COUPLAND ISD

620 S COMMERCE ST

COUPLAND, TX 78615

512-856-2422

REGULAR MEETING AGENDA

Date: Tuesday, September 22, 2026

Time: 6:00 PM

Location: Media Center at CJHHS
350 CR 460
Coupland, TX 78615

AGENDA

1. Call the meeting to order and establish a quorum.
2. Pledge of Allegiance
3. Principal's Report
4. Recognitions
5. Construction Update:
   Claycomb and Associates (Architect)
   Weaver & Jacobs (CMAR)
6. Public Comments
7. Superintendent's Report
8. CONSENT AGENDA:
   A. Consider and Approve the Board of Trustees Meeting Minutes for the Tax Rate Hearing and the Regular Board Meetings held on August 13, 2026.
   B. Approve Monthly Bills and Monthly Financial Statements.
   C. Items Exceeding $25,000 - Student Laptops
   D. Consider and Approve Workers Compensation Insurance for the 2026-2027 School Year
   E. Consider and Approve the 2026-2027 District and Campus Improvement Plans
9. APPROVAL OF ADDITIONAL ACTION ITEMS AS NEEDED:

A. Consider and Take Action to Approve an Order Canceling the November 3, 2026 Trustee Elections (General and Special) in Travis and Williamson Counties and Declaring Each Unopposed Candidate Elected to Office

B. Consider and Take Action to Accept the Certification of Unopposed Candidates

C. Consider and Take Action on the Appointment of Investment Officers for CISD

D. Consider and Approve the Temple College MOU for the 2026-2027 School Year

E. *Consider, review, receive public comment on, and take action to approve updates to the District's Internet Safety and Technology Acceptable Use Policy and Policies CQ(LOCAL) and CQ(LEGAL) ensuring compliance with the Children's Internet Protection Act (CIPA) and E-rate funding requirements for teacher and student internet safety instruction.*

F. Consider and take possible action to approve the Coupland Independent School District Annual Certification of Compliance under Texas Education Code § 39.008 concerning the District's compliance with Texas Education Code §§ 11.005 and 28.0022, following an opportunity for public testimony.

10. Discussion Items
    A. Discuss Future Action and Discussion items
    B. Next Steps for Coupland ISD
        - Growth
            - Students
            - Courses
            - Programs
        - Next Steps
    C. Discuss Board Self Evaluation & Goals
    D. Joint Meeting between School Board and City Council
    E. Discuss New and Current Board Member Training Requirements
    F. txEDCON (TASA/TASB) Conference October 8-11, 2026
    G. Staff Appreciation Planning
        - Date - December 4, 2026
        - Time
        - Location
        - Meal Vendor
        - Theme
        - Raffle Items/Swag
11. Future Board Meeting Dates

- October 1, 2026 - Board Workshop with City of Coupland
- October 22, 2026 - Regular Board Meeting

12. 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 Chapter 551). 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 (Texas Gov't Code 551.074),
    Student Discipline (Texas Gov't Code 551.082),
    Attorney consultation (Texas Gov't Code 551.071),
    Purchase, exchange, lease or value of real property (Texas Gov't Code 551.072),
    Prospective gift (Texas Gov't Code 551.073),
    Employee - Employee Complaint (Gov't code 551.082),
    Student Discipline Complaint (Gov't Code 551.082),
    Security (Gov't Code 551.076)

    Any action will be taken in a public session.

    A. Discuss New Hires
13. 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. New Hire Recommendations
14. Report Items
    A. Resignations
15. 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 15th day of September 2026 at 12:00p.m. on the front door of the school building and the school district website.

_____

Dr. Earl W. Parcell, Superintendent

_____

Dr. Earl W. Parcell, Superintendent

Board of Trustees

Date of Meeting	9/22/2026
Item Type	Action

Item Name	Consider and Approve the Board of Trustees Meeting Minutes for the Tax rate Hearing and the Regular Board Meetings held on August 13, 2026.
District Goal	Communication
Summary (Purpose / Objective)	The Board of Trustees Meeting Minutes for the following meeting(s) will be brought before the Board for approval: Tax Rate Hearing – August 13, 2026 Regular Meeting – August 13, 2026
Fiscal Impact	None
Administrative Recommendation	The administration recommends the minutes to be approved, or the minutes to be corrected and then approved, and then be filed.

Attachments	Meeting Minutes for: Tax Rate Hearing – August 13, 2026 Regular Meeting – August 13, 2026

Contact Person: Dr. Earl Parcell, Superintendent
E-Mail Address: eparcell@couplandisd.org

COUPLAND ISD

620 S COMMERCE ST

COUPLAND, TX 78615

512-856-2422

REGULAR MEETING MINUTES

Date: Thursday, August 13, 2026

Time: Immediately following Tax Hearing

Location: Media Center at CJHHS
350 CR 460
Coupland, TX 78615

Board Members:

Crystal Ward – Present

Michael Roepke – Present

David Young – Arrived at 7:28PM

Tessa Strider – Present

Susan Schmidt – Absent

Marcia Buffington – Present

Suzie Dunlop – Sworn in at 7:23PM

Superintendent:

Dr. Earl Parcell – Present

AGENDA

1. **Call the meeting to order and establish a quorum.** @ 6:34PM

2. **Pledge of Allegiance**
   Led by: Crystal Ward

3. **Principal's Report**
   Mr. Booker, principal of Coupland Junior High and High School, provided an update of the start of the year actives.
   Mrs. Knapek, principal of Coupland Elementary School, also provided an update on beginning of the year activities.

4. **Recognitions**
   None

5. **Public Comments**
   None

6. **Construction Update:**
   Claycomb and Associates (Architect)
   Weaver & Jacobs (CMAR)
   Chris Collins, Claycomb & Associates, and Dallas Hagan, Weaver & Jacobs, provided updates on the CJHHS facility. The building is more than 90% complete with the initial GMP project. The gym, locker room, metal building, sewer lift station, and final punch list items remain.

7. **Superintendent's Report**
   Dr. Parcell provided an update that included district enrollment by campus as well as roses and thorns pertaining to assuming the new campus 4 days prior to the start of school.

8. **Consider, Discuss, and Possibly Approve the Appointment of a New Board Member to Fill the Existing Vacancy**
   I move we appoint Suzie Dunlop to serve as a board member. (This position was vacated by Royce Hatch.)

   Motion made by: Tessa Strider
   Seconded by: Marcia Buffington

   Roepke – Yea
   Young – Absent
   Strider - Yea
   Ward - Yea
   Schmidt - Absent
   Buffington – Yea
   Yea – 4; Nay – 0

9. **Administer Statement of Officer and Oath of Office to New Board of Trustees Member**
   Board President, Crystal Ward, administered the oath of office to Suzie Dunlop.

10. CONSENT AGENDA:

A. Consider and Approve the Board of Trustees Meeting Minutes for the Regular Meeting held on July 16, 2026.

B. Approve Monthly Bills and Monthly Financial Statements.

C. Consider and Approve a Contracted Services Agreement Special Education Director

I move that we approve the consent agenda as presented.

Motion made by: Marcia Buffington
Seconded by: Michael Roepke

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Dunlop - Yea
Yea – 6; Nay – 0

11. APPROVAL OF ADDITIONAL ACTION ITEMS AS NEEDED:

A. Consider and Take Action on a Resolution to Set the Tax Rate for Coupland Independent School District Tax Year 2026

"I move that a proposed rate to pay debt service of $0.5000 per $100 of taxable value be approved. This rate exceeds the District's debt service rate determined under Section 44.004(c)(5)(A)(ii)(b), Education Code of $1,727,400 by approximately $102,600. The excess revenue collected from the proposed rate will be used for defeasing or accelerating principal payments of all or a portion of the District's outstanding bonds and / or increasing reserves to a healthy level. I move that we approve the resolution levying a total tax rate for the Coupland Independent School District Tax Year 2026 (CISD 2026-2027 Fiscal Year) at $1.192200 with M&O at $.6922 and I&S at $.500000.

Motion made by: Michael Roepke
Seconded by: David Young

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Dunlop - Yea
Yea – 6; Nay – 0

B. Consider Calling a Voter Approved Tax Ratification Election for the November 3, 2026 election

Dr. Parcell shared with the Board that he was informed by the Williamson County Tax Assessor's office at 12:30 pm on 8/13/2026 that the Taylor Press did not print the Tax Hearing newspaper posting in the August 2, 2026 paper. After consultation with legal counsel, the district was advised to continue with the resolution as planned and to note that the district followed all requirements in a timely manner and did so in good faith.

July 28 – The Williamson County Tax Assessor's office sent the Truth in Taxation form (50-859) for district review. Dr. Parcell approved the draft the same day.

July 29 – Dr. Parcell received the Taylor Press proof from the Williamson County Tax Assessor's office and approved it the same day.

August 2 – the notice of the Tax Rate Hearing was to run in the Sunday Taylor Press paper.

August 13, 2026 – Dr. Parcell was notified that the Taylor Press did not print the Tax Rate notice in the paper.

August 13 – Dr. Parcell consulted with legal counsel and was advised to proceed with the hearing as the district had operated in good faith and had met all of the deadlines.

I move that we approve the Voter Approved Tax Ratification Election Resolution Order for the November 3, 2026 election.

Motion made by: Michael Roepke
Seconded by: David Young

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Dunlop - Yea
Yea – 6; Nay – 0

C. Consider and Take Action to Approve the 2026-2027 Emergency Operations Plan

I move that we approve the 2026-2027 Emergency Operations Plan with reunification annex.

Motion made by: David Young
Seconded by: Michael Roepke

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Dunlop - Yea
Yea – 6; Nay – 0

D. Consider and Take Action to Approve the 2023-2026 Audit Survey

I move that we approve the 2023-2026 Audit Survey

Motion made by: Tessa Strider
Seconded by: Marcia Buffington

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea

Schmidt - Absent
Buffington – Yea
Dunlop - Yea
Yea – 6; Nay – 0

E. Consider and Approve a Resolution to Declare a Good Cause Exception for HB 3 - Armed Security Officer Requirement (2026-2027)

I move that we Approve a Resolution to Declare a Good Cause Exception for HB 3 - Armed Security Officer Requirement (2026-2027)

Motion made by: Michael Roepke
Seconded by: David Young

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Dunlop - Yea
Yea – 6; Nay – 0

F. Consider and Accept the Certified Appraisal Roll for Certified Taxable Values for Williamson and Travis County

I move that we Accept the Certified Appraisal Roll for Certified Taxable Values for Williamson and Travis County

Motion made by: Marcia Buffington
Seconded by: Tessa Strider

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Dunlop - Yea
Yea – 6; Nay – 0

G. Consider and Take Action on the Adjunct Faculty Agreements for Texas A&M Agrilife County Extension Agents in Bastrop and Williamson Counties for the 2026-2027 School Year

I move that we Approve the Adjunct Faculty Agreements for Texas A&M Agrilife County Extension Agents in Bastrop and Williamson Counties for the 2026-2027 School Year

Motion made by: David Young
Seconded by: Marcia Buffington

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Dunlop - Yea
Yea – 6; Nay – 0

H. Consider and Take Action on CISD List of Approved Appraisers for 2026-2027 School Year

I move that we Approve the CISD List of Approved Appraisers for 2026-2027 School Year

Motion made by: Michael Roepke
Seconded by: Crystal Ward

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Dunlop - Yea
Yea – 6; Nay – 0

12. Discussion Items

A. Discuss Future Action and Discussion items

B. **Joint Meeting between School Board and City Council**

C. **Discuss New and Current Board Member Training Requirements**

D. **Staff Appreciation Planning**
December 4, 2026
- **Location**
- **Catering**
- **Itinerary**

13. **Future Board Meeting Dates**
- **September 10, 2026**
- **September 24, 2026 (Joint CISD School Board and Coupland City Council)**

Recess: @ 8:47 PM
Returned: @ 10:02 PM

14. **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 Chapter 551). 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 (Texas Gov't Code 551.074),
Student Discipline (Texas Gov't Code 551.082),
Attorney consultation (Texas Gov't Code 551.071),
Purchase, exchange, lease or value of real property (Texas Gov't Code 551.072),
Prospective gift (Texas Gov't Code 551.073),
Employee - Employee Complaint (Gov't code 551.082),
Student Discipline Complaint (Gov't Code 551.082),
Security (Gov't Code 551.076)

Any action will be taken in a public session.

The Board went into executive session at** 10:03 **PM.

The Board came out of executive session at** 10:08 **PM.

A. Discuss New Hires

15. 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. New Hire Recommendations

I move that we Approve the New Hire Recommendations

Motion made by: Marcia Buffington
Seconded by: Michael Roepke

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Dunlop - Yea
Yea – 6; Nay – 0

16. Report Items

A. Resignations

17. ADJOURNMENT:

I move that we Adjourn. @10:09 PM

Motion made by: Michael Roepke
Seconded by: Tessa Strider

Roepke – Yea
Young – Yea
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Dunlop - Yea

Yea – 6; Nay – 0

_____		_____	
Board President	Date	Board Secretary	Date

COUPLAND ISD

620 S COMMERCE ST

COUPLAND, TX 78615

512-856-2422

TAX RATE 2026-2027 MINUTES

Date: Thursday, August 13, 2026

Time: 6:00 PM

Location: Media Center at CJHHS
350 CR 460
Coupland, TX 78615

Board Members:

Crystal Ward – Present

Michael Roepke – Present

David Young – Absent

Tessa Strider – Present

Susan Schmidt – Absent

Marcia Buffington – Present

Board Member - Vacancy

Superintendent:

Dr. Earl Parcell – Present

AGENDA

1. **Call to Order** @ 6:05PM

2. **Review Approved 26-2027 Budget**
   Dr. Provided a brief overview of the 2026-2027 “Approved budget”.

3. **2026-2027 Proposed Tax Rate**

Dr. Parcell presented the proposed tax rate that was figured after receiving the certified property values from Travis and Williamson Counties. Implications of a 3 cent VATRE were presented and discussed.

4. Public Comment

None

5. Adjourn

Motion made by: Michael Roepke
Seconded by: Tessa Strider

Roepke –Yea
Young – Absent
Strider - Yea
Ward - Yea
Schmidt - Absent
Buffington – Yea
Yea – 4; Nay - 0

_____ _____

Board President Date Board Secretary Date

Board of Trustees

Date of Meeting: 9/22/2026
Item Type: Action

Item Name	Approve Monthly Bills and Monthly Financial Statement
District Goal	Funding and Finance
Summary (Purpose / Objective)	Monthly bills for August 2026 are presented to the Board. Financial reports of revenues and expenditures are provided monthly for board information
Fiscal Impact	None
Administrative Recommendation	Administration recommends approving the bills and monthly financial reports.

Attachments	August 2026 Monthly Financial Report August 2026 Monthly Bills

Contact Person: Dr. Earl Parcell, Superintendent
E-Mail Address: eparcell@couplandisd.org

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
000806	08-06-2026	BOKF, NA	370059	081526	599-71-6521.00-101-799000	23 and 25 Bond PYmt 8/15	551,187.50	N
			370059	081526	599-71-6599.00-101-799000	23 and 25 Bond PYmt 8/15	500.00	N
						Totals for Check 000806	**551,687.50**	
000806	08-06-2026	UMB BANK NA	370023	081526	599-71-6521.00-101-799000	815 Bond Payment	75,875.00	N
000811	08-11-2026	WEAVER & JACOBS CO	370100		699-81-6629.00-999-799000	Draw 21	2,246,449.81	N
008308	08-20-2026	COMBINED BENEFITS G	DEDCH		863-00-2153.00-012-700000	AUG DED HEALTH INSURANCE	148.28	N
			DEDCH		863-00-2153.00-013-700000	AUG DED HEALTH INSURANCE	49.19	N
			DEDCH		863-00-2153.00-015-700000	AUG DED LIFE INSURANCE	383.40	N
			DEDCH		863-00-2153.00-016-700000	AUG DED HEALTH INSURANCE	230.80	N
			DEDCH		863-00-2153.00-017-700000	AUG DED HEALTH INSURANCE	2.10	N
			DEDCH		863-00-2153.00-022-700000	AUG DED HEALTH INSURANCE	243.24	N
			DEDCH		863-00-2153.00-026-700000	AUG DED HEALTH INSURANCE	704.31	N
			DEDCH		863-00-2153.00-027-700000	AUG DED HEALTH INSURANCE	1,484.28	N
			DEDCH		863-00-2153.00-029-700000	AUG DED LIFE INSURANCE	422.18	N
			DEDCH		863-00-2153.00-035-700000	AUG DED HEALTH INSURANCE	54.00	N
			DEDCH		863-00-2153.00-105-700000	AUG DED HEALTH INSURANCE	122.00	N
			DEDCH		863-00-2153.00-106-700000	AUG DED HEALTH INSURANCE	172.92	N
			DEDCH		863-00-2153.00-107-700000	AUG DED LIFE INSURANCE	82.62	N
			DEDCH		863-00-2153.00-108-700000	AUG DED HEALTH INSURANCE	21.00	N
			DEDCH		863-00-2153.00-111-700000	AUG DED LIFE INSURANCE	49.83	N
			DEDCH		863-00-2159.00-037-700000	AUG DED MISCELLANEOUS DED	677.00	N
			DEDCH		863-00-2159.00-100-700000	AUG DED HSA	250.00	N
			DEDCH		863-00-2159.00-101-700000	AUG DED MISCELLANEOUS DED	91.44	N
			DEDCH		863-00-2159.00-110-700000	AUG DED MISCELLANEOUS DED	97.74	N
						Totals for Check 008308	**5,286.33**	
008309	08-20-2026	NATIONAL BENEFIT SER	DEDCH		863-00-2159.00-042-700000	AUG DED TAX SHEL. ANNUITY	20.00	N
			DEDCH		863-00-2159.00-103-700000	AUG DED TAX SHEL. ANNUITY	925.00	N
			DEDCH		863-00-2159.00-112-700000	AUG DED TAX SHEL. ANNUITY	50.00	N
						Totals for Check 008309	**995.00**	
008310	08-20-2026	TEXAS STATE DISBURS	DEDCH		863-00-2159.00-019-700000	AUG DED MISCELLANEOUS DED	829.66	N
081326	08-13-2026	TRS	270027		863-00-2153.00-050-700000	TRS AC	13,409.00	N
			270027		863-00-2153.00-051-700000	TRS AC	2,850.00	N
			270027		863-00-2153.00-052-700000	TRS AC	11,021.00	N
						Totals for Check 081326	**27,280.00**	
082026	08-20-2026	UNITED STATES TREAS	270028		863-00-2151.00-000-700000	IRS	17,180.90	N
			270028		863-00-2152.01-000-700000	IRS	4,015.34	N
			270028		863-00-2152.02-000-700000	IRS	4,015.34	N
						Totals for Check 082026	**25,211.58**	
082426	08-25-2026	TEACHER RETIREMENT	270031		863-00-2155.00-000-700000	TRS	21,794.28	N
			270031		863-00-2155.00-000-700000	TRS	1,717.14	N
			270031		863-00-2155.01-000-700000	TRS	187.98	N
			270031		863-00-2155.02-000-700000	TRS	5,688.86	N
			270031		863-00-2155.03-000-700000	TRS	28.48	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			270031		863-00-2155.04-000-700000	TRS	1,981.28	N
			270031		863-00-2155.05-000-700000	TRS	236.37	N
			270031		863-00-2155.08-000-700000	TRS	3,904.38	N
						Totals for Check 082426	**35,538.77**	
082526	08-25-2026	UNITED STATES TREAS	270030		863-00-2151.00-000-700000	IRS SUPPLEMENTAL	1,107.97	N
			270030		863-00-2152.01-000-700000	IRS SUPPLEMENTAL	435.00	N
			270030		863-00-2152.02-000-700000	IRS SUPPLEMENTAL	435.00	N
						Totals for Check 082526	**1,977.97**	
						Total For District Written Checks	**2,971,131.62**	

