Website: www.awpnow.com

24-Hour call center
Toll Free: 800-343-3822
TDD: 800-448-1823
Teen Hotline: 800-334-TEEN(8336)
E-Mail: eap@alliancewp.com
Website: www.alliancewp.com



MEASURABLE DIFFERENCES & DISTINCTIONS

AWP Provides the Maximum Return on Your Largest Investment: Your Employees

THE AWP DIFFERENCE

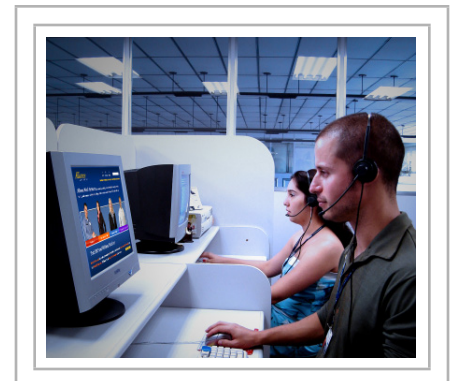
AWP is a freestanding, independent EAP, worklife and wellness provider. We have no conflicts of interest. Unlike integrated service models, AWP is not part of a mental health network business with ties to any insurance or managed health treatment system. We are vested in you and your employees success. We do not refer participants into managed care or insurance provider networks, where workplace services are secondary or non-existent. We are not part of a larger whole that makes profits from counseling or treatment insurance claims. Free from any conflict-of-interest, AWP counselors and case managers make referral decisions based solely on the best interest of the client. This approach speeds recovery, saves insurance dollars, reduces out-of-pocket expense for participants, and increases employee retention and productivity.

Account Management AWP's Account Management and Business Development team has a broad range of backgrounds and skills. They are all dedicated to outstanding customer service and have over 255 years of combined EAP and HR experience. Each organization is served by a dedicated primary account manager and supported by this experienced team.

Call Center AWP's call center is staffed by professional counselors, 24 hours a day, 7 days a week, 365 days a year, including TDD (Telecommunications Device for the Deaf) service and language translation into more than 150 languages for non-English speakers. AWP has less than a 1 percent abandonment rate.

Solution-Focused Counseling 97% of participants report issues "improved" or "resolved" and that AWP services were "helpful" or "very helpful".

Network AWP provides over 48,000 credentialed, licensed counselors in all 50 states, and internationally. Our average counselor seniority is 16 years. These high standards ensure a network of the best-qualified counselors in the industry.



MEASURABLE DISTINCTIONS

Cost Containment 95% of all employees/family members using EAP are retained in the EAP system, resulting in only 5% being referred to the health plan or other resources. Outcome studies show 92% of management referred employees with job performance problems are successfully returned to work and are retained and productive 1 year after the referral. AWP demonstrates an average return on investment across our full-service EAPs of 5.8:1.

Customer Satisfaction Survey showed 97 percent of AWP Clients were so satisfied with the services received that they would use AWP again, if needed.

Experience A leader in setting the highest standards in the industry since 1977. With strong financial condition, high reserves and low debt, AWP has an “A” rating from Dun and Bradstreet.

Quality Management AWP ensures quality management and customer satisfaction by using a quality improvement (QI) model endorsed by the Institute of Medicine that breaks the variables affecting health care services in structure, process and outcome and includes a grievance procedure for effectively resolving client complaints as quickly as possible, ensuring each client is satisfied with the outcome. We back this process up with direct feedback opportunities and client satisfaction surveys to ensure that participants receive the very best care and service possible. AWP has never been the subject of a lawsuit with a customer or client.

Case Management With frequent case monitoring and reviews, we provide flexible, client-centered counseling services. Client confidentiality rights are protected at all times.

AWP's Client Satisfaction

According to satisfaction survey results, 97% of AWP clients were so satisfied with the services received that they said they would use AWP if the need arose again.

AWP's Book of Business

Ninety-five percent of our clients address their issues at AWP. Less than 5% of clients are referred to insurance or other resources.

AWP's Utilization Rate

Because our clients find continued value in our services, the overall utilization rate of AWP of full service EAP is consistently higher than the national average, with utilization at 8%.



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WHAT OUR CUSTOMERS HAVE SAID

"The time management seminar was a good reminder to motivate me to be more organized. It helped me to structure my activities."

State Office of Administrative Hearings

"This is a wonderful program that truly helped me find myself again."

Dell

"Thank you so much for this service. It is essential and hopefully will be around a good long time."

Teacher Retirement System

"AWP Services made all the difference!"

Protective and Regulatory Commission

"Great Counselor, very happy with results."

City of Austin

"Your Counselor was so kind and helpful. He has made a huge difference in my life. Thanks so much!"

Texas Department of Transportation

"My daughter and I could not have asked for a more compassionate professional and caring counselor."

Texas Rehabilitation Commission

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INTEGRATED EAP, WORK-LIFE AND WELLNESS PROGRAMS AND FEATURES



24-Hour Call Center staffed and live-answered by, trained counselors (24/7/365) available to all clients, including TDD (Telecommunications Device for the Deaf) service and language translation into more than 150 languages for non-English speakers.

Solution-Focused Counseling and problem resolution sessions that are short-term and cover all types of issues including, but not limited to: marital, family, elder care, child care, domestic violence, sexual orientation, pre-retirement, HIV, literacy, psychological, emotional, vocational, stress-related, and other concerns that affect job performance and personal wellbeing.

Convenient Counseling Locations accessible and geo-matched from home and/or work.



AWPgo Virtual, Telephonic & Online Counseling & Chat powered by BetterHelp, the world's largest online counseling platform and app, with worldwide coverage, making professional counseling available anytime, anywhere, through a computer, tablet or smartphone. Once participants sign-up they will be matched with one of 25,000+ counselors based on their needs and preferences.

