



**ARLINGTON INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
Thursday, June 5, 2025 at 5:00 PM**

NOTICE of Regular Meeting of the Board of Trustees at the Arlington Independent School District Administration Building - Board Room, 690 East Lamar Boulevard, Arlington, Texas 76011.

Meetings may be viewed online at www.aisd.net. One or more members of the Board of Trustees may participate in this meeting via videoconference call. A quorum of the Board of Trustees will be physically present at the Administration Building.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Members of the public seeking to provide comments concerning an agenda item or non-agenda item shall be required to register at <https://www.aisd.net/boardmeetingspeakerrequest> **NO LATER THAN 3:00 p.m. the day of the board meeting** indicating (1) person's name; (2) subject the member of the public wishes to discuss, and; (3) telephone number at which the member of the public may be reached.

1. **CALL TO ORDER: 5:00 p.m., Room 401**

2. **WORKSHOP:**

2.A. Strategic Plan Development and Next Steps

3. **CLOSED MEETING: Board Conference Room**

Adjournment to closed meeting pursuant to Sections 551.071 (consultation with attorney to seek and receive legal advice); 551.072 (discuss the purchase, exchange, lease or value of real property); Section 551.073 - (negotiating contracts for prospective gifts or donations); Section 551.074 - (consider the appointment, employment, evaluation, reassignment, duties, discipline, non-renewal or dismissal of a public officer or employee, or to hear complaints or charges against a public officer or employee); Section 551.076 - (consider the deployment, or specific occasions for implementation, of security, including: personnel, devices, deployment, reports, audits, evaluation, and updates); Section 551.082 - (discussing or deliberating the discipline of a public school child or children, or a complaint or charge is brought against an employee of the school district by another employee); Section 551.0821 - (deliberating in a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation); Section 551.083 (considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements).

3.A. Personnel, including; New Hires, Retirements, Resignations, Leaves of Absence, Dismissals, Terminations, Non-Renewals, Non-Extensions, and Evaluation

3.B. Consult Attorney Regarding Potential and Pending Litigation

3.C. Intruder Detection Audit Finding(s)

3.D. TEA Complaint Case# SRDR2025-11-01

4. **RECONVENE INTO OPEN SESSION: 6:30 p.m., Board Room**

5. **OPEN FORUM FOR AGENDA ITEMS:**

Must Pre-Register. Registration as stated above must be completed in its entirety and submitted no later than 3:00 p.m. This first Open Forum is limited to agenda items other than personnel. Any personnel concern should be brought directly to the Superintendent or Board President prior to the meeting, who will guide you to the proper procedure pursuant to Board Policy. Speakers will be limited to three (3) minutes. When more than one individual wishes to address the same agenda item, the President may ask the group to appoint one spokesperson.

6. **RECOGNITIONS:**

This time has been designated for the purpose of allowing programs and/or presentations relating to matters such as curricular, extracurricular, co-curricular and PTA type activities.

6.A. Outgoing Student Leadership Advisory Board

6.B. Community Partner Award of Appreciation

6.C. AISD Principals and Assistant Principals of the Year

6.D. Recognition of Student Athletes-State Medalists

7. **APPOINTMENTS:**

7.A. Consider Ratification of Chief Schools Officer Appointment 7

8. **PUBLIC HEARING:**

8.A. Optional Flexible School Day Program 2024-2025

8.B. Optional Flexible School Day Program 2025-2026 8

9. **COMMITTEE AND STAFF REPORTS:**

9.A. Governance Committee Report

9.B. Finance and Academics Committee Report

9.C. District Priority Update: 2025-2026 Marketing Plan Framework Report 77

9.D. District Priority Update: Community Engagement Report 94

10. **ACTION:**

10.A. Consider Approval for the Endorsement of Candidate for the Texas Association of School Boards (TASB) Board of Directors 110

11. **CONSENT AGENDA:**

- | | |
|--|-----|
| 11.A. Approval of Personnel Recommendations: New Hires, Retirements, Resignations, Leaves of Absence, Dismissals, Terminations, Non-Renewals, Non-Extensions | 113 |
| 11.B. Approval of Purchases Greater Than \$50,000 | 121 |
| 11.C. Approval of Bids | 123 |
| 11.D. Approval of Minutes of Prior Meetings, May 2025 | 124 |
| 11.E. Approval of Low Attendance Waivers | 135 |
| 11.F. Approval of Tarrant County College District and Arlington Independent School District Memorandum of Understanding for Lamar P-Tech High School | 137 |
| 11.G. Approval of the 2025-2026 Student Code of Conduct | 163 |
| 11.H. Approval of Superintendent Evaluation Instrument | 164 |
| 11.I. Approval of TEA Complaint Case# SRDR2025-11-01 Corrective Action Plan | |
12. **OPEN FORUM FOR NON-AGENDA ITEMS:**
 Must Pre-Register. Registration as stated above must be completed in its entirety and submitted no later than 3:00 p.m. Any personnel concern should be brought directly to the Superintendent or Board President prior to the meeting, who will guide you to the proper procedure pursuant to Board Policy. Speakers will be limited to three (3) minutes. When more than one individual wishes to address the same agenda item, the President may ask the group to appoint one spokesperson.
13. **SUPERINTENDENT COMMENTS:**
 This time is for the Superintendent to acknowledge varying kinds of activities occurring within the district. This includes such items as recognition of outstanding performance by district staff and/or students, the initiating of new programs and special activities. The Superintendent will report on the following subjects:
- 13.A. District Priorities.
- 13.B. Recognition of outstanding performance by district staff and students.
- 13.C. Initiation of new programs and special activities.
14. **TRUSTEE COMMENTS:**
 This time on the Agenda allows each member to inform other Board Members, the administrative staff and the public of activities which are of interest. The Board Members will report on the following subjects:
- 14.A. Board member attendance at various school and community events.
- 14.B. Board member announcement of various upcoming school and community events.
- 14.C. Board member visits to various campuses.

14.D. Board member recognition of outstanding performance by district staff and students.

14.E. Board member recognition of new programs and special activities.

15. **CLOSED MEETING:**

At any time during the meeting the Board may adjourn into closed meeting for consultation with its attorney (Texas Government Code section 551.071) or for a posted agenda item pursuant to Texas Government Code sections 551.072 - 551.084.

16. **ADJOURNMENT:**

The agenda order may be adjusted by the Presiding Officer at any time during the meeting.

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, chapter 551, subchapters D and E or Texas Government Code section 418.183(f).

If, during the course of the meeting covered by this Notice, the Board should determine that a closed meeting of the Board should be held or is required in relation to any item included in this notice, then such closed meeting is authorized by Texas Government Code Section 551.001, et. seq., for any of the following reasons:

Section 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law.

Section 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.

Section 551.073 - For the purpose of negotiating contracts for prospective gifts or donations.

Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.

Section 551.076 - To consider the deployment, or specific occasions for implementation, of security, including: personnel, devices, deployment, reports, audits, evaluation, and updates.

Section 551.082 - For the purpose of deliberating in a case involving discipline of a public school child or children, or in a case in which a complaint or charge is brought against an employee of the school district by another employee and the complaint or charge directly results in a need for a hearing.

Section 551.0821 - For the purpose of deliberating in a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation.

Section 551.083 - For the purpose of considering the standards, guidelines, terms or

conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.

Section 551.084 - For the purpose of excluding a witness or witnesses from a hearing during examination of another witness.

Should any final action, final decision or final vote be required in the opinion of the Board with regard to any matter considered in such closed meeting, then such final action, final decision or final vote shall be at either:

- A. the open meeting covered by this notice upon the reconvening of this public meeting, or
- B. at a subsequent public meeting of the Board upon notice thereof, as the Board shall determine.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

CERTIFICATE AS TO POSTING OR GIVING OF NOTICE

On this 2nd day of June 2025 at 5:00 p.m., this notice was posted on a bulletin board at a place convenient to the public at the central administrative office of the Arlington Independent School District, 690 East Lamar Boulevard, Arlington, Texas and readily accessible to the general public at all times beginning at least 72 hours preceding the scheduled time of the meeting.

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read "Matt Smith".

Matt Smith, Ed.D., Superintendent

Arlington Independent School District Board of Trustees Communication

Meeting Date: June 05, 2025

Action Item

Subject: Consider Ratification of Chief Schools Officer Appointment

Purpose:

The purpose of this appointment is for the ratification of the appointment for the Chief Schools Officer position.

Background:

Screening and interview committees consisting of administrative staff have submitted the name to the Superintendent for consideration.

Recommendation:

The administration recommends the Board ratify the appointment of the applicant for the administrative position listed above as discussed in the Executive Session.

Submitted to: Board of Trustees Arlington Independent School District	Submitted by: 
	Prepared by: Scott Kahl Date: May 27, 2025

Texas Education Agency



APPLICATION

Updated May 2025

Optional Flexible School Day Program (OFSDP)

2025-26

School Year

ELIGIBLE APPLICANTS: The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

Definition of Program Provisions

Eligible Students

A student in any grade level is eligible to participate in an OFSDP authorized under the [TEC, §29.0822](#), if the student is:

- at risk of dropping out of school, as defined by the [TEC, §29.081](#),
- attending a campus implementing an approved innovative campus plan,
- attending a TEA-designated ECHS as defined by the [TEC, §29.908](#), P-TECH, or ICIA,
- attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#), or
- not meeting attendance requirements under the [TEC, §25.092](#), resulting in denied credit for one or more classes in which the student has been enrolled.

AND

There must be an agreement in writing to the student's participation:

- by the student, if the student is over 18 years of age; or
- by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

Board Approval

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. The board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see Appendix Two). Please note that, pursuant to [TAC 129.1027](#), a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.

Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

Assessment

The student must take the required state assessments specified under the [TEC, §39.023](#), during the regularly scheduled assessment calendar.

Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the [TEC, §29.0822](#), may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

Provisions of Agreement

Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

Arlington College and Career High School

(Legal Name of School District or Open-Enrollment Charter

School) located at

690 E. Lamar Blvd. Arlington, TX 76011

(Physical Address)

hereinafter referred to as "district."

Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix Five**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

Article III – Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

Article IV – Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Article V – General and Special Provisions to the Agreement

Each provision marked with an "X" below is hereby attached and incorporated by reference as part of this document:

- Appendix One, Assurances
- Appendix Two, Board Approval
- Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)
- Appendix Four, District Contacts
- Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

Article VI – Application Process

- For questions or assistance regarding this application, email opflex@tea.texas.gov or call 512-463-8916.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix Five should be at least thirty (30) days after the application is submitted.
- Email the complete application and attachments to: opflex@tea.texas.gov.
- Email subject line should indicate: OFSDP Application - District Name, County District Number

Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name	Dr. Matt Smith	
Typed Title	Superintendent	Authorized Signature

Appendix One Assurances

The definition of the terms of the application applies to Appendix One, Assurances. The school district or open-enrollment charter school, hereinafter called “district,” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix One. All information requested must be included with this form.

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
 - the student is at risk of dropping out of school, as defined by the [TEC, §29.081](#); or
 - the student is attending a campus implementing an approved innovative campus plan; or
 - the student is attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#); or
 - the student is attending a campus with an approved early college high school program designation as defined by the [TEC, §29.908](#); or
 - the student, as a result of attendance requirements under the [TEC, §25.092](#), will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student’s participation
 - by the student, if the student is over 18 years of age; or
 - by the student and the student’s parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;
2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;
4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;
5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);
6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance, including filing truancy charges, if appropriate;
7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the [Student Attendance Accounting Handbook](#).

- 8. to comply with all reporting requirements established by the TEA;
- 9. not to discriminate based on disability, race, color, national origin, religion, or sex; and
- 10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Justin Chapa, Arlington ISD School Board President, (682) 867-4611

Name, Title, and Telephone Number of School Board President

Signature of SchoolBoard President

Date

Dr. Matt Smith, Superintendent, (682) 867-4611

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Two
Board Approval

The definition of terms of the application applies to Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Two. All information requested must be included with this form.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.

2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: June

Day: 5

Year: 2025

Time: 5:00 p.m.

Location: 690 E. Lamar Blvd. Arlington, TX

Agreed and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Justin Chapa, Arlington ISD School Board President, (682) 867-4611

Name, Title, and Telephone Number of School Board President

Signature of SchoolBoard President

Date

Dr. Matt Smith, Superintendent, (682) 867-4611

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Three Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to Appendix Three, Attendance and Compliance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit a separate PDF document to concisely provide the information below, labeled with the corresponding number, for Appendix Three. Only responses in the specified format will be accepted. Do not submit any other documents in place of Appendix Three. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission. If a question does not apply, please indicate “N/A” next to its number.

1. Describe the program goals and objectives. **Note:** Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.
2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times courses are available.
3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.
4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtains student and parental consent for OFSDP participation.
5. Indicate the estimated number of OFSDP students that will be served per teacher.
6. **If** the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).
7. OFSDP requires a teacher of record to record the actual number of students’ instructional minutes on any given day. NOTE: Absences and days present do not exist in the OFSDP

Explain the following:

- a. How the classroom teacher will verify the number of instructional minutes a student receives each day.
- b. How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.
- c. How will the district ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. **Note:** It is recommended that the district apply the following formula to determine the maximum OFSDP

minutes a student is eligible = (Calendar School Days - Traditional Days Present) x 240.

- d. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.
 - e. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).
 - f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.
8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.
 9. If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):
 - a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the organization name, accreditation status, and the name of the accrediting agency.
 - b. Indicate how students will be offered or provided referrals for mental health services.
 10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):
 - a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
 - b. Describe the individual learning plan or process used to monitor each student's progress.
 - c. Indicate how students will be served by an academic coach and local advocate.
 - d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.
 - e. Provide the location and a brief description of the in-person student engagement center.

Appendix Four District Contacts

The definition of terms of the application applies to Appendix Four, Contact(s) Sheet. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Four. All information requested must be included with this form.

District Contacts for the Application

District/Charter School Superintendent:	Dr. Matt Smith, Superintendent,
Mailing Address:	690 E Lamar Blvd.
City, State, Zip Code:	Arlington TX 76011
Telephone Number:	(682) 867-4611
Email Address:	matt.smith@aisd.net

District PEIMS Coordinator:	Kim Domke
Email Address:	kim.domke@arlingtonisd.org

OFSDP Contact Name:	Traci Thomas-Bragg
Email Address:	tthomasb@aisd.net

OFSDP Contact Name:	Barry Fox
Email Address:	bfox@aisd.net

NOTE: Most of the contact for the approved OFSDP is done via email. Valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.

Appendix Five **Participating Campuses, Student Eligibility, and Period of Agreement**

The definition of terms of the application applies to Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Five. All information requested must be included with this template and submitted in a separate Excel file.

Download and complete Appendix 5, which can be found on the [OFSDP webpage](#) under the *Applications and Templates* section.

Once completed, email the following to OPFLEX@tea.texas.gov:

1. The application (in PDF file format)
2. Appendix Three (in PDF file format)
3. Appendix Five (in MS Excel file format)

***All file names should include the district/charter school’s name**



Appendix Three: Attendance and Compliance Procedures of Proposed Program

Program overview

This application is for an online dropout recovery program implemented in accordance with TEC 29.081 (e-2) and SAAH 11.6.4. The district is planning to partner with Graduation Alliance, a national leader in online dropout recovery programs, to implement this program.

The online dropout recovery program is a diploma completion program delivered in a fully online setting, complete with outreach and engagement, transcript analysis, WIFI-enabled laptops, mobile Wi-Fi hotspots, Texas-aligned curriculum facilitated by Texas licensed teachers with at least a baccalaureate degree, coaching and mentoring by Academic Coaches and Local Advocates, and robust support services. The program also includes CTE and Industry Based Certification preparation programs that relate directly to employment opportunities in the state.

The hallmark of this online dropout recovery program is the intensive human support students receive during their time in the program. The barriers at-risk students face typically result from “life issues” and have little relation to individual abilities or skills. Whether battling chronic health issues, struggling to support a family as head of the household, or suffering debilitating social anxiety, the students we will serve in this program need flexibility of time and place. Our recipe for success includes setting clear expectations for pace and progress while providing students with 360 degrees of support, including proactive academic interventions, Texas-certified teachers with at least a baccalaureate degree, Academic Coaches, Local Advocates to address life barriers, 24/7 tutoring, and dedicated math assistance.

While earning a high school diploma has repeatedly been shown to be a transformational factor in both social and economic outcomes, the high school diploma is only a milestone in our students’ journey to lifelong success. That’s why this program provides a robust set of employability skills, CTE, and industry-based certification preparation courses to help students prepare for their transition to what comes next, whether that is employment or additional training.

1. **Describe the program goals and objectives.** *Note: Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.*

The mission of the district’s online dropout recovery program is to provide a flexible, high-quality educational program to the high school-age students in the district who have not yet earned high school diplomas and who, for a variety of reasons, cannot or will not participate in the district’s traditional or alternative face-to-face programs.

The objective of the program is to re-engage students who left high school without a diploma, provide an opportunity for them to complete their graduation requirements, and earn a high school diploma from the district.

2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times.

As a participant in an online dropout recovery program, the student’s schedule is dependent on the student’s availability and life responsibilities they must attend to such as working to provide for family members, childcare obligations, other caregiver obligations, etc. Students are able to access their courses based on their available time and can receive support from teachers during scheduled meetings and via email and chat and between 8 am and 8 pm CST for Academic Coaches and Local Advocates. Furthermore, students have access to live tutor support 24 hours a day, 360 days a year.

3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.

The district provides the following staff:

Program	Position	Qualification Standard(s)	Contact Hours
Arlington College and Career High School	Administrator	State Board for Educator Certification (SBEC) principal certification	40-70/wk
	Assistant Principal	State Board for Educator Certification (SBEC) principal certification	40-70/wk
	Counselor	State Board for Educator Certification (SBEC) counselor certification	40-60/wk
	Teacher	State Board for Educator Certification (SBEC) teacher certification	40/wk

In addition to these resources, the district is utilizing a contractor to provide certain functions related to the program, including the following:

- TX certified teachers are available to meet with students during scheduled meetings and via email and chat.
- Academic Coaches are available to students and families between 8 am and 8 pm CST.
- Local Advocates are available to students and families and between 8 am and 8 pm CST.
- Students have access to tutor support 24 hours a day, 360 days a year.

4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtaining student and parental consent for OFSDP participation.

The district develops a list of students who meet the eligibility criteria of the program and who are no longer participating in the district’s traditional and campus-based alternative programs.

Admission to the district’s online dropout recovery program is not determined based on age, race, color, religion, gender, sexual orientation, national origin, disability, or veteran status.

An enrollment team works with students identified by the district to complete the appropriate enrollment paperwork, including the required student and parental consent form for participation in the online dropout recovery program prior to placement.

5. Indicate the estimated number of OFSDP students that will be served per teacher.

The typical student: teacher ratio is 20:1.

6. If the OFSDP program will offer special education, career and technology education, pregnancy related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).

The district online dropout recovery program intends to serve students with a variety of needs and interests. A brief description of the special education services and accommodations, career and technology education programming, and bilingual education services is provided below.

Special Education Services

Students who are in need of special education services in order to be successful in their schoolwork will obtain services through the district. The administrators of the online dropout recovery program will cooperate with district special education personnel in providing information and data about courses and student performance, as required. To ensure that students referred for placement in the district's online dropout recovery program have a skill set which will allow them to be successful, the following process is implemented :

1. All students will be referred to building level district points of contact.
2. District points of contact will send all names to the Special Education Department to screen for special education services.
3. If a student has an IEP or 504, further evaluation of the student's likelihood for success will occur in the SPED Department.
4. The ARD Team will determine if the online dropout recovery placement is appropriate.
5. As determined by the ARD Team:
 - The district point of contact will refer students to the online dropout recovery program for re-engagement.
 - The ARD Team including one or more teachers from Graduation Alliance will review IEPs for any ongoing needs or changes that may need to occur.
 - Students will continue to receive specially designed instruction from the district, during school hours online. Students will not receive a combination of on and off campus instruction.

Appropriately licensed special education personnel providing special education services will be provided by the district. Texas state licensed general education teachers with at least a baccalaureate degree will be provided for the online dropout recovery program.

Career and Technology Education (CTE)

The online dropout recovery program offers several courses aligned to TX CTE standards, including Child Development, Health Science and Technology, Medical Terminology, Principles of Allied Health, Anatomy and Physiology and Human Disease, Principles of Information Technology, Social Media Marketing, Digital Photography, Nutrition and wellness, Banking and Financial Services, and Web Design. These courses are taught by CTE-certified teachers. This coursework prepares students for job readiness if they select electives that align with their post-secondary employment interests.

Pregnancy-Related Services

While students who are pregnant or parenting may be offered the opportunity to participate in this program, they will not be receiving CEHI through this program and therefore will not be coded as receiving Pregnancy Related Services.

Bilingual Education

The district will maintain its responsibility for ELL assessment, placement, and services required for identifying and serving non-English Language Proficient students in accordance with state law, including, where necessary, translation services. Texas certified ESL teachers provide services and instruction for non-English Language Proficient students.

The online dropout recovery program administrators will work with the district to implement the program as a support to students gaining more fluency in English vocabulary. These supports include curriculum supports and communication and mentoring support for students and families.

Curriculum Supports

The curriculum selected for this program was developed in alignment with the rubric for k12 online learning developed by Quality Matters, a national third-party validator of best practices in online learning. In addition to putting its curriculum team through the Quality Matters training and using the rubrics to inform design, the curriculum is in the process of being reviewed by Quality Matters evaluators to review and evaluate both its approach to instructional design and individual courses' alignment to standards. Evaluators reviewing content assess for and confirm accuracy of content, freedom from bias, and accessibility of design following the principles of Universal Design of Instruction.

Curriculum design practices as they relate to accessibility for students with disabilities and limited English proficiency include:

Multiple Means of Engagement

- Each course includes a Course Success Strategies lesson with support resources and helpful instructions to help students engage with the material and assignments.
- Learning objectives are clearly stated in terms accessible to the students.
- Lessons include various displays of information and auto graded activities for students to practice for example: flash cards, compare and contrast card sorting, tabbed information, videos, pop-up questions, etc.
- Assignments are written by our teachers to be authentic to our population.
- Courses include class discussions for students to reflect and respond to each other.
- Students are introduced to their instructor at the beginning of the course.

Multiple Means of Representation

- Course content is provided using lesson text, images, videos, and articles.
- Images are tagged with alternate text for accessibility with screen readers.
- Videos include closed captions or alternate text is made available for students to access information.
- Course content is scaffolded for students to build application of skills.
- New terms and concepts are explained in the lesson or with interactive hover-over tooltips.
- Diverse avatar characters and other imagery of diverse learners appear throughout the courses.

Multiple Means of Action & Expression

- Lessons include multiple options for navigation between pages.
- Students receive immediate feedback for in-lesson pop-up questions as well as auto-graded quizzes.
- Students demonstrate various applications of skills by completing assignments that include essay writing, presentations, role-playing, audio and/or video recordings, and class discussions.

Communications and Mentoring Supports

Additional supports for Limited English Proficient family member include translations of outreach materials in languages identified by the district. Bilingual outreach counselors and Academic Coaches are available to support Spanish speaking students and families.

7. OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day.

The program will operate in accordance with SAAH 11.6.4, "Attendance Accounting and FSP Funding for OFSDP Participation through an Online Dropout Recovery Education Program,"

Explain the following:

- a. **How the classroom teacher will verify the number of instructional minutes a student receives each day.**

A student will be counted as in attendance for 60 minutes each school day of membership, as defined by SAAH 11.6.4, for each course they are taking and ultimately complete online.

Graduation Alliance will provide attendance records to the district monthly.

- b. **How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.**

Students enrolled in an Online Dropout Recovery OFSDP are considered scheduled for and receive instruction for 60 minutes each day for each virtual course enrolled. Each online dropout recovery education program course is considered 60 minutes of daily classroom time for purposes of the two through-four-hour rule. At the end of the year, the students' attendance minutes will be adjusted to reflect attendance minutes only for the courses they successfully completed with a 70% or better.

- c. **How the district will ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. *Note: It is recommended that the district apply the following formula to determine the maximum OFSDP minutes a student is eligible = (Calendar School Days - Traditional Days Present x 240).***

A student who transfers into the program from the traditional program will be reported for no more than 1.0 total ADA for the year, with traditional program hours generated taking priority in the calculation and reporting. The district anticipates using the following formula to determine ADA generated by students transferring from traditional programming to the OFSDP online dropout recovery program: (District Calendar Days - Traditional Days) x 240 minutes = possible number of OFSDP attendance minutes.

- d. **How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.**

Graduation Alliance will send the district and the state PEIMS clerk a monthly enrollment report. The district must approve every student enrolled in the program. The district then confirms enrollment with the PEIMS clerk. This report can be used to validate monthly appropriate coding by the PEIMS clerk.

- e. **How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).**

The district administrator overseeing the program will work with the online dropout recovery program administrators to ensure that relevant data is provided securely for the Student Detail Audit reports as applicable and required for online dropout recovery programs.

This response should specifically address specifications in the respective sections of SAAH as it relates to student login and anyone accessing student data. Does this program meet all of the following requirements, per SAAH 2.2.3?

- **How will the teacher of record report attendance to the district, electronically or by paper?**

Through our contracted educational service provider, students are enrolled in asynchronous courses through a proprietary online portal that records attendance and student activities electronically. Teachers of record may verify student attendance data live at any time in the portal.

- **Will the program provide the student with a secure login that will track participation/progress?**

The contracted education service provider will provide students with a secure login to access the online portal by logging in with single-sign on (SSO) credentials with multi-factor authentication. This secure login allows all student participation to be time-stamped and progress to be retained via a live dashboard.

- **How will records (monthly progress reports or any other documents related to the course) be retained? (monthly progress reports regarding student progress must be part of the record-keeping process)**

The online dropout recovery program and district will retain electronic records in accordance with the records retention schedule of the state.

- **Will the program provide teachers, administrators, counselors log on to the system using distinct secret passwords? Specify who will have access to this information.**

All other users (teachers, administrators, counselors, district personnel with an educational need to know, and parents) access the student portal with an email address and strong password combination. Passwords are stored in an encrypted form and cannot be seen or recovered. Users can request password resets automatically. Each user must have a unique email address and password to access the portal.

- **Does the system provide a time out (automatic shutoff) feature if the program has not had any activity in an appropriately short period of time (for example, 10 minutes)?**

Yes, the online portal has an automatic shutoff feature for inactivity. Notification of a “session expired” will appear on the screen and the system will require the individual to log back into the system.

- **Does the program have the ability to report the date, time, and identity of the teacher entering the attendance data, upon request? (This would be for the school PEIMS system.)**

Yes, the program has the ability to document the date, time, and identity of the teacher of the course.

- **How will the district ensure security when accessing and monitoring student progress and attendance throughout the program?**

All District users (teachers, administrators, counselors, and district personnel with an educational need to know) access the student portal with an email address and strong password combination. Passwords are stored in an encrypted form and cannot be seen or recovered. Users can request password resets automatically.

f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.

The district will track dates of course enrollments and completions through the secure online portal provided by its partner, Graduation Alliance. Using this data, the district can verify the course completion data to each individual student on the Student Detail Audit report defined by SAAH 2.3.1. District administrators can access dashboard and student information in the online portal according to role-based permissions. Course registration and student enrollment reports will be sent electronically through a secure ftp site with separate, secure login credentials. The online dropout recovery program and district will retain electronic records in accordance with the requirements of the state.

In addition to having immediate, 24x7 access to Graduation Alliance's secure online student portal, the district will receive monthly progress reports from Graduation Alliance. The district confirms that six-week attendance and student academic reports are both reviewed and certified accordingly.