Check Nbr	Trans Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
		CHASE INK	370122		199-51-6399.00-999-799000	Supplies for dispensers	80.95	N
			370122		199-51-6399.00-999-799000	REVERSAL	-80.95	N
						Totals for Vendor 11782	**.00**	
		DIRECT ENERGY BUSIN	370017	26215005995337	199-51-6259.02-001-799CHS	Electricity HS	5,188.28	N
			370017	26215005995337	199-51-6259.02-001-799CHS	REVERSAL	-5,188.28	N
						Totals for Vendor 11356	**.00**	
021151	08-03-2026	CHASE INK	370001	AMZ 4220254	199-11-6399.05-101-723000	PO Created by Req: 270002	27.29	N
			270017	AMZ 3479445	199-11-6399.09-101-711000	Maxtex large cork board	159.99	N
			270018	AMZ 3300228	199-11-6399.09-101-711000	Dry Erase Board	569.99	N
			370030	AMZ 3761053	199-13-6399.00-101-711000	Presentation Clicker	9.99	N
			370032	AMZ 7607420	199-13-6399.00-101-711000	PD Supplies	31.20	N
			370007		199-23-6399.00-101-799000	10 pack safety vest	147.96	N
			370054	WM 4571	199-23-6399.00-101-799000	PD snacks	196.02	N
			370055	WM 4449	199-23-6499.00-101-799000	water	10.94	N
			370000	SU 028121	199-34-6311.00-101-799000	Gas	39.55	N
			370026	SU 035212	199-34-6311.00-101-799000	Gas	106.92	N
			370037	Minut Key	199-34-6399.00-999-799000	F150 spare key	81.18	N
			370024	Lvl 1	199-36-6399.00-001-791000	Leve1 Certfication	35.00	N
			370024	LVl 1 (2)	199-36-6399.00-001-791000	Leve1 Certfication	35.00	N
			370050	WM 0447	199-36-6499.03-001-791000	Athletics Vehicle wash supply	124.51	N
			370056	PRKR 8286003	199-36-6499.05-001-791000	PVC supply	89.78	N
			370022	USPS 829	199-41-6399.00-701-799000	Cert Mail IRS 941	11.02	N
			370028	AMZ 3874606	199-41-6399.00-701-799000	Square Hardware	701.67	N
			370052	WM 449	199-41-6399.00-701-799000	Cowboy Supper Supplies	506.45	N
			370029	Prkr 8262126	199-51-6399.00-999-799000	Field supplies and RR ties	186.41	N
			370031	AMZ 1352206	199-52-6399.00-999-799000	Red Safety Vests/lanyards	7.99	N
			370031	AMZ 1352206	199-52-6399.00-999-799000	Red Safety Vests/lanyards	21.89	N
			370053	AMZ 0169832	199-53-6399.00-999-799000	patch Cables	163.60	N
			370057	WLCO 1832807	699-81-6629.00-999-799000	WILCO Cafe 2026-1285-FFE	1,922.46	N
			370002	Tract sppl 8256	699-81-6639.00-999-699000	Immersion tank	279.98	N
			370025	AMZ 5105069	699-81-6639.00-999-699000	Wireless Microhpone	357.88	N
			270019	Grainger	699-81-6639.00-999-699000	Scorers Table	2,121.89	N
			370051	WM 655	699-81-6639.00-999-699000	TV and mount Weightroom	452.46	N
						Totals for Check 021151	**8,399.02**	
021152	08-06-2026	AED123, LLC	270021	35615	699-81-6639.00-999-699000	AED CJHHS	2,852.00	N
021153	08-06-2026	GAYLYNN CLEVENGER	370070	10	199-21-6299.00-101-723000	Sped Consultant	1,000.00	N
021154	08-06-2026	JACQUELINE DANEK	370062	Mile Reimb Tmpl	199-23-6411.00-001-799000	Milegae Reimb Temple Coll	57.76	N
021155	08-06-2026	QUILL	370040	49657944	199-41-6399.00-701-799000	Toner for Bus Mgr	163.79	N
021156	08-06-2026	RENAISSANCE INSTITUT	370011	2143	199-53-6299.14-101-799000	Supscription	2,500.00	N
021157	08-06-2026	SPARK SERVICES	370072	147574	199-51-6259.01-999-799000	VOIP Telephone	769.00	N
021158	08-06-2026	SPECTRUM	370074	10480005010721	199-51-6299.04-101-799000	Phone	2,213.50	N
			370074	10480050107212	199-53-6299.15-101-799000	Internet	1,829.32	N
						Totals for Check 021158	**4,042.82**	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
021159	08-06-2026	STRIDE PEST	370005	16703526	199-51-6249.03-999-799000	Termite Control Elem	61.00	N
021160	08-06-2026	TASB	370073	695269	199-41-6499.00-701-799000	Policy Review	2,339.50	N
021161	08-06-2026	TECHNOLOGY FOR EDU	270022	2620502-IN	699-81-6639.00-999-699000	2025 Erate HW	8,842.04	N
			270022	26205B2-IN	699-81-6639.00-999-699000	2025 Erate HW	3,604.00	N
						Totals for Check 021161	**12,446.04**	
021162	08-06-2026	TRAVIS CENTRAL APPR	370060	Tax refund	199-00-2110.00-000-700000	Refund of TAx Collecitons	1,798.04	N
021163	08-06-2026	TRINITY EDUCATIONAL	270023	8178	199-00-2110.00-000-700000	Sped Eval HMSchool to HISD	2,018.75	N
021164	08-06-2026	WALSH GALLEGOS KYL	370078	737868	199-41-6211.00-701-799000	Legal	324.00	N
			370078	737869	199-41-6211.00-701-799000	Legal	884.00	N
						Totals for Check 021164	**1,208.00**	
021165	08-13-2026	A-LINE AUTO PARTS	370097	12193335	199-34-6319.00-101-799000	278 Batteries	519.06	N
021166	08-13-2026	BROTHERS FOOD	270024	2002757	240-35-6341.00-101-799000	Produce	264.70	N
021167	08-13-2026	CAMERON BOOSTER CL	370107	Sun Meet XC	199-36-6499.00-001-791000	8/20 Midnight Sun Meet XC	200.00	N
021168	08-13-2026	DIRECT ENERGY BUSIN	370017	26215005995337	199-51-6259.02-001-799CHS	Electricity HS	5,188.25	N
			370016	26125005995337	199-51-6259.02-101-799000	Electricity Elem	4,125.61	N
						Totals for Check 021168	**9,313.86**	
021169	08-13-2026	EARL PARCELL	270025	SU 39037	199-23-6499.00-101-799000	Reimb Ice Cowby supper	23.94	N
021170	08-13-2026	INDIANA WESLEYAN UNI	370105	D Brown 0826	199-13-6221.00-101-799000	D Brown Tuition books	735.00	N
021171	08-13-2026	ULINE, INC.	370021	210767208	699-81-6639.00-999-699000	Drum fan and duffel bag	792.61	N
			270026	207184973	699-81-6639.00-999-699000	Lift Dolly and storage carts	3,300.71	N
						Totals for Check 021171	**4,093.32**	
021172	08-20-2026	BUROW CHIROPRACTIC	370126	15024	199-34-6299.02-999-723000	DOT Physical	680.00	N
021173	08-20-2026	CAROLINA BIOLOGICAL	370094	5530960 RI	699-81-6639.00-999-699000	Science Lab Supplies & Equip	113.00	N
021174	08-20-2026	DATA RECOGNITION CO	370041	INV-6937	199-11-6399.06-101-725000	LAS Battery of Assessments	140.25	N
021175	08-20-2026	LOWE'S	370003	995761 RAAKXH	199-51-6399.00-999-799000	Supplies	370.79	N
			370038	974713 RCLUOI	199-51-6399.00-999-799000	Supplies	280.38	N
			270029	973015-QWTCV	699-81-6639.00-999-699000	CJHHS Appliances	6,997.30	N
			370014	978094	699-81-6639.00-999-699000	Supplies	1,710.03	N
						Totals for Check 021175	**9,358.50**	
021176	08-20-2026	MANVILLE WATER SUPP	370018	002106541 0826	199-51-6259.00-101-799000	Water Elem	440.80	N
			370018	002138551 0826	199-51-6259.00-101-799000	Water Elem	332.80	N
			370018	00601151 0826	199-51-6259.00-101-799000	Water Elem	296.53	N
						Totals for Check 021176	**1,070.13**	
021177	08-20-2026	PEST PATROL	370110	146444	199-51-6249.03-999-799000	Pest Management	250.00	N
021178	08-20-2026	THORNDALE ISD	370111	Taco Collab	199-23-6499.00-101-799000	Tacos Collaboration	210.00	N
021179	08-20-2026	TOSHIBA FINANCIAL SE	370004	598200998	199-11-6269.00-101-799000	Copier Lease Elem	311.66	N
021180	08-25-2026	CHASE INK	370129	AMZ 7946643	199-11-6499.00-001-799CHS	Portable PA System	799.99	N
			370108	TPT 341725346	199-13-6499.01-101-799000	Biology Teacher Resource	445.50	N
			370063	CFA 6621877	199-23-6499.00-001-799000	PO Created by Req: 270059	581.95	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			370086	DOM 7	199-23-6499.00-101-799000	food for move 8/8	119.91	N
			370081	DOM 10	199-23-6499.00-101-799000	food for move	192.00	N
			370138	SU 049968	199-34-6311.00-101-799000	Gas	272.29	N
			370138	SU 49944	199-34-6311.00-101-799000	Gas	457.26	N
			370121	QT 08629	199-34-6311.00-101-799000	Gas	40.99	N
			370114	046498	199-34-6311.00-101-799000	Gas bus	46.09	N
			370114	SU 46496	199-34-6311.00-101-799000	Gas bus	150.00	N
			370104	QT 8817	199-34-6311.00-101-799000	Bus Gas	175.00	N
			370104	QT 05942	199-34-6311.00-101-799000	Bus Gas	175.00	N
			370098	QT 6249	199-34-6311.00-101-799000	Gas for Van	54.72	N
			370082	QT 6119	199-34-6311.00-101-799000	Gas Truck	55.57	N
			370124	CPR 28512369	199-36-6499.04-001-791000	AV CPR	60.00	N
			370119	TASA 736707	199-41-6495.00-750-799000	TASA Mbrshp EWP 26.27	532.80	N
			370122	Park 8336369	199-51-6399.00-999-799000	Supplies for dispensers	80.95	N
			370117	AMZ 069200	199-51-6399.00-999-799000	ROK SUpplies	208.43	N
			370112	Park 8285988	199-51-6399.00-999-799000	Building Supplies	74.00	N
			370061	WMCO 07350	240-35-6399.00-101-799000	School Inspection CN	306.45	N
			370103	WLCO 29622	699-81-6629.00-999-799000	WILCO Kitchen Inspect CJHHS	153.23	N
			370088	AMZ 6169018	699-81-6639.00-999-699000	Whiteboards PEMB	1,613.93	N
			370083	UHAUL 1	699-81-6639.00-999-699000	Uhaul & Gas - MOVE	126.97	N
			370083	UHAUL 2	699-81-6639.00-999-699000	Uhaul & Gas - MOVE	106.97	N
						Totals for Check 021180	**6,830.00**	
021181	08-27-2026	B&H FOTO & ELECTRON	270032	246272355	699-81-6639.00-999-699000	Fly Cam Video Stabiliizer	154.44	N
021182	08-27-2026	BROTHERS FOOD	270033	2009990	240-35-6341.00-101-699000	Produce	224.20	N
			270033	2009994	240-35-6341.00-101-699000	Produce	237.90	N
			270033	2009990	240-35-6341.00-101-699000	Produce	217.75	N
						Totals for Check 021182	**679.85**	
021183	08-27-2026	CALDWELL ISD	370169	XC 0829	199-36-6499.00-001-791000	XC 8/29 Entry Fee	120.00	N
021184	08-27-2026	CARDIO PARTNERS INC.	270034	600348170	199-33-6399.00-001-799000	Adult Electrode pads	437.98	N
021185	08-27-2026	CAROLINA BIOLOGICAL	370094	53532446 RI	699-81-6639.00-999-699000	Science Lab Supplies & Equip	13,236.01	N
021186	08-27-2026	CONSTRUCTION CODE	370152	CPL26-0-07	699-81-6629.00-999-799000	Fire Line Flush & Inspect	725.00	N
021187	08-27-2026	MUSICAL INSTRUMENT	370120	4981	199-11-6399.19-001-711000	Instruments 7 Trmb, 2 Clarinet	3,025.00	N
021188	08-27-2026	ESC REGION IV	370065	F115038	199-11-6399.02-101-737000	Dyslexia Supplies	115.00	N
021189	08-27-2026	IMPACT FIRE SERVICES	370049	10710979	199-51-6249.01-999-799000	Fire Monitor and Srvc CJHHS	780.00	N
			370049	10710977	199-51-6249.01-999-799000	Fire Monitor and Srvc CJHHS	975.00	N
						Totals for Check 021189	**1,755.00**	
021190	08-27-2026	KETRISKA PHILLIPS	370151	VB 0819	199-36-6299.00-001-791000	Official VB 08/19/26	85.00	N
021191	08-27-2026	LATANYA FELDER	370150	VB 0819	199-36-6299.00-001-791000	Official VB 08/19/26	85.00	N
021192	08-27-2026	LONE STAR FURNISHIN	270035	20238592	699-81-6629.00-999-799000	Furniture for CJHHS	319,554.06	N

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
021193	08-27-2026	LOWMAN EDUCATION L	370115	13620	199-11-6499.00-101-711000	Lowman 3.4.5.6 R/M Warmup	3,600.00	N
021194	08-27-2026	PROCARE THERAPY	370153	21497783	199-11-6219.01-101-723000	Virtual OT	209.30	N
021195	08-27-2026	PROPANE PLUS, LLC	370136	4802867	199-51-6259.03-001-799CHS	Propane CJHHS	535.84	N
021196	08-27-2026	QUILL	370079	49879569	199-13-6399.00-101-711000	PLC Copier/printer	123.10	N
			370079	49874633	199-13-6399.00-101-711000	PLC Copier/printer	609.09	N
			370066	49881759	199-23-6399.00-101-799000	SUpplies and 11x13 envelopes	59.74	N
			370066	49860764	199-23-6399.00-101-799000	SUpplies and 11x13 envelopes	287.54	N
			370066	49852279	199-23-6399.00-101-799000	SUpplies and 11x13 envelopes	8.59	N
						Totals for Check 021196	**1,088.06**	
021197	08-27-2026	TASB	370155	695933	199-41-6499.00-701-799000	HR Svcs Subscript	950.00	N
			370154	694521	199-41-6499.00-701-799000	Environ Subscription	2,275.00	N
						Totals for Check 021197	**3,225.00**	
021198	08-27-2026	TX ASSOCIATION OF RU	370146	26-27 Membershi	199-41-6495.00-750-799000	Membership	500.00	N
						Total For Computer Written Checks	**422,899.68**	
						Total Checks	**3,394,031.30**	

End of Report

COUPLAND INDEPENDENT SCHOOL DISTRICT

GENERAL FUND FINANCIAL STATEMENT

Fund 199

AUGUST 2026

	2026-2027 (FYE 06.30.2027)			2024-2025 (FYE 08.31.2025)		
	Current Budget	Actual	Actual to Budget	Current Budget	Actual	Actual to Budget
REVENUES:						
Local and Intermediate Sources	$ 2,510,668	$ 73,606	2.93%	$ 2,183,205	$ 2,385,313	109.26%
State Program Revenues	3,549,090	36,740	1.04%	2,610,521	2,927,165	112.13%
Federal Program Revenues	90,000	-	0.00%	14,500	15,176	104.67%
Other Financing Sources	-	-	0.00%	-	-	0.00%
Total Revenues	$ 6,149,758	$ 110,346	1.79%	$ 4,808,226	$ 5,327,655	110.80%
EXPENDITURE SUMMARY BY FUNCTION:						
11 - Instructional	$ 3,627,227	$ 123,627	3.41%	$ 2,805,821	$ 2,746,254	97.88%
12 - Instructional Resources and Media Services	51,708	-	0.00%	10,850	6,190	57.05%
13 - Curriculum and Instructional Staff Development	40,000	1,954	4.88%	22,700	13,480	59.38%
21 - Instructional Leadership	94,590	1,000	1.06%	27,362	22,971	83.95%
23 - School Leadership	408,275	50,492	12.37%	332,173	309,776	93.26%
31 - Guidance, Counseling and Evaluation	127,155	29,019	22.82%	194,769	184,025	94.48%
33 - Health Services	5,050	438	8.67%	3,550	1,726	48.63%
34 - Student Transportation	162,208	8,527	5.26%	310,192	289,861	93.45%
35 - Food Services	-	-	0.00%	2,059	-	0.00%
36 - Cocurricular/Extra Curricular Activities	193,438	4,642	2.40%	33,714	23,749	70.44%
41 - General Administration	429,323	55,107	12.84%	398,356	346,990	87.11%
51 - Plant Maintenance and Facility Services	521,318	75,211	14.43%	393,425	341,822	86.88%
52 - Security and Monitoring Services	111,700	5,530	4.95%	48,750	25,468	52.24%
53 - Data Processing Services	248,251	34,253	13.80%	247,659	235,022	94.90%
61 - Community Services	3,000	-	0.00%	500	484	0.00%
71 - Debt Service	66,515	-	0.00%	66,436	66,435	100.00%
81 - Facilities Acquisition and Construction	-	-	0.00%	-	-	0.00%
99 - Other intergovernmental Charges	30,000	-	0.00%	25,000	23,116	92.46%
Operating Transfer to Cafeteria	30,000	-	0.00%	19,181	-	0.00%
Total Expenditures	$ 6,149,758	$ 389,800	6.34%	$ 4,942,496	$ 4,637,369	93.83%
EXPENDITURE SUMMARY BY OBJECT CODE:						
61XX - Payroll Costs	$ 4,587,422	$ 244,737	5.33%	$ 3,750,673	$ 3,610,500	96.26%
62XX - Professional and Contracted Services	886,533	66,526	7.50%	613,594	488,599	79.63%
63XX - Supplies and Materials	241,500	11,000	4.55%	203,970	157,042	76.99%
64XX - Other Operating Expenses	337,788	67,537	19.99%	168,642	134,792	79.93%
65XX - Debt Service - Principal	66,515	-	0.00%	66,436	66,435	100.00%
66XX - Capital Outlay Expenses	-	-	0.00%	120,000	180,000	0.00%
Operating Transfers	30,000	-	0.00%	19,181	-	0.00%
Total Expenditures	$ 6,149,758	$ 389,800	6.34%	$ 4,942,496	$ 4,637,369	93.83%

COUPLAND INDEPENDENT SCHOOL DISTRICT

CHILD NUTRITION FUND FINANCIAL STATEMENT

Fund 240

AUGUST 2026

	2026-2027 (FYE 06.30.2027)			2024-2025 (FYE 08.31.2025)		
	Current Budget	Actual	Actual to Budget	Current Budget	Actual	Actual to Budget
REVENUES:						
Local and Intermediate Sources	$ 49,300	$ 5,516	11.19%	$ 61,000	$ 66,569	109.13%
State Program Revenues	16,095	1,869	11.61%	18,558	18,706	100.80%
Federal Program Revenues	178,000	-	0.00%	167,000	159,938	95.77%
Other Financing Sources	30,000	-	0.00%	19,181	-	0.00%
Total Revenues	$ 273,395	$ 7,385	2.70%	$ 265,739	$ 245,212	92.28%
EXPENDITURES:						
35 - Food Services	$ 303,341	$ 11,933	3.93%	$ 265,739	$ 244,589	92.04%
Total Expenditures	$ 303,341	$ 11,933	3.93%	$ 265,739	$ 244,589	92.04%
EXPENDITURE SUMMARY BY OBJECT CODE:						
61XX - Payroll Costs	$ 179,441	$ 10,682	5.95%	$ 160,039	$ 140,937	88.06%
62XX - Professional and Contracted Services	4,700	-	0.00%	6,500	-	0.00%
63XX - Supplies and Materials	118,500	1,251	1.06%	98,500	103,279	104.85%
64XX - Other Operating Expenses	700	-	0.00%	700	372	53.18%
64XX - Other Operating Expenses	-	-	0.00%	-	-	0.00%
Total Expenditures	$ 303,341	$ 11,933	3.93%	$ 265,739	$ 244,589	92.04%

COUPLAND INDEPENDENT SCHOOL DISTRICT

DEBT SERVICE FUND FINANCIAL STATEMENT

Fund 599

AUGUST 2026

	2026-2027 (FYE 06.30.2027)			2024-2025 (FYE 08.31.2025)		
	Current Budget	Actual	Actual to Budget	Current Budget	Actual	Actual to Budget
REVENUES:						
Local and Intermediate Sources	$ 1,638,500	$ 35,709	2.18%	$ 1,609,519	$ 1,618,714	100.57%
State Program Revenue	$ 193,000	$ -	0.00%	$ 92,381	$ 101,566	109.94%
Total Revenues	$ 1,831,500	$ 35,709	1.95%	$ 1,701,900	$ 1,720,280	101.08%
EXPENDITURES:						
71 - Debt Service	$ 1,831,500	$ 627,563	34.26%	$ 1,701,900	$ 1,699,418	99.85%
Total Expenditures	$ 1,831,500	$ 627,563	34.26%	$ 1,701,900	$ 1,699,418	99.85%
EXPENDITURE SUMMARY BY OBJECT CODE:						
65XX - Debt Service Expenses	1,831,500	627,563	34.26%	1,701,900	1,699,418	99.85%
Total Expenditures	$ 1,831,500	$ 627,563	34.26%	$ 1,701,900	$ 1,699,418	99.85%

Board of Trustees

Date of Meeting	9/22/2026
Item Type	Action

Item Name	Consider and Approve Using Small, Rural School Achievement (SRSA) Program Funds to Purchase Student Computers
District Goal	Funding and Finance
Summary (Purpose / Objective)	Use of Funds [Section 5212(a)] Grantees may use SRSA funds to carry out activities authorized under any of the following federalprograms: Title I, Part A - Improving Basic Programs Operated by Local Education Agencies Title II, Part A - Supporting Effective Instruction Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment Title IV, Part B - 21st Century Community Learning Centers The district seeks to use the funds to purchase student computers to support instruction and assessment programs in the district. These resources will supplement district initiatives and expand intervention support for individual students. Three quotes will be secured prior to making purchase using grants funds.
Fiscal Impact	$29,900 (SRSA Grant Funds)
Administrative Recommendation	Administration recommends approving the use of SRSA Program funds and local funds to purchase student computers not to exceed $29,900.