Procedural Referrals for managers and supervisors who need assistance with troubled employees exhibiting work-related problems. Includes intake, referral, case management, Return-To-Duty and follow-up services.



Management Consultations dedicated account managers provide unlimited consultation to CISD's management on intervening with troubled employees for procedural referral to the program. Depending on the nature of the problem, and CISD's policies and procedures, AWP staff will consult on referral decisions, alternatives appropriate intervention techniques, follow-up, impact on the work team, and confidentiality. Assistance is provided in the moment, and if further research is needed, follow-up is provided within one working day of the request.

WORKPLACE SOLUTIONS & FEATURES

Management Consultations can include situations such as:

“A team member has been in the hospital for several weeks to treat obesity. He is coming back to work next week. Is there anything I should do to prepare for his return?”

“I have an employee who demonstrates ongoing problems with ambition, avoidance in making tough decisions, procrastination, and does not appear interested in doing her best work. What can I do?”

“My employee recently told me that he has been struggling with grief and depression following his father’s death last year. He is having trouble concentrating at work and he feels as if he’s falling apart. What do I do?”

“An employee says she is “bullied” by a coworker and is becoming depressed. I have never seen the coworker acting inappropriately. How can I best approach this situation?”

Case Management Services including crisis intervention, referral to outside treatment resources, referral to community resources, consultation with treatment and service providers, and follow-up support for each client.



Extended Care Referrals, assistance with transition as needed for substance abuse treatment and mental health care, with assurance that AWP counselors are knowledgeable of Coupland ISD’s health plan network.

Critical Incident Stress Response (CISR) Rapid response is provided on an unlimited and as-needed basis to address stress and trauma induced by any crisis impacting the work group.



24-Hour Resources and Referrals provides access to over 500,000 community resources and includes follow-up to determine if services were received, appropriate, and useful.

WORKPLACE SOLUTIONS & FEATURES

Three monthly electronic newsletters provide excellent tips on wellness, workplace problem solving, and work-life balance, boosting participant engagement.

Online Resources at www.alliancewp.com offers useful links for HR professionals, personnel managers, drug and alcohol-free workplace administrators. Includes password-protected access to AWP's monthly publications: Frontline Supervisor, Balanced Living and Wellness News.



SafeRide Program encourages employees and their immediate family members whose driving may be impaired to call a cab. With a saved receipt, participants will be reimbursed by AWP.

Workplace Toolkits address specific workplace issues, affecting supervisors and employees such as returning to work after a long absence.

Legal and Financial Assistance through **LawAccess**, offers free consultations by phone or in person per issue, per year, and a discount of up to 25% on continued face-to-face consultation. Includes ID-theft monitoring and recovery assistance (enrollment required).



HelpNet your customized EAP web site provides participants with a summary of your service package, training, orientation, resource articles, tips and tools on balancing work and family life.

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A **wap** Program

WORKPLACE SOLUTIONS & FEATURES

Workplace Protection that develops drug-free workplace policies and procedures integrated with current human resource policies that meet all applicable state and federal requirements, including U.S. DOT regulations.

National Network of Substance Abuse Professionals (SAPs) who meet U.S. DOT's criteria to perform all required SAP duties through AWP's turnkey coordination of SAP and case management services. US DOT SAP services are included at no additional charge.

Drug and Alcohol Awareness Training for employees, U.S. DOT reasonable suspicion training for all modes of transportation, and non-U.S. DOT reasonable suspicion training for supervisors.

Return to Work Programs ensures a smooth re-entry to work for any employee returning to work after having experienced a treatment episode or disciplinary action (i.e. positive drug test).

Dedicated Account Management Team serves as advocate of customer relations, representing AWP services in their entirety (from I&R to claims) and taking full responsibility for every element of the business relationship.

Transition and Implementation in the form of support and technical assistance for integrating services into workplace policies and procedures, transitioning services, and an awareness campaign to acquaint Coupland ISD's employees with AWP services.



Promotional Materials provided are an EAP orientation video or DVD, brochures, wallet cards, flyers, posters and a 24-hour, toll free resource line.

Trained Crisis Intervention Staff: In August of 2015, the Alliance Work Partners Intake and Referral Department adopted the crisis intervention protocol of The American Association of Suicidology. Employers can rest a bit easier knowing that their employees, who may be in life-threatening and other crises, are obtaining services in accordance with rigorous nationally recognized standards and from staff who benefit from ongoing training and education.

WORKPLACE SOLUTIONS & FEATURES

EAP Program Orientation for Employees provides information on how to access services through AWP and encourages participants to seek and accept appropriate help for all types of issues that may affect work or well-being.

EAP Program Orientation for Supervisors provides a clear understanding of AWP workplace services, benefits to participants, impact on working conditions, instructions on how to identify and intervene when an employee is experiencing job performance problems, and procedures for participants and managers to access services.

Trending and Reports including utilization, follow-up, and statistical information on a quarterly and annual basis that meet standards for ethics, legality, and confidentiality. Includes annual ROI analysis.



Frontline Supervisor is a monthly electronic newsletter providing questions and answers to managers' most pressing workplace solution questions including how to deal with troubled employees, implementing procedural referrals, leadership skills, and workplace policies and procedures. This publication is an invaluable tool for supervisors with difficult employees or who are uncertain about how AWP can help.

Health and Benefit Fair Participation informs and educates employees about AWP services to promote participant engagement.

Ongoing Support provides oversight and ongoing technical assistance for HR policy coordination and review, unlimited management consultations, and workplace-related activities.



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TRAINING & EDUCATIONAL SEMINARS

Supervisory and Management Training provides supervisors and managers with specialized skills including working with difficult employees, managing change, and dealing with violence in the workplace.