8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.

Credit recovery will not be offered to OFSDP students for loss of credit due to insufficient attendance, per the 90% attendance requirement. OFSDP approved students may only earn course completion credit(s) as defined by the district approved school calendar.

9. If students are attending a community-based dropout recovery education program offered online as defined by TEC, §29.081 (e-2), must include the following:

The proposed program is a community-based dropout recovery education program offered online as defined by TEC §29.081 (e-2).

a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the accreditation status and the name of the accrediting agency.

The district will utilize an Education Management Organization by contracting with Graduation Alliance. Graduation Alliance is accredited by Cognia, which is also the accreditor for public schools across the US. In 2021, based on the review of Cognia’s trained evaluators, Cognia presented Graduation Alliance with an Index of Educational Quality of 374 (out of 400), compared to a Cognia Institution Network five year average of 278-283. As a result, in 2021, Cognia named Graduation Alliance a School of Distinction for “effectively implementing high-quality instruction, showing consistent organizational effectiveness, and...demonstrating energetic and sustained commitment to learners.”

b. Indicate how students will be offered or provided referrals for mental health services.

Upon a teacher, local advocate, or academic coach identifying student need, the students will be referred to the designated district counselor who can advance referrals as appropriate.

10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §19.081 (e-2):

a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.

The online dropout recovery program curriculum includes foundation career courses that students can complete to receive elective credits that relate directly to employment opportunities in the state, particularly for students who select electives that are aligned with their post-secondary career goals. These courses are aligned to Texas CTE standards: Child Development, Health Science and Technology, Medical Terminology, Principles of Allied Health, Anatomy and Physiology and Human Disease, Principles of Information Technology, Social Media Marketing, Digital Photography, Nutrition and wellness, Banking and Financial Services, and Web Design.

b. Describe the individual learning plan or process used to monitor each student’s progress.

Academic Coaches work with students to develop a written individual learning plan (ILP) based on their past credits, outstanding requirements, and student interests. The individual learning plan details remaining courses to be taken and a potential sequence that can be changed in consultation with the Academic Coaches, as well as any non-course-based graduation requirements needed to finish high school. The learning plan is available to the student via the Online Portal. Academic Coaches monitor student performance against the individual learning plan at least monthly and adjust it as necessary.

c. Indicate how students will be served by an academic coach and local advocate.

The online dropout recovery program includes **Academic Coaches** and **Local Advocates** for each student as part of this program. Each student enrolled in the program will be assigned an Academic Coach. The Academic Coach is responsible for monitoring student pace and progress and provides regular contact with the student via phone, email, or IM. During these interactions, the Academic Coach reviews progress with the student, resolves issues, and provides support in case the student is having difficulties with the program. Students work with Local Advocates based in the community who are experts in leveraging

local resources to help students address the social needs that must be met if students are going to focus on school success. Local Advocates meet face-to-face and virtually with students (where allowable by district policy) to connect students to the programs and services they need to overcome the life obstacles that previously have prevented academic success.

d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.

The online dropout recovery program provides monthly progress reports detailing the previous month's progress status for each student to the district administrator overseeing the program on the first day of each month.

e. Provide the location and a brief description of the in-person student engagement center. Through the district, the student engagement center is inclusive of support services during the regular operating hours. Students also have access to the library and the student resource center.

Optional Flexible School Day Program (OFSDP) - Appendix 5

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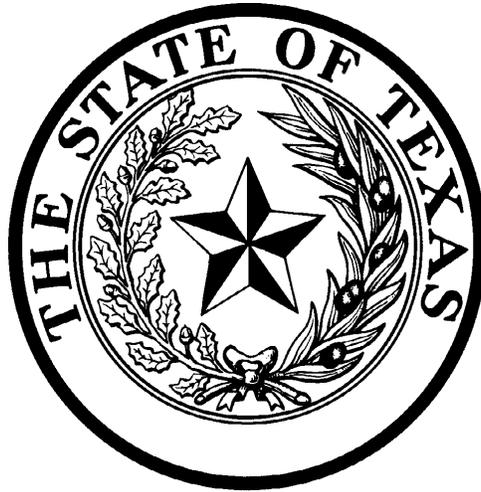
ARLINGTON ISD

School Year 2025-26

<p>Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4</p>	<p>Eligibility Designation 1 = TEC §29.081 At-Risk Students 2 = TEC §25.092 Minimum Attendance 3 = TEC §29.908 Early College High School 4 = TEC §39A.107 Campus Turnaround Plan 5 = Credit Recovery** 6 = TEC §29.081(e-1) Campus-Based Dropout Recovery Program 7 = TEC §29.081(e-2) Remote/Hybrid Dropout Recovery Program</p>	<p>School Year Period of Agreement Reported in TSDS PEIMS Summer Collection 3 Program start date must be 30 days after application submission. Program end date must not exceed the last day of the regular school calendar.</p>	<p>Summer Period of Agreement Reported in TSDS PEIMS Extended Collection 4 **Credit Recovery - Designation 5 Summer period of agreement should not exceed 30 days or extend past July 31st.</p>
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Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day
220901014	ARLINGTON COLLEGE AND CAREER H S			3		5			93	8/13/2025	5/22/2026	MTWTHF	360	6/1/2026	7/16/2026	MTWTH	250
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Texas Education Agency



APPLICATION

Updated May 2025

Optional Flexible School Day Program (OFSDP)

2025-26

School Year

ELIGIBLE APPLICANTS: The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

Definition of Program Provisions

Eligible Students

A student in any grade level is eligible to participate in an OFSDP authorized under the [TEC, §29.0822](#), if the student is:

- at risk of dropping out of school, as defined by the [TEC, §29.081](#),
- attending a campus implementing an approved innovative campus plan,
- attending a TEA-designated ECHS as defined by the [TEC, §29.908](#), P-TECH, or ICIA,
- attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#), or
- not meeting attendance requirements under the [TEC, §25.092](#), resulting in denied credit for one or more classes in which the student has been enrolled.

AND

There must be an agreement in writing to the student's participation:

- by the student, if the student is over 18 years of age; or
- by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

Board Approval

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. The board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see Appendix Two). Please note that, pursuant to [TAC 129.1027](#), a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.

Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

Assessment

The student must take the required state assessments specified under the [TEC, §39.023](#), during the regularly scheduled assessment calendar.

Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the [TEC, §29.0822](#), may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

Provisions of Agreement

Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the “TEA,” and

Arlington Collegiate High School

(Legal Name of School District or Open-Enrollment Charter

School) located at

690 E. Lamar Blvd. Arlington, TX 76011

(Physical Address)

hereinafter referred to as “district.”

Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix Five**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

Article III – Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

Article IV – Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Article V – General and Special Provisions to the Agreement

Each provision marked with an "X" below is hereby attached and incorporated by reference as part of this document:

- Appendix One, Assurances
- Appendix Two, Board Approval
- Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)
- Appendix Four, District Contacts
- Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

Appendix One Assurances

The definition of the terms of the application applies to Appendix One, Assurances. The school district or open-enrollment charter school, hereinafter called “district,” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix One. All information requested must be included with this form.

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
 - the student is at risk of dropping out of school, as defined by the [TEC, §29.081](#); or
 - the student is attending a campus implementing an approved innovative campus plan; or
 - the student is attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#); or
 - the student is attending a campus with an approved early college high school program designation as defined by the [TEC, §29.908](#); or
 - the student, as a result of attendance requirements under the [TEC, §25.092](#), will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student’s participation
 - by the student, if the student is over 18 years of age; or
 - by the student and the student’s parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;
2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;
4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;
5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);
6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance, including filing truancy charges, if appropriate;
7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the [Student Attendance Accounting Handbook](#).

- 8. to comply with all reporting requirements established by the TEA;
- 9. not to discriminate based on disability, race, color, national origin, religion, or sex; and
- 10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Justin Chapa, Arlington ISD School Board President, (682) 867-4611

Name, Title, and Telephone Number of School Board President

Signature of SchoolBoard President

Date

Dr. Matt Smith, Superintendent, (682) 867-4611

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Two
Board Approval

The definition of terms of the application applies to Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Two. All information requested must be included with this form.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.

2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: June

Day: 5

Year: 2025

Time: 5:00 p.m.

Location: 690 E. Lamar Blvd. Arlington, TX

Agreed and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Justin Chapa, Arlington ISD School Board President, (682) 867-4611

Name, Title, and Telephone Number of School Board President

Signature of SchoolBoard President

Date

Dr. Matt Smith, Superintendent, (682) 867-4611

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Three Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to Appendix Three, Attendance and Compliance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit a separate PDF document to concisely provide the information below, labeled with the corresponding number, for Appendix Three. Only responses in the specified format will be accepted. Do not submit any other documents in place of Appendix Three. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission. If a question does not apply, please indicate “N/A” next to its number.

1. Describe the program goals and objectives. **Note:** Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.
2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times courses are available.
3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.
4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtains student and parental consent for OFSDP participation.
5. Indicate the estimated number of OFSDP students that will be served per teacher.
6. **If** the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).
7. OFSDP requires a teacher of record to record the actual number of students’ instructional minutes on any given day. NOTE: Absences and days present do not exist in the OFSDP

Explain the following:

- a. How the classroom teacher will verify the number of instructional minutes a student receives each day.
- b. How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.
- c. How will the district ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. **Note:** It is recommended that the district apply the following formula to determine the maximum OFSDP

minutes a student is eligible = (Calendar School Days - Traditional Days Present) x 240.

- d. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.
 - e. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).
 - f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.
8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.
9. If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):
- a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the organization name, accreditation status, and the name of the accrediting agency.
 - b. Indicate how students will be offered or provided referrals for mental health services.
10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):
- a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
 - b. Describe the individual learning plan or process used to monitor each student's progress.
 - c. Indicate how students will be served by an academic coach and local advocate.
 - d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.
 - e. Provide the location and a brief description of the in-person student engagement center.

Appendix Four District Contacts

The definition of terms of the application applies to Appendix Four, Contact(s) Sheet. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Four. All information requested must be included with this form.

District Contacts for the Application

District/Charter School Superintendent:	Dr. Matt Smith, Superintendent,
Mailing Address:	690 E Lamar Blvd.
City, State, Zip Code:	Arlington TX 76011
Telephone Number:	(682) 867-4611
Email Address:	matt.smith@aisd.net

District PEIMS Coordinator:	Kim Domke
Email Address:	kim.domke@arlingtonisd.org

OFSDP Contact Name:	Traci Thomas-Bragg
Email Address:	tthomasb@aisd.net

OFSDP Contact Name:	Barry Fox
Email Address:	bfox@aisd.net

NOTE: Most of the contact for the approved OFSDP is done via email. Valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.

Appendix Five **Participating Campuses, Student Eligibility, and Period of Agreement**

The definition of terms of the application applies to Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Five. All information requested must be included with this template and submitted in a separate Excel file.

Download and complete Appendix 5, which can be found on the [OFSDP webpage](#) under the *Applications and Templates* section.

Once completed, email the following to OPFLEX@tea.texas.gov:

1. The application (in PDF file format)
2. Appendix Three (in PDF file format)
3. Appendix Five (in MS Excel file format)

***All file names should include the district/charter school’s name**



Appendix Three: Attendance and Compliance Procedures of Proposed Program

Program overview

This application is for an online dropout recovery program implemented in accordance with TEC 29.081 (e-2) and SAAH 11.6.4. The district is planning to partner with Graduation Alliance, a national leader in online dropout recovery programs, to implement this program.

The online dropout recovery program is a diploma completion program delivered in a fully online setting, complete with outreach and engagement, transcript analysis, WIFI-enabled laptops, mobile Wi-Fi hotspots, Texas-aligned curriculum facilitated by Texas licensed teachers with at least a baccalaureate degree, coaching and mentoring by Academic Coaches and Local Advocates, and robust support services. The program also includes CTE and Industry Based Certification preparation programs that relate directly to employment opportunities in the state.

The hallmark of this online dropout recovery program is the intensive human support students receive during their time in the program. The barriers at-risk students face typically result from “life issues” and have little relation to individual abilities or skills. Whether battling chronic health issues, struggling to support a family as head of the household, or suffering debilitating social anxiety, the students we will serve in this program need flexibility of time and place. Our recipe for success includes setting clear expectations for pace and progress while providing students with 360 degrees of support, including proactive academic interventions, Texas-certified teachers with at least a baccalaureate degree, Academic Coaches, Local Advocates to address life barriers, 24/7 tutoring, and dedicated math assistance.

While earning a high school diploma has repeatedly been shown to be a transformational factor in both social and economic outcomes, the high school diploma is only a milestone in our students’ journey to lifelong success. That’s why this program provides a robust set of employability skills, CTE, and industry-based certification preparation courses to help students prepare for their transition to what comes next, whether that is employment or additional training.

1. **Describe the program goals and objectives.** *Note: Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.*

The mission of the district’s online dropout recovery program is to provide a flexible, high-quality educational program to the high school-age students in the district who have not yet earned high school diplomas and who, for a variety of reasons, cannot or will not participate in the district’s traditional or alternative face-to-face programs.

The objective of the program is to re-engage students who left high school without a diploma, provide an opportunity for them to complete their graduation requirements, and earn a high school diploma from the district.

2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times.

As a participant in an online dropout recovery program, the student’s schedule is dependent on the student’s availability and life responsibilities they must attend to such as working to provide for family members, childcare obligations, other caregiver obligations, etc. Students are able to access their courses based on their available time and can receive support from teachers during scheduled meetings and via email and chat and between 8 am and 8 pm CST for Academic Coaches and Local Advocates. Furthermore, students have access to live tutor support 24 hours a day, 360 days a year.

3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.

The district provides:

Program	Position	Qualification Standard(s)	Contact Hours
Arlington Collegiate High School	Administrator	State Board for Educator Certification (SBEC) principal certification	40-70/wk
	Assistant Principal	State Board for Educator Certification (SBEC) principal certification	40-70/wk
	Counselor	State Board for Educator Certification (SBEC) counselor certification	40-60/wk
	Teacher	State Board for Educator Certification (SBEC) teacher certification	40/wk

In addition to these resources, the district is utilizing a contractor to provide certain functions related to the program, including the following:

- TX certified teachers are available to meet with students during scheduled meetings and via email and chat.
- Academic Coaches are available to students and families between 8 am and 8 pm CST.
- Local Advocates are available to students and families and between 8 am and 8 pm CST.
- Students have access to tutor support 24 hours a day, 360 days a year.

4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtaining student and parental consent for OFSDP participation.

The district develops a list of students who meet the eligibility criteria of the program and who are no longer participating in the district’s traditional and campus-based alternative programs.

Admission to the district’s online dropout recovery program is not determined based on age, race, color,

religion, gender, sexual orientation, national origin, disability, or veteran status.

An enrollment team works with students identified by the district to complete the appropriate enrollment paperwork, including the required student and parental consent form for participation in the online dropout recovery program prior to placement.

5. Indicate the estimated number of OFSDP students that will be served per teacher.

The typical student: teacher ratio is 20:1.

6. If the OFSDP program will offer special education, career and technology education, pregnancy related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).

The district online dropout recovery program intends to serve students with a variety of needs and interests. A brief description of the special education services and accommodations, career and technology education programming, and bilingual education services is provided below.

Special Education Services

Students who are in need of special education services in order to be successful in their schoolwork will obtain services through the district. The administrators of the online dropout recovery program will cooperate with district special education personnel in providing information and data about courses and student performance, as required. To ensure that students referred for placement in the district's online dropout recovery program have a skill set which will allow them to be successful, the following process is implemented :

1. All students will be referred to building level district points of contact.
2. District points of contact will send all names to the Special Education Department to screen for special education services.
3. If a student has an IEP or 504, further evaluation of the student's likelihood for success will occur in the SPED Department.
4. The ARD Team will determine if the online dropout recovery placement is appropriate.
5. As determined by the ARD Team:
 - The district point of contact will refer students to the online dropout recovery program for re-engagement.
 - The ARD Team including one or more teachers from Graduation Alliance will review IEPs for any ongoing needs or changes that may need to occur.
 - Students will continue to receive specially designed instruction from the district, during school hours online. Students will not receive a combination of on and off campus instruction.

Appropriately licensed special education personnel providing special education services will be provided by the district. Texas state licensed general education teachers with at least a baccalaureate degree will be provided for the online dropout recovery program.

Career and Technology Education (CTE)

The online dropout recovery program offers several courses aligned to TX CTE standards, including Child Development, Health Science and Technology, Medical Terminology, Principles of Allied Health, Anatomy and Physiology and Human Disease, Principles of Information Technology, Social Media Marketing, Digital Photography, Nutrition and wellness, Banking and Financial Services, and Web Design. These courses are taught by CTE-certified teachers. This coursework prepares students for job readiness if they select electives that align with their post-secondary employment interests.

Pregnancy-Related Services

While students who are pregnant or parenting may be offered the opportunity to participate in this program, they will not be receiving CEHI through this program and therefore will not be coded as receiving Pregnancy Related Services.

Bilingual Education

The district will maintain its responsibility for ELL assessment, placement, and services required for identifying and serving non-English Language Proficient students in accordance with state law, including, where necessary, translation services. Texas certified ESL teachers provide services and instruction for non-English Language Proficient students.

The online dropout recovery program administrators will work with the district to implement the program as a support to students gaining more fluency in English vocabulary. These supports include curriculum supports and communication and mentoring support for students and families.

Curriculum Supports

The curriculum selected for this program was developed in alignment with the rubric for k12 online learning developed by Quality Matters, a national third-party validator of best practices in online learning. In addition to putting its curriculum team through the Quality Matters training and using the rubrics to inform design, the curriculum is in the process of being reviewed by Quality Matters evaluators to review and evaluate both its approach to instructional design and individual courses' alignment to standards. Evaluators reviewing content assess for and confirm accuracy of content, freedom from bias, and accessibility of design following the principles of Universal Design of Instruction.

Curriculum design practices as they relate to accessibility for students with disabilities and limited English proficiency include:

Multiple Means of Engagement

- Each course includes a Course Success Strategies lesson with support resources and helpful instructions to help students engage with the material and assignments.
- Learning objectives are clearly stated in terms accessible to the students.
- Lessons include various displays of information and auto graded activities for students to practice for example: flash cards, compare and contrast card sorting, tabbed information, videos, pop-up questions, etc.
- Assignments are written by our teachers to be authentic to our population.
- Courses include class discussions for students to reflect and respond to each other.
- Students are introduced to their instructor at the beginning of the course.

Multiple Means of Representation

- Course content is provided using lesson text, images, videos, and articles.
- Images are tagged with alternate text for accessibility with screen readers.
- Videos include closed captions or alternate text is made available for students to access information.
- Course content is scaffolded for students to build application of skills.
- New terms and concepts are explained in the lesson or with interactive hover-over tooltips.
- Diverse avatar characters and other imagery of diverse learners appear throughout the courses.

Multiple Means of Action & Expression

- Lessons include multiple options for navigation between pages.
- Students receive immediate feedback for in-lesson pop-up questions as well as auto-graded quizzes.
- Students demonstrate various applications of skills by completing assignments that include essay writing, presentations, role-playing, audio and/or video recordings, and class discussions.

Communications and Mentoring Supports

Additional supports for Limited English Proficient family member include translations of outreach materials in languages identified by the district. Bilingual outreach counselors and Academic Coaches are available to support Spanish speaking students and families.

7. OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day.

The program will operate in accordance with SAAH 11.6.4, "Attendance Accounting and FSP Funding for OFSDP Participation through an Online Dropout Recovery Education Program,"

Explain the following:

- a. **How the classroom teacher will verify the number of instructional minutes a student receives each day.**

A student will be counted as in attendance for 60 minutes each school day of membership, as defined by SAAH 11.6.4, for each course they are taking and ultimately complete online.

Graduation Alliance will provide attendance records to the district monthly.

- b. **How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.**

Students enrolled in an Online Dropout Recovery OFSDP are considered scheduled for and receive instruction for 60 minutes each day for each virtual course enrolled. Each online dropout recovery education program course is considered 60 minutes of daily classroom time for purposes of the two through-four-hour rule. At the end of the year, the students' attendance minutes will be adjusted to reflect attendance minutes only for the courses they successfully completed with a 70% or better.

- c. **How the district will ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. *Note: It is recommended that the district apply the following formula to determine the maximum OFSDP minutes a student is eligible = (Calendar School Days - Traditional Days Present x 240).***

A student who transfers into the program from the traditional program will be reported for no more than 1.0 total ADA for the year, with traditional program hours generated taking priority in the calculation and reporting. The district anticipates using the following formula to determine ADA generated by students transferring from traditional programming to the OFSDP online dropout recovery program: (District Calendar Days - Traditional Days) x 240 minutes = possible number of OFSDP attendance minutes.

- d. **How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.**

Graduation Alliance will send the district and the state PEIMS clerk a monthly enrollment report. The district must approve every student enrolled in the program. The district then confirms enrollment with the PEIMS clerk. This report can be used to validate monthly appropriate coding by the PEIMS clerk.

- e. **How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).**

The district administrator overseeing the program will work with the online dropout recovery program administrators to ensure that relevant data is provided securely for the Student Detail Audit reports as applicable and required for online dropout recovery programs.

This response should specifically address specifications in the respective sections of SAAH as it relates to student login and anyone accessing student data. Does this program meet all of the following requirements, per SAAH 2.2.3?

- **How will the teacher of record report attendance to the district, electronically or by paper?**

Through our contracted educational service provider, students are enrolled in asynchronous courses through a proprietary online portal that records attendance and student activities electronically. Teachers of record may verify student attendance data live at any time in the portal.

- **Will the program provide the student with a secure login that will track participation/progress?**

The contracted education service provider will provide students with a secure login to access the online portal by logging in with single-sign on (SSO) credentials with multi-factor authentication. This secure login allows all student participation to be time-stamped and progress to be retained via a live dashboard.

- **How will records (monthly progress reports or any other documents related to the course) be retained? (monthly progress reports regarding student progress must be part of the record-keeping process)**

The online dropout recovery program and district will retain electronic records in accordance with the records retention schedule of the state.

- **Will the program provide teachers, administrators, counselors log on to the system using distinct secret passwords? Specify who will have access to this information.**

All other users (teachers, administrators, counselors, district personnel with an educational need to know, and parents) access the student portal with an email address and strong password combination. Passwords are stored in an encrypted form and cannot be seen or recovered. Users can request password resets automatically. Each user must have a unique email address and password to access the portal.

- **Does the system provide a time out (automatic shutoff) feature if the program has not had any activity in an appropriately short period of time (for example, 10 minutes)?**

Yes, the online portal has an automatic shutoff feature for inactivity. Notification of a “session expired” will appear on the screen and the system will require the individual to log back into the system.

- **Does the program have the ability to report the date, time, and identity of the teacher entering the attendance data, upon request? (This would be for the school PEIMS system.)**

Yes, the program has the ability to document the date, time, and identity of the teacher of the course.

- **How will the district ensure security when accessing and monitoring student progress and attendance throughout the program?**

All District users (teachers, administrators, counselors, and district personnel with an educational need to know) access the student portal with an email address and strong password combination. Passwords are stored in an encrypted form and cannot be seen or recovered. Users can request password resets automatically.

- f. **How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.**

The district will track dates of course enrollments and completions through the secure online portal provided by its partner, Graduation Alliance. Using this data, the district can verify the course completion data to each individual student on the Student Detail Audit report defined by SAAH 2.3.1. District administrators can access dashboard and student information in the online portal according to role-based permissions. Course registration and student enrollment reports will be sent electronically through a secure ftp site with separate, secure login credentials. The online dropout recovery program and district will retain electronic records in accordance with the requirements of the state.

In addition to having immediate, 24x7 access to Graduation Alliance's secure online student portal, the district will receive monthly progress reports from Graduation Alliance. The district confirms that six-week attendance and student academic reports are both reviewed and certified accordingly.

8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.

Credit recovery will not be offered to OFSDP students for loss of credit due to insufficient attendance, per the 90% attendance requirement. OFSDP approved students may only earn course completion credit(s) as defined by the district approved school calendar.

9. If students are attending a community-based dropout recovery education program offered online as defined by TEC, §29.081 (e-2), must include the following:

The proposed program is a community-based dropout recovery education program offered online as defined by TEC §29.081 (e-2).

a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the accreditation status and the name of the accrediting agency.

The district will utilize an Education Management Organization by contracting with Graduation Alliance. Graduation Alliance is accredited by Cognia, which is also the accreditor for public schools across the US. In 2021, based on the review of Cognia’s trained evaluators, Cognia presented Graduation Alliance with an Index of Educational Quality of 374 (out of 400), compared to a Cognia Institution Network five year average of 278-283. As a result, in 2021, Cognia named Graduation Alliance a School of Distinction for “effectively implementing high-quality instruction, showing consistent organizational effectiveness, and...demonstrating energetic and sustained commitment to learners.”

b. Indicate how students will be offered or provided referrals for mental health services.

Upon a teacher, local advocate, or academic coach identifying student need, the students will be referred to the designated district counselor who can advance referrals as appropriate.

10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §19.081 (e-2):

a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.

The online dropout recovery program curriculum includes foundation career courses that students can complete to receive elective credits that relate directly to employment opportunities in the state, particularly for students who select electives that are aligned with their post-secondary career goals. These courses are aligned to Texas CTE standards: Child Development, Health Science and Technology, Medical Terminology, Principles of Allied Health, Anatomy and Physiology and Human Disease, Principles of Information Technology, Social Media Marketing, Digital Photography, Nutrition and wellness, Banking and Financial Services, and Web Design.

b. Describe the individual learning plan or process used to monitor each student’s progress.

Academic Coaches work with students to develop a written individual learning plan (ILP) based on their past credits, outstanding requirements, and student interests. The individual learning plan details remaining courses to be taken and a potential sequence that can be changed in consultation with the Academic Coaches, as well as any non-course-based graduation requirements needed to finish high school. The learning plan is available to the student via the Online Portal. Academic Coaches monitor student performance against the individual learning plan at least monthly and adjust it as necessary.

c. Indicate how students will be served by an academic coach and local advocate.

The online dropout recovery program includes **Academic Coaches** and **Local Advocates** for each student as part of this program. Each student enrolled in the program will be assigned an Academic Coach. The Academic Coach is responsible for monitoring student pace and progress and provides regular contact with the student via phone, email, or IM. During these interactions, the Academic Coach reviews progress with the student, resolves issues, and provides support in case the student is having difficulties with the program. Students work with Local Advocates based in the community who are experts in leveraging

local resources to help students address the social needs that must be met if students are going to focus on school success. Local Advocates meet face-to-face and virtually with students (where allowable by district policy) to connect students to the programs and services they need to overcome the life obstacles that previously have prevented academic success.

d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.

The online dropout recovery program provides monthly progress reports detailing the previous month's progress status for each student to the district administrator overseeing the program on the first day of each month.

e. Provide the location and a brief description of the in-person student engagement center. Through the district, the student engagement center is inclusive of support services during the regular operating hours. Students also have access to the library and the student resource center.