Attachments	Quote_CNB Computers_100 Lenovo Chromebooks Quote Comparison

Contact Person	Dr. Earl Parcell, Superintendent	E-Mail Address	eparcell@couplandisd.org

Vendor	Make	Quantity	Total Cost	
Dell	Dell	75	$ 35,068.50	
Dell	Dell	65	$ 30,392.70	
CNB	**Lenovo**	**100**	**$ 29,900.00**	
CDWG	HP	100	$ 34,912.00	Does not include 3 year warranty; Does not include Google

Septmebr 2026

e License

CNB COMPUTERS USA, INC. DBA SYSTEM LIQUIDATION INC.
Marco Scocco - Marco@systemliquidation.com
4702 North Sam Houston PKWY W Suite # 600
Houston, Texas 77086
TEL: 908-668-0008 x 366

Quotation

DATE 9/8/2026
Quote # 13455744

ATTN: Mario I. Peña
Coupland ISD

Comments or Special Instructions:

ASSOCIATE	Special Instructions	SHIP DATE	SHIP VIA	Method	TERMS
Marco Scocco	free Shipping	*ASAP*	BEST WAY		Net 30 days

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
100	**LENOVO 500e G3** 11.6" 2in1 Display Intel N5100 8gb / 64gb Grade a+ Renewed Renewed - 3 ADP YEAR WARRANTY ***AUE 2031*** Zero Cost of Ownership	$ 299.00	$ 29,900.00
100	**Google License**	$ -	$ -
100	**White Glove/Asset Tag**	$ -	$ -
	TIPS/TAPS # 230105		

SUBTOTAL	$ 29,900.00
Freight	N/A
TOTAL	$ 29,900.00

WE WILL RECYCLE YOUR AGING TECH
- GET A CREDIT TOWARDS THIS PUCHASE -

THANK YOU FOR YOUR BUSINESS!

Board of Trustees

Date of Meeting	9/22/2026
Item Type	Action

Item Name	Consider and Approve Workers Compensation Insurance for the 2026-2027 School Year
District Goal	Funding and Finance
Summary (Purpose / Objective)	The district's worker's compensation insurance has been provided by Deep East Texas Self Insurance Fund (DETSIF) for several years. The premium is fair and we have not has any issues working with them in the past.
Fiscal Impact	$17,447 Budgeted Funds
Administrative Recommendation	Administration recommends approving Deep East Texas Self Insurance Fund to provide Worker's Compensation Insurance to the district for the 2026-2027 school year.

Attachments	Coupland ISD 2026 DETSIF WC Renewal

Contact Person: Dr. Earl Parcell, Superintendent
E-Mail Address: eparcell@couplandisd.org

DEEP EAST TEXAS
SELF INSURANCE FUND
EST. 1974

Workers' Compensation Renewal Proposal

Prepared For
Coupland ISD

Prepared By

Deep East Texas Self Insurance Fund

Proposal Overview

We are pleased to present you with a workers' compensation renewal proposal for the upcoming coverage period.

As a valued member of the Deep East Texas Self Insurance Fund, your organization contributes to the long-term strength and stability of a program designed specifically to serve Texas political subdivisions. This renewal reflects both your entity's individual loss experience and the collective performance of the Fund.

- **Policy Term:** 9/1/2026-9/1/2027
- **Annual Contribution:** $17,447
- **Policy Type:** Fixed Premium
- **Covered Payroll:** $3,307,918

Our Commitment

We remain committed to helping our members manage risk, control costs, and maintain a safe workplace environment. Our team is available to assist with claims, safety programs, and regulatory compliance throughout the policy term.

Please review the attached quotation details. We welcome the opportunity to discuss this proposal and answer any questions.

Thank you for the opportunity to serve.

Sincerely,

Kyle King
Assistant Director

Deep East Texas Self Insurance Fund
Workers' Compensation Self – Insurers' Fund

WORKERS' COMPENSATION INFORMATION PAGE

PARTICIPANT:
Coupland I.S.D.
Member 228
620 South Commerce St.
Coupland, Texas 78615

DATE PREPARED: 05/28/2026
CONTRACT PERIOD: 9/1/2026 **to** 9/1/2027

Estimated Billing

Code	Classification of Operations	Payroll	Rate	Modified Premium
7380	BUS & TRUCK DRIVERS	60,754.05	1.12	$680.00
8810	CLERICAL OFFICE EMPLOYEES	104,390.10	0.29	$303.00
8868	SCHOOL-PROFESSIONAL & CLERICAL	2,896,439.46	0.44	$12,744.00
9101	ALL OTHER EMP-SCHOOL& PUB LIB	246,334.13	1.51	$3,720.00

Total Manual Premium	$17,447.00
Experience Modification	1.00
Modified Premium	$17,447.00
Schedule Rating Factor	0.00%
Schedule Rating Amount	$0.00
Manual Premium Adjustment	$0.00
Annual Premium	$17,447.00

Board of Trustees

Date of Meeting	9/22/2026
Item Type	Action

Item Name	Consider and Approve the 2026-2027 District and Campus Improvement Plans
District Goal	Communication; Teaching and Learning
Summary (Purpose / Objective)	Under provisions of the Texas education code, every school district is required to develop a district plan to improve student performance. Coupland ISD utilizes a collaborative planning process including community and staff input to develop the district's education plan. The plans are developed annually and incorporate state goals and objectives under Education Code, Chapter 4. The plans are reviewed periodically during the year. Additionally, the tenets of the Campus Improvement Plan (CIP) and the District Improvement Pan (DIP) are highly correlated with the district's five-year strategic plan.
Fiscal Impact	None
Administrative Recommendation	Administration recommends approving the 2026-2027 Campus and District Improvement Plans.

Attachments	Campus Improvement Plan 2026-2027 – CES Campus Improvement Plan 2026-2027 CJHHS District Improvement Plan 2026-2027

Contact Person: Dr. Earl Parcell, Superintendent
E-Mail Address: eparcell@couplandisd.org

Coupland Independent School District



Accountability Rating: C

2026-2027 District Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 01:57 PM

Mission Statement

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.

Vision

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

Value Statement

WE BELIEVE IN...

- Providing an engaging and safe environment where all students have the opportunity to learn and their growth is celebrated.
- Collaborating with families to create a community of support for students.
- Holding high expectations for character and academic excellence.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Enrollment numbers have increased steadily over the last five years. Current growth is 6% over the previous year. Continued development of farm land into developer neighborhoods has resulted in new homes, so the district's increased enrollment is a direct result of increased district residency. The demographic breakdown is as follows:

- 37.9% White
- 57.5% Hispanic
- 4.6% All other ethnicities
- 60.7% Economically Disadvantaged
- 0.4% Gifted & Talented
- 15.1% Special Education
- 55.4% At Risk
- 4.2% 504
- 31.2% Emergent Bilingual

Students who are identified as at risk are primarily due to failure to meet the satisfactory performance standard on STAAR (4-8) or a readiness assessment (K-3). At risk students constitute 55.4% of the school population which is an increase of 20% since the 2022-2023 school year. The number of students who are Emergent Bilingual has increased significantly from 13% to 31.2% in three years. At present, Coupland does not Coupland migrant students. Coupland boasts a Couplandout rate aCouplandoutronic absenteeism rate of 6.4%. This rate pales in comparison to the state average of 25.7%. To boot we have a lower suspension rate than the state due to well managed classrooms and low occurrences of misbehavior.
A review of staff demographics reveals that 79% of the faculty are white females and 12.6% are white males. 25.2% of our teachers have 21-30 years of experience which outpaces the state average. Each elementary grade level has two teachers (K-5). In grades 6-8, the students have the same four core teachers for three years. Historically, class size has been small but despite a growing population of students, we maintain an average class size of 12 for the 2023-2024 school year.
Achievement data is disaggregated in a number of ways. The data is viewed through the lens of instruction where trends in reporting categories and supporting standards are studied from year to year to determine if any holes exist in the curriculum. Data is also reviewed on a student by student basis to determine if growth is continuing on a yearly basis. Data is stored in Eduphoria under the tab 'Aware' where staff are able to review student data from the previous year. Mid-year, a state STAAR interim assessment is given in all core subjects that are tested grades 3-8. Reports from interim results give a percentage of a student's likelihood of passing the STAAR test. It also gives teachers the objectives students have mastered or still need work in. For grades K-2, the TPRI is administered three times each year to show beginning reading levels. TPRI data shows that there is a gap in performance between white students and their hispanic peers by the students reach 4th grade. The

discrepancy between students who are on the honor roll each six weeks and students achieving the meets and/or mastered level on STAAR is shrinking so there is better alignment between the standards. Historically, Coupland students do well on state performance measures. The school's English as a second language population has grown significantly in recent years but has leveled off and now comprises 31% of the total population. The performance gap between the ESL students and native English speakers is notable throughout the grade levels/school system. Our school implements an ESL program as we do not have the number of students at any one grade level to meet the requirement for bilingual education.

Coupland participates in statewide adoption of textbooks. The textbooks are clearly aligned with the TEKS and the TEKS are referenced in each lesson. Math was adopted in 2026. Science textbooks and Tech Apps software were adopted in the 23-2024 school year and Social Studies was adopted in 2015. New Reading and Language Arts curriculum was implementation in the 2019 school year. Students who perform below expectation on readiness assessments Grades K-3 and do not meet passing standards for STAAR grades 4-8 are assigned to reading intervention. The campus continues to refine the MTSS (muti-tiered system of supports) process to include documentation and progress monitoring in ESPED. The campus participated in the state's interim assessment online tools to benchmark performance at midyear. In order to address achievement expectation concerns, third and fourth grade science is now utilizing new supplemental materials from StemScopes. Teachers continue to expand the use of technology to enhance student engagement. Additional needs include supplemental math spiral reviews that align with the Go Math curriculum currently being used.

Technology is up to date and reliable. Promethean screens are outfitting every classroom and chromebooks are at 1:1 9th grade. The computer lab hosts Tech Apps. All middle schoolers receive instruction in keyboarding and technology applications. The campus has a Technology Coordinator who provides technology support and professional development. He also manages the network. The adopted textbooks have online resources for teachers and students.

School employees are very close and describe the atmosphere as "family". Overall, the students are well behaved and report a positive feeling about the school. Employee surveys reveal that the staff feels valued. 100% of the employees like working here and there was minimal employee turnover from 2022-23 to 2023-24 school year. Employees believe they are supported and the principal is visible. Attitudes reveal that staff and students feel safe at school, and they are pleased with the established security measures. Students in grades 6-8 were able to participate in athletics and One Act Play. The school offers volleyball, football, basketball and track for both boys and girls. The school has a Student Council and National Junior Honor Society. Each year, all grade levels participate in the National Red Ribbon Week campaign to promote drug free awareness. A safe school is promoted by the school counselor that uses anti-bullying and mental health awareness lessons in all grade level classrooms. In the spring, we did find evidence of vaping in the middle school. Student surveys indicate only 49% of the students believe their teachers know them well and 47% feel that they always receive individual attention when they need it. 81% of the students reported that there are clear expectations for behavior. Improvements to the playground are still the number one request among students. 25% of the students were represented in the parent survey which is down from the previous year. Parent survey results reveal they are satisfied with the school and their child's education. Over 86% of the responses revealed parents believe their child feels a sense of belonging at school and has a trusting relationship with the teacher. 96% indicate they receive regular communication from the school. 47% report that they do not use the parent portal which is a reduction since last year. Parent survey results also indicate a strong desire to add a high school.

Because the district is small, many faculty and staff members wear multiple hats. Teacher input is solicited through meetings, surveys and individual conversation.The school utilizes all state required assessments and the teachers have autonomy to use formative assessments as they choose. Teachers provide tutoring to students before, after and during the school day as needed. The overall perception of the school is that it has a strong academic program and is one of the better schools in the area. The PTA meets monthly and provides financial support to classroom teachers.

Coupland has a number of students that transfer from neighboring districts. Their parents have a high investment in their education and are more willing to attend conferences, volunteer, etc. The local church is supportive and

provides volunteers, and the use of facilities. Citizens Bank in Coupland has adopted the elementary and provides supplies each year. We have an increased number of families that have Spanish as their home language so the school now has a translator to assist with in person contact/conferences. The website provides all kinds of information to the community on programs and events. It also has a translator so that they can receive information and updates in their native language. Parents have been given the opportunity to be a part of decision making through attending PTA meetings, Parent Surveys, and open school board meetings. The district uses a district app, email, Facebook, and parent newsletters to communicate with parents. Lower elementary grades send home weekly folders for parents to sign and send back to school.

All teachers have a Bachelor's Degree and five of them have a Master's Degree. Teachers receive feedback regarding their instructional performance through Eduphoria. T-TESS summary data reveals that the majority of teachers fall in the proficient range. The observation information is entered by the appraiser and the teachers can view the data online. The district is participating in the Teacher Incentive Allotment.The eight instructional paras are a mixture of new and returning staff. Attendance data for employees reveals that attendance is good. When vacancies occur, they are posted on our website along with the ESC 13 website and TASAnet. The employees play an active role in determining professional development needs. They set goals as part of the evaluation process and professional development is integrated in the goal setting process. Additionally, they provide feedback to the administrator on school-wide needs. A committee works on the school calendar each year and sets the training days.

Demographics

Summary

Community, Parent, and Family Engagement continues to be a strength of Coupland ISD. By engaging the community with student organizations, welcoming families to multiple PFE events, and involving parents and family members in committees and decision making, Coupland is successfully engaging parents and families.

The district's increased enrollment is a result of both increased district residency and increased transfer students. The demographic breakdown of Coupland ISD is as follows:

- 68.3% Hispanic
- 26.7% White
- 3.8% All other ethnicities
- 72% Economically Disadvantaged
- 2.2% Gifted & Talented
- 21% Special Education
- 61.6% At Risk
- 3.2% 504
- 45.3% Bilingual/ESL Education
- 2.2% Military Connected

Bilingual, At-Risk, Special Education, Economically Disadvantaged populations and overall student mobility have increased since the 2024-2025 school year. At present, Coupland does not have any migrant students. Coupland boasts a 0% drop out rate and an attendance rate that hovers near 96%. We also have a lower suspension rate than the state due to well managed classrooms and low occurrences of misbehavior.

Students identified as economically disadvantaged are eligible for free and/or reduced-price lunches under the National School Lunch Act. We have a lower suspension rate than the state due to well managed classrooms and low occurrences of misbehavior. School discipline data shows a low level of classroom disruptions and proves that the administration focuses on ensuring that disciplinary placements are used as a last resort, keeping students in the classroom where learning can be most effectively achieved.

Strengths

Low suspension rate - lower than state average

Low drop-out rate - state: 0.7% ; Coupland - 0%

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Special populations are performing below and in some cases well below their general education peers.	Special populations require more direct support of best practices for tier 1 and 2 instruction. Low widespread use of sheltered instruction strategies.
2	The At-Risk population has spiked from 49.4% (159 students) to 61.6% (194 students), surpassing the state benchmark of 54.6%.	Growth in Emergent Bilingual (EB) Students: Rising from 40.1% to 45.7% automatically triggers statutory at-risk status for these students. Economic Disadvantage: Rising from 68.9% to 72.7%, which strongly correlates with learning gaps, resource constraints, and home mobility. Special Education & Tier 3 Supports: 21.0% of students receive Special Education services

★ = Priority

Student Learning

Summary

Coupland ISD has rich instructional programming designed to meet the challenging State academic standards. Each student is progress monitored throughout the year including a Beginning, Middle, and End of Year progress monitoring assessment. In addition, students in State-tested grade/subjects are tested for achievement with four Content Based Assessments, or CBAs. Achievement data is disaggregated in a number of ways. The data is viewed through the lens of instruction where trends in reporting categories and supporting standards are studied from year to year to determine if any holes exist in the curriculum. Data is also reviewed on a student by student basis to determine if growth is continuing on a yearly basis. Data is stored in Eduphoria under the tab ‘Aware’ where staff are able to review student data from the previous year.

Achievement data is disaggregated in a number of ways. The data is viewed through the lens of instruction where trends in reporting categories and supporting standards are studied from year to year to determine if any holes exist in the curriculum. Data is also reviewed on a student by student basis to determine if growth is continuing on a yearly basis. Data is stored in Eduphoria under the tab ‘Aware’ where staff are able to review student data from the previous year. Mid-year, a state STAAR interim assessment is given in all core subjects that are tested grades 3-8. Reports from interim results give a percentage of a student's likelihood of passing the STAAR test. It also gives teachers the objectives students have mastered or still need work in. For grades K-2, the TPRI is administered three times each year to show beginning reading levels. TPRI data shows that there is a gap in performance between white students and their Hispanic peers that closes by the time students reach 4th grade. The discrepancy between students who are on the honor roll each six weeks and students achieving the meets and/or mastered level on STAAR is shrinking so there is better alignment between the standards. Historically, Coupland School performed well on state performance measures. The school’s English as a second language population has grown significantly in recent years but has leveled off and now comprises a growing percentage of the total population. The performance gap between the ESL students and native English speakers is historically notable throughout the grade levels/school system. Our school implements an ESL program.

Strengths

EOC Algebra 1 results.

Progress Monitoring Programs currently in use to make decisions in reading intervention grouping and individual learning needs.