Professional Development Seminars provide useful information and practical skills for employees and supervisors on topics including workplace communication, cube etiquette, dynamic problem solving, effective listening, and strategic time management.

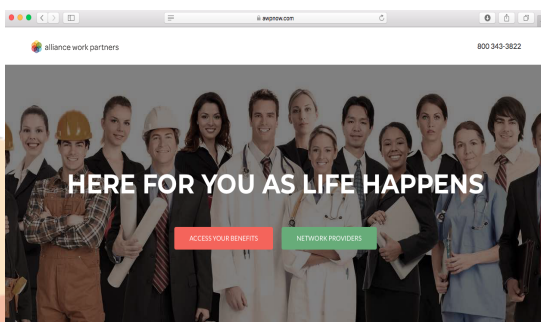


Personal Growth and Development Seminars provides useful information and practical skills for employees and supervisors on topics including but not limited to stress management, smoking cessation, retirement, and healthy relationships.

Organizational Training reduces risk or liability for companies and organizations. Topics include sexual harassment, cultural diversity, substance abuse, and downsizing.

Organizational Development and Customized Training are also available on request.

Drug-Free Workplace Seminars offers training for employees and supervisors to inform and educate them on drug and alcohol issues that may affect the workplace. Includes US DOT compliance training.



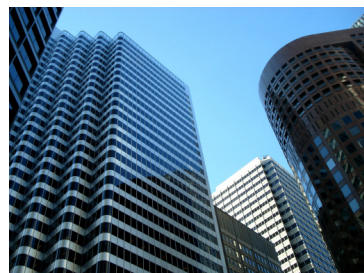
Customized EAP Website / Learning Center: Self-Directed Online Training provides self-assessment modules to ask questions, summarize responses, and provide recommendations for addressing specific areas of interest such as relationship satisfaction, depression, conflict management, emotional intelligence, nutrition, and goal setting.

Online Training and Resources provides useful links and lists of trainings for HR professionals, personnel managers, and drug- and alcohol-free workplace administrators. Plus, free live and interactive webcast training events every month.

VALUE ADDED OPTIONS

WorkLife Premium offers personalized research by Work-Life specialists who gather and research information on a variety of services from child and elder care to academic and convenience services. Research is based on the client's specified criteria after the initial request is placed. Outsource your to-do list! **(Value-added Service)**

Customized Training designed to meet the needs of your specific workplace. May include adapting a wellness or workplace seminar to meet your organization's needs or creating a new presentation tailored to your specifications. **(Optional Training Series)**



Tobacco Cessation Courses help participants quit tobacco use once and for all and improves their health. **(Value-added Service)**



WellCoach delivers unlimited telephonic and online health coaching to address preventive health and complementary care as well as educational services to encourage employees and their families to become and remain healthy, resulting in reduced healthcare costs. **(Value-added Service)**

PTX is an online Postural Therapy exercise "engine", accessible from any computer, tablet, or phone. After completing a simple interactive questionnaire, the intelligence system carefully selects approximately 10 gentle postural strengthening exercises from a library of 1,000 - and puts them in correct sequence with the right sets & reps or time for the individual's needs. Instructional videos guide the user throughout this at-home program, without the need for any special equipment. Among the many benefits of PTX is its low cost and best in class approach to lowering the risk of Opioid abuse or addiction. Most employers should see at least a 2X ROI in the first year from claims cost reductions. **(Value-added Service)**

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A **wap** Program

RATES, FINANCIAL ASSUMPTIONS, AND SUMMARY

AWP is pleased to offer the following rates for Coupland ISD. The offered fees include consultation, program implementation, education, and support materials described in this proposal. The fees are based on a monthly cost per employee covered and invoiced monthly. Clinical services cover employees, their household members and dependents and retirees.

In addition, all employees who sever for any reason are covered for a period of six months at no additional charge.

• <u>Full service EAP with up to six (6) sessions per issue</u> (Includes WorkLife Standard, HelpNet, LawAccess, SafeRide)	<u>\$1.81 PEPM</u>
• <u>Value-added Services (Additional Cost):</u>	
• WorkLife Premium	\$0.49 PEPM
• WellCoach	\$0.10 PEPM
• PTX	\$0.25 PEPM



FINANCIAL ASSUMPTIONS

- The effective date of services shall be September 1, 2024.
- Quote assumes 50 covered employees.
- Cost of implementation of the program is included in the base fee. AWP does not charge an additional fee for program start up.
- Rate quoted includes all consultation, education, and program promotional materials described in the proposal.
- Onsite Critical Incident Stress Response (CISR) is included, up to 5 hours per event, with an unlimited number of events.
- Onsite, individual counseling is available at the rate of \$250 per hour plus travel expenses.
- Bid includes follow-up and statistical reports on a quarterly and annual basis that meet standards for ethics, legality, and confidentiality. In addition to regular reporting, ad hoc reports are available with a 30-day turn around at a cost of \$150 per development hour.
- Bid includes free legal consultations per incident, per participant, per year and free financial consultations per incident, per participant, per year offered under LawAccess. Includes ID Theft monitoring and recovery assistance (enrollment required).
- Bid includes Safe Ride, a confidential reimbursement benefit for the cab fare of any participant whose driving becomes impaired by any means, while away from home.
- Covered employees shall include part-time, full-time and contract employees, severed employees (for a period up to six months) and retirees. In addition, dependents and individuals residing in the employee's household will be covered.
- This bid is valid for 90 days. If the EAP is not awarded within this period, AWP reserves the right to adjust the proposed rate.
- Coupland ISD may terminate their program with a ninety-day written notice to AWP prior to the termination date. Customer satisfaction, as is the case with all AWP contracts, will ultimately determine the length of the relationship.
- Bid includes unlimited access to online training, and 0 hour(s) of onsite training per year.
- Online training consists of 16 live & interactive training events each year, as listed in AWP's annual webinar schedule; and 150+ prerecorded, e-learning training modules, which will stream from your customized EAP website .
- Additional onsite training, selected from AWP's Training Catalog, may be purchased at the rate of \$200 per hour, plus travel expenses.
- Customized training may be purchased at the rate of \$250 per hour for development, and \$200 per hour for delivery, plus travel expenses.
- At any time, customers may request a training be delivered by webinar, and eliminate travel expenses.