Optional Flexible School Day Program (OFSDP) - Appendix 5

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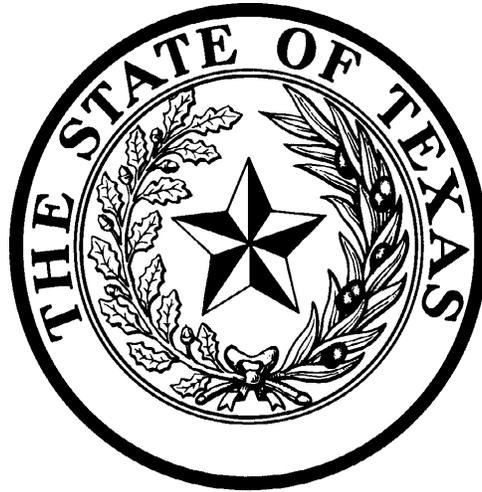
ARLINGTON ISD

School Year 2025-26

Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4	Eligibility Designation 1 = TEC §29.081 At-Risk Students 2 = TEC §25.092 Minimum Attendance 3 = TEC §29.908 Early College High School 4 = TEC §39A.107 Campus Turnaround Plan 5 = Credit Recovery** 6 = TEC §29.081(e-1) Campus-Based Dropout Recovery Program 7 = TEC §29.081(e-2) Remote/Hybrid Dropout Recovery Program	School Year Period of Agreement Reported in TSDS PEIMS Summer Collection 3 Program start date must be 30 days after application submission. Program end date must not exceed the last day of the regular school calendar.	Summer Period of Agreement Reported in TSDS PEIMS Extended Collection 4 **Credit Recovery - Designation 5 Summer period of agreement should not exceed 30 days or extend past July 31st.
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Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day
220901011	ARLINGTON COLLEGIATE H S			3		5			89	8/13/2025	5/22/2025	MTWTHF	360	6/1/2026	7/16/2026	MTWTH	250
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Texas Education Agency



APPLICATION

Updated May 2025

Optional Flexible School Day Program (OFSDP)

2025-26

School Year

ELIGIBLE APPLICANTS: The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

Definition of Program Provisions

Eligible Students

A student in any grade level is eligible to participate in an OFSDP authorized under the [TEC, §29.0822](#), if the student is:

- at risk of dropping out of school, as defined by the [TEC, §29.081](#),
- attending a campus implementing an approved innovative campus plan,
- attending a TEA-designated ECHS as defined by the [TEC, §29.908](#), P-TECH, or ICIA,
- attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#), or
- not meeting attendance requirements under the [TEC, §25.092](#), resulting in denied credit for one or more classes in which the student has been enrolled.

AND

There must be an agreement in writing to the student's participation:

- by the student, if the student is over 18 years of age; or
- by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

Board Approval

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. The board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see Appendix Two). Please note that, pursuant to [TAC 129.1027](#), a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.

Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

Assessment

The student must take the required state assessments specified under the [TEC, §39.023](#), during the regularly scheduled assessment calendar.

Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the [TEC, §29.0822](#), may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

Provisions of Agreement

Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

Venture High School

(Legal Name of School District or Open-Enrollment Charter

School) located at

690 E. Lamar Blvd. Arlington, TX 76011

(Physical Address)

hereinafter referred to as "district."

Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix Five**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

Article III – Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

Article IV – Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Article V – General and Special Provisions to the Agreement

Each provision marked with an "X" below is hereby attached and incorporated by reference as part of this document:

- Appendix One, Assurances
- Appendix Two, Board Approval
- Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)
- Appendix Four, District Contacts
- Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

Article VI – Application Process

- For questions or assistance regarding this application, email opflex@tea.texas.gov or call 512-463-8916.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix Five should be at least thirty (30) days after the application is submitted.
- Email the complete application and attachments to: opflex@tea.texas.gov.
- Email subject line should indicate: OFSDP Application - District Name, County District Number

Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name	Dr. Matt Smith	
Typed Title	Superintendent	Authorized Signature

Appendix One Assurances

The definition of the terms of the application applies to Appendix One, Assurances. The school district or open-enrollment charter school, hereinafter called “district,” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix One. All information requested must be included with this form.

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
 - the student is at risk of dropping out of school, as defined by the [TEC, §29.081](#); or
 - the student is attending a campus implementing an approved innovative campus plan; or
 - the student is attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#); or
 - the student is attending a campus with an approved early college high school program designation as defined by the [TEC, §29.908](#); or
 - the student, as a result of attendance requirements under the [TEC, §25.092](#), will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student’s participation
 - by the student, if the student is over 18 years of age; or
 - by the student and the student’s parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;
2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;
4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;
5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);
6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance, including filing truancy charges, if appropriate;
7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the [Student Attendance Accounting Handbook](#).

- 8. to comply with all reporting requirements established by the TEA;
- 9. not to discriminate based on disability, race, color, national origin, religion, or sex; and
- 10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Justin Chapa, Arlington ISD School Board President, (682) 867-4611

Name, Title, and Telephone Number of School Board President

Signature of SchoolBoard President

Date

Dr. Matt Smith, Superintendent, (682) 867-4611

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Two
Board Approval

The definition of terms of the application applies to Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Two. All information requested must be included with this form.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.

2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: June

Day: 5

Year: 2025

Time: 5:00 p.m.

Location: 690 E. Lamar Blvd. Arlington, TX

Agreed and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Justin Chapa, Arlington ISD School Board President, (682) 867-4611

Name, Title, and Telephone Number of School Board President

Signature of SchoolBoard President

Date

Dr. Matt Smith, Superintendent, (682) 867-4611

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Three Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to Appendix Three, Attendance and Compliance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit a separate PDF document to concisely provide the information below, labeled with the corresponding number, for Appendix Three. Only responses in the specified format will be accepted. Do not submit any other documents in place of Appendix Three. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission. If a question does not apply, please indicate “N/A” next to its number.

1. Describe the program goals and objectives. **Note:** Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.
2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times courses are available.
3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.
4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtains student and parental consent for OFSDP participation.
5. Indicate the estimated number of OFSDP students that will be served per teacher.
6. **If** the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).
7. OFSDP requires a teacher of record to record the actual number of students’ instructional minutes on any given day. NOTE: Absences and days present do not exist in the OFSDP

Explain the following:

- a. How the classroom teacher will verify the number of instructional minutes a student receives each day.
- b. How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.
- c. How will the district ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. **Note:** It is recommended that the district apply the following formula to determine the maximum OFSDP

minutes a student is eligible = (Calendar School Days - Traditional Days Present) x 240.

- d. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.
 - e. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).
 - f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.
8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.
9. If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):
- a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the organization name, accreditation status, and the name of the accrediting agency.
 - b. Indicate how students will be offered or provided referrals for mental health services.
10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):
- a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
 - b. Describe the individual learning plan or process used to monitor each student's progress.
 - c. Indicate how students will be served by an academic coach and local advocate.
 - d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.
 - e. Provide the location and a brief description of the in-person student engagement center.

Appendix Four District Contacts

The definition of terms of the application applies to Appendix Four, Contact(s) Sheet. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Four. All information requested must be included with this form.

District Contacts for the Application

District/Charter School Superintendent:	Dr. Matt Smith, Superintendent,
Mailing Address:	690 E Lamar Blvd.
City, State, Zip Code:	Arlington TX 76011
Telephone Number:	(682) 867-4611
Email Address:	matt.smith@aisd.net

District PEIMS Coordinator:	Kim Domke
Email Address:	kim.domke@arlingtonisd.org

OFSDP Contact Name:	Traci Thomas-Bragg
Email Address:	tthomasb@aisd.net

OFSDP Contact Name:	Barry Fox
Email Address:	bfox@aisd.net

NOTE: Most of the contact for the approved OFSDP is done via email. Valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.

Appendix Five **Participating Campuses, Student Eligibility, and Period of Agreement**

The definition of terms of the application applies to Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Five. All information requested must be included with this template and submitted in a separate Excel file.

Download and complete Appendix 5, which can be found on the [OFSDP webpage](#) under the *Applications and Templates* section.

Once completed, email the following to OPFLEX@tea.texas.gov:

1. The application (in PDF file format)
2. Appendix Three (in PDF file format)
3. Appendix Five (in MS Excel file format)

***All file names should include the district/charter school’s name**



Appendix Three: Attendance and Compliance Procedures of Proposed Program

Program overview

This application is for an online dropout recovery program implemented in accordance with TEC 29.081 (e-2) and SAAH 11.6.4. The district is planning to partner with Graduation Alliance, a national leader in online dropout recovery programs, to implement this program.

The online dropout recovery program is a diploma completion program delivered in a fully online setting, complete with outreach and engagement, transcript analysis, WIFI-enabled laptops, mobile Wi-Fi hotspots, Texas-aligned curriculum facilitated by Texas licensed teachers with at least a baccalaureate degree, coaching and mentoring by Academic Coaches and Local Advocates, and robust support services. The program also includes CTE and Industry Based Certification preparation programs that relate directly to employment opportunities in the state.

The hallmark of this online dropout recovery program is the intensive human support students receive during their time in the program. The barriers at-risk students face typically result from “life issues” and have little relation to individual abilities or skills. Whether battling chronic health issues, struggling to support a family as head of the household, or suffering debilitating social anxiety, the students we will serve in this program need flexibility of time and place. Our recipe for success includes setting clear expectations for pace and progress while providing students with 360 degrees of support, including proactive academic interventions, Texas-certified teachers with at least a baccalaureate degree, Academic Coaches, Local Advocates to address life barriers, 24/7 tutoring, and dedicated math assistance.

While earning a high school diploma has repeatedly been shown to be a transformational factor in both social and economic outcomes, the high school diploma is only a milestone in our students’ journey to lifelong success. That’s why this program provides a robust set of employability skills, CTE, and industry-based certification preparation courses to help students prepare for their transition to what comes next, whether that is employment or additional training.

1. **Describe the program goals and objectives.** *Note: Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.*

The mission of the district’s online dropout recovery program is to provide a flexible, high-quality educational program to the high school-age students in the district who have not yet earned high school diplomas and who, for a variety of reasons, cannot or will not participate in the district’s traditional or alternative face-to-face programs.

The objective of the program is to re-engage students who left high school without a diploma, provide an opportunity for them to complete their graduation requirements, and earn a high school diploma from the district.

2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times.

As a participant in an online dropout recovery program, the student’s schedule is dependent on the student’s availability and life responsibilities they must attend to such as working to provide for family members, childcare obligations, other caregiver obligations, etc. Students are able to access their courses based on their available time and can receive support from teachers during scheduled meetings and via email and chat and between 8 am and 8 pm CST for Academic Coaches and Local Advocates. Furthermore, students have access to live tutor support 24 hours a day, 360 days a year.

3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.

The district provides:

Program	Position	Qualification Standard(s)	Contact Hours
Venture High School	Principal	State Board for Educator Certification (SBEC) principal certification	40-70/wk
	Assistant Principals (2)	State Board for Educator Certification (SBEC) principal certification	40-70/wk
	Counselors (3)	State Board for Educator Certification (SBEC) principal certification	40-70/wk
	Social Workers (3)	State Board for Educator Certification (SBEC) principal certification	40-70/wk
	Teacher (34)	State Board for Educator Certification (SBEC) teacher certification	40/wk

In addition to these resources, the district is utilizing a contractor to provide certain functions related to the program, including the following:

- TX certified teachers are available to meet with students during scheduled meetings and via email and chat.
- Academic Coaches are available to students and families between 8 am and 8 pm CST.
- Local Advocates are available to students and families and between 8 am and 8 pm CST.
- Students have access to tutor support 24 hours a day, 360 days a year.

4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtaining student and parental consent for OFSDP participation.

The district develops a list of students who meet the eligibility criteria of the program and who are no longer participating in the district’s traditional and campus-based alternative programs.

Admission to the district's online dropout recovery program is not determined based on age, race, color, religion, gender, sexual orientation, national origin, disability, or veteran status.

An enrollment team works with students identified by the district to complete the appropriate enrollment paperwork, including the required student and parental consent form for participation in the online dropout recovery program prior to placement.

5. Indicate the estimated number of OFSDP students that will be served per teacher.

The typical student: teacher ratio is 20:1.

6. If the OFSDP program will offer special education, career and technology education, pregnancy related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).

The district online dropout recovery program intends to serve students with a variety of needs and interests. A brief description of the special education services and accommodations, career and technology education programming, and bilingual education services is provided below.

Special Education Services

Students who are in need of special education services in order to be successful in their schoolwork will obtain services through the district. The administrators of the online dropout recovery program will cooperate with district special education personnel in providing information and data about courses and student performance, as required. To ensure that students referred for placement in the district's online dropout recovery program have a skill set which will allow them to be successful, the following process is implemented :

1. All students will be referred to building level district points of contact.
2. District points of contact will send all names to the Special Education Department to screen for special education services.
3. If a student has an IEP or 504, further evaluation of the student's likelihood for success will occur in the SPED Department.
4. The ARD Team will determine if the online dropout recovery placement is appropriate.
5. As determined by the ARD Team:
 - The district point of contact will refer students to the online dropout recovery program for re-engagement.
 - The ARD Team including one or more teachers from Graduation Alliance will review IEPs for any ongoing needs or changes that may need to occur.

- Students will continue to receive specially designed instruction from the district, during school hours online. Students will not receive a combination of on and off campus instruction.

Appropriately licensed special education personnel providing special education services will be provided by the district. Texas state licensed general education teachers with at least a baccalaureate degree will be provided for the online dropout recovery program.

Career and Technology Education (CTE)

The online dropout recovery program offers several courses aligned to TX CTE standards, including Child Development, Health Science and Technology, Medical Terminology, Principles of Allied Health, Anatomy and Physiology and Human Disease, Principles of Information Technology, Social Media Marketing, Digital Photography, Nutrition and wellness, Banking and Financial Services, and Web Design. These courses are taught by CTE-certified teachers. This coursework prepares students for job readiness if they select electives that align with their post-secondary employment interests.

Pregnancy-Related Services

While students who are pregnant or parenting may be offered the opportunity to participate in this program, they will not be receiving CEHI through this program and therefore will not be coded as receiving Pregnancy Related Services.

Bilingual Education

The district will maintain its responsibility for ELL assessment, placement, and services required for identifying and serving non-English Language Proficient students in accordance with state law, including, where necessary, translation services. Texas certified ESL teachers provide services and instruction for non-English Language Proficient students.

The online dropout recovery program administrators will work with the district to implement the program as a support to students gaining more fluency in English vocabulary. These supports include curriculum supports and communication and mentoring support for students and families.

Curriculum Supports

The curriculum selected for this program was developed in alignment with the rubric for k12 online learning developed by Quality Matters, a national third-party validator of best practices in online learning. In addition to putting its curriculum team through the Quality Matters training and using the rubrics to inform design, the curriculum is in the process of being reviewed by Quality Matters evaluators to review and evaluate both its approach to instructional design and individual courses' alignment to standards. Evaluators reviewing content assess for and confirm accuracy of content, freedom from bias, and accessibility of design following the principles of Universal Design of Instruction.

Curriculum design practices as they relate to accessibility for students with disabilities and limited English proficiency include:

Multiple Means of Engagement

- Each course includes a Course Success Strategies lesson with support resources and helpful instructions to help students engage with the material and assignments.
- Learning objectives are clearly stated in terms accessible to the students.
- Lessons include various displays of information and auto graded activities for students to practice for example: flash cards, compare and contrast card sorting, tabbed information, videos, pop-up questions, etc.
- Assignments are written by our teachers to be authentic to our population.
- Courses include class discussions for students to reflect and respond to each other.
- Students are introduced to their instructor at the beginning of the course.

Multiple Means of Representation

- Course content is provided using lesson text, images, videos, and articles.
- Images are tagged with alternate text for accessibility with screen readers.
- Videos include closed captions or alternate text is made available for students to access information.
- Course content is scaffolded for students to build application of skills.
- New terms and concepts are explained in the lesson or with interactive hover-over tooltips.
- Diverse avatar characters and other imagery of diverse learners appear throughout the courses.

Multiple Means of Action & Expression

- Lessons include multiple options for navigation between pages.
- Students receive immediate feedback for in-lesson pop-up questions as well as auto-graded quizzes.
- Students demonstrate various applications of skills by completing assignments that include essay writing, presentations, role-playing, audio and/or video recordings, and class discussions.

Communications and Mentoring Supports

Additional supports for Limited English Proficient family member include translations of outreach materials in languages identified by the district. Bilingual outreach counselors and Academic Coaches are available to support Spanish speaking students and families.

7. OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day.

The program will operate in accordance with SAAH 11.6.4, “Attendance Accounting and FSP Funding for OFSDP Participation through an Online Dropout Recovery Education Program,”

Explain the following:

- a. **How the classroom teacher will verify the number of instructional minutes a student receives each day.**

A student will be counted as in attendance for 60 minutes each school day of membership, as defined by SAAH 11.6.4, for each course they are taking and ultimately complete online.

Graduation Alliance will provide attendance records to the district monthly.

- b. **How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.**

Students enrolled in an Online Dropout Recovery OFSDP are considered scheduled for and receive instruction for 60 minutes each day for each virtual course enrolled. Each online dropout recovery education program course is considered 60 minutes of daily classroom time for purposes of the two through-four-hour rule. At the end of the year, the students’ attendance minutes will be adjusted to reflect attendance minutes only for the courses they successfully completed with a 70% or better.

- c. **How the district will ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. *Note: It is recommended that the district apply the following formula to determine the maximum OFSDP minutes a student is eligible = (Calendar School Days - Traditional Days Present x 240).***

A student who transfers into the program from the traditional program will be reported for no more than 1.0 total ADA for the year, with traditional program hours generated taking priority in the calculation and reporting. The district anticipates using the following formula to determine ADA generated by students transferring from traditional programming to the OFSDP online dropout recovery program: (District Calendar Days - Traditional Days) x 240 minutes = possible number of OFSDP attendance minutes.

- d. **How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.**

Graduation Alliance will send the district and the state PEIMS clerk a monthly enrollment report. The district must approve every student enrolled in the program. The district then confirms enrollment with the PEIMS clerk. This report can be used to validate monthly appropriate coding by the PEIMS clerk.

- e. **How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).**

The district administrator overseeing the program will work with the online dropout recovery program administrators to ensure that relevant data is provided securely for the Student Detail Audit reports as applicable and required for online dropout recovery programs.

This response should specifically address specifications in the respective sections of SAAH as it relates to student login and anyone accessing student data. Does this program meet all of the following requirements, per SAAH 2.2.3?

- **How will the teacher of record report attendance to the district, electronically or by paper?**

Through our contracted educational service provider, students are enrolled in asynchronous courses through a proprietary online portal that records attendance and student activities electronically. Teachers of record may verify student attendance data live at any time in the portal.

- **Will the program provide the student with a secure login that will track participation/progress?**

The contracted education service provider will provide students with a secure login to access the online portal by logging in with single-sign on (SSO) credentials with multi-factor authentication. This secure login allows all student participation to be time-stamped and progress to be retained via a live dashboard.

- **How will records (monthly progress reports or any other documents related to the course) be retained? (monthly progress reports regarding student progress must be part of the record-keeping process)**

The online dropout recovery program and district will retain electronic records in accordance with the records retention schedule of the state.

- **Will the program provide teachers, administrators, counselors log on to the system using distinct secret passwords? Specify who will have access to this information.**

All other users (teachers, administrators, counselors, district personnel with an educational need to know, and parents) access the student portal with an email address and strong password combination. Passwords are stored in an encrypted form and cannot be seen or recovered. Users can request password resets automatically. Each user must have a unique email address and password to access the portal.

- **Does the system provide a time out (automatic shutoff) feature if the program has not had any activity in an appropriately short period of time (for example, 10 minutes)?**

Yes, the online portal has an automatic shutoff feature for inactivity.

Notification of a “session expired” will appear on the screen and the system will require the individual to log back into the system.

- **Does the program have the ability to report the date, time, and identity of the teacher entering the attendance data, upon request? (This would be for the school PEIMS system.)**

Yes, the program has the ability to document the date, time, and identity of the teacher of the course.

- **How will the district ensure security when accessing and monitoring student progress and attendance throughout the program?**

All District users (teachers, administrators, counselors, and district personnel with an educational need to know) access the student portal with an email address and strong password combination. Passwords are stored in an encrypted form and cannot be seen or recovered. Users can request password resets automatically.

- f. **How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.**

The district will track dates of course enrollments and completions through the secure online portal provided by its partner, Graduation Alliance. Using this data, the district can verify the course completion data to each individual student on the Student Detail Audit report defined by SAAH 2.3.1. District administrators can access dashboard and student information in the online portal according to role-based permissions. Course registration and student enrollment reports will be sent electronically through a secure ftp site with separate, secure login credentials. The online dropout recovery program and district will retain electronic records in accordance with the requirements of the state.

In addition to having immediate, 24x7 access to Graduation Alliance’s secure online student portal, the district will receive monthly progress reports from Graduation Alliance. The district confirms that six-week attendance and student academic reports are both reviewed and certified accordingly.

8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.

Credit recovery will not be offered to OFSDP students for loss of credit due to insufficient attendance, per the 90% attendance requirement. OFSDP approved students may only earn course completion credit(s) as defined by the district approved school calendar.

9. If students are attending a community-based dropout recovery education program offered online as defined by TEC, §29.081 (e-2), must include the following:

The proposed program is a community-based dropout recovery education program offered online as defined by TEC §29.081 (e-2).

a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the accreditation status and the name of the accrediting agency.

The district will utilize an Education Management Organization by contracting with Graduation Alliance. Graduation Alliance is accredited by Cognia, which is also the accreditor for public schools across the US. In 2021, based on the review of Cognia’s trained evaluators, Cognia presented Graduation Alliance with an Index of Educational Quality of 374 (out of 400), compared to a Cognia Institution Network five year average of 278-283. As a result, in 2021, Cognia named Graduation Alliance a School of Distinction for “effectively implementing high-quality instruction, showing consistent organizational effectiveness, and...demonstrating energetic and sustained commitment to learners.”

b. Indicate how students will be offered or provided referrals for mental health services.

Upon a teacher, local advocate, or academic coach identifying student need, the students will be referred to the designated district counselor who can advance referrals as appropriate.

10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §19.081 (e-2):

a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.

The online dropout recovery program curriculum includes foundation career courses that students can complete to receive elective credits that relate directly to employment opportunities in the state, particularly for students who select electives that are aligned with their post-secondary career goals. These courses are aligned to Texas CTE standards: Child Development, Health Science and Technology, Medical Terminology, Principles of Allied Health, Anatomy and Physiology and Human Disease, Principles of Information Technology, Social Media Marketing, Digital Photography, Nutrition and wellness, Banking and Financial Services, and Web Design.

b. Describe the individual learning plan or process used to monitor each student’s progress.

Academic Coaches work with students to develop a written individual learning plan (ILP) based on their past credits, outstanding requirements, and student interests. The individual learning plan details remaining courses to be taken and a potential sequence that can be changed in consultation with the Academic Coaches, as well as any non-course-based graduation requirements needed to finish high school. The learning plan is available to the student via the Online Portal. Academic Coaches monitor student performance against the individual learning plan at least monthly and adjust it as necessary.

c. Indicate how students will be served by an academic coach and local advocate.

The online dropout recovery program includes **Academic Coaches** and **Local Advocates** for each student as part of this program. Each student enrolled in the program will be assigned an Academic Coach. The

Academic Coach is responsible for monitoring student pace and progress and provides regular contact with the student via phone, email, or IM. During these interactions, the Academic Coach reviews progress with the student, resolves issues, and provides support in case the student is having difficulties with the program. Students work with Local Advocates based in the community who are experts in leveraging local resources to help students address the social needs that must be met if students are going to focus on school success. Local Advocates meet face-to-face and virtually with students (where allowable by district policy) to connect students to the programs and services they need to overcome the life obstacles that previously have prevented academic success.

d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.

The online dropout recovery program provides monthly progress reports detailing the previous month's progress status for each student to the district administrator overseeing the program on the first day of each month.

e. Provide the location and a brief description of the in-person student engagement center. Through the district, the student engagement center is inclusive of support services during the regular operating hours. Students also have access to the library and the student resource center.

Optional Flexible School Day Program (OFSDP) - Appendix 5

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220901

ARLINGTON ISD

School Year 2025-26

Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4	Eligibility Designation 1 = TEC §29.081 At-Risk Students 2 = TEC §25.092 Minimum Attendance 3 = TEC §29.908 Early College High School 4 = TEC §39A.107 Campus Turnaround Plan 5 = Credit Recovery** 6 = TEC §29.081(e-1) Campus-Based Dropout Recovery Program 7 = TEC §29.081(e-2) Remote/Hybrid Dropout Recovery Program	School Year Period of Agreement Reported in TSDS PEIMS Summer Collection 3 Program start date must be 30 days after application submission. Program end date must not exceed the last day of the regular school calendar.	Summer Period of Agreement Reported in TSDS PEIMS Extended Collection 4 **Credit Recovery - Designation 5 Summer period of agreement should not exceed 30 days or extend past July 31st.
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Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day
220901006	VENTURE ALTER H S	1	2			5			100	8/13/2025	5/22/2025	MTWTHF	450	6/1/2026	7/16/2026	MTWTHF	420
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Arlington Independent School District Board of Trustees Communication

Meeting Date: June 5, 2025	Report Item
Subject: District Priority Update: 2025-2026 Marketing Plan Framework Report	

Purpose:

Taina Northington, Chief Communications Officer, will provide an overview of the Marketing Plan framework for the 2025- 2026 school year to highlight the Marketing & Engagement priority set forth by the Board.

Background:

In the fall of 2024, the Arlington ISD Communications Department was tasked to develop a comprehensive marketing plan by April 2025. The primary goal of the marketing plan is to increase enrollment and retain current students. Mrs. Northington will share an overview of the plan that includes recommendations from the National School Public Relations Association (NSPRA) Communications Audit, the key marketing campaigns for the upcoming school year and how success will be measured. The framework is presented for discussion.

Fiscal Implications:

None at this time.

Submitted to: Board of Trustees Arlington Independent School District	Submitted by: 
	Prepared by: Taina Northington Date: May 28, 2025



Arlington

INDEPENDENT SCHOOL DISTRICT

Regular Board Meeting, June 5, 2025



Arlington
INDEPENDENT SCHOOL DISTRICT

2025–2026 MARKETING PLAN FRAMEWORK

Taina Northington, Chief Communications Officer

PURPOSE

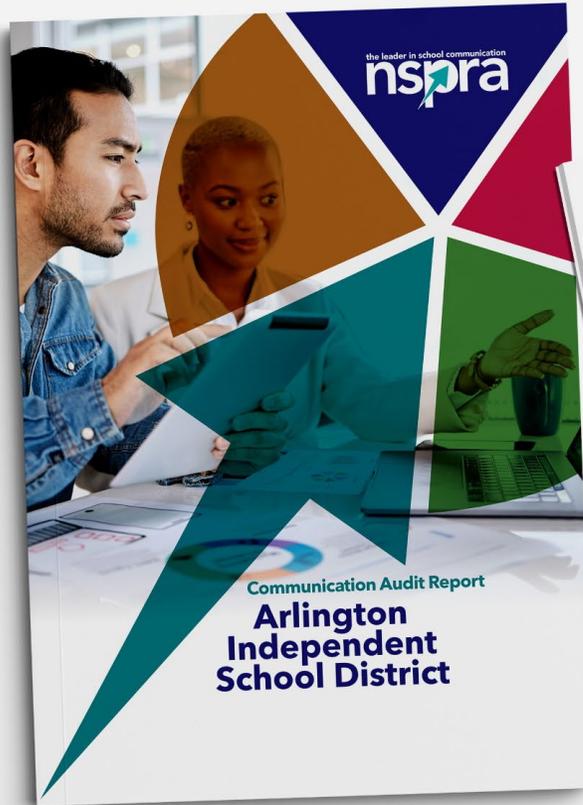
- **Introduce marketing plan framework**
- **Highlight alignment to board priorities**



MARKETING & ENGAGEMENT

Involve families and community stakeholders as valued partners in student learning.