Kindergarten Readiness is comparable to State data

PreK overall measure went from 59% on track performance to 88% on track performance.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Emergent Bilingual scoring below state averages.	Lack of widespread use of sheltered instructional practices
2	Special populations are performing below and in some cases well below their general education peers.	Special populations require more direct support of best practices for tier 1 and 2 instruction. Low widespread use of sheltered instruction strategies.
3	The At-Risk population has spiked from 49.4% (159 students) to 61.6% (194 students), surpassing the state benchmark of 54.6%.	Growth in Emergent Bilingual (EB) Students: Rising from 40.1% to 45.7% automatically triggers statutory at-risk status for these students. Economic Disadvantage: Rising from 68.9% to 72.7%, which strongly correlates with learning gaps, resource constraints, and home mobility. Special Education & Tier 3 Supports: 21.0% of students receive Special Education services
4	Staff need targeted PD opportunities and continuous professional growth.	Budget constraints and time-bound needs often result in limited options.

★ = Priority

District Processes & Programs

Summary

Coupland ISD houses grades Pre-K through 9th, and as a Title 1, Schoolwide Program district, all Federal funds are used to pay for staffing. Our staffing plan supports all students in acquiring high yield Math and Reading skills. This is even true for our Pre-Kindergarten four-year-old classrooms. Those students learn essential skills that help prepare them for success in Kindergarten and beyond. To facilitate the transition into high school, multiple opportunities are afforded to our 8th grade students, including an Early College High School field trip, HS counselor visits, and interest inventories. Coupland also offers Career and Technical Education, or CTE classes, to middle school students to promote skills attainment important to in-demand occupations and industries across the State.

Coupland participates in the statewide adoption of textbooks. The textbooks are clearly aligned with the TEKS and the TEKS are referenced in each lesson. Math adoptions occurred in 2026. Science textbooks and Tech Apps software were adopted in the 23-2024 school year and Social Studies was adopted in 2015. New Reading and Language Arts curriculum was implementation in the 2019 school year. All students in grades 1-9 receive individualized support and enrichment. The campuses continue to refine the MTSS (multi-tiered system of supports) process to include documentation and progress monitoring in ESPED. The campus participated in the state's interim assessment online tools to benchmark performance at midyear. In order to address achievement expectation concerns, third and fourth grade science is now utilizing new supplemental materials from StStemScopesThe PTA does provide support for teacher requested instructional materials. Teachers continue to expand the use of technology to enhance student engagement. Additional needs include supplemental math spiral reviews that align with the Go Math curriculum currently being used.

Technology is up to date and reliable. Promethean screens are outfitted in every classroom and Chromebooks are at a one to one ratio in 2nd through 9th grade. The computer lab hosts CTE courses. The campus has a Technology Coordinator who provides technology support and professional development. He also manages the network. The adopted textbooks have online resources for teachers and students.

Coupland ISD student attendance is supported by an attendance committee that put together attendance improvement plans in collaboration with parents and family members. This process is also used to support the positive attendance rate of homeless students and those receiving services under the McKinney-Vento Homeless Assistance Act. Should the district ever be identified as being a Comprehensive Support and Improvement, Targeted Support and Improvement, Additional Targeted Support campus, and/or Targeted Assistance Program, the plan for how that would be carried out will be described here. Services for any students living in local institutions for neglected children and in similar day programs would be listed here.

Strengths

1 to 1 Chromebooks for students.

Smart boards in all classrooms and around the school.

Teachers have flexibility in choosing assessments and supplemental curriculum.

According to the data, students and staff agree systems are in place for academic support.

School safety measures consist of an on campus security guard, electronic badges, consistent drills, secure fences, and a Safety Committee.

Families and community is engaged multiple ways, including, literacy night, stem night, surveys, CNA committee, PTA organization and more.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1	Staff need targeted PD opportunities and continuous professional growth.	Budget constraints and time-bound needs often result in limited options.
2 ★	We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible."	A need to build culture and engagement among the student body.
3	The At-Risk population has spiked from 49.4% (159 students) to 61.6% (194 students), surpassing the state benchmark of 54.6%.	Growth in Emergent Bilingual (EB) Students: Rising from 40.1% to 45.7% automatically triggers statutory at-risk status for these students. Economic Disadvantage: Rising from 68.9% to 72.7%, which strongly correlates with learning gaps, resource constraints, and home mobility. Special Education & Tier 3 Supports: 21.0% of students receive Special Education services

★ = Priority

Perceptions

Summary

School employees are very close and describe the atmosphere as “family”. Overall, the students are well behaved and report a positive feeling about the school. Employee surveys reveal that the staff feels valued. Secondary are able to participate in athletics, fine arts and One Act Play. The school offers volleyball, football, basketball, cross country, weight lifting and track for both boys and girls. The school has a Student Council and National Junior Honor Society. Each year, all grade levels participate in the National Red Ribbon Week campaign to promote drug free awareness. A safe school is promoted by the school counselor that uses anti-bullying and mental health awareness lessons in all grade level classrooms.

Because the district is small, many faculty and staff members wear multiple hats. Teacher input is solicited through meetings, surveys and individual conversation.The school utilizes all state required assessments and the teachers have autonomy to use formative assessments as they choose. Teachers provide tutoring to students after and during the school day as needed. The overall perception of the school is that it has a strong academic program and is one of the better schools in the area. The PTA meets monthly and provides financial support to classroom teachers.

Parents have a high investment in their students' education and are willing to attend conferences, volunteer, etc. The local church is supportive and provides volunteers, and the use of facilities. Citizens Bank in Coupland has adopted our school and provides supplies each year. We have an increased number of families that have Spanish as their home language so the school now has worked to increase bilingual staffing in various positions. The website provides all kinds of information to the community on programs and events. It also has a translator so that they can receive information and updates in their native language. Parents have been given the opportunity to be a part of decision making through attending PTA meetings, Parent Surveys, and open school board meetings. The school uses it's own Coupland ISD app, email, Facebook, Instagram, YouTube and a Thursday Newsletter to communicate with parents. Lower elementary grades send home weekly folders for parents to sign and send back to school.

All teaches have a Bachelor’s Degree and growing numbers of them have a Master’s Degree. Teachers receive feedback regarding their instructional performance through Eduphoria. T-TESS summary data reveals that the majority of teachers fall in the proficient range. The observation information is entered by the appraiser and the teachers can view the data online. The district is participating in the Teacher Incentive Allotment.The instructional paras are a mixture of new and returning staff. Attendance data for employees reveals that attendance is good. When vacancies occur, they are posted on our website along with the ESC 13 website and TASA.net. We struggle to grow our applicant pool and are finding it increasingly difficult to recruit highly qualified staff into vacant positions. The employees play an active role in determining professional development needs. They set goals as part of the evaluation process and professional development is integrated in the goal setting process. Additionally, they provide feedback to the administrator on school-wide needs. A committee works on the school calendar each year and sets the training days. Teachers have 3 days to participate in training specific to their needs.

School discipline data shows a low level of classroom disruptions and proves that the administration focuses on ensuring that disciplinary placements are used as last resort, keeping students in the classroom where learning can be most effectively achieved.

Strengths

Increased participation in community survey responses

Teachers ensure that all students are understanding lessons and concepts.

CISD has many methods to communicate with families, community and staff, i.e.. (CISD website, CISD app, Thrillshare, Facebook, and the campus marques)

84% of the Community/Families feel that their student is excited to go to CISD

100% of staff reported that they feel safe at CISD

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible."	A need to build culture and engagement among the student body.
2	Staff need targeted PD opportunities and continuous professional growth.	Budget constraints and time-bound needs often result in limited options.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Emergent Bilingual scoring below state averages.	Lack of widespread use of sheltered instructional practices
2 ★	We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible."	A need to build culture and engagement among the student body.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Goals

Goal 1 Goal 1: 100% of Coupland ISD students will make significant educational and academic progress.

Performance Objective 1

All students will make at least one year of academic progress in reading and math.

Evaluation Data Source: Internal website

Strategy 1

Conduct individual reading and math assessments at BOY, MOY and EOY.

Strategy's Expected Result/Impact: Provide data for intervention and progress monitoring.

Staff Responsible for Monitoring: Administration.

Formative Reviews

November	January	March	June

Strategy 2

Provide customized reading instruction for students identified with dyslexia.

Strategy's Expected Result/Impact: Improve reading outcomes for special programs students.

Staff Responsible for Monitoring: Dyslexia team

Formative Reviews

November	January	March	June

Strategy 3

Provide continuing support on best instructional practices when working with Emergent Bilingual students.

Strategy's Expected Result/Impact: Increase academic progress for all students.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 4

Utilizing MTSS system to fidelity

Strategy's Expected Result/Impact: Identify and intervene on students that are not finding success with TIER 1 instruction and intervention.

Staff Responsible for Monitoring: Administration.

Formative Reviews

November	January	March	June

Strategy 5

Administer the STAAR interim assessment in all available areas

Strategy's Expected Result/Impact: Diagnostic data compared to the region and state.

Staff Responsible for Monitoring: Administration.

Formative Reviews

November	January	March	June

Strategy 6

Provide targeted assistance for identified struggling math & reading students grades K-8.

Strategy's Expected Result/Impact: Improve reading and math outcomes for all students.

Staff Responsible for Monitoring: Administration.

Formative Reviews

November	January	March	June

Performance Objective 2

Meet or exceed 96% attendance rate.

Evaluation Data Source: PEIMS reporting data, attendance reports

Strategy 1

Implement Attendance Review Committee meetings for the active reduction of chronic absenteeism.

Strategy's Expected Result/Impact: Decrease chronic absenteeism.

Staff Responsible for Monitoring: Principal.

Formative Reviews

November	January	March	June

Strategy 2

Recognize attendance goals achieved individually, grade levels, and as a campus at each awards assembly.

Strategy's Expected Result/Impact: Decrease chronic absenteeism.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June

Strategy 3

Provide a visual of grade level attendance results.

Strategy's Expected Result/Impact: Decrease chronic absenteeism.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June

Goal 2

Goal 2: 100% of Coupland ISD staff, students, and families will feel welcomed, recognized, and respected.

Performance Objective 1

Exceed the required number of opportunities for parent and community involvement.

Evaluation Data Source: District Activity Calendar

Strategy 1

Hold Meet the Teacher Night.

Strategy's Expected Result/Impact: Begin the school year with face to face interactions and welcome parents to the new school year.

Staff Responsible for Monitoring: Administration.

Formative Reviews

November	January	March	June

Strategy 2

Hold Scholastic Book Fair

Strategy's Expected Result/Impact: Increase family engagement.

Staff Responsible for Monitoring: Librarian.

Formative Reviews

November	January	March	June

Strategy 3

Host Harvest Fest.

Strategy's Expected Result/Impact: Increase family engagement and raise funds for PTA.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June

Strategy 4

Contribute to the local paper

Strategy's Expected Result/Impact: Widespread awareness of district events and progress on goals and projects.

Staff Responsible for Monitoring: Superintendent.

Formative Reviews

November	January	March	June

Strategy 5

Provide student performance or work display for at events.

Strategy's Expected Result/Impact: Pride in student work and exemplary materials.

Staff Responsible for Monitoring: Teachers.

Formative Reviews

November	January	March	June

Strategy 6

Use the website to publicize events.

Strategy's Expected Result/Impact: Increased awareness and overall turnout.

Staff Responsible for Monitoring: Administration.

Formative Reviews

November	January	March	June

Strategy 7

Utilize Social Media to publicize events

Strategy's Expected Result/Impact: Widespread awareness of district events and increased clarity.

Staff Responsible for Monitoring: Assistant Principal.

Formative Reviews

November	January	March	June

Strategy 8

Publish a weekly newsletter.

Strategy's Expected Result/Impact: Spread awareness about campus and district events and information.

Staff Responsible for Monitoring: Principal.

Formative Reviews

November	January	March	June

Strategy 9

Implement Pre-K and Kindergarten roundup.

Strategy's Expected Result/Impact: Increase early enrollment in pre-k and kinder level classes and make parents aware of the benefits of the pre-k program.

Staff Responsible for Monitoring: Administration.

Formative Reviews

November	January	March	June

Strategy 10

Continue Coffee with the Principal.

Strategy's Expected Result/Impact: Spread awareness about campus and district events and information.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June

Performance Objective 2

Define, publicize, promote, and review an effective "cowboy way" culture.

Evaluation Data Source: discipline referrals, gradebook data, survey data

Strategy 1

Reference Cowboy Way Motto, R-I-D-E, as part of student body culture and positive approach to behavior management plan.

Strategy's Expected Result/Impact: Unified common vocabulary and shared expectations.

Staff Responsible for Monitoring: Committee

Formative Reviews

November	January	March	June

Strategy 2

Enhance and continue the Cowboy Corral.

Strategy's Expected Result/Impact: Have clear, shared expectations and enhance school spirit.

Staff Responsible for Monitoring: Middle School Staff

Formative Reviews

November	January	March	June

Strategy 3

Continue school-wide spirit activities.

Strategy's Expected Result/Impact: Increase school spirit and shared vision.

Staff Responsible for Monitoring: Committee

Formative Reviews

November	January	March	June

Strategy 4

Adopt dating violence policy (FFH local).

Formative Reviews

November	January	March	June

Performance Objective 3

Increase the safety rating of parents, students and staff by 5%.

Evaluation Data Source: Campus Needs Assessment surveys

Strategy 1

Ensure that armed security services contracts are maintained with a reputable security firm.

Strategy's Expected Result/Impact: Increased feelings of safety.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November	January	March	June

Strategy 2

Conduct at least one full evacuation drill.

Strategy's Expected Result/Impact: Increased feelings of safety.

Staff Responsible for Monitoring: Assistant Principal

Formative Reviews

November	January	March	June

Goal 3 Coupland ISD will be 100% staffed with the best prepared, highly effective, and well supported personnel.

Performance Objective 1

Fully staff all classrooms.

Strategy 1

Continue to maintain and revise a teacher retention plan.

Strategy's Expected Result/Impact: Retention of experienced staff.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November	January	March	June

Strategy 2

Develop and recruit from a pipeline of high quality substitute teachers and paraprofessionals.

Strategy's Expected Result/Impact: Increased pool of interested potential applicants.

Staff Responsible for Monitoring: Administration.

Formative Reviews

November	January	March	June

Strategy 3

Continue the Teacher Incentive Allotment.

Strategy's Expected Result/Impact: Increase teacher retention.

Staff Responsible for Monitoring: Administration.

Formative Reviews

November	January	March	June

Performance Objective 2 ✅ High Priority

Provide timely and engaging professional learning experiences directly tied to instructional needs.

Strategy 1

Provide training and support for Tier 1 instruction of emergent bilingual students.

Strategy's Expected Result/Impact: Increased learning for EB students

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 2

Provide training for newly acquired resources, i.e. instructional tools, resources, etc.

Strategy's Expected Result/Impact: Increased fidelity of use for new resources.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 3

Provide trauma informed care training to be implemented in classrooms

Strategy's Expected Result/Impact: Improvement of classroom management and student behavior.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 4

Provide training for recognizing and addressing all forms of child maltreatment.

Strategy's Expected Result/Impact: Positive teacher-student interactions and relationships.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Goal 4

100% of Coupland ISD communications to students, families and staff will be interactive, engaging, accurate, timely and accessible.

Performance Objective 1

Continuously improve upon the effective use of Coupland ISD communications platforms.

Strategy 1

Maintain an up-to-date Coupland ISD website.

Strategy's Expected Result/Impact: Reliable access to current information and resources.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 2

Continue to publicize use of the Coupland ISD app from Apptegy/Thrillshare.

Strategy's Expected Result/Impact: Streamline access to information

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 3

Maintain a single Google Calendar for events throughout the school year.

Strategy's Expected Result/Impact: Streamline access of information.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 4

Require updated email and phone numbers for all families during registration process.

Strategy's Expected Result/Impact: Ensure access to information.

Staff Responsible for Monitoring: Registrar

Formative Reviews

November	January	March	June

Strategy 5

Maintain quarterly community face to face meetings with the principal.

Strategy's Expected Result/Impact: Increase opportunities for communication of important information.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Committees

Committees

Collaborative Campus Needs Assessment Committee

Members

First Name	Last Name	Position	Committee Role
Linsey	Silva	Parent	Parent
Karina	Barrera	Parent	Parent
Brooke	Molineaux	Parent	Parent
Crystal	Ruddell	Parent	Parent
Allison	Schultz	Teacher	Classroom Teacher
Michelle	Lester	Special Education Teacher	Classroom Teacher
Melissa	Price	Teacher	Classroom Teacher
Brandi	Smith	Teacher	Classroom Teacher
Allison	Grose	Teacher	Classroom Teacher
Julie	Lake	Librarian	Non-classroom Professional
Rebecca	Vernier	Teacher	Classroom Teacher
Tammy	Sane	Teacher	Classroom Teacher
Briana	Larson	Teacher	Classroom Teacher
Kim	Combs	Teacher	Classroom Teacher
Megan	Herring	Instructional Aide	Paraprofessional
Lindsey	Olson	Instructional Aide	Paraprofessional
Hannah	Moore	Teacher	Classroom Teacher
Lilly	Royce	Teacher	Classroom Teacher
Kendall	Jonse	Instructional Aide	Paraprofessional
Kelli	Combs	Teacher	Classroom Teacher
Nicole	Kincaide	Support Staff	Non-classroom Professional
Kate	Knapek	Administrator	Administrator
Dr.	Earl Parcell	Chairperson	Administrator
Brian	Booker	Co-Chairperson	Administrator

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the Superintendent or designee.

Report Format — A report may be made orally or in writing. The Superintendent or designee shall reduce any oral reports to written form.

Notice of Report — When an allegation of bullying is reported, the Superintendent or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The Superintendent or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct — The Superintendent or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report — The Superintendent or designee shall conduct an appropriate investigation based on the allegations in the report. The Superintendent or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the Superintendent or designee shall take additional time if necessary to complete a thorough investigation.

The Superintendent or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense.

Notice to Parents — If an incident of bullying is confirmed, the Superintendent or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The Superintendent or designee shall refer to FDB for transfer provisions.
Counseling	The Superintendent or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples — Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures — Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Student Report

Employee Report — Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials — For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator — Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator — Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent — The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures — An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Prohibited Conduct

Corrective Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of

areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Bullying — If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct — If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality — To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal — A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment — For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response — When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence — The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation — The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples — Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim — A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention — The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Coupland Independent School District

Coupland Secondary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 01:15 PM

Mission Statement

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.

Vision

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

Value Statement

WE BELIEVE IN...

- Providing an engaging and safe environment where all students have the opportunity to learn and their growth is celebrated.
- Collaborating with families to create a community of support for students.
- Holding high expectations for character and academic excellence.

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Comprehensive Needs Assessment

Demographics

Summary

Community, Parent, and Family Engagement continues to be a strength of Coupland ISD. By engaging the community with student organizations, welcoming families to multiple PFE events, and involving parents and family members in committees and decision making, Coupland is successfully engaging parents and families.

The district's increased enrollment is a result of both increased district residency and increased transfer students. The demographic breakdown of Coupland ISD is as follows:

- 68.3% Hispanic
- 26.7% White
- 3.8% All other ethnicities
- 72% Economically Disadvantaged
- 2.2% Gifted & Talented
- 21% Special Education
- 61.6% At Risk
- 3.2% 504
- 45.3% Bilingual/ESL Education
- 2.2% Military Connected

Bilingual, At-Risk, Special Education, Economically Disadvantaged populations and overall student mobility have increased since the 2024-2025 school year. At present, Coupland does not have any migrant students. Coupland boasts a 0% drop out rate and an attendance rate that hovers near 96%. We also have a lower suspension rate than the state due to well managed classrooms and low occurrences of misbehavior.

Students identified as economically disadvantaged are eligible for free and/or reduced-price lunches under the National School Lunch Act. We have a lower suspension rate than the state due to well managed classrooms and low occurrences of misbehavior. School discipline data shows a low level of classroom disruptions and proves that the administration focuses on ensuring that disciplinary placements are used as a last resort, keeping students in the classroom where learning can be most effectively achieved.