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WHY ALLIANCE WORK PARTNERS?

- **Alliance Work Partners** offers your company a greater return on your investment with an average 6:1 ratio across our book of business.
- **No Conflict of Interest**: At AWP, our first concern is you. We have never charged a participant or an insurance company for our services.
- **One Customer**: AWP works for YOU! As a non-profit organization and freestanding entity, our goal is to **assist** organizations and the individuals of which they are comprised **achieve** optimal levels of performance.

Thank you for considering our proposal. It will be a privilege to serve you!



Board of Trustees

Date of Meeting

Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person

E-Mail Address

	Current	Proposed
January	Annual Audit report for Prior Year (PY)	Consider budget plan/timeline
	Approve audit firm for upcoming year	Superintendent Annual (Summative) Evaluation
	Consider budget plan/timeline	Superintendent Contract Consideration
	Superintendent Annual (Summative) Evaluation	Public Hearing FIRST
	Superintendent Contract Consideration	
		Superintendent's evaluation form approved if changes needed
	Superintendent's evaluation form approved if changes needed	Set Superintendent Goals for following year
	Set Superintendent Goals for following year	Begin District Goal Setting
	Begin District Goal Setting	Determine/plan summer projects
	Determine/plan summer projects	
February	Public Hearing FIRST	Public Hearing TAPR
	Public Hearing TAPR	Adopt School Calendar
	Adopt School Calendar	Approve audit firm for upcoming year
		Determine/plan summer projects
	Proposed school calendar	Proposed school calendar
Discipline Report	Discipline Report	
March	Teacher contract renewal	Teacher contract renewal
	Finalize district goals	Finalize district goals
	Review Technology Plan Updates	Review Technology Plan Updates
Set calendar for end of year activities/graduations	Set calendar for end of year activities/graduations	
April	Review compensation/benefits package	Review compensation/benefits package
	Board Self Evaluation	Board Self Evaluation
		Approve summer projects
		CNS-Meal-Prices
		ESL/Summer School Plan
		IMA & TEKS Certification
	Estimated Certified Values	Estimated Certified Values
May	Bank depository bids (Every other year)	Bank depository bids (Every other Odd year)
	Approve summer projects	Approve summer projects
		MOU with McDade for Sped Shared Services
	Begin budget planning	Begin budget planning
	Review Professional Development Report	Review Professional Development Report
Review District/Campus Improvement Plan	Review District/Campus Improvement Plan	
June	Superintendent Annual (Summative) Evaluation	Superintendent Annual (Formative) Evaluation
	Superintendent Contract Consideration	Superintendent Contract Consideration
		Cafeteria Services Report and Prices for the next year
	Cafeteria Services Report and Prices for the next year	
	Budget Planning Continued	Budget Planning Continued/ Budget Workshop
	Consider new or modified programs for upcoming school year	Consider new or modified programs for upcoming school year
	Review Employee/Staff Handbook Draft	Review Employee/Staff Handbook Draft
Review Student Handbook & Code of Conduct Draft	Review Student Handbook & Code of Conduct Draft	

	Superintendent's mid-year review (Executive Session)	Superintendent's mid-year review (Executive Session)
July	Approve Employee/Staff Handbook	Approve Employee/Staff Handbook
	Approve Student Handbook & Code of Conduct	Approve Student Handbook & Code of Conduct
	Order Trustee election and approve contract for election services (Even years only)	Order Trustee election and approve contract for election services (Even years only)
	Establish Trustee Election Dates (Even years only)	Establish Trustee Election Dates (Even years only)
		HB 3033 Business days
	Budget Workshop	Budget Workshop Preliminary Budget
	Certified Values	Certified Values
	Consider attending TASB Conference in September	Consider attending TASB Conference in September
	Select TASB Delegate and Alternate	Select TASB Delegate and Alternate
	Announcement of Board continuing education hours and release to media	Announcement of Board continuing education hours and release to media
August	Amend budget for current year	Amend budget for current year
	Approve budget for upcoming year	Approve budget for upcoming year
	Accept certification of appraisal roll for certified taxable values	Accept certification of appraisal roll for certified taxable values
	Approval of clubs for extra-curricular absence purposes	Approval of clubs for extra-curricular absence purposes
	Approve district teacher appraisal calendar	Approve district teacher appraisal calendar
	Set the Tax rate (Special Board Meeting)	Set the Tax rate (Special Board Meeting)
	Budget Hearing (Special Board Meeting)	Budget Hearing (Special Board Meeting)
		Commit Fund Balance
	Review Multi-Hazard Emergency Operations Plan	Review Multi-Hazard Emergency Operations Plan
September	Class Size Waiver (if necessary)	Class Size Waiver (if necessary)
	Approve District/Campus Improvement Plan	Approve District/Campus Improvement Plan
	Approve Bastrop & Williamson County Adjunct Faculty Agreement	Approve Bastrop & Williamson County Adjunct Faculty Agreement
	Procedure for Dismissal of school due to weather conditions	Procedure for Dismissal of school due to weather conditions
	Beginning school enrollment reports	Beginning school enrollment reports
	Free & reduced lunch information	Free & reduced lunch information
October	Approval of tax roll resolution Williamson and Travis County	Approval of tax roll resolution Williamson and Travis County
	Set Board meeting for canvassing for canvassing election return (even years only)	Set Board meeting for canvassing for canvassing election return (even years only)
	Plan Team of 8 training	Plan Team of 8 training
	Staff Appreciation Event Planning	Staff Appreciation Event Planning
November	Canvass Ballots for trustee election (Oath of Office)	Canvass Ballots for trustee election (Oath of Office)
	Induct new Board members	Induct new Board members
	Board reorganization	Board reorganization

December

Provide new board member(s) with local orientation	Provide new board member(s) with local orientation
Fall ADA Report	Fall ADA Report
Special populations enrollment	Special populations enrollment
Plan for Superintendent Evaluation	Plan for Superintendent Evaluation
	Staff Appreciation Event Planning
Announcement of Board Continuing Education hours	Announcement of Board Continuing Education hours
Review of Board Operating Procedures	Review of Board Operating Procedures
	Annual Audit report for Prior Year (PY)
Consider Budget Plan/timeline	
Staff Appreciation Event	Consider Budget Plan/timeline
Superintendent's Mid-year review (Executive Session)	Staff Appreciation Event
Superintendent delivers self evaluation and required evaluation reports	Superintendent's Mid-year review (Executive Session)
	Superintendent delivers self evaluation and required evaluation reports



Board of Trustees

Date of Meeting	
Item Type	

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person	<input type="text"/>	E-Mail Address	<input type="text"/>
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[Enhance District >](#)

Current Trustee Training Requirements



Serving as a school board member comes with plenty of challenges. Earning and reporting training credit hours shouldn't be one of them.

Whether you're a new board member learning about training requirements for the first time, or an experienced board member ready to learn about options that better suit your interests, TASB has you covered.

We offer a variety of professional development that helps you earn continuing education credit (CEC) while growing in your role and feeding your passions for school governance. All training options for trustees are based on the continuing education requirements adopted by the State Board of Education.

Find your training

I want information for...

Experienced Board Mem... ▼

Experienced Member Training Requirements (More than one year of service)

Note: Required hours will vary year to year depending on how the Post-Legislative Update, Child Abuse, and Student Achievement and Accountability hours fall for an individual trustee.

Annual	
Cybersecurity 1 hour	See the Texas Department of Information Resources for providers.
Team Building 3 hours	Available through TASB or other registered providers.
Additional Required Training 5 hours (Up to 5 hours online; up to 1 hour using self-instructional materials)	Available through TASB : Additional education based on Framework for School Board Development is available through TASB's conferences, events, and continuing education programs. Also available through other providers.
Biennial (every other year)	
Sexual Abuse, Human Trafficking, and Other Maltreatment of Children (Child Abuse Prevention) 1 hour	Available through TASB or other registered providers.

Update to the Texas Education Code Sufficient length ~ 1–2 hours after each legislative session	Available through TASB or other registered providers.
Evaluation and Improving Student Outcomes 3 hours (By the second anniversary of completion of previous training)	Available through TASB or other authorized providers.
School Safety 2 hours	Provided through TEA Learn .

Report and track your continuing education credit with TASB

Once you've taken training through TASB, it's easy to report and track the credit you've earned.

[VIEW AND REPORT](#)

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Current Trustee Training Requirements



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Find your training

I want information for...

New Board Members ▼

New Board Member Training Requirements (First year of service)

First 90 days	
Open Meetings Act (OMA) 1–2 hours	Available through TASB's Online Learning Center or other registered providers.
Public Information Act (PIA) 1–2 hours	PIA training may be delegated by district policy.
First 120 days	
Local District Orientation 3 hours	Provided by your school district.
Orientation to the Texas Education Code 3 hours	Provided through your local Education Service Center (ESC).
Evaluating and Improving Student Outcomes 3 hours	Available through TASB or other authorized providers.
Sexual Abuse, Human Trafficking, and Other Maltreatment of Children (Child Abuse Prevention) 1 hour	Available through TASB or other registered providers.

School Safety 2 hours	Provided through TEA Learn .
Within first year	
Cybersecurity 1 hour	See the Texas Department of Information Resources for providers.
Team Building 3 hours	Available through TASB or other registered providers.
Additional Required Training 10 hours	Available through TASB : Additional education based on Framework for School Board Development is available through TASB's conferences, events, and continuing education programs. Also available through other providers.

Online Learning Center

New board members earn continuing education credits and find the courses you need to expand your knowledge and successfully serve on your school board.

[LEARN MORE](#)

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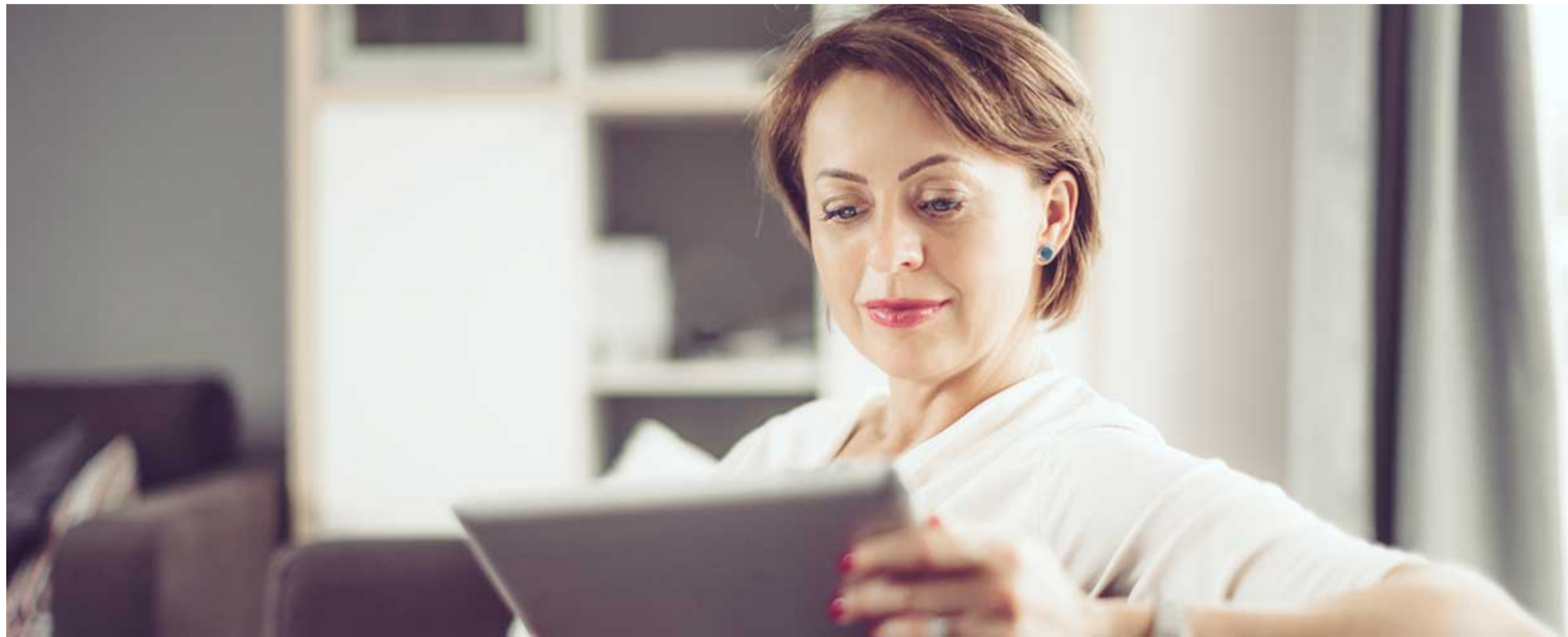
Austin, TX 78767-0400

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tasb@tasb.org

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New Board Member Checklist



Sometimes, it's just helpful to know what questions to even ask. This checklist for new school board trustees has practical questions and tips that will help you focus on the big picture perspective of district affairs as you dig into the details of board service. Refer to this list throughout your first year and read our [guide for new school board members](#) to help you get grounded and going in your board service.

You'll also want to review the [legal requirements for new trustees](#).

Setting goals and priorities and monitoring success

- Find out your district's process and calendar for setting goals and priorities and assessing success.
- Have your superintendent brief you on the state accountability system and the Texas Academic Performance Report (TAPR) System. Ask your superintendent for a copy of your district's most recent annual performance report if you don't already have one.
- Get a copy of your current district goals and review them.
- Find out how success on your district's current goals is going to be assessed.
- Keep a copy of your district goals with you at board meetings.

Adopting policies

- Ask for a copy of your district's policy manual to review.
- Have your board president or one of your colleagues give you a brief introduction on how to use the policy manual.
- Ask about your local procedures for adopting and revising policy.
- Read through and make sure you are familiar with both the *legal* and *local* versions of key policies you will need every day. Legal policies compile federal law, state law, and court decisions, providing the statutory context in which all other policies should be read. The local policies reflect decisions made by the board of trustees. Be familiar with the following:
 - Policy DGBA: Employee Complaints
 - Policy FNG: Student Complaints
 - Policy GF: Public Complaints
- Read all the policies that govern the conduct of board business, such as:
 - Policy BAA: Board Powers and Duties
 - Policy BBE: Board Member Authority
 - Policy BBFA: Board Member Ethics: Conflict of Interest Disclosures
 - Policy BE: Board Meetings
 - Policy BJA: Superintendent Qualifications and Duties

Hiring and evaluating the superintendent

- Find out your board's evaluation cycle and what step in the process will be coming up next.
- Get a copy of the evaluation instrument your board will use and review it right away.
- Find out what procedure, if any, your board has established for you to ask questions about performance between the evaluation conferences.

Adopting a budget and setting a tax rate

- Find out your board's evaluation cycle and what step in the process will be coming up next.
- Get a copy of the evaluation instrument your board will use and review it right away.
- Find out what procedure, if any, your board has established for you to ask questions about performance between the evaluation conferences.
- Review your superintendent's contract.

Communicating with the community

- Find out what your board and district routinely do to keep the public fully and accurately informed.
- Find out who serves as the designated spokesperson for your board.
- Talk with your colleagues about the best way to respond to the community and to the press when you're on the losing side of a close and carefully watched vote.
- Find out what formal means your board uses to hear from your community.

Board operations—meetings

- Find out who prepares the agendas for your board meetings and how you get an item included.
- Find out when you can expect to get agenda materials from your superintendent and what you do if you need additional information.
- Ask your board president what rules of order are used at your meetings.
- Make sure you understand the basic provisions of the Texas Open Meetings Act.
- Make sure you understand the limitations on closed sessions of your board.
- Study Policy BEC: Closed Meetings.
- Review Policy BED: Public Participation.

Board operations—board members and the community

- Talk with your colleagues about how they respond in controversial situations.
- Learn your district's policies and procedures for handling community complaints, including:
 - Policy FNG: Student Complaints
 - Policy GF: Public Complaints

Board operations—board members and the district staff

- Ask your superintendent to brief you about district hiring processes, especially about how community-sensitive positions, such as principalships and head coaching jobs, are filled.
- Talk with your colleagues and your superintendent about when it is appropriate for board members to raise concerns about district staff and what is the appropriate manner for raising those concerns.
- Be sure you are familiar with board policies and procedures for asking information of staff.
- Make sure you understand the basic provisions of the Texas Public Information Act, including your responsibilities as a temporary custodian of district documents.
- Study Policy BBE: Board Member Authority.
- Make sure you know your district's policy for hearing complaints from staff.

Review Policy BBE (LOCAL) and any local procedures regarding board member visits to campuses and be very careful to adhere to them.

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Texas Association of School Boards

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**Open Meetings Act
Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

Gov't Code 551.005

**Public Information
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the Public Information Act. [See GBAA regarding public information coordinator training] *Gov't Code 552.012*

**SBOE-Required
Training**

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The SBOE's framework for governance leadership [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

The continuing education required under Education Code 11.159 applies to each member of the board. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

No continuing education shall take place during a board meeting unless that meeting is called expressly for the delivery of board member continuing education. Continuing education may take place prior to or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(e)*

A regional education service center (ESC) board member continuing education program shall be open to any interested person, in-

cluding a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members. *19 TAC 61.1(f)*

Annually, the SBOE shall commend those board-superintendent teams that complete at least eight hours of the continuing education specified at Team Building and Additional Continuing Education, below, as an entire board-superintendent team.

Annually, the SBOE shall commend board-superintendent teams that effectively implement the commissioner of education's trustee improvement and evaluation tool developed under Education Code 11.182 [see BG] or any other tool approved by the commissioner.

19 TAC 61.1(k), (l)

Verification

For each training described below, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number. *19 TAC 61.1(h)*

Reporting

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's internet website within ten business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(j); Education Code 11.159(b)*

Local District
Orientation

Each board member shall complete a local district orientation session. The purpose of the local orientation is to familiarize new board members with local board policies and procedures and district goals and priorities.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall:

1. Be at least three hours in length.
2. Address local district practices in the following, in addition to topics chosen by the local district:
 - a. Curriculum and instruction;
 - b. Business and finance operations;
 - c. District operations;
 - d. Superintendent evaluation; and
 - e. Board member roles and responsibilities.

Each board member should be made aware of the continuing education requirements of 19 Administrative Code 61.1 and those of the following:

1. Open meetings act in Government Code 551.005 [see Open Meetings Act Training above];
2. Public information act in Government Code 552.012 [see Public Information Act Training above]; and
3. Cybersecurity in Government Code 2054.5191 [see CQB].

The orientation shall be open to any board member who chooses to attend.

19 TAC 61.1(b)(1)

Education Code
Orientation

Each board member shall complete a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall be at least three hours in length. Topics shall include, but not be limited to, Education Code Chapter 26 (Parental

Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).

The orientation shall:

1. Be provided by an ESC.
2. Be open to any board member who chooses to attend.

The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(2)

Legislative Update

After each session of the Texas Legislature, including each regular session and called session related to education, each board member shall complete an update to the basic orientation to the Education Code.

The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.

The update shall be provided by an ESC or a registered provider [see Registered Provider, below].

A board member who has attended an ESC basic orientation session described at Education Code Orientation, above, that incorporated the most recent legislative changes is not required to attend an update.

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(3)

Team Building

The entire board shall participate with their superintendent in a team-building session.

The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

The session shall be held annually and shall be at least three hours in length.

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. [See BBD(EXHIBIT)] The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the year for the governance leadership team.

The team-building session shall be provided by an ESC or a registered provider [see Registered Provider and Authorized Provider, below].

19 TAC 61.1(b)(4)

Additional
Continuing
Education (Based
on Assessed
Needs)

In addition to the continuing education requirements set out above, each board member shall complete additional continuing education based on the framework for governance leadership. [See BBD(EXHIBIT)]

The purpose of continuing education is to address the continuing education needs referenced at Team Building above.

The continuing education shall be completed annually.

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with the board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials.

The continuing education shall be provided by an ESC or a registered provider [see Registered Provider, below].

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

First Year

In a board member's first year of service, he or she shall complete at least ten hours of continuing education in fulfillment of assessed needs.

*Subsequent
Years*

Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.

Board President

A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.

19 TAC 61.1(b)(5)

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

Evaluating Student
Academic
Performance

Each board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in Education Code 11.1515. [See BAA]

The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of Education Code 11.185 and 11.186.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The continuing education shall be completed every two years and shall be at least three hours in length.

The continuing education required by this provision shall include, at a minimum:

1. Instruction in school board behaviors correlated with improved student outcomes with emphasis on:
 - a. Setting specific, quantifiable student outcome goals; and
 - b. Adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under Education Code Chapter 39;
2. Instruction in progress monitoring practices to improve student outcomes; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under Education Code Chapter 39, and the state accountability system established under Chapter 39.

The continuing education shall be provided by an authorized provider [see Authorized Provider, below].

If the training is attended by an entire board and its superintendent, includes a review of local school district data on student achievement, and otherwise meets the requirements described at Team Building above, the training may serve to meet a board member's obligation to complete training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Open Meetings Act.

19 TAC 61.1(b)(6)

Identifying and
Reporting Abuse

Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with Education Code 11.159(c)(2).

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The training shall be completed every two years and shall be at least one hour in length.

The training must familiarize board members with the requirements of Education Code 38.004 and 38.0041, and 19 Administrative Code 61.1051 (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).

The training required by this provision shall include, at a minimum:

1. Instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;
2. Instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and
3. Instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.

The training sessions shall be provided by a registered provider [see Registered Provider, below].

This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(7)

School Safety

The SBOE shall require a trustee to complete training on school safety. *Education Code 11.159(b-1)*

The continuing education required under Education Code 11.159(b-1) applies to each member of an independent school district board of trustees.

Each member shall complete the training on school safety adopted by the SBOE. The training requirement shall be fulfilled by completing the online course adopted by the SBOE and made available by the commissioner of education. The training shall be completed every two years.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed trustee who did not complete the training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

A district shall maintain verification of completion for each trustee.