81 NATIONAL SCHOOL PUBLIC RELATIONS (NSPRA) COMMUNICATIONS AUDIT



KEY STRENGTHS

- The Arlington ISD Communications and Marketing Department has developed and implemented a robust crisis communications plan, ensuring timely and effective responses during emergencies.
- A majority of staff and parents perceive the department's communications as accurate, transparent and reliable.
- The department is esteemed within the Texas school communications community.

KEY CHALLENGES

- Recent turnover and current vacancies have impacted the department's operations and appear to have affected employee morale.
- There is a prevalent perception across the district that Arlington ISD's self-promotion efforts are insufficient to meet stakeholder expectations.
- The Arlington ISD website requires significant updates to enhance user experience and accessibility.
- Current communication strategies are predominantly focused on employees and parents, leaving a gap in communications for broader community stakeholders.

RECOMMENDATIONS

1. Transform the Strategic Marketing and Communications Plan into a highly effective guide to achieve the district's communication goals.
2. Incorporate marketing strategies into Arlington ISD's communications planning.
3. Make internal communication and employee engagement a strategic priority.
4. Enhance the content and design strategy for the Arlington ISD website.
5. Realign the Communications and Marketing Department to support district's strategic goals.
6. Improve consistency and effectiveness in parent communication across Arlington ISD.
7. Enhance outreach efforts and partnerships with the broader, non-parent community.

ALREADY IN PROGRESS

- Feature students & employees in lieu of stock imagery
- Website updates:
 - *broken links*
 - *rearrange information*
 - *prioritizing placements based on marketing effort*
- Transition “District Blog” to “District News”

“The NSPRA audit validates the changes we are already making.”

A row of wooden signs on a field with a blue overlay. The signs are arranged in a line, and the background is a blurred image of a field with trees and a fence. The text is overlaid in white, bold, italicized font.

***DEVELOPMENT OF
THE MARKETING
PLAN FRAMEWORK***

CORE OBJECTIVES

- Increase pre-K enrollment
- Improve school district sentiment across various stakeholder groups
- Reclaim homeschool and charter students
- Retain currently enrolled students



FOUNDATIONAL INSIGHTS

88



Use micro-targeting



Enhance pre-K/Kindergarten outreach



Re-engage homeschool and charter school families



Emphasize Arlington ISD safety, Social and Emotional Learning supports and strong school culture



Family and Community Engagement integration with Communications and Marketing

PAIN POINTS

89



Priority alignment challenges



Inconsistent customer service experience



No shared language or simplified messaging



Perceptions of safety and behavior issues

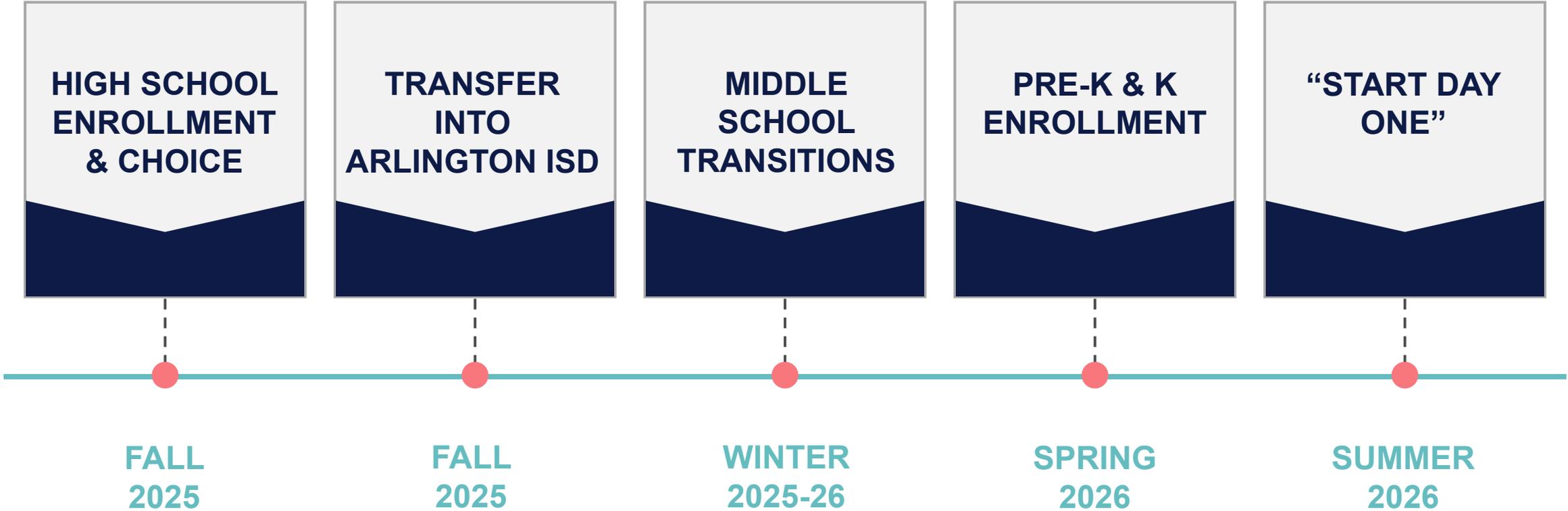


Lack of awareness



Charter school and homeschool marketing outpacing
Arlington ISD messaging

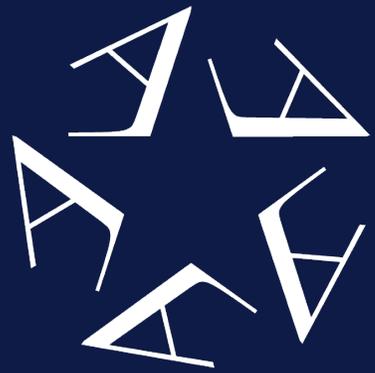
KEY CAMPAIGN CALENDAR



MEASURABLES & REPORTING

Provide regular updates on the Strategic Marketing & Communications Plan to the Board of Trustees.

- Enrollment growth or retention in high-mobility ZIP codes
- Reach and conversion rates on OTT, mailers and digital
- Increase in pre-K/Kindergarten enrollment vs. previous year
- Sentiment trends in quarterly community surveys & Meltwater reports



DISCUSSION

ACCOMPLISHMENTS



MARKETING & ENGAGEMENT

Involve families and community stakeholders as valued partners in student learning.

KEY PROGRESS MEASURES:

1. Develop a comprehensive marketing plan by April of 2025. ✓ **COMPLETED MAY 2025**
2. Arlington ISD will increase our net promoter score from our annual parent survey from 39% to 41%. ✓ **ACHIEVED APRIL 2025**

Arlington Independent School District Board of Trustees Communication

Meeting Date: June 5, 2025

Report Item

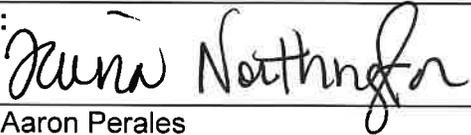
Subject: District Priority Update: Community Engagement Report

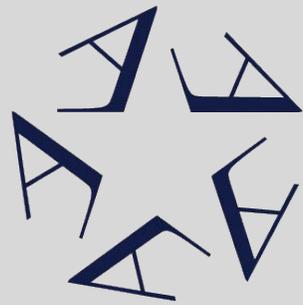
Purpose:

Aaron Perales, Executive Director of Engagement, Equity and Access will provide an update for district family engagement supports, highlight alignment to board priorities and share infrastructure for family engagement support of academic outcomes.

Background: The Arlington ISD Family and Community Engagement Department serves the Arlington ISD learning community by fostering relationships, engaging and empowering the community to support student success. The department has developed and implemented a definition for family engagement, a Campus Family Engagement Framework and a Tiered Model of Family Engagement for Academic Supports. Mr. Aaron Perales will share an update that includes this work and it's alignment to our board priority, Marketing and Engagement. The update is presented for discussion.

Fiscal Implications: None at this time.

<p>Submitted to:</p> <p>Board of Trustees Arlington Independent School District</p>	<p>Submitted by: </p> <p>Prepared by: Aaron Perales</p> <p>Date: May 25, 2025</p>
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Arlington

INDEPENDENT SCHOOL DISTRICT

Regular Meeting, June 5, 2025



District Priority Update: Community Engagement Report

Aaron Perales, Exec. Director, Engagement,
Equity & Access

97 PURPOSE

- **Provide an update for family engagement supports**
- **Highlight alignment to board priorities**
- **Share infrastructure for family engagement support of academic outcomes**



MARKETING & ENGAGEMENT

Involve families and community stakeholders as valued partners in student learning.

KEY PROGRESS MEASURES:

1. Develop a comprehensive marketing plan by April of 2025.
2. Arlington ISD will increase our net promoter score from our annual parent survey from 39% to 41%.

Mission

99

The Family and Community Engagement Department serves the Arlington ISD learning community by **fostering** relationships, **engaging**, and **empowering** the community to support student success.



Fatherhood Coalition Breakfast, Fall 2024



100 Family Engagement Core Beliefs



All families have dreams and want the best for their children.



All families have the capacity to support their children's learning.



Families and schools/program staff should be equal partners.



The responsibility for building and sustaining partnerships between school, home, and community rests primarily with school/program staff, especially the school/program leaders.



Family Engagement is a shared responsibility between families, students, and school staff as community. It creates partnerships between home and school that actively promote learning and achievement. It builds inclusive environments that are supportive and individualized for students from diverse cultures, languages, backgrounds and educational needs for future success.

Campus Family Engagement Framework



Creating Welcoming Environment

Schools should foster a culture that makes all families and community members feel valued and included.



Effective Two-Way Communication

Schools must establish multiple communication platforms to keep families informed and engaged. This includes regular, consistent messaging about their roles in supporting the school and their child's learning.



School Support For Home Learning

Schools should equip families with the tools, resources, and strategies needed to support student learning at home. This includes offering workshops, learning kits, and activities that show families how to extend learning beyond the classroom.



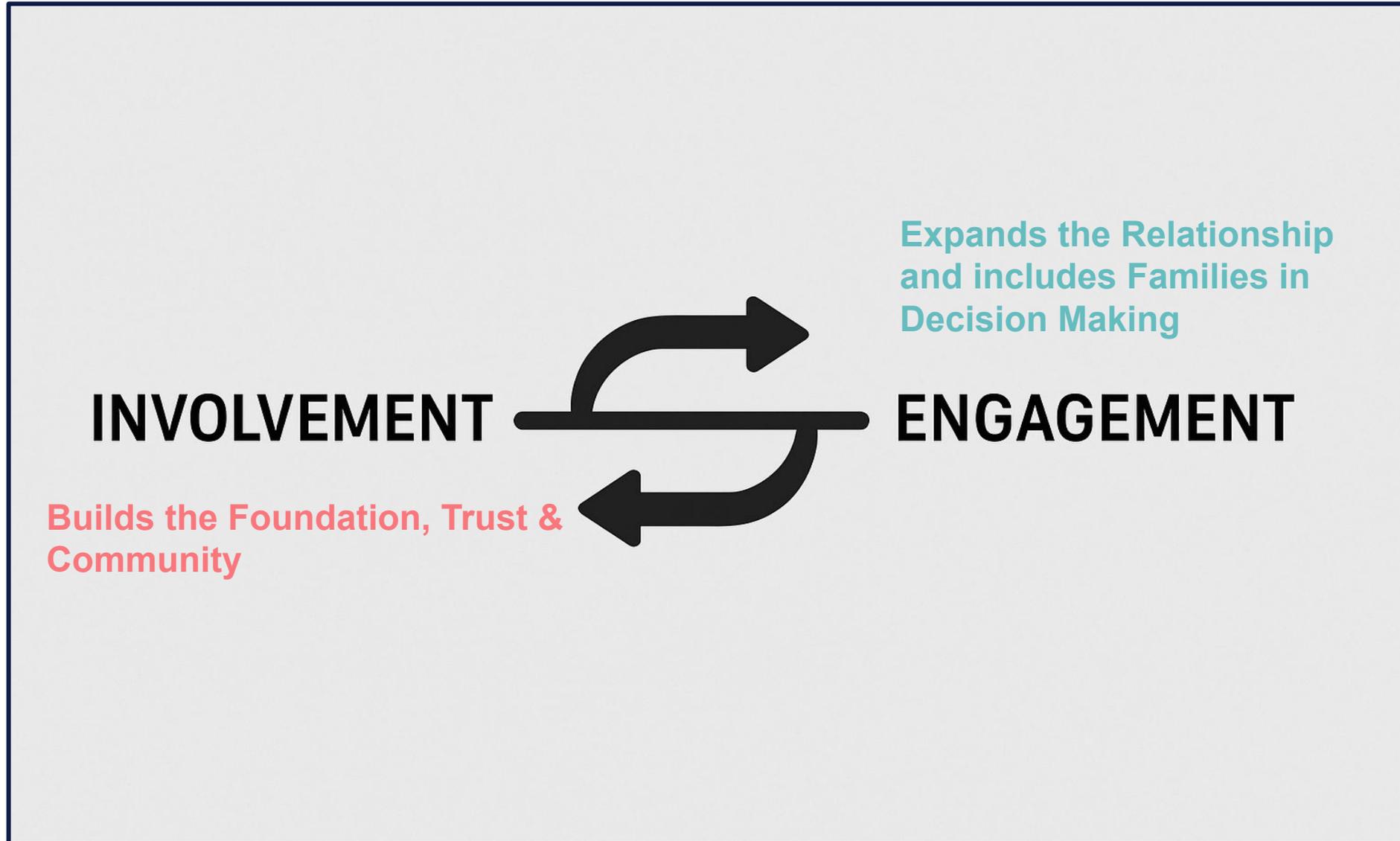
Degree of Engagement of Every Family

Schools should ensure every family has opportunities to engage in their child's education and decision-making processes.

Mapp, K. L., Carver, I., & Lander, J. (2017). Powerful partnerships: A teacher's guide to engaging families for student success. Scholastics

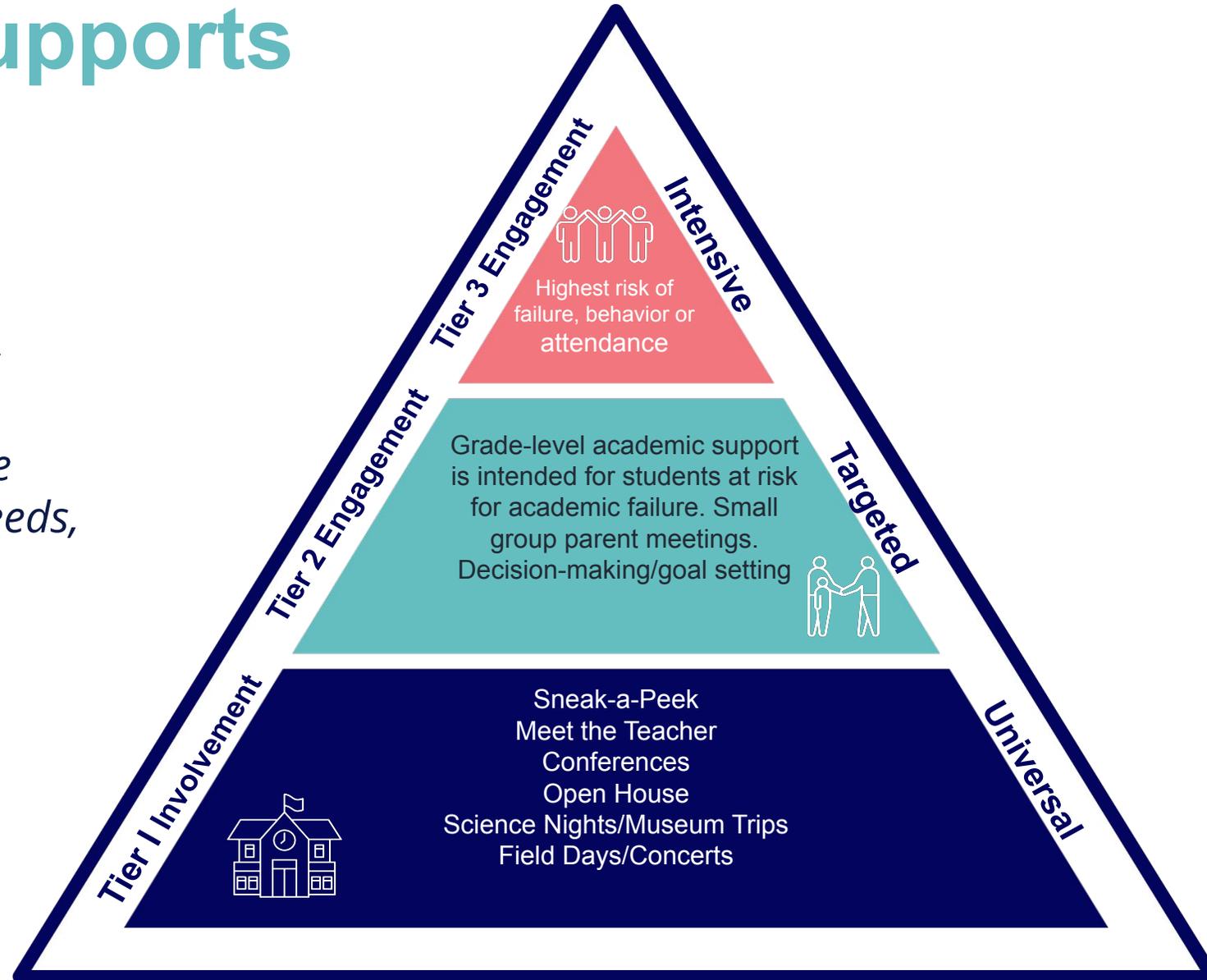
Constantino, S. M. (2020). Engage every family: Five simple principles. Corwin.

The Continuum: Involvement to Engagement

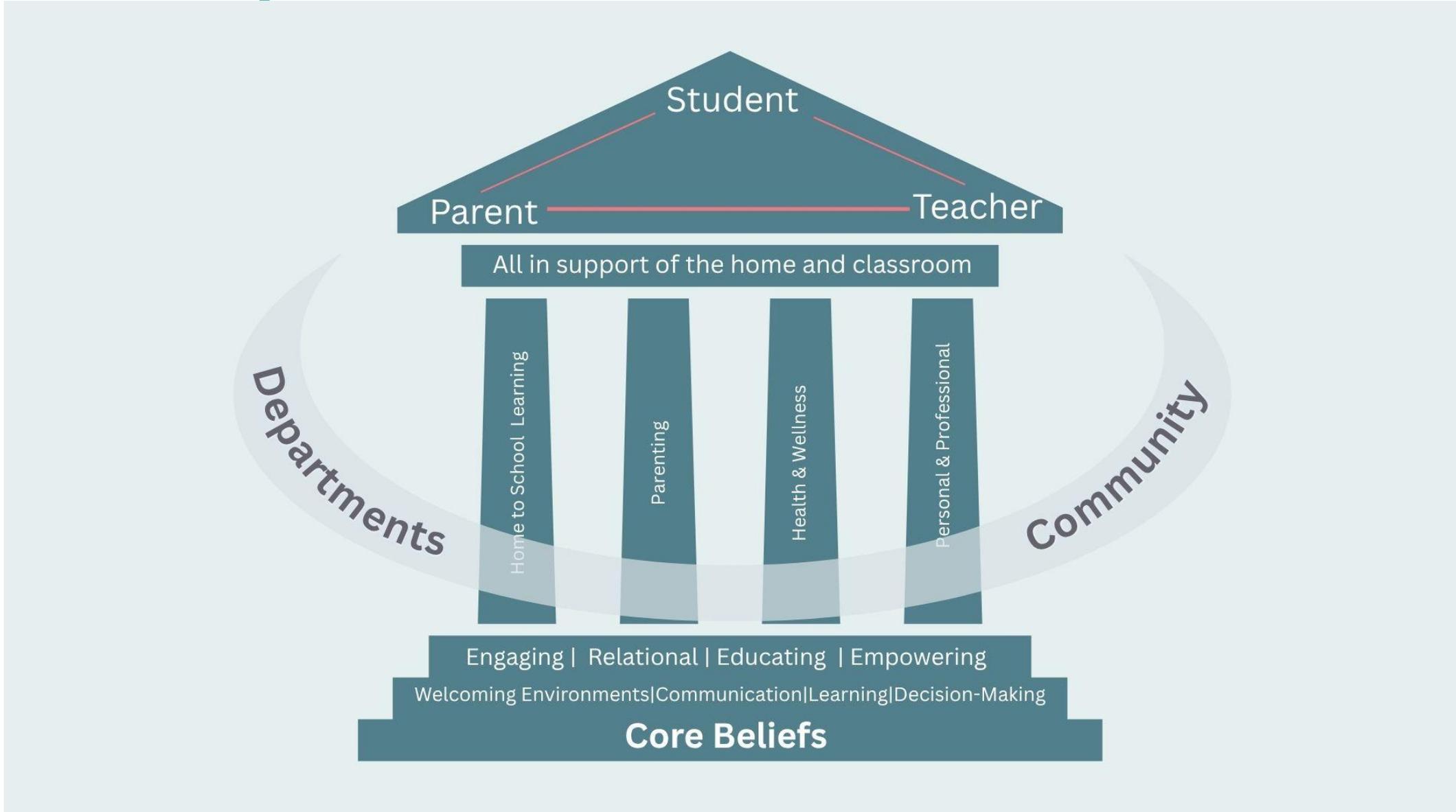


104 Tie to Academic Supports

As our Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions & Supports (PBIS) provide tiered interventions to meet student needs, family engagement follows a similar framework to support student success.



Parent Empowerment Strands



Framework for Family Engagement Supports



Family Academic Support Representative (All)

Fosters family engagement in student academics by analyzing support needs, leading family engagement activities, and collaborating with community stakeholders to support families.



Family Engagement Liaison (TI)

Works to bridge the gap between home and school by helping parents/family members get the information and support they need to support their child's success.



Family Engagement Advisory Council

Ensures family stakeholder input in developing and refining our family engagement initiatives, strengthen parental engagement in district committees, and improve communication between the district and families. A key objective is to create our district wide Arlington ISD Family Engagement Plan.



AISD Departments

Provide department specific support for family engagement and collaborate across our system. Leverage an internal AISD Family Engagement Task Force.

Draft Family Engagement Plan Update

107

The district family engagement plan will be a practical guide for families, staff, and district leaders as we work together to prepare students for college, career and citizenship.

District Family Engagement Advisory Council approved draft plan on April 28, 2025

Next Steps: Internal Task Force Feedback



MEET OUR TEAM



Aaron Perales
Executive Director of Engagement,
Equity and Access



Shaun Bass
Coordinator of Out of School
Time Program



Gary Rodriguez
Title I Family Facilitator
(Fathers and Families)



Gretchen C. Maddox
Assistant to Aaron Perales,
Executive Director AISD Office of
Engagement, Equity, & Access



Eric Phillips
Family Engagement Specialist



**Myra McGlothen -
Sutton**
Title I Parent Facilitator (Parent
Outreach)



Vanessa Valadez
Toddler Time Teacher



Lydia Vasquez
Title I Clerk



Rosa Talamantes
Community Engagement
Clerk-Volunteers



**Suzanne
Stevenson**
Title I Family Engagement
Specialist



Elia Chavez
Title I Parent Instructor
(Spanish)



Lisa Flores
Toddler Time Teacher



Mayra Perez
Community Engagement Clerk



DISCUSSION

Arlington Independent School District Board of Trustees Communication

Meeting Date: June 5, 2025	Action Item
Subject: Consider Approval for the Endorsement of Candidate for the Texas Association of School Boards (TASB) Board of Directors	

Purpose:

The Texas Association of School Boards holds an election each year to fill expired terms or vacant positions on their board of directors. There is one individual nominated for 11A position. Active member school boards may endorse one nominated individual for each position in the region, who has complied with the nomination requirements.

Background:

Board members have from May 12 until August 1, 2025, to endorse the candidacy of one nominated individual from their TASB region. Local board action is required.

The following is a candidate for Position 11A:
Julie Cole, Hurst-Euless-Bedford ISD

Fiscal Implications:

None

<p>Submitted to:</p> <p>Board of Trustees Arlington Independent School District</p>	<p>Submitted by: </p> <hr/> <p>Prepared by: Samantha Crossnoe</p> <p>Date: May 27, 2025</p>
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TASB Director Candidates

*Indicates Large District Director Positions

11(1) Incumbents

<u>REGION/POSITION</u>	<u>DIRECTOR</u>	<u>DISTRICT</u>	<u>TERM</u>
Region 1, Position B	Ester Cardoza-White	Monte Alto ISD	2025–2028
	Rudy Corona	San Benito CISD	
	Sylvia Sánchez Garza (I)	South Texas ISD	
Region 2	Moises Alfaro (I)	Mathis ISD	2025–2028
	Jessica Quintanilla	Brooks County ISD	
Region 4, Position C	Crystal Carbone (I)	Pearland ISD	2025–2027
Region 4, Position E*	Rebecca Fox (I)	Katy ISD	2025–2028
Region 4, Position F*	Todd LeCompte	Cypress-Fairbanks ISD	2025–2027
Region 6, Position A	Elizabeth Ivey	Montgomery ISD	2025–2028
Region 6, Position B*	Vacant	Conroe ISD	2025–2028
Region 7	Tony Raymond (I)	Sabine ISD	2025–2028
Region 9	Mark Lukert (I)	Wichita Falls ISD	2025–2028
Region 10, Position A	Nichole Bentley	Coppell ISD	2025–2027
	Misty Koerkenmeier	Ferris ISD	
	Robert Selders, Jr.	Garland ISD	
	Jessica Ward	Midlothian ISD	
Region 10, Position B	Regina Harris	Richardson ISD	2025–2028
	Lee Mathew	Sunnyvale ISD	
	Carma Morgan	Cedar Hill ISD	
Region 10, Position C*	Dan Micciche (I)	Dallas ISD	2025–2028
Region 11, Position A	Julie Cole (I)	Hurst-Euless-Bedford ISD	2025–2028
Region 13, Position A*	Lynn Boswell (I)	Austin ISD	2025–2028
Region 16	Cindy Spanel (I)	Highland Park ISD-Potter County	2025–2028
Region 20, Position D	Louie Luna	Harlandale ISD	2025–2028
	Rich Sena (I)	Boerne ISD	



TASB ENDORSEMENT FORM

DATE: _____

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

****Board action must be taken no earlier than May 12, 2025, and no later than August 1, 2025****

This endorsement was approved by our school district's board of trustees at a duly called meeting on

(Date)

Best regards,

(Signature of board president or officer)

PRINTED NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____ ZIP: _____

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

Must be received by TASB on or before AUGUST 1, 2025.