Strengths

- **Significant Drop in Student Mobility:** Campus mobility decreased from **16.3% (42 students)** in 2025 to **8.3% (23 students)** in 2026, dropping well below the state average of **15.7%**. Notably, mobility among Special Education students fell to **0.0%**.
- **Favorable Class Sizes:** Elementary class size averages range between **12.5 and 17.5 students**, while secondary core

academic class size averages range from **10.5 to 16.3 students**, maintaining ideal conditions for targeted, individualized instruction.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Special populations are performing below and in some cases well below their general education peers.	Teachers of special populations require more direct support of best practices for tier 1 and 2 instruction and differentiation skills. Low widespread use of sheltered instruction strategies.
2	The At-Risk population has spiked from 49.4% (159 students) to 61.6% (194 students), surpassing the state benchmark of 54.6%.	Growth in Emergent Bilingual (EB) Students: Rising from 40.1% to 45.7% automatically triggers statutory at-risk status for these students. Economic Disadvantage: Rising from 68.9% to 72.7%, which strongly correlates with learning gaps, resource constraints, and home mobility. Special Education & Tier 3 Supports: 21.0% of students receive Special Education services
3	6th Grade Reading Decline: 6th Grade Reading saw significant drops in 2026 across Approaches (90% down to 63%) and Meets (58% down to 37%), falling below the state average.	Staff changes and constraints. Need for increased support in new to profession teachers.

★ = Priority

Student Learning

Summary

Coupland ISD has rich instructional programming designed to meet the challenging State academic standards. Each student is progress monitored throughout the year including a Beginning, Middle, and End of Year progress monitoring assessment. In addition, students in State-tested grade/subjects are tested for achievement with four Content Based Assessments, or CBAs. Achievement data is disaggregated in a number of ways. The data is viewed through the lens of instruction where trends in reporting categories and supporting standards are studied from year to year to determine if any holes exist in the curriculum. Data is also reviewed on a student by student basis to determine if growth is continuing on a yearly basis. Data is stored in Eduphoria under the tab ‘Aware’ where staff are able to review student data from the previous year.

Achievement data is disaggregated in a number of ways. The data is viewed through the lens of instruction where trends in reporting categories and supporting standards are studied from year to year to determine if any holes exist in the curriculum. Data is also reviewed on a student by student basis to determine if growth is continuing on a yearly basis. Data is stored in Eduphoria under the tab ‘Aware’ where staff are able to review student data from the previous year. Mid-year, a state STAAR interim assessment is given in all core subjects that are tested grades 3-8. Reports from interim results give a percentage of a student's likelihood of passing the STAAR test. It also gives teachers the objectives students have mastered or still need work in. For grades K-2, the TPRI is administered three times each year to show beginning reading levels. TPRI data shows that there is a gap in performance between white students and their Hispanic peers that closes by the time students reach 4th grade. The discrepancy between students who are on the honor roll each six weeks and students achieving the meets and/or mastered level on STAAR is shrinking so there is better alignment between the standards. Historically, Coupland School performed well on state performance measures. The school’s English as a second language population has grown significantly in recent years but has leveled off and now comprises a growing percentage of the total population. The performance gap between the ESL students and native English speakers is historically notable throughout the grade levels/school system. Our school implements an ESL program as we do not have the number of students at any one grade level to meet the requirement for bilingual education.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**76**	**C**	
Student Achievement		**72**	**C**	**0%**
STAAR Performance	43	72		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**75**	**C**	**70%**
Academic Growth	67	75	C	
Relative Performance (Eco Dis: 72.7%)		75	C	
Closing the Gaps	**54**	**77**	**C**	**30%**

Strengths

- **Algebra I End-of-Course Excellence:** 8th graders taking Algebra I achieved **100% Approaches** for the last two years, with **91% reaching Meets Grade Level** in 2026 (up from 85% in 2025) and **55% reaching Masters Grade Level**, significantly outperforming state averages.

- **Significant Growth in Social Studies:** 8th Grade Social Studies showed marked year-over-year improvement across all performance tiers: Approaches increased from **29% to 52%**, Meets tripled from **10% to 30%**, and Masters increased from **0% to 13%**.
- **Consistent Upper-Grade Reading & Science Progress:**
    - 8th Grade Reading steadily improved across Approaches (**77% to 83%**) and Meets (**52% to 57%**).
    - 8th Grade Science saw a major surge in high performance, with Masters jumping from **6% to 22%** in 2026.
- **7th Grade Math Stability:** 7th Grade Math outperformed state averages in 2026 across Approaches (**67% vs. 51% state**) and Meets (**43% vs. 32% state**).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Special populations are performing below and in some cases well below their general education peers.	Teachers of special populations require more direct support of best practices for tier 1 and 2 instruction and differentiation skills. Low widespread use of sheltered instruction strategies.
2	6th Grade Reading Decline: 6th Grade Reading saw significant drops in 2026 across Approaches (90% down to 63%) and Meets (58% down to 37%), falling below the state average.	Staff changes and constraints. Need for increased support in new to profession teachers.
3	Staff need targeted PD opportunities and continuous professional growth.	Budget constraints and time-bound needs often result in limited options.
4	The At-Risk population has spiked from 49.4% (159 students) to 61.6% (194 students), surpassing the state benchmark of 54.6%.	Growth in Emergent Bilingual (EB) Students: Rising from 40.1% to 45.7% automatically triggers statutory at-risk status for these students. Economic Disadvantage: Rising from 68.9% to 72.7%, which strongly correlates with learning gaps, resource constraints, and home mobility. Special Education & Tier 3 Supports: 21.0% of students receive Special Education services

★ = Priority

School Processes & Programs

Summary

Coupland ISD houses grades Pre-K through 9th, and as a Title 1, Schoolwide Program district, all Federal funds are used to pay for staffing. Our staffing plan supports all students in acquiring high yield Math and Reading skills. This is even true for our Pre-Kindergarten four-year-old classrooms. Those students learn essential skills that help prepare them for success in Kindergarten and beyond. To facilitate the transition into high school, multiple opportunities are afforded to our 8th grade students, including an Early College High School field trip, HS counselor visits, and interest inventories. Coupland also offers Career and Technical Education, or CTE classes, to middle school students to promote skills attainment important to in-demand occupations and industries across the State.

Coupland participates in the statewide adoption of textbooks. The textbooks are clearly aligned with the TEKS and the TEKS are referenced in each lesson. Math was adopted in 2014. Science textbooks and Tech Apps software were adopted in the 23-2024 school year and Social Studies was adopted in 2015. New Reading and Language Arts curriculum was implementation in the 2019 school year. All students in grades 1-8 receive individualized support and enrichment. The campus continues to refine the MTSS (multi-tiered system of supports) process to include documentation and progress monitoring in ESPED. The campus participated in the state's interim assessment online tools to benchmark performance at midyear. In order to address achievement expectation concerns, third and fourth grade science is now utilizing new supplemental materials from StemScopes. The PTA does provide support for teacher requested instructional materials. Teachers continue to expand the use of technology to enhance student engagement. Additional needs include supplemental math spiral reviews that align with the Go Math curriculum currently being used.

Technology is up to date and reliable. Promethean screens are outfitted in every classroom and Chromebooks are at a one to one ratio in 2nd through 9th grade. The computer lab hosts CTE courses. The campus has a Technology Coordinator who provides technology support and professional development. He also manages the network. The adopted textbooks have online resources for teachers and students.

Coupland ISD student attendance is supported by an attendance committee that put together attendance improvement plans in collaboration with parents and family members. This process is also used to support the positive attendance rate of homeless students and those receiving services under the McKinney-Vento Homeless Assistance Act. Should the district ever be identified as being a Comprehensive Support and Improvement, Targeted Support and Improvement, Additional Targeted Support campus, and/or Targeted Assistance Program, the plan for how that would be carried out will be described here. Services for any students living in local institutions for neglected children and in similar day programs would be listed here.

Strengths

1 to 1 Chromebooks for students.

Smart boards in all classrooms and around the school.

Teachers have flexibility in choosing assessments and supplemental curriculum.

According to the data, students and staff agree systems are in place for academic support.

School safety measures consist of an on campus security guard, electronic badges, consistent drills, secure fences,

and a Safety Committee.

Families and community is engaged multiple ways, including, literacy night, stem night, surveys, CNA committee, PTA organization and more.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	6th Grade Reading Decline: 6th Grade Reading saw significant drops in 2026 across Approaches (90% down to 63%) and Meets (58% down to 37%), falling below the state average.	Staff changes and constraints. Need for increased support in new to profession teachers.
2	Classroom disruptions increase and the presence of students with behavioral support needs increase.	Lack of clearly defined school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible."
3	Staff need targeted PD opportunities and continuous professional growth.	Budget constraints and time-bound needs often result in limited options.
4	The At-Risk population has spiked from 49.4% (159 students) to 61.6% (194 students), surpassing the state benchmark of 54.6%.	Growth in Emergent Bilingual (EB) Students: Rising from 40.1% to 45.7% automatically triggers statutory at-risk status for these students. Economic Disadvantage: Rising from 68.9% to 72.7%, which strongly correlates with learning gaps, resource constraints, and home mobility. Special Education & Tier 3 Supports: 21.0% of students receive Special Education services

★ = Priority

Perceptions

Summary

School employees are very close and describe the atmosphere as “family”. Overall, the students are well behaved and report a positive feeling about the school. Employee surveys reveal that the staff feels valued. Secondary are able to participate in athletics, fine arts and One Act Play. The school offers volleyball, football, basketball, cross country, weight lifting and track for both boys and girls. The school has a Student Council and National Junior Honor Society. Each year, all grade levels participate in the National Red Ribbon Week campaign to promote drug free awareness. A safe school is promoted by the school counselor that uses anti-bullying and mental health awareness lessons in all grade level classrooms.

Because the district is small, many faculty and staff members wear multiple hats. Teacher input is solicited through meetings, surveys and individual conversation.The school utilizes all state required assessments and the teachers have autonomy to use formative assessments as they choose. Teachers provide tutoring to students after and during the school day as needed. The overall perception of the school is that it has a strong academic program and is one of the better schools in the area. The PTA meets monthly and provides financial support to classroom teachers.

Parents have a high investment in their students' education and are willing to attend conferences, volunteer, etc. The local church is supportive and provides volunteers, and the use of facilities. Citizens Bank in Coupland has adopted our school and provides supplies each year. We have an increased number of families that have Spanish as their home language so the school now has worked to increase bilingual staffing in various positions. The website provides all kinds of information to the community on programs and events. It also has a translator so that they can receive information and updates in their native language. Parents have been given the opportunity to be a part of decision making through attending PTA meetings, Parent Surveys, and open school board meetings. The school uses it's own Coupland ISD app, email, Facebook, Instagram, YouTube and a Thursday Newsletter to communicate with parents. Lower elementary grades send home weekly folders for parents to sign and send back to school.

All teaches have a Bachelor’s Degree and growing numbers of them have a Master’s Degree. Teachers receive feedback regarding their instructional performance through Eduphoria. T-TESS summary data reveals that the majority of teachers fall in the proficient range. The observation information is entered by the appraiser and the teachers can view the data online. The district is participating in the Teacher Incentive Allotment.The instructional paras are a mixture of new and returning staff. Attendance data for employees reveals that attendance is good. When vacancies occur, they are posted on our website along with the ESC 13 website and TASA.net. We struggle to grow our applicant pool and are finding it increasingly difficult to recruit highly qualified staff into vacant positions. The employees play an active role in determining professional development needs. They set goals as part of the evaluation process and professional development is integrated in the goal setting process. Additionally, they provide feedback to the administrator on school-wide needs. A committee works on the school calendar each year and sets the training days. Teachers have 3 days to participate in training specific to their needs.

School discipline data shows a low level of classroom disruptions and proves that the administration focuses on ensuring that disciplinary placements are used as last resort, keeping students in the classroom where learning can be most effectively achieved.

Strengths

Increased participation in community survey responses

Teachers ensure that all students are understanding lessons and concepts.

CISD has many methods to communicate with families, community and staff, i.e.. (CISD website, CISD app, Thrillshare, Facebook, and the campus marques)

84% of the Community/Families feel that their student is excited to go to CISD

100% of staff reported that they feel safe at CISD

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	6th Grade Reading Decline: 6th Grade Reading saw significant drops in 2026 across Approaches (90% down to 63%) and Meets (58% down to 37%), falling below the state average.	Staff changes and constraints. Need for increased support in new to profession teachers.
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★ = Priority

Goals

Goal 1 Goal 1: 100% of Coupland ISD students will make significant educational and academic progress.

Performance Objective 1

All students will make at least one year of academic progress in reading and math.

Evaluation Data Source: Internal website

Strategy 1

Conduct individual reading and math assessments at BOY, MOY, and EOY.

Strategy's Expected Result/Impact: Provide data for intervention and progress monitoring.

Staff Responsible for Monitoring: Administration.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Provide customized reading instruction for students identified with dyslexia.

Strategy's Expected Result/Impact: Improve reading outcomes for special programs students

Staff Responsible for Monitoring: Dyslexia team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Provide continuing support on best instructional practices when working with Emergent Bilingual students.

Strategy's Expected Result/Impact: Increase academic progress for all students.

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Utilizing MTSS system to fidelity

Strategy's Expected Result/Impact: Identify and intervene on students that are not finding success with TIER 1 instruction and intervention.

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 5 ☑ Targeted Support Strategy

Students that are not successful on their math and/or ELA state assessments will receive accelerated instruction and access to state designated instructors.

Strategy's Expected Result/Impact: More than 1 year of academic growth in ELA or Math for all students.

Staff Responsible for Monitoring: Admin

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 6

Digital tools via 1 to 1 interface and other classroom technology will increase student access to instructional resources.

Strategy's Expected Result/Impact: More than 1 year of academic growth in ELA or Math for all students.

Staff Responsible for Monitoring: Classroom teachers

Formative Reviews

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Performance Objective 2

Meet or exceed 96% attendance rate.

Evaluation Data Source: PEIMS reporting data, attendance reports

Strategy 1

Implement Attendance Review Committee meetings for the active reduction of chronic absenteeism.

Strategy's Expected Result/Impact: Decrease chronic absenteeism

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Recognize attendance goals achieved individually, grade levels, and as a campus at each awards

assembly.

Strategy's Expected Result/Impact: Decrease chronic absenteeism.

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Provide a visual of grade level attendance results.

Strategy's Expected Result/Impact: Decrease chronic absenteeism.

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Goal 2 Goal 2: 100% of Coupland ISD staff, students, and families will feel welcomed, recognized, and respected.

Performance Objective 1

Exceed the required number of opportunities for parent and community involvement.

Evaluation Data Source: District Activity Calendar

Strategy 1

Host Cowboy Kickoff

Strategy's Expected Result/Impact: Begin the school year with face to face interactions and welcome parents to the new school year.

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Contribute to the local paper.

Strategy's Expected Result/Impact: Widespread awareness of district events and progress on goals and projects.

Staff Responsible for Monitoring: Superintendent

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Provide student performance or work display for at events.

Strategy's Expected Result/Impact: Pride in student work and exemplary materials.

Staff Responsible for Monitoring: Teachers.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Use the website to publicize events.

Strategy's Expected Result/Impact: Increased awareness and overall turnout.

Staff Responsible for Monitoring: Administration.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 5

Utilize Social Media to publicize events

Strategy's Expected Result/Impact: Widespread awareness of district events and increased clarity.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June

Strategy 6

Publish a parent facing newsletter monthly.

Strategy's Expected Result/Impact: Spread awareness about campus and district events and information.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 7

Continue Coffee with the Principal.

Strategy's Expected Result/Impact: Spread awareness about campus and district events and information.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Performance Objective 2

Define, publicize, promote, and review an effective "cowboy way" culture.

Evaluation Data Source: discipline referrals, gradebook data, survey data

Strategy 1

Reference Cowboy Way Motto, R-I-D-E, as part of student body culture and positive approach to behavior management plan and promotion of grief-informed and trauma-informed care practices.

Strategy's Expected Result/Impact: Unified common vocabulary and shared expectations

Staff Responsible for Monitoring: All staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Continue school-wide spirit activities.

Strategy's Expected Result/Impact: Increase school spirit and shared vision

Staff Responsible for Monitoring: Administration

Formative Reviews

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Strategy 3

Adopt dating violence policy (FFH local).

Strategy's Expected Result/Impact: Unified support of student body.

Formative Reviews

November	January	March	June

Performance Objective 3

Increase the safety rating of parents, students and staff by 5%.

Evaluation Data Source: Campus Needs Assessment surveys

Strategy 1

Ensure that armed security services contracts are maintained with a reputable security firm.

Strategy's Expected Result/Impact: Increased feelings of safety

Staff Responsible for Monitoring: Superintendent

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 2

Conduct at least one full evacuation drill.

Strategy's Expected Result/Impact: Increased feelings of safety

Staff Responsible for Monitoring: Administration

Formative Reviews

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Goal 3 Coupland ISD will be 100% staffed with the best prepared, highly effective, and well supported personnel.

Performance Objective 1

Fully staff all classrooms.

Strategy 1

Continue to maintain and revise a teacher retention plan.

Strategy's Expected Result/Impact: Retention of experienced staff.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November	January	March	June

Strategy 2

Develop and recruit from a pipeline of high quality substitute teachers and paraprofessionals.

Strategy's Expected Result/Impact: Increased pool of interested potential applicants.

Staff Responsible for Monitoring: Administration.

Formative Reviews

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Strategy 3

Continue the Teacher Incentive Allotment.

Strategy's Expected Result/Impact: Increase teacher retention.

Staff Responsible for Monitoring: Administration.

Formative Reviews

November	January	March	June

Performance Objective 2 ✅ High Priority

Provide timely and engaging professional learning experiences directly tied to instructional needs.

Strategy 1

Provide training and support for Tier 1 instruction of emergent bilingual students.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Provide training for newly acquired resources, i.e. instructional tools, resources, etc.

Strategy's Expected Result/Impact: Increased fidelity of use for new resources.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 3

Provide training for recognizing and addressing all forms of child maltreatment.

Strategy's Expected Result/Impact: Positive teacher-student interactions and relationships.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Goal 4

100% of Coupland ISD communications to students, families and staff will be interactive, engaging, accurate, timely and accessible.

Performance Objective 1

Continuously improve upon the effective use of Coupland ISD communications platforms.

Strategy 1

Maintain an up-to-date Coupland ISD website.

Strategy's Expected Result/Impact: Reliable access to current information and resources.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 2

Continue to publicize use of the Coupland ISD app from Apptegy/Thrillshare.

Strategy's Expected Result/Impact: Streamline access to information

Staff Responsible for Monitoring: Administration

Formative Reviews

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Strategy 3

Maintain a single Google Calendar for events throughout the school year.

Strategy's Expected Result/Impact: Streamline access of information.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 4

Require updated email and phone numbers for all families during registration process.

Strategy's Expected Result/Impact: Ensure access to information.

Staff Responsible for Monitoring: Registrar

Formative Reviews

November	January	March	June

Strategy 5

Maintain quarterly community face to face meetings with the principal.

Strategy's Expected Result/Impact: Increase opportunities for communication of important information.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	5	Students that are not successful on their math and/or ELA state assessments will receive accelerated instruction and access to state designated instructors.

Coupland Independent School District

Coupland Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 22, 2026 at 11:57 AM

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Comprehensive Needs Assessment

Demographics

Summary

Community, Parent, and Family Engagement continues to be a strength of Coupland ISD. By engaging the community with student organizations, welcoming families to multiple PFE events, and involving parents and family members in committees and decision making, Coupland is successfully engaging parents and families.