19 TAC 61.3

Training Provider

*Registered
Provider*

For the purposes of 19 Administrative Code 61.1, a registered provider has demonstrated proficiency in the content required for a specific training. A private or professional organization, school district, government agency, college/university, or private consultant shall register with the Texas Education Agency (TEA) to provide the board member continuing education required by 19 Administrative Code 61.1(b)(3), (5), and (7) [see Legislative Update, Additional Continuing Education, and Identifying and Reporting Abuse, above].

A district that provides continuing education exclusively for its own board members is not required to register under 19 Administrative Code 61.1(c)(1)–(2).

19 TAC 61.1(c)

*Authorized
Provider*

An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required by 19 Administrative Code 61.1(b)(4) and (6). Proficiency may be demonstrated in accordance with 19 Administrative Code 61.1(d).

A private or professional organization, school district, government agency, college/university, or private consultant may be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

An ESC shall be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

19 TAC 61.1(d)

[See above for 19 Administrative Code 61.1(b)(4) on Team Building and (b)(6) on Evaluating Student Academic Performance.]

Note: For cybersecurity training requirements, see CQB(LEGAL).



2024-2025 COUPLAND ISD RECRUITMENT & RETENTION PLAN

In March 2024, the Board of Trustees adopted a strategic plan that galvanized the community around a common and shared purpose. Two of the four pillars within the plan addressed Human Capital Systems and Positive Culture.

Human Capital Strategy: Develop a district-wide system to attract and retain highly qualified staff.

Positive Culture Strategy: Develop district-wide systems to create an inclusive and welcoming environment.

This Coupland ISD Retention and Recruitment Plan was developed through input from the District Site Based Decision making Committee and the Administration to help address these strategies.

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- Coupland ISD will pay \$1000 stipend to teachers with a Master's Degree.
 - Coupland ISD will allow employee children to attend Coupland ISD Pre-K tuition free.
 - Coupland ISD pays \$450 towards the health care plan
 - Coupland ISD pays for all employees are provided a \$20,000 life insurance plan.
 - Coupland ISD offers each staff member a credit for 10 meals to be used in the Cafeteria.
 - Coupland ISD provides and Employee Assistance Program to all employees
 - Coupland ISD offers after school care for employee children.
 - Teachers new to Coupland ISD will be assigned a mentor.
 - Coupland ISD will reimburse up to \$2,000 towards completion of an Alternative Certification Program.
 - Coupland ISD offers all staff members access to a Wellness Program "TeacherFit" for free.
 - Coupland ISD will provide professional development opportunities to meet the goals of the teacher and district.
 - All Coupland ISD employees will receive 5 local days and 5 state days per year.
 - Coupland ISD will buy back unused local personal days.
 - Coupland ISD provides a safe, professional, and fun work environment and is proud of a work-life balance that is second to none!

Vision: Coupland I.S.D. instills a foundation of academics and character, empowering all students to achieve excellence.

Mission: In partnership with our families and community, Coupland I.S.D. ensures a safe and respectful environment. Our dedicated and knowledgeable staff motivate students to learn, grow, and achieve personal success. We maintain our tradition of academic excellence and strength of character, upholding the Cowboy Way.



Board of Trustees

Date of Meeting	
Item Type	

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person	<input type="text"/>	E-Mail Address	<input type="text"/>
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SUPERINTENDENT
EVALUATION

BJCD
(LOCAL)

Written Evaluation

The Board shall prepare a written evaluation of the Superintendent at annual or more frequent intervals.

The Board shall furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in a closed meeting, unless the Superintendent requests that the discussion be open.

Informal Evaluation

The Board may at any time conduct and communicate oral evaluations to augment its written evaluations.

**Employment and
Evaluation**

The board shall adopt a policy providing for the employment and duties of district personnel. The employment policy must provide that the board employs and evaluates the superintendent. *Education Code 11.1513(a)(1)* [See DC]

Appraisal Process

A board shall appraise a superintendent annually using either:

1. The commissioner of education's recommended appraisal process and criteria; or
2. An appraisal process and performance criteria that are:
 - a. Developed by the district in consultation with the district- and campus-level committees; and
 - b. Adopted by the board.

Education Code 21.354(c)

In addition to other procedures and criteria determined by the board, the commissioner's recommended appraisal process and criteria shall include, at a minimum, an annual evaluation of the superintendent and a student performance domain. Completion of the Lone Star Governance superintendent evaluation may satisfy these requirements. *19 TAC 150.1031(b)-(c)*

Annual
Performance Report

The information in the annual report describing the educational performance of a district [see AIB] shall be a primary consideration of the board in evaluating the superintendent. *Education Code 39.307(3)(C)*

**Penalty for
Noncompliance**

Funds of the district may not be used to pay a superintendent who has not been appraised in the preceding 15 months. *Education Code 21.354(d)*

Confidentiality

A document evaluating the performance of a teacher or administrator is confidential and is not subject to disclosure under the Public Information Act, Government Code Chapter 552. *Education Code 21.355* [For disclosure requirements on evaluations, see GBA.]



Board of Trustees

Date of Meeting	
Item Type	

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person	<input type="text"/>	E-Mail Address	<input type="text"/>
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April

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 No School	2	3	4	5	6
7	8	9	10	11 Board Workshop - Budget Regular Board Meeting	12	13
14	15	16 STAAR Begins	17	18	19	20
21	22 TEAM of 8 Training 6:00pm -9:00 pm	23	24	25	26	27
28	29	30				

May

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9 Regular Board Meeting	10	11
12	13	14	15	16	17	18
19	20	21	22	23 Last Day for Students	24 Last Day for 187 staff	25
26	27	28	29	30	31	

June

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	Board Meeting	14	15
16	17	18	19	Board Meeting ???	21	22
23	24	25	26	27	28	29
30						



Board of Trustees

Date of Meeting	
Item Type	

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person	<input type="text"/>	E-Mail Address	<input type="text"/>
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