RETURN TO: E-mail: boardcommunications@tasb.org

Separation of Service - Effective Between May 1, 2025 to June 5, 2025 For Information Only. No Board Action Required.						
CODE	LAST	FIRST	LOCATION	TITLE	TERM DATE	YRS
Deceased (2)	Falcone	Alexander	Turning Point Secondary School	Math Teacher 9-12	5/1/2025	19
	Shelby	Katoya	Food Service	Food Service Manager V	5/12/2025	7
Employee Initiated - Reason Not Specified (88)	Oldenburg	Alexandria	Spec Ed Support Services	Intern - LSSP	5/27/2025	0
	Tran	Amy	Starrett Elementary	ESL Elementary Teacher K-6	5/29/2025	1
	Mccarty	Amy	Ashworth Elementary	Special Education ABLE Teacher - Elementary	5/29/2025	0
	Lopez	Andrea	Peach Elementary	Classroom Assistant Elementary - Kindergarten	5/22/2025	4
	McCoy	Angela	Bryant Elementary	Attendance Clerk - Elementary	6/3/2025	0
	Pecina	April	Transportation	Driver - Non-CDL	5/9/2025	0
	Carrizal	Ashley	Thornton Elementary	STEM Lab Manager Elementary	5/27/2025	2
	Bagley	Barbara	Ashworth Elementary	Classroom Assistant Elementary - Pre-K	5/27/2025	1
	Russ	Brandon	Career and Technical Center	Fire Academy Instructor	5/29/2025	0
	Collier	Brandon	Ditto Elementary	Classroom Assistant Elementary Athletics/PE	5/15/2025	0
	Gomez	Briana	Crouch Elementary	Classroom Assistant Elementary - Pre-K - Spanish	5/27/2025	0
	Wagoner	Brittany	Ditto Elementary	ESL Elementary Teacher K-6	5/29/2025	10
	Griffin	Casey	Wood Elementary	Special Education ABLE Teacher - Elementary	5/29/2025	0
	Mexicano	Catherine	Patrick Elementary	Attendance Clerk - Elementary	6/3/2025	1
	Agosto Santana	Charito	Martin High School	Special Education Inclusion Teacher 9-12/Coach	5/29/2025	0
	Schlesinger	Chelsie	Goodman Elementary	ESL Elementary Teacher K-6	5/29/2025	10
	Halder-Hussien	Courtney	Williams Elementary	Special Education ECSE Teacher	5/29/2025	0
	Lopez Bejarano	Dalia	Plant Operations	Custodian	5/15/2025	0
	Kendrick	Denessa	Bowie High School	Math 180 Teacher 9-12	5/1/2025	0
	Le	Diana	Wood Elementary	Classroom Assistant Elementary Athletics/PE	5/23/2025	0
	Wilson	Diaunte	Webb Elementary	Classroom Assistant Elementary Special Ed - Alt Curriculum	5/6/2025	0
	Quintanilla	Elijah	Security	Security - Corporal	5/18/2025	2
	Molina	Eylen	Anderson Elementary	Classroom Assistant Elementary - Title 1	5/27/2025	1
	Pernia Criollo	Francy	Plant Operations	Custodian	5/30/2025	0
	Merchant	Gary	Workman Jr High School	Science Teacher 7-8	5/29/2025	4
	Walker	Gladys	Atherton Elementary	ESL Elementary Teacher K-6	5/29/2025	22
	Noonan	Glenn	Plant Operations	Head Custodian	5/16/2025	4
	Gray	Hailey	Boles Jr High School	Nurse	5/29/2025	0
	Urbina	Hannah	Webb Elementary	Classroom Assistant Elementary - Pre-K	5/27/2025	0
	Swenson	Heather	Bebensee Elementary	ESL Elementary Teacher K-6	5/29/2025	9
	Bustamante	Irene	Peach Elementary	Campus Instructional Coach - Elementary	5/30/2025	13
	Brown	Jaime-Li	Spec Ed Support Services	Speech Pathologist	5/29/2025	1
	Miller	Jamie	Special Education	Homebound Teacher - Elementary	5/29/2025	0
	Cheatham	Jasmine	Bebensee Elementary	ESL Elementary Teacher K-6	5/29/2025	0
	Robinson	Jenice	Food Service	Food Service Manager V	5/5/2025	0
	Pena	Jennifer	Patrick Elementary	ESL Elementary Teacher K-6	5/29/2025	0
	Bridgewater	Jennifer	Thornton Elementary	Classroom Assistant Elementary Special Ed - Inclusion	5/27/2025	0
	Terrell	Jennifer	Gunn Jr High School	Social Studies Teacher 7-8	5/29/2025	16
	Berry	Jennifer	Adams Elementary	Nurse	5/9/2025	1
	Storrs	Jhonna	Food Service	Food Service Specialist	5/27/2025	0
	Lane	Jon	Lamar High School	Special Education Alternate Curriculum Teacher 9-12	5/29/2025	0
	Salazar	Jose	Blanton Elementary	ESL Elementary Teacher K-6	5/29/2025	4
	Anduha	Joshua	Juan Seguin High School	Business Teacher 9-12/Coach	5/29/2025	6
	Spencer	Joshua	Arlington College and Career HS	Arlington College and Career High School Math Teacher	5/28/2025	1
	Ford	Karrington	Starrett Elementary	Special Education SEAS Teacher - Elementary	5/29/2025	0
	Franklin	Kelly	Juan Seguin High School	SCE Support Interventionist	5/30/2025	0
	Davis	Kimberly	Berry Elementary	ESL Elementary Teacher K-6	5/29/2025	12
	Brown	Kynneddy	Bowie High School	Science Teacher 9-12	5/29/2025	1
Garcia	Laura	Short Elementary	ESL Elementary Teacher K-6	5/29/2025	0	

	Fekre	LeVesha	Johns Elementary	Special Education ECSE Teacher	5/29/2025	1
	Walker	Lennette	Transportation	Bus Driver	5/3/2025	0
	Krenek	Lisa	Wood Elementary	ESL Elementary Teacher K-6	5/29/2025	5
	Little	Lori	Hale Elementary	Nurse	5/29/2025	7
	Stuer	Lori	Pope Elementary	ESL Elementary Teacher K-6	5/29/2025	6
	Johnson	Margaret	Williams Elementary	ESL Elementary Teacher K-6	5/29/2025	4
	Clas	Maria	Berry Elementary	Bilingual Elementary Teacher K-6	5/29/2025	0
	Humes	Mary	Curriculum and Instruction	Part-Time - River Legacy Liaison/Teacher	5/9/2025	5
	Allums	Meredith	Lamar High School	Music - Choral Teacher 9-12	5/29/2025	1
	Williamson	Michael	Lamar High School	PE Teacher 9-12/Coach	5/29/2025	2
	Martin	Money	Sam Houston High School	Special Education Inclusion Teacher 9-12/Coach	5/29/2025	1
	Rehana	Myles	Security	Security - Corporal	5/4/2025	1
	Oaxaca	Naomi	Webb Elementary	Classroom Assistant Elementary - Pre-K	5/27/2025	4
	Hymes	Natasha	Burgin Elementary	ESL Elementary Teacher K-6	5/29/2025	0
	Martinez	Nelson	Security	Security - Lieutenant	5/16/2025	0
	Fialho	Nicole	Workman Jr High School	ESL English Teacher 7-8	5/29/2025	3
	Ukhuakhua Quincy	Onyinye	Burgin Elementary	Classroom Assistant - SCE	5/27/2025	0
	Spencer	Pamela	Spec Ed Support Services	Occupational Therapist	6/3/2025	2
	Davis	Paula	Juan Seguin High School	Special Education Alternate Curriculum Teacher 9-12	5/29/2025	1
	Jespersen	Rebecca	Crow Elementary	ESL Elementary Teacher K-6	5/29/2025	0
	Aguilar	Roberta	Crow Elementary	Bilingual Elementary Teacher K-6	5/29/2025	0
	Jackson	Santita	Food Service	Food Service Specialist	5/19/2025	0
	Allison	Sara	Arlington College and Career HS	Arlington College and Career High School English Teacher	5/28/2025	1
	Chambers	Sevon	Athletics / PE	Part Time - Athletic Trainer	5/5/2025	0
	Dayhoff	Shailynn	Patrick Elementary	ESL Elementary Teacher K-6	5/29/2025	1
	Davison Bragg	Shayla	Bowie High School	Special Education Alt Curriculum Teacher - ISPD 9-12	5/29/2025	3
	Carranza	Sonia	Juan Seguin High School	Clerk - High School Counselor	6/5/2025	10
	Grindstaff	Stephanie	Bebensee Elementary	ESL Elementary Teacher K-6	5/29/2025	8
	Bean	Stephanie	Ditto Elementary	ESL Elementary Teacher K-6	5/29/2025	7
	Gartin	Tammey	Bebensee Elementary	Classroom Assistant Elementary - Pre-K	5/27/2025	17
	Lee	Tiffany	Spec Ed Support Services	Intern - LSSP	5/27/2025	0
	Plummer-Ogwuda	Timia	Starrett Elementary	Special Education ABLE Teacher - Elementary	5/29/2025	0
	Perry	Vernice	Gunn Jr High School	Special Education Inclusion Teacher 6-8	5/29/2025	1
	Rubalcaba	Victor	Carter Jr High School	ESL English Teacher 7-8	5/29/2025	0
	Glover	Victoria	Venture School	Science Teacher 9-12	5/29/2025	0
	Leach	William	Bailey Jr High School	Math Teacher 7-8	5/29/2025	7
	Arboleda	Yaffet	Crouch Elementary	Special Education Inclusion Teacher - Elementary	5/29/2025	7
	Saleh	Yasmine	Bowie High School	ESL English Teacher 9-12	5/29/2025	1
	Urdaneta	Yazmin	Building Maintenance	Building Maintenance - Skilled Maintenance General Painter	5/30/2025	0
District Initiated - Termination of Probationary Contract (1)	Versey	Jordan	Bowie High School	Social Studies Teacher 9-12/Coach	5/29/2025	0
District Initiated - Violation of AISD Employee Handbook (2)	Files	Jessica	Jones Academy	Classroom Assistant Elementary Special Ed - Inclusion	5/5/2025	2
	Whitt	Marcus	Ellis Elementary	Classroom Assistant Elementary Special Ed - ABLE	5/7/2025	2
Employee Initiated - Certification Issues (9)	Cano	Abigail	Webb Elementary	ESL Elementary Teacher K-6 (Bil. Waiver)	5/29/2025	1
	Pugh	Dannissa	Larson Elementary	ESL Elementary Teacher K-6	5/29/2025	0
	McGahon	Deirdre	Carter Jr High School	Special Education Inclusion Teacher 7-8	5/29/2025	1
	Nelson	Krystle	Miller Elementary	ESL Elementary Teacher K-6	5/29/2025	1
	Courtney	LaKeshia	Nichols Jr High School	Special Education Alt Curriculum Teacher 7-8	5/29/2025	1
	Williams	ReNee	Workman Jr High School	ESL English Teacher 7-8	5/29/2025	4
	Paschal	Johanna	Johns Elementary	Bilingual Elementary Teacher K-6	5/29/2025	2
	Ramos Juarbe	Kalaf	Berry Elementary	Bilingual Elementary Teacher K-6	5/29/2025	0

	Smith	Tyneshia	Sherrod Elementary	Special Education Inclusion Teacher - Elementary	5/29/2025	4
Caring for Family Member(s) (16)	McNeil	Aaren	Dunn Elementary	ESL Elementary Teacher K-6	5/29/2025	5
	Medrano Sulca	Adalinda	Starrett Elementary	ESL Elementary Teacher K-6	5/29/2025	1
	Borrego	Alondra	Foster Elementary	Classroom Assistant Elementary Athletics/PE	5/27/2025	1
	Watson	Anna	Crow Elementary	ESL Elementary Teacher K-6	5/29/2025	1
	Pollard	Anni	Bailey Jr High School	Special Education Inclusion Teacher 7-8	5/29/2025	1
	Jones	Carissa	Key Elementary	ESL Elementary Teacher K-6	5/29/2025	5
	Mendoza	Elizabeth	Gunn Jr High School	Bilingual Math Teacher 7-8	5/29/2025	9
	Rios	Jessica	Thornton Elementary	Bilingual Elementary Teacher K-6	5/29/2025	1
	Stotler	Kelsey	Carter Jr High School	Art Teacher 7-8	5/29/2025	1
	Segovia	Marytere	Bebensee Elementary	ESL Elementary Teacher K-6	5/29/2025	1
	Moreno	Monica	Adams Elementary	Special Education Alt Curriculum Teacher - Elementary	5/29/2025	7
	Nielsen	Rachel	Shackelford Jr High School	Math Teacher 7-8	5/29/2025	12
	Putty	Savannah	Arlington High School	ESL English Teacher 9-12	5/29/2025	3
	Leggett	Shelby	Duff Elementary	ESL Elementary Teacher K-6	5/29/2025	10
	Scrivens	Taevosha	Barnett Jr High School	Classroom Assistant Junior High Special Ed - PREVOC	5/16/2025	1
	Malone	Veronika	Amos Elementary	Music Teacher - Elementary	5/29/2025	4
District Initiated - Refused Suitable Work (3)	Brown	Corey	Sherrod Elementary	Campus Instructional Coach - Elementary	5/30/2025	0
	Myers	Makayla	Hale Elementary	Special Education SEAS Teacher - Elementary	5/29/2025	3
	Momsen	Sydney	Juan Seguin High School	Math 180 Teacher 9-12	5/29/2025	1
Regular Retirement (115)	Dozier	Aaron	Barnett Jr High School	PE Teacher 7-8/Coach	5/29/2025	28
	Alvarenga	Alejandra	South Davis Elementary	Bilingual Elementary Teacher K-6	5/29/2025	18
	Walker	Alice	Johns Elementary	ESL Elementary Teacher K-6	5/29/2025	9
	Goins	Alita	Workman Jr High School	Nurse	5/29/2025	25
	Wilson	Alona	Short Elementary	Librarian - Elementary	5/29/2025	29
	Gordon	Anthony	Nichols Jr High School	Special Education SEAS Teacher 7-8	5/29/2025	6
	McDonald	Araceli	Pearcy Elementary	ESL Elementary Teacher K-6	5/29/2025	9
	Wilson	Barbara	Sherrod Elementary	Librarian - Elementary	5/29/2025	16
	Call	Barbara	Ashworth Elementary	Classroom Assistant Elementary Fresh Start	5/27/2025	8
	Robinson	Bernita	Arlington Collegiate High School	Path College and Career Teacher	5/28/2025	22
	Susini	Betty	Health Services	Health Assistant - Elementary - Skills	5/27/2025	28
	Mangat	Bhupinder	Lamar High School	Science Teacher 9-12	5/29/2025	18
	Diaz	Blanca	Arlington High School	Spanish Teacher 9-12	5/29/2025	0
	Allen	Brenda	Miller Elementary	ESL Elementary Teacher K-6	5/29/2025	22
	Bunch	Brenda	McNutt Elementary	Classroom Assistant Elementary Special Ed - ECSE	5/27/2025	14
	Lipscomb	Candace	Ellis Elementary	ESL Elementary Teacher PK	5/29/2025	23
	Rubio	Carolina	Food Service	Food Service Specialist	5/27/2025	21
	Cooper	Carolyn	Turning Point Secondary School	Science Teacher 9-12	5/29/2025	30
	Branch	Carolyn	Spec Ed Support Services	Speech Pathologist	5/29/2025	15
	Stanley	Carrie	Ditto Elementary	ESL Elementary Teacher K-6	5/29/2025	21
	Loggins	Carrie	Ellis Elementary	ESL Elementary Teacher K-6	5/29/2025	29
	Loggins	Carrie	Ellis Elementary	ESL Elementary Teacher K-6	5/29/2025	29
	Nicholas	Carrie	Wood Elementary	ESL Elementary Teacher K-6	5/29/2025	25
	Hanzelka	Cathy	Food Service	Food Service Specialist	5/27/2025	31
	Doolin	Catrina	Amos Elementary	Classroom Assistant Elementary Special Ed - Inclusion	5/27/2025	8
	McAllister	Christopher	Hale Elementary	ESL Elementary Teacher K-6	5/29/2025	26
	Bueno	Claudia	Johns Elementary	Bilingual Elementary Teacher PK	5/29/2025	21
	Hernandez	Claudia	Rankin Elementary	Bilingual Elementary Teacher K-6	5/29/2025	21
	Evans	Damon	Lamar High School	Social Studies Teacher 9-12/Coach	5/29/2025	17
	Wou	Dean	Lamar High School	Spanish Teacher 9-12	5/29/2025	29
	Passariello	Deano	Boles Jr High School	Classroom Assistant Junior High Special Ed - Alt Curriculum	5/27/2025	6

Alford	Diane	Miller Elementary	ESL Elementary Teacher K-6	5/29/2025	26
Barnett	Diane	Martin High School	Spanish Teacher 9-12	5/29/2025	15
Maneikis	Edward	Martin High School	Social Studies Teacher 9-12	5/29/2025	17
Smedema	Eric	Student Outreach Services	Specialist - SOS Support	6/5/2025	24
Ghazizadeh	Farahnaz	Lamar High School	French Teacher 9-12	5/29/2025	7
James	Francelia	Sam Houston High School	Reading Teacher 9-12	5/29/2025	6
Nelson	Gary	Swift Elementary	PE Teacher - Elementary	5/29/2025	24
Solis	Gladys	Berry Elementary	Classroom Assistant Elementary - Pre-K - Spanish	5/27/2025	24
Phineas	Gretchen	Blanton Elementary	Dyslexia Teacher	5/29/2025	7
Robertson	Heather	Williams Elementary	Classroom Assistant Elementary Special Ed - Alt Curriculum	5/27/2025	24
McVea	Ian	Martin High School	Photography Teacher	5/29/2025	10
Jones	Jana	Sherrod Elementary	Dyslexia Teacher	5/29/2025	20
Granberry	Janice	Bailey Jr High School	Social Studies Teacher 7-8	5/29/2025	20
Papadopoulos	Jason	Berry Elementary	ESL Elementary Teacher K-6	5/29/2025	14
Plemmons	Jeffery	Martin High School	PE Teacher 9-12/Coach	5/29/2025	32
Pettiford	Jennifer	McNutt Elementary	ESL Elementary Teacher K-6	5/29/2025	22
Clement	Jennifer	Workman Jr High School	Special Education Inclusion Teacher 9-12	5/29/2025	4
Hernandez	Jesus	Transportation	Bus Driver	5/23/2025	21
Leonard	Joshua	Ashworth Elementary	Assistant Principal - Itinerant Elementary	6/2/2025	12
Ramirez	Juana	Food Service	Food Service Specialist	5/27/2025	26
Diaz	Juana	Atherton Elementary	Classroom Assistant Elementary - Pre-K	5/27/2025	13
Boatman	Juanita	Transportation	Bus Attendant	5/23/2025	18
Fredrick	Kamisha	Hale Elementary	ESL Elementary Teacher PK	5/29/2025	8
Shannon	Kammy	Remynse Elementary	ESL Elementary Teacher K-6	5/29/2025	17
Rockett	Kandee	Ashworth Elementary	ESL Elementary Teacher K-6	5/29/2025	26
Lents	Karen	Young Jr High School	Classroom Assistant Junior High Special Ed - PREVOC	5/27/2025	7
Scott	Karen	Farrell Elementary	ESL Elementary Teacher PK	5/29/2025	30
Evans	Katherine	Dunn Elementary	Dyslexia Teacher	5/29/2025	16
Regan	Kathleen	Venture School	ESL English Teacher 9-12	5/29/2025	24
Kaju	Kathryn	Webb Elementary	Gifted and Talented Lead Teacher - Elementary	5/29/2025	16
Winkle	Kay	Wood Elementary	ESL Elementary Teacher K-6	5/29/2025	21
Tessman	Kenneth	Pearcy Elementary	Classroom Assistant Elementary Special Ed - ABLE	5/27/2025	3
Hodnett	Kimberlee	Little Elementary	Special Education Inclusion Teacher - Elementary	5/29/2025	26
Klempnauer	Kimberly	Duff Elementary	Attendance Clerk - Elementary	6/3/2025	12
Collier	Kristen	Moore Elementary	ESL Elementary Teacher K-6	5/29/2025	29
Rose	La Veta	Bryant Elementary	Classroom Assistant Elementary - Kindergarten	5/27/2025	24
Williams	Laura	Fitzgerald Elementary	Dyslexia Teacher	5/29/2025	16
Gober	Laura	Bailey Jr High School	Special Education ABLE Teacher 7-8	5/29/2025	27
Johnson	Lavetta	Nichols Jr High School	CTHEI Teacher 7-8	5/29/2025	20
Stone	Leah	Ditto Elementary	ESL Elementary Teacher K-6	5/29/2025	18
Robinson-Fisher	Leslie	Fitzgerald Elementary	PE Teacher - Elementary	5/29/2025	24
Nutter	Leslie	Farrell Elementary	ESL Elementary Teacher K-6	5/29/2025	25
Johanon	Lisa	Farrell Elementary	ESL Elementary Teacher K-6	5/29/2025	25
Sharp	Lisa	Hale Elementary	PE Teacher - Elementary	5/29/2025	23
Chapin	Lorraine	West Elementary	Special Education ABLE Teacher - Elementary	5/29/2025	1
Oller	Lynda	Lamar High School	Business Teacher 9-12	5/29/2025	18
Bell	Marianne	Ditto Elementary	ESL Elementary Teacher PK	5/29/2025	31
Stone	Mary	Boles Jr High School	ESL English Teacher 7-8	5/29/2025	18
Jacobs	Maryann	Duff Elementary	Classroom Assistant Elementary Athletics/PE	5/27/2025	11
Rubio	Medalia	Transportation	Bus Driver	5/23/2025	19
Novell	Mercedes	Atherton Elementary	Bilingual Elementary Teacher K-6	5/29/2025	18
Mullen	Michael	Career and Technical Center	Photography Teacher	5/29/2025	9
Dejesus	Miguel	Rankin Elementary	Bilingual Elementary Teacher K-6	5/29/2025	24
Brown	Nicole	Swift Elementary	ESL Elementary Teacher K-6	5/29/2025	22
Galbraith	Pandora	Barnett Jr High School	Nurse	5/29/2025	18
Roane	Patricia	Food Service	Food Service Specialist	5/27/2025	25
Arispe-Pierce	Patricia	Beckham Elementary	Attendance Clerk - Elementary	6/3/2025	20

Jenkins	Phyllis	Bailey Jr High School	Classroom Assistant Junior High Special Ed - ABLE	5/27/2025	21
Justice	Priscilla	Larson Elementary	ESL Elementary Teacher K-6	5/29/2025	27
Ivy	Raechelle	Miller Elementary	ESL Elementary Teacher K-6	5/29/2025	9
Williams	Ranjeanette	Martin High School	Technology Education Teacher 9-12/Coach	5/29/2025	16
Hebron	Rebecca	West Elementary	Attendance Clerk - Elementary	6/3/2025	17
Leffingwell	Regina	Spec Ed Support Services	Physical Therapist	6/3/2025	16
Posner	Richard	Spec Ed Support Services	Post Secondary Facilitator	5/29/2025	32
Tompkins	Robin	Spec Ed Support Services	Speech Pathologist	5/29/2025	25
Woodson	Roderick	Venture School	ESL English Teacher 9-12	5/29/2025	12
Ross	Routh	Food Service	Food Service Specialist	5/27/2025	19
Bartholomee	Russell	Arlington High School	Social Studies Teacher 9-12	5/29/2025	17
Jones Childs	Sandra	Short Elementary	Special Education SEAS Teacher - Elementary	5/29/2025	0
Arnspiger	Sharon	Dunn Elementary	Classroom Assistant Elementary Special Ed - ABLE	5/27/2025	2
Lyman	Sharon	Spec Ed Support Services	Physical Therapist	5/29/2025	16
Cook	Sheila	Berry Elementary	ESL Elementary Teacher K-6	5/29/2025	24
Beasecker	Shelly	Bebensee Elementary	Art Teacher - Elementary	5/29/2025	29
Campos	Silvia	Thornton Elementary	Bilingual Elementary Teacher K-6	5/29/2025	5
Lawson	Stephanie	West Elementary	Librarian - Elementary	5/29/2025	25
Cox	Stephanie	Berry Elementary	ESL Elementary Teacher K-6	5/29/2025	17
Anderson	Stephanie	Ditto Elementary	ESL Elementary Teacher K-6	5/29/2025	28
Higdon	Tara	Pope Elementary	Special Education Inclusion Teacher - Elementary	5/29/2025	11
Gonzalez	Teresa	Williams Elementary	Family Engagement Liaison	5/27/2025	24
Weldon	Teresa	Sam Houston High School	Math Teacher 9-12	5/29/2025	4
Zamudio	Teresa	Rankin Elementary	Bilingual Elementary Teacher K-6	5/29/2025	6
Regalado	Tricia	Martin High School	Journalism Teacher	5/29/2025	27
Rivera	Wanda	Berry Elementary	ESL Elementary Teacher K-6	5/29/2025	23
Evans	Zelda	McNutt Elementary	ESL Elementary Teacher K-6	5/29/2025	26

Employee Initiated - Resigned in Lieu of Termination (2)	Schullerts	Brigid	Security	Security - Corporal	5/13/2025	1
	Greer	Janice	Nichols Jr High School	Classroom Assistant Junior High Special Ed - Alt Curriculum	5/19/2025	9

Employment Outside of Education (17)	Ching	Allyson	Goodman Elementary	ESL Elementary Teacher K-6	5/29/2025	0
	Ibarra	Anubis	Wood Elementary	Classroom Assistant Elementary Special Ed - ECSE	5/13/2025	0
	Baskin	Carey	Dunn Elementary	Nurse	5/29/2025	4
	Miller	Chastity	Fitzgerald Elementary	Special Education Alt Curriculum Teacher - Elementary	5/29/2025	0
	Vergara	Cristina	Thornton Elementary	Family Engagement Liaison	5/23/2025	
	Strange	Elizabeth	Young Jr High School	Science Teacher 7-8	5/29/2025	2
	Falks	Hannah	Arlington High School	Business Teacher 9-12/Coach	5/29/2025	1
	Shoemaker	Jakeitha	Workman Jr High School	Student Support Interventionist - Behavior	5/29/2025	3
	Eckhout	Kaley	Bryant Elementary	Nurse	5/29/2025	2
	Johnston	Karissa	Adams Elementary	Campus Instructional Coach - Elementary	5/29/2025	13
	Boyd	Kimberly	Dunn Elementary	Classroom Assistant Elementary Special Ed - ABLE	5/27/2025	5
	Graf	Lauren	Ditto Elementary	ESL Elementary Teacher K-6	5/29/2025	0
	Hinds	Mona	Arlington High School	Math Teacher 9-12	5/29/2025	6
	Alexander	Raven	Pearcy Elementary	Family Engagement Liaison	5/9/2025	6
	Raymond	Sean	Thornton Elementary	Assistant Principal - Elementary	6/2/2025	21
	Lyons	Tedreanna	Transportation Annualized Hourly	Bus Driver - Annualized Hourly	5/7/2025	0
	Le	Tiana	Barnett Jr High School	Science Teacher 7-8	5/29/2025	1

Employment with Another District (16)	Bowden	Bradley	Martin High School	Social Studies Teacher 9-12/Coach	5/29/2025	0
	Rai	Christina	Key Elementary	ESL Elementary Teacher K-6	5/29/2025	5
	Diaz Barriga	Genesis	Crouch Elementary	Classroom Assistant Elementary - Kindergarten - Spanish	5/27/2025	
	Hinkle	Jacy	Martin High School	Dance Teacher 9-12/Drill Team	5/29/2025	4
	Wilmoth	Jessica	Dunn Elementary	ESL Elementary Teacher K-6	5/29/2025	2