Enrollment numbers have increased annually since 2019. Current growth is 8% over the previous year. Continued development of farm land into developer neighborhoods has resulted in new homes, so the district's increased enrollment is a direct result of increased district residency. The demographic breakdown is as follows:

- 26.9% White
- 68.4% Hispanic
- 4.6% All other ethnicities
- 71.8% Economically Disadvantaged
- 2.2% Gifted & Talented
- 18.3% Special Education
- 44.6% At Risk
- 5.9% 504
- 36.5% Emergent Bilingual
- 1.2% Military Connected

At risk students constitute 44.6% of the school population which is an increase of almost 10% since the 2022-2023 school year. The number of students who are Emergent Bilingual has tripled in the same amount of time. At present, Coupland does not have any migrant students. Coupland boasts a 0% drop out rate and a low chronic absenteeism rate of 6.4%. This rate pales in comparison to the state average of 25.7%. To boot we have a lower suspension rate than the state due to well managed classrooms and low occurrences of misbehavior.

Students identified as economically disadvantaged are eligible for free and/or reduced-price lunches under the National School Lunch Act. To boot we have a lower suspension rate than the state due to well managed classrooms and low occurrences of misbehavior. School discipline data shows a low level of classroom disruptions and proves that the administration focuses on ensuring that disciplinary placements are used as a last resort, keeping students in the classroom where learning can be most effectively achieved.

Coupland ISD currently employs two teachers per grade level in grades Pre-K - 5th grades. The middle school is staffed with one teacher per content. In the elementary grades, students' needs are aligned with teacher quality. The

greater the need due to disparities that result from a pattern of low performance, the higher the likelihood that the student will be taught by effective and experienced staff.

Strengths

Low suspension rate - lower than state average

Lower than state average of chronic absenteeism (25.7%) - we are at 6.4%

Low drop-out rate - state: 0.7% ; Coupland - 0%

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Growing GT population indicates a possible need for deeper program review.	Not all instructional staff have documented GT training.
2	All core subject teachers must posses an ESL certification.	An ESL/content-based program model is an English acquisition program that serves students identified as emergent bilingual students through English instruction ----by a teacher appropriately certified for English as a Second language (ESL) under TEC, 29.061 (c)
3	We need more multilingual staff for our high non English speaking population.	Low multilingual staff pool and low teacher turnover.

★ = Priority

Student Learning

Summary

CES has rich instructional programming designed to meet the challenging State academic standards. Each student is progress monitored five times, including a Beginning, Middle, and End of Year progress monitoring assessment. In addition, students in State-tested grade/subjects are tested for achievement with four Content Based Assessments, or CBAs. Achievement data is disaggregated in a number of ways. The data is viewed through the lens of instruction where trends in reporting categories and supporting standards are studied from year to year to determine if any holes exist in the curriculum. Data is also reviewed on a student by student basis to determine if growth is continuing on a yearly basis. Data is stored in Eduphoria under the tab ‘Aware’ where staff are able to review student data from the previous year.

Achievement data is disaggregated in a number of ways. The data is viewed through the lens of instruction where trends in reporting categories and supporting standards are studied from year to year to determine if any holes exist in the curriculum. Data is also reviewed on a student by student basis to determine if growth is continuing on a yearly basis. Data is stored in Eduphoria under the tab ‘Aware’ where staff are able to review student data from the previous year. Mid-year, a state STAAR interim assessment is given in all core subjects that are tested grades 3-8. Reports from interim results give a percentage of a student's likelihood of passing the STAAR test. It also gives teachers the objectives students have mastered or still need work in. For grades K-2, the TPRI is administered three times each year to show beginning reading levels. TPRI data shows that there is a gap in performance between white students and their Hispanic peers that closes by the time students reach 4th grade. The discrepancy between students who are on the honor roll each six weeks and students achieving the meets and/or mastered level on STAAR is shrinking so there is better alignment between the standards. Historically, Coupland School performed well on state performance measures. The school’s English as a second language population has grown significantly in recent years but has leveled off and now comprises over 36% of the total population. The performance gap between the ESL students and native English speakers is historically notable throughout the grade levels/school system.

Strengths

Progress Monitoring Programs currently in use to make decisions in reading intervention grouping and individual learning needs.

Kindergarten Readiness is comparable to State data

PreK overall measure went from 59% on track performance to 88% on track performance.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Emergent Bilingual scoring below state averages.	Lack of ESL certified staff.
2	We need more multilingual staff for our high non English speaking population.	Low multilingual staff pool and low teacher turnover.

★ = Priority

School Processes & Programs

Summary

CES houses grades Pre-K through 6th, and as a Title 1, Schoolwide Program campus/district, all Federal funds are used to pay for staffing. Our staffing plan supports all students in acquiring high yield Math and Reading skills. This is even true for our Pre-Kindergarten four-year-old classrooms. Those students learn essential skills that help prepare them for success in Kindergarten and beyond. To facilitate the transition into high school, multiple opportunities are afforded to our 8th grade students, including an Early College High School field trip, HS counselor visits, and interest inventories. Coupland also offers Career and Technical Education, or CTE classes, to middle school students to promote skills attainment important to in-demand occupations and industries across the State.

Coupland participates in the statewide adoption of textbooks. The textbooks are clearly aligned with the TEKS and the TEKS are referenced in each lesson. TEKS Guide and TEKS Resource System are available to staff. All students in grades 1-6 receive individualized support and enrichment. The campus continues to refine the MTSS (multi-tiered system of supports) process to include documentation and progress monitoring in ESPED. The campus participated in the state's interim assessment online tools to benchmark performance at midyear. In order to address achievement expectation concerns, third and fourth grade science is now utilizing new supplemental materials from StemScopes. The PTA does provide support for teacher requested instructional materials. Teachers continue to expand the use of technology to enhance student engagement. Additional needs include supplemental math spiral reviews that align with the Go Math curriculum currently being used.

Technology is up to date and reliable. Promethean screens are outfitted in every classroom and Chromebooks are at a one to one ratio in 2nd through 6th grade. The campus has a Technology Coordinator who provides technology support and professional development. He also manages the network. The adopted textbooks have online resources for teachers and students.

Coupland student attendance is supported by an attendance committee that put together attendance improvement plans in collaboration with parents and family members. This process is also used to support the positive attendance rate of homeless students and those receiving services under the McKinney-Vento Homeless Assistance Act. Should the district ever be identified as being a Comprehensive Support and Improvement, Targeted Support and Improvement, Additional Targeted Support campus, and/or Targeted Assistance Program, the plan for how that would be carried out will be described here. Services for any students living in local institutions for neglected children and in similar day programs would be listed here.

Strengths

1 to 1 Chromebooks for students.

Smart boards in all classrooms and around the school.

Teachers have flexibility in choosing assessments and supplemental curriculum.

According to the data, students and staff agree systems are in place for academic support.

School safety measures consist of an on campus security guard, electronic badges, consistent drills, secure fences, and a Safety Committee.

Families and community is engaged multiple ways, including, literacy night, stem night, surveys, CNA committee, PTA organization and more.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	We need more PD opportunities other than Region 13.	Budget constraints and time-bound needs often result in reliance upon the region service center.
2	We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible."	A need to build culture and engagement among the student body.

★ = Priority

Perceptions

Summary

School employees are very close and describe the atmosphere as “family”. Overall, the students are well behaved and report a positive feeling about the school. Employee surveys reveal that the staff feels valued. Students in grades 6-8 were able to participate in athletics and One Act Play. The school offers volleyball, football, basketball and track for both boys and girls. The school has a Student Council and National Junior Honor Society. Each year, all grade levels participate in the National Red Ribbon Week campaign to promote drug free awareness. A safe school is promoted by the school counselor that uses anti-bullying and mental health awareness lessons in all grade level classrooms. I

Because the district is small, many faculty and staff members wear multiple hats. Teacher input is solicited through meetings, surveys and individual conversation.The school utilizes all state required assessments and the teachers have autonomy to use formative assessments as they choose. Teachers provide tutoring to students after and during the school day as needed. The overall perception of the school is that it has a strong academic program and is one of the better schools in the area. The PTA meets monthly and provides financial support to classroom teachers.

Parents have a high investment in their students' education and are willing to attend conferences, volunteer, etc. The local church is supportive and provides volunteers, and the use of facilities. Citizens Bank in Coupland has adopted our school and provides supplies each year. We have an increased number of families that have Spanish as their home language so the school now has worked to increase bilingual staffing in various positions. The website provides all kinds of information to the community on programs and events. It also has a translator so that they can receive information and updates in their native language. Parents have been given the opportunity to be a part of decision making through attending PTA meetings, Parent Surveys, and open school board meetings. The school uses it's own Coupland ISD app, email, Facebook, Instagram, YouTube and a Thursday Newsletter to communicate with parents. Lower elementary grades send home weekly folders for parents to sign and send back to school.

All teaches have a Bachelor’s Degree and growing numbers of them have a Master’s Degree. Teachers receive feedback regarding their instructional performance through Eduphoria. T-TESS summary data reveals that the majority of teachers fall in the proficient range. The observation information is entered by the appraiser and the teachers can view the data online. The district is participating in the Teacher Incentive Allotment.The eight instructional paras are a mixture of new and returning staff. Attendance data for employees reveals that attendance is good. When vacancies occur, they are posted on our website along with the ESC 13 website and TASA.net. We struggle to grow our applicant pool and are finding it increasingly difficult to recruit highly qualified staff into vacant positions. The employees play an active role in determining professional development needs. They set goals as part of the evaluation process and professional development is integrated in the goal setting process. Additionally, they provide feedback to the administrator on school-wide needs. A committee works on the school calendar each year and sets the training days. Teachers have 3 days to participate in training specific to their needs.

School discipline data shows a low level of classroom disruptions and proves that the administration focuses on ensuring that disciplinary placements are used as last resort, keeping students in the classroom where learning can be most effectively achieved.

Strengths

Increased participation in community survey responses

Teachers ensure that all students are understanding lessons and concepts.

CISD has many methods to communicate with families, community and staff, i.e.. (CISD website, CISD app, Thrillshare, Facebook, and Marque)

84% of the Community/Families feel that their student is excited to go to CISD

100% of staff reported that they feel safe at CISD

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible."	A need to build culture and engagement among the student body.
2	The district will likely have multiple changes and regulations that will be new compliance initiatives.	Legislative updates and new laws will be released from this summer's legislative session that directly impact school operations.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Goals

Goal 1 Goal 1: 100% of Coupland ISD students will make significant educational and academic progress.

Performance Objective 1

All students will make at least one year of academic progress in reading and math.

Evaluation Data Source: Internal website

Strategy 1

Conduct individual reading and math assessments at BOY, MOY and EOY.

Strategy's Expected Result/Impact: Provide data for intervention and progress monitoring.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 2

Continue to provide customized reading instruction for students identified with dyslexia.

Strategy's Expected Result/Impact: Improve reading outcomes for special programs students.

Staff Responsible for Monitoring: Dyslexia team

Formative Reviews

November	January	March	June

Strategy 3

Provide continuing support on best instructional practices when working with Emergent Bilingual students.

Strategy's Expected Result/Impact: Increase academic progress for all students.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 4

Utilizing MTSS system to fidelity

Strategy's Expected Result/Impact: Identify and intervene on students that are not finding success with TIER 1 instruction and intervention.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 5

Provide targeted assistance for identified struggling math & reading students grades K-8.

Strategy's Expected Result/Impact: Improve reading and math outcomes for all students.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Performance Objective 2

Meet or exceed 96% attendance rate.

Evaluation Data Source: PEIMS reporting data, attendance reports

Strategy 1

Implement a system to send attendance letters home each Thursday and compulsory attendance will be sent once a month.

Strategy's Expected Result/Impact: Decrease chronic absenteeism

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June

Strategy 2

Hold regular attendance meetings, either by phone or in person, with parents who have students with chronic absenteeism.

Strategy's Expected Result/Impact: Decrease chronic absenteeism

Staff Responsible for Monitoring: Principal and Registrar

Formative Reviews

November	January	March	June

Goal 2 Goal 2: 100% of Coupland ISD staff, students, and families will feel welcomed, recognized, and respected.

Performance Objective 1

Exceed the required number of opportunities for parent and community involvement.

Evaluation Data Source: District Activity Calendar

Strategy 1

Promote and publicize more opportunities for parent and community support.

Strategy's Expected Result/Impact: District Activity Calendar

Formative Reviews

November	January	March	June

Performance Objective 2

Define, publicize, promote, and review an effective "Cowboy Way" culture.

Evaluation Data Source: discipline referrals, gradebook data, survey data

Goal 3 Coupland ISD will be 100% staffed with the best prepared, highly effective, and well supported personnel.

Performance Objective 1

Fully staff all classrooms

Evaluation Data Source: None

Performance Objective 2

Provide opportunities for teachers to collaborate with their grade level partner to discuss data and create learning experiences, based on instructional needs.

Evaluation Data Source: Lesson Plans, Data

Goal 4

100% of Coupland ISD communications to students, families and staff will be interactive, engaging, accurate, timely and accessible.

Performance Objective 1

Send weekly communication from the office for parents with reminders and upcoming engagement opportunities.

Evaluation Data Source: Rooms-Weekly Memo

Performance Objective 2

Send a weekly newsletter from the Principal to the staff about reminders and upcoming events.

13-2
Prescribed by Secretary of State
Section 2.051 – 2.053, Texas Election Code
9/0023

ORDER OF CANCELLATION
ORDEN DE CANCELACIÓN

The Coupland Independent School District hereby cancels the election scheduled to be held on November 3, 2026 in accordance with Section 2.053(a) of the Texas

Election Code. The following candidates have been certified as unopposed and are hereby elected as follows:

El Coupland Independent School District por la presente cancela la elección que, de lo contrario, se hubiera celebrado el 6 de Noviembre 2026 de conformidad, con la Sección 2.053(a) del Código de Elecciones de Texas. Los siguientes candidatos han sido certificados como candidatos únicos y por la presente quedan elegidos como se haya indicado a continuación:

Candidate (Candidato)	**Office Sought (Cargo al que presenta candidatura)**
Mrs. Crystal Ward	Coupland ISD Board of Trustees At-Large Member
Mr. Michael Roepke	Coupland ISD Board of Trustees At-Large Member
Mrs. Rhonda (Suzie) Dunlop	Coupland ISD Board of Trustees At-large Member

A copy of this order will be posted on Election Day at each polling place that would have been used in the election.

El Día de las Elecciones se exhibirá una copia de esta orden en todas las mesas electorales que se hubieran utilizado en la elección.

_____
President (Presidente)

_____ (seal) (sello)

Secretary (Secretario)

_____

Date of adoption (Fecha de adopción)

13-1
Prescribed by Secretary of State
Section 2.051 – 2.053, Texas Election Code
9/2023

CERTIFICATION OF UNOPPOSED CANDIDATES FOR OTHER POLITICAL SUBDIVISIONS (NOT COUNTY) CERTIFICACIÓN DE CANDIDATOS ÚNICOS PARA OTRAS SUBDIVISIONES POLITICAS (NO EL CONDADO)

To: Presiding Officer of Governing Body
Al: Presidente de la entidad gobernante

As the authority responsible for having the official ballot prepared, I hereby certify that the following candidates are unopposed for election to office for the election scheduled to be held on November 3, 2026.

Como autoridad a cargo de la preparación de la boleta de votación oficial, por la presente certifico que los siguientes candidatos son candidatos únicos para elección para un cargo en la elección que se llevará a cabo el 3 de Noviembre 2026.

List offices and names of candidates:
Lista de cargos y nombres de los candidatos:

Office(s) Cargo(s)	**Candidate(s) Candidato(s)**
Coupland ISD Board of Trustees At-Large Member	Mrs. Crystal Ward
Coupland ISD Board of Trustees At-Large Member	Mr. Michael Roepke
Coupland ISD Board of Trustees At-large Member	Mrs. Rhonda (Suzie) Dunlop

Earl W Parcell

Signature (Firma)

Dr. Earl W. Parcell

Printed name (Nombre en letra de molde)

(Seal) (sello)

Superintendent

Title (Puesto)

September 14, 2026

Date of signing (Fecha de firma)

COUPLAND INDEPENDENT SCHOOL DISTRICT
COUPLAND, TEXAS

Board of Trustees

Date of Meeting	9/22/2026
Item Type	Action

Item Name	Consider and Take Action on the Appointment of Investment Officers for CISD
District Goal	Funding and Finance
Summary (Purpose / Objective)	Dr. Parcell recommends that Lance Terrell and Dr. Earl Parcell be appointed as investment officers for CISD.
Fiscal Impact	$120 for Public Funds Investment Act (PFIA) required training per year.
Administrative Recommendation	Administration recommends approving the appointment of Lance Terrell and Dr. Earl Parcell as investment officers for CISD.

Attachments	

Contact Person: Dr. Earl Parcell, Superintendent | E-Mail Address: eparcell@couplandisd.org

Board of Trustees

Date of Meeting	9/22/2026
Item Type	Action

Item Name	Consider and Approve the Temple College MOU for the 2026-2027 School Year
District Goal	Teaching and Learning
Summary (Purpose / Objective)	CISD and TJC are requesting to partner for Dual Credit offerings through the TJC Dual Credit program. TJC is an affordable dual credit program for Texas high school students who seek to challenge themselves and accelerate their technical school and college preparation.
Fiscal Impact	Budgeted Funds ($0 for courses taught by CISD staff)
Administrative Recommendation	Administration recommends approving the MOU with Temple Junior College for the 2026-2027 school year.

Attachments	Temple College MOU for FY 2026-2027

Contact Person	Dr. Earl Parcell, Superintendent	E-Mail Address	eparcell@couplandisd.org

2026-2027 Dual Credit

MEMORANDUM OF UNDERSTANDING ADDENDUM B

FAST Eligibility, Billing Reconciliation, Financial Responsibility, and Tuition Provisions

Temple College Dual Credit

Program (s) 2026-2027

FOR TERM
OF

2026-2027 ACADEMIC YEAR

July 8, 2026

This Addendum incorporates by reference and is to be read with the Memorandum of Understanding ("MOU") entered into for the 2026-2027 Academic Year. Unless otherwise noted in this Addendum, all terms of the MOU shall take effect and remain in effect until the end of the 2026-2027 Academic Year.

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Article 1

FAST Eligibility and Billing Reconciliation

Temple College participates in the FAST program, a state dual-credit financial aid program. Temple College and the ISD agree to support the FAST program to accelerate college completion for economically disadvantaged dual-credit students.

Students are eligible for benefits under the FAST program if they:

1. are enrolled at a Texas public or charter school;
2. are enrolled in an eligible dual credit course included in the annual dual credit agreement between Temple College and the ISD; and
3. were qualified for the national free/reduced-price lunch program in
    a. any of the four school years prior to the academic year in which they enroll in the dual credit course, or
    b. during the current year in which they enroll in the dual credit course.

The ISD agrees to provide the TSDS number for each dual credit applicant and/or other student identifiers required by the state of Texas to verify student eligibility for the state FAST program.

Additionally, the ISD will provide Temple College with information on economically disadvantaged dual credit students, including their TSDS number, their Economic Disadvantage Code reported in PEIMS (01, 02, 99), and student identifiers to help determine current-year eligibility.

As referenced previously in the MOU, Temple College will invoice the Independent School District (ISD) based on student eligibility data available at the time of billing, including current-year eligibility data provided by the ISD.

Participation in the Financial Aid for Swift Transfer (FAST) program is contingent upon final eligibility determination by the Texas Higher Education Coordinating Board. In accordance with 19 Tex. Admin. Code Ch. 13, Subch. Q: Student eligibility is subject to a reconciliation process (True-Up) at the state level. All invoices are **subject to adjustment pending final THECB reconciliation (True-Up process)**.

In the event that a student initially identified as FAST-eligible is subsequently determined by THECB to be **ineligible during the reconciliation process**, the ISD agrees to assume the costs for all applicable tuition, fees, textbooks and any required materials associated with that student's enrollment. Temple College will invoice the ISD for any balance due, detailing tuition charges for students deemed ineligible by the state. Payments shall be remitted in accordance with the terms set forth in Texas Government Code Chapter 2251, including the expectation that payment be received within 30 days of invoicing.