	Fletcher	Jordan	Arlington High School	Social Studies Teacher 9-12	5/29/2025	6
	Carpenter	Kara	Key Elementary	ESL Elementary Teacher K-6	5/29/2025	11
	Green	Laura	Pope Elementary	ESL Elementary Teacher K-6	5/29/2025	1
	Uplegger	Marissa	West Elementary	ESL Elementary Teacher K-6	5/29/2025	7
	Burkhard	Nicholas	Sam Houston High School	ESL English Teacher 9-12/Coach	5/29/2025	0
	Hernandez Salazar	Susana	Bebensee Elementary	Bilingual Elementary Teacher K-6	5/29/2025	1
	Horton	Tamela	Transformational Learning	Executive Director - Transformational Learning	5/2/2025	9
	Carpenter	Trisha	Fitzgerald Elementary	Special Education Alt Curriculum Teacher - Elementary	5/29/2025	0
	Stevenson	William	Pearcy Elementary	Gifted and Talented Lead Teacher - Elementary	5/29/2025	8
	Guan	Xiangjun	Accounting	Director - Accounting	5/7/2025	1
	Vasquez	Xochitl	Remyne Elementary	Bilingual Elementary Teacher K-6	5/29/2025	1
Medical Reason (3)	Coppinger	Alan	Transportation Annualized Hourly	Bus Attendant - Annualized Hourly	5/13/2025	12
	Alvarez	Maricela	Plant Operations	Custodian	5/9/2025	0
	Grajeda	Yolanda	Food Service	Food Service Specialist	5/20/2025	26
Resignation Agreement (1)	DuPont	Michael	Carter Jr High School	ESL English Teacher 7-8	5/29/2025	2
Return to School (5)	Miller	Drisina	Lamar High School	Classroom Assistant High School Special Ed - Alt Curriculum	5/23/2025	0
	Brown	Gerri	Martin High School	Social Studies Teacher 9-12	5/29/2025	11
	Uribe	Joshua	Plant Operations	Custodian	5/27/2025	0
	Gibbs	Rebecca	Bailey Jr High School	Classroom Assistant Junior High Special Ed - ABLE	5/27/2025	3
	Saucedo	Xena	Adams Elementary	Classroom Assistant Elementary - Kindergarten - Spanish	5/27/2025	2
Unhappy With Job (1)	Jordan	Marlo	Dunn Elementary	Special Education ABLE Teacher - Elementary	5/29/2025	3
Moving Out of the Area (42)	Booth	Amanda	West Elementary	ESL Elementary Teacher K-6	5/29/2025	5
	Osornia	Amanda	Food Service	Food Service Specialist	5/27/2025	1
	Provau	Ana'Leese	Ousley Jr High School	Theatre Arts Teacher 7-8	5/29/2025	6
	Anderson	Annatrice	Gunn Jr High School	Spanish Teacher 7-8	5/29/2025	0
	Kevil	Ashley	Dunn Elementary	ESL Elementary Teacher PK	5/29/2025	1
	White	Ashley	Miller Elementary	Cafeteria Monitor	5/23/2025	1
	Davis-Phillips	Betty	Barnett Jr High School	Art Teacher 7-8	5/29/2025	7
	Wynne	Brandon	Sam Houston High School	Social Studies Teacher 9-12	5/2/2025	1
	Harrington	Brooke	Foster Elementary	ESL Elementary Teacher K-6	5/29/2025	1
	Martinez	Cecilia	Carter Jr High School	ESL English Teacher 7-8	5/29/2025	1
	Monteath-Valdez	Colton	Carter Jr High School	Social Studies Teacher 7-8	5/29/2025	1
	Downs	David	Carter Jr High School	Math Teacher 7-8	5/29/2025	3
	Goldrick	Elizabeth	Spec Ed Support Services	Speech Pathologist	5/29/2025	1
	Floyd	Emily	Johns Elementary	ESL Elementary Teacher K-6	5/29/2025	1
	Cazarez	Evelyn	Wood Elementary	ESL Elementary Teacher K-6	5/29/2025	16
	Duran Williams	Fatima	Moore Elementary	Classroom Assistant Elementary - Pre-K	5/27/2025	1
	Hampton	Jamillion	Morton Elementary	Special Education ABLE Teacher - Elementary	5/29/2025	4
	Russ	Jayla	Adams Elementary	ESL Elementary Teacher K-6	5/29/2025	0
	Gruber	Jesse	Boles Jr High School	PE Teacher 7-8/Coach	5/29/2025	8
	Rodriquez	Jessica	Arlington High School	Spanish Teacher 9-12	5/29/2025	2
	Whelchel	Joseph	Ousley Jr High School	Math Teacher 7-8	5/29/2025	1
	Whelchel	Kanani	Young Jr High School	Science Teacher 7-8	5/29/2025	2
	McMordie	Katherine	Hill Elementary	ESL Elementary Teacher K-6	5/29/2025	7
	Jones	Madalyn	Crouch Elementary	ESL Elementary Teacher K-6	5/29/2025	0

Agha	Mahnoor	Jones Academy	Dual Language Elementary Teacher K-6	5/29/2025	4
Cremer	Margaret	Butler Elementary	Librarian - Elementary	5/29/2025	14
Resendez	Margaret	Bebensee Elementary	Librarian - Elementary	5/29/2025	22
Arnold	Marilyn	Hale Elementary	Special Education SEAS Teacher - Elementary	5/29/2025	0
Aronhalt	Martha	Special Education	Classroom Assistant Special Ed - Deaf Education	5/27/2025	4
Vila Huguet	Mireia	Goodman Elementary	Bilingual Elementary Teacher K-6	5/29/2025	0
Linares	Noraima	Transportation	Bus Driver	5/23/2025	2
West	Rachel	Nichols Jr High School	Read 180 Teacher	5/29/2025	0
Bessent	Ryan	Boles Jr High School	Social Studies 7-8/Coach	5/29/2025	8
Reyes	Sarah	Swift Elementary	Special Education Alt Curriculum Teacher - Elementary	5/29/2025	1
Hilz	Sarah	Berry Elementary	ESL Elementary Teacher K-6	5/29/2025	5
Gharaybeh	Selma	Starrett Elementary	ESL Elementary Teacher PK	5/29/2025	0
Blacher	Shambreika	Food Service	Food Service Manager V	5/16/2025	0
Kurikka	Stephanie	Fitzgerald Elementary	ESL Elementary Teacher PK	5/29/2025	7
Arrington	Tarsha	Barnett Jr High School	Classroom Assistant Junior High Special Ed - Alt Curriculum	5/27/2025	1
Jones	Tiffany	Pope Elementary	Student Support Interventionist - Academics	5/29/2025	2
Williams	Trisha	Key Elementary	ESL Elementary Teacher K-6	5/29/2025	4
Watson	Virteous	Patrick Elementary	ESL Elementary Teacher K-6	5/29/2025	1

Total Separations (323)

New Employees Hired 5/1/25 - 6/5/25
 (with the exception of three employees)

LAST NAME	FIRST NAME	LOCATION/ORGANIZATION	SUBJECT/POSITION	START DATE	LEVEL
HAMM	GEORGIA	ATHERTON	ART	4/23/2025	Elem
NORTHINGTON	TAINA	COMMUNICATIONS	CHIEF COMMUNICATIONS OFFICER	4/28/2025	Admin
CARRASCO	YOLANDA	ANDERSON	1ST BIL	4/9/2025	Elem
JOHNSON	SHELBY	SEGUIN	9-12 ENGLISH/READING	5/9/2025	Sec

Elementary Summary

Teacher	2
Teacher ESL	0
Admin/Other	1
Total	3

Secondary Summary

Teacher	1
Teacher ESL	0
Admin/Other	0
Total	1
Grand Total	4

Arlington Independent School District Board of Trustees Communication

Meeting Date:	June 5, 2025	Consent Item
Subject:	Approval of Purchases Greater Than \$50,000	

Purpose:

The purpose of this agenda item is to request board approval for purchases that exceed \$50,000, as required by district policy CH (Local). This ensures that all significant expenditures align with board oversight and district priorities.

Background:

District policy mandates that all purchases exceeding \$50,000 receive board approval to maintain transparency and fiscal responsibility. These purchases support a variety of programs and needs across departments. Each recommended purchase has been reviewed by the appropriate departments and adheres to procurement standards. Listed below are the purchases over \$50,000 requiring board approval.

- 25-06-05-01 Security Vestibule
- 25-06-05-02 Carpet Replacement
- 25-06-05-03 Flooring Replacement
- 25-06-05-04 Architectural Services

Fiscal Implications:

The total fiscal impact of these purchases is estimated at \$1,136,634. Funding for these items is available through the approved district budget under the designated departments and account codes.

Recommendation:

It is recommended that the board approve the proposed purchases over \$50,000 as presented. These purchases are essential to maintaining high standards of service, safety, and educational quality within the district.

Submitted to: Board of Trustees Arlington Independent School District	Submitted by: <i>Darla Moss</i>
	Prepared by: Lisa Phillips
	Date: May 21, 2025

Arlington Independent School District

Purchases Greater than \$50,000

Date: June 5, 2025

Control No.	AISD Department	Budget Owner	Vendor Name	Description	Estimated	Fund Source	Purchase Method
25-06-05-01	Facilities, Planning and Construction	Kelly Horn	Gomez Floor Covering	Turning Point Secondary - Security Vestibule	\$274,234	Bond	25-04
25-06-05-02	Facilities, Planning and Construction	Kelly Horn	Gomez Floor Covering	Professional Development Center - Carpet Replacement	\$266,400	Bond	25-04
25-06-05-03	Facilities, Planning and Construction	Kelly Horn	Gomez Floor Covering	Kookan EC - Flooring Replacement	\$444,000	Bond	25-04
25-06-05-04	Facilities, Planning and Construction	Kelly Horn	HKS, Inc	Rankin ES - Architectural Services for Campus Renovations	\$152,000	Bond	Professional Services

\$1,136,634

Arlington Independent School District Board of Trustees Communication

Meeting Date:	June 5, 2025	Consent Item
Subject:	Approval of Bids	

Purpose:

The purpose of this agenda item is to request board approval for awarding bids to support the procurement of goods and services.

Background:

New bids presented on the consent agenda:

25-50 Dan Dipert CTC Addition and Renovations Project

Fiscal Implications:

The approval of these bids and renewals will impact the district’s budgets by an estimated \$13.9 million as noted below:

25-50 \$13,860,000 Bond Funds

Recommendation:

It is recommended that the board approve the bids and renewals as outlined in the supporting documentation.

Submitted to: Board of Trustees Arlington Independent School District	Submitted by: <i>Darla Moss</i>
	Prepared by: Lisa Phillips
	Date: May 21, 2025

**ARLINGTON INDEPENDENT SCHOOL DISTRICT
THE BOARD OF TRUSTEES
Minutes**

Regular Meeting

Thursday, May 1, 2025
5:00 PM

Members Present: Secretary Brooklyn Richardson, Melody Fowler, David Wilbanks, Larry Mike, Leanne Haynes, and Vice President Sarah McMurrough (joined virtually)

Members Absent: Justin Chapa

Media Present: None

CALL TO ORDER: Board Chamber

Secretary Richardson called the meeting to order in Board Chambers at 5:12 p.m. with six trustees present at the Administration Building, 690 E. Lamar Boulevard, Arlington, Texas. Vice President Ms. McMurrough joined virtually.

CLOSED MEETING: Board Chamber

Secretary Richardson adjourned to closed meeting at 6:08 p.m. pursuant to Sections 551.071 through 551.084 and 551.089 of the Texas Government Code in accordance with the Texas Open Meetings Act for the topics set forth on the agenda.

RECONVENE INTO OPEN SESSION: Board Conference Room

Secretary Richardson convened the Board into the open meeting at 7:09 p.m. with all seven trustees present at the Administration Building. Members of the public could access the meeting via AISD website at www.aisd.net.

OPENING CEREMONY:

PLEDGE:

Hailey Brazeal led the audience in the Pledge of Allegiance. Secretary Richardson called for a moment of silence.

RECOGNITIONS:

A. Student Performance

Executive Director of Engagement Equity and Access, Aaron Perales shared a unique pre-recorded video highlighting Mayday. Ashworth Elementary's Maypole dance is a long-standing spring tradition that began when the school opened in 1996, inspired by one of the oldest seasonal festivals dating back to the 17th century. The tradition was launched through a partnership with Tarrant County College (TCC), initiated by former TCC president Ms. Judith Carrier and former Ashworth Elementary music teacher Ms. Barbara Keaton. Now in its 29th year, the partnerships continues, with 12 students from grades 2nd -4th performing folk and maypole dances each spring.

The event also features the crowning of a May Queen, alternating between Ashworth and TCC staff. This year's honoree is Ashworth's Family Engagement Liaison, Ms. Rayborn Sprayberry. The celebration remains a joyful tribute to community, creativity, and the spirit of spring. Principal Stacey Maddoux and current Ashworth music teacher Ms. Jillian Boyd were present.

B. Student of the Month

Venture High School Principal Greg Meeks recognized Rouguy Gningue as student of the month for May. Ms. Gningue is a 12th grader at Venture High School can speak three languages and is actively involved in JROTC as well as other school organizations.

C. Community Partner Award

The Miracle League Arlington was honored with the Community Partner Award of Appreciation. This organization creates opportunities for children and young adults of all abilities to play baseball. By removing the barriers that often prevent those with physical and mental disabilities

from participating, the Miracle League ensures every player can experience the joy of the game and the camaraderie of being part of a team.

RECESS:

Secretary Richardson adjourned the meeting at 7:34 p.m. for a brief recess. The meeting was reconvened at 7:44 p.m. with seven trustees in attendance.

OPEN FORUM FOR AGENDA ITEMS: None

APPOINTMENTS:

A. Consider Ratification of Chief Communications Officer

Superintendent Smith recommended that the Board appoint the individual discussed in closed session, Taina Northington.

Motion by Larry Mike, second by Melody Fowler, to approve the administrative appointment as recommended in the closed session.

Voting For: 6
Voting Against: 0

Dr. Smith introduced Taina Northington as the new Chief Communications Officer. Ms. Northington is a Lone Star Emmy award-winning journalist and a recognized leader in school communications and strategic marketing, bringing a wealth of experience in public relations, crisis communication, and brand strategy to the district. She joins Arlington ISD after serving as Chief Communications & Marketing Officer for Killeen ISD, where she oversaw communication. Under her leadership, the district earned more than 75 Gold Awards from the Texas School Public Relations Association (TSPRA), including top honors for the state's leading employee recognition campaign in 2022. Ms. Northington addressed the Board and thanked them for their support.

PUBLIC HEARING:

Secretary Richardson opened the Public Hearing regarding End of Year (EOC) Accelerated Instruction at 7:47 p.m.

Chief Academic Officer Dr. Steven Wurtz conducted a public hearing regarding the effectiveness of Arlington ISD's Accelerated Instruction Program in accordance with TEC §29.081.

OPEN FORUM FOR AGENDA ITEMS: None

REPORTS:

A. Compensation Analysis and Market Review Report

Keith McLemore, Senior Consultant with the Texas Association of School Boards (TASB), previewed the pay study process and reported on districts' current compensation market position.

Note: Secretary Richardson officially closed the Public Hearing at 8:07 p.m. There were no speakers from the audience.

Senior Director of Human Resources Compensation, Benefits and Risk Management Holly Stambaugh previewed the district's current compensation market position, legislative updates pertaining to compensation, and district healthcare contributions. Ms. Stambaugh discussed the annual market analysis for employee compensation in conjunction with the Texas Association of School Boards (TASS). TASS provides the district benchmark data on compensation each school year as it pertains to our local market. Relevant information will be provided as the legislative session in Texas progresses.

Additionally, Ms. Stambaugh shared information on the Teacher Retirement System (TRS) healthcare contributions for the 2025-2026 school year.

B. Teacher Incentive Allotment Enrollment Report

Executive Director of Human Resources- Employees Relations and Development, Dolloress Johnson provided an update on the Teacher Incentive Allotment Initiative. TIA focuses on recruiting, rewarding, and retaining highly effective teachers in all schools. These teacher designations generate additional teacher-focused funding for districts. Ms. Johnson shared how the TIA steering committee was developed, teacher engagement milestones, shared teacher feedback, recommendations, and next steps. Ms. Aisha Ramos, Principal of Peach Elementary, and Ms. Bren Stutz, a 1st grade teacher, involved in the process shared their insights.

ACTION ITEMS:

A. Consider Approval of Teacher and Probationary Term Contracts

Motion by David Wilbanks, second by Melody Fowler, to approve the teacher probationary and term contracts as presented.

Voting For: 6
Voting Against: 0

B. Consider Approval of Probationary and Term Contracts for Administrative and Professional Staff

Motion by Melody Fowler, second by David Wilbanks, to approve the probationary and term contracts for administrative and professional staff as presented.

Voting For: 6
Voting Against: 0

C. Consider Proposed Termination of Probationary Contract Employees: Jordan Versey

Motion by Melody Fowler to terminate the probationary contract for Jordan Versey effective the end of the 2024-2025 contract year in the best interest of the district. The motion was seconded by Leanne Haynes, to approve the termination of probationary contract employee Jordan Versey as presented.

Voting For: 6
Voting Against: 0

D. Consider a Resolution and a Temporary Construction Easement to the City of Arlington for Anderson ES

Motion by Larry Mike, second by David Wilbanks, to approve a temporary construction easement to the City of Arlington for Anderson ES as presented.

Voting For: 6
Voting Against: 0

E. Consider a Resolution and a Public Sanitary Sewer Easement to the City of Arlington for Anderson ES

Motion by Leanne Haynes, second by Larry Mike, to approve a public sanitary sewer easement to the City of Arlington for Anderson ES as presented.

Voting For: 6
Voting Against: 0

CONSENT ITEMS:

- A. Approval of Personnel Recommendations: New Hires, Retirements, Resignations, Leaves of Absence, Dismissals, Terminations, Non-Renewals, Non-Extensions
- B. Approval of Minutes of Prior Meetings, April 2025
- C. Consider Approval of 2025-2026 Board of Trustees Meeting Calendar
- D. Consider the Agreement between Arlington ISD, Texas Child Health Access Through Telemedicine (TCHAT), and the Tarrant County Hospital District, d/b/a JPS Health Network for School-Based Pediatric and Adolescent Behavioral Health Services
- E. Approval of Arlington ISD and University of North Texas Health Science Center Biomedical Research Enrichment Memorandum of Understanding
- F. Approval of Arlington ISD and the Department of Information Resources Shared Services Interlocal Master Service Agreement
- G. Approval of Arlington ISD and the City of Arlington Juvenile Case Manager Diversion Program MOU

Dr. Smith noted that there were a few potential meeting date conflicts on the proposed 2025-2026 Board of Trustees Meeting calendar and that the schedule can be adjusted in the future, if needed.

Motion from David Wilbanks second by Melody Fowler, to approve the consent agenda items as presented.

Voting For: 6
Voting Against: 0

OPEN FORUM FOR NON-AGENDA ITEMS: None

SUPERINTENDENT'S REPORT:

The superintendent shared several recent district highlights included recognizing Martin High School for competing in the Texas State German Contest in San Marcos, where they faced off against hundreds of students from across the state. Overall, Martin placed fourth, and several students won their categories, like senior Miah Shaffer whose oral presentation won the top prize.

The Corey Academy Destination Imagination team comprised of six 5th grade girls, won first place at regionals and then placed first in all of Texas for their scientific project that includes a skit they developed about an exoplanet called 51 Pegasi b. The team is headed to the Global Finals in Kansas City next month, where they will compete with teams from around the world.

Dr. Smith recognized the Food and Nutrition Services team for recently introducing Smart Mouth Pizza at four of our schools. It has been a big hit! This restaurant-style pizza is both delicious and healthy. The department plans to offer it at all secondary schools early next school year.

Finally, Libby Deakyne a high-achieving sophomore at Arlington High was elected to serve as the National Treasurer of the National Society of the Children of the American Revolution for the 2025–2026 term. Libby has been involved in the organization for a decade and has led service initiatives, promoted historical education and encouraged youth engagement in civic life.

SCHOOL BOARD'S REPORTS:

Trustees shared a range of district highlights, including notable athletic achievements and upcoming end-of-year celebrations. They also provided additional updates on informative campus visits with campus leaders, exciting art shows showcasing student creativity, and the recent 50th Anniversary celebration of Shackelford Junior High.

ADJOURNMENT:

Secretary Richardson adjourned the meeting at 9:16 p.m. The Board did not return to closed session.

**END OF RECORDED MINUTES
May 1, 2025**

Secretary

President

**ARLINGTON INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES**

Called Meeting

May 14, 2025
9:00 a.m.

Members Present: Justin Chapa, Larry Mike, Leanne Haynes

Members Absent: Melody Fowler, Sarah McMurrough, David Wilbanks, Brooklyn Richardson

CALL TO ORDER: Board Room

President Chapa called the meeting to order at 9:00 a.m. with three trustees present. The meeting was held at the Administration Building, Board Room, 690 East Lamar Boulevard, Arlington, Texas.

OPEN FORUM FOR AGENDA ITEMS: None

ACTION:

A. Canvass Election Returns for Trustee Election Held on May 3, 2025

Deputy Superintendent Collins read the returns of the trustee election held on May 3, 2025. The results of the election are as follows:

Place 4

David Wilbanks	5,145 votes
April Williams Moore	4,257 votes

Place 5

Justin Chapa	7,387 votes
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Deputy Superintendent Collins recommended approval of the order declaring results of the trustee election and announced that David Wilbanks was elected for Place 4, Justin Chapa was elected for Place 5 on the AISD Board of Trustees.

Motion by Leanne Haynes, second by Larry Mike, to approve the election results for the trustee election held on May 3, 2025, for Place 4, and Place 5.

Voting For: 3
Voting Against: 0

President Chapa reported that the motion passed.

OPEN FORUM FOR NON-AGENDA ITEMS: None

ADJOURNMENT:

President Chapa adjourned the meeting at 9:02 a.m. The Board did not meet in closed session.

**END OF RECORDED MINUTES
May 14, 2025**

Secretary

President

**ARLINGTON INDEPENDENT SCHOOL DISTRICT
THE BOARD OF TRUSTEES
Minutes**

Regular Meeting

Thursday, May 15, 2025
5:00 PM

Members Present: President Justin Chapa, Vice President Sarah McMurrugh, Secretary Brooklyn Richardson, Melody Fowler, David Wilbanks, Larry Mike and Leanne Haynes

Members Absent: None

Media Present: None

CALL TO ORDER: Board Room

Vice-President McMurrugh called the meeting to order in the Board Room at 5:08 p.m. with seven trustees present at the Administration Building, 690 E. Lamar Boulevard, Arlington, Texas.

CEREMONY FOR ADMINISTERING THE OATH OF OFFICE TO NEWLY ELECTED BOARD MEMBERS:

A. Place 4- David Wilbanks

The Honorable Judge Carey Walker administered the Oath of Office

B. Place 5- Justin Chapa

Ruth Beasley mother of Justin Chapa, administered the Oath of Office.

At 5:18 President Chapa called for a brief recess to reconvene the Board Workshop in room 401.

The meeting was reconvened at 5:35 p.m. with all trustees in attendance.

WORKSHOP:

A. District Priority: Resources- 2025-2026 Budget Development

Chief Financial Officer Darla Moss and Assistant Superintendent of Financial Services Norberto Rivas led the Budget Workshop. The workshop addressed the current budget deficit and provided an opportunity for discussion on how to address the budget gap.

Note: The Arlington ISD Administration Building lost power at approximately 6:29 p.m. Despite the outage, the workshop resumed at approximately 6:40 p.m.

At 6:47 President Chapa called for a brief recess to reconvene in our Board Chambers.

RECONVENE: Board Chambers

President Chapa ended the recess and reconvened the Board into the open meeting at 6:55 p.m. with all trustees. Members of the public could access the meeting via AISD website at www.aisd.net.

OPENING CEREMONY:

Grayson West from Farrell Elementary led the audience to the Pledge of Allegiance. President Chapa called for a moment of silence.

RECOGNITIONS:

A. Gates Scholars

Executive Director of Engagement, Equity and Access Aaron Perales introduced a spotlight video from two Arlington Collegiate High School Students, John Nugyen and Evelyn Rosales.

Sam Houston High School Principal Juan Villareal introduced student Abene Mejia Lopez the first Sam Houston High School Gates Scholarship recipient.

B. Teacher Appreciation Week

The Board held a Teacher Appreciation Week recognition as the final item before the evening's reception. Mr. Perales shared Arlington ISD celebrated teachers through heartfelt gestures like yard signs, handwritten notes, breakfasts, and surprise lunches. The message emphasized that genuine appreciation makes the biggest impact. The celebration concluded with a special video message from students, thanking teachers across the district.

PUBLIC HEARING: None

OPEN FORUM FOR AGENDA ITEMS: None

OPEN FORUM FOR NON-AGENDA ITEMS:

Sayeda Syed provided the board with a Tarrant Appraisal District (TAD) update.

RECESS:

President Chapa recessed the meeting at 7:20 p.m. to congratulate the honorees. The meeting was reconvened at 7:30 p.m. with all trustees in attendance.

CLOSED MEETING: Board Conference Room

President Chapa moved to closed meeting at 7:30 pursuant to Sections 551.071 through 551.084 and 551.089 of the Texas Government Code in accordance with the Texas Open Meetings Act for the topics set forth on the agenda.

President Chapa reconvened the Board in open meeting at 8:59 p.m.

ACTION:

A. Election of Board Officers

Motion by David Wilbanks to elect Justin Chapa as President, Sarah McMurrrough as Vice-President and Brooklyn Richardson as Secretary, second by Melody Fowler.

Voting For: 7
Voting Against: 0
Voting to Abstain: 0

REPORTS:

A. Governance Committee Report

Vice President Sarah McMurrugh provided an update from the Governance Committee, noting that TASB is still finalizing its comprehensive policy review, with updates to be presented soon. She also shared a legislative update regarding House Bill 2 Substitute, which is currently in the Senate Education Committee and proposes a significantly reduced basic allotment of \$55, down from the original \$395. She commended the board's ongoing advocacy efforts and urged the community to contact their senators before the legislative session ends on June 2.

B. District Priority Update: Culture-Professional Learning Plan Report

Ginger Cole-Leffel, Director of Professional Learning, provided the Board with an update on the district's Professional Learning Plan. The comprehensive plan is designed to align and strengthen professional development efforts, rooted in board priorities and informed by research-based practices. It establishes a shared vision, incorporates best practices in adult learning, and outlines structured systems—such as embedded professional learning days—to promote a culture of continuous improvement and drive positive student outcomes. Next steps include engaging campus leaders, gathering teacher feedback, and developing evaluation measures to assess the plan's effectiveness in improving teaching and learning.

CONSENT AGENDA:

- A. Approval of Monthly Financial Report
- B. Approval of Purchases Greater than \$50,000
- C. Approval of Donations
- D. Approval of Bids
- E. Approval of Salvage
- F. Approval of Quarterly Investment Report
- G. Approval of Resolution Designating Individuals Authorized to Calculate the No-New-Tax Rate and the Voter- Approval Tax Rate
- H. Approval of Resolution and Agreement Extending Depository Contract
- I. Approval of Stephen F. Austin University Affiliation Agreement
- J. Consent Approval of Interlocal Agreements between Arlington ISD and 1GPA, PACE and EPCNT Cooperatives

Motion by David Wilbanks, second by Melody Fowler.

Voting For: 7
Voting Against: 0
Voting to Abstain: 0

SUPERINTENDENT'S COMMENTS:

Superintendent reported on several end-of-year highlights, including a safety talk at Speer Elementary with Police Chief Al Jones and the impactful mock crash demonstrations at high schools to promote responsible decision-making. Celebrations included Martin High School's national archery championship win, the success of the "What's Your Big Idea?" Awards, and the launch of girls' flag football teams across all six traditional high schools, sponsored by the Dallas Cowboys.

TRUSTEE COMMENTS:

Trustees and staff shared district highlights including athletic achievements, student showcases, and legislative advocacy. Shout-outs were given to Seguin High School for producing 13 college-bound athletes and to Percy STEM Academy for their innovative student projects. Additional updates covered food allergy awareness, campus visits, arts performances, student recognitions, and community partnerships across AISD.