Temple College will provide updated rosters and/or revised invoices reflecting any adjustments

resulting from THECB determinations. Payment for any additional charges will be due in accordance with standard billing terms.

Drops and Withdrawals – Tuition and Fee Refunds and Financial Responsibility

The ISD acknowledges that tuition and fee liability is determined by the student's official drop or withdrawal date and Temple College's published refund schedule in effect at the time of the action

Students who drop prior to the official Temple College census date will not receive a college grade of any kind; tuition and fees will be adjusted in accordance with Temple College's approved refund schedule. If payment has not yet been received from the ISD, full or partial payment may still be due based on the timing of the drop. Any remaining balance after application of the refund policy shall remain the responsibility of the ISD.

A student may withdraw from a course with a grade of "W" any time after the semester census date and on or before the last day to drop a class for the term, as designated by the Temple College academic calendar. Students who withdraw after the census date are not eligible for a tuition or fee refund under Temple College's Dual Credit Program. The ISD shall remain responsible for all tuition, fees, textbooks, and required course materials associated with the student's enrollment.

The timing of payment by the ISD shall not alter the amount due under Temple College's refund schedule. If an adjustment results in additional charges or credits, Temple College may issue a revised invoice reflecting the adjustment.

Article 2

Temple College Free In-District Tuition Program

Effective with the implementation of Temple College's in-district tuition initiative, eligible dual-credit students who qualify for Temple College's in-district residency will receive the applicable in-district tuition rate. Eligibility is determined by Temple College in accordance with state law, Board policy, and Temple College residency procedures.

The ISD acknowledges that not all students attending an in-district school district automatically qualify for in-district residency. Residency is determined on an individual student basis. Any student determined to be ineligible for in-district residency will be assessed the applicable out-of-district tuition rate, and the ISD agrees to assume financial responsibility for any resulting tuition difference if sponsoring the student's tuition under this Agreement.

Article 3

Data Sharing

The ISD agrees to provide student data reasonably necessary for Temple College to administer the Dual Credit Program, including, but not limited to, student identifiers, residency information,

TSDS numbers, PEIMS data elements, eligibility information for state financial aid programs, and other information required for enrollment, billing, reporting, and compliance. Temple College agrees to use such information solely for legitimate educational and administrative purposes consistent with this Agreement and in accordance with the Family Educational Rights and Privacy Act (FERPA), applicable Texas law, and institutional policies.

MEMORANDUM OF UNDERSTANDING
Temple College Dual Credit Program(s)
2026-2027 (FY2026)

Authorizing Signatures

Coupland ISD, President, Board of Trustees or Designee Date

President, Temple College Board of Trustees or Designee Date

This Addendum becomes effective upon execution by both parties and shall be incorporated into and made part of the existing Memorandum of Understanding. Except as modified herein, all other terms and conditions of the Memorandum of Understanding remain in full force and effect.

Next Generation Technology

A district, in the administration of the district, shall consider using next generation technologies, including cryptocurrency, blockchain technology, robotic process automation, and artificial intelligence. *Gov't Code 2054.601*

Children's Internet Protection Act

"Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

Definitions

Harmful to Minors

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

47 U.S.C. 254(h)(7)(G); 20 U.S.C. 7131(e)(6)

Technology Protection Measure

"Technology protection measure" means a specific technology that blocks or filters internet access to the material covered by a certification described at Certifications to the FCC, below, to which such certification relates. *47 U.S.C. 254(h)(7)(I)*

Universal Service Discounts (E-Rate)

An elementary or secondary school having computers with internet access may not receive universal service discount rates unless the district submits to the FCC the certifications described below at Certifications to the FCC and a certification that an internet safety policy has been adopted and implemented as described at Internet Safety Policy, below, and ensures the use of computers with internet access in accordance with the certifications. *47 U.S.C. 254(h)(5)(A); 47 C.F.R. 54.520*

Certifications to the FCC

A district that receives discounts for internet access and internal connections services under the federal universal service support mechanism for schools must make certifications in accordance with 47 C.F.R. 54.520(c) each funding year. A district that only receives discounts for telecommunications services is not subject to the certification requirements, but must indicate that it only receives discounts for telecommunications services. *47 C.F.R. 54.520(b)*

With Respect to Minors

A certification under 47 U.S.C. 254(h)(5)(B) is a certification that the district is:

1. Enforcing a policy of internet safety for minors that includes monitoring their online activities and the operation of a tech-

nology protection measure with respect to any of its computers with internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors;

2. Enforcing the operation of such technology protection measure during any use of such computers by minors; and

3. Educating minors, as part of its internet safety policy, about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

47 U.S.C. 254(h)(5)(B); 47 C.F.R. 54.520(c)(1)

With Respect to Adults

A certification under 47 U.S.C. 254(h)(5)(C) is a certification that the district is:

1. Enforcing a policy of internet safety that includes the operation of a technology protection measure with respect to any of its computers with internet access that protects against access through such computers to visual depictions that are obscene or child pornography; and

2. Enforcing the operation of such technology protection measure during any use of such computers.

47 U.S.C. 254(h)(5)(C); 47 C.F.R. 54.520(c)(1)

Disabling for Adults

An administrator, supervisor, or other person authorized by the district may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose. *47 U.S.C. 254(h)(5)(D)*

Internet Safety Policy

A district shall adopt and implement an internet safety policy that addresses:

1. Access by minors to inappropriate matter on the internet and the World Wide Web;

2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;

3. Unauthorized access, including “hacking,” and other unlawful activities by minors online;

4. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and

5. Measures designed to restrict minors' access to materials harmful to minors.

47 U.S.C. 254(l); 47 C.F.R. 54.520(c)(1)(ii)

Public Hearing — A district shall provide reasonable public notice and hold at least one public hearing or meeting to address the proposed internet safety policy. *47 U.S.C. 254(h)(5)(A)(iii), (l)(1)(B)*

Inappropriate for Minors — A determination regarding what matter is inappropriate for minors shall be made by the board or designee. *47 U.S.C. 254(l)(2)*

Noncompliance — A district that knowingly fails to submit required certifications shall not be eligible for discount services under the federal universal service support mechanism for schools until such certifications are submitted.

A district that knowingly fails to ensure the use of computers in accordance with the required certifications must reimburse any funds and discounts received under the federal universal service support mechanism for schools for the period in which there was noncompliance.

47 C.F.R. 54.520(d), (e); 47 U.S.C. 254(h)(5)(F)

ESEA Funding — No federal funds made available under Title IV, Part A of the ESEA for an elementary or secondary school that does not receive universal service discount rates may be used to purchase computers used to access the internet, or to pay for direct costs associated with accessing the internet unless a district:

1. Has in place a policy of internet safety for minors that includes the operation of a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors; and enforces the operation of the technology protection measure during any use by minors of its computers with internet access; and

2. Has in place a policy of internet safety that includes the operation of a technology protection measure that protects against access to visual depictions that are obscene or child pornography; and enforces the operation of the technology protection measure during any use of its computers with internet access.

An administrator, supervisor, or other person authorized by the district may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Certification to U.S. Department of Education

A district shall certify its compliance with these requirements during each annual program application cycle under the ESEA.

20 U.S.C. 7131

Uniform Electronic Transactions Act (UETA)

The UETA (Business and Commerce Code Chapter 322) applies to electronic records and electronic signatures relating to a transaction. *Business and Commerce Code 322.003(a)*

The UETA applies only to transactions between parties each of which has agreed to conduct transactions by electronic means. The UETA does not require a record or signature to be created, generated, sent, communicated, received, stored, or otherwise processed or used by electronic means or in electronic form. A party that agrees to conduct a transaction by electronic means may refuse to conduct other transactions by electronic means. This right may not be waived by agreement. *Business and Commerce Code 322.005(a)–(c)*

Except as otherwise provided in Business and Commerce Code 322.012(f), the UETA does not require a district to use or permit the use of electronic records or electronic signatures. *Business and Commerce Code 322.017(c)*

Records Retention

If a law requires that a record be retained, the requirement is satisfied by retaining an electronic record of the information in the record which:

1. Accurately reflects the information set forth in the record after it was first generated in its final form as an electronic record or otherwise; and

2. Remains accessible for later reference.

A record retained as an electronic record in accordance with the provisions above satisfies a law requiring a person to retain a record for evidentiary, audit, or like purposes, unless a law enacted after January 1, 2002, specifically prohibits the use of an electronic record for the specified purpose.

Business and Commerce Code 322.012(a), (f)

[For more information on records management, see CPC.]

Definitions

"Electronic record" means a record created, generated, sent, communicated, received, or stored by electronic means.

"Electronic signature" means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Transaction" means an action or set of actions occurring between two or more persons relating to the conduct of business, commercial, or governmental affairs.

Business and Commerce Code 322.002(7), (8), (15)

Digital Signature

A digital signature may be used to authenticate a written electronic communication sent to a district if it complies with rules adopted by the board. Before adopting the rules, the board shall consider the rules adopted by the Department of Information Resources (DIR) and, to the extent possible and practicable, make the board's rules consistent with DIR rules. *Gov't Code 2054.060(b)* [See 1 Administrative Code Chapter 203 for DIR rules related to management of electronic transactions and signed records.]

"Digital signature" means an electronic identifier intended by the person using it to have the same force and effect as the use of a manual signature. *Gov't Code 2054.060(e)(1)*

Interception of Communications

For information on the unlawful interception, use, or disclosure of communications, see the Electronic Communications Privacy Act (18 USC 2510–2523 [federal wiretap act] and 2701–2713 [Stored Communications Act]) and Penal Code 16.02 (state wiretap law) and 16.04 (Unlawful Access to Stored Communications).

Note: For Board member use of District technology resources, see BBI. For student use of personal electronic devices, see FNCE.

For purposes of this policy, "technology resources" means electronic communication systems and electronic equipment.

Availability of Access

Access to the District's technology resources, including the internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations.

Limited Personal Use

Limited personal use of the District's technology resources shall be permitted if the use:

1. Imposes no tangible cost on the District;
2. Does not unduly burden the District's technology resources; and
3. Has no adverse effect on an employee's job performance or on a student's academic performance.

Use by Members of the Public

Access to the District's technology resources, including the internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:

1. Imposes no tangible cost on the District; and
2. Does not unduly burden the District's technology resources.

Acceptable Use

The Superintendent shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District's technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

Internet Safety

The Superintendent shall develop and implement an internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities;
4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

Filtering

Each District computer with internet access and the District's network systems shall have filtering devices or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent.

The Superintendent shall enforce the use of such filtering devices. Upon approval from the Superintendent, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

Monitored Use

Electronic mail transmissions and other use of the District's technology resources by students, employees, and members of the public shall not be considered private. Designated District staff shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

Disclaimer of Liability

The District shall not be liable for users' inappropriate use of the District's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the availability of the District's technology resources or the accuracy, age appropriateness, or usability of any information found on the internet.

Record Retention

A District employee shall retain electronic records, whether created or maintained using the District's technology resources or using personal technology resources, in accordance with the District's record management program. [See CPC]

Electronically Signed Documents

At the District's discretion, the District may make certain transactions available online, including student admissions documents,

student grade and performance information, contracts for goods and services, and employment documents.

To the extent the District offers transactions electronically, the District may accept electronic signatures in accordance with this policy.

When accepting electronically signed documents or digital signatures, the District shall comply with rules adopted by the Department of Information Resources, to the extent practicable, to:

- Authenticate a digital signature for a written electronic communication sent to the District;
- Maintain all records as required by law;
- Ensure that records are created and maintained in a secure environment;
- Maintain appropriate internal controls on the use of electronic signatures;
- Implement means of confirming transactions; and
- Train staff on related procedures as necessary.

COUPLAND ISD ACCEPTABLE USE POLICY (AUP) for Students

Definition and Purpose

Following Coupland ISD's mission statement of providing exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship, Coupland ISD is proud to provide devices, Internet services and activities to its students and personnel. The Internet, a global electronic information infrastructure, is a network of networks used by educators, businesses, the government, the military, organizations, and individuals.

Access

Internet access and devices are available to students and employees of Coupland ISD. These services offer a vast and unique resource to both students and teachers. The goal of Coupland ISD is to provide continued academic excellence by providing resource sharing, innovation, and communication for its students and employees.

The District understands and supports the right of any parent to decline individual Internet access or device.

All users must complete and have on file an agreement form. Student agreement forms must be signed by a parent or guardian. All users must abide by District and building-use policies and guidelines with the understanding that violations of policies and guidelines may result in disciplinary action, loss of access, or even legal action.

Rights & Responsibilities

The Internet and devices used to access the Internet provide students and educators the opportunity to actively take part in distance learning activities, consult with experts, mentors, other classes and individuals. It is important to help users develop intellectual skills needed to discriminate among informational sources, identify information appropriate for age and development levels, and evaluate and use information to meet educational goals.

Because the Internet is "fluid," a constantly changing informational environment with information disappearing, appearing, and changing, it is impossible to create what some would call a completely "safe environment" no matter what restraints are put in place. Therefore, it is impossible to promise to control the electronic environment for students, just as it is impossible to control their environment outside the educational setting.

Instead, the focus of control shifts from controlling the environment to providing the users with the understanding and skills needed to use the Internet in acceptable ways in order to meet their individual educational needs while providing as safe and positive a learning environment as possible.

Rights

The purpose of the District's Internet service and devices is to provide a means of communication to support the educational goals of the District and state. Such use of the District's service is a privilege and not a right of the individual.

Responsibilities

It is the responsibility of the user to abide by the guidelines set forth by this policy. The following practices using District wide-area networks or devices shall be prohibited:

1. any use for political or commercial purposes;
2. the use of electronic mail in any manner that is contrary to District policy (files and electronic mail are subject to monitoring);
3. the use of profanity or inappropriate language in electronic mail;
4. any use that disrupts the educational and administrative goals of the District;
5. any use of a District account by anyone but the authorized owner of the account;
6. any reproduction of copyrighted material without explicit permission;
7. access of material that has been deemed inappropriate for school use;
8. any unauthorized modifications to the network or related equipment, as well as removal of technology equipment (hardware or software) without written permission.

Network Etiquette

All users of District devices and networking systems are expected to abide by generally accepted rules of network etiquette. These informal rules of behavior have evolved for the use of communication on the Internet and other online services:

1. Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
2. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language are prohibited.
3. Pretending to be someone else when sending/receiving messages is considered inappropriate.
4. Transmitting obscene messages or pictures is prohibited.
5. Revealing personal addresses or phone numbers of the users or others is prohibited.
6. Using the network in such a way that would disrupt the use of the network by other users is prohibited.

Internet Safety

There are many sites on the Internet that can be potentially dangerous to minors. Coupland ISD makes every effort to block these sites both inside and outside of the District by installing a filtered browser on each device. You **MUST** use the filter when gaining access to the Internet. You are in violation of District policy if you use software utilities or other means to access content blocked by school filters. Parents may want to further restrict home access. For more information about Internet safety, you may go to the TEA Internet Safety website.

Consequences

Inappropriate use of this service, including any violation of the Student Code of Conduct, District or building guidelines and/or standards of online behavior, language, content, or security, may result in disciplinary action including the loss of user privileges or even criminal prosecution under state and federal law.

Account Termination

Termination of a student's access will be effective on the date the principal or District coordinator receives notice of student withdrawal or of revocation of systems privileges or access to devices.

Disclaimer

This agreement applies to stand alone equipment as well as equipment connected to the Network/Internet. Coupland ISD makes no warranties of any kind, whether express or implied, for the service it is providing and is not responsible for any damages suffered by users. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence or user errors or omissions. Use of any information obtained via the Network/Internet is at the user's own risk.

Coupland ISD specifically denies any responsibility for the accuracy or quality of information obtained through its services. Neither the District nor its employees shall be liable for users' inappropriate use of electronic communication resources or violations of copyright restrictions, user mistakes or negligence, or costs incurred from users. Student Internet use while not at school is the responsibility of the parent and not Coupland ISD.

This policy is subject to review and modification as deemed necessary.

STUDENT DEVICE ACCESS AGREEMENT:

In this agreement "we", "us" and “our” means Coupland ISD and “you” and “your” means the parent/guardian and student enrolled in Coupland ISD. The “property" is a mobile device owned by the Copperas Cove Independent School District.

Terms:

You will comply at all times with the Coupland ISD *Student Handbook and Code of Conduct,* including the *CISD Acceptable Use Policy*.

Failure to comply may terminate your rights of possession effective immediately, and the District may repossess the student device.

COUPLAND ISD PROVIDES THE STUDENT DEVICE “AS-IS”. COUPLAND ISD MAKES NO WARRANTIES, EXPRESS OR IMPLIED, OF MERCHANTABILITY, MARKETABILITY, FITNESS FOR A PARTICULAR PURPOSE OR OTHERWISE, EXCEPT AS SET FORTH HEREIN. ANY IMPLIED WARRANTIES ARE EXPRESSLY DISCLAIMED AND EXCLUDED.

Title

At all times, the legal title to the mobile device is maintained by Coupland ISD. Your right of possession and use is limited to and contingent upon your full and complete compliance with this *Agreement* and the *CISD Acceptable Use Policy,* which is available on the website of each school and the CISD website: www.CISD.com

Electronic resources owned by the District should not be released to anyone including, but not limited to, law enforcement agencies. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws. **YOU HAVE NO RIGHTS OF CONFIDENTIALITY WHEN USING THE MOBILE DEVICES.** Contents of email, information regarding your Internet usage, and network communications may be reviewed at the sole discretion of CISD. By signing this Agreement, you further acknowledge that Coupland ISD is required by law to comply with the Texas Public Information Act https://www.tsl.state.tx.us/agency/customer/pia.html.

As such, you agree to fully and timely comply with any and all directives issued by Coupland ISD in its efforts to comply with the Public Information Act. You further recognize that this may mean that email content, Internet use history, network communications, and other similar information shall be releasable to third parties, if so required by law.

Overview

The District views the use of electronic resources as central to the delivery of its educational program and expects that all students will use electronic resources as an essential part of their learning experiences. It is the policy of CISD to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities. With this privilege and extraordinary opportunity to explore resources come responsibilities for the student and for the parent/guardian.

When signing the CISD Technology Student/Parent Agreement and *CISD Acceptable Use Policy*, you are acknowledging that you understand and accept the information in this document.

CISD students and families must understand that:

1. All students are allowed access to electronic resources unless the school is notified in writing by the parent/guardian.
2. The term "equipment" or "technology" refers to mobile devices, batteries, power cord/chargers and cases. Each piece of equipment is issued as an educational resource. The conditions surrounding this equipment can be equated to those of a textbook, a school-issued calculator, or athletic equipment.
3. All users of the CISD network and equipment must comply at all times with the Coupland Independent School District, CISD Technology Student/Parent Agreement and *CISD Acceptable Use Policy*, as well as the CISD Student Code of Conduct.
4. Mobile devices are on loan to students and remain the property of CISD.
5. All users are accountable to all school, district, local, state, and federal laws.
6. Students and families must follow all guidelines set forth in this document, CISD Technology Student/Parent Agreement, and by CISD staff.
7. All rules and guidelines are in effect before, during, and after school hours, for all CISD technology equipment whether on or off District property.
8. All files stored on CISD equipment or the CISD network are property of the District and may be subject to review and monitoring.
9. Students are expected to keep the equipment in good condition. Failure to do so may result in a repair or replacement fee. (See Fee Schedule below)
10. Students are expected to report any damage to their mobile device as soon as possible. This means no later than the next school day.
11. Students are expected to report lost or stolen equipment to campus police as soon as possible.
12. Students who identify or know about a security problem are expected to convey the details to campus personnel as soon as possible without discussing it with other students.
13. Students are expected to notify campus personnel as soon as possible if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
14. All users are expected to follow existing copyright laws and educational fair use policies.

15. Students may only log in under their assigned username. Students may not share their password with anyone, however, students are encouraged to share their password with their parent/guardian.
16. Students may not loan equipment to anyone for any reason. Students who do so are responsible for any loss or damage of equipment.
17. Mobile devices come with a standardized profile already loaded which shall not be removed. Removal of this profile will result in an inability to access CISD network resources. Removal of the profile may also result in non-compliance with CIPA (Children's Internet Protection Act) under federal law. http://www.fcc.gov/guides/childrens-internet-protection-act.
18. It is the responsibility of the student to see to it that critical files are backed up regularly.
19. Any failure to comply with District rules and guidelines may result in disciplinary action. CISD may remove a user's access to the network without notice at any time if the user is engaged in any unauthorized activity.
20. CISD reserves the right to confiscate the property at any time.

Repossession

If you do not fully comply with all terms of this Agreement and the *CISD Acceptable Use Policy* including the timely return of the property, Coupland ISD shall be entitled to declare you in default and come to your place of residence, or other location, to take possession of the mobile device.

Term of Agreement

Your right to use and possess the mobile device terminates no later than the last day of the school year, unless otherwise terminated earlier by Coupland ISD, or upon withdrawal from Coupland ISD.

Appropriation

Your failure to return the property in a timely manner will be considered unlawful appropriation of the Coupland ISD property. Your continued use of the mobile devices for non-school purposes without our consent may also be considered unlawful appropriation of the District's property and will be reported to law enforcement.

Inappropriate Content

Inappropriate content will not be allowed on District devices. (See *CISD Acceptable Use Policy*)

Presence of pornographic materials, inappropriate language, weapon-related content, alcohol, drug, and/or gang related symbols, pictures, or any other activity deemed inappropriate by campus staff and administration will result in disciplinary action and confiscation of the device.

Use for Non-School-Related Purposes

School District computers, electronic devices, networks and Internet services are provided for purposes related to educational programs, school operations, and performance of job responsibilities. Limited personal use is permitted as long as such does not violate this policy and the accompanying rules, the *CISD Acceptable Use Policy*.

Recording Feature and Camera

Coupland ISD retains the rights concerning any recording and/or publishing of any student or staff member's work or image. You must obtain permission from the principal, or designee, before recording an individual or group, or before publishing a photograph or video of any school related activity. Unauthorized recordings are subject to disciplinary action in accordance with the CISD Student Acceptable Use Policy.

No Loaning or Borrowing of mobile devices

- Do NOT loan mobile devices or other equipment to anyone.
- Do NOT borrow a mobile device from another student.
- Do NOT share passwords or usernames with others.

Setting Security Passcode:

Access to another person's account without consent or knowledge is considered hacking and is prohibited. This is subject to discipline in accordance with the *Student Handbook and Code of Conduct*.

Mobile Devices are Required Each Day in Class

- You are required to bring fully charged mobile devices to class.
- When appropriate, Coupland ISD encourages you to take your mobile devices home at night for class work and recharging. All rules and regulations that are in effect during the school day extend to the use of the mobile devices at home.

Repair/Replacement

- In case of theft, a police report MUST be filed prior to a new device being issued.
- Intentional damage or damage caused by gross negligence is not covered by the District and the parent/student will be responsible for repairs.
- Loss or replacement of ancillary items are the responsibility of the parent/student.
- The full replacement cost of device must be paid to replace the device if the device is lost or damaged beyond repair. Current market values are listed below for the 2026-2027 School year:
    - Chromebook - $357.94
    - Chromebook Charger - $31.71

Misuse of Technology Resources and the Internet

Technology Discipline: *Behaviors and Discipline Related to Student Technology Use*

Tech-Related Behavior Violations	Equivalent "Traditional" Classroom Violations
Email, instant messaging, Internet surfing, computer games, and other off-task behavior that disrupts instruction	Passing notes, looking at magazines, games, and other off-task behavior that disrupts instruction
Missing mobile devices, missing case	No binder, missing supplies
Cyber-bullying on or off District property	Bullying, harassment
Damaging, defacing, or endangering equipment	Vandalism, property damage
Using profanity, obscenity, racist terms, or any other behavior deemed inappropriate by campus personnel	Inappropriate language
Tech-Related Behavior Violations (cont.)	**Equivalent "Traditional" Classroom Violations (cont.)**
Accessing pornographic material, inappropriate files, or files dangerous to the integrity of the network	Bringing pornographic or other inappropriate content to school in print form
Using electronic resources account authorized for another person	Breaking into someone else's locker
Use of technology to create, copy, distribute, or make available unauthorized educational materials	Cheating

Tech Violations

Behaviors unique to the digital environment without a "traditional" behavioral equivalent will be dealt with per the CISD Student Code of Conduct Handbook.

School-Based Discipline

The discipline policies at each school encompass the one-to-one environment. Please reference the materials specific to each school or contact the school directly for details.

Classroom Interventions

For low-level infractions, classroom interventions will be the first level of discipline. This includes, but is not limited to, verbal warnings, seating changes, and teacher contact with home.

Consequences

CISD may remove a user's access to the network or the mobile device without notice at any time if the user is engaged in any unauthorized activity.

Examples of Unacceptable Use

Unacceptable conduct includes, but is not limited to, the following:

1. Using the network for illegal activities, including copyright, license or contract violations.
2. Unauthorized downloading or installation of any software including shareware and freeware.
3. Using the network for financial or commercial gain, advertising, or political lobbying.
4. Accessing or exploring online locations or materials that do not support the curriculum and/or are inappropriate for school assignments.
5. Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited.
6. Gaining unauthorized access anywhere on the network.
7. Revealing the home address or phone number of one's self or another person.
8. Invading the privacy of other individuals.
9. Using another user's account or password, or allowing another user to access your account or password.
10. Coaching, helping, observing or joining any unauthorized activity on the network.
11. Posting anonymous messages or unlawful information on the network.
12. Participating in cyber-bullying or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous.
13. Falsifying permission, authorization or identification documents.
14. Obtaining copies of, or modifying files, data or passwords belonging to other users on the network.
15. Knowingly placing a computer virus on a computer or network.
16. Attempting to access or accessing sites blocked by the CISD filtering system.

17. Downloading music, games, images, videos, or other media without the permission of a teacher.
18. Sending or forwarding social or non-school related email.

Insurance:

With the purchase the District technology insurance, your child will receive a replacement device for damaged or broken equipment. Only one claim per device is allowed. The non-refundable cost is $25 per device per year.

Initial the Technology Insurance option you choose:

_____ Yes, I will purchase the CISD Technology insurance

_____ No, I am declining the CISD Technology Insurance and I understand that I will assume financial responsibility for damage or loss of the device.

512 - 856 - 2422
620 South Commerce Street, Coupland TX 78615
www.CouplandISD.org

MEMORANDUM

To All Coupland ISD Employees and Contractors:

The Coupland ISD Board of Trustees adopted the applicable local policy revisions included in TASB Policy Update 126 to comply with Texas Education Code §§ 11.005 and 28.0022.

The adopted policies and procedures address:

- Prohibited diversity, equity, and inclusion duties;
- Prohibited classroom instruction and activities;
- Employee and contractor responsibilities; and
- Disciplinary or contractual consequences, including termination when appropriate, for intentional or knowing violations.

Electronic copies of the applicable policies and procedures are attached to this notice. The District is also providing a physical copy to each employee and contractor. Please review the attached materials carefully. All employees and contractors are expected to comply with these requirements immediately.

The policies and procedures provided with this notice include:

- BJA(LEGAL) - Superintendent: Qualifications and Duties
- BJCF(LOCAL) - Superintendent: Nonrenewal
- BT(LEGAL) - Prohibition on Diversity, Equity, and Inclusion Activities
- CDC(LEGAL) - Other Revenues: Gifts and Solicitations
- CJ(LEGAL) AND (LOCAL) - Contracted Services
- CMD(LEGAL) - Equipment and Supplies Management: Instructional Materials Care and Accounting
- DF(LEGAL) - Termination of Employment
- DFBB(LOCAL) - Term Contracts: Nonrenewal
- DG(LEGAL) - Employee Rights and Privileges
- DH(LOCAL) - Employee Standards of Conduct
- EMB(LEGAL) - Miscellaneous Instructional Policies: Teaching About Controversial Issues
- FOA(LEGAL) - Student Discipline: Removal by Teacher or Bus Driver

512 - 856 - 2422
620 South Commerce Street, Coupland TX 78615
www.CouplandISD.org

This notice is being provided to satisfy the District's obligations under Texas Education Code §§ 11.005(c), 28.0022(h), and 39.008. Questions concerning the application of these policies or procedures should be directed to Dr. Earl W. Parcell, Superintendent. Please acknowledge receipt of this notice and the accompanying policies and procedures by signing below or confirming receipt electronically.

Receipt Acknowledgment

I acknowledge that I received electronic and physical copies of the policies and procedures identified above. My signature confirms receipt of these materials, not necessarily my agreement with their contents.

Name: _____

Position or Company: _____

Signature: _____

Date: _____

512 - 856 - 2422
620 South Commerce Street, Coupland TX 78615
www.CouplandISD.org

Annual Certification of Compliance

Texas Education Code § 39.008 | 2026-2027 School Year

School district: COUPLAND INDEPENDENT SCHOOL DISTRICT
County-District Number: 246914
Superintendent: Dr. Earl W. Parcell
Board approval date: September 22, 2026

Certification
The Board of Trustees of Coupland Independent School District certifies that, for the 2026-2027 school year, the District has adopted and implemented policies and procedures requiring appropriate discipline, including termination when appropriate, for an employee or contractor who intentionally or knowingly violates Texas Education Code § 11.005(c) or § 28.0022(h), while preserving the due-process and appeal protections required by law.

1. Policies and procedures
The Coupland ISD Board of Trustees adopted the applicable local policy revisions included in TASB Policy Update 126 to implement the requirements of Texas Education Code §§ 11.005(c) and 28.0022(h). These revisions include BJA(LEGAL), BJCF(LOCAL), BT(LEGAL), CDC(LEGAL), CJ(LEGAL) AND (LOCAL), CMD(LEGAL), DF(LEGAL), DFBB(LOCAL), DG(LEGAL), DH(LOCAL), EMB(LEGAL), and FOA(LEGAL), which prohibit employees and contractors from engaging in or being assigned prohibited diversity, equity, and inclusion duties or prohibited instructional activities and provide for appropriate disciplinary or contractual consequences, including termination when appropriate, for intentional or knowing violations.

2. Notice to employees and contractors
On September 17, 2026, Coupland ISD provided each employee and contractor with physical and electronic copies of the applicable policies and procedures adopted to comply with Texas Education Code §§ 11.005(c) and 28.0022(h). Electronic copies were distributed by District email, and physical copies were distributed directly to employees and contractors. The District retained distribution records and acknowledgments of receipt.

3. Changes made for compliance
To ensure compliance, the District adopted the applicable local policy revisions included in TASB Policy Update 126 and updated its related employee, contractor, instructional, and administrative procedures to conform to those policies.

4. Cost savings
The District did not realize any identifiable cost savings as a result of its compliance actions.

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620 South Commerce Street, Coupland TX 78615
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Board approval

The Board approved this certification by majority vote at a public meeting held on September 22, 2026. Notice of the meeting was posted on the District's website at least seven days before the meeting, and the meeting included an opportunity for public testimony concerning this certification.

_____ _____

Crystal Ward, Board President Date

_____ _____

Dr. Earl W. Parcell, Superintendent Date

Action and Discussion Items Calendar

Month	Action Items	Reports/Information/Discussion Items
September	• Class Size Waivers (if necessary) • Approval of District/Campus Improvement Plan • Approve Bastrop & Williamson County Adjunct Faculty Agreements • Approve Investment Officer(s) • Approve SHAC Membership	• Procedures for dismissal of school due to weather conditions • Beginning School Enrollment Report • Free & Reduced Lunch Information
October	• Approval of tax roll resolution Williamson County and Travis County Appraisal Districts • Set Board meeting for canvassing election return (even years only) • Announcement of Board Continuing Education hours • Revise HB 3 Goals • Annual Financial Audit report for Prior Year (PY)	• Staff Appreciation Event Planning • Plan annual Team of 8 training
November	• Induct new Board members • Board Reorganization (Officers shall serve two year terms) • Canvass Ballots for trustee election (Oath of Office) • ~~HB 3033 Business days~~ • Public Hearing – FIRST • Amend Budget if necessary	• Fall ADA Report • October special population enrollment: bilingual/ESL students • Canvas ballots for trustee/special election (special meeting) Oath of Office (Even years only) • Public Hearing – FIRST Financial Rating Workshop • Provide new board member(s) with local orientation • Plan for Superintendent Evaluation and set evaluation date
December	• Review of Board Operating Procedures • ~~Annual Financial~~	• Consider budget plan / timeline • Staff Appreciation Event • Superintendent delivers self-evaluation and required

	~~Audit report for Prior Year (PY)~~	evaluation reports
January	• Commit Fund Balance • Public Hearing - TAPR • Superintendent Annual (Summative) Evaluation • Superintendent Contract Consideration	• Superintendent's evaluation form approved if changes needed • Begin District Goal Setting • Determine/plan summer projects • Set Superintendent Goals for the following year
February	• Adopt School Calendar for next school year • Approve audit firm for upcoming year • Determine/plan summer projects	• Proposed School Calendar • Discipline Report • Board Self-Evaluation • Continue District Goal Setting
March	• Teacher Contract Renewals • Approve PD Waiver • Finalize district goals • Establish district goals • Approve summer work hours	• Review of Technology Plan Updates • Set calendar for end of year activities/graduation • Board Self-Evaluation
April	• Approve summer projects • IMA & TEKS Certification • Board Self-Evaluation • Review compensation/benefits package	• ESL & Summer School Plan • **Initial** Budget Workshop – School Finance • Receive Preliminary Values • Plan Team of 8 training
May	• Bank Depository Bids (every other year) • Security Guard Contract for next SY	• Begin Budget Planning • Review professional development report • Review District/Campus Improvement Plan
June	• **Approve Proposed 2025-2026 Budget** • Amend budget for previous year • Superintendent Annual (Formative) Evaluation • Superintendent Contract Consideration • Cafeteria Services Report and Prices for the next year • Intent to Apply for ESSA/Grant Funds	• Budget Workshop – **DRAFT** 2025-2026 Budget • Consider new or modified programs for upcoming school year • Review Employee/Staff Handbook Draft • Review Student Handbook & Code of Conduct Draft

	• MOU for DAEP • MOU for JJAEP with WILCO • SB401 Review, Consider & Approve – UIL Participation for Homeschool Students • ~~Security Guard Contract for next SY~~ • HB 3033 Business days	
July	• Approve Code of Conduct • Approve Employee Handbook • Order Trustee election and approve contract for election services (Even years only) • Establish Trustee Election Dates (Even years only)	• Budget Workshop – **Preliminary** 2025-2026 Budget • Consider TASB attendance at TASB Conference in September • Select TASB Delegate and Alternate • Receive Certified Values (7/25)
August	• Accept certification of appraisal roll for the certified taxable value • Approval of clubs for extra-curricular absence purposes • Approve district teacher appraisal calendar • Set the Tax Rate (Special Board Meeting) • Budget Hearing (Special Board Meeting) • Call VATRE • Approve EOP • Review and renew Good Cause Exemption -Security	• Review Multi-Hazard Emergency Operations Plan

Revised 6/19/2026

Joint Meeting between the City of Coupland and the Coupland ISD Board of Trustees

INSERT City of Coupland Logo here

Date: **October 1, 2026**

Time: **6:00 PM**

Location: **Coupland JH & HS Library**
350 CR 460
Coupland, TX 78615

Board of Trustees:

Crystal Ward

Michael Roepke

David Young

Tessa Strider

Susan Schmidt

Marcia Buffington

Suzie Dunlop

Dr. Earl Parcell – Superintendent

City Council Members:

Carolyn Haverland

Karen Marosko

Loretta Patschke

Janet “Sue” Rogers

Machelle Sandbulte

Russel Schmidt - Mayor

Agenda

1. **Call to Order & Roll Call**
2. **Pledge of Allegiance**
3. **Opening Remarks**

   Brief remarks from the Mayor and School Board President

4. **Public Comment**

5. **Information and Discussion Items**
   A. State of the Coupland ISD
      a. VATRE

SAMPLE

Joint Meeting between the City of Coupland and the Coupland ISD Board of Trustees

B. State of the City of Coupland

6. **Discussion Items**
   A. Public Safety and Well-Being
   B. Traffic
   C. Infrastructure
   D. Emergency Preparedness and Response
   E. SRO/PD
   F. Generator

7. **Youth and Community Service/Engagement**
   A. Recreation Programs
      a. Summer Camps
      b. After-School Programs
      c. Youth Sports
      d. Community Events
   B. Career Pathways & Workforce Development/Opportunities
   C. Mental Health Initiatives

8. **Growth & Development**
   A. Businesses
   B. Services
   C. Residential

9. **Legislative and Advocacy Goals**
10. **Proclamation**
11. **Future Meeting Schedule**

Adjournment

SAMPLE

Board Training Requirements 2025-2026

Required Continuing Education	First Year in Office	Subsequent Years in Office	Eligible Provider(s)
Local District Orientation	Three hours within the first 120 days in office	N/A	Local District
Orientation to the Texas Education Code	Three hours within the first 120 days in office	N/A	Education Service Centers
Update to the Texas Education Code	Following each legislative session and of sufficient length to address major changes		• Registered Providers • Authorized Providers • LSG Coaches
Team-building (Team-of-eight)	Three hours	Three hours every year	• Registered Providers • Authorized Providers • LSG Coaches
Additional Education based on Framework for School Board Development	Ten hours	Five hours every year	• Registered Providers • Authorized Providers • LSG Coaches
Evaluating and Improving Student Outcomes	Three hours within the first 120 days in office	Three hours every two years	• Authorized Providers • LSG Coaches
Sexual Abuse, Human Trafficking, and Other Maltreatment of Children	One hour within the first 120 days in office	One hour every two years	• Registered Providers • Authorized Providers • LSG Coaches
Open Meetings Act (OMA)	One hour within the first 90 days in office	N/A	Attorney General of Texas
Public Information Act (PIA)	One hour within the first 90 days in office	N/A	Attorney General of Texas
Cybersecurity	Varies by provider	Every year	Department of Information Resources
School Safety	Two hours within the first 120 days in office	Every two years	• TEA Learn • Technical Support

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2026 – 2027

Board Meeting Dates (revised 9.14.2026)

- July 16, 2026
- August 13, 2026
- ~~September 10, 2026~~
- ~~September 24, 2026***~~
- September 22, 2026
- October 1, 2026 ***
- October 22, 2026
- November 12, 2026
- November 19, 2026*
- December 10, 2026
- January 14, 2027
- February 11, 2027
- March 18, 2027
- April 15, 2027
- May 13, 2027
- June 24, 2027**

* Canvass the Ballots (VATRE)
** Approve 2027-2028 Budget
*** Joint Board Meeting between City of Coupland and Coupland ISD

Board of Trustees

Date of Meeting	9/22/2026
Item Type	Action

Item Name	New Hire Recommendations
District Goal	Human Capital
Summary (Purpose / Objective)	New hire recommendations for the 2026-2027 school year are submitted for the September 2026 regular board meeting.
Fiscal Impact	None
Administrative Recommendation	Administrations recommends approval of the new hire recommendations.

Attachments	New Hire Recommendations September 2026

Contact Person: Dr. Earl Parcell, Superintendent
E-Mail Address: eparcell@couplandisd.org

Board of Trustees

Date of Meeting: 9/22/2026
Item Type: Report

Item Name	Resignations
District Goal	Human Capital
Summary (Purpose / Objective)	Resignations are submitted for the September 2026 board meeting.
Fiscal Impact	None
Administrative Recommendation	None

Attachments	Resignations as of September 2026

Contact Person: Dr. Earl Parcell, Superintendent
E-Mail Address: eparcell@couplandisd.org