ADJOURNMENT:

President Chapa adjourned the meeting at 9:43 p.m.

**END OF RECORDED MINUTES
May 15th, 2025**

Secretary

President

**ARLINGTON INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES**

Regular Meeting

May 21, 2025
5:00 p.m.

Members Present:

Justin Chapa, Sarah McMurrough, Brooklyn Richardson, Melody Fowler, Larry Mike, David Wilbanks, and Leanne Haynes

Members Absent:

None

Media Present:

None

CALL TO ORDER:

Room 401

President Chapa called the meeting to order 5:09 p.m. with all seven trustees present at the Administration Building, 690 E. Lamar Boulevard, Arlington, Texas.

WORKSHOP:

A. Strategic Planning Development and Next Steps

Superintendent Dr. Smith provided an overview of the development and progress of the strategic planning process from January 2025 to the present. Dr. Smith introduced Dr. Jodi Duron and Dr. Gibson with MoakCasey, LLC who led the workshop.

ADJOURNMENT:

President Chapa adjourned the meeting at 8:02 p.m.

**END OF RECORDED MINUTES
May 21, 2025**

Secretary

President

Arlington Independent School District Board of Trustees Communication

Meeting Date:	June 5, 2025	Consent Item
Subject:	2024-2025 Low Attendance Waivers	

Purpose:

The state of Texas allows district and campus officials to request waivers for excused absences or reduced attendance rates that are the result of inclement weather, health, safety-related, or other issues. This item provides information regarding the incidents from the 2024-2025 school year for which we are requesting a low attendance waiver. All attendance waivers require board approval.

Background:

For the 2024-2025 school year, Arlington ISD would like to request low attendance waivers for the following dates, campuses, and reasons. Additional details and documentation for each incident is included on the attached reports.

Date of Low Attendance	Campus Name or All Campuses	Reasons
2/3/2025	All Campuses	Other -
2/19/2025	All Campuses	Weather -
2/20/2025	RemyNSE	Weather -
2/20/2025	South Davis	Weather -
2/20/2025	Speer	Weather -
3/4/2025	Ellis	Other -
3/4/2025	Larson	Other -
3/4/2025	Mary Moore	Other -

Fiscal Implications:

Low attendance waivers can excuse instructional days from Average Daily Attendance (ADA) and the Foundation School Program (FSP) funding calculations that have attendance at least 10 percentage point below the last year's overall average attendance, for the district or applicable campus due to inclement weather, health, or safety-related issues.

Recommendation:

<p>Submitted to:</p> <p>Board of Trustees Arlington Independent School District</p>	<p>Submitted by:</p> <div style="text-align: center;">  </div> <p>Prepared by: Dr. Jennifer Collins</p> <p>Date: June 23, 2014</p>
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24-25 Low Attendance Waivers
Arlington ISD

Date of Low Attendance	Campus Name or All Campuses	Reasons	% of Attendance	Average % of Attendance for Previous Year	Number of Minutes on the Low Attendance Day
2/3/2025	All Campuses	Other ▾	80.94	93.00	510
2/19/2025	All Campuses	Weather ▾	69.09	93.00	510
2/20/2025	RemyNSE	Weather ▾	80.43	93.10	445
2/20/2025	South Davis	Weather ▾	82.37	93.20	445
2/20/2025	Speer	Weather ▾	82.73	93.40	445
3/4/2025	Ellis	Other ▾	80.79	93.00	445
3/4/2025	Larson	Other ▾	79.20	90.00	445
3/4/2025	Mary Moore	Other ▾	28.28	94.10	445

Documentation Links:

[2/3/2025](#), [2/19/2025](#), [2/20/2025](#), [3/4/2025](#), [23-24 District](#), [23-24 Campus Spreadsheet of comparison for 2/20 and 3/4](#)

Arlington Independent School District Board of Trustees Communication

Meeting Date: June 5, 2025	Consent Item
Subject: Approval of Tarrant County College District and Arlington Independent School District Memorandum of Understanding for Lamar P-Tech High School	

Purpose:

To obtain Board approval for the renewal of the Memorandum of Understanding (MOU) between Arlington Independent School District (AISD) and Tarrant County College District (TCCD) for the continued operation and enhancement of the Lamar Pathways in Technology Early College High School (P-TECH) program through June 30, 2028.

Background:

The Lamar P-TECH program provides high school students, particularly those from underserved and economically disadvantaged backgrounds, with the opportunity to simultaneously earn a high school diploma and up to 60 college credit hours, an associate degree, and industry-recognized certifications in fields such as cybersecurity and business administration. Originally established in partnership with TCCD Southeast Campus, this innovative program reflects a shared commitment to equity, college readiness, and workforce development. The MOU renewal formalizes the ongoing collaboration between AISD and TCCD, ensuring the program continues to meet state mandates and college readiness standards.

Fiscal Implications:

Under the MOU:

- TCCD will waive tuition and standard fees for students enrolled in approved dual credit courses.
- AISD is responsible for costs not waived, including instructional materials, textbook procurement (including inclusive access resources), transportation, and faculty salaries.
- Both entities commit to securing additional funds from public and private sources to sustain and expand program services.

The MOU does not require new or unbudgeted expenditures beyond existing operational commitments already accounted for in district planning.

Recommendation:

Administration recommends approval of the Memorandum of Understanding as presented.

<p>Submitted to:</p> <p>Board of Trustees Arlington Independent School District</p>	<p>Submitted by:</p> <div style="text-align: center;">  </div> <hr/> <p>Prepared by: Traci Thomas-Bragg</p> <p>Date: May 21, 2025</p>
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**MEMORANDUM OF UNDERSTANDING:
TARRANT COUNTY COLLEGE DISTRICT
AND
ARLINGTON INDEPENDENT SCHOOL DISTRICT
FOR
LAMAR P-TECH HIGH SCHOOL**

THIS MEMORANDUM OF UNDERSTANDING (hereinafter referred to as "MOU") is made and entered into by the Tarrant County College District, a political subdivision of the State of Texas, on behalf of Tarrant County College Southeast Campus (hereinafter referred to as "College") and Arlington Independent School District (hereinafter referred to as AISD), pursuant to the authority granted in compliance with Section 29.908 of the Texas Education Code,

WHEREAS, the parties to this MOU will establish an Early College High School or desire to continue an Early College High School (herein so called, or "ECHS") in the 2025-2026 academic year, which will begin by serving students in grades 9-12 (with subsequent years serving grades up to 14) to provide opportunities for academic credit college courses for high school students in accordance with Chapter 4 of the Texas Higher Education Coordinating Board ("THECB") Rules, as codified under Title 19, Part 1, Chapter 4 of the Texas Administrative Code;

WHEREAS, Services under this MOU are targeted towards traditionally underserved students (high percentage of at-risk, economically disadvantaged students, and first time college-goers), who: (1) are highly motivated but have received insufficient academic preparation; (2) may be English language learners; (3) are likely to experience difficulty in experiencing a smooth transition into postsecondary education; (4) have limited financial resources, and as a result the cost of college is prohibitive;

WHEREAS, under this MOU, Early College High Schools are small schools with enrollments of 400 or fewer students who have the potential to earn both a high school diploma and an Associate Degree, or two years of college credit toward a Bachelor's Degree, the parties agree to follow the intent of the Guiding Principles of the ECHS especially in providing ECHS classes with sufficient time for the students to complete an Associate Degree; and

WHEREAS, Early College High Schools prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work; improve academic performance and self-concept; and increase high school and college/university completion rates.

WHEREAS, it is the intention of the parties that the P-Tech shall be operated in accordance with the legislative grant of authority for Pathways in Technology Early College High School in Texas Education Code §§ 29.551 through 29.557, et. seq., and any and all rules and regulations which may be promulgated by Texas Commissioner of Education, in connection therewith, as same may presently exist or as may hereafter be amended, modified or supplemented.

NOW, THEREFORE, the parties to this MOU agree to the following:

1. Term:

- a) The term of this agreement shall commence upon signature dates found on the last page of this MOU.
- b) The MOU will end on June 30, 2028, unless otherwise amended.
- c) Each academic year the ISD will submit a Letter of Continuation to the COLLEGE as confirmation to continue with all terms listed in this Agreement and provide updated course crosswalk as needed.

2. Guiding Principles: The College and AISD will function on the following principles:

- a) Establishment of a mutually beneficial partnership between the College and AISD that allows a flexible and creative response to the organizational, mission, fiscal, and data needs of all parties.
- b) Collaboration in planning, implementation, and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration, curriculum development, professional development and student services.
- c) Provision of rigorous college readiness, technical and early college credit courses.
- d) Financial collaboration that addresses costs of all parties to this MOU and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully.
- e) Location of the Early College High School on the College grounds with students integrated in campus facilities and College co-curricular activities.
- f) Use of facilities including classrooms, labs, offices and libraries that reduce operating costs and promote collaboration of students, faculty, staff, and community members in program success.
- g) Selection of students by application and/or lottery, to reflect the diversity of AISD.
- h) Vertical alignment that promotes a college-going culture in all areas: teachers, college faculty, high school and college counselors.
- i) Collaboration that addresses the instructional calendar, instructional materials, student enrollment and attendance, as well as both the Texas Education Agency ("TEA") and the Texas Higher Education Coordinating Board ("THECB") grading periods and policies.
- j) The COLLEGE and ISD agree to a recommended minimum of 15 students per class; exceptions can be approved by Vice President for Academic Affairs.

3. Scope of Agreement and Limitations of Authority:

The parties agree as follows:

A. Governance:

- (1) The Early College High School will:
 - a. Be governed by AISD and subject to AISD's and federal policies, and
 - b. Have the autonomy to operate as an ECHS on the TCCD campus within the rules and guidelines established by the TEA, AISD and the College.
- (2) The AISD ECHS Lead Administrator
 - a. Within the rules and guidelines established by TEA and AISD, will have the authority to implement and supervise:
 - i. Campus Governance;
 - ii. Campus Staffing;

- iii. Staff appraisal with full authority in TEA's Texas Teacher Evaluation and Support System (T-TESS), including growth plans that must be followed and hire/rehire;
 - iv. Campus Budget;
 - v. Student assessment, curriculum and scheduling;
 - vi. Campus Professional development;
 - vii. Management of school and student data for ECHS students with permission from the College and adherence to the Family Educational Rights and Privacy Act. ("FERPA"); and
 - viii. Parent and community involvement consistent with the mission and needs of the school.
- b. Will direct the ECHS administrative assistant or designee in entering attendance/grades to the student accounting system of AISD;
 - c. Will report to the AISD superintendent or his/her designee through the established AISD governance structure;
 - d. Will be the primary contact for the ECHS with the community and the College.

(3) Early College Leadership Council

- a. Serves as an advisory committee to the ECHS Lead Administrator in establishing procedures and developing a coherent program across parties.
- b. Membership will be defined by the TX ECHS Blueprint and will include, but not be limited to, representatives of AISD and the College, and/or community members. The specific membership of the Early College Leadership Council will be determined by the Superintendent of AISD and the President of the College. Members will include high-level personnel with decision-making authority.
- c. The Early College Leadership Council will meet quarterly and as needed to address:
 - i. Assessment of instructional and programmatic activities;
 - ii. The identification of problems, issues and challenges; and
 - iii. Recommendations to the ECHS Lead Administrator for effective coordination and collaboration in the planning and continual development of the ECHS program.

B. Awarding Credit for Courses: The College will award credit for courses for which Course Crosswalks have been approved and appear in the ECHS Course Crosswalk for Early College High School (herein so called), a copy of which is attached hereto as Exhibit "A" and incorporated herein fully by reference. These courses shall have been evaluated and approved through the official College curriculum approval process in accordance with THECB requirements and TEA requirements for high school graduation and shall be at a more advanced level than courses taught at the high school level.

C. Duties of College:

The College shall have the following duties:

- (1) Waive tuition for students duly enrolled in the ECHS approved college courses;
- (2) Provide selection of text materials for college courses;
- (3) Involve full-time faculty who are teaching in the appropriate disciplines in

- overseeing college course selection and implementation in the ECHS;
- (4) Ensure that syllabi and course documents are followed;
 - (5) Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;
 - (6) Ensure that all College core curriculum courses are in the students' individual ECHS graduation plan by the beginning of the high school freshman year;
 - (7) Designate personnel to monitor the quality of instruction in order to assure compliance with the ECHS Course Articulation Agreement for Early College High School and the standards established by TEA, applicable accrediting agencies, and the College;
 - (8) Provide access to in-house professional development opportunities offered by College that coincide with curriculum issues that will impact ECHS student success in their collegiate courses to the ECHS faculty and staff at no charge.
 - (9) Provide academic support for ECHS students;
 - (10) If applicable, provide an area per AISD and state and federal requirements in which students may eat lunch/meals that AISD provides;
 - (11) Provide parking for ECHS faculty, staff and appropriate students for required ECHS activities on the College campus;
 - (12) Support ECHS in the process of becoming TSI assessment site, allowing frequent testing and access to raw data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student readiness and success

D. Duties of AISD:

AISD shall have the following duties:

- (1) Consult with College faculty and staff who teach college courses in design and implementation of these courses to assure that course goals enable students to master the TEA's State of Texas Assessments
- (2) Pay the salaries of AISD instructors and instructional personnel;
- (3) Provide meals to qualifying students who participate in ECHS; and
- (4) Ensure that all AISD high school courses are in the students' individual graduation plan by the beginning of the high school freshman year, including College courses.
- (5) The ECHS is a TSI assessment site, or is in the process of becoming a TSI assessment site, allowing frequent testing and access to raw data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student readiness and success.

E. Enhanced Educational Opportunities: The ECHS will implement the requirements of House Bill 5 (2013), including, but not limited to, a bridge academic enrichment program as well as college social and academic participation.

F. Faculty: ISD Faculty meeting TEA and Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC") requirements, as appropriate, will be provided by AISD and College. To teach in the ECHS, AISD employees must meet state certification requirements in their subject area to teach in the state of Texas.

Faculty members of ECHS employed by AISD will be evaluated annually by the

AISD, using AISD guidelines and accordance with AISD School Board policy. ISD faculty teaching college courses will be evaluated annually in accordance with College policies and procedures by TCCD.

G. Classroom and Office Facilities:

- (1) All courses under this MOU, including high school courses of the ECHS, will be conducted at the ECHS facility and the College.
- (2) College shall provide office and classroom space for the high school as appropriate.
- (3) Students, faculty and staff of the ECHS will have access to instructional and non-instructional materials and other resources available on the campus of the College, in keeping with the guiding principles enumerated earlier.
- (4) The ECHS facility will be provided, owned, and maintained as more particularly set forth in the Facilities Use Agreement (FUA), attached hereto and incorporated by reference.
- (5) Students, faculty, and staff of the ECHS will be provided with a College identification card and, as appropriate, parking passes.
- (6) The furniture, fixtures, equipment and inventory in the ECHS facility will be provided, owned and maintained as more particularly set forth in the FUA.

H. Tuition and Fees: The College will waive tuition and fees for high school students enrolled in the ECHS credit courses based on the ECHS Course Crosswalk. The College will waive Texas Success Initiative ("TSI") Assessment administration cost. The ISD shall pay for college tuition (for all dual credit courses, including retakes/Third Attempt Rule, fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partnered IHE.

I. Student Learning Materials:

- (1) College-approved textbooks, syllabi and course outlines shall apply to all College courses and to all students in the courses when offered under the provisions of the ECHS Course Crosswalk for the ECHS.
- (2) All textbooks and supplemental materials required for classes outlined in the ECHS Course Crosswalk for ECHS shall be provided by AISD.
- (3) All textbooks and supplemental materials required for classes not outlined under the provisions of the ECHS Course Crosswalk for ECHS shall be provided by AISD.
- (4) College approved textbooks purchased by AISD for cohort classes may be used for a time period of three years once the book is selected.
- (5) All TCC Plus (Inclusive Access) course sections required for classes outlined in the ECHS Course Crosswalk shall be provided by AISD.

J. Grading Policies: College credit for each ECHS student should appear on the College transcript as the student completes a course. The transcription of College credit will be the responsibility of the College, and transcription of high school credit will be the responsibility of AISD. AISD will determine how the College grade will be recorded in the high school transcript for grade point average ("GPA") and ranking purposes. AISD will ensure that the student handbook (referenced below) provided to ECHS parents and students clearly sets forth the process and AISD's authority in this matter.

K. Recruitment, Selection and Enrollment of Students:

- (1) Student recruitment of AISD eighth graders for any vacant slots will occur annually.
- (2) College will assist with recruitment, selection, enrollment and retention, as necessary, for all students who are qualified and wish to enroll in the Early College High School.
- (3) AISD attendance policies and procedures will be followed as to high school courses, and College attendance policies and procedures will be followed as to College courses.
- (4) Students will not be given permission to return to their home high school until the ECHS Lead Administrator has counseled with the student's parent(s) and/or guardian(s), and the original high school Lead Administrator. Modifications in placement shall be subject to AISD's transfer policy.

L. Instructional Calendar:

- (1) The instructional calendar will be based on the college master calendar.
- (2) State mandated assessments will follow the State Board of Education and TEA compliance standards.
- (3) Inclement weather procedures will be established in consultation with all parties to this MOU.

M. Transportation: AISD shall transport ECHS students from the home campus to the ECHS campus and the College, as applicable. It is expressly agreed that all such transportation as well as the acts and omissions of all transportation personnel are the sole and exclusive responsibility of AISD. To the extent permitted by Texas law, and without waiving any defenses including governmental immunity, AISD agrees to be solely responsible for its own acts of negligence and solely responsible for all liabilities and obligation, incurred by or asserted against the College, its trustees, officers, employees, and assistants, that arise out of or in connection with the transportation of the ECHS students. Moreover, throughout the term of this MOU, AISD shall maintain the insurance coverage agreed to by AISD and the College. The provisions in this paragraph are solely for the benefit of the College, its trustees, officers, employees, and agents, and are not intended to create or grant any rights, contractually or otherwise, to any third party.

N. Student Code of Conduct:

ECHS students, faculty and staff shall adhere to the following including communication regarding incident and mandatory reporting:

- Title IX and Clery
- Policies and procedures of AISD;
- Policies and procedures of the College, including the student handbook;
- Procedures listed in a student handbook prepared by AISD and approved by the College;
- Procedures listed in a teachers manual prepared by AISD and approved by the College;
- Policies in the College Board of Trustees Policies and Administrative Procedures Manual

Both parties shall provide access to the documents reference above.

O. Media and Public Relations: Media and public relations regarding the ECHS will be managed cooperatively, according to AISD and College protocols that are

appropriate under the particular circumstances.

- P. Student Progress and Support:** The following steps will be taken by the parties to this MOU to assist those students who may not be performing satisfactorily to succeed. At the college, students will receive the same support services provided to all college students. At the ISD, in addition to class size reduction and providing tutoring during the school day, each student will be assigned a teacher mentor/advisor in high school. During a specifically scheduled weekly advisory period, a teacher mentor/advisor will meet with students to oversee their academic progress, monitor grading and matriculation decisions, and advise students on making positive post-graduation plans.

AISD will assign a specific counselor to the ECHS. The individual will provide academic and counseling support to the ECHS learning community's students and their parents and work with College student services personnel assigned to the ECHS in the areas of test preparation, remediation, and the development of an integrated support system for ECHS students across the two parties as well as transferability and applicability to baccalaureate degree plans.

- Q. Evaluation, Research and Development:** Under the supervision and/or cooperation of the Early College Leadership Council, an evaluation of the program and of the effectiveness of the collaboration will take place each academic year. The results of the evaluation will be reported at the end of each academic year. This evaluation will satisfy all federal and state guidelines for the evaluation and updating of the next MOU and program improvement initiatives.

Annually, evaluation data will be collected by the party who generates the data and will review: number of credit courses taken and earned, GPAs, state assessments results, Scholastic Aptitude Test, Pre-Scholastic Aptitude Test and American College Testing scores, TSI readiness by grade level, matriculation of high school students in four- year colleges/universities and level of entry, enrollment/retention rates, leaver codes and attrition rates, student participation in activities at the College, qualifications of ECHS staff, and location(s) where courses are taught. The Lead Administrator will lead the Early College Leadership Council in the annual review and report completion.

- R. Project Reporting:** Under the supervision and/or cooperation of the Early College Leadership Council, an annual report and other reports, as required, will be prepared and submitted to the administration of TEA on the progress of the ECHS under its purview. The report will be provided to participating parties and others as deemed appropriate by the parties to this MOU.

- 4. Indemnification:** To the extent permitted under Texas law and without waiving any defenses including governmental immunity, each party to this MOU agrees to be responsible for its own acts of negligence, which may arise in connection with any and all claims for damages, costs and expenses to persons and property that may arise out of or be occasioned by this MOU or any of its activities or from any act or omission of any employee or invitee of the parties to this MOU. The provisions in this paragraph are solely for the benefit of the parties to this MOU and are not intended to create or grant any rights, contractually or otherwise, to any third party.

- 5. Renewal:** Subject to prior termination or revocation of this MOU as provided in Section 6 of this MOU, the initial term of this MOU is in full force and effect beginning with the date of final execution by both parties and ending June 30, 2028. At least one hundred twenty (120) days before the expiration of the initial term and any subsequent renewal terms, the College and AISD shall review this MOU and may renew this MOU on approval of the College and AISD.
- 6. Right of Revocation:** Subject to the provisions of Section 7 below, any party may terminate this MOU without cause with 120 days written notice to the other parties. Upon the occurrence of a breach of this MOU by one of the parties, the non-defaulting party shall give written notice to the defaulting party specifying such breach. If such breach is not cured on or before thirty (30) days after receipt of such notice, the non-defaulting party may terminate this MOU. A breach of this MOU includes, but is not limited to, a violation of the policies and rules of the College or of AISD, the making of a misrepresentation or false statement by one of the parties, or the occurrence of a conflict of interest between the parties. If MOU is terminated during an academic term, the parties shall nonetheless continue to perform as provided in this MOU in order to allow students enrolled in classes under this MOU to finish their coursework for that academic term. Any termination of this MOU prior to its expiration date that occurs during an academic term shall not relieve either party of its obligation to operate the ECHS until the completion of that academic term, and the parties shall continue to be responsible for their obligations and rights under the MOU through such time.
- 7. Discontinuation of Operation:**
- A. If operation of the Early College High School should discontinue with only a 9th grade cohort, operation must be discontinued at the end of the school year in which the parties decide to close the ECHS.
 - B. If operation of the Early College High School should discontinue with only 9th and 10th grade cohorts, operation must be discontinued at the end of the school year in which the parties decide to close the ECHS.
 - C. If the ECHS has enrolled an 11th grade cohort, operation will continue through that cohort's scheduled graduation from the ECHS. Services to enrolled 9th and 10th grade students may be continued through graduation of those cohorts by agreement of the parties to this MOU.
 - D. While in the process of discontinuing operation, the ECHS will not enroll any additional students in the ECHS in grades that have been phased out.
 - E. While the ECHS is in the process of discontinuing operation, it will continue to meet all of the required design elements and provide full support for all students enrolled in the ECHS.
- 8. Assignment:** No party may assign their interest in the MOU without the written permission of the other party.
- 9. Limitations of Authority:**
- A. Neither party has authority for acting on behalf of the other except as provided in this MOU. No other authority, power, partnership, or use of rights are granted or implied.
 - B. This MOU represents the entire agreement by and between the parties and

supersedes all previous letters, understanding or oral agreements between the College and AISD. Any representations, promises, or guarantees made but not stated in the body of this MOU are null and void and of no effect.

- C. Neither party may make, revise, alter, or otherwise diverge from the terms, conditions or policies which are subject to this MOU without a written amendment to this MOU. Changes to this MOU are subject to the approval of the College, AISD and their respective legal advisors and Boards of Trustees.
- D. Neither party may incur any debt, obligation, expense, or liability of any kind against the other without the other's express written approval.

10. Waiver: The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this MOU shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

11. Applicable Law: This MOU and all materials and/or Issues collateral thereto shall be governed by the laws of the State of Texas.

12. Venue: Venue to enforce this MOU shall lie exclusively in Tarrant County, Texas.

13. Miscellaneous Provisions:

- A. Neither party shall have control over the other party with respect to its hours, times, employment, etc.
- B. The parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. Parties to this MOU shall comply with all federal, state and local laws.
- C. If the Texas Higher Education Coordinating Board adopts new guidelines for Early College High School programs during the term of this MOU, the new guidelines shall prevail and shall cause the parties to execute an amendment to the MOU if necessary.

14. Signatory Clause: The individuals executing this Agreement on behalf of the College District and AISD acknowledge that they are duly authorized to execute this Agreement on behalf of their respective Lead Administrator. All Parties hereby acknowledge that they have read and understood this Agreement.

15. Nothing in this agreement shall waive any party's immunity.

16. Either party may terminate this agreement at the end of any fiscal period if it certifies that its governing board has not allocated sufficient funds to allow Either party to continue to perform the obligations under this Agreement ("Appropriations Failure"). Such termination may occur only after Either party provides thirty (30) days advance written notice. Upon expiration of such notice period, Either party shall have the right to terminate this Agreement in full provided that AISD has paid all amounts due College for services through the termination date of this Agreement.

EXECUTED in duplicate original counterparts effective upon the date indicated below.

_____ *CMH* _____
Dr. Matt Smith Date
Superintendent,
Arlington Independent School District

Shelley Pearson

Dr. Shelley Pearson 5/14/2025
Vice Chancellor and Provost, Date
Tarrant County College District

**Facilities Use Agreement
Tarrant County College
Arlington ISD
Early College High School**

THIS FACILITIES USE AGREEMENT (the “FUA”) is entered into by and between the TARRANT COUNTY COLLEGE DISTRICT, A Texas political subdivision of higher education, on behalf of Tarrant County College Southeast Campus (“TCC”) and ARLINGTON INDEPENDENT SCHOOL DISTRICT (the “ISD”), pursuant to the authority granted in compliance with Section 29.908 the Texas Education Code.

WITNESSETH:

Whereas, the parties desire to agree upon the operations of that certain Early College High School (the “ECHS”) established pursuant to the terms of that certain Memorandum of Understanding (the “MOU”) dated upon the execution of this MOU, entered into by and between the parties hereto;

NOW, THEREFORE, the parties to this FUA mutually agree to the following:

1) Use of Facilities

- ISD will house an ECHS facility at the Lamar High School campus, 1400 Lamar Blvd., Arlington, TX, 76012. Sole ownership of such building(s) lies with Arlington Independent School District. Operations will commence as of July 1, 2025.
- TCC shall use the ECHS facility solely for instructional purposes and as related to agreed upon courses with the ISD. All other purposes will require the prior written consent of ISD.
- By the beginning of the Spring semester of each academic year, ISD and TCC will agree upon the courses to be offered for the following academic year, at which point TCC will build classes for the college courses and assign faculty to teach them, as more particularly described in the MOU.
- ISD will provide TCC with a calendar with all scheduled events on or before thirty (30) days before the commencement of each semester.
- Registration by ECHS students for ECHS-specific classes to be offered on the TCC Southeast Campus will take place prior to the date set for general priority registration.

2) Furniture and Equipment

- ISD will provide the furniture and other items required for courses it intends to offer at the ECHS. Any additional equipment required for classes TCC teaches at the ECHS will

be provided by TCC and will remain the property of TCC. TCC shall be responsible to track and inventory all equipment purchased by TCC and placed or installed at ECHS.

- The parties shall repair and maintain any furniture and equipment they own and install in the ECHS to industry certification standards and shall replace any of such furniture and equipment that is damaged beyond repair with equivalent replacement(s) that satisfy ISD standards of selection. Provided, however, if it is conclusively determined that a party, its agents, employees, invitees, or students was responsible for damage to the other party's furniture or equipment, the former shall be responsible for the necessary repair or replacement.
- TCC will be assigned areas in the ECHS for TCC instructors to secure teacher equipment and supplies. ISD will exercise its best efforts to keep the area secure, but storage of materials in the secure storage is at the risk of TCC.
- ISD and TCC will agree, before each semester, what consumable materials will be provided by each party. Each party will be responsible for the storage of the consumable materials on the ECHS site.

3) Maintenance

- Maintenance/ Custodial responsibilities will be that of ISD and shall be to the same standard and intervals as other ISD campuses.

4) Utilities

- ISD shall provide and pay for all utilities used by the ECHS facility, including electricity, water, sewer, and gas.
- ISD shall provide and pay for all communications facilities necessary for the operation of the ECHS facility, including telephone, email, and computer networks.
- The ECHS facility, students, staff, and faculty shall have access to ISD's communications and technology services as they are constituted from time to time, subject to the application of ISD's Acceptable Use Guidelines as they are promulgated from time to time.
- ISD shall coordinate with TCC to provide access at the ECHS facility to TCC's communications and technology networks and services.

5) Insurance

- ISD shall maintain the following insurance or ability to self-insure, at its sole cost and expense: 1) commercial general liability insurance applicable to the ECHS building which provides, on an occurrence basis, a minimum per occurrence limit of \$1,000,000; and 2) causes of loss-special form (formerly "all -risk") property insurance on the ECHS building in the amount of the replacement cost thereof, as reasonably estimated by ISD. The foregoing insurance and any other insurance carried by ISD may be effected by a policy or policies of blanket insurance and shall be for the sole benefit of ISD and under ISD's sole control. TCC shall have no right or claim to any proceeds thereof or any rights thereunder.
- TCC shall maintain the following insurance or ability to self-insure, at its sole cost and expense: 1) commercial general liability insurance on an occurrence basis, a per occurrence limit of no less than \$1,000,000; 2) causes of loss-special form (formerly "all-risk") property insurance covering the Furniture and other personal property of TCC within the ECHS building in the amount of full replacement cost thereof; 3) \$100,000 Bodily Injury per person, \$300,000 per Bodily Injury per occurrence, and \$100,000 Property damage per occurrence Auto Liability coverage; and 4) workers' compensation insurance as required by applicable statute. TCC shall provide ISD with a certificate of coverage or other document demonstrating TCC's ability to self-insure.

6) Ingress, Egress, Access and Parking

- ISD grants TCC reasonable ingress and egress to the ECHS building during the hours set forth, including without limitation the right to use adjacent streets and sidewalks owned and / or controlled by ISD.
- ISD shall provide parking permits to ECHS faculty and staff upon request, and appropriate students shall be issued parking permits per ISD policy, as it exists from time to time.
- Upon confirmation with TCC, ISD will issue to TCC faculty keys to the classroom(s) to which they have been assigned. If an instructor needs access to the building at any time the building is closed, the TCC administrator shall make arrangements with ISD for access.
- Should TCC require access to the ECHS building other than during normal operating hours, it will require the prior written consent of ISD.

7) Safety and Health

- Video Surveillance and key card/automatic lock system for the ECHS facility will be provided by ISD, pursuant to ISD's facilities guidelines and procedures.

- For the purpose of compliance with Texas Penal Code § 46.03(a) (1), the ECHS shall be considered the physical premises of a school. TCC shall not designate ECHS as an area where concealed weapons may be carried.

8) Expiration or Termination

- In the event the MOU expires or is earlier terminated, exclusive use of the ECHS building will revert to ISD, and any furniture or equipment owned by TCC will be removed by TCC.
- TCC shall be responsible for any damage caused by the removal of its Furniture and equipment.
- TCC will use its best efforts to remove all of its furniture and equipment from the ECHS facility on or before thirty (30) days after the expiration or earlier termination of the MOU. In the event TCC fails to remove all of the furniture and equipment as herein above provided, ISD shall give TCC written notice requesting removal, and if TCC has not removed such remaining items on or before thirty (30) days after the date of such notice, ISD shall have the right to inventory and/or utilize such remaining furniture and equipment without compensation to TCC.
- Expiration or earlier termination of the MOU shall automatically terminate this FUA.

EXECUTED in duplicate original counterparts effective upon the date indicated above.

_____ *CMH* _____
Dr. Matt Smith Date
Superintendent,
Arlington Independent School District

Shelley Pearson

Dr. Shelley Pearson 5/14/2025
Vice Chancellor and Provost, Date
Tarrant County College District

**Operations Manual
Tarrant County College
Arlington Independent School District
Early College High School**

THIS OPERATIONS MANUAL (the “OM”) is entered into by and between the TARRANT COUNTY COLLEGE DISTRICT, A Texas political subdivision of higher education, on behalf of Tarrant County College Southeast Campus (“TCC”) and ARLINGTON INDEPENDENT SCHOOL DISTRICT (the “ISD”), pursuant to the authority granted in compliance with Section 29.908 the Texas Education Code.

WITNESSETH:

Whereas, the parties desire to agree upon the operations of that certain Early College High School located on TCC’s Southeast Campus (the “ECHS”) established pursuant to the terms of that certain Memorandum of Understanding (the “MOU”) dated July 1, 2025, entered into by and between the parties hereto;

NOW, THEREFORE, the parties to this OM mutually agree to the following:

1) Governance

- In accordance with the provisions of Section 3(A) of the MOU and subject to the operation of law, the operations of the ECHS and incidents that occur within the ECHS building (or portion of a building, if the ECHS is located in a shared facility) located on TCC’s Southeast Campus (the “ECHS Defined Area”) when the facility is in use for ECHS purposes, shall be governed by ISD and subject to ISD’s policies and procedures.
- Any incident involving ECHS faculty, staff, and students that occurs outside the ECHS Defined Area shall be governed by TCC and subject to TCC’s policies and procedures.
- Operation of the ECHS building by TCC when the facility is not in use for ECHS purposes and any incident that occurs inside the ECHS building during TCC’s use of the building shall be governed by TCC and subject to TCC’s policies and procedures.
- The ECHS Defined Area will be subject to TCC fire safety policies and procedures, but ISD will be responsible for conducting and documenting mandated fire safety drills.

2) Safety and Health

- ISD will provide credentialed nursing staff for the ECHS and will determine the appropriate level of ISD nursing staff coverage on the ECHS campus, all in accordance with ISD policies and procedures as well as applicable law. To the extent required by such policy and law, the nursing services provided shall include, but shall not be limited to, maintenance of accurate and up-to-date health records for each ECHS student (including immunization records), all health-related screenings needed, first aid and emergency care, administering medications and performing specialized healthcare procedures with the

direction of the appropriate healthcare professional and the written consent of the ECHS student's parent(s) or guardian(s).

- ISD shall require that ECHS students provide verification that they have received all legally required immunizations (including but not limited to meningitis) and other health tests on or before the first day of each academic term.
- In case of a health emergency inside the ECHS Defined Area, the ISD Health Services Department procedures and policies will be implemented, and the TCC Police Department will be fully informed and engaged where necessary.
- In case of a health emergency on the Southeast Campus but outside the ECHS Defined Area, the TCC Crisis Management Plan will be followed, and the ISD Health Services Department will be fully informed and engaged where necessary.
- In case of any other emergency on the Southeast Campus but outside the ECHS Defined Area, the TCC Police Department procedures and policies will be implemented, and the ISD Security Department will be fully informed and engaged where necessary.
- The counselor to be provided by ISD shall be experienced and shall be assigned to the ECHS full-time. His or her duties shall include, but shall not be limited to, providing individual counseling (including crisis counseling); assisting with classroom management issues; developing and providing student development programs; and presenting programs in the annual counselor calendar, to the extent permitted by, and in accordance with, ISD policy and procedure.
- TCC shall provide all ECHS students, faculty and staff with standard TCC identification badges.
- ISD shall require that ECHS students wear their TCC identification badges at all times when they are on TCC property.
- ISD will provide security for the ECHS Defined Area at all times when the facility is in use for ECHS purposes, in accordance with applicable law and ISD policies and procedures. The ISD will monitor the entrances of the ECHS Defined Area. The TCC Police Department will be fully informed and engaged where necessary.
- All ISD personnel and/or contract security personnel providing security in the ECHS Defined Area will undergo training with TCC's Police Department prior to undertaking such services at the ECHS.
- ISD shall be responsible for Clery reporting to the TCC Police Department for all activity within the ECHS Defined Area when the facility is in use for ECHS purposes. ISD shall

make such reports to the TCC Police immediately after the occurrence of an incident to be reported and thereafter cumulatively annually upon request.

- The TCC Police Department will have jurisdiction over the ECHS property and will provide law enforcement response and support to ISD security personnel in the ECHS Defined Area as needed and/or upon request.
- The TCC Police Department will provide security for all areas of TCC property outside the ECHS Defined Area, in accordance with applicable law and TCC policies and procedures, and the ISD Security Department will be fully informed and engaged where necessary.
- ISD shall be responsible for required criminal background checks (ISD system) of all personnel, whether ISD, TCC or contract custodial. Charges associated with such background checks will be borne by ISD.
- ISD shall manage the internet bandwidth in the ECHS Defined Area and shall be solely responsible for compliance with the federal Children’s Internet Protection Act of 2000 and all related state and federal statutes and regulations, as such statutes and regulations may be amended in the future. Such compliance shall include, but shall not be limited to, adopting and implementing an internet safety policies addressing:
 - (a) access by minors to inappropriate matter on the Internet;
 - (b) the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
 - (c) unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
 - (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and
 - (e) measures designed to restrict minors’ access to material harmful to minors, including the installation of appropriate filters on ECHS computers and other electronic devices and systems.

3) Staffing

- The number of instructional and support staff to be provided by each party will be determined in accordance with each party’s respective policies and procedures, as well as applicable law. However, it is anticipated that those determinations also will be made on a proportional basis, taking into account the number of students currently in attendance or selected to become a member of the new ninth grade cohort, compared to the total ECHS student population. Additionally, the determination will take into account the specific needs of the ECHS student population (such as those of medically fragile students) when determining staffing levels. Such determination shall be calculated each academic term before the date that each party must make teacher contract decisions. Notwithstanding the foregoing, in the event that either party reasonably determines that any component of the other party’s staffing model for the ECHS is consistently inadequate (even if compliant

with law and policy), the parties will consult with one another about the deficiencies, and the non-compliant party will use good faith diligent efforts to address the issues to the reasonable satisfaction of the other party.

4) Operations

- ISD shall require that ninth and tenth grade ECHS students wear standardized dress with an ECHS insignia (approved by both TCC and ISD) at all times when they are on TCC property.
- ISD shall require that the parents (or guardians) of all ECHS students have executed the Parental Notification, Release and Consent form set forth in the ECHS Student Handbook on or before the first day of each academic term, and a copy thereof has been provided to TCC.
- ISD shall provide an attendance clerk whose duties shall include ensuring that attendance and grades are correctly and timely entered in ISD's administrative software.
- TCC shall ensure that grades for college courses are timely and correctly entered in TCC's administrative software.
- TCC will not provide ECHS students with computers, laptops or e-readers, and to the extent the ISD elects to provide students with such equipment, ISD shall first confirm with TCC that the hardware and software for such equipment is compatible with TCC's computer system.
- ISD shall provide intentionally intrusive and intense support to any underperforming ECHS student, to assist that student to become Texas Success Initiative ("TSI") compliant prior to the commencement of that student's junior year. The College shall have the right, but not the obligation, to participate in these support efforts.
- ECHS faculty and staff shall be permitted to participate in TCC's in-house professional development courses at no charge.

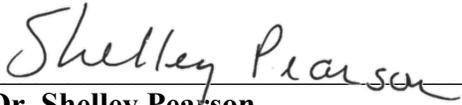
5) Expiration or Termination

- Expiration or earlier termination of the MOU shall automatically terminate this OM.

EXECUTED in duplicate original counterparts effective upon the date indicated above.

_____/alm
Dr. Matt Smith
Superintendent,
Arlington Independent School District

Date



Dr. Shelley Pearson
Vice Chancellor and Provost,
Tarrant County College District

5/14/2025
Date

Lamar P-Tech Crosswalk
Associate of Applied Science – Information Technology: Cybersecurity
Level 1 Certificate – Cybersecurity Specialist
Level 2 Certificate - Information Technology: Ethical Hacking

	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
High School	English I or II	English I or II	English II or *III	English II or *III	English III or IV	English III or IV	English IV or *English Elective	English IV or *English Elective
	Algebra I or Geometry	Algebra I or Geometry	Geometry or Algebra II	Geometry or Algebra II	Algebra II or Pre-Calculus	Algebra II or Pre-Calculus	Pre-Calculus or Calculus or *Statistics	Pre-Calculus or Calculus or *Statistics
	AP Human Geo	AP Human Geo	AP World History	AP World History	AP US History	AP US History	Government	Economics
	Biology	Biology	Chemistry	Chemistry	Adv Science	Adv Science	Adv Science	Adv Science
	Path I or similar	Path I or similar	Path II or similar	Path II or similar	Path III or similar	Path III or similar	Path IV or similar	Path IV or similar
College	<input type="checkbox"/> SPCH 1315 (03240900) or <input type="checkbox"/> DRAM1310 (03250100)	<input type="checkbox"/> SPCH 1315 (03240900) or <input type="checkbox"/> DRAM1310 (03250100)	<input type="checkbox"/> BCIS 1305 (13011400) or <input type="checkbox"/> MATH 1314 (IHE11100)	<input type="checkbox"/> BCIS 1305 (13011400) or <input type="checkbox"/> MATH 1314 (IHE11100)	<input type="checkbox"/> *ENGL 1301 (A3220100)	<input type="checkbox"/> ECON 2301 (03310300) or <input type="checkbox"/> *SOCI 1301 (03370100)	<input type="checkbox"/> ITSY 2401 (13027400)	<input type="checkbox"/> ITSY 2342 (03580360) or <input type="checkbox"/> ITSY 2443 (03580360)
					<input type="checkbox"/> CPMT 1403 (13027200)	<input type="checkbox"/> COSC 1436 (13011400)	<input type="checkbox"/> ITSY 2341 (03580855)	<input type="checkbox"/> ITSY 2372 (3581000)
					<input type="checkbox"/> ITNW 1425 (13027410)	<input type="checkbox"/> ITNW 1309 (03580850)	<input type="checkbox"/> ITSY 2330 (03581500)	<input type="checkbox"/> ITSY 2459 <i>Capstone</i> (03581600)
					<input type="checkbox"/> ITSY 1300 (03580850)	<input type="checkbox"/> ITSY 2400 (03580900)		
	* = TSI Passing Score Required () = PEIMS Code		NOTE: Students must complete all Level 1 certificate courses highlighted in GREEN in addition to those highlighted in BLUE to complete the requirements for the Level 2 certificate.			Total Credit Hours: Associated of Applied Science = 60 credit hours Cybersecurity Specialist Cert = 27 credit hours Ethical Hacking Cert = 47 credit hours		

The COLLEGE DISTRICT and SCHOOL DISTRICT will utilize Attachment A to collaborate strategic course offerings for students participating in the dual credit program toward college degree completion through the term of the agreement. Career and Technical Education (CTE) program requirements will be provided for CTE course offerings.

Information Technology: Cybersecurity

ITCY.D001.UG

Associate of Applied Science

https://catalog.tccd.edu/preview_program.php?catoid=14&poid=3845

Cybersecurity Specialist

ITCY.T001.UG

Level 1 Certificate

https://catalog.tccd.edu/preview_program.php?catoid=14&poid=3846

Ethical Hacking

ITCY.T002.UG

Level 2 Certificate

https://catalog.tccd.edu/preview_program.php?catoid=14&poid=3847

Lamar P-Tech Crosswalk Associate of Arts in Business

9 th Grade		10 th Grade		11 th Grade		12 th Grade		
High School	English I or II	English I or II	English II or *III	English II or *III	English III or IV	English III or IV	English IV or *English Elective	English IV or *English Elective
	Algebra I or Geometry	Algebra I or Geometry	Geometry or Algebra II	Geometry or Algebra II	Algebra II or Pre-Calculus	Algebra II or Pre-Calculus	Pre-Calculus or Calculus or *Statistics	Pre-Calculus or Calculus or *Statistics
	AP Human Geography	AP Human Geography	AP World History	AP World History	AP US History	AP US History	Government	Economics
	Biology	Biology	Chemistry	Chemistry	Adv Science	Adv Science	Adv Science	Adv Science
	Path I or similar	Path I or similar	Path II or similar	Path II or similar	Path III or similar	Path III or similar	Path IV or similar	Path IV or similar
College	<input type="checkbox"/> SPCH1315 (03240900) or <input type="checkbox"/> DRAM1310 (03250100)	<input type="checkbox"/> SPCH1315 (03240900) or <input type="checkbox"/> DRAM1310 (03250100)	<input type="checkbox"/> BCIS 1305 (13011400) or <input type="checkbox"/> *MATH 1324 (A3100200)	<input type="checkbox"/> BCIS 1305 (13011400) or <input type="checkbox"/> *MATH 1324 (A3100200)	<input type="checkbox"/> *ENGL 1301 (A3220100)	<input type="checkbox"/> *ENGL 1302 (A3220100)	<input type="checkbox"/> *ENGL 2322 (A3220200) or <input type="checkbox"/> *ENGL 2327 (3220400)	<input type="checkbox"/> KINE 1164 (PES00052)
					<input type="checkbox"/> *HIST 1301 (A3340100)	<input type="checkbox"/> *HIST 1302 (A3340100)	<input type="checkbox"/> *GOVT 2305 (A3330100)	<input type="checkbox"/> *GOVT 2306 (03380001)
					<input type="checkbox"/> BUSI 1301 (13011700)	<input type="checkbox"/> BUSI 2305 (13016900)	<input type="checkbox"/> ECON 2301 (03310300)	<input type="checkbox"/> ECON 2302 (03380001)
					<input type="checkbox"/> *BIOL 1408 <i>Non-Science Majors</i> (13037200) or <input type="checkbox"/> GEOL 1401 (03062000)	<input type="checkbox"/> *BIOL 1409 <i>Non-Science Majors</i> (13037200) or <input type="checkbox"/> GEOL 1402 (03062000)	<input type="checkbox"/> ACCT 2301 (13016800)	<input type="checkbox"/> ACCT 2302 (13016700)
	* = TSI Passing Score Required () = PEIMS Code	Two Lab Science Options dependent on College Major - <input type="checkbox"/> BIOL 1408 and <input type="checkbox"/> BIOL 1409; or <input type="checkbox"/> GEOL 1401 and <input type="checkbox"/> GEOL 1402				Total Credit Hours: Associate of Arts: Business = 60 credit hours		

The COLLEGE DISTRICT and SCHOOL DISTRICT will utilize Attachment A to collaborate strategic course offerings for students participating in the dual credit program toward college degree completion through the term of the agreement. Career and Technical Education (CTE) program requirements will be provided for CTE course offerings.

Business

AART.D005.UG

Associate of Arts in Business

https://catalog.tccd.edu/preview_program.php?catoid=14&poid=3645

Lamar P-Tech Crosswalk

Associate of Applied Science – Business Administration

Level 1 Certificate – Business Administration: Business I

		9 th Grade		10 th Grade		11 th Grade		12 th Grade	
High School	English I or II	English I or II	English II or *III	English II or *III	English III or IV	English III or IV	English IV or *English Elective	English IV or *English Elective	
	Algebra I or Geometry	Algebra I or Geometry	Geometry or Algebra II	Geometry or Algebra II	Algebra II or Pre-Calculus	Algebra II or Pre-Calculus	Pre-Calculus or Calculus or *Statistics	Pre-Calculus or Calculus or *Statistics	
	AP Human Geography	AP Human Geography	AP World History	AP World History	AP US History	AP US History	Government	Economics	
	Biology	Biology	Chemistry	Chemistry	Adv Science	Adv Science	Adv Science	Adv Science	
	Path I or similar	Path I or similar	Path II or similar	Path II or similar	Path III or similar	Path III or similar	Path IV or similar	Path IV or similar	
College					<input type="checkbox"/> BUSI 1301 (13011700)	<input type="checkbox"/> BUSI 2305 (13016900)	<input type="checkbox"/> MRKG 1311 (13011200) or <input type="checkbox"/> MRKG 2333 (12701500)	<input type="checkbox"/> BUSI 2301 <i>Capstone</i> (13011700)	
							<input type="checkbox"/> ECON 2301 (03310300)	<input type="checkbox"/> ECON 2302 (03380001)	
							<input type="checkbox"/> ACCT 2301 (13016800)	<input type="checkbox"/> ACCT 2302 (13016700)	
* = TSI Passing Score Required () = PEIMS Code			NOTE: Students must complete additional courses to earn the Associate of Applied Science in Business Administration.				Total Credit Hours: Business 1 Cert = 24 credit hours		
The COLLEGE DISTRICT and SCHOOL DISTRICT will utilize Attachment A to collaborate strategic course offerings for students participating in the dual credit program toward college degree completion through the term of the agreement. Career and Technical Education (CTE) program requirements will be provided for CTE course offerings.									

Business Administration: Business

BBUS.T001.UG

Level 1 Certificate

https://catalog.tccd.edu/preview_program.php?catoid=14&poid=3690

Arlington Independent School District Board of Trustees Communication

Meeting Date:	June 5, 2025	Consent Item
Subject:	Approval of 2025-2026 Student Code of Conduct	

Purpose:

To provide the Board of Trustees the opportunity to approve the Student Code of Conduct for the 2025-2026 school year.

Background:

A committee consisting of students, parent/community members, teachers, campus administrators and central administrators met during the spring to review and consider revisions to the Student Code of Conduct. The process included all stakeholders reviewing the document and making recommendations for additions, deletions and revisions to the document. Those recommendations were vetted by the committee and presented to administration for consideration and review. The proposed revisions were presented to the Board Governance Committee for further discussion and review.

Fiscal Implications:

None

Recommendation:

The Administration recommends the Board of Trustees approve the Student Code of Conduct for the 2025-2026 school year.

Submitted to: Board of Trustees Arlington Independent School District	Submitted by: Michael Hill, Ed. D  <hr/> Prepared by: Michael Hill, Ed.D Date: May 27, 2025
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October 2025 Superintendent Evaluation Instrument

Philosophy

“How we do business is just as important as the business we do.”

It is the firm belief of this committee that in order to create the most effective evaluation tool we had to begin with a clear understanding of what attributes and skills we could expect from a great leader.

Attributes:

- Visionary
- Inspirational
- Disciplined
- Intolerant of mediocrity
- Calculated risk taker
- Thrives in changing environment
- Brand champion
- Integrity
- Decisiveness
- High intellectual capacity
- Resolve
- High emotional intelligence

Skills:

- Complete understanding of industry
- Great communicator
- Consensus builder – get everyone going in the same direction
- Create a great leadership team
- Drive culture of performance
- Brand champion
- Produce desired result

This document is a locally adopted superintendent evaluation instrument composed of the following four sections:

1. [District Priorities and Key Progress Measures \(Adopted September 2024\)](#)
2. [Superintendent’s Duties](#)
3. [Academic Improvement \(HB 3 Goals\)](#)

Additionally, all board trustees will review the information outlined in Arlington ISD’s [TAPR Report](#). The board evaluates the superintendent as a body. Each trustee must participate in the evaluation process and sign the completed evaluation document prior to reviewing its contents with the superintendent. The superintendent then signs the completed evaluation after reviewing its contents with the board president.



Signature Page

Board of Trustees & Superintendent Signatures:

Justin Chapa, Board President

Sarah McMurrough, Board Vice President

Brooklyn Richardson, Board Secretary

Melody Fowler, Board Trustee

Leanne Haynes, Board Trustee

Larry Mike, Board Trustee

David Wilbanks, Board Trustee

Dr. Matt Smith, Superintendent



Section 1: District Priorities and Key Progress Measures

1. **Priority: Academic Growth- Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.**

- Conduct a Curriculum Management Audit and present actionable insights to the Board by the end of the 2024-25 school year.

_____ Did not meet _____ In progress _____ Met KPM

2. **Priority: Culture- Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.**

- Design a district-wide professional learning plan that aligns with district priorities by April 15, 2025.

_____ Did not meet _____ In progress _____ Met KPM

- Increase our employee retention satisfaction index score from 3.9 to 4.0 by June 2025.

_____ Did not meet _____ Met KPM

3. **Priority: Safety and Discipline - Create safe and productive learning environments in which every student and staff member can thrive.**

- By January 1, 2025, collaboratively design and implement behavior support action plans aligned to individual campus needs to be implemented during the spring semester.

_____ Did not meet _____ In progress _____ Met KPM

- Increase the Procedural Effectiveness factor score from the Campus Safety Working Conditions domain on the AISD Staff survey from 3.9 to 4.1 by June 2025.

_____ Did not meet _____ Met KPM



4. Priority: Marketing and Engagement - Involve families and community stakeholders as valued partners in student learning.

- Develop a comprehensive marketing plan by April 2025.

_____ Did not meet _____ In progress _____ Met KPM

- AISD will increase our net promoter score from our annual parent survey from 39% to 41%.

_____ Did not meet _____ Met KPM

5. Priority: Resources - Maximize our resources to promote a thriving district while maintaining sound fiscal management.

- Develop an agreed upon campus needs index using key metrics for strategic staffing and resource allocation by March 1, 2025.

_____ Did not meet _____ In progress _____ Met KPM

Board's remarks (optional):



Section 2: Superintendent's Duties -See [BJA \(LOCAL\)](#)

1. The superintendent provides leadership and direction for the development of an educational system that is based on the needs of students, on standards of excellence and equity, and on community goals.

_____ Not Adequate _____ Meets Expectations _____ Exceeds Expectations

2. The superintendent demonstrates effective planning and management of District administration, finances, operations, and personnel.

_____ Not Adequate _____ Meets Expectations _____ Exceeds Expectations

3. The superintendent maintains positive and professional working relationships with the Board and the community.

_____ Not Adequate _____ Meets Expectations _____ Exceeds Expectations

Board's remarks (optional):



Section 3: Academic Improvement

<u>HB 3 Goal</u> Detail	History (23-24)	24-25 Performance Target	24-25 Actual
Goal 1 - Literacy			
Student achievement on the third-grade state assessment in reading at the <i>Approaches</i> performance level or above shall increase from 62% to 65% by August 2025.	62%	65%	
Student achievement on the third-grade state assessment in reading at the <i>Meets</i> performance level or above shall increase from 36% to 39% by August 2025.	36%	39%	
Student achievement on the third-grade state assessment in reading at the <i>Masters</i> performance level shall increase from 13% to 15% by August 2025.	13%	15%	
Goal 2 - Mathematics			
Student achievement on the third-grade state assessment in mathematics at the <i>Approaches</i> performance level or above shall increase from 63% to 67% by August 2025.	63%	67%	
Student achievement on the third-grade state assessment in mathematics at the <i>Meets</i> performance level or above shall increase from 34% to 37% by August 2025.	34%	37%	
Student achievement on the third-grade state assessment in mathematics at the achievement at the <i>Masters</i> performance level shall increase from 11% to 14% by August 2025.	11%	14%	
Goal 3 - Career, College, & Military Readiness (CCMR)			
College, Career and Military Readiness shall increase from 88% to 90% by August 2025.	88%	90%	

Board’s remarks (optional):



Highlights of 24-25 & Focus Areas for 25-26

- Highlights of 24-25:

- Focus Areas for 25-26: