

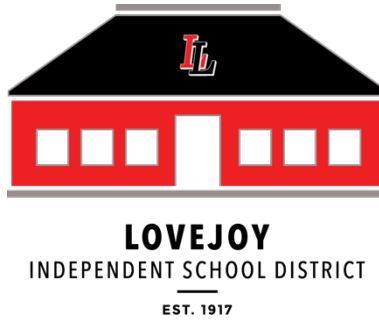
Board Workshop
Tuesday, February 14, 2023 8:30 AM

Carrie L. Lovejoy Child Development Center:
Room C113
256 Country Club Road
Allen, TX 75002

Agenda

1. Call to Order
Presenter: Barrett Owens, President
2. Roll Call and Announcement by President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law
Presenter: Barrett Owens, President
3. Closed Session, Gov't. Code 551.071-551.084. The Board May Retire into Closed Session in Accordance with the Texas Open Meetings Act
Presenter: Barrett Owens, President
 - 3.A. 551-071 For the purpose of a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.
 - 3.A.1. Consultation with legal counsel regarding responses to requests for information and confidentiality requirements.
 - 3.B. 551-072 For the purpose of deliberating the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the District in negotiations with a third person.
 - 3.C. 551-073 For the purpose of deliberating a negotiated contract for a prospective gift donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
 - 3.D. 551-074 For the purpose of deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.
 - 3.D.1. Evaluation of Employees and District planning for the 23 – 24 school year.
 - 3.E. 551-076 For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.
 - 3.F. 551-082 For the purpose of deliberating in a case involving discipline of a public school child, or in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.

- 3.G. 551-0821 For the purpose of deliberating a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.
- 3.H. 551-083 For the purpose of discussing or deliberating the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 3.I. 551-084 For the purpose of excluding a witness from a hearing during the examination of another witness.
- 4. Return to Open Meeting for Action, If Necessary, On Matters Discussed In Closed Session
Presenter: Barrett Owens, President
- 5. Public Comments Related to February 14, 2023 Agenda Items
Presenter: Rodricka Taylor, Coordinator for the Superintendent and Board Services



Public Comment Procedures

Workshops and Special Meetings

Submitting for Public Comment

Any individual seeking to speak during the public comment session of a workshop or special meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice.

Public comment cards must be completed in their entirety with accurate and truthful information and must designate the specific agenda item.

The Board will provide speakers that submit a public comment card on an agenda item the opportunity to speak prior to the Board's consideration of the item in the order in which they were received.

Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual gets one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items.

If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting.

The comments made by speakers at public comment reflect the opinions solely of the speaker and not the Board of Trustees as a governing body or the District.

Order of Agenda and Limitations

The Board reserves the right to change the order of the agenda items on the notice of meeting and / or defer agenda items until a later date.

Each speaker will be provided up to three minutes to address the Board of Trustees unless more than 10 speakers sign up to speak, in which case, the presiding officer reserves the right to reduce the time allotted to each speaker to no less than one minute per speaker. (Board Policy BED (LOCAL)).

If at any time, in the opinion of the presiding officer, the individual speaker is attempting to address a non-agenda item in the agenda item public comment period, the presiding officer or designee may stop the speaker.

Disruptive Behavior

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement.

It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

Conduct defined by Texas Penal Code §42.01 and Board Policies BED (LEGAL) and BED (LOCAL).

Failure to yield the podium at the conclusion of the time allotted to a speaker at public comment constitutes a disruption and will be addressed accordingly.

Comments made to the Board of Trustees by meeting attendees and/or speakers outside of the designated public comment periods during a meeting constitute a disruption.

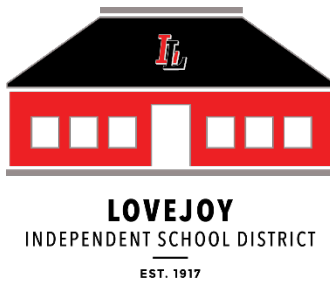
Board's Response to Public Comment

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting. The Board may also refer a speaker to a staff member in authority over the issue.

For specific complaints or concerns, speakers are encouraged to utilize the District's appropriate grievance procedures and policies set forth in Board Policies FNG (LOCAL), DGBA (LOCAL), and GF (LOCAL).

Statement of Non-Discrimination

The Board does not discriminate against speech on the basis of viewpoint.



School Board Public Comments Sign In February 14, 2023

The Board of Trustees encourages public comment. All public comment at a meeting other than a regularly scheduled meeting should be limited to agenda items posted for the meeting. By signing up to provide public comment at a Board meeting, you are acknowledging and accepting the procedures for public comment available online at lovejoyisd.net.

Any individual seeking to speak during the public comment session of a regular board meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice. Public comment cards must be completed in their entirety with accurate and truthful information and must designate whether the speaker is speaking on a specific agenda item. Failure to designate an agenda item relevant to the speaker's comments will result in the classification of the public comment as a non-agenda item comment, to be heard at a later time in the meeting. Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual will have one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items. If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting. All speakers will be limited to no more than three minutes. The presiding officer reserves the right to reduce the number of minutes per speaker to no less than one minute per speaker in order to maintain effective meeting management. The speakers will be recognized in the order in which each person signs up. If there are more speakers than time allotted for public comment, the amount of time per speaker may be reduced, as determined appropriate by the Board of Trustees. If time does not allow for you to speak at public comment, the Board of Trustees may allot additional time for public comment or defer specific agenda items for review at a subsequent meeting in an effort to allow more public comment, as determined necessary by the Board. This public comment card will not be maintained from one meeting to the next and is only applicable to the meeting on the date in which it was submitted.

If you have a specific concern related to an employee of the District or a specific student issue, you are encouraged to utilize the District's grievance procedures provided in Board Policies DGBA (LOCAL), FNG (LOCAL), and GF (LOCAL) or applicable grievance process. Each grievance procedure allows for an individual to redress grievances with the Board of Trustees. All relevant policies are available online at lovejoyisd.net.

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The Board of Trustees appreciates your active participation in the school district.

***I wish to address the Board about an agenda item on the February 14, 2023 agenda.**

I wish to speak about agenda item #_____ which is titled:

***I wish to participate in the open forum by speaking about the following topic:**

First and Last Name:

Address:

Phone:

Organization (if applicable):

Printed Name & Signature (Acknowledging you have read the procedures above)

Print:

Signature:

Date:

6. Consider and Act on a Resolution for Emergency Closures

Presenter: Anna Koenig, Executive Director of Human Resources and Communications



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INDEPENDENT SCHOOL DISTRICT
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Lovejoy Independent School District Board of Trustees

Date of Meeting	February 14, 2023
Document Title	Resolution for Emergency Closures
Presented For	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Anna Koenig, Executive Director of Human Resources and Communications

Executive Summary

The District was closed due to inclement weather on January 31 and February 1-3. January 31 and February 1 will be made up on the bad-weather make-up days. The District will apply for a waiver for February 2 and February 3, 2023. Board Policy DEA (LOCAL) allows the Board to authorize salary payments to employees during closures because they were not permitted to report to work. Rescheduling this workday would prove challenging based on each staff day calendar, so the administration is recommending to make all employees whole without a reduction in pay due to the days of emergency closures. Taking action at this time would prevent reductions in staff's expected paychecks resulting from the closures. All appropriate staff will be expected to report to work on the designated bad weather makeup days which are February 20 and April 10, 2023 according to the student calendar. Funds are already budgeted for these work days.

Fiscal Implications

No fiscal implications. Payroll funds would be used as budgeted.

Administrator Recommendation

It is the recommendation of the Administration that the Board of Trustees authorize salary payments as detailed in accordance with Board Policy DEA (LOCAL) for the Emergency District Closures on February 2 and February 3, 2023.

Board Priority

Priority 2: Culture: Legacy of Excellence

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will align their actions with our Core Values and prioritize relationships, learning collaboration, results, and fun. Lovejoy ISD will invest in a culture that provides exceptional learning opportunities for students and supports their development toward The Graduate Profile.

Priority 3: Continuous Improvement and Financial Sustainability

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continuous improvement in all aspects of district services remains a commitment with the goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will continue to prioritize planning for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy Experience. Our priority on legislative advocacy in the area of school finance will be emphasized through implementation of a Board Legislative Sub-Committee.

Priority 4: Parent and Community Partnership

Lovejoy ISD will build strong community connections and trust through effective communication with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's Legacy of Excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future. Parent and Community involvement and transparency will be prioritized as tools for continuous improvement.

Priority 5: Safety and Security

Lovejoy ISD will continuously examine and analyze best practices in the areas of safety and security. We commit to a focus on safety, security, and protecting Lovejoy ISD's positive learning environment. The personal and social needs of Lovejoy ISD students will be prioritized.

RESOLUTION FOR EMERGENCY CLOSURES

THE BOARD OF TRUSTEES OF THE LOVEJOY INDEPENDENT SCHOOL DISTRICT AUTHORIZING SALARY PAYMENTS TO DISTRICT EMPLOYEES

WHEREAS the Lovejoy Independent School District (“Lovejoy ISD” or “District”) was closed due to inclement weather on February 2, 2023 and February 3, 2023; and

WHEREAS the Closures are in the best interest of the safety of the District’s students, community, and employees; and

WHEREAS in the case of the Closures, and to maintain the integrity of the 2022-2023 Academic Calendar, the District may utilize: additional operational minutes within the approved 2023-2023 Academic Calendar; designated Bad Weather Make-Up Days allocated within the 2022-2023 Academic Calendar; minutes accrued through the Staff Development Waiver; or minutes through a Missed School Day waiver granted by the Texas Education Agency; and

WHEREAS the Closures prevent many District contractual and non-contractual employees from reporting to work on assigned work days during the Closures; and

WHEREAS the Board of Trustees (“Board”) is authorized by Texas Education Code Section 45.105 and Board policies to expend funds of the District for purposes necessary in the conduct of the public schools; and

WHEREAS the Board finds that a need exists to address wage payments for contractual and non-contractual employees who are instructed not to report to work, and who may suffer a loss of pay, during the Closures; and

WHEREAS, although the Lovejoy ISD is not legally obligated to pay non-exempt employees during such Closures, it is permissible to pay employees pursuant to the terms outlined herein; and

WHEREAS, continuing wage payments as outlined herein, serves the public purposes of maintaining safety, maintaining morale, reducing turnover, providing equity between idled employees and on-site emergency-related services, and ensuring continuity of District staffing when schools reopen; and

WHEREAS any payments made under this Resolution will be according to employees’ normal work schedules and pay rates; and

WHEREAS, the Board retains sufficient controls over payments under this Resolution; and

WHEREAS the District will receive a return benefit from such compensation of the District's employees;

NOW, THEREFORE, BE IT RESOLVED, the Board of Trustees of the Lovejoy Independent School District authorizes payment to all employees of the District who were prevented from working on any scheduled workday during the Closures, according to the terms outlined herein.

BE IT FURTHER RESOLVED: 1) the Superintendent of Schools, or her designee, shall determine the timing and manner in which the compensation in this Resolution shall be paid, under the terms outlined herein; and 2) the Board authorizes the District's administration to create operating procedures and/or regulations for the implementation of this Resolution.

DULY PASSED and ADOPTED this 14th day of February, 2023.

By: _____
Barrett Owens, President
Lovejoy Independent School District

ATTEST:

By: _____
Anne Smith, Secretary
Lovejoy Independent School District

COMPENSATION AND BENEFITS
COMPENSATION PLAN

DEA
(LOCAL)

	<p>The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. [See also DEAA] The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District. The Board shall also determine the total compensation package for the Superintendent. [See BJ series]</p>
Pay Administration	<p>The Superintendent shall implement the compensation plan and establish procedures for plan administration consistent with the budget. The Superintendent or designee shall classify each job title within the compensation plan based on the qualifications, duties, and market value of the position.</p>
Annualized Salary Required	<p>The District shall pay all employees over 12 months, regardless of the number of months employed during the school year. An employee shall receive his or her compensation in equal monthly payments, beginning with the first pay period of the school year.</p>
Pay Increases	<p>The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. The Superintendent or designee shall determine pay adjustments for individual employees, within the approved budget following established procedures.</p>
<i>Mid-Year Pay Increases</i>	<p>A contract employee's pay may be increased after performance on the contract has begun only if authorized by the compensation plan of the District or there is a change in the employee's job assignment or duties during the term of the contract that warrants additional compensation. Any such changes in pay that do not conform with the compensation plan shall require Board approval. [See DEA(LEGAL) for provisions on pay increases and public hearing requirements]</p>
Contract Employees	
Noncontract Employees	<p>The Superintendent may grant a pay increase to a noncontract employee after duties have begun because of a change in the employee's job assignment or to address pay equity. The Superintendent shall report any such pay increases to the Board at the next regular meeting.</p>
Pay During Closing	<p>If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure. [See EB for the authority to close schools]</p>

7. Presentation: Supplemental Benefit Review

Presenter: Anna Koenig, Executive Director of Human Resources and Communications

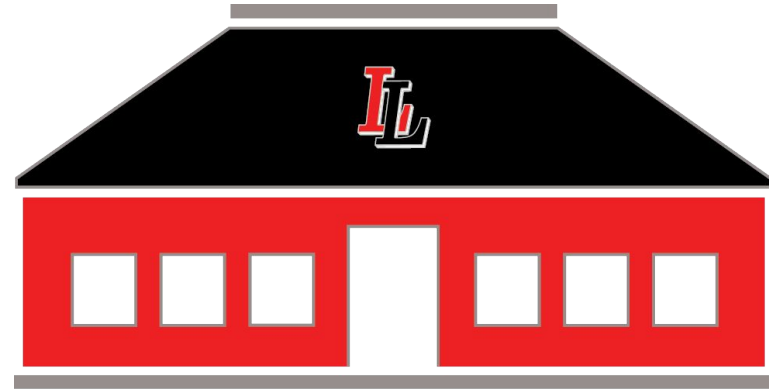
Supplemental Benefit Review

ANNA KOENIG

Executive Director of HR & Communications

February 14, 2023

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LOVEJOY 2030 Strategic Plan

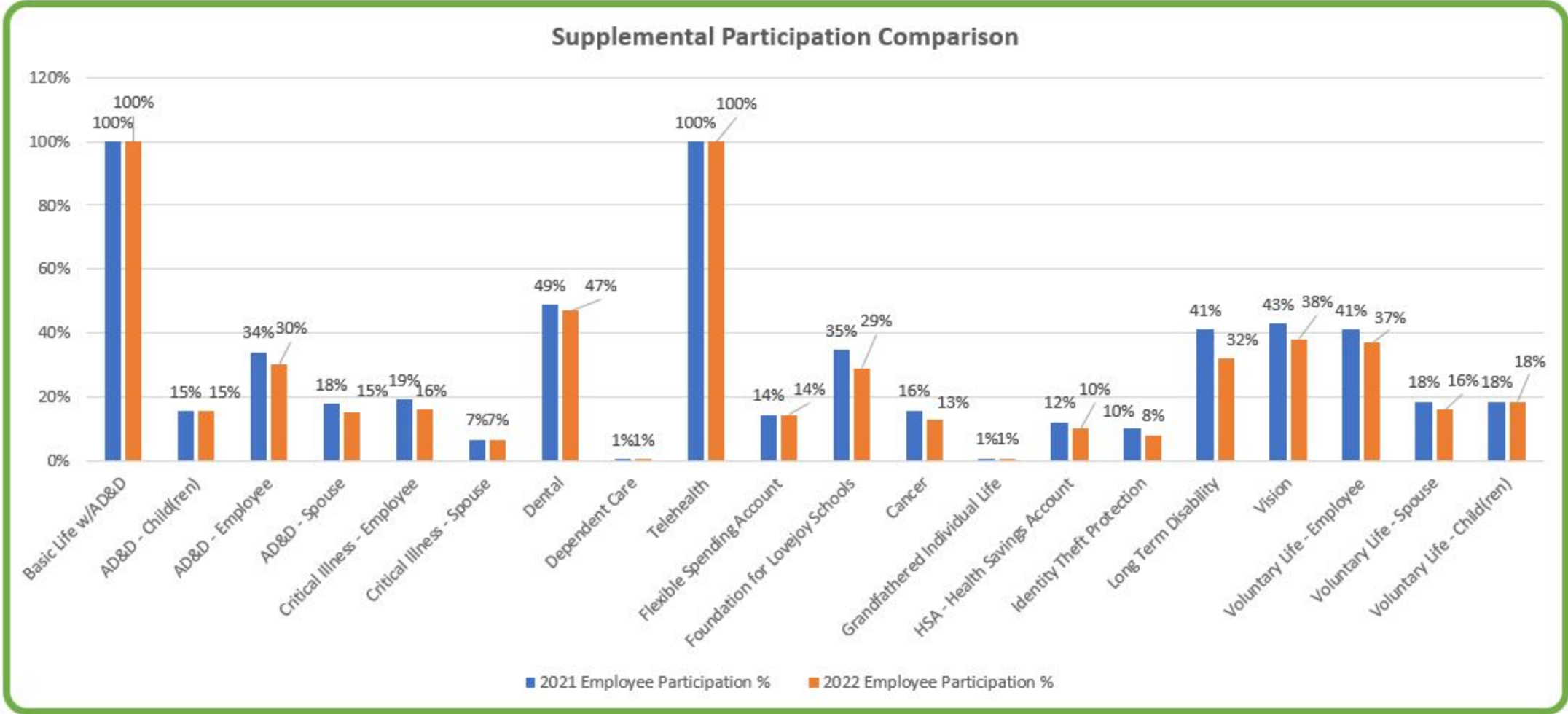
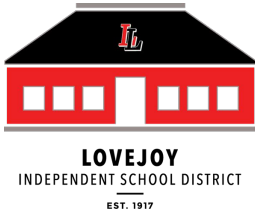


	<h2 style="text-align: center;">Talent Acquisition, Retention, and Support</h2>	
<p>Strategic Target 6.2</p>	<p>Lovejoy ISD will create an enhanced compensation plan to allow for innovative monetary and non-monetary compensation work features that reward highly effective teachers.</p>	
	<p style="text-align: center;">Strategy</p>	<p style="text-align: center;">Key Indicators</p>
<p>Strategy 6.2.1</p>	<p>Involve stakeholders in creative compensation that aligns to district goals.</p>	<p>Stakeholder Feedback Development and Communication of Enhanced Compensation Plan</p>
<p>Strategy 6.2.2</p>	<p>Explore alternative avenues for financial rewards/incentive programs. (E.g., referral bonuses, retention bonuses, and certification incentives, etc. for teachers)</p>	<p>Apply for Programs and Grants (TIA, TCLAS, grow your own based on teacher input) Research Donations/Grants Through Private or Corporate Partnerships</p>
<p>Strategy 6.2.3</p>	<p>Explore all options for non-monetary compensation.</p>	<p>Teacher Input and Feedback Development, Implementation, and Communication of Enhanced Compensation Plan</p>

Current District Contributions

Benefit for ALL Employees	Cost to District per Employee
Term Life Insurance \$15,000 Basic Life and AD&D	\$.60
MDLive Telehealth Services Covers Entire Family	\$6.00

Supplemental Participation



Dental Plans



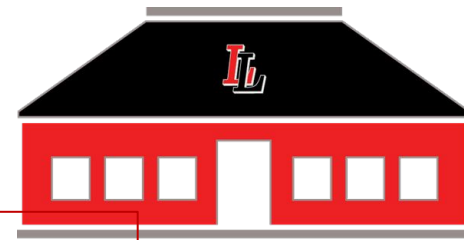
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DENTAL PLANS	CURRENT			RENEWAL			2023-2024 PLAN		
	UHC	UHC	UHC	UHC	UHC	UHC	MetLife	MetLife	MetLife
	Low Plan	High Plan	DHMO	Low Plan	High Plan	DHMO	Low Plan	High Plan	DHMO
Plan Annual Maximum	1000	1500	N/A	1000	1500	N/A	1000	1500	N/A
Annual Deductible Individual/Family	\$50/\$150	\$50/%150	Fee Schedule	\$50/\$150	\$50/%150	Fee Schedule	\$50/\$150	\$50/%150	Fee Schedule
RATES (Per Month)									
Employee Only	\$36.06	\$41.11	\$10.45	\$38.95	\$44.40	\$10.45	\$34.98	\$39.88	\$10.45
Employee + Spouse	\$71.46	\$81.46	\$20.25	\$77.19	\$87.98	\$20.25	\$69.32	\$79.02	\$20.25
Employee + Children	\$80.27	\$91.51	\$21.92	\$86.70	\$98.83	\$21.92	\$77.86	\$88.76	\$21.92
Employee + Family	\$120.89	\$137.84	\$31.72	\$130.58	\$148.87	\$31.72	\$117.26	\$133.70	\$31.72
						<i>Rate Pass</i>			
Rate Guarantee				12 mos	12 mos	12 mos	24 mos	24 mos	24 mos
Rate Cap 3rd Year	0	0	0	0	0	0	6%	6%	6%
				8% Increase (12 mos rate guarantee)			<i>Lower premiums, same coverage with longer rate guarantee</i>		

Vision Plans

VISION	CURRENT		2023-2024 PLAN	
	AVESIS	AVESIS	MetLife	MetLife
Copays		Enhanced	In-Network	Out-of-Network
Vision Exams (Including refraction)	\$10	\$10	\$10	\$45 allowance after \$0 copay
Materials (Frames & Lenses)	\$15	\$15	\$15	
Contact Lense Fit & Follow Up	Up to \$50	Up to \$50	Necessary Covered in Full Elective \$150 Allowance	Necessary -\$105 Allowance Elective \$210 Allowance
Frame Allowance	\$50 Wholesale	\$130	\$150	\$70 Allowance
			20% off any amount over allowance except at Costco, Walmart & Sams	
Frequency				
Eye Exam	Once every 12 months		Once every 12 months	
Lenses	Once every 12 months		Once every 12 months	
Frames	Once every 24 months		Once every 12 months	
Contact Lenses	Once every 12 months		Once every 12 months	
Rates				
Employee Only	\$7.74	\$8.51	\$7.37	\$7.37
Employee + Spouse	\$14.01	\$15.41	\$13.33	\$13.33
Employee + Children	\$15.05	\$16.56	\$14.32	\$14.32
Employee + Family	\$21.58	\$23.74	\$20.54	\$20.54
Rate Guarantee	24 mos	24 mos	48 mos	48 mos
	<i>Lower premiums and longer rate guarantee</i>			

Takeaways



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Dental

- Contacted two out-of-network dental providers with largest claims (19%), both used CIGNA
- CIGNA declined to quote LISD

Dental Collected Revenue	Dental Incurred Claims	BCR (Benefit Cost Ratio)
\$210,337	\$203,539	96.8%

Vision

- Moved from a 12/12/24 plan to a 12/12/12 plan

General

- Out-of-Network claims result in higher premiums
- Provide in-network provider list to employees
- Using MetLife for Vision & Dental provides lower premiums, longer rate guarantees and better coverage

Product Renewals



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Dental

UHC(current) to MetLife

- **Up to 3% Rate Decrease**
- Next Renewal 9/2025
- Benefit Insight: 47% Participation; 261 Employees

Vision

Avesis (current) to MetLife

- **Better Plan service with a Rate Decrease.**
- **12/12/12 plan**
- Next Renewal 9/2027
- Benefit Insight: 38% Participation; 212 Employees

Cancer

APL

- 1 Year Rate Pass
- Next Renewal 9/2024
- Benefit Insight: 13% Participation; 74 Employees

Disability

Cigna

- 3 Year Rate Pass
- Next Renewal: 9/2026
- Benefit Insight: 32% Participation; 176 Employees

Product Renewals



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Basic Life

Cigna

- 3 Year Rate Pass
- Next Renewal: 9/2026



Vol. Life

Cigna

- 3 Year Rate Pass
- Next Renewal: 9/2026
- Benefit Insight: 37% Participation; 202 Employees



AD&D

Cigna

- 3 Year Rate Pass
- Next Renewal: 9/2026
- Benefit Insight: 30% Participation; 164 Employees



Telehealth

MD LIVE

- 1 Year Rate Pass
- Next Renewal: 9/2024

Product Renewals



HSA

EECU

- Benefit Insight: 10% Participation; 57 Employees



Identity
Theft

ID Watchdog

- 1 Year Rate Pass
- Next Renewal: 9/2024
- Benefit Insight: 8% Participation; 45 Employees

FSA

NBS

- Benefit Insight: 14% Participation; 75 Employees



Critical
Illness

UNUM(current) to CHUBB

- **Same Plan Benefits, Better price**
- Benefit Insight: 10% Participation; 57 Employees



Hospital
Indemnity

NEW BENEFIT - CHUBB

- **Adding Hospital Indemnity Plan to Benefits**
- **No pre-existing conditions**
- **Guaranteed participation**
- **2 Plans to choose from - \$1,500 or \$5,000**



THANK YOU

8. Presentation: Missed School Days Due to Inclement Weather Report
Presenter: Kevin Parker, Executive Director of Student Services

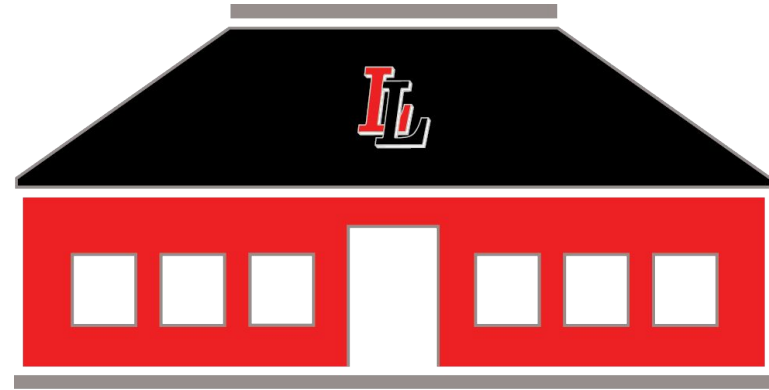
Student Services

Kevin Parker

Executive Director of Student Services

February 14, 2023

Board Workshop



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Missed School Days Due To Inclement Weather

What Are We Required to Do?

- Student Attendance and Accountability Handbook (SAAH) requires districts to:
 - use dedicated bad weather make up days embedded in school calendar AND
 - any instructional minutes banked above the required 75,600 minutes
- Once both of these requirements are met, districts may file waivers for any campuses who have met the above criteria.

What About Lovejoy?

- PES, HES, and SCIS
 - attend 73,625 minutes
 - 435 minutes per day
 - 125 minutes banked
- Willow Springs Middle School
 - attends 74,400 minutes
 - 440 minutes per day
 - 940 minutes banked
- Lovejoy High School
 - attends 74,895
 - 455 minutes per day
 - 1,395 minutes banked

TEA allows districts to
use 5 professional
development days
@ 420 minutes per
day to be used toward
instructional minutes
(2100 minutes)

What About Lovejoy?

- January 31
 - All campuses attend on February 20
- February 1
 - All campuses attend April 10
- February 2
 - File waiver for PES, HES, and SCIS
 - Use banked minutes for WSMS and LHS
- February 3
 - File waiver for PES, HES, and SCIS
 - Use banked minutes for WSMS and LHS

Notes

- Each district is unique on how they make up inclement weather days due to the length of their school days and number of days students attend school.



THANK YOU

9. Presentation: Special Education Programming Update

Presenter: Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction

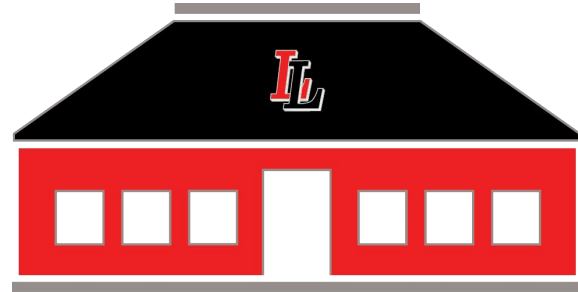
Special Education Programming Update

DR. LAURIE TINSLEY

ASSISTANT SUPERINTENDENT OF CURRICULUM
AND INSTRUCTION

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Staffing

Case Manager Assignments/Loads
Staffing Allocations
Compensation
Roles and Responsibilities of SPED Staff
Alternative Methods for Teacher Recruitment

Professional Development

Student Behavioral Supports
Case Manager Meetings
Lunch and Learn Series (Admin)
Literacy Trainings
Special Education Staff Connect Resource

Program Areas Under Review

Case Manager Assignments/Loads
Transition Programming
Occupational Prep and Vocational Exploration
School and Home Communication Systems
Staffing Allocations
Assessment Planning and Duties
Parent Partnerships
Planning Time for Staff

Parent Partnerships

Special Education Advisory Team
Education and Informational Meetings
Website Updates
Newsletters



Questions

10. Presentation: House Bill 3 Goals Update

Presenter: Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction

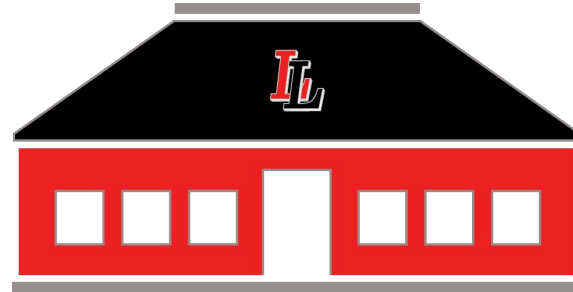
House Bill 3 Goals Update

LAURIE TINSLEY

ASSISTANT SUPERINTENDENT OF CURRICULUM
AND INSTRUCTION

February 14, 2023

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House Bill 3 Board

Adopted Goals


Statute requires school boards to adopt detailed plans developed by their management teams that contain detailed **specific quantifiable goals** in three areas.



Early
Childhood
Literacy
Proficiency



Early
Childhood
Math
Proficiency



College,
Career, and
Military
Readiness

HOUSE BILL 3 APPROVED BOARD GOALS

**Early
Literacy**

GOAL 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 81% to 87% by June 2025.

**Early
Math**

GOAL 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 76% to 85% by June 2025.

CCMR

GOAL 3

The percentage of graduates that meet the criteria for CCMR will increase from 94% to 98% by August 2025.

LISD Board of Trustees Approved September 26, 2022



**EARLY CHILDHOOD
LITERACY GOALS**

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 81% to 87% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
69% (actual)	81% (actual)	83%	85%	87%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	*	*	73%	*	*	*	*	39%	*	80%	*	66%	72%
2022	*	77%	82%	*	91%	*	*	65%	*	*	*	*	*
2023	*	78%	83%	*	92%	*	*	66%	*	*	*	*	*
2024	*	79%	84%	*	93%	*	*	67%	*	*	*	*	*
2025	*	80%	85%	*	94%	*	*	68%	*	*	*	*	*

Early Childhood Literacy Progress Measure 1

The percent of Kindergarten students that are reading on grade level or above will increase from 79% to 85% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
79%	71%*	79%	82%	85%

STRATEGIES

- All Kindergarten teachers and Special Education Teachers complete Texas Reading Academies
- Increase frequency of progress monitoring
- Culture of collaborative team planning focused on priority standards
- Frequent use and analysis of common formative assessment
- Intentional focus on intervention and enrichment opportunities for all students
- Time throughout the year for district wide vertical team planning

*end of year goal increased. Will remain at this level for 2023-2025.

Early Childhood Literacy Progress Measure 2

The percent of 1st grade students that are reading on grade level or above will increase from 76% to 85% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
76%	78%	80%	83%	85%

STRATEGIES

- All 1st grade teachers and Special Education Teachers complete Texas Reading Academies
- Increase frequency of progress monitoring
- Culture of collaborative team planning focused on priority standards
- Frequent use and analysis of common formative assessment
- Intentional focus on intervention and enrichment opportunities for all students
- Time throughout the year for district wide vertical team planning

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that are reading on grade level or above will increase from 86% to 90% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
86%	86%	87%	88%	90%

STRATEGIES

- All 2nd grade teachers and Special Education Teachers complete Texas Reading Academies
- Increase frequency of progress monitoring
- Culture of collaborative team planning focused on priority standards
- Frequent use and analysis of common formative assessment
- Intentional focus on intervention and enrichment opportunities for all students
- Time throughout the year for district wide vertical team planning

Early Childhood Literacy Goals Progress Update

- Currently 23 teachers are enrolled in the Reading Academy Cohort. The cohort has completed Module 8-Chapter 5 as of January 11, 2023. 14 sessions have been held including 34 hours of content.
- The Balanced Assessment Framework was initially shared with staff September 2022. A follow up and further discussions on how to utilize the framework to assess and monitor student progress measures was conducted November 8, 2022 during Learning in Lovejoy 2.0.
- The Multi-Tiered Systems of Support (MTSS) framework was shared with staff during Learning in Lovejoy 2.0, November 8, 2023. The framework outlines steps to assist teachers and staff to identify achievement levels and implement intervention and enrichment supports required for identified students.
- Teachers have received training on *Build*, *Bridges*, and *Amira*, all of which provide intervention supports for students in reading.
- Campus Problem Solving Teams (PST) are in place where educators regularly meet to consider student needs, establish goals, determine appropriate interventions and extensions, and identify strategies to support academic growth.

Early Childhood Literacy Goals Progress Update

- The District launched an assessment data dashboard that allows efficiencies for staff to regularly monitor student progress and have the ability to offer timely interventions to assist in closing identified reading achievement gaps. (ESSR Funds)
- The District ELAR Vertical Team convened September 20, November 15, 2022 and February 7, 2023. One of roles of the team is to monitor and analyze student performance data PreK-12 and align instructional strategies to foster student growth.



**EARLY CHILDHOOD
MATH GOALS**

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 76% to 85% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
65% (actual)	76% (actual)	80%	83%	85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	*	*	68%	*	*	*	*	42%	*	80%	*	66%	63%
2022	*	87%	73%	*	97%	*	*	50%	*	*	*	*	*
2023	*	88%	75%	*	98%	*	*	51%	*	*	*	*	*
2024	*	89%	77%	*	99%	*	*	52%	*	*	*	*	*
2025	*	90%	79%	*	100%	*	*	53%	*	*	*	*	*

Early Childhood Math Progress Measure 1

The percentage of Kindergarten students that score meets or masters on the End of Year Math Assessment will increase from 78% to 84% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
*	78%	80%	82%	84%

STRATEGIES

- Culture of collaborative team planning focused on priority standards
- Frequent use and analysis of common formative assessment
- Increase frequency of progress monitoring
- Intentional focus on intervention and enrichment opportunities for all students
- Time throughout the year for district wide vertical team planning
- Create and implement a math framework through the Strong Foundation Math Framework Development Grant

Early Childhood Math Progress Measure 2

The percentage of 1st grade students that score meets or masters on the End of Year Math Assessment will increase from 64% to 75% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
*	64%	68%	71%	75%

STRATEGIES

- Culture of collaborative team planning focused on priority standards
- Frequent use and analysis of common formative assessment
- Increase frequency of progress monitoring
- Intentional focus on intervention and enrichment opportunities for all students
- Time throughout the year for district wide vertical team planning
- Create and implement a math framework through the Strong Foundation Math Framework Development Grant

Early Childhood Math Progress Measure 3

The percentage of 3rd grade students that score meets or masters on the End of Year Math Assessment will increase from 76% to 84% by June 2025.

Yearly Target Goals


2021	2022	2023	2024	2025
*	76%	78%	81%	84%

STRATEGIES

- Culture of collaborative team planning focused on priority standards
- Frequent use and analysis of common formative assessment
- Increase frequency of progress monitoring
- Intentional focus on intervention and enrichment opportunities for all students
- Time throughout the year for district wide vertical team planning
- Create and implement a math framework through the Strong Foundation Math Framework Development Grant

Early Childhood Math Goals Progress Update

- The District Math Vertical Team convened September 20, November 15, 2022 and February 7, 2023. One of roles of the team is to monitor and analyze student performance data PreK-12 and align instructional strategies to foster student growth.
- The District was awarded the The Strong Foundation Math Framework grant. The grant included 2 days for a team of PreK-12 teachers to participate in collective learning centered around research based instructional strategies for mathematics.
- The Balanced Assessment Framework was initially shared with staff September 2022. A follow up and further discussions on how to utilize the framework to assess and monitor student progress measures was conducted November 8, 2022 during Learning in Lovejoy 2.0.
- The Multi-Tiered Systems of Support (MTSS) framework was shared with staff during Learning in Lovejoy 2.0, November 8, 2023. The framework outlines steps to assist teachers and staff to identify achievement levels and implement intervention and enrichment supports required for identified students.
- Campus Problem Solving Teams (PST) are in place where educators regularly meet to consider student needs, establish goals, determine appropriate interventions and extensions, and identify strategies to support academic growth.
- The District launched an assessment data dashboard that allows efficiencies for staff to regularly monitor student progress and have the ability to offer timely interventions to assist in closing identified reading achievement gaps. (ESSR Funds)



**COLLEGE, CAREER,
AND MILITARY
READINESS**

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 96% to 98% by August 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
96% (actual)	94% (actual)	95%	97%	98%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	100%	100%	96%	*	100%	*	100%	93%	64%	50%	*	96%	98%
2022	60%	91%	95%	*	100%	-	100%	73%	67%	*	*	95%	88%
2023	75%	93%	96%	*	100%	*	100%	78%	70%	*	*	96%	90%
2024	85%	95%	97%	*	100%	*	100%	83%	73%	*	*	98%	94%
2025	98%	98%	98%	*	100%	*	100%	88%	76%	*	*	100%	98%

CCMR Progress Measure 1

Graduates who meet Texas Success Initiative (TSI) criteria in both ELA/Reading and Math will increase from 85% to 90%.

Yearly Target Goals

2021	2022	2023	2024	2025
85%	84%	86%	88%	90%

STRATEGIES

- Implementation of the Texas College Bridge programs in English and Math
- Embed CCMR strategies in both ELA/Reading and Mathematics
- Collaborative data meetings with teachers and CCMR counselor
- Systematic targeted instructional structure to meet students academic needs(Leopard Time)

CCMR Progress Measure 2

Graduates who meet criterion on an AP exam in any subject will increase from 71% to 76%.

Yearly Target Goals

2021

2022

2023

2024

2025

71%

65%

70%

73%

76%

STRATEGIES

- College Board mentoring for individual teachers
- Professional learning workshops for new AP teachers
- District-wide vertical team meeting and planning

CCMR Progress Measure 3

Graduates who earn an industry based certification will increase from 31% to 45% by August 2025.

Yearly Target Goals

2021

2022

2023

2024

2025

31%

32%

35%

40%

45%

STRATEGIES

- Xello software to track CTE Certifications
- Articulated Course Alignment to CTE Certifications
- Certification Assessment Prep Resources

College, Career, and Military Readiness Goals Progress Update

- The Director of Secondary Education and Coordinator of Social Studies and Student Programming meets with LHS Staff on a regular basis to provide support. Through the partnership between C&I, LHS administrators and counselors, a plan for increasing the number of dual credit and Career and Technical Education course offerings has been drafted.
- Industry-based certification exams (IBC) are scheduled to be implemented in late spring, along with CTE and dual credit data collection.
- LHS has an identified College and Career Counselor that has been in place since the beginning of the school year. The College and Career Counselor has implemented parent events as well as facilitated meetings with students. The counselor serves as a valuable member of several district teams to ensure that the College and Career components are represented.
- Multiple stakeholders have been included in the 23-24 course guide development and review of pathways and industry certifications. The course guides will be released early February.
- Systematic targeted instructional structure has been implemented to meet students academic needs (Leopard Time).
- Identified staff have been offered College Board professional development and mentoring by Director of Advanced Academics.

College, Career, and Military Readiness Goals Progress Update

- In May of 2022, the teachers scheduled to implement the Texas College Bridge (TxCB) programs in English and Math attended tutorials created by the state for implementation of the programs. The Director of Secondary Education has met with the teachers on several occasions to discuss student progress, grading, and supporting students. With the exception of two students, all students have completed the TxCB Math program and received certification. One student has completed the English program. Many students are making gains. Teachers are provided with monthly communication from TxCB with opportunities to participate in Office Hours and support.
- The Balanced Assessment Framework was initially shared with staff September 2022. A follow up and further discussions on how to utilize the framework to assess and monitor student progress measures was conducted November 8, 2022 during Learning in Lovejoy 2.0.
- The Multi-Tiered Systems of Support (MTSS) framework was shared with staff during Learning in Lovejoy 2.0, November 8, 2023. The framework outlines steps to assist teachers and staff to identify achievement levels and implement intervention and enrichment supports required for identified students.
- Campus Problem Solving Teams (PST) are in place where educators regularly meet to consider student needs, establish goals, determine appropriate interventions and extensions, and identify strategies to support academic growth.
- The District launched an assessment data dashboard that allows efficiencies for staff to regularly monitor student progress and have the ability to offer timely interventions to assist in closing identified reading achievement gaps. (ESSR Funds)



Questions

11. Presentation: District Improvement Plan Update

Presenter: Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction

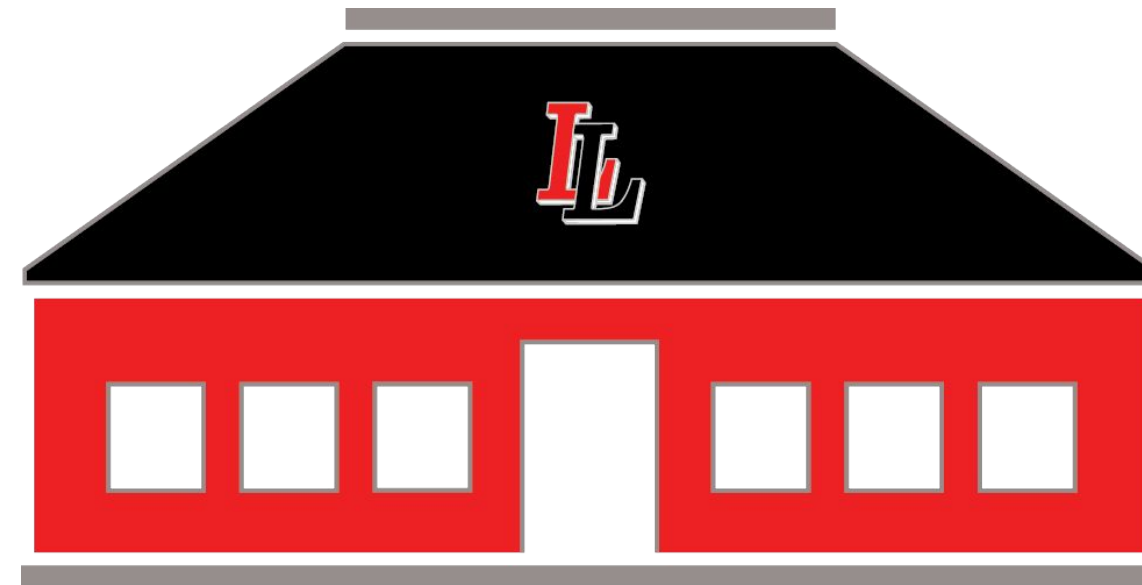
District Improvement Plan Update

LAURIE TINSLEY

Assistant Superintendent of Curriculum and Instruction

February 14, 2023

Board Workshop



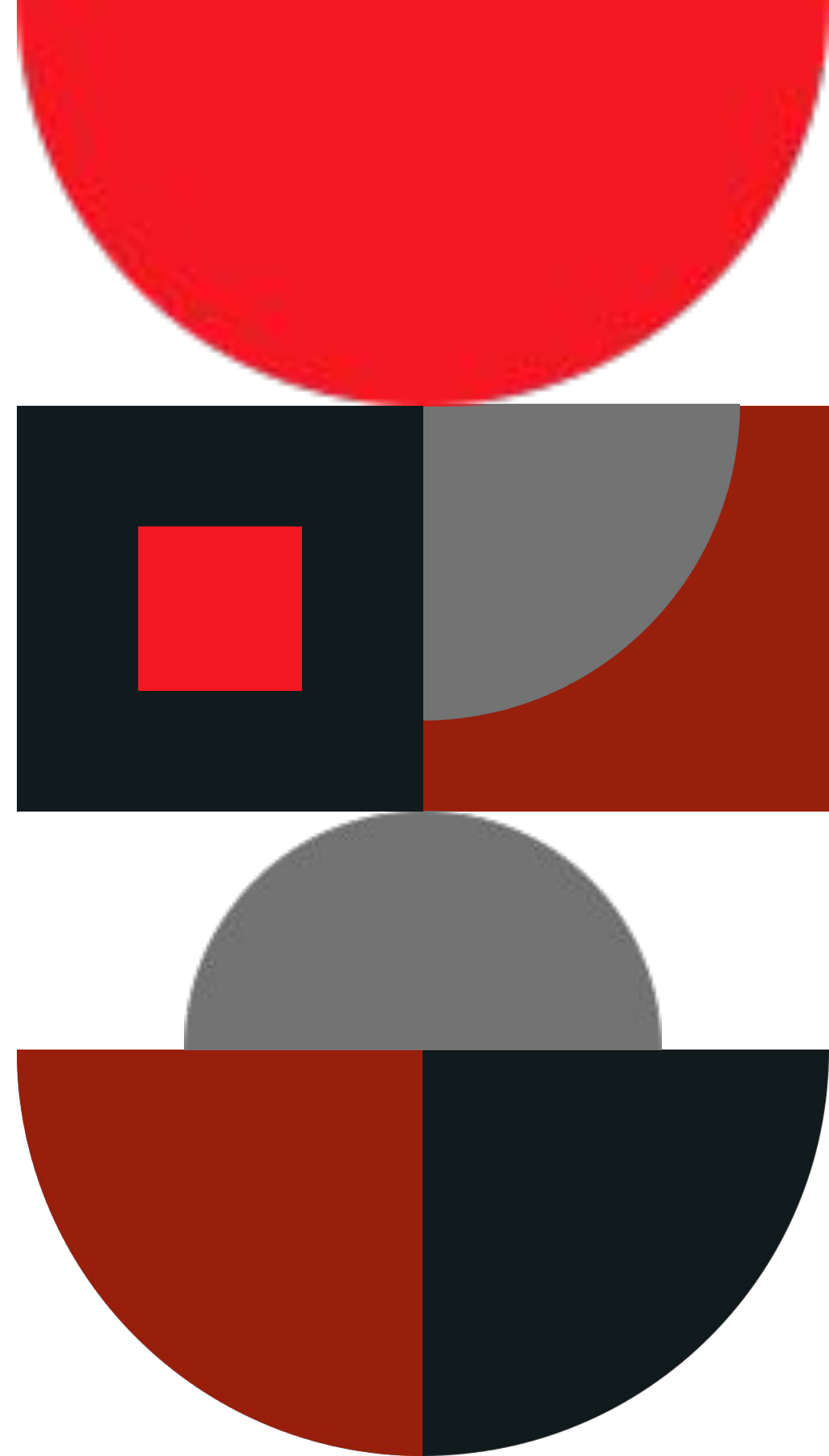
LOVEJOY
INDEPENDENT SCHOOL DISTRICT

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LEGAL FOUNDATIONS

TEXAS EDUCATION CODE

- 11.251 Planning and Decision-Making process
- 11.252 District Level Planning and Decision Making
- 11.253 Campus Planning and Site-Based Decision Making



DISTRICT IMPROVEMENT PLANS

CONTINUOUS IMPROVEMENT CYCLE

- Begin with a Needs Assessment
- Determine Areas of Improvement
(Student Achievement)
- Goals
- Measurable Performance Objectives
- Strategies
- Progress Monitoring Measures
(Formative and Summative)
- Funding Sources and Needs





District Improvement Team Timeline

SEPTEMBER 29, 2022

Introduction and overview of DIT Process. Review and Recommend 22-23 Lovejoy ISD Goals and Performance Objectives.

OCTOBER 24 , 2022

Present District and Campus Improvement Plans to Lovejoy ISD Board of Trustees for approval.

JANUARY 24 2023

DIT meets to review progress of goals and performance objectives.

APRIL 18 , 2023

DIT meets to review progress of goals and performance objectives. Review data considerations for needs assessment process.

2023 AUGUST BOARD MEETING

Report progress of goals and performance objectives

Goal 1

ACADEMICS

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, and Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. We will carry forward the strategic targets identified in our LOVEJOY 2030 Strategic Plan and provide students with opportunities to build Future Ready Skills.

EVIDENCE OF PROGRESS:

- The Balanced Assessment Framework was initially shared with staff September 2022. A follow up and further discussions on how to utilize the framework to assess and monitor student progress measures was conducted November 8, 2022 during Learning in Lovejoy 2.0.
- The Multi-Tiered Systems of Support (MTSS) framework was shared with staff during Learning in Lovejoy 2.0, November 8, 2023. The framework outlines steps to assist teachers and staff to identify achievement levels and implement intervention and enrichment supports required for identified students.
- Teachers have received training on *Build, Bridges*, and *Amira*, all of which provide intervention supports for students in reading.
- Campus Problem Solving Teams (PST) are in place where educators regularly meet to consider student needs, establish goals, determine appropriate interventions and extensions, and identify strategies to support academic growth.
- The Content Area Coordinators created a training that was provided for all campuses on September 6, 2022 focused on deepening teachers' understanding of PLC questions 1 and 2. Campuses then identified priority standards for each content based on criteria provided in the training and unpacked them.

Goal 1

ACADEMICS (continued)

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, and Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. We will carry forward the strategic targets identified in our LOVEJOY 2030 Strategic Plan and provide students with opportunities to build Future Ready Skills.

EVIDENCE OF PROGRESS:

- K-4 teachers attended professional learning focused on integrating Social Studies with Reading Language Arts. Teachers of 5-12 students met to build instructional capacity for teaching literacy strategies.
- The PreK-12 Social Studies Coordinator and Specially Designed Instructional Coach are attending the Grade 8 weekly collaborative planning meetings on a regular basis. The Grade 8 Social Studies teachers are participating in a virtual state professional learning community and using this new learning to plan intervention and enrichment supports to meet the needs of all learners.
- Master schedules, principal/staff communication, and team planning reflects implementation of the professional learning communities framework.
- Vertical Teams (science, social studies, math, RLA) met twice the first semester and once the second semester. The focus of the committee work has been on role of the teams and writing across content areas. This supports the new STAAR testing platform.
- Lovejoy ISD staff were provided professional development that supports the implementation of the Professional Learning Communities Framework during summer professional development. Summer learning has extended through the school year with additional learning opportunities in November and on campuses in January. Members of the Curriculum and Instruction Department assisted in facilitating.

Goal 2

CULTURE: LEGACY OF EXCELLENCE

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will align their actions with our Core Values and prioritize relationships, learning collaboration, results, and fun. Lovejoy ISD will invest in a culture that provides exceptional learning opportunities for students and supports their development toward the Graduate Profile.

EVIDENCE OF PROGRESS:

- Guest Educator survey completed December 2022 to gather feedback on District experience.
- On January 12, 2023, HR held its final meeting with the Texas Teacher Evaluation & Support System (T-TESS) Advisory Committee to discuss their recommendation for implementing T-TESS in the 2023-2024 school year in place of our current local teacher evaluation system and consider resubmitting our application for the Teacher Incentive Allotment (TIA).
- Lovejoy ISD has ten mentor teachers who support our 'new to teaching' teachers throughout the year. They received initial training on being a mentor on September 6, 2022. Mentors collaborate with the Director of HR throughout the year and document their support of their mentee on a shared document. A mid-year check-in will be conducted to determine if any additional support or information is needed from the mentors.
- The HR department implemented a Memorandum of Understanding (MOU) with both A&M University-Commerce and UTD as it relates to the TCLAS Decision 5 Teacher Resident award. We currently have 5 Teacher Residents across K-6 classrooms that started working for Lovejoy ISD on January 17, 2023. The residents will complete their year-long paid teacher residency in the spring of 2023 and fall of the 2023 year.
- LISD is participating in TCLAS Decision 4. The goal is to work with LHS's Education & Training teacher, administrators, and C&I staff to develop more interest in students choosing education as a career field. A follow-up meeting is scheduled for the spring semester.

Goal 2

CULTURE: LEGACY OF EXCELLENCE (Continued)

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will align their actions with our Core Values and prioritize relationships, learning collaboration, results, and fun. Lovejoy ISD will invest in a culture that provides exceptional learning opportunities for students and supports their development toward the Graduate Profile.

EVIDENCE OF PROGRESS:

- Based on the district's desire to reward our teachers and the recommendations of the T-TESS Advisory Committee, the District is considering applying for Cohort F of the TIA. Meetings are being held at all campuses to share information about the T-TESS/TIA and answer questions as we embark on.
- Professional development feedback systems (survey, Vertical Teams, campus leaders and data) have been implemented as well as ongoing needs assessment in order to design professional development that is purposeful and customized based on staff needs and campus/district goals.

Goal 3

CONTINUOUS IMPROVEMENT AND FINANCIAL SUSTAINABILITY

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continuous improvement in all aspects of district services remains a commitment with the goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will continue to prioritize planning for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy Experience. Our priority on legislative advocacy in the area of school finance will be emphasized through implementation of a Board Legislative Sub-Committee.

EVIDENCE OF PROGRESS:

- Continuation of the Lovejoy Scholar Program
- VATRE Election was held in November 2022.
- Continuing study of financial impact of implementing fees in fine arts and athletics.
- Continuing study of financial impact of increasing transportation fees.
- Ongoing review of state staffing guidelines and analysis of comparison district data to determine staffing ratios.
- Staff Stakeholder Master Scheduling Committee formed to study impact of master schedule models on district revenue challenges; teacher/staff retention, recruitment and support; and maintaining legacy of excellence for LISD students.
- Instructional materials inventory has been completed. Will utilize the data for planning and how to best address financial sustainability measures.
- Technology device inventory has been completed. Will utilize the data for planning and how to best address financial sustainability measures.

Goal 4

PARENT AND COMMUNITY PARTNERSHIP

Lovejoy ISD will build strong community connections and trust through effective communication with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's Legacy of Excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future. Parent and Community involvement and transparency will be prioritized as tools for continuous improvement.

EVIDENCE OF PROGRESS:

- Volunteer Portal has been completed. A presentation was shared during the January 23, 2023 Board Meeting. Plans to launch are currently being drafted.
- Opportunities for stakeholder input and involvement through surveys, meetings, and committees, are currently occurring. (ie., Coffee Talks, Vertical Teams, Staff Stakeholder Master Scheduling Committee, DIT Committee, CIT Committees, GT and SPED Advisory Teams)

Goal 5

SAFETY AND SECURITY

Lovejoy ISD will continuously examine and analyze best practices in the areas of safety and security. We commit to a focus on safety, security, and protecting Lovejoy ISD's positive learning environment. The personal and social needs of Lovejoy ISD students will be prioritized.

EVIDENCE OF PROGRESS:

- After action reviews are being conducted following incidents and using the opportunities to review and make refinements as appropriate with processes and communications systems.
- A District Threat Assessment team was implemented at the beginning of the 2022-2023 school year and consists of 5 members. At this time, the District Threat Assessment team serves all campuses and reviews all threats to determine the level of threat, recommendations for interventions, and continued monitoring of individuals as needed. The team meets on a monthly basis to review data as well as called meeting as incidents arise that may require immediate attention.
- Campuses are regularly implementing emergency drills. As of February 10, 2023, Three of the six campuses have included law enforcement agencies or first responders to attend an emergency drill.



Questions

12. Presentation: TASB Localized Policy Manual Update 120

Presenter: Rodricka Taylor, Coordinator for the Superintendent and Board Services

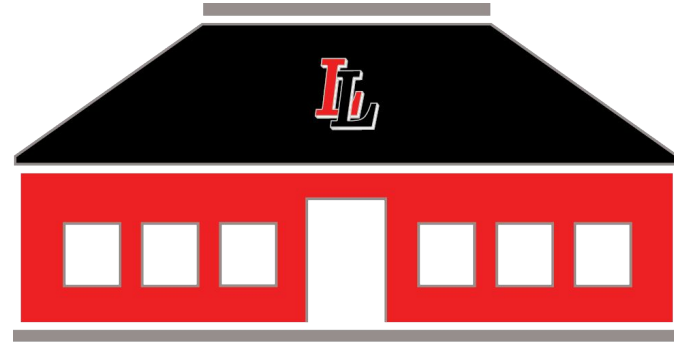
TASB Localized Policy Manual Update 120

RODRICKA TAYLOR

Coordinator for the Superintendent & Board Services

February 14, 2023

Board Workshop



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

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TASB Policy Update 120 Process

(LEGAL) vs. (LOCAL) Policies

(LEGAL) policies: Reflect the ever-changing legal context for governance and management of the district

- Should inform local decision making
- Should NOT be adopted, but only reviewed

(LOCAL) policies:

- Require close attention by both the administration and the board
- Must reflect the practices of the district and the intentions of the board
- May only be changed by board action (adopt, revise, or repeal)

TASB Policy Update 120

- Details may be found in the provided TASB Local Policy Comparison Packet.
- Will be brought forward for formal consideration at the February 27, 2023 Regular Board Meeting.

TASB Policy Update 120

(LOCAL) Policy Action List

- ❑ CB (LOCAL): STATE AND FEDERAL REVENUE SOURCES
- ❑ CKC (LOCAL): SAFETY PROGRAM/RISK MANAGEMENT:
EMERGENCY PLANS
- ❑ FNG (LOCAL): RESPONSIBILITIES: STUDENT AND PARENT
COMPLAINTS/GRIEVANCES
- ❑ FO (LOCAL): STUDENT DISCIPLINE



THANK YOU



(LOCAL) Policies Packet

For your convenience, this file contains the (LOCAL) policies—and only the local policies—from your school district’s TASB update packet.

What is included in this packet?

- Instruction sheet for recommended (LOCAL) policies
- Explanatory Notes for recommended (LOCAL) policies
- Clean copies of recommended (LOCAL) policies
- Annotated (redlined) copies of recommended (LOCAL) policy changes

This is not the full update packet.

To retrieve your district’s full update packet, visit *Policy Service Resource Library > Local Manual Updates* in [myTASB](#).

What is in the full update packet?

The full update packet contains:

- A summary of the overall policy update
- (LEGAL) policies and (EXHIBIT) documents that describe the statutory framework in which your local policies must operate
- Instructions and Explanatory Notes for every policy change, not just the (LOCAL)s
- Guidance on how to:
 - Present recommended policy changes to the board
 - Keep minutes
 - Notify TASB of board action
 - Maintain your historical record
 - Update your administrative regulations

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Instruction Sheet
TASB Localized Policy Manual Update 120

Lovejoy ISD

Code	Type	Action To Be Taken	Note
CB	(LOCAL)	Replace policy	Revised policy
CKC	(LOCAL)	Replace policy	Revised policy
FFI	(LOCAL)	No policy enclosed	See explanatory note
FNG	(LOCAL)	Replace policy	Revised policy
FO	(LOCAL)	Replace policy	Revised policy

Explanatory Notes

TASB Localized Policy Manual Update 120

Lovejoy ISD

CB(LOCAL) STATE AND FEDERAL REVENUE SOURCES

As recommended by TEA, newly recommended text requires the district to give public notice of federal grant applications by providing information at board meetings and publishing information on the district's website. The new text also affirms that the district will comply with requirements for receiving public input regarding such applications.

Further, the policy authorizes the superintendent to approve the plan for use of the grant or award. If the board retains authority to approve any plans for use of federal grants, please contact your policy consultant for appropriate revisions.

CKC(LOCAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

Education Code 37.108(d) requires a district's multihazard emergency operations plan to include responding to a train derailment near a district school if a district facility is within 1,000 yards of a railroad track. New recommended local policy text incorporates this requirement into the list of procedures that must be addressed.

In addition, we recommend adjustments to provisions regarding the board's authorization of certain employees to possess firearms on district property. Key changes include the following:

- Establish the authority of both the superintendent and the board to revoke an employee's authorization.
- Include firearms among the equipment that requires district approval.
- Clarify that the procedures to implement this security program are detailed in the district's emergency operations plan.

Please note: The district's unique text at firearms has been revised for clarity and policy style. Text that is recommended for deletion is better suited for administrative regulations.

Please contact your policy consultant with any questions about these recommended revisions.

For more information, see TASB Legal Services' article [School Marshals and Other Personnel Carrying Firearms](#). The *Legal Issues in Update 120* memo also describes common legal concerns and best practices specific to [this policy's topic](#).

FFI(LOCAL) STUDENT WELFARE: FREEDOM FROM BULLYING

District bullying policies must address prevention and mediation of bullying incidents and comply with minimum standards adopted by TEA. TEA recently issued updated [Proposed Minimum Standards for Bullying Prevention Policies and Procedures](#) for public comment from October 28 through November 28, 2022. Policy Service will recommend local policy revisions following publication of the final TEA minimum standards.

FNG(LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Revisions to this local policy are recommended at Other Complaint Processes to:

- Clarify how special education complaints are addressed.
- Encompass all instructional resources policies.
- Reference the required hearing procedure for eligibility disputes under school nutrition programs.

The *Legal Issues in Update 120* memo describes common legal concerns and best practices specific to [this policy's topic](#).

Explanatory Notes
TASB Localized Policy Manual Update 120

Lovejoy ISD

FO(LOCAL)

STUDENT DISCIPLINE

Recommended revisions to this local policy are to clarify circumstances when restraint may be used generally and to more prominently address restraint of a student who receives special education services.

Grants and Awards

The Superintendent shall be authorized to:

1. Apply, on behalf of the Board, for any and all special federal and state grants and awards as deemed appropriate for the District's operations;
2. Approve commitment of District funds for matching, cost sharing, cooperative, or jointly funded projects up to the amounts specifically allowed under the District budget approved by the Board; and
3. Approve grant and award amendments as necessary.

The District shall comply with all requirements for state and federal grants and awards imposed by law, the awarding agency, or an applicable pass-through entity. The Superintendent shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to provide reasonable assurance that the District is complying with requirements for state and federal grants and awards.

[See CAA, CBB]

Federal Awards

Public Notice and
Input

The District shall provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District's website. The District shall make available opportunities for public input as required by law or the granting agency.

Plan Approval

Approval of required grant and award plans shall be by the Superintendent.

Conflict of Interest

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, “partner” shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Gifts and Gratuities

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontract for a federal grant or award and shall not accept:

1. Any single item with a value at or above \$50; or
2. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding \$100 in a 12-month period.

[See BBFA, BBFB, CBB, DBD. In the event of a violation of these requirements, see CAA and DH.]

**Emergency
Operations Plan**

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency; and
3. Response to a nearby train derailment, as applicable; and
4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Firearms

Purpose

The Board has adopted these provisions regarding firearms to address concerns about effective and timely response to emergency situations on District property, including invasion of a school by an armed outsider; a hostage situation; actions of a student or employee who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.

Authorization

Pursuant to its authority under state law, the Board may authorize specific District employees to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law.

Each specifically authorized employee shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee.

Participation in this safety program shall be strictly voluntary and shall not be a requirement of any employee position.

Revocation

The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific employee's authorization to possess a firearm under this policy.

However, authorization for a specific employee to possess a firearm under this policy shall be automatically revoked if the employee is placed on administrative leave or separates from employment with the District, regardless of the reason.

Handgun Licensees

Only a District employee who maintains a current license to carry a handgun in accordance with state law shall be eligible for authorization to possess a firearm on District property under this policy and in accordance with the District's emergency operations plan.

A District employee who is a handgun license holder but who has not been specifically authorized by Board action under this policy

SAFETY PROGRAM/RISK MANAGEMENT
EMERGENCY PLANS

CKC
(LOCAL)

	shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).
Training	The District shall provide to each District employee who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.
Permitted Weapons and Ammunition	Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.
Implementation	The Superintendent shall ensure that procedures to implement this security program are detailed in the District's emergency operations plan.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint
Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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(LOCAL)

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days

after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the

Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline. If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board President, may dismiss the complaint and provide written notice of dismissal to the complainant.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee’s duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.

STUDENT DISCIPLINE

FO
(LOCAL)

2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

Video and Audio Monitoring

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

Grants and Awards

The Superintendent shall be authorized to:

1. Apply, on behalf of the Board, for any and all special federal and state grants and awards as deemed appropriate for the District's operations;
2. Approve commitment of District funds for matching, cost sharing, cooperative, or jointly funded projects up to the amounts specifically allowed under the District budget approved by the Board; and
3. Approve grant and award amendments as necessary.

The District shall comply with all requirements for state and federal grants and awards imposed by law, the awarding agency, or an applicable pass-through entity. The Superintendent shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to provide reasonable assurance that the District is complying with requirements for state and federal grants and awards.

[See CAA, CBB]

Federal Awards

Public Notice and Input

The District shall provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District's website. The District shall make available opportunities for public input as required by law or the granting agency.

Plan Approval

Approval of required grant and award plans shall be by the Superintendent.

Conflict of Interest

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, “partner” shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Gifts and Gratuities

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontract for a federal grant or award and shall not accept:

1. Any single item with a value at or above \$50; ~~or \$50; or~~
2. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding \$100 in a 12-month period.

[See BBFA, BBFB, CBB, DBD. In the event of a violation of these requirements, see CAA and DH.]

**Emergency
Operations Plan**

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency; and
3. Response to a nearby train derailment, as applicable; and
- 3-4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Firearms

Purpose

~~The Recognizing that District schools are located in a somewhat isolated area and that response from emergency first responders, including law enforcement personnel, takes a minimum of approximately ten to 15 minutes, the Board has adopted these provisions regarding firearms~~adopts this policy to address concerns about effective and timely response to emergency situations ~~on~~at a District ~~property~~school, including invasion of a school by an armed outsider; a hostage situation; actions of a student ~~or employee~~ who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.

Authorization

Pursuant to its authority under state law, the Board may, ~~from time to time,~~ authorize specific District employees to possess certain firearms ~~in schools, at Board meetings, and at~~en school ~~property, at school-~~sponsored or ~~school-related-sanctioned~~ events ~~on District property, to the extent allowed by law.~~

~~Each, and at school Board meetings. Those~~ specifically authorized ~~employee~~individuals shall be approved by ~~separate~~ action of the Board. The ~~Superintendent~~Board shall issue written authorization to ~~each~~ approved ~~employee~~employees.

Participation in this safety program ~~shall be~~is strictly voluntary and ~~shall~~is not be a requirement of any ~~employee~~ position ~~as an employee of the District.~~

~~Any duties performed by an employee under this policy shall be considered within the course and scope of his or her employment.~~

Revocation

The ~~Superintendent, as well as the Board, shall have the authority to or its designee may~~ revoke ~~such authorization~~ at any time a ~~specific employee's.~~The authorization to possess a firearm under this policy.

	<p>However, authorization for a specific employee to possess a firearm under this policy at certain firearms at Board meetings and at school sponsored or school related events on school property shall be automatically revoked if the an employee or official is placed on administrative leave or separates from employment with, resigns, is nonrenewed, is terminated, or no longer serves the District, regardless of the reason. in an official capacity.</p>
Handgun Licensees	<p>Only a District employee or official who maintains a current license to carry a handgun issued by the state of Texas, in accordance with state law, shall be eligible for authorization to possess a firearm on District property under this policy and in accordance with the District's emergency operations plan. -</p> <p>A District employee or official who is a handgun license holder but who has not been specifically authorized by Board action under this policy shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).</p>
Training	<p>The District shall provide to each Any District employee who is authorized to possess a firearm on District property specialized shall be provided additional training in crisis intervention, management of hostage situations, and other topics training as the Board or designee may determine necessary or appropriate.</p>
Permitted Weapons and Ammunition	<p>Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.</p>
Implementation	<p>The Superintendent shall ensure determine the types of ammunition that procedures to implement this security program are detailed shall be permitted in the District's emergency operations plan firearms authorized to be on District property.</p>

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

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2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints [within the scope of Section 504, including complaints](#) concerning identification, evaluation, or educational placement of a student with a disability, ~~within the scope of Section 504~~ shall be submitted in accordance with FB and the procedural safeguards handbook.
9. [Complaints within the scope of the Individuals with Disabilities Education Act, including complaints](#) ~~Complaints~~ concerning identification, evaluation, educational placement, or discipline of a student with a disability, ~~within the scope of the Individuals with Disabilities Education Act~~ shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with [the EF series](#).

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

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Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The

written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline. If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board President, may dismiss the complaint and provide written notice of dismissal to the complainant.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: [A District employee may restrain a student with a disability who receives special education services only in accordance with law. \[See FOF\(LEGAL\)\]](#)

Within the scope of an employee’s duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.

3. Protect property from serious damage.

~~3.4.~~ Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

~~4. Control an irrational student.~~

~~5.1. Protect property from serious damage.~~

~~A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]~~

Video and Audio Monitoring

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

Grants and Awards

The Superintendent shall be authorized to:

1. Apply, on behalf of the Board, for any and all special federal and state grants and awards as deemed appropriate for the District's operations;
2. Approve commitment of District funds for matching, cost sharing, cooperative, or jointly funded projects up to the amounts specifically allowed under the District budget approved by the Board; and
3. Approve grant and award amendments as necessary.

The District shall comply with all requirements for state and federal grants and awards imposed by law, the awarding agency, or an applicable pass-through entity. The Superintendent shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to provide reasonable assurance that the District is complying with requirements for state and federal grants and awards.

[See CAA, CBB]

Federal Awards

Public Notice and Input

The District shall provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District's website. The District shall make available opportunities for public input as required by law or the granting agency.

Plan Approval

Approval of required grant and award plans shall be by the Superintendent.

Conflict of Interest

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, “partner” shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Gifts and Gratuities

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontract for a federal grant or award and shall not accept:

1. Any single item with a value at or above ~~\$50; or \$50; or~~
2. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding \$100 in a 12-month period.

[See BBFA, BBFB, CBB, DBD. In the event of a violation of these requirements, see CAA and DH.]

**Emergency
Operations Plan**

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency; and
3. Response to a nearby train derailment, as applicable; and
- ~~3-4.~~ 4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Firearms

Purpose

~~The Recognizing that District schools are located in a somewhat isolated area and that response from emergency first responders, including law enforcement personnel, takes a minimum of approximately ten to 15 minutes, the Board has adopted these provisions regarding firearms~~adopts this policy to address concerns about effective and timely response to emergency situations ~~on~~at a District ~~property~~school, including invasion of a school by an armed outsider; a hostage situation; actions of a student ~~or employee~~ who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.

Authorization

Pursuant to its authority under state law, the Board may, ~~from time to time,~~ authorize specific District employees to possess certain firearms ~~in schools, at Board meetings, and at~~en school ~~property, at school-~~sponsored or ~~school-related-sanctioned~~ events ~~on District property, to the extent allowed by law.~~

~~Each, and at school Board meetings. Those~~ specifically authorized ~~employee~~individuals shall be approved by ~~separate~~action of the Board. The ~~Superintendent~~Board shall issue written authorization to ~~each~~ approved ~~employee~~employees.

Participation in this safety program ~~shall be~~is strictly voluntary and ~~shall~~is not be a requirement of any ~~employee~~ position ~~as an employee of the District.~~

~~Any duties performed by an employee under this policy shall be considered within the course and scope of his or her employment.~~

Revocation

The ~~Superintendent, as well as the Board, shall have the authority to or its designee may~~ revoke ~~such authorization~~at any time a ~~specific employee's.~~The authorization to possess a firearm under this policy.

	<p>However, authorization for a specific employee to possess a firearm under this policy at certain firearms at Board meetings and at school sponsored or school related events on school property shall be automatically revoked if the an employee or official is placed on administrative leave or separates from employment with, resigns, is nonrenewed, is terminated, or no longer serves the District, regardless of the reason. in an official capacity.</p>
Handgun Licensees	<p>Only a District employee or official who maintains a current license to carry a handgun issued by the state of Texas, in accordance with state law, shall be eligible for authorization to possess a firearm on District property under this policy and in accordance with the District's emergency operations plan. -</p> <p>A District employee or official who is a handgun license holder but who has not been specifically authorized by Board action under this policy shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).</p>
Training	<p>The District shall provide to each Any District employee who is authorized to possess a firearm on District property specialized shall be provided additional training in crisis intervention, management of hostage situations, and other topics training as the Board or designee may determine necessary or appropriate.</p>
Permitted Weapons and Ammunition	<p>Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.</p>
Implementation	<p>The Superintendent shall ensure determine the types of ammunition that procedures to implement this security program are detailed shall be permitted in the District's emergency operations plan firearms authorized to be on District property.</p>

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints [within the scope of Section 504, including complaints](#) concerning identification, evaluation, or educational placement of a student with a disability, ~~within the scope of Section 504~~ shall be submitted in accordance with FB and the procedural safeguards handbook.
9. [Complaints within the scope of the Individuals with Disabilities Education Act, including complaints](#) ~~Complaints~~ concerning identification, evaluation, educational placement, or discipline of a student with a disability, ~~within the scope of the Individuals with Disabilities Education Act~~ shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with [the EF series](#).

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11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

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The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

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Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

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Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The

written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline. If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board President, may dismiss the complaint and provide written notice of dismissal to the complainant.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: [A District employee may restrain a student with a disability who receives special education services only in accordance with law. \[See FOF\(LEGAL\)\]](#)

Within the scope of an employee’s duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.

3. Protect property from serious damage.

~~3.4.~~ Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

~~4. Control an irrational student.~~

~~5.1. Protect property from serious damage.~~

~~A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]~~

Video and Audio Monitoring

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

13. Presentation: College and Career Counselor

Presenter: Kevin Parker, Executive Director of Student Services



CCMR WITH MS. THRASH

COLLEGE ● CAREER ● MILITARY ● READY

ccmrwithmsthresh.com

RESOURCES

Kinder -
SENIOR +



RESOURCES

1. For ALL
2. Glossary of Terms
3. Texas Graduation Requirements
4. College Credit in High School
5. Seniors
6. Juniors
7. Sophomores
8. Freshmen
9. 6th -8th Grade Resources
10. Kinder -5th Grade Resources
11. Disability Services: 504 & Special Education
12. Undocumented & Non-Citizen Student Resources
13. Events
14. GPA (Grade Point Average)
15. SAT (College Board)
16. PSAT
17. AP (Advanced Placement)
18. ACT
19. Scholarships (6 -12+)
20. Common Data Set
21. Trade Schools & Certifications
22. Military
23. Job Market
24. Career Development
25. IPEDS (Integrated Postsecondary Education Data System)
26. Career, Personality, and Task Preference Assessments
27. Resume Resources
28. NCAA
29. NAIA



KINDER - 5TH GRADE

Resources



MIDDLE SCHOOL:

THE PERFECT TIME TO START!

EXPLORE:

COLLEGES, CAREERS & SCHOLARSHIPS

GET:

INSPIRED, CULTURED & INVOLVED

DEVELOP:

SOFT SKILLS, STUDY SKILLS & RELATIONSHIPS

**8TH
GRADERS:**

GRADUATION REQUIREMENTS, ENDORSEMENTS,
GPA & COURSE GUIDE

*It's never too early to start
preppin' for your future!*



9

FRESHMEN YEAR CHECKLIST

PSAT INFORMATION

SCHOLARSHIPS

EVENTS

CAREER DEVELOPMENT

Let's get to the good stuff!

SOPHOMORE YEAR CHECKLIST

PSAT/NMSQT INFORMATION

SCHOLARSHIPS

EVENTS

CAREER DEVELOPMENT



"Hey, are we there yet?" - Every Junior

JUNIOR YEAR CHECKLIST

MILITARY & TRADE SCHOOL RESOURCES

CAREER DEVELOPMENT

PSAT/NMSQT, SAT & ACT INFO

SCHOLARSHIPS

EVENTS



“That escalated quickly!”

APPLICATION PROCESS

ESSAYS

TRANSCRIPTS

LETTER OF RECOMMENDATIONS

FINANCIAL AID

HOUSING: DORM VS. APARTMENT

ORIENTATION



COMMON DATA SET

The CDS can inform prospective applicants what colleges and universities are looking for on the application and in an applicant. There are 19 topics that are classified in four

ways:

- Very Important
- Important
- Considered
- Not Considered

C7 Relative importance of each of the following academic and nonacademic factors in your first-time,

	Very Important	Important	Considered	Not Considered
Academic				
Rigor of secondary school record	X			
Class rank	X			
Academic GPA	X			
Standardized test scores	X			
Application Essay		X		
Recommendation(s)			X	
Nonacademic				
Interview				X
Extracurricular activities	X			
Talent/ability	X			
Character/personal qualities			X	
First generation		X		
Alumni/ae relation				
Geographical residence		X		
State residency		X		
Religious affiliation/commitment				X
Racial/ethnic status				X
Volunteer work		X		
Work experience		X		
Level of applicant's interest			X	



C7 Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking general (not including programs with specific criteria) admissions decisions.

	Very Important	Important	Considered	Not Considered
Academic				
Rigor of secondary school record			X	
Class rank			X	
Academic GPA	X			
Standardized test scores		X		
Application Essay			X	
Recommendation(s)			X	
Nonacademic				
Interview				X
Extracurricular activities			X	
Talent/ability			X	
Character/personal qualities			X	
First generation			X	
Alumni/ae relation			X	
Geographical residence			X	
State residency			X	
Religious affiliation/commitment				X
Racial/ethnic status				X
Volunteer work			X	
Work experience			X	
Level of applicant's interest				X

Please provide additional information if the importance of any specific academic or nonacademic factors differ by academic program.

Thank you!



@ccmrwithmsthrashllc



@ccmrwithmsthrash



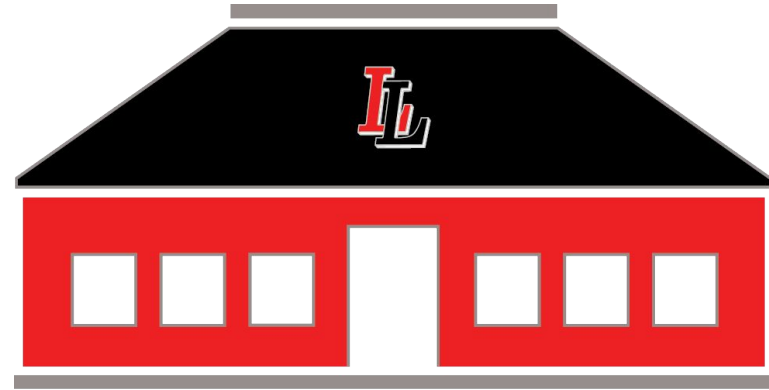
@ccmrmsthrash

14. Presentation: Bond Project and Capital Needs Update
Presenter: Deborah Cabrera, Interim Chief Financial Officer

Bond Projects and Capital Needs Update

Debbie Cabrera – Interim CFO

February 14, 2023
Board Workshop



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

EST. 1917

SERIES 2021 BOND \$5M - Project Update



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

EST. 1917

Athletic Projects

2021-2022 Projects (Started or Completed)

- LHS Turf Improvements -\$942,190 (Series 2019 carryover)
- Scoreboard Baseball/Softball - \$79,862
- LHS Athletic Facilities- Signage/Branding - \$241,868
- Cameras - \$8,148
- Willow Springs Field Lighting Retrofit - \$223,361

2022-2023 Projects (Started or Completed)

- LHS Softball Dugout Padding – Funds Encumbered \$10,595

TOTAL ATHLETIC PROJECTS \$1,506,023

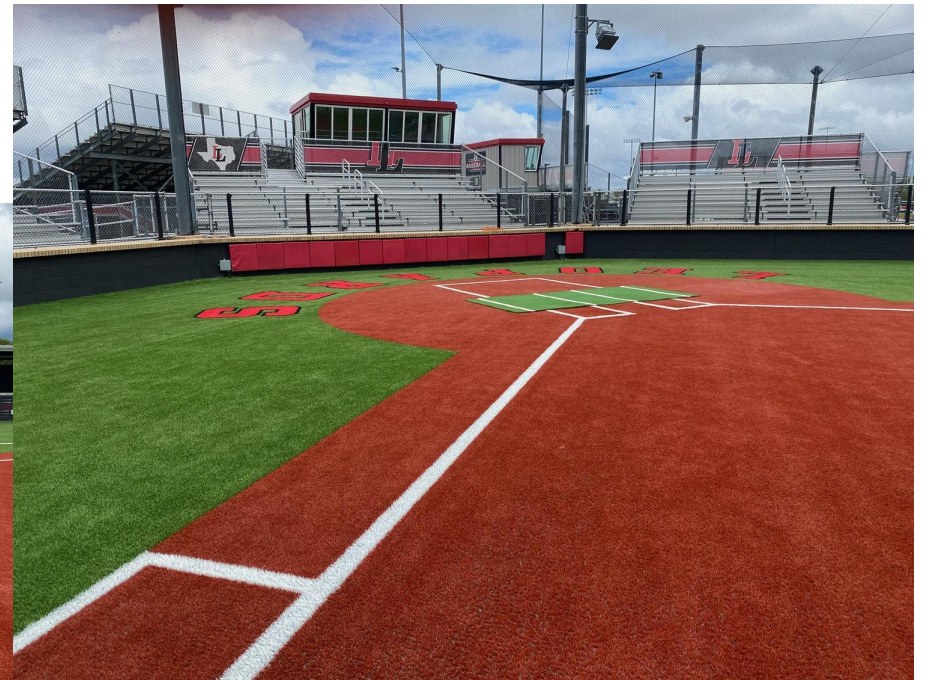
LHS Turf



Practice Fields



LHS Softball



Baseball Turf and Scoreboard



Safety and Security Projects

2022-2023 Projects (Started or Completed)

- ❑ Administration/LCDC Lockdown/Exit Alarms - \$7,395
- ❑ LCDC Secure Vestibule - \$123,306
- ❑ Transportation Driveway – \$38,810
- ❑ LHS – New Sidewalk Athletic Area- \$6,942
- ❑ Cellphone Routers/Repeaters Various Locations – Funds Encumbered \$112,250

TOTAL SAFETY AND SECURITY PROJECTS - \$288,703

Exit Alarms



Door Lockdown



LCDC Secure Vestibule



Building Updates and Maintenance Projects

2021-2022 Projects (Started or Completed)

LCDC Playground - \$125,802

2022-2023 Projects (Started or Completed)

LCDC Fencing - \$14,870

Gym Floors –

Sloan Creek Gym Replacement and Wrestling Mats - \$135,218

Willow Springs an LHS – \$14,400

Power Factor Correction Puster/LHS – \$24,750

LHS Band Parking Lot Painting, Lines and Dots - \$11,243

Puster Playground – Funds Encumbered – \$109,632

TOTAL BUILDING UPDATES AND MAINTENANCE - \$435,915

LCDC Playground



Sloan Creek IS Auxiliary Gym Floor



Willow Springs MS Gym Floor



Lovejoy HS Auxiliary Gym Floor



Lovejoy HS Competition Gym Floor



Capacitor Banks for Power Factor Correction



High School



Puster

LHS Band Parking Lot



LHS Band Parking Lot



Technology Projects

2022-2023 Projects (Started or Completed)

- ❑ Chromebooks – Funds Encumbered \$74,537

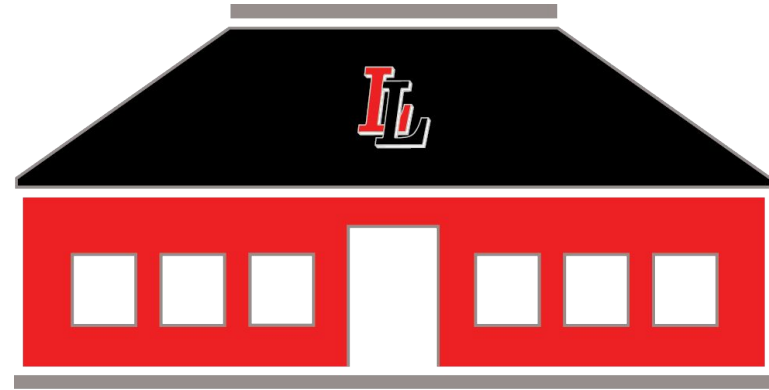
TOTAL TECHNOLOGY PROJECTS - \$74,537



2021 Series Bond Funds Available

Original Issue	\$5,000,000
Spent or Encumbered	(\$2,305,179)
Interest Earned thru 01/31	\$64,514
Remaining	\$2,759,335

Capital Needs



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

EST. 1917

Potential Use of Remaining \$2.76M Series 2021 Bond Funds

Instructional Materials

Technology Infrastructure, Software and Equipment

Maintenance Equipment

Custodial Equipment

Formal Needs Assessment - Building Life Cycle Updates HVAC and Roofs

Note: Replacing White Fleet is not an allowable use of bond proceeds

Custodial: Current Status and Priority Order

Item	Total Count	Inoperable Count	Repairable?	Priority Replacement Count	Delay Replacement Count	Life Cycle
Upright Vacuum Cleaner	25	15	N	11	4 (6-12 months)	5 yrs
Walk Behind Floor Scrubbers	10	4	N	4	1 (6-12 months)	8-10 yrs
Ride-on Floor Scrubber	2	2	N	2		
Chariot2 iGloss 20" Burnish -Battery Polisher for the floors	0 - Battery Op 5 - Propane		N	3	2 (6-12 months)	8-10 yrs
Restroom Washer *need to add 1 due to increase space at LHS	7	7	N	8	0	5-8 yrs
Backpack Vacuum Cleaner	10	4	N	4	5 (6-12 months)	5 + yrs
Carpet Cleaner Extractor	4	2	N	5	1 (6-12 months)	8-10 yrs
Cordless Electric Leaf Blowers	0 - Cordless 7 - Plug in	3	N	3	2 (6-12 months)	3-5 yrs
Low Speed Buffer				TBD	12	
Floor Blowers				TBD	8	
Trash Tilt Truck	3	3	N	3		10 yrs

Custodial: Total Cost

Item	Quantity	Unit Cost	Total Cost	Priority Need Cost	Delay (6-12 months) Cost
Upright Vacuum Cleaner	15	\$535.00	\$8,025.00	\$5,885.00	\$2,140.00
Walk Behind Floor Scrubbers	5	\$6,700.00	\$33,500.00	\$26,800.00	\$6,700.00
Ride-on Floor Scrubber	2	\$22,500.00	\$45,000.00	\$45,000.00	\$-
Chariot2 iGloss 20" Burnish -Battery Polisher for the floors	5	\$9,300.00	\$46,500.00	\$27,900.00	\$18,600.00
Restroom Washer *need to add 1 due to increase space at LHS	8	\$5,700.00	\$45,600.00	\$45,600.00	\$-
Backpack Vacuum Cleaner	9	\$437.00	\$3,933.00	\$1,748.00	\$2,185.00
Carpet Cleaner Extractor	6	\$2,393.00	\$14,358.00	\$11,965.00	\$2,393.00
Cordless Electric Leaf Blowers	8	\$298.00	\$2,384.00	\$894.00	\$596.00
Low Speed Buffer	12	\$760.00	\$9,120.00	\$ -	\$9,120.00
Floor Blowers	8	\$300.00	\$2,400.00	\$ -	\$2,400.00
Trash Tilt Truck	3	\$440.00	\$1,320.00	\$1,320.00	\$-
TOTAL			\$212,140.00	\$167,112.00	\$44,134.00

Maintenance and Facilities: Need

Item	Current Count	Life Cycle	Priority Need Cost	Total Cost
Lawnmower: Tiger Cat, 48" Velocity Plus	2		1	\$9,593.00
Lawnmower: Scag Cheetah	1		1	\$12,440.00
Lawnmower: 72" Scag Cheetah	2		1	\$13,064.00
TOTAL				\$35,097.00

Remaining Authorization - \$9.5M

Future Sale

ORIGINAL PLAN 2014 (\$75,750,000 voter-authorized)

- ❑ Additional Classroom Space (Hart, Sloan Creek, Willow Springs, LHS) - \$2,059,299
- ❑ Building Updates and Maintenance (Hart, Puster, Willow Springs, LHS) - \$5,006,054
- ❑ Technology - \$2,434,647

Next Steps

PBK Architects Building Needs Assessment

Scope:

- Facilities Assessment (approximately 798,120 SF)
 - Lovejoy High School
 - Willow Springs Middle Schools
 - Sloan Creek Intermediate School
 - Hart Elementary School
 - Puster Elementary School
 - Lovejoy Child Development Center
 - Pool
 - Transportation and Maintenance
 - Administration Building
- Long-Range Facility Planning

Estimated Cost: \$53,000



THANK YOU

15. Presentation: Preliminary Comptroller's Property Value Study
Presenter: Deborah Cabrera, Interim Chief Financial Officer

Preliminary Comptroller's Property Value Study (PVS)

Debbie Cabrera – Interim CFO

February 14, 2023
Board Workshop



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INDEPENDENT SCHOOL DISTRICT

EST. 1917

FY 23 Property Value Study

Along with 10 other area school districts, the FY 23 Property Value Study found our local value invalid, but local value was certified because the district is entitled to a one year grace period.

An invalid status means the CAD reported values fall outside the 5%+/- interval as required by the Comptroller's rules. (Single Family 90.81%)

If this were to happen again next year with final values outside the interval, then state value would be assigned and state funding would be negatively impacted for FY 24.

The CAD plans to protest these findings on our behalf so we can hopefully be removed from the Invalid category and being in the one year only grace period.

Other Collin County ISD's with Invalid Findings and in Grace

- Allen
- Anna
- Celina
- Frisco
- McKinney
- Melissa
- Plano
- Princeton
- Prosper
- Wylie

In the past 20 years the CAD only lost one appeal and that was for Farmersville in 2020.

Statewide 149 school districts had at least some of their property in a CAD that failed the property value study and received state value. (Second year in Grace Period)

Impact of Comptroller's PVS

Value used in Adopted Budget

T2 - \$3,469,176,477 (14.5% increase)

FSP Revenue - \$1.1M

Recapture - \$1.0M **Net +\$100K**

Budget Amended after failed VATRE

FSP Revenue - \$1.1M

Recapture - \$1.41M **Net -\$410K**

(Net is from Original Budget)

Value Assigned by Comptroller

T2 Local Value -\$3,569,852,514 (15.2% increase)

FSP Revenue - \$940K

Recapture - \$2.2M **Net -\$950K**

Comptroller's PVS Value (What If)

T2 State Value - \$3,855,388,783 (24.4% increase)

FSP Revenue - \$658K

Recapture - \$2.5M **Net -\$1.5M**

(Net is from Amended Budget)



THANK YOU

16. Presentation: Staff Stakeholder Master Scheduling Committee Update

Presenter: Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction

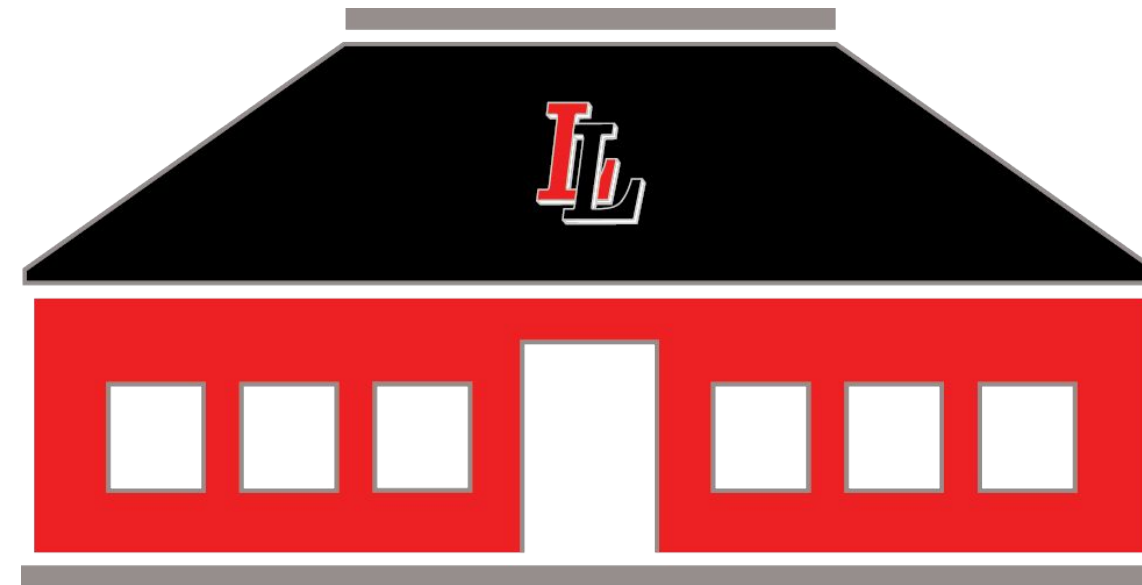
STAFF STAKEHOLDER MASTER SCHEDULING COMMITTEE UPDATE

Laurie Tinsley

Assistant Superintendent of Curriculum and
Instruction

February 14, 2023

Board Workshop



LOVEJOY

INDEPENDENT SCHOOL DISTRICT

EST. 1917

MASTER SCHEDULING

LOVEJOY ISD

School schedules should meet student needs and ensure that all teachers are primed to deliver engaging, rigorous content.

What is Our WHY ?

Respond to Revenue
Challenges



Retain Legacy of
Excellence for LISD
Students

Teacher/Staff
Retention, Recruitment
and Support

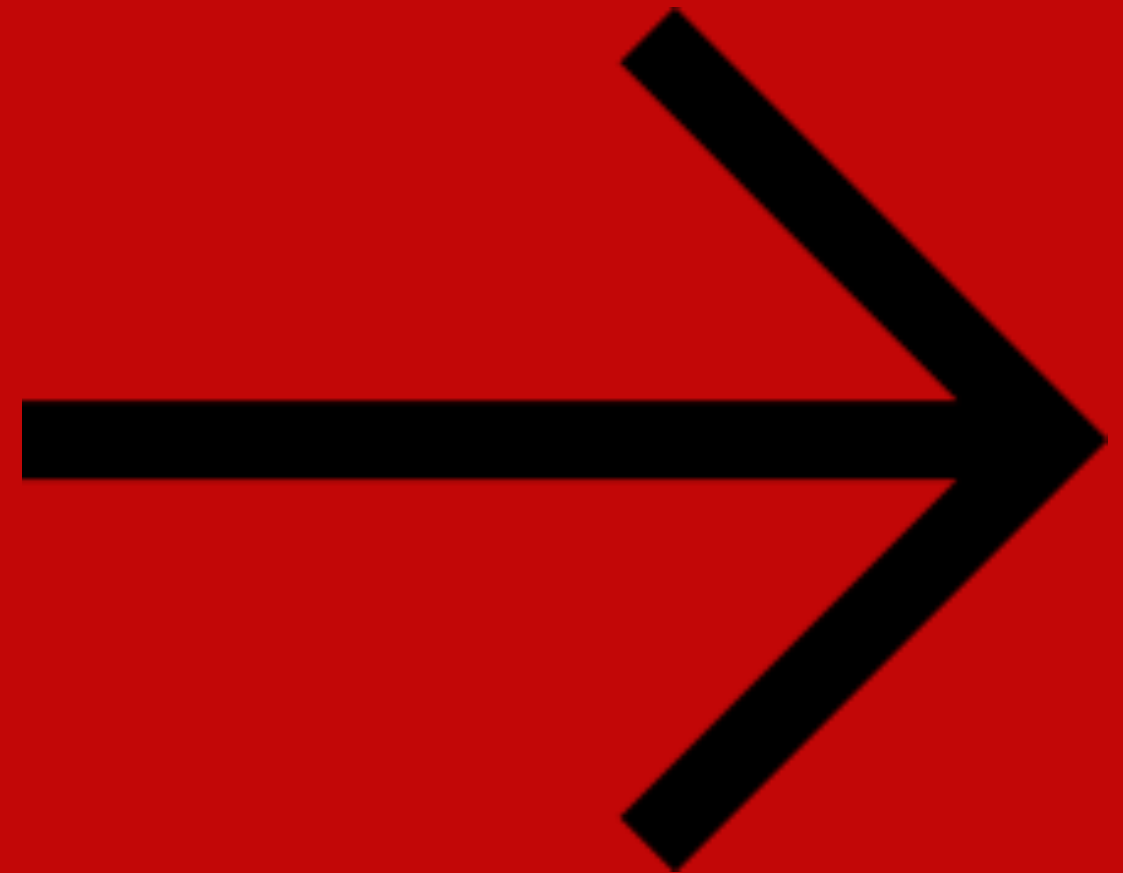
HOW?

Establish Staff Stakeholder Committee

Establish Timeline

Establish System for Feedback

Staff Stakeholder Committee



Anna Koenig
Sancy Fuller
Jared Glaze
Jen Still
Brenda Johnson
Sarah Moody
Katie Modine
Shawn Lewis
Leigh Bellows
Brie Smith
Holly Haynes
Erin McClintock

Mary Mullen
Erin Perkins
Wendy Craft
Courtney Halpin
Reagan Varnell
Sunny Bradshaw
Erin Goff
Amy Matteucci
Brittany Buass
Laine Collins
Lana Jasper

Kevin Parker
Laurie Tinsley
Travis Zambiasi
Caitlin Eldredge
Chris Ross
Fela Mathy
Carey Miller
Amanda Puckett
Carrie Robbins
Stephani Kranz
Allison Novicke

Staff Stakeholder Committee Work



7 Period Day
LHS and WSMS

8 Period Day
LHS and WSMS

Block Schedule
LHS and WSMS

**4 Day Student
Instructional
Week**

**Additional Staff
Planning Days**

Committee Work

Review Research and Impact of Master Scheduling Models

Information Gathering

- Research
 - Staff and Parent Surveys
 - *Initial Pulse from LISD Staff and Parents of Scheduling Models to Guide Future Planning*
 - Study of Districts Implementing Various Scheduling Model
-

Analyze Information Gathered and Report Findings to Board of Trustees and Administration

STAFF and PARENT SURVEYS

- Survey was available to LISD staff and parents February 1, 2023 -February 8, 2023
- 20 to 24 Likert Scale questions that are a form of “closed questions”, were included in each of the surveys
- Likert Scale questions are common tools in researching and measuring **beliefs, attitudes** and **opinions**
- Surveys included an option for “comments”

As part of the “preliminary” research and study, the committee felt it was necessary to gather an initial “pulse” of the 5 scheduling models from LISD staff and parents.

Considering the possible multiple iterations for each of the 5 scheduling models and understanding there are unique District scheduling needs, the committee elected to start with this survey format to assist with guiding future planning and study.

SURVEY THEMES STAFF

7 Period Day

Limits Student Opportunities
Neutral Impact Legacy of Excellence
Negative Impact Teacher/Staff Recruitment and Retention

8 Period Day

Positive Impact Legacy of Excellence
Neutral Impact Legacy of Excellence
Positive Impact Teacher/Staff Recruitment and Retention

Block Scheduling

Positive Impact Legacy of Excellence
Neutral Impact Legacy of Excellence

4 Day Instructional Student Week

Positive Impact Teacher/Staff Recruitment and Retention
Positive Impact Legacy of Excellence
Neutral Impact Legacy of Excellence
Beneficial for Work/Life Balance
Questions - Impact Hourly Employees

Additional Staff Planning Days

Positive Impact Teacher/Staff Recruitment and Retention
Positive Impact Legacy of Excellence

SURVEY THEMES

PARENTS

7 Period Day

Limits Student Opportunities
Negative Impact Legacy of Excellence
Neutral Impact Legacy of Excellence

8 Period Day

Positive Impact Legacy of Excellence
Neutral Impact Legacy of Excellence

Block Scheduling

Positive Impact Legacy of Excellence
Negative Impact Legacy of Excellence

4 Day Instructional Student Week

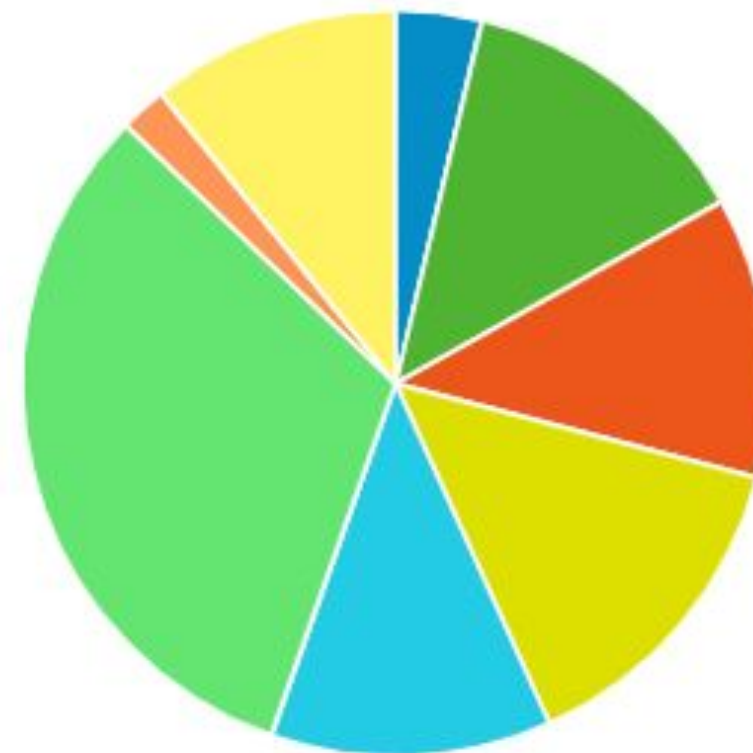
Positive Impact Teacher/Staff Recruitment and Retention
Neutral Impact Teacher/Staff Recruitment and Retention
Childcare Concerns
Hardship on Working Families
Extended School Day Concerns
Negative Impact Legacy of Excellence
Positive Impact Legacy of Excellence
Beneficial for Families and Life Balance

Additional Staff Planning Days

Positive Teacher/Staff Recruitment and Retention
Childcare Concerns

**297
TOTAL
SUBMISSIONS**

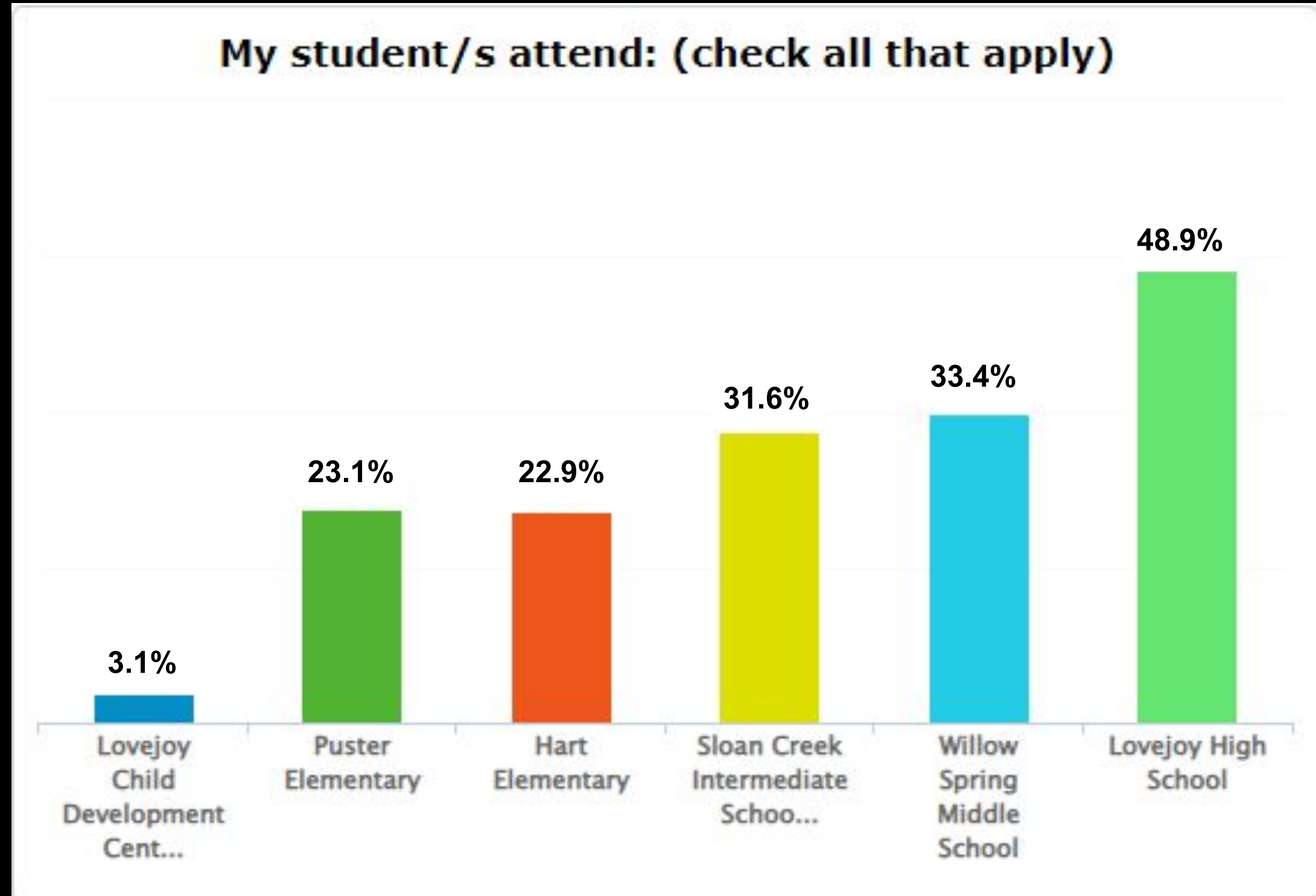
I serve as a staff member at:



- Lovejoy Child Development Center: 3.7%
- Puster Elementary: 13.2%
- Hart Elementary: 12.2%
- Sloan Creek Intermediate School: 14.2%
- Willow Springs Middle School: 12.2%
- Lovejoy High School: 31.8%
- Transportation, Operations, or Maintenance: 2.0%
- Lovejoy Administration Building: 10.8%

Staff Survey Participation Numbers

**1191
TOTAL
SUBMISSIONS**



Parent Survey Participation Numbers

Staff Stakeholder Master
Scheduling Committee

Findings



7 DAY PERIOD

7 Period Day

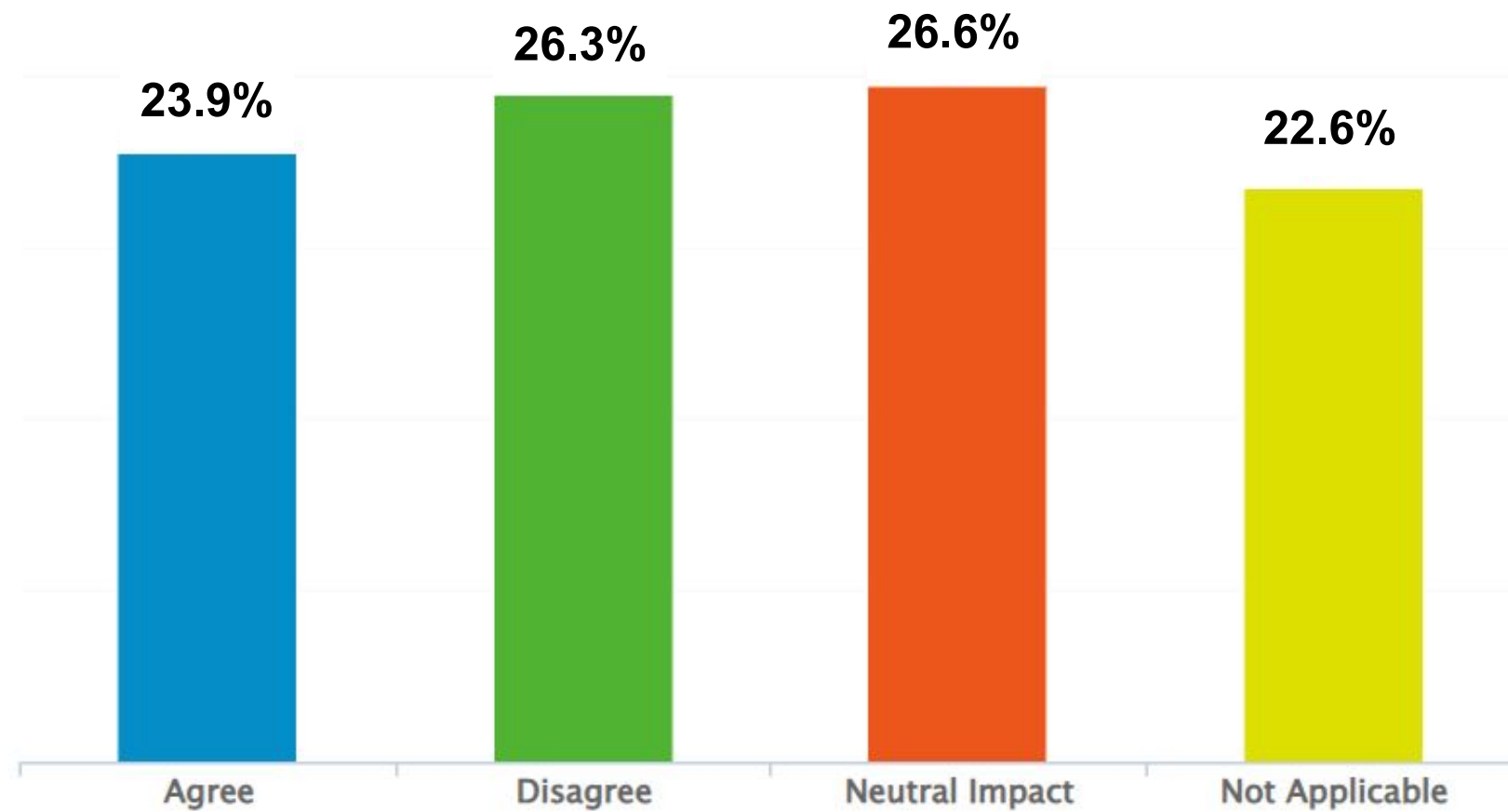
Possible Benefits

- Estimated Savings \$500,000
(Decrease of 7 to 10 FTEs at LHS and WSMS)
- Slightly Longer Class Periods

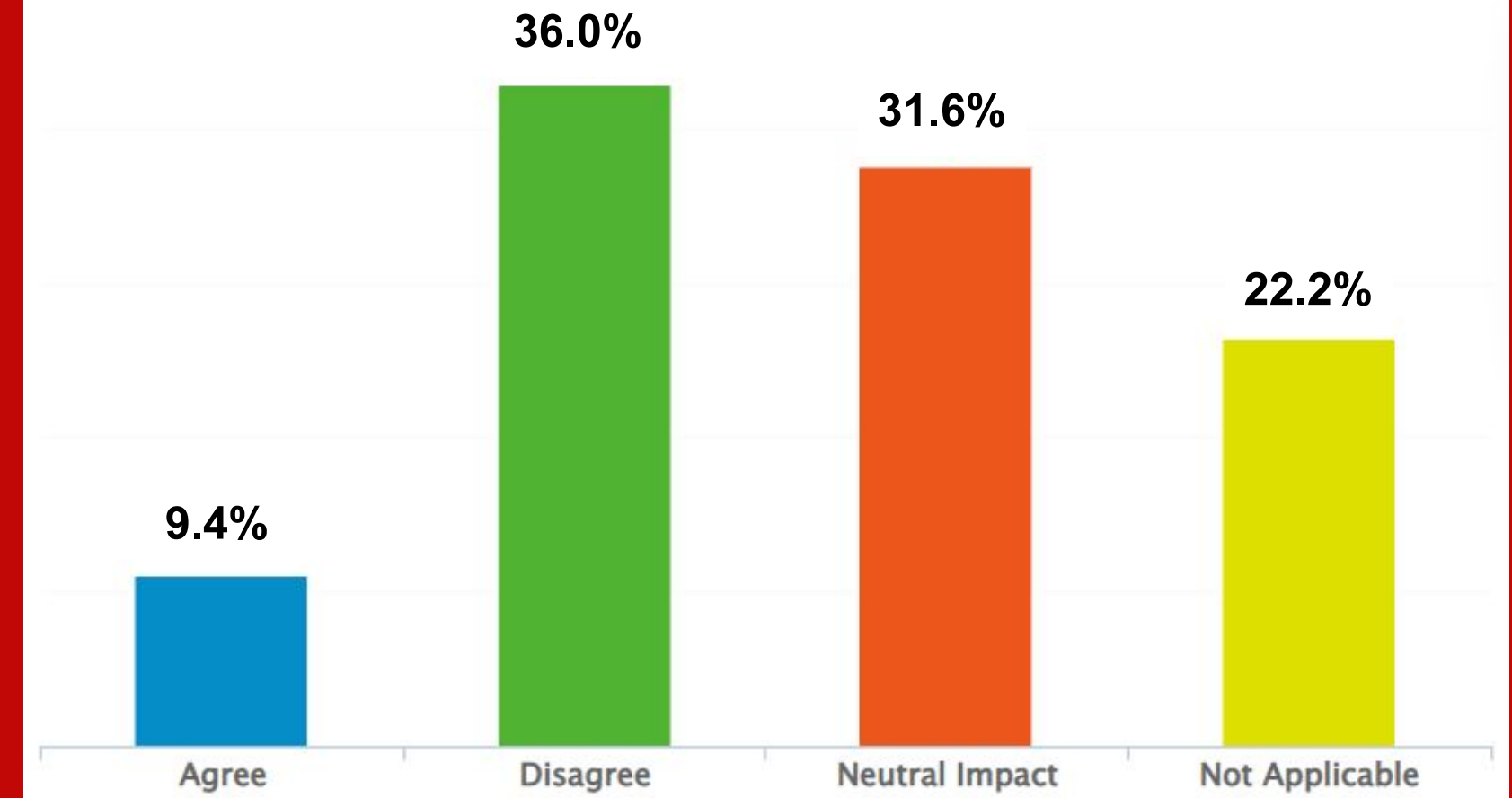
- Fewer electives, fine arts and athletic classes
- Loss of one of the two daily staff planning periods
- Student morale with less electives impacts teaching and learning
- Potential for more athletes in athletic periods and JV/Varsity/Freshman groups combined

Possible Challenges

The 7 period day schedule would negatively impact secondary student achievement.

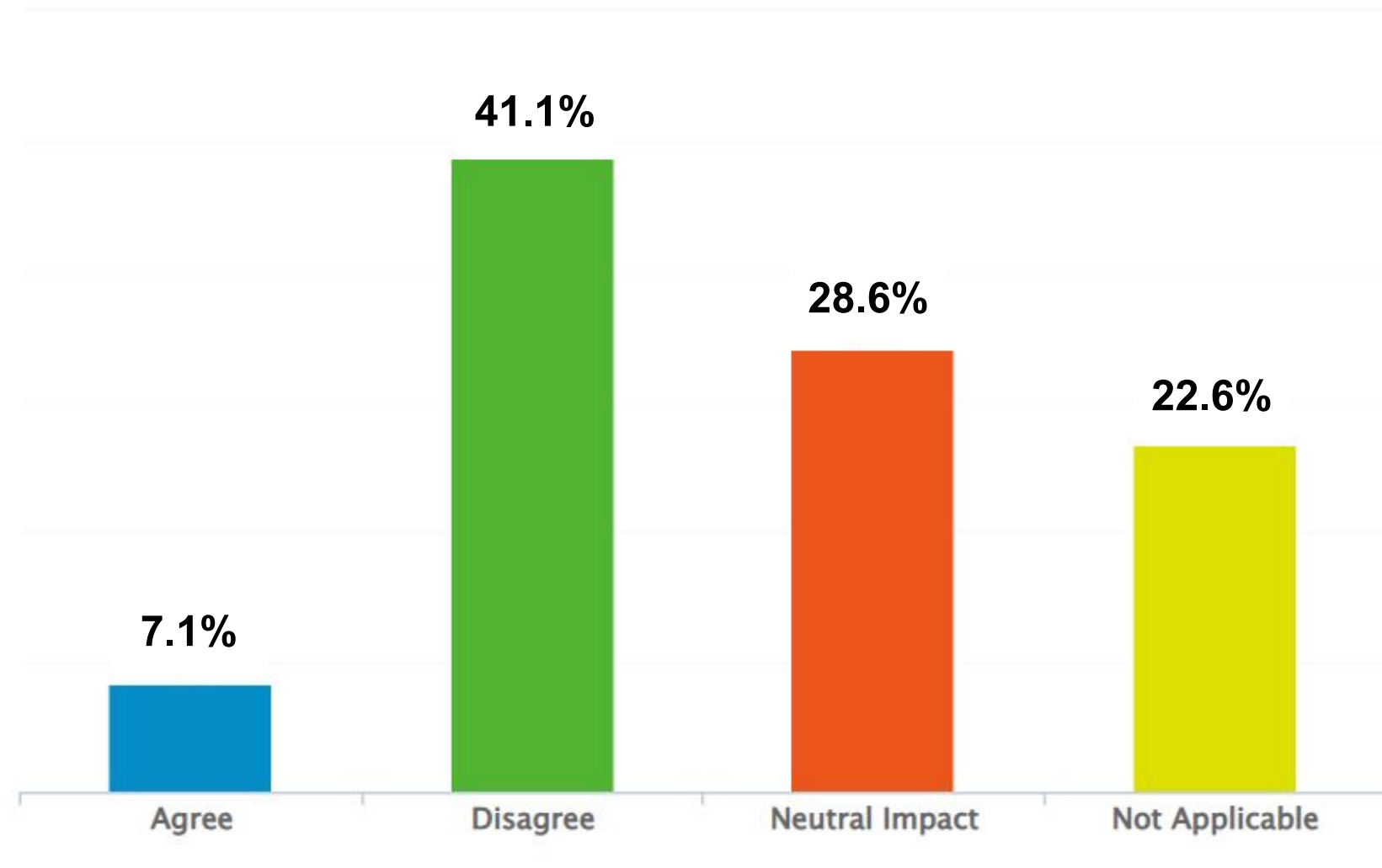


The 7 period day schedule is the best option for maintaining a legacy of excellence for LISD secondary students.

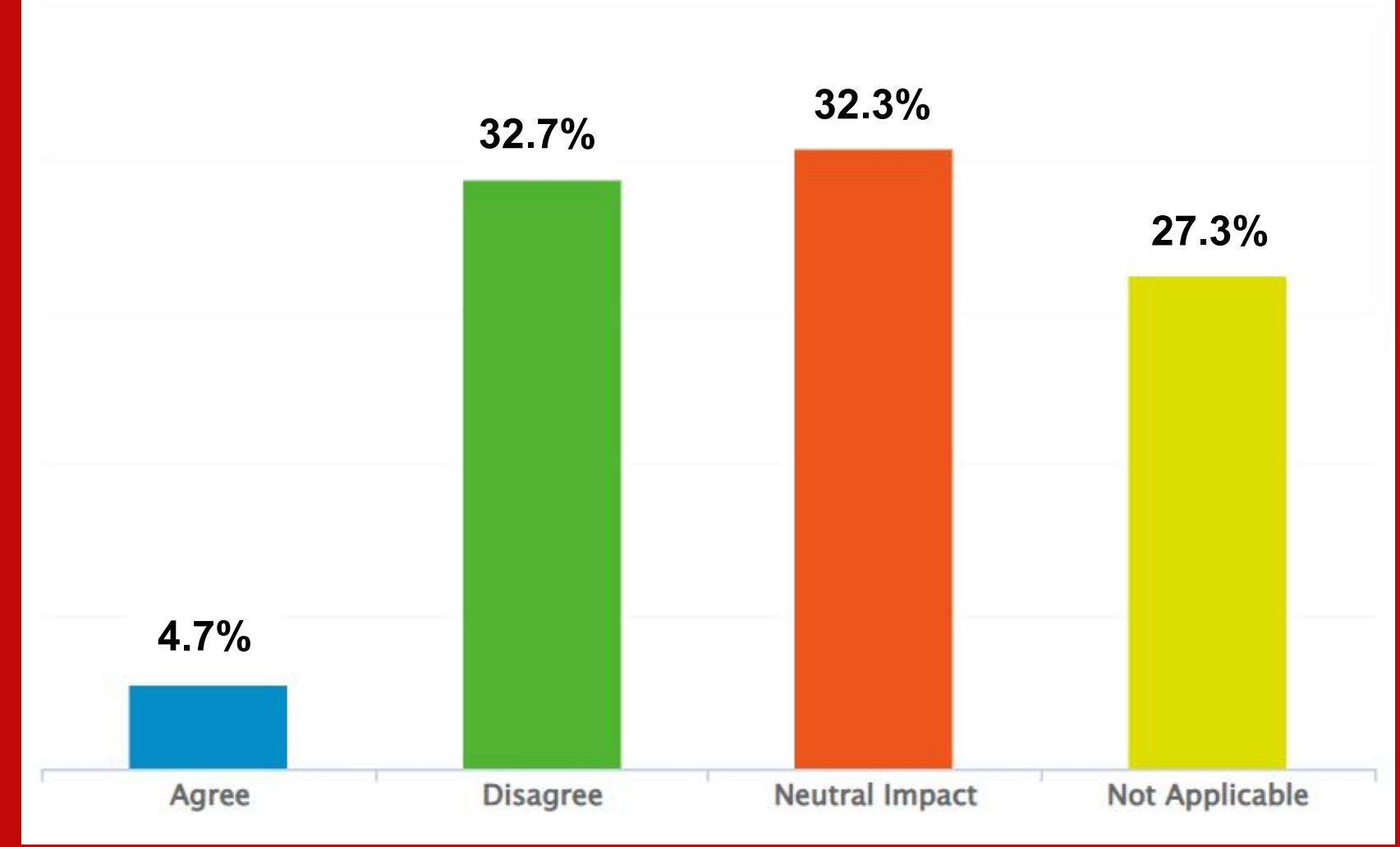


Staff Survey - 7 Day Period

The 7 period day would improve secondary teacher/staff retention, recruitment and support.

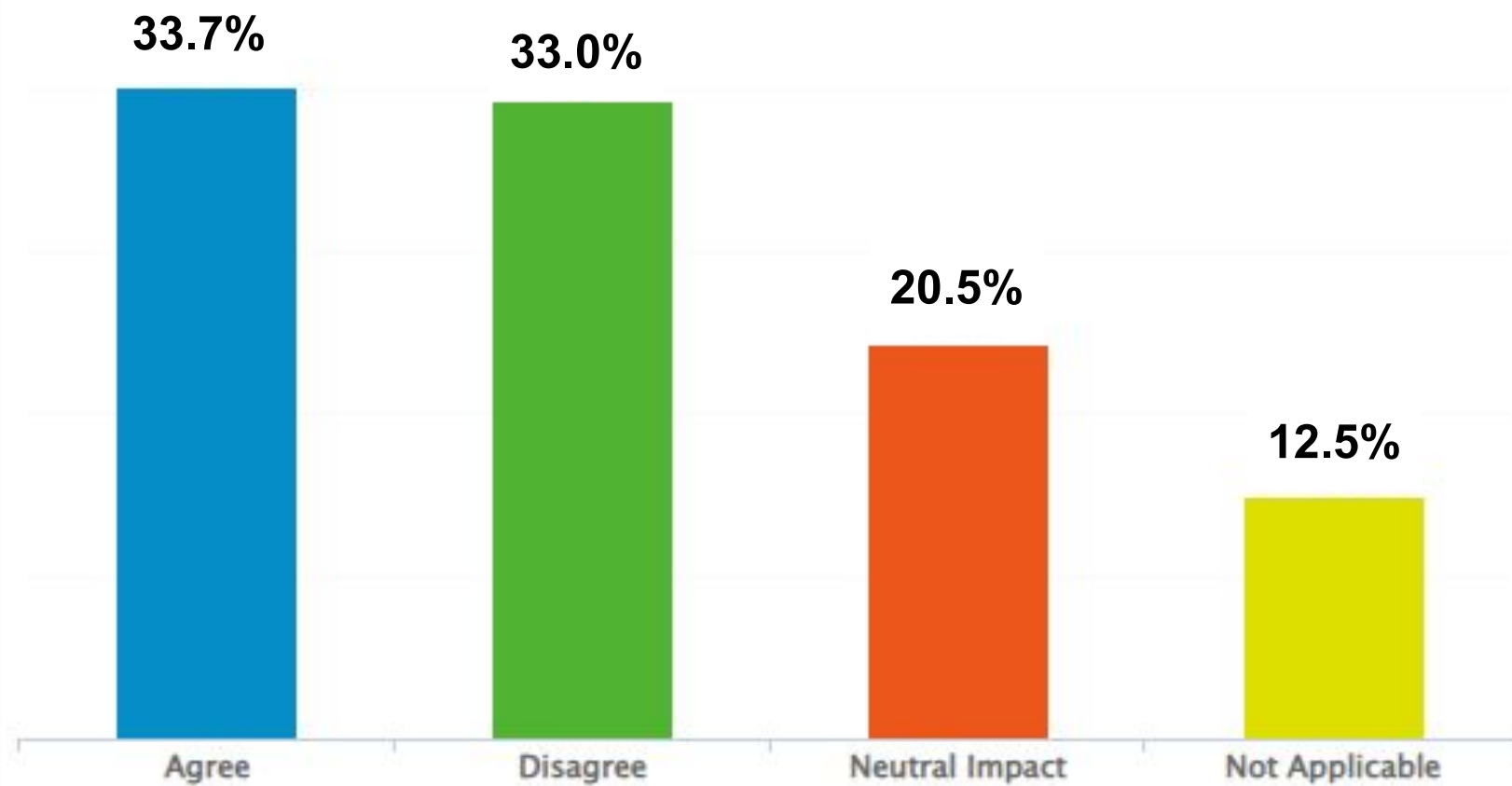


The 7 period day would motivate me to remain in the district.

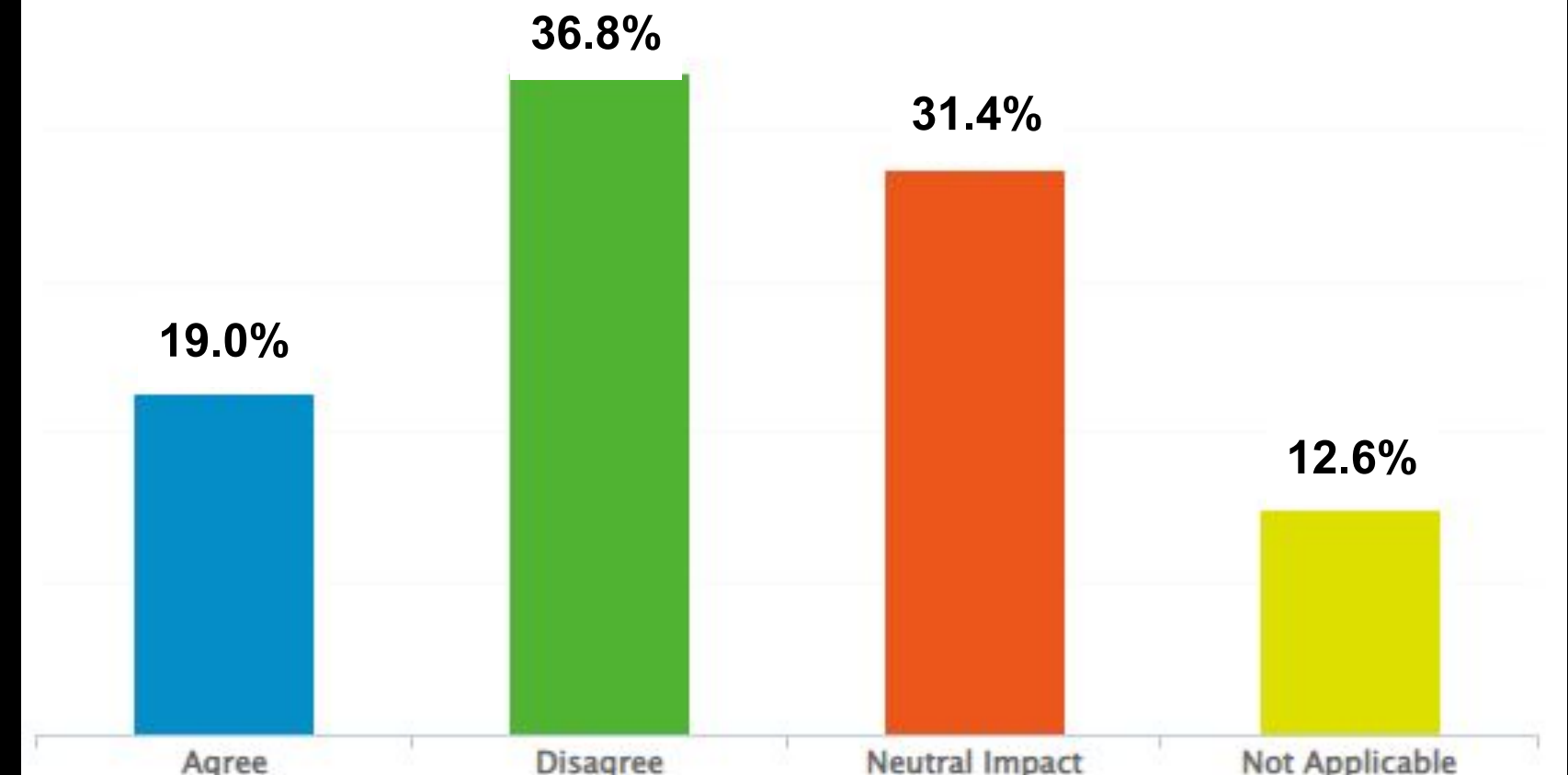


Staff Survey - 7 Day Period

The 7 period day schedule would negatively impact secondary student achievement.

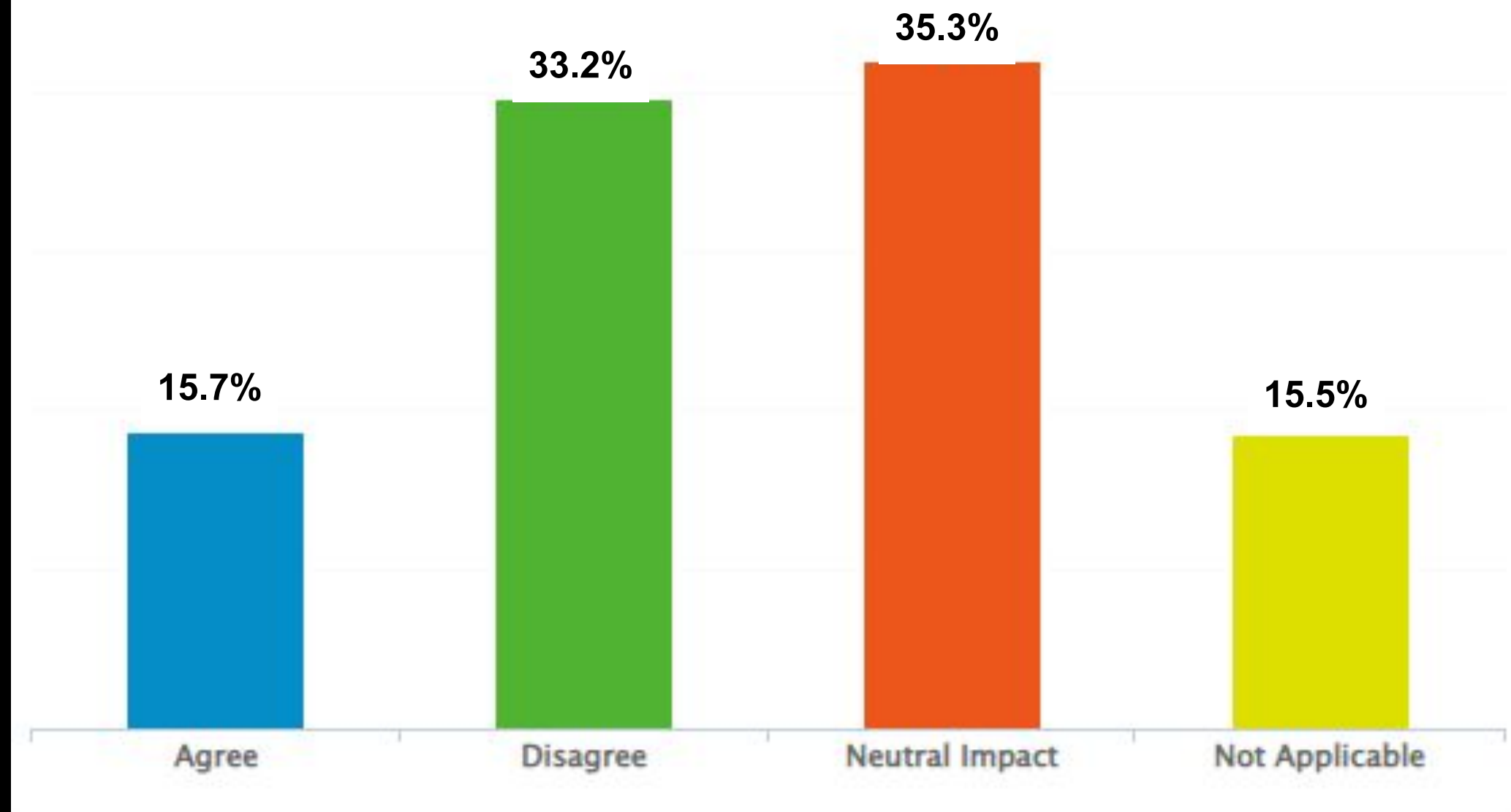


The 7 period day schedule would have a positive impact on maintaining a legacy of excellence for LISD secondary students.



Parent Survey - 7 Day Period

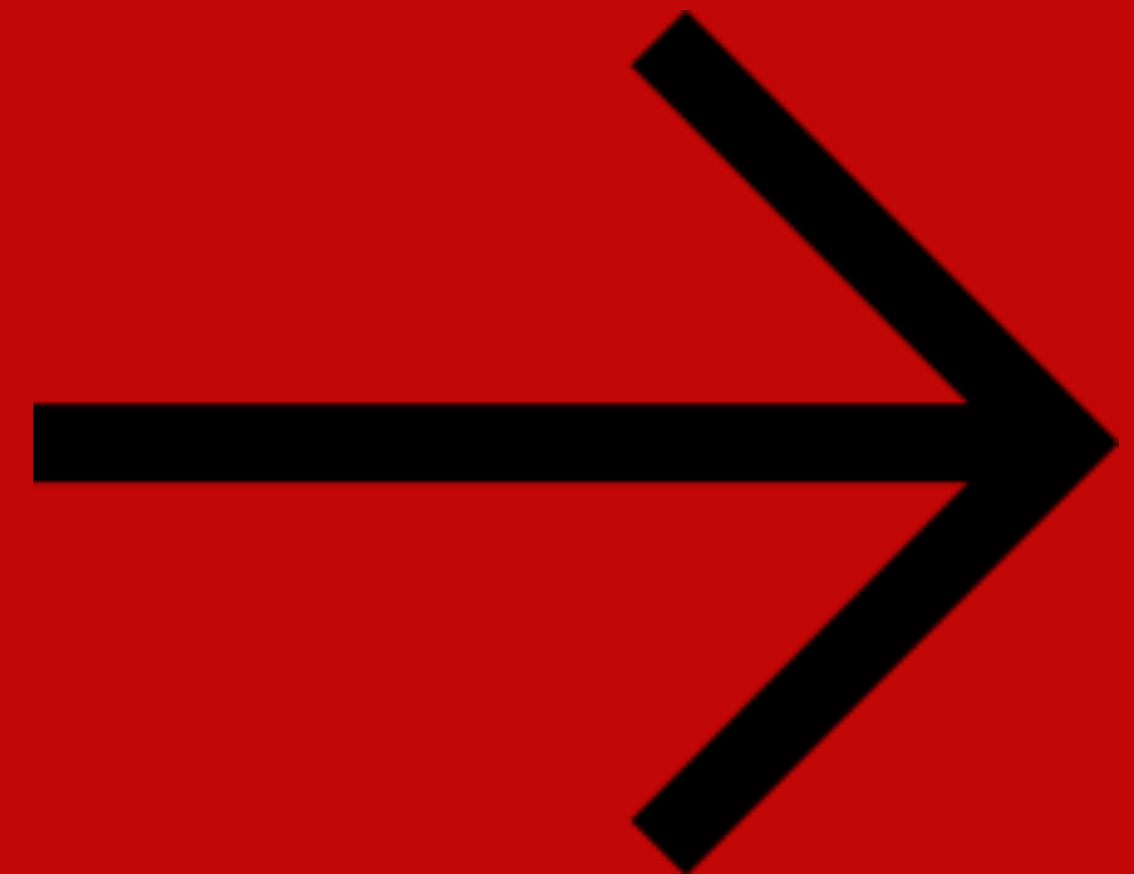
The 7 period day would improve secondary teacher/staff retention, recruitment and support.



Parent Survey - 7 Day Period

Staff Stakeholder Master
Scheduling Committee

Findings

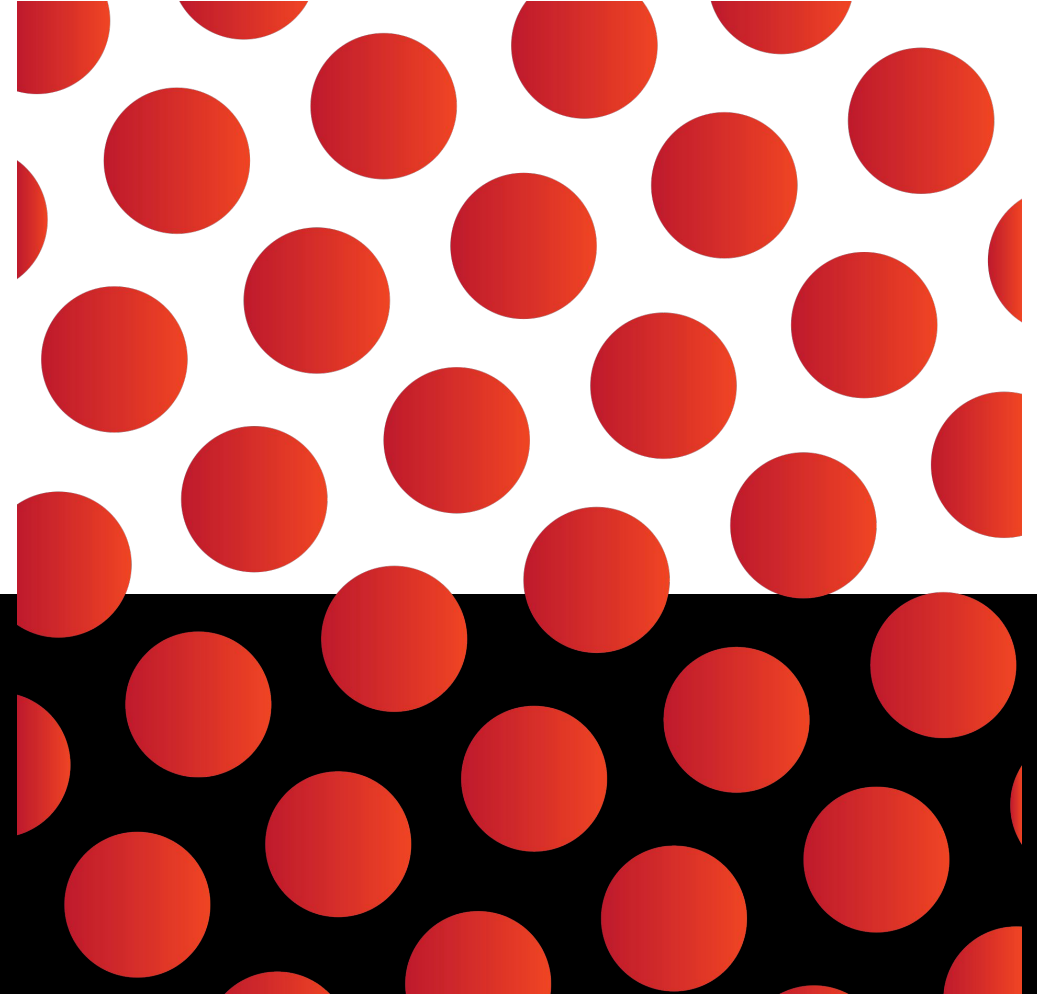


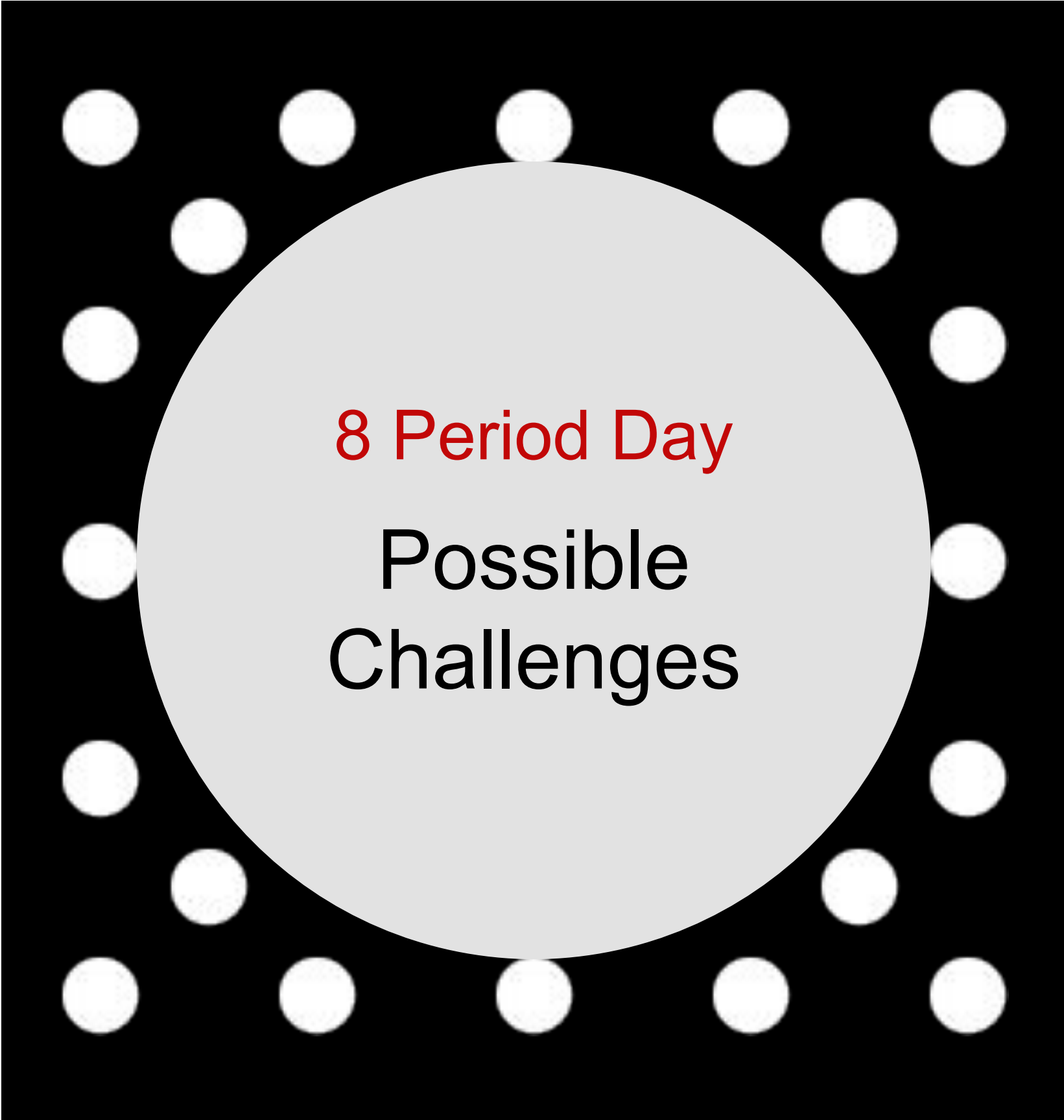
8 DAY PERIOD

8 Period Day

Possible Benefits

- No increase in costs
- Allows for two daily planning periods for staff
- Consistency for staff and students
- Varsity/JV/Freshman have separate athletic class periods

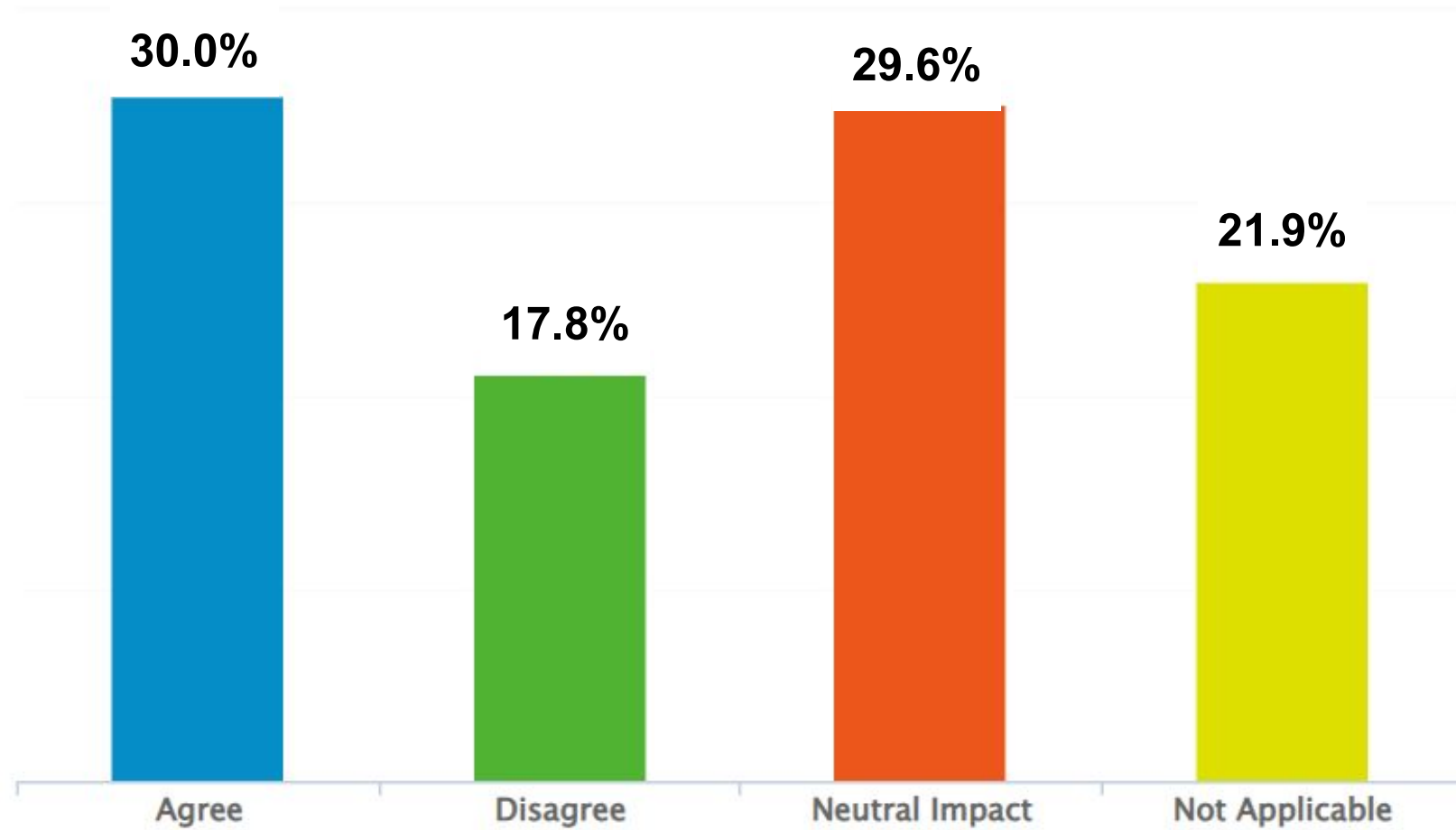
- 
- Maintain opportunities for students to explore multiple areas of study
 - Recruitment for Lovejoy Scholars



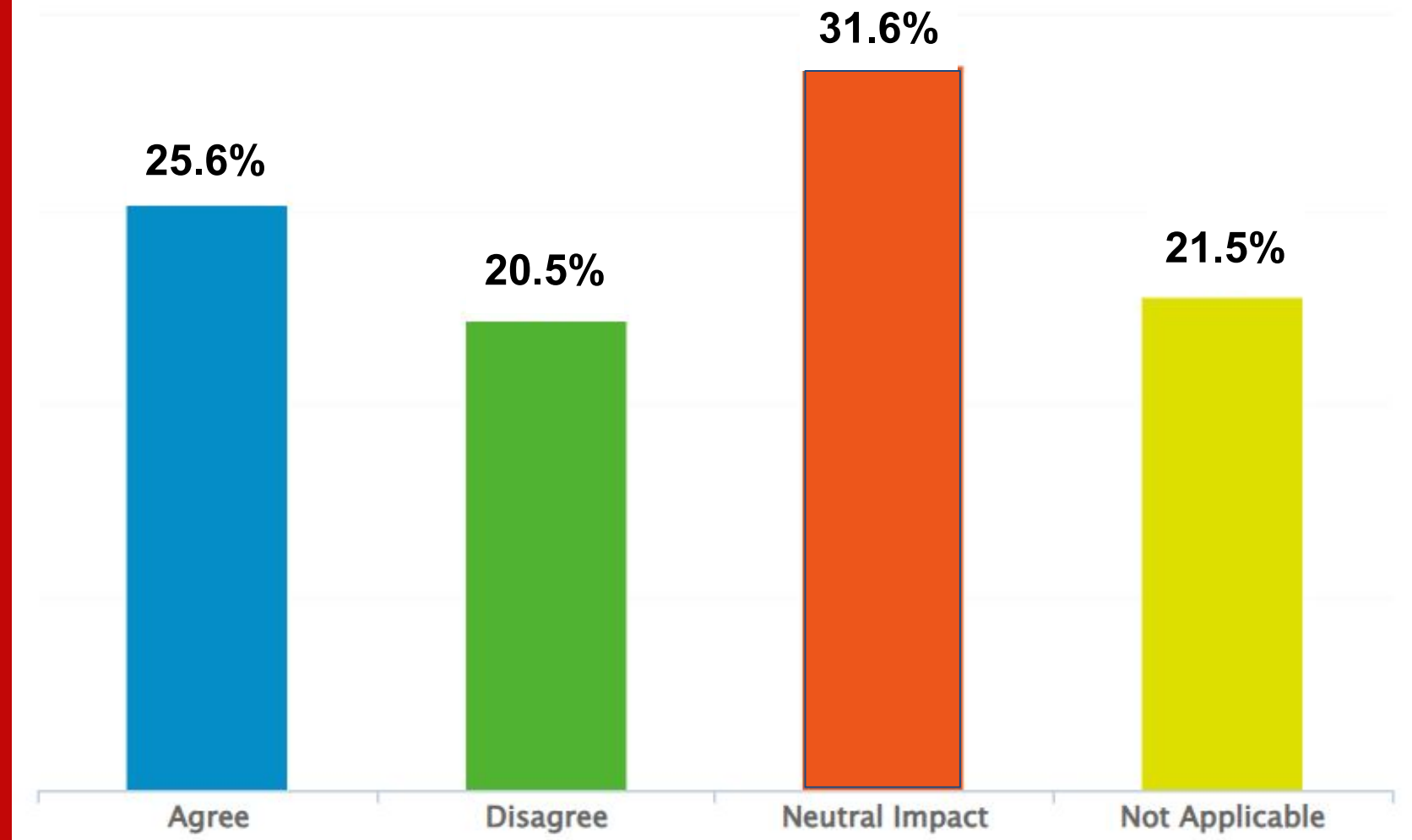
8 Period Day
**Possible
Challenges**

- No cost savings
- Coaching - shorter periods, requires practices before and after school
- Shorter periods - challenging to offer in-depth learning
- Multiple class periods and transitions
- Higher student caseloads for staff

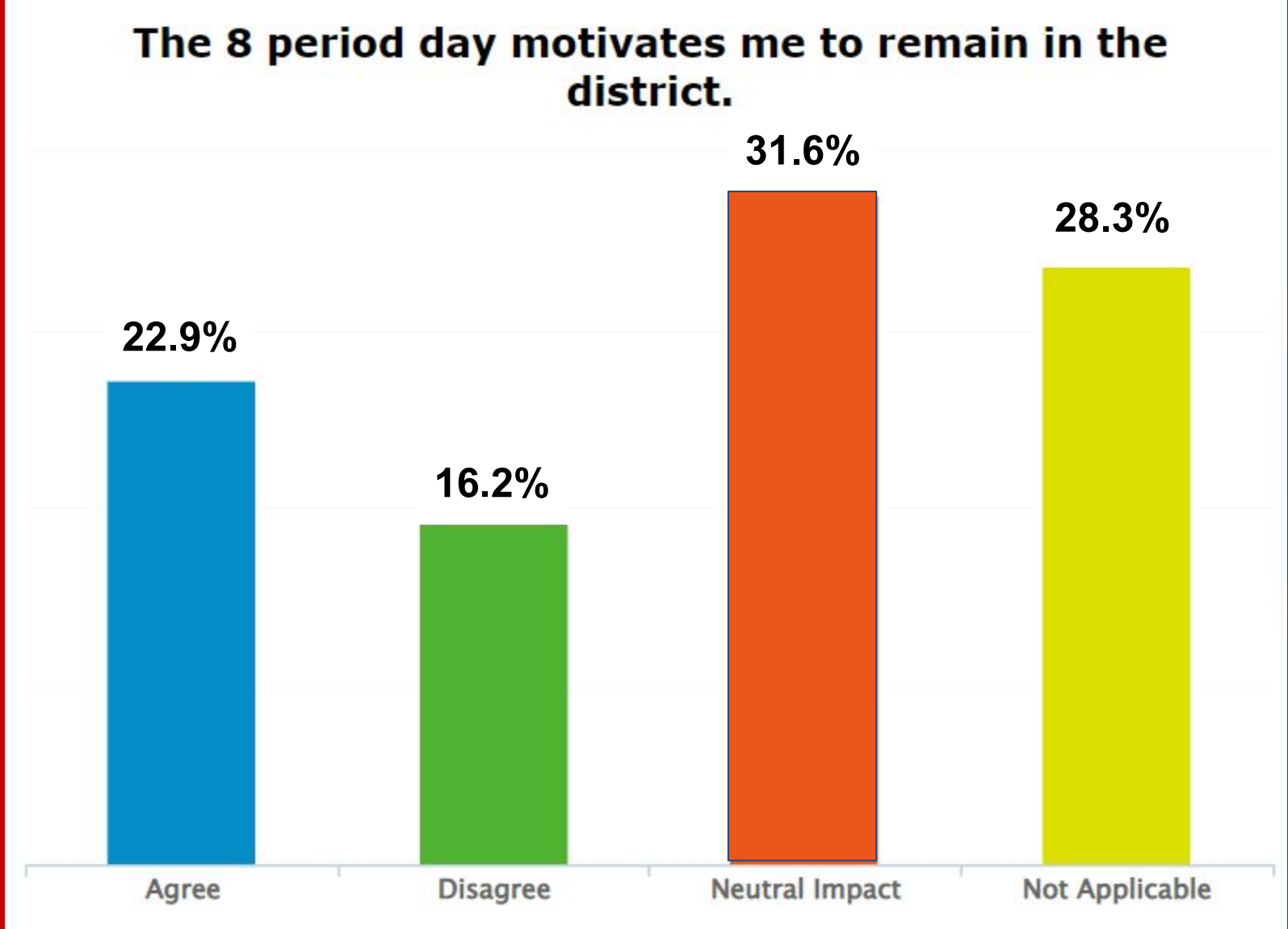
The 8 period day schedule is the best option for maintaining a legacy of excellence for LISD secondary students.



The 8 period day is the best option for secondary teacher/staff retention, recruitment and support.

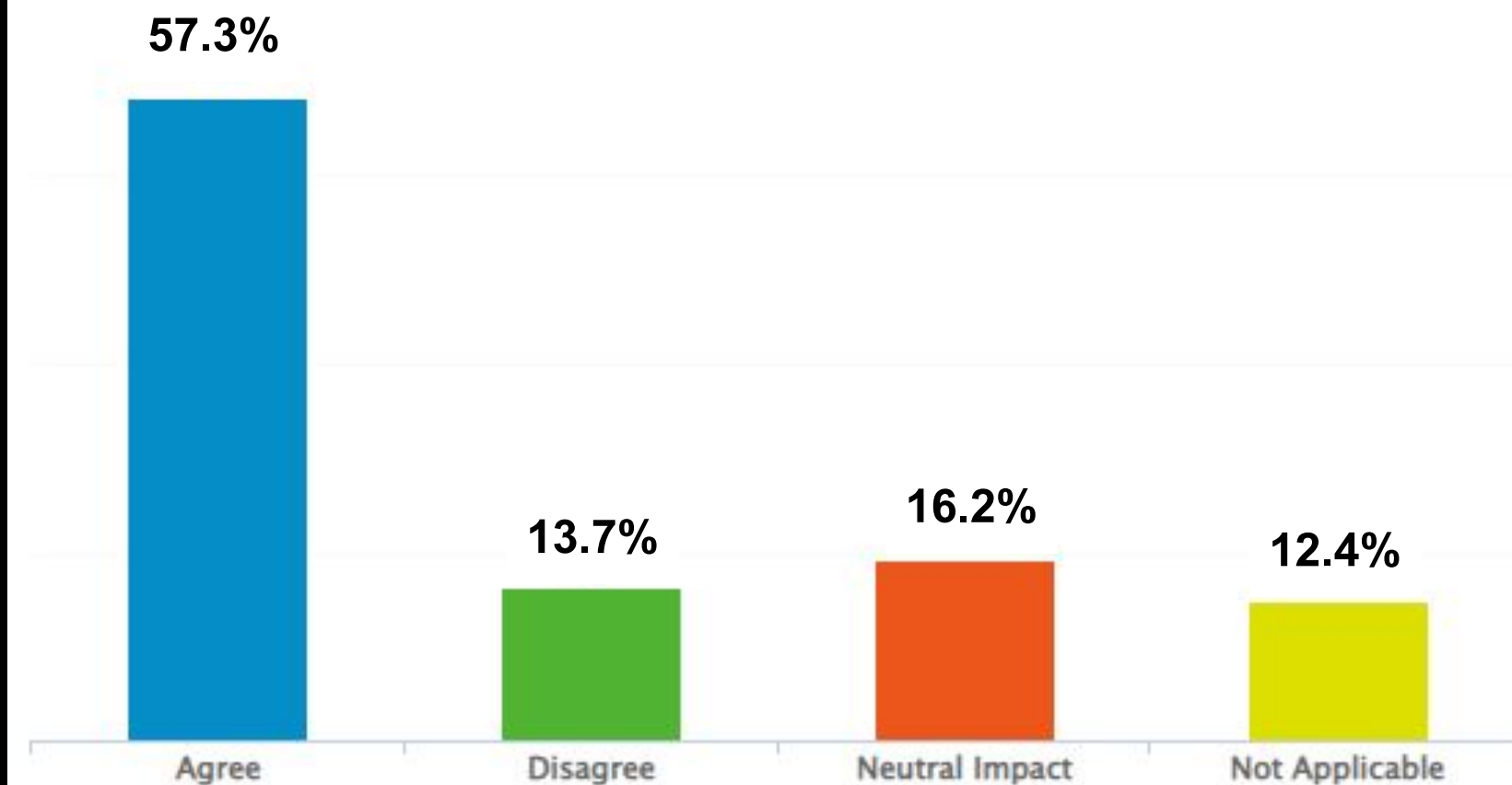


Staff Survey - 8 Day Period

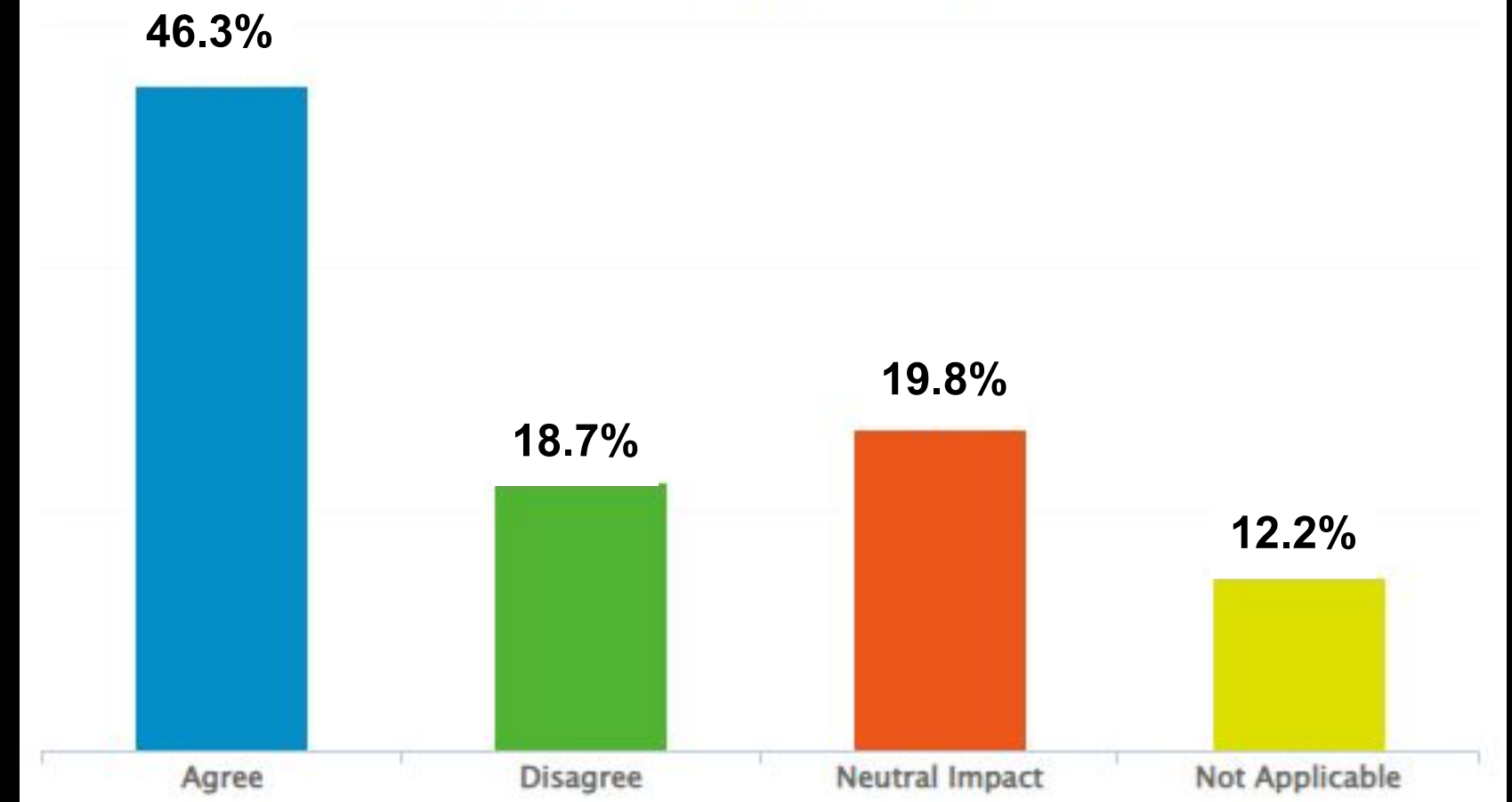


Staff Survey - 8 Day Period

The 8 period day schedule is important to providing secondary students with opportunities to pursue multiple interests.

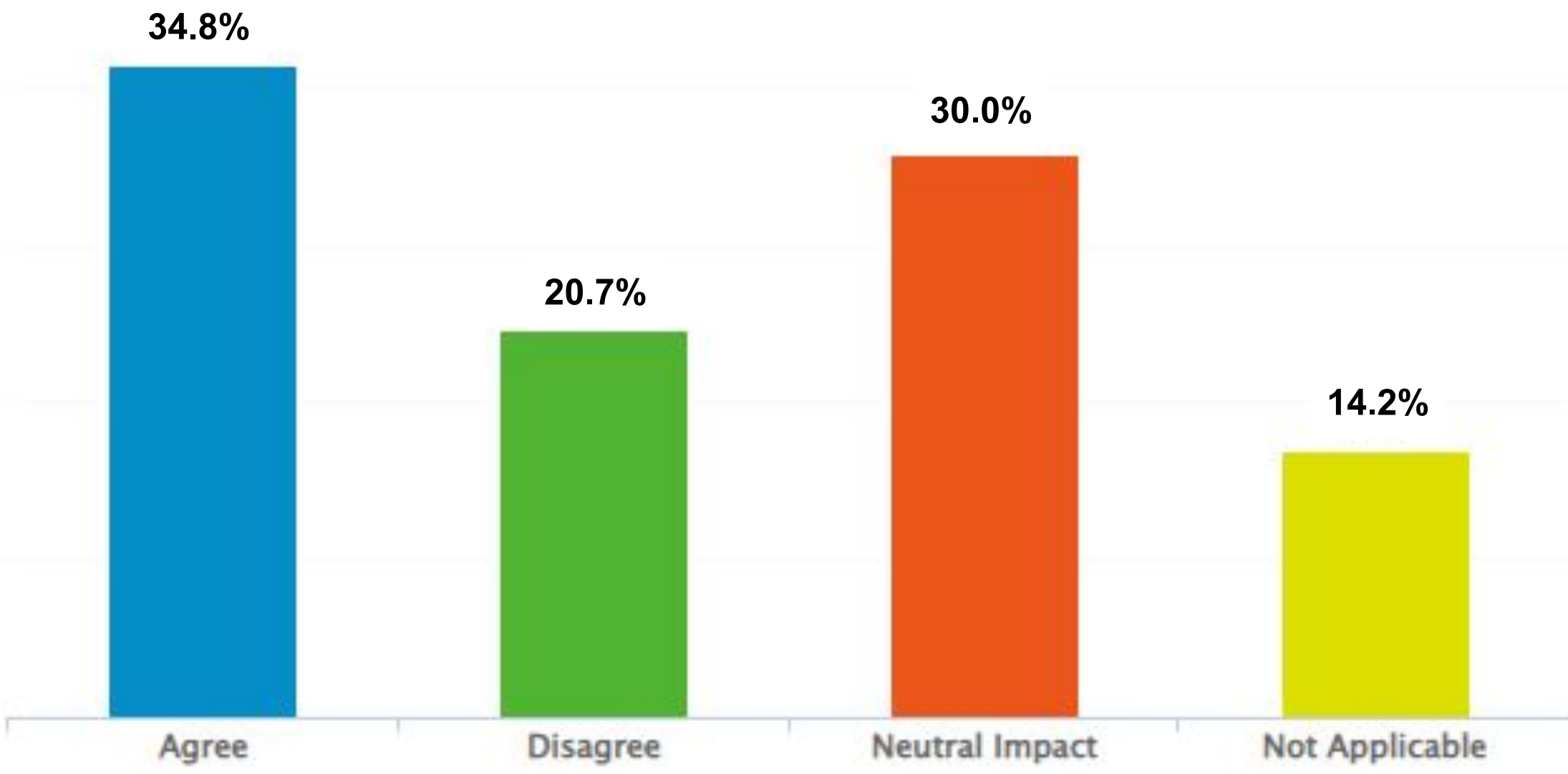


The 8 period day schedule is the best option for maintaining a legacy of excellence for Lovejoy ISD secondary students.



Parent Survey - 8 Day Period

The 8 period day schedule is the best option for secondary teacher/staff retention, recruitment and support.



Parent Survey - 8 Day Period

Staff Stakeholder Master
Scheduling Committee

Findings

BLOCK SCHEDULING



Block Scheduling

Possible Benefits

- Longer class periods (assists with tests, labs, relationship building, differentiated learning)
- Decrease before and after school practices
- Extended teacher planning periods
- Depth and complexity opportunities increase for students
- Opportunities to increase differentiated learning for students
- Student relationships and soft skills could be strengthened

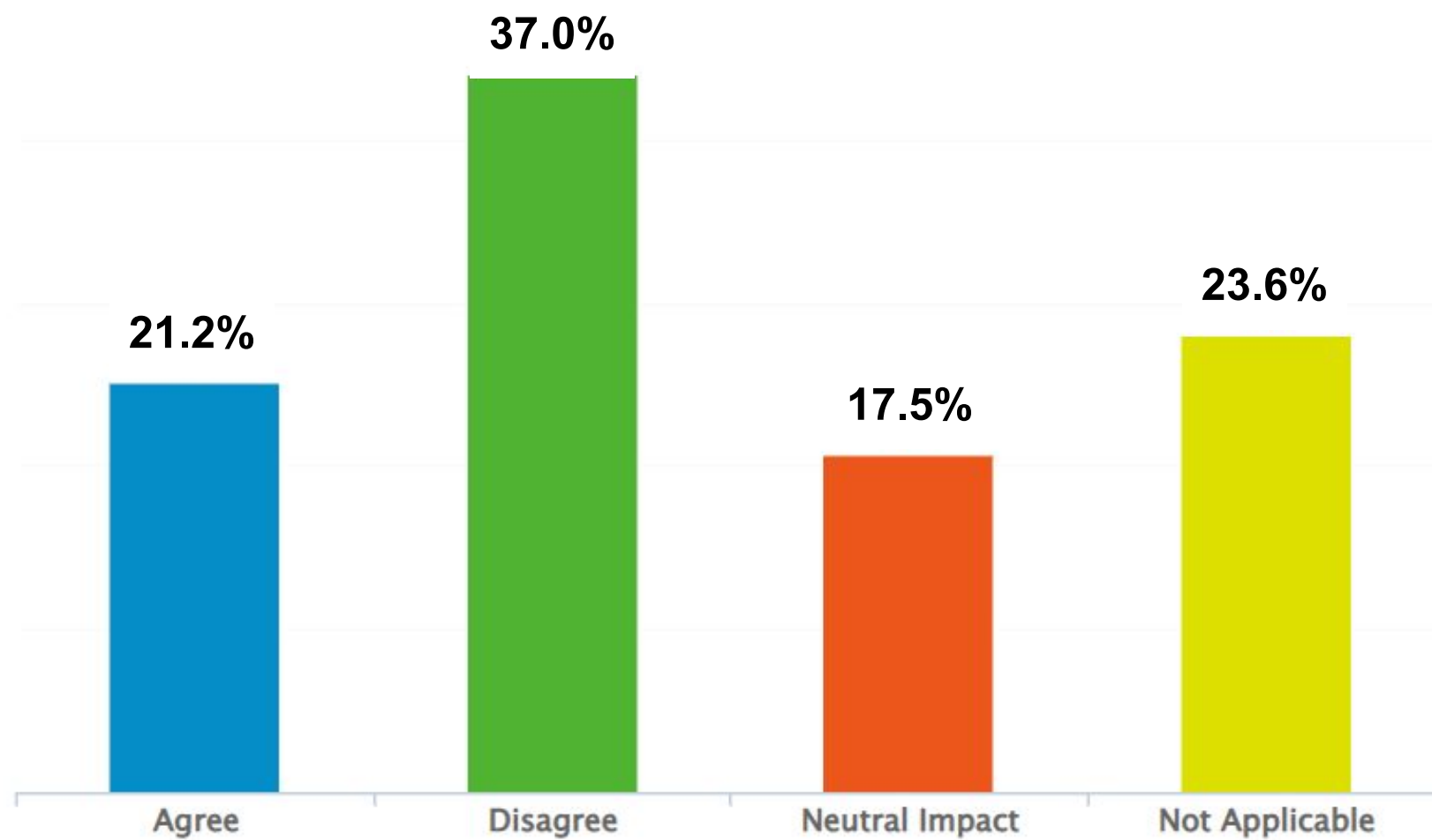


Block Scheduling

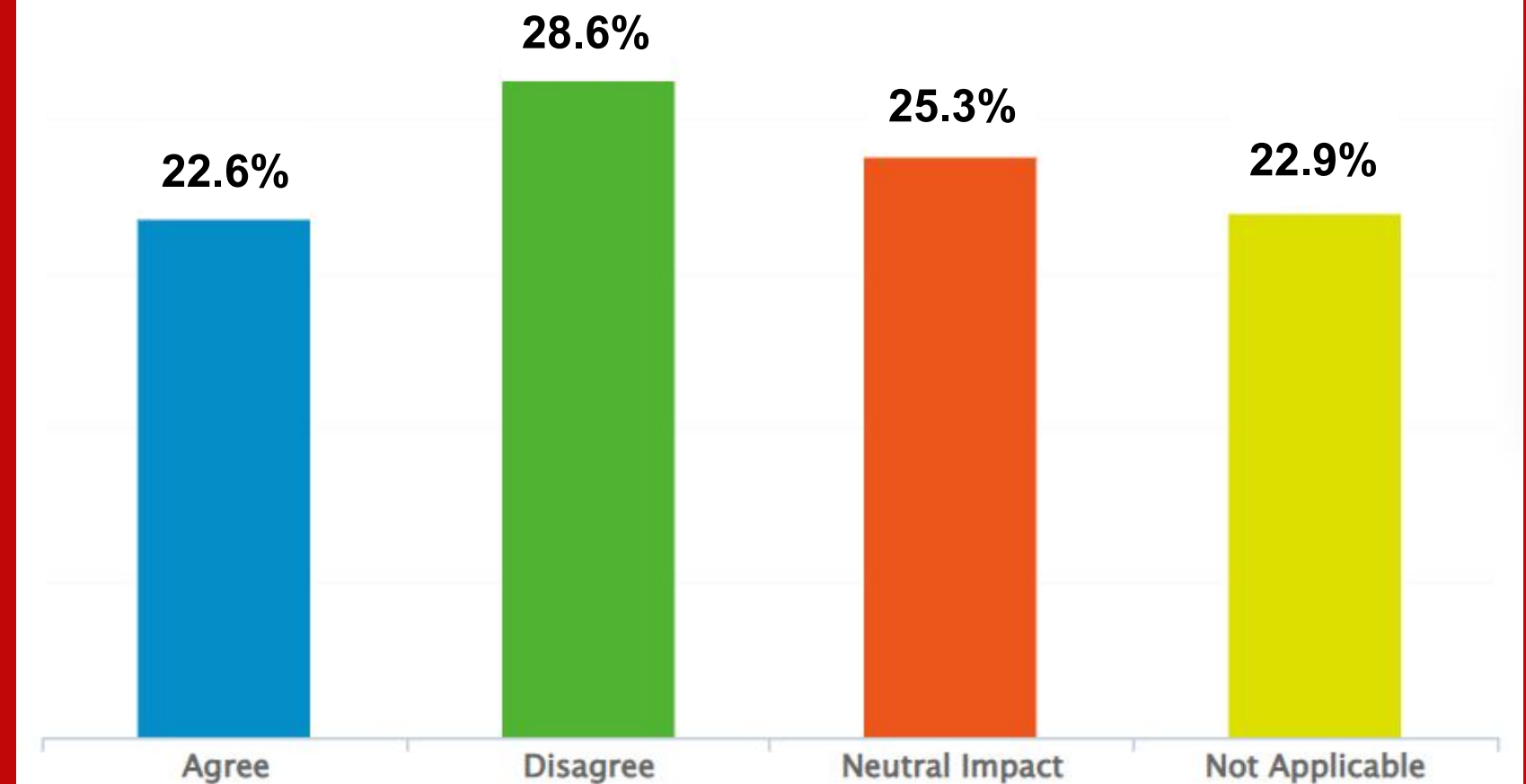
Possible Challenges

- Potential increase of 12 to 15 FTEs at LHS and WSMS
- Estimated cost increase \$700,000
- Extended class periods for students
- Daily and weekly routine changes for students
- Require professional development for teachers with planning and preparation for extended class periods.

The Block Schedule model would negatively impact student achievement.

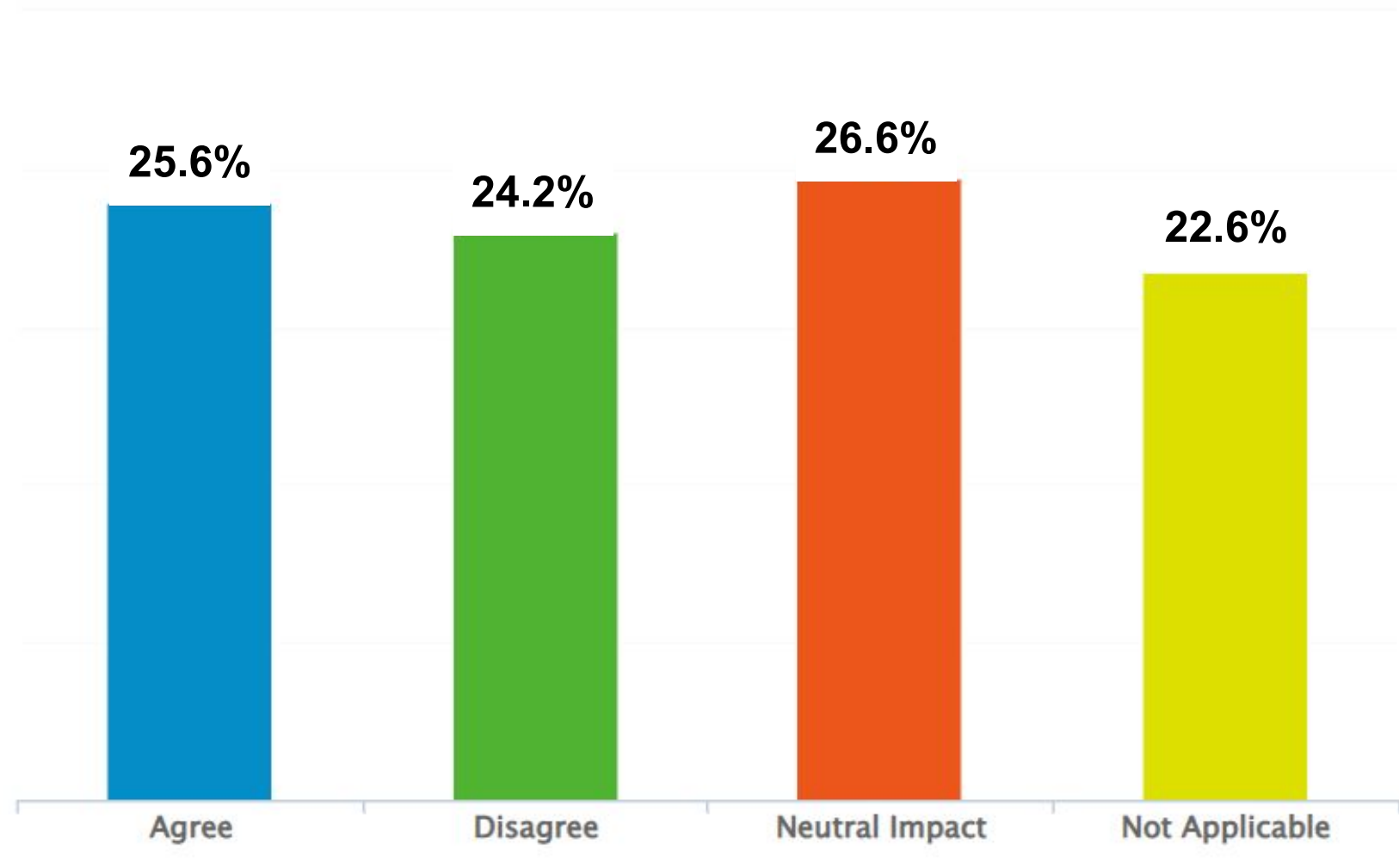


The Block Schedule is the best option for maintaining a legacy of excellence for LISD students.

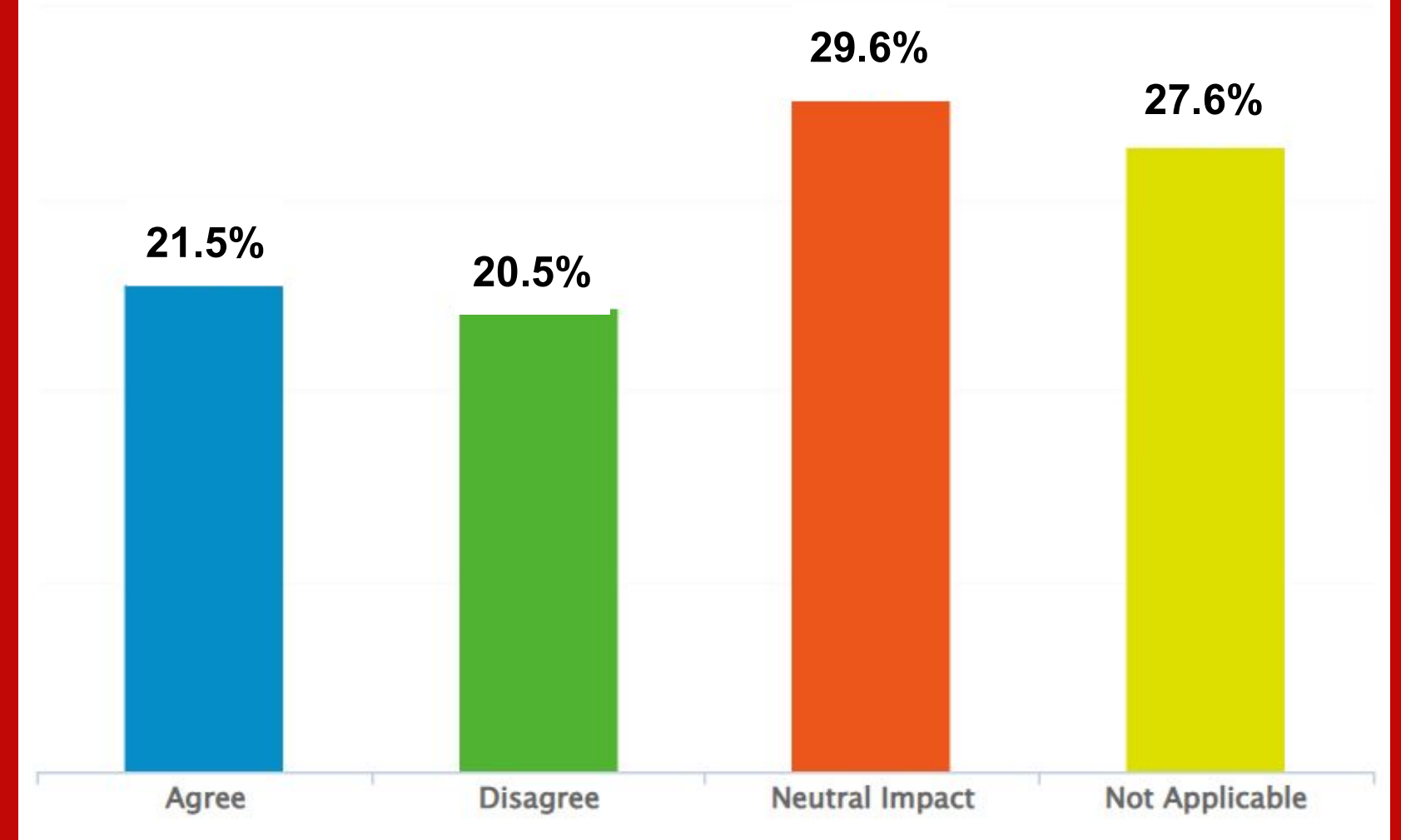


Staff Survey - Block Scheduling

The Block Schedule would improve secondary teacher/staff retention, recruitment and support.

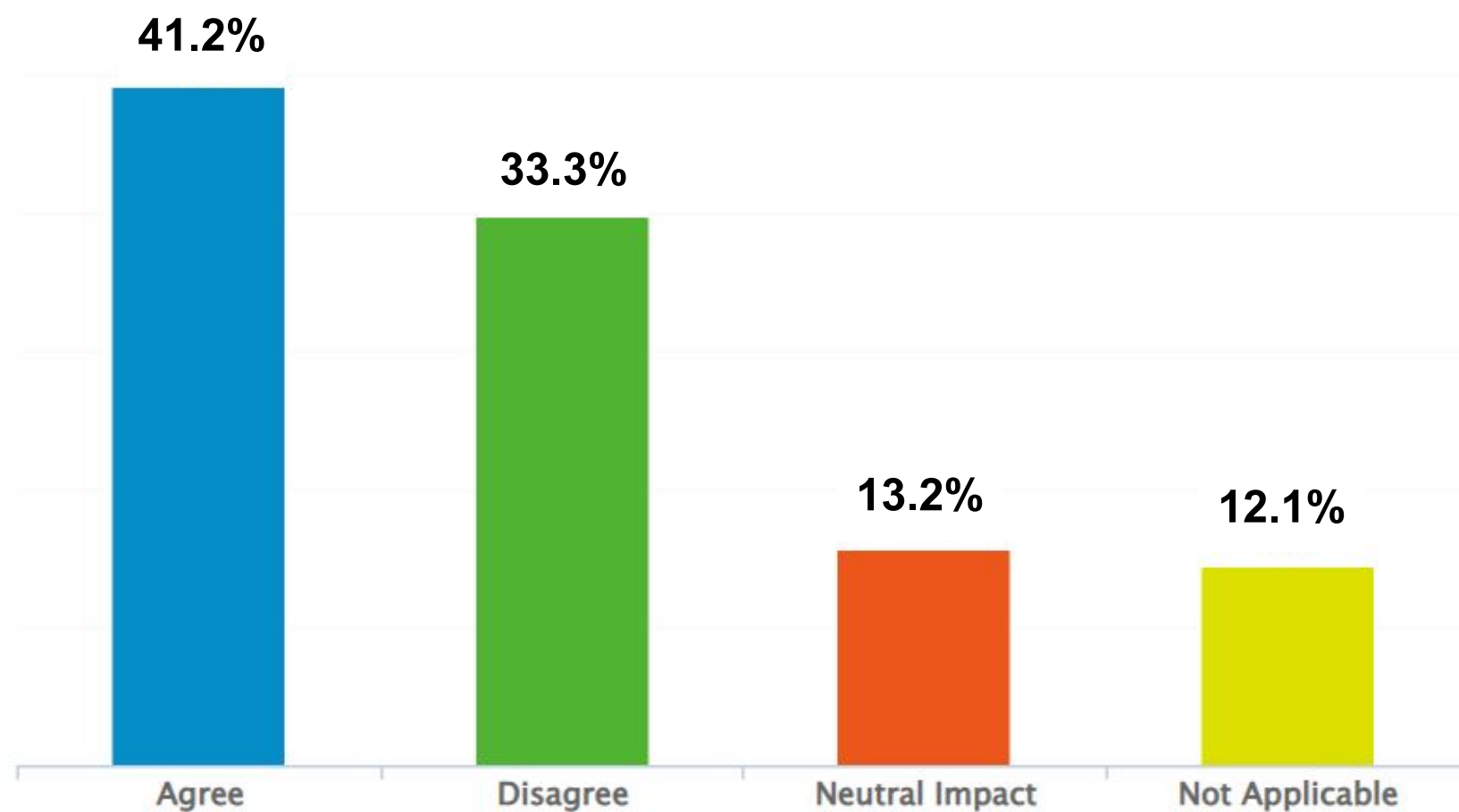


The Block Schedule would motivate me to remain in the district.

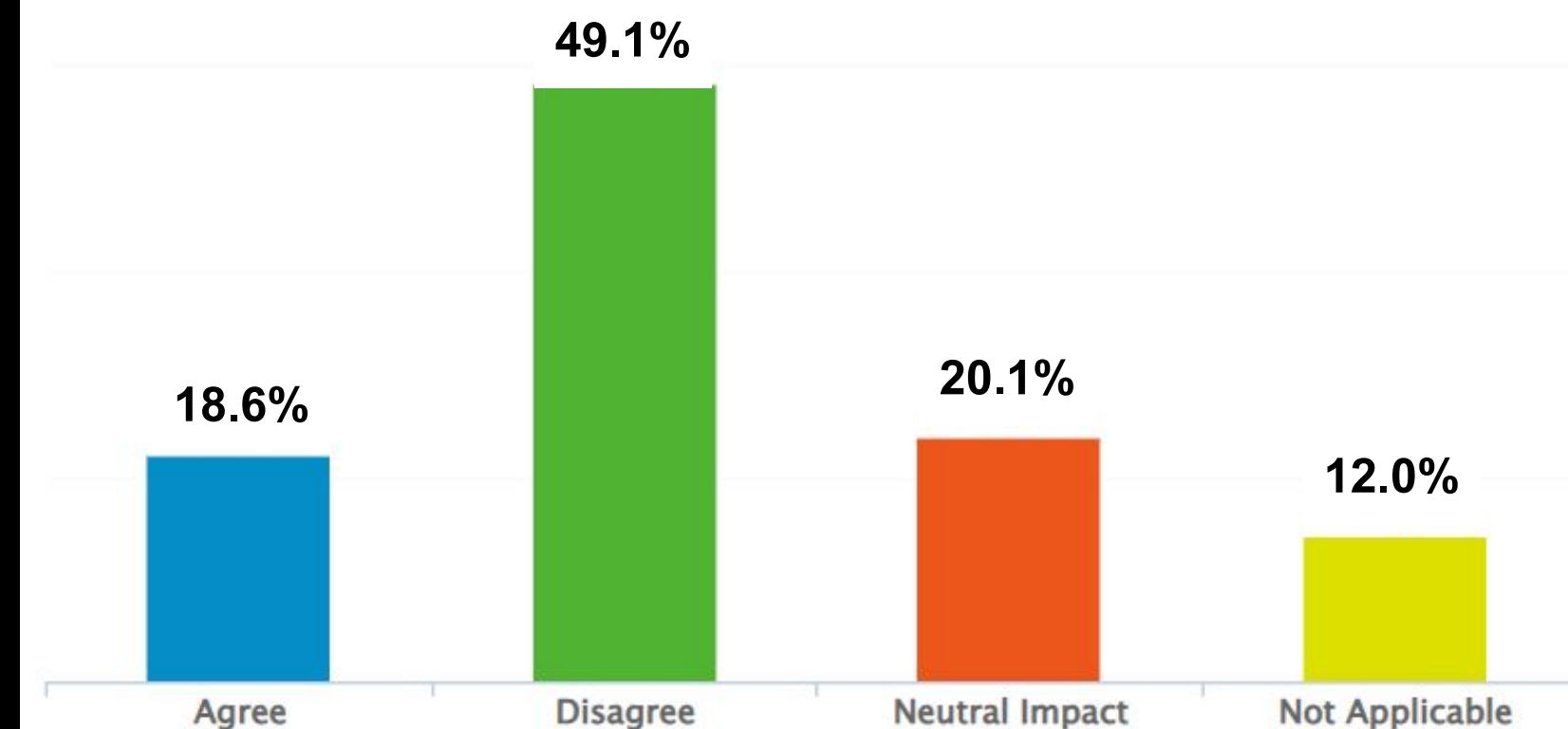


Staff Survey - Block Scheduling

The Block Schedule model would negatively impact student achievement.

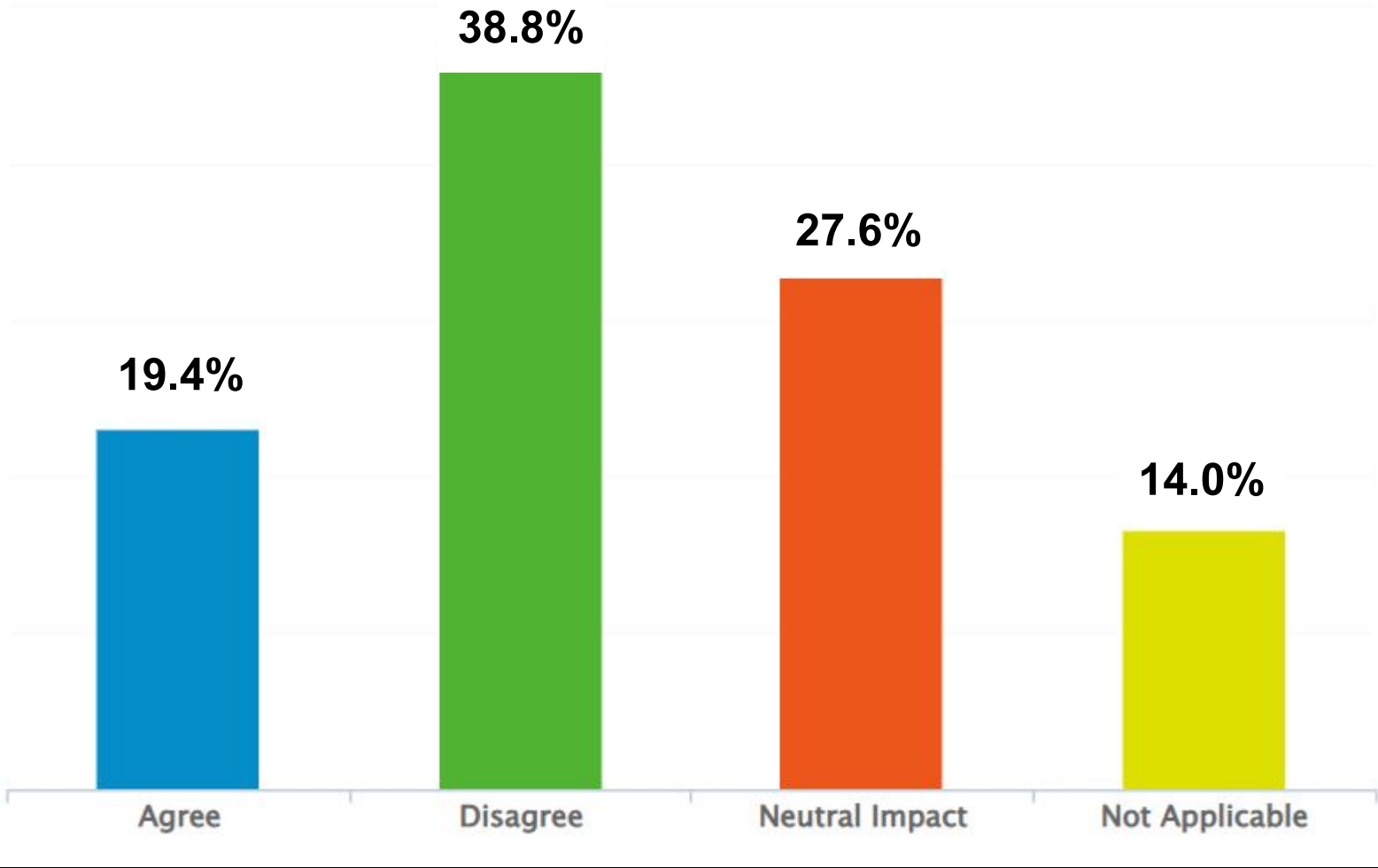


The Block Schedule is the best option for maintaining a legacy of excellence for LISD students.



Parent Survey - Block Scheduling

The Block Schedule would improve secondary teacher/staff retention, recruitment and support.



Parent Survey - Block Scheduling

Staff Stakeholder Master Scheduling Committee

Findings

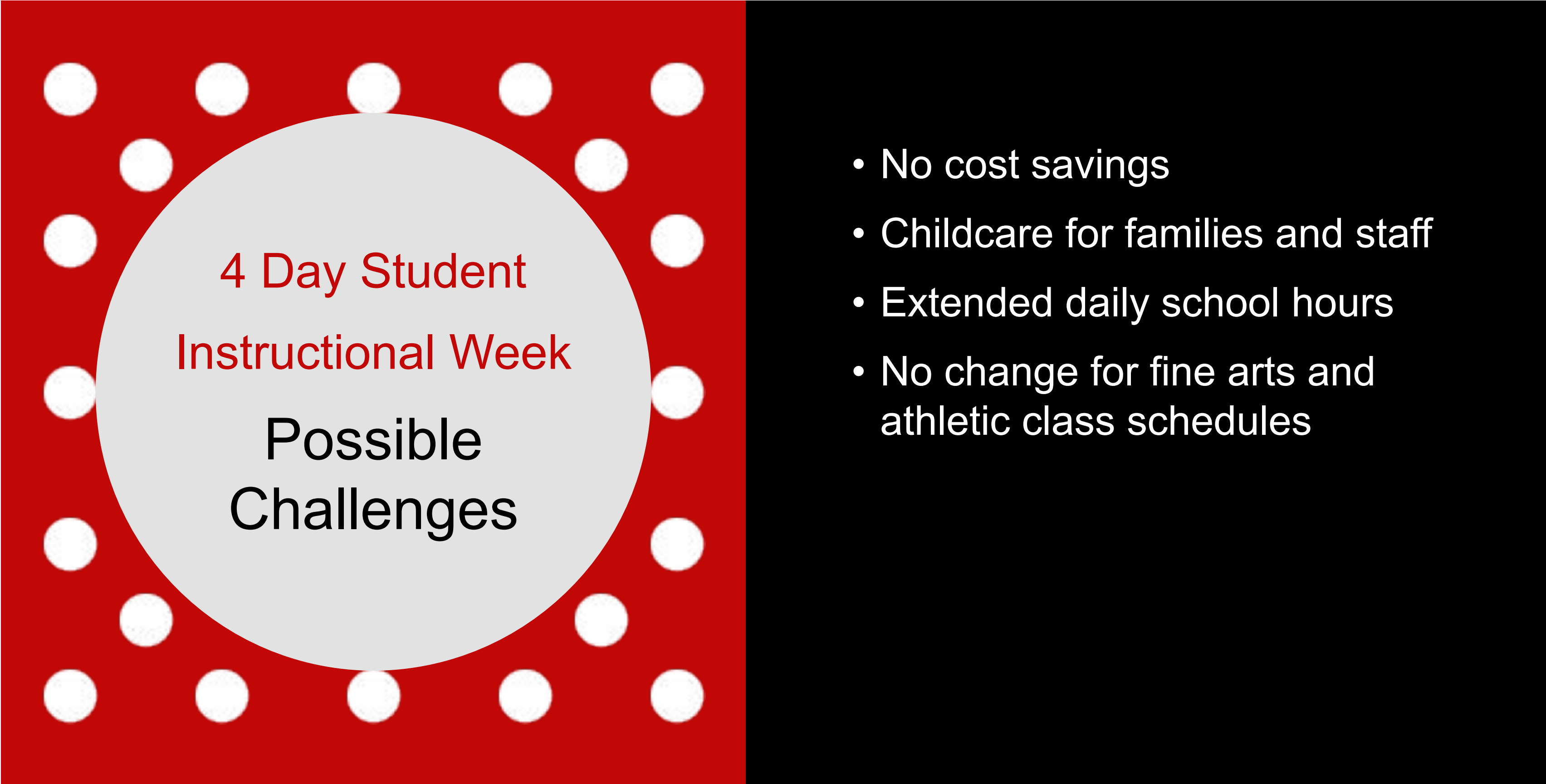
4 DAY STUDENT SCHOOL WEEK



4 Day Instructional Student Week

Possible Benefits

- No additional costs
- Non-monetary compensation for staff (Lovejoy 2030)
- Teacher/staff morale
- Extended planning time for teachers/staff
- Increased opportunities to collaborate across content areas/grade levels/special ed/GT, etc.
- Potential positive impact on student achievement for students receiving specially designed instruction (special education, GT, etc)
- Additional time for intervention, enrichment, and tutoring during the school day
- Attract and retain veteran teachers
- Improved teacher/staff retention and recruitment
- Increased time for quality planning that can positively impact student achievement

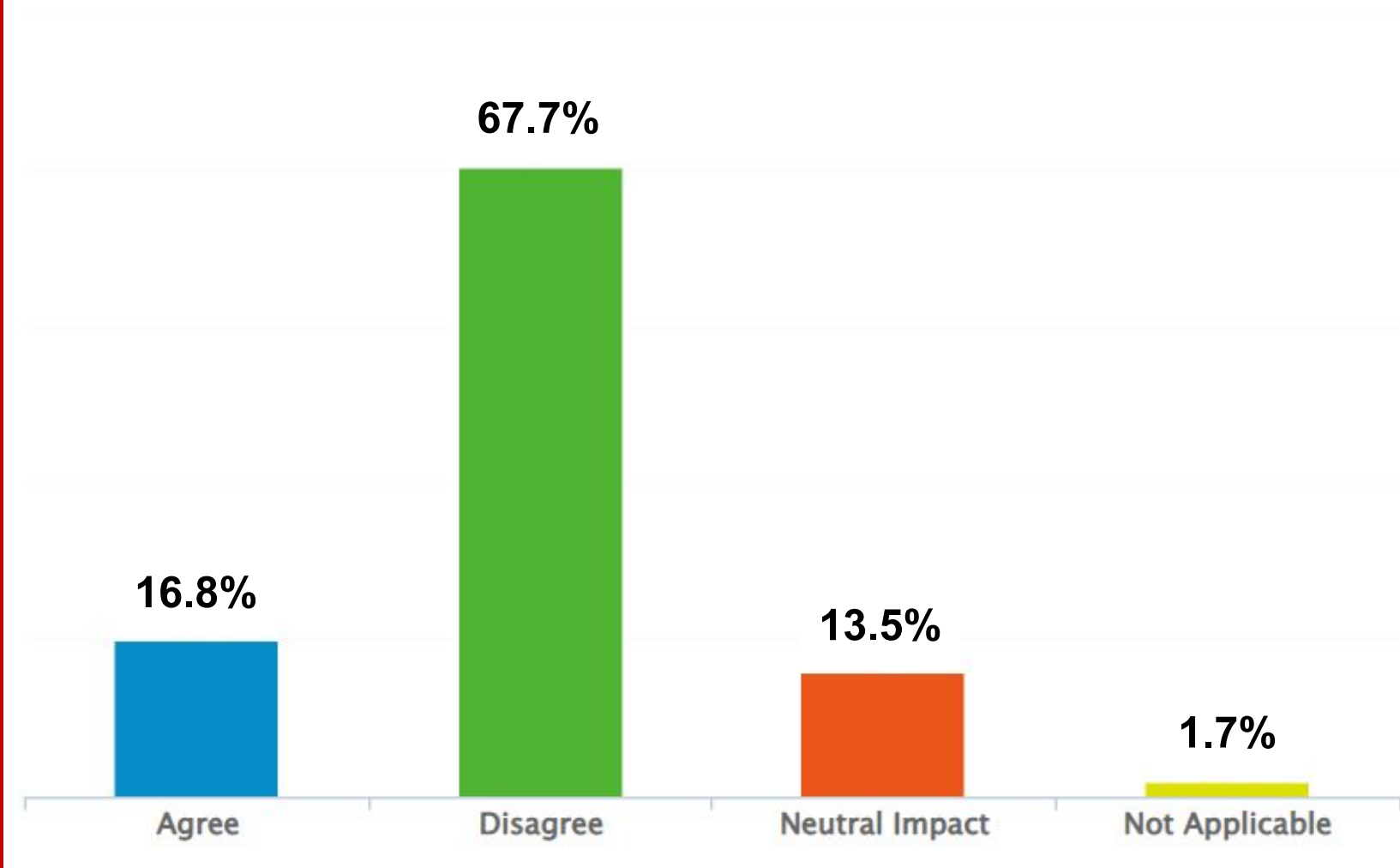


**4 Day Student
Instructional Week**

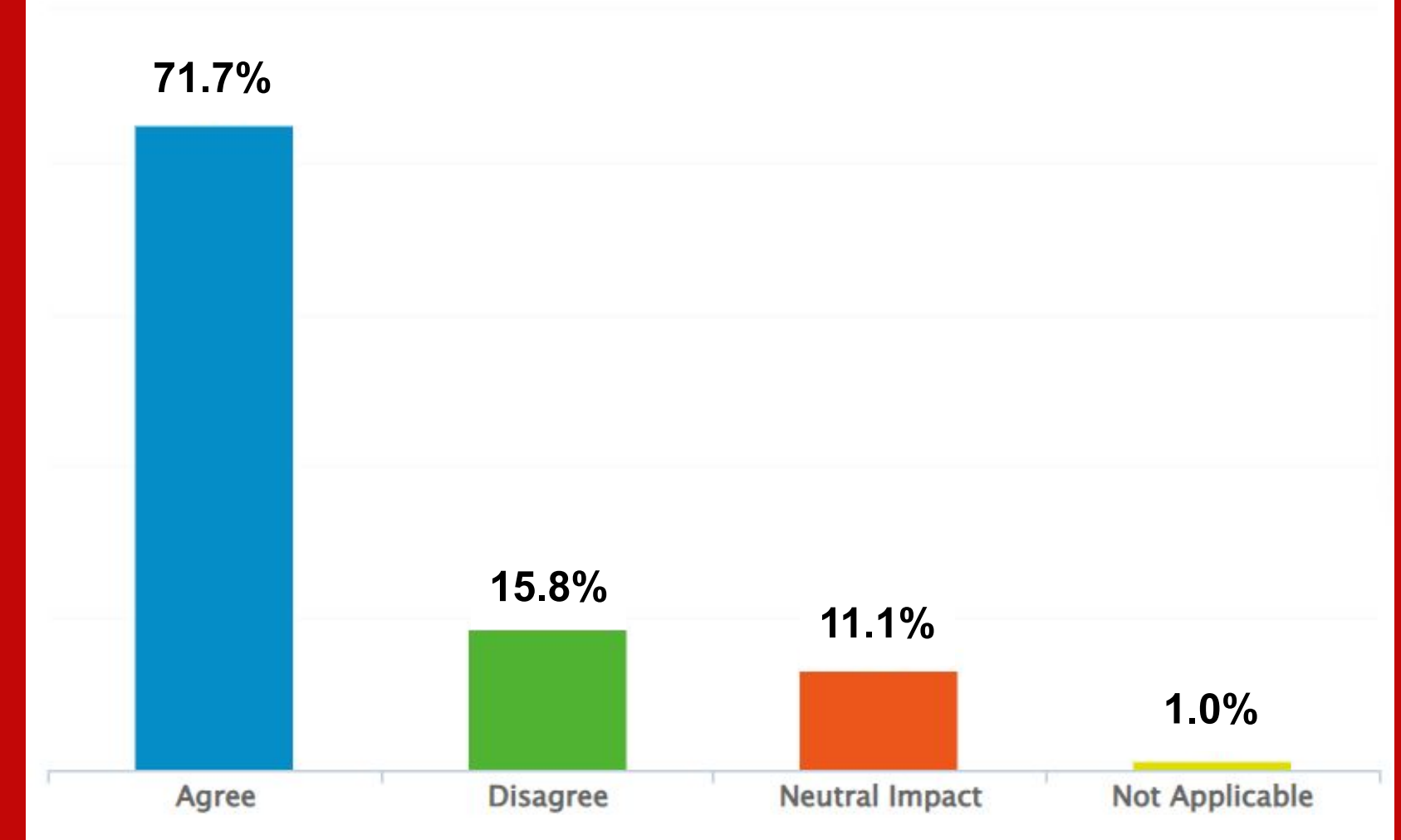
**Possible
Challenges**

- No cost savings
- Childcare for families and staff
- Extended daily school hours
- No change for fine arts and athletic class schedules

The 4 day student instructional week would negatively impact student achievement.

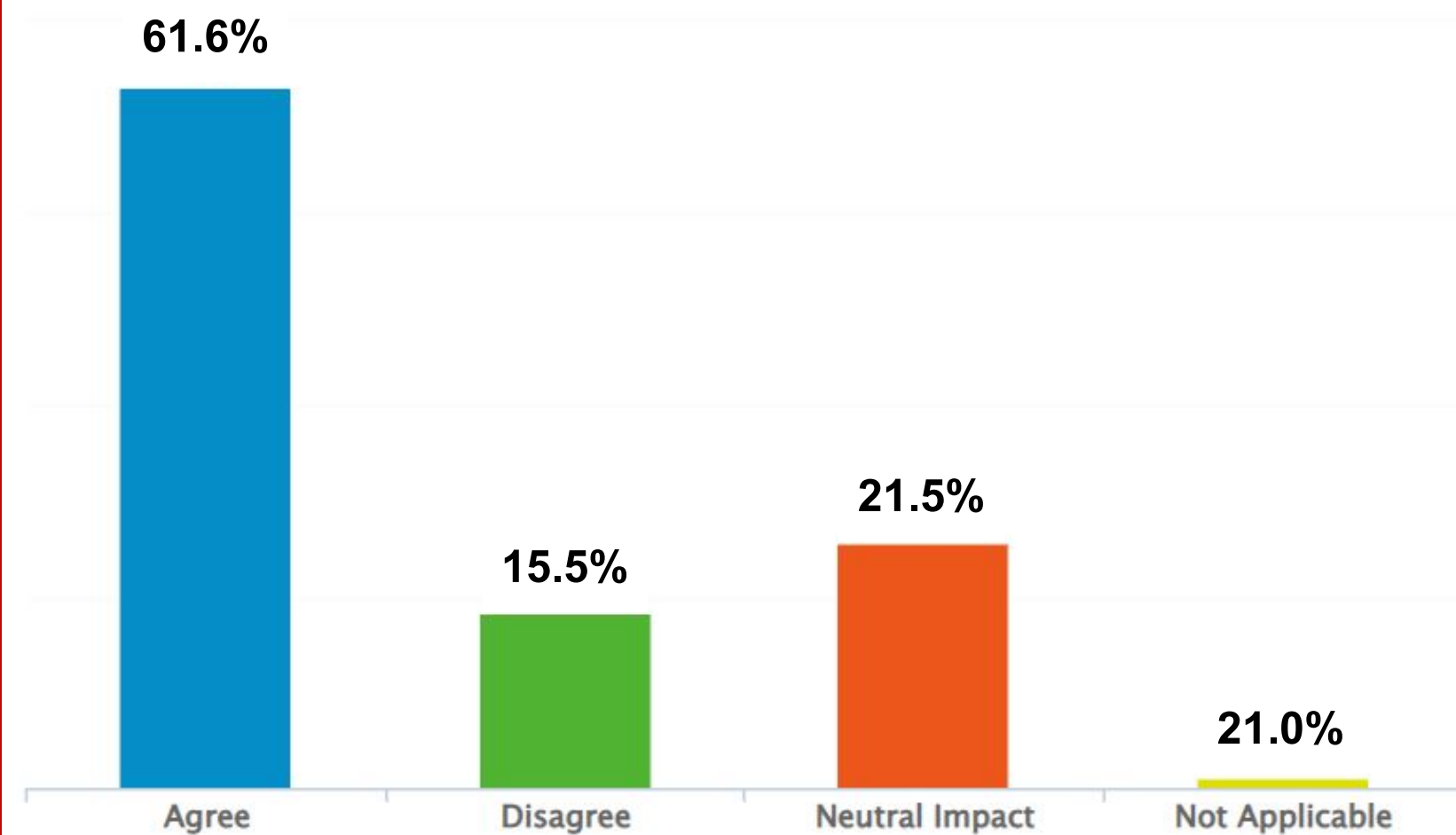


The 4 day student instructional week would improve student attendance.

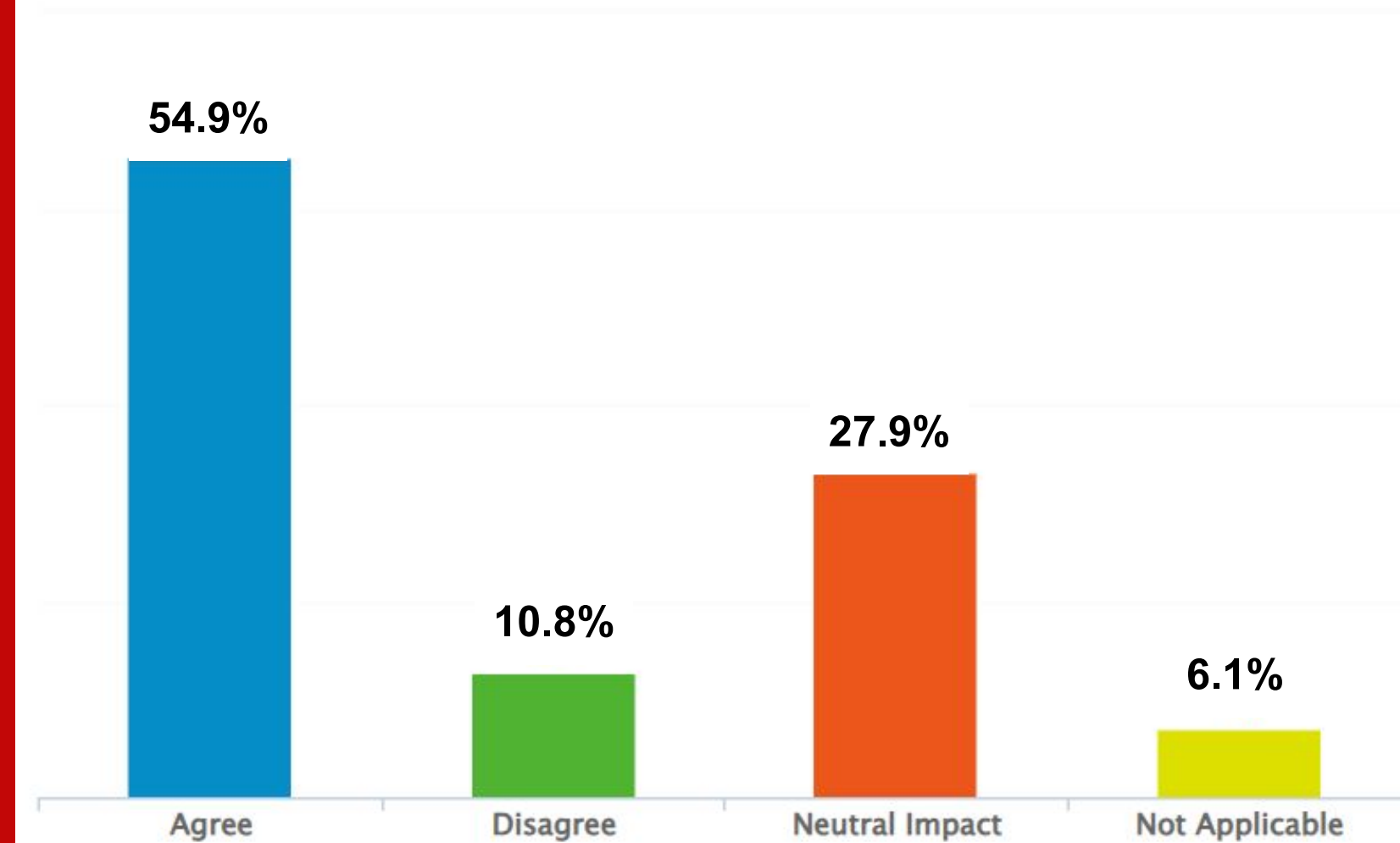


Staff Survey - 4 Day Student Instructional Week

The 4 day student instructional week would support maintaining a legacy of excellence for LISD students.

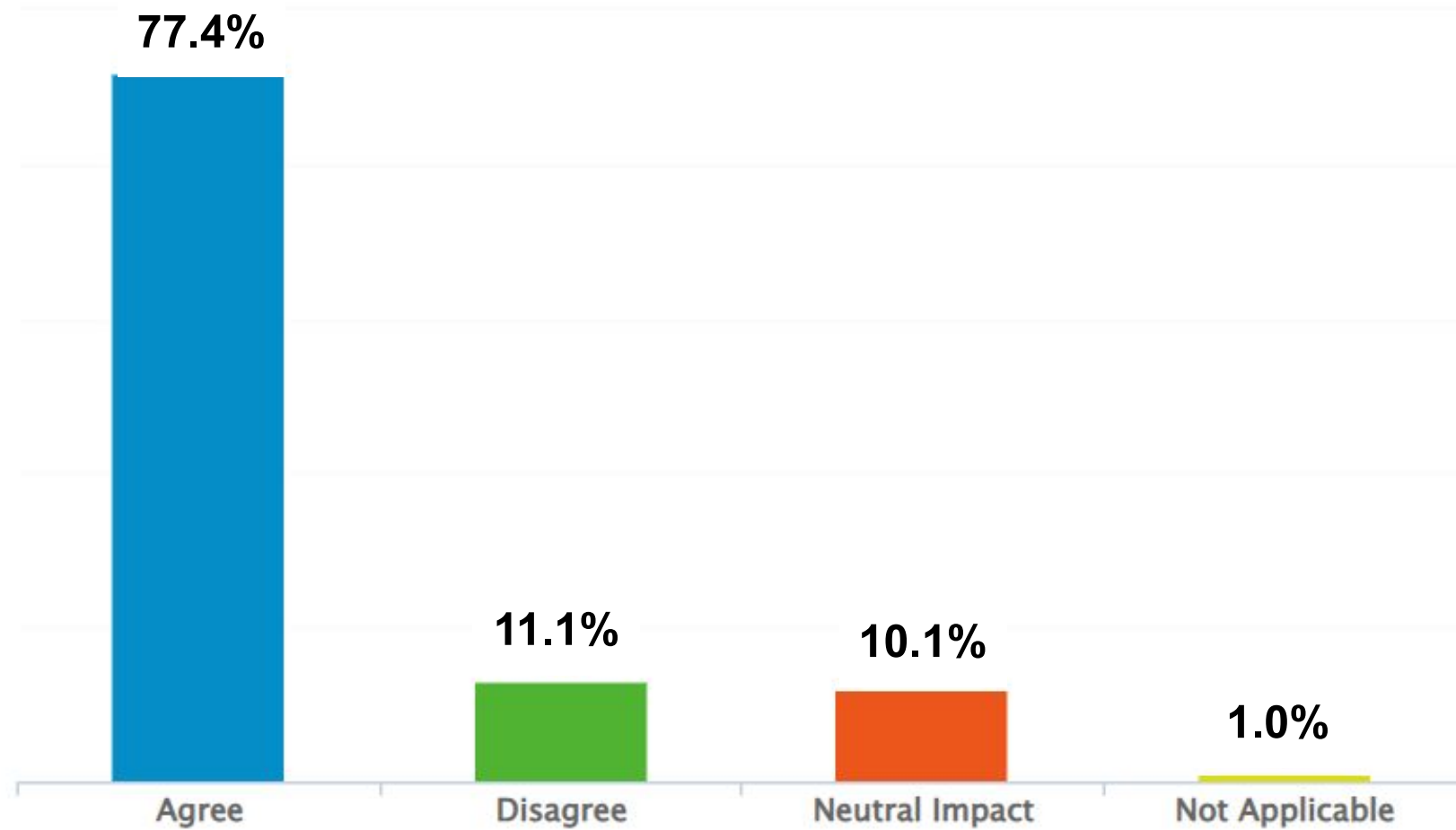


The 4 day student instructional week would improve my personal attendance.

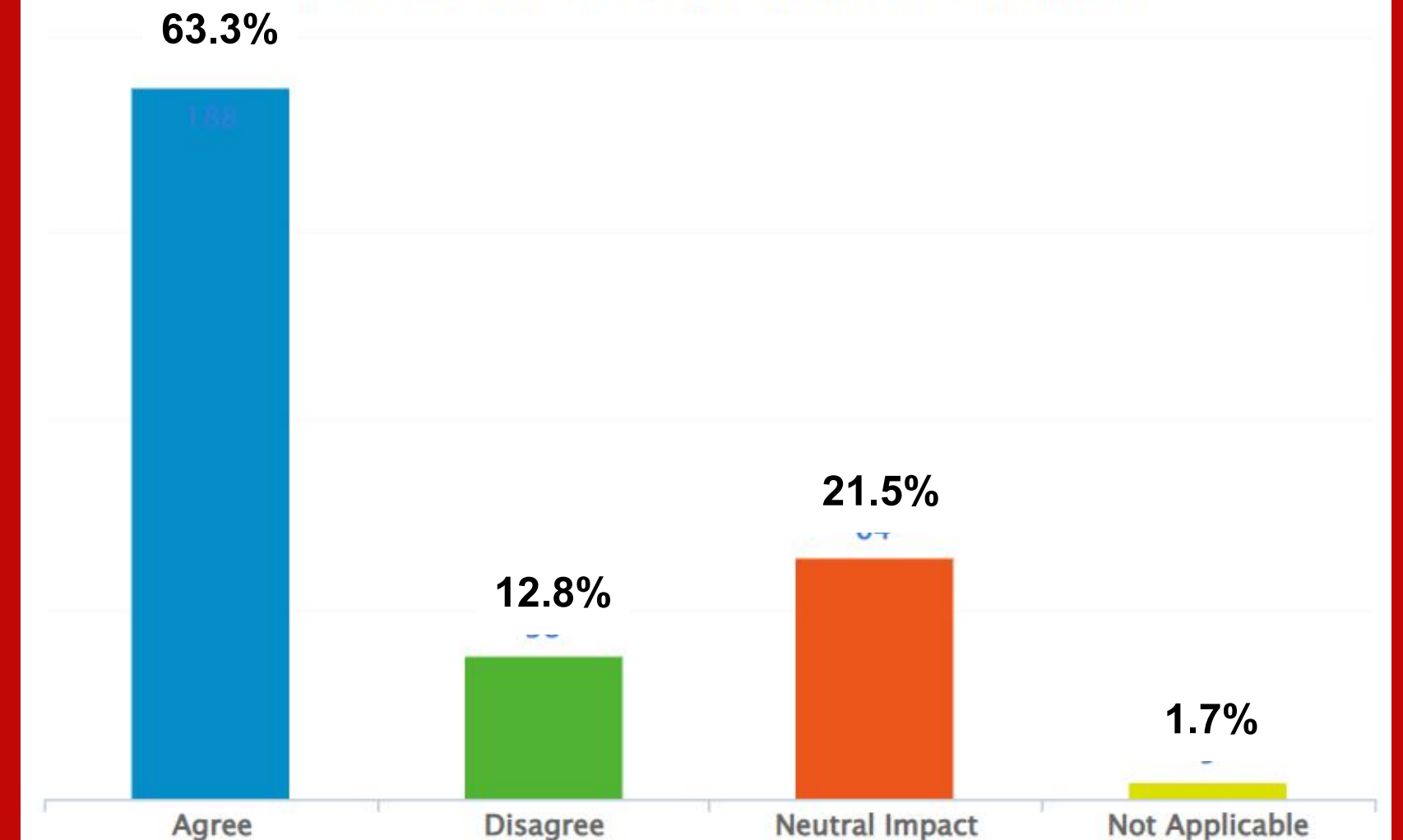


Staff Survey - 4 Day Student Instructional Week

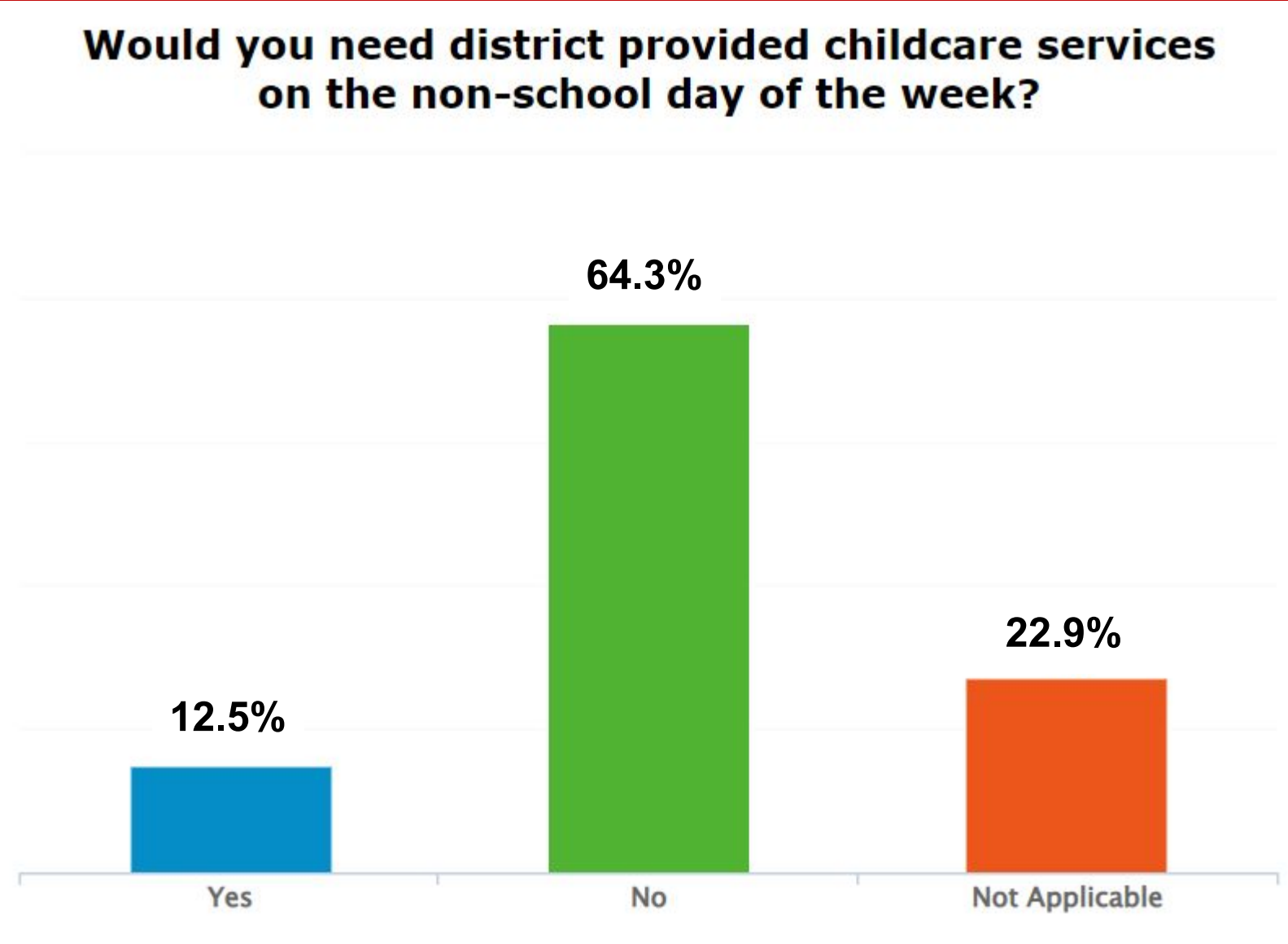
The 4 day student instructional week would improve teacher/staff retention, recruitment and support.



The 4 day student instructional week would motivate me to remain in the district.

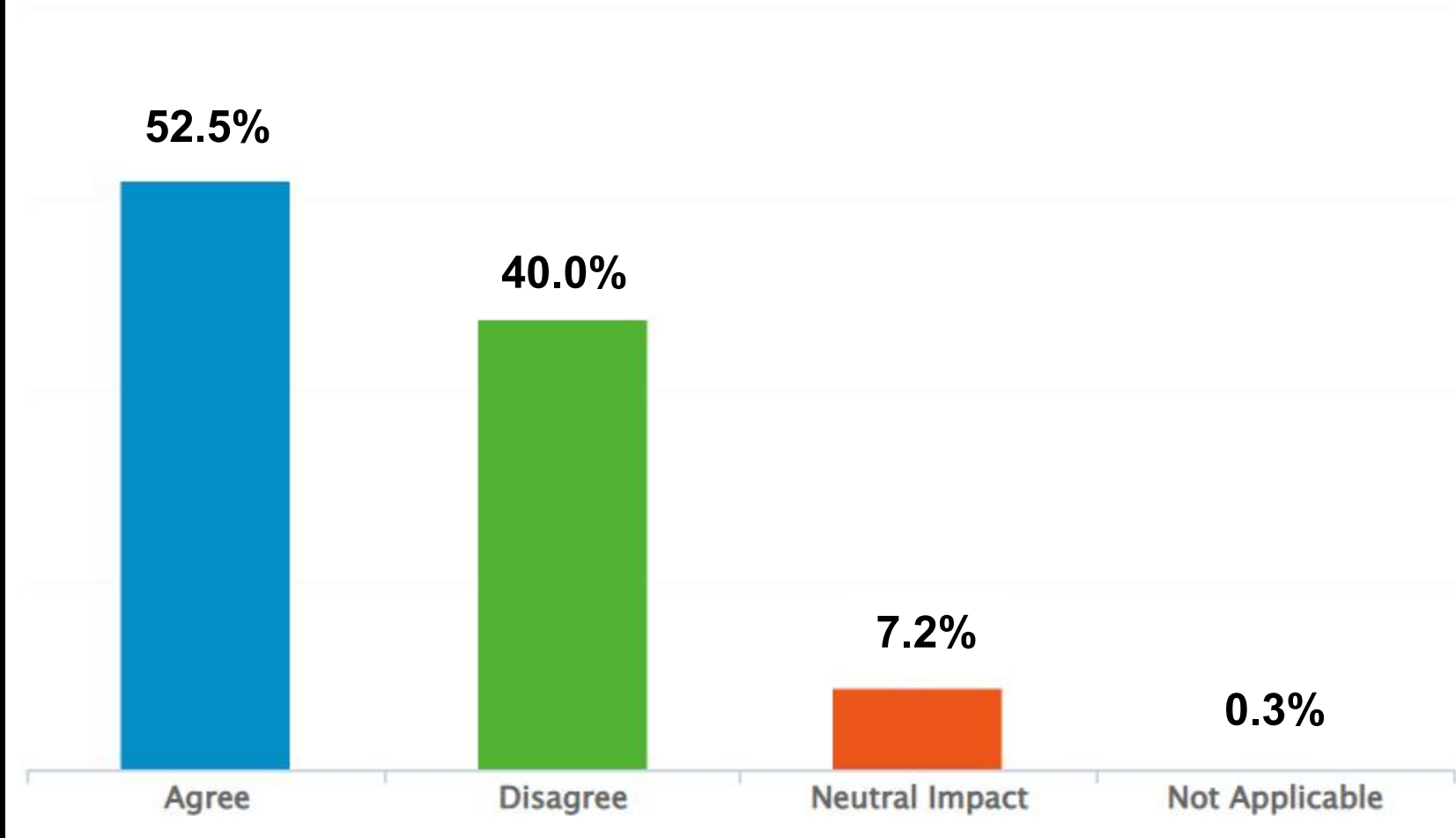


Staff Survey - 4 Day Student Instructional Week

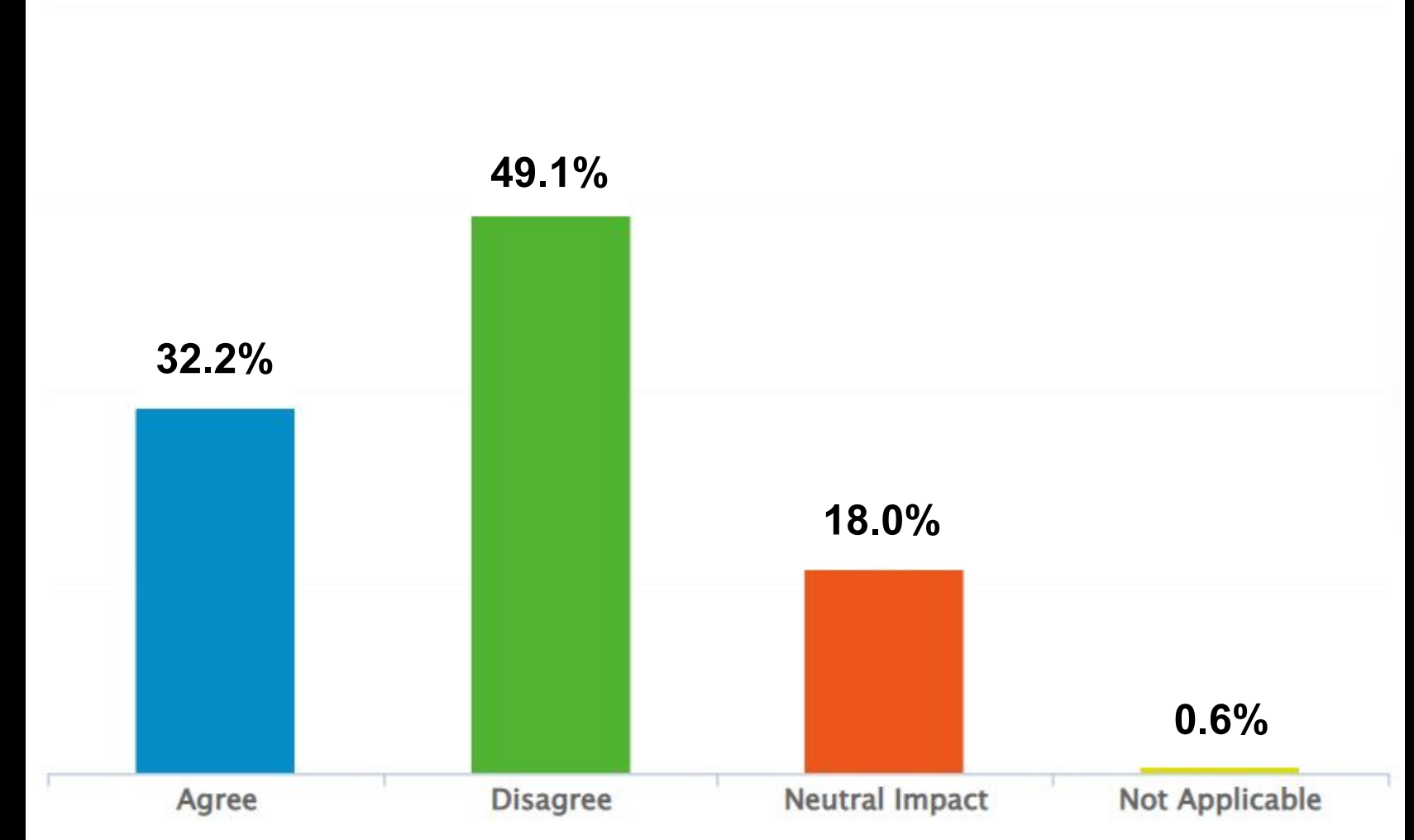


Staff Survey - 4 Day Instructional Student Week

The 4 day student instructional week would negatively impact my child's (or children's) academic achievement.

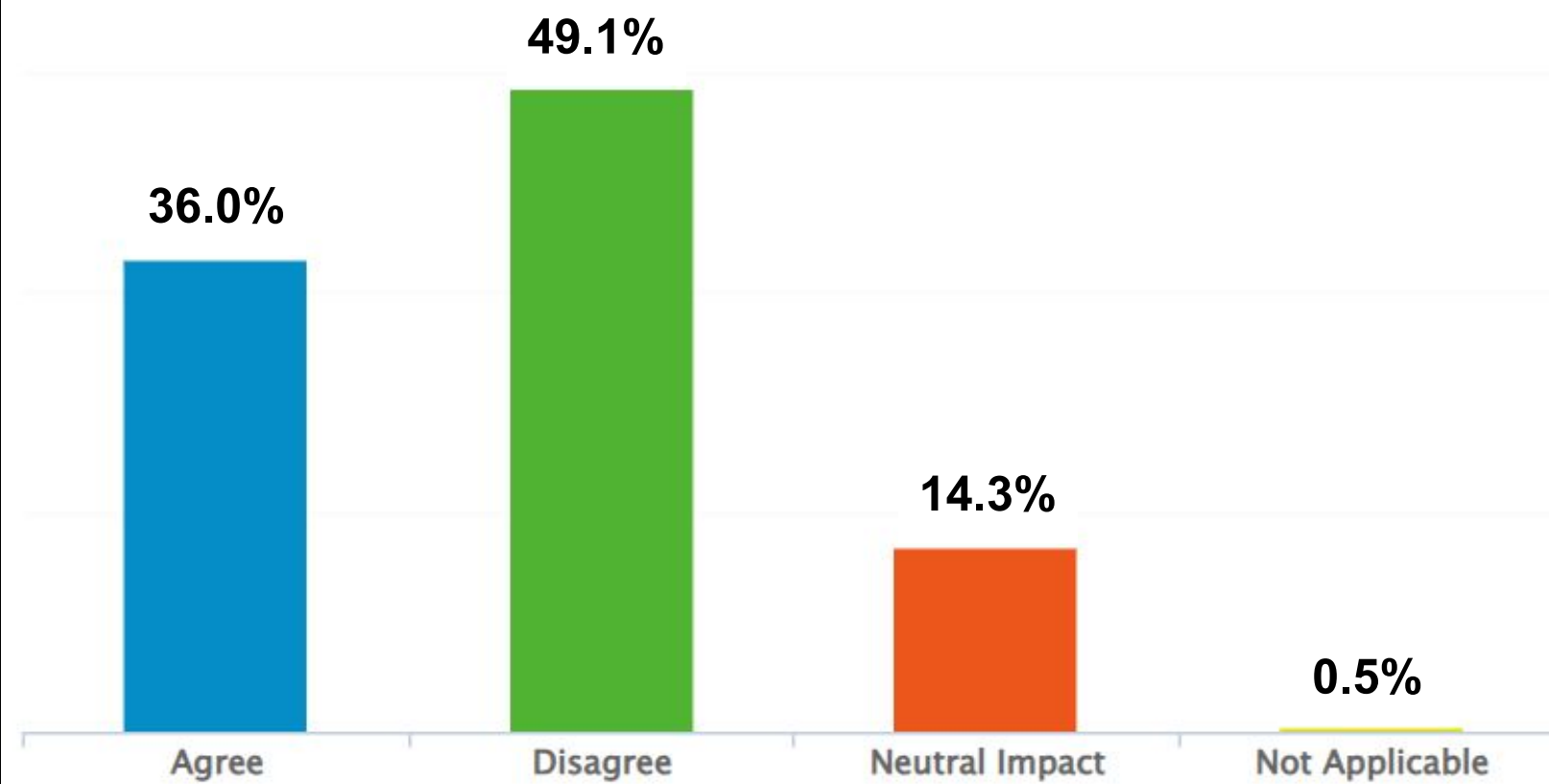


The 4 day student instructional week would improve my child's (or children's) attendance.

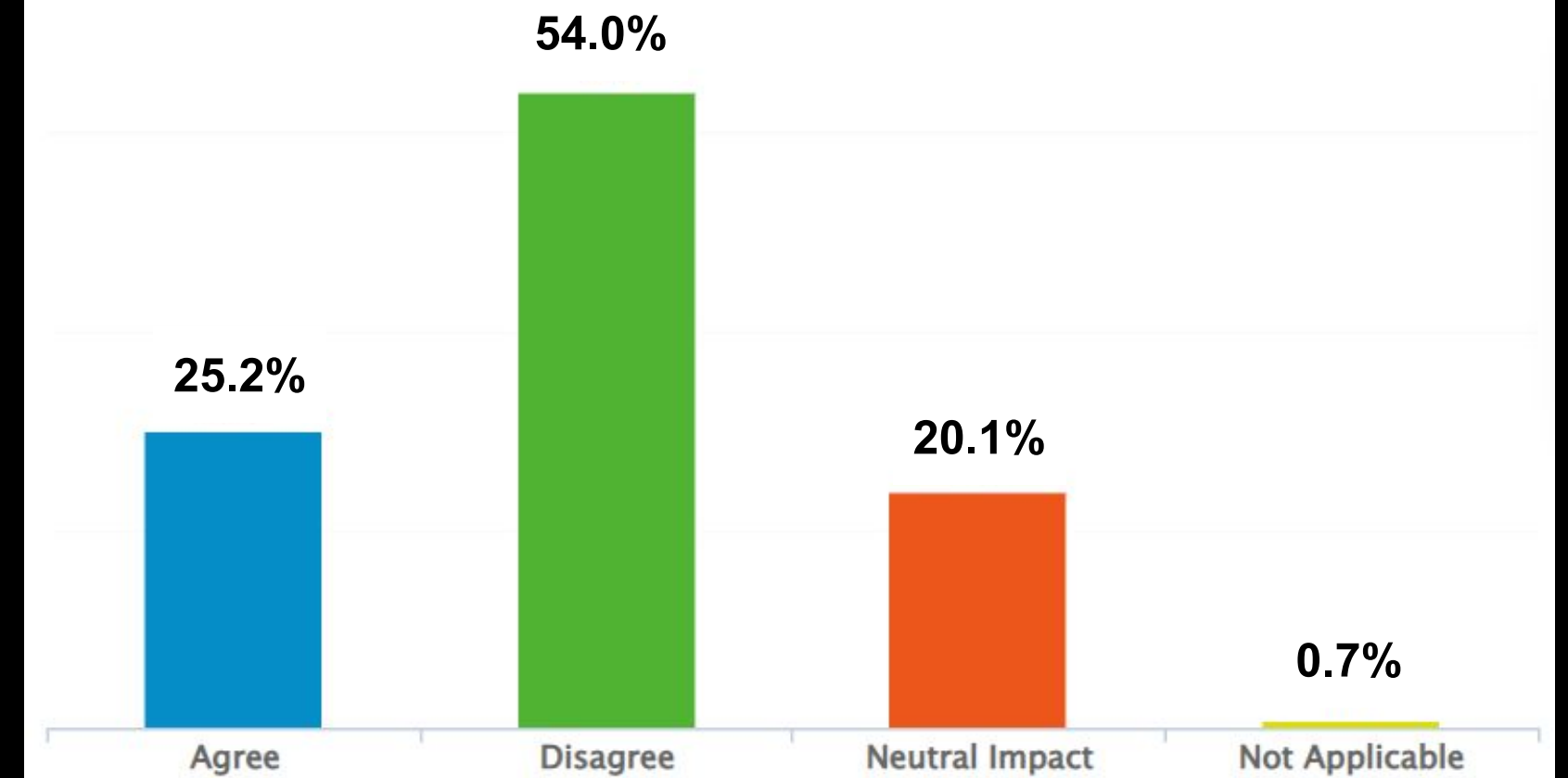


Parent Survey - 4 Day Student Instructional Week

The 4 day student instructional week would benefit my child's (or children's) emotional well-being.

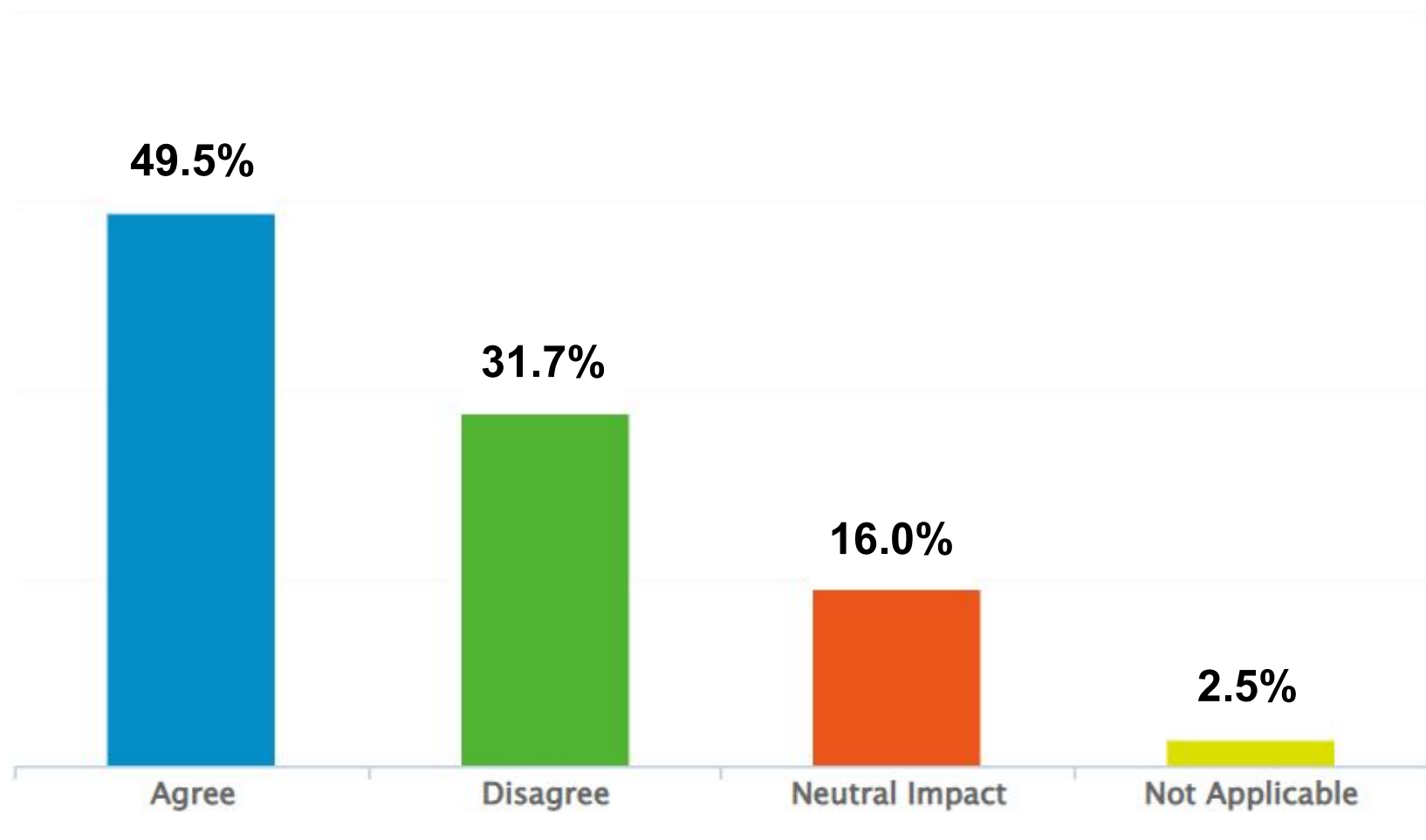


The 4 day student instructional week is the best option for maintaining a legacy of excellence for LISD students.

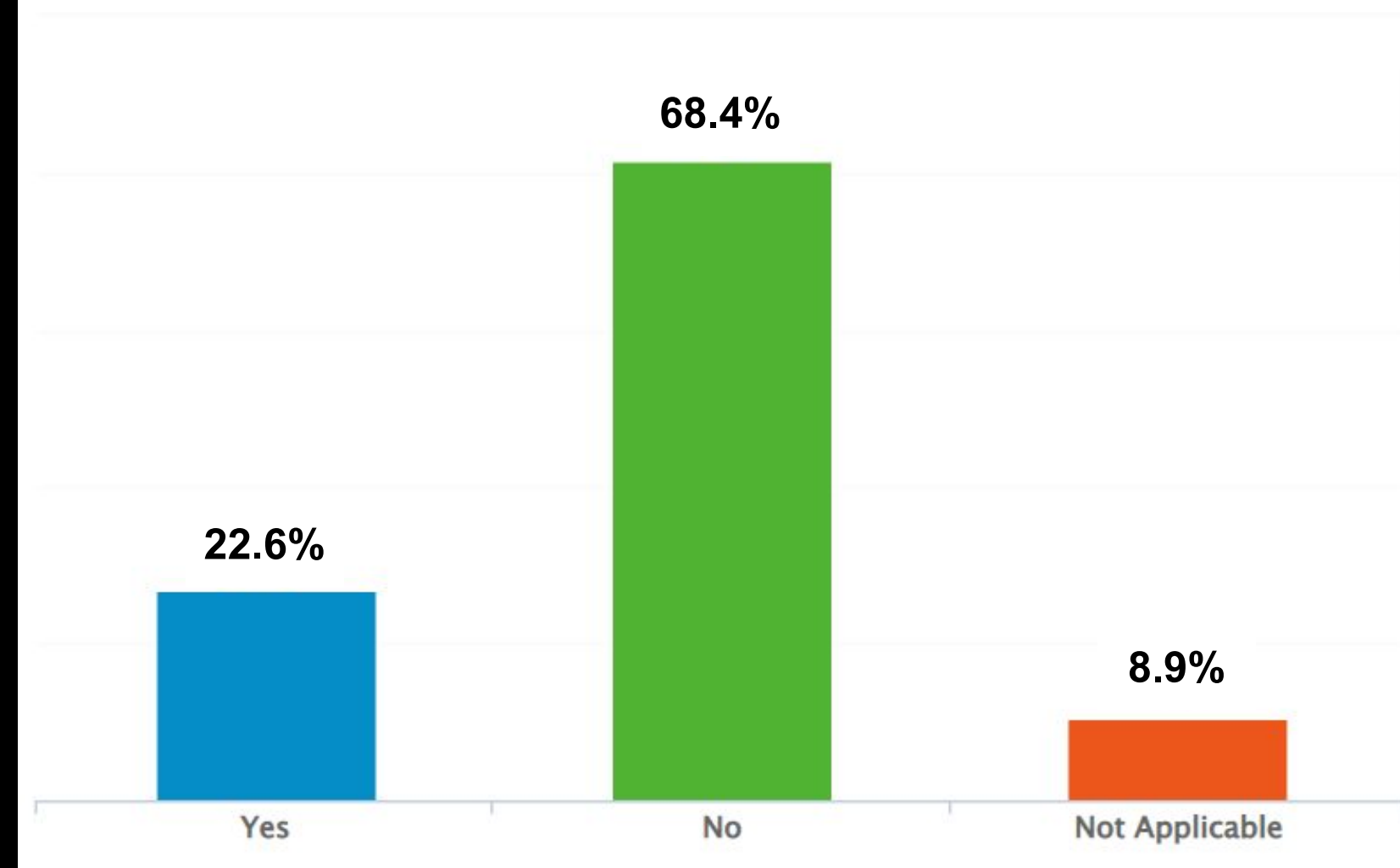


Parent Survey - 4 Day Student Instructional Week

The 4 day student instructional week would improve teacher/staff retention, recruitment and support.



Would you need district provided childcare services on the non-school day of the week?



Parent Survey - 4 Day Student Instructional Week

Staff Stakeholder Master Scheduling Committee

Findings

ADDITIONAL STAFF PLANNING DAYS



Additional Staff Planning Days

Possible Benefits

- No additional costs
- Extended planning time for teachers and staff
- Opportunities to collaborate and plan across content areas/grade levels/special ed/GT, etc.
- Teacher/staff morale
- Non-monetary compensation for staff (Lovejoy 2030)
- Improved teacher/staff retention and recruitment
- Offer enrichment camps and extended student learning opportunities for interested families
- Increased time for quality staff planning, that can positively impact student achievement

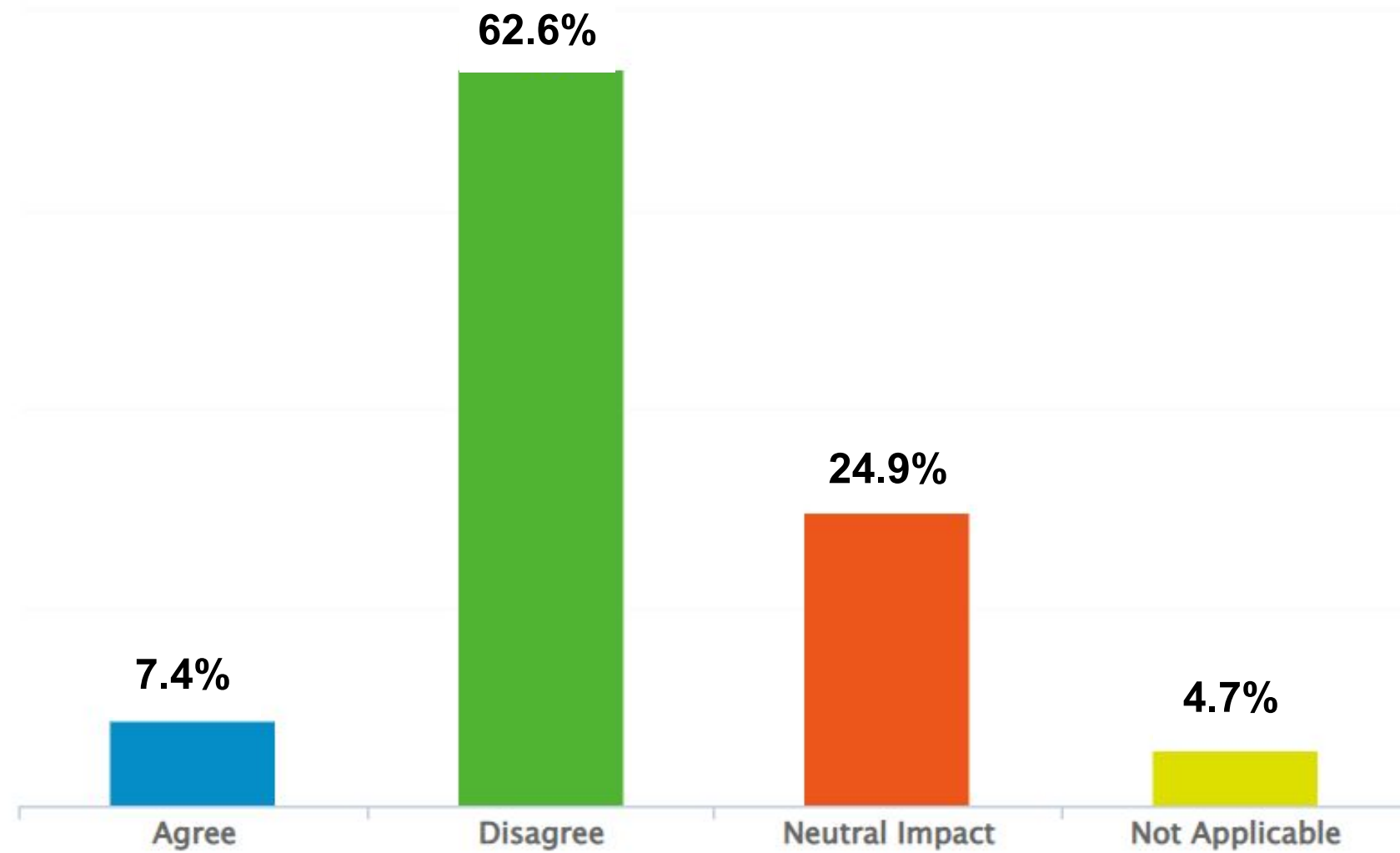


Additional Staff
Planning Days

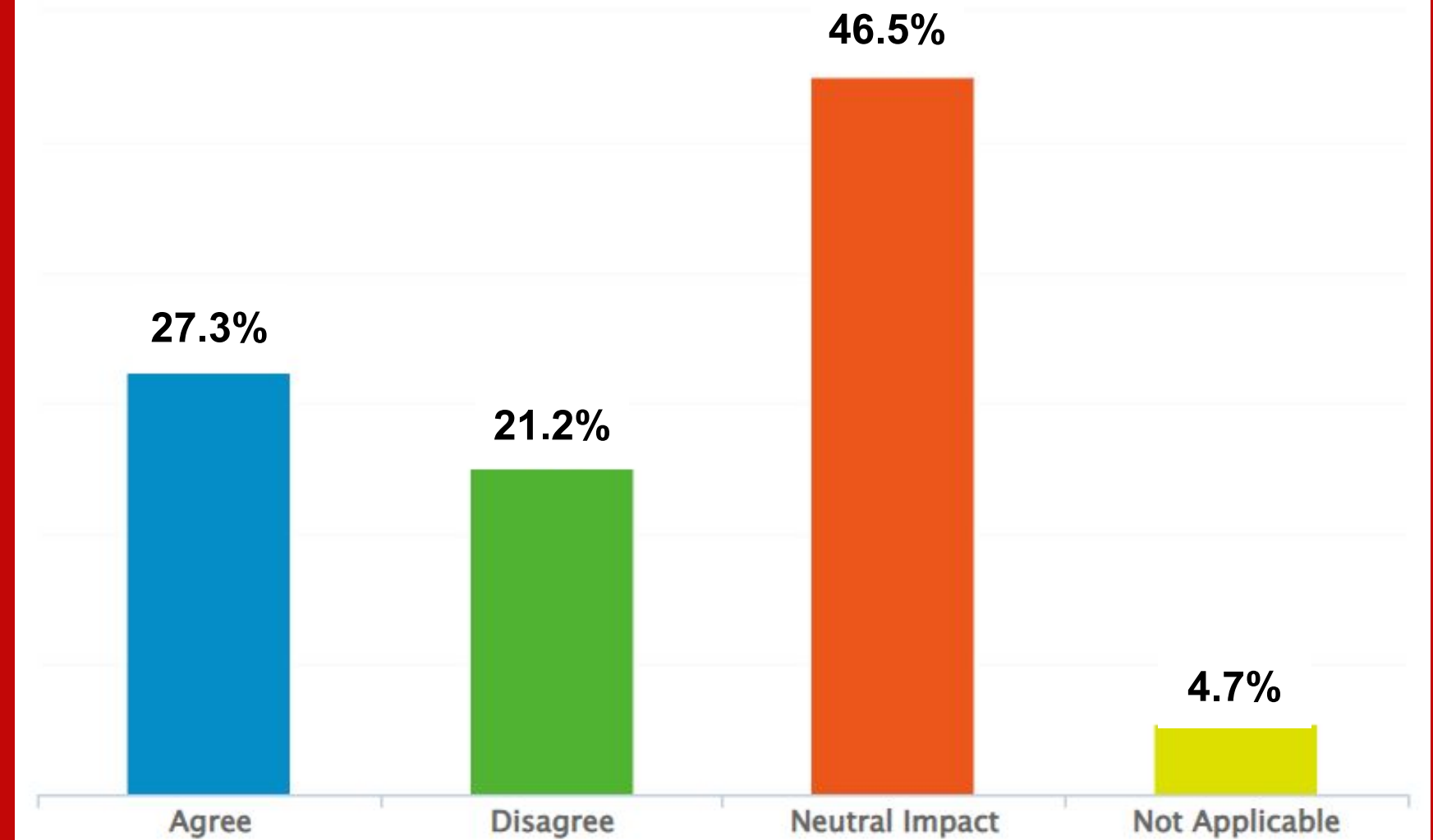
Possible
Challenges

- No cost savings
- Childcare for families and staff
- Extended daily school hours
- No change for fine arts and athletic class schedules

Additional staff planning days would negatively impact student achievement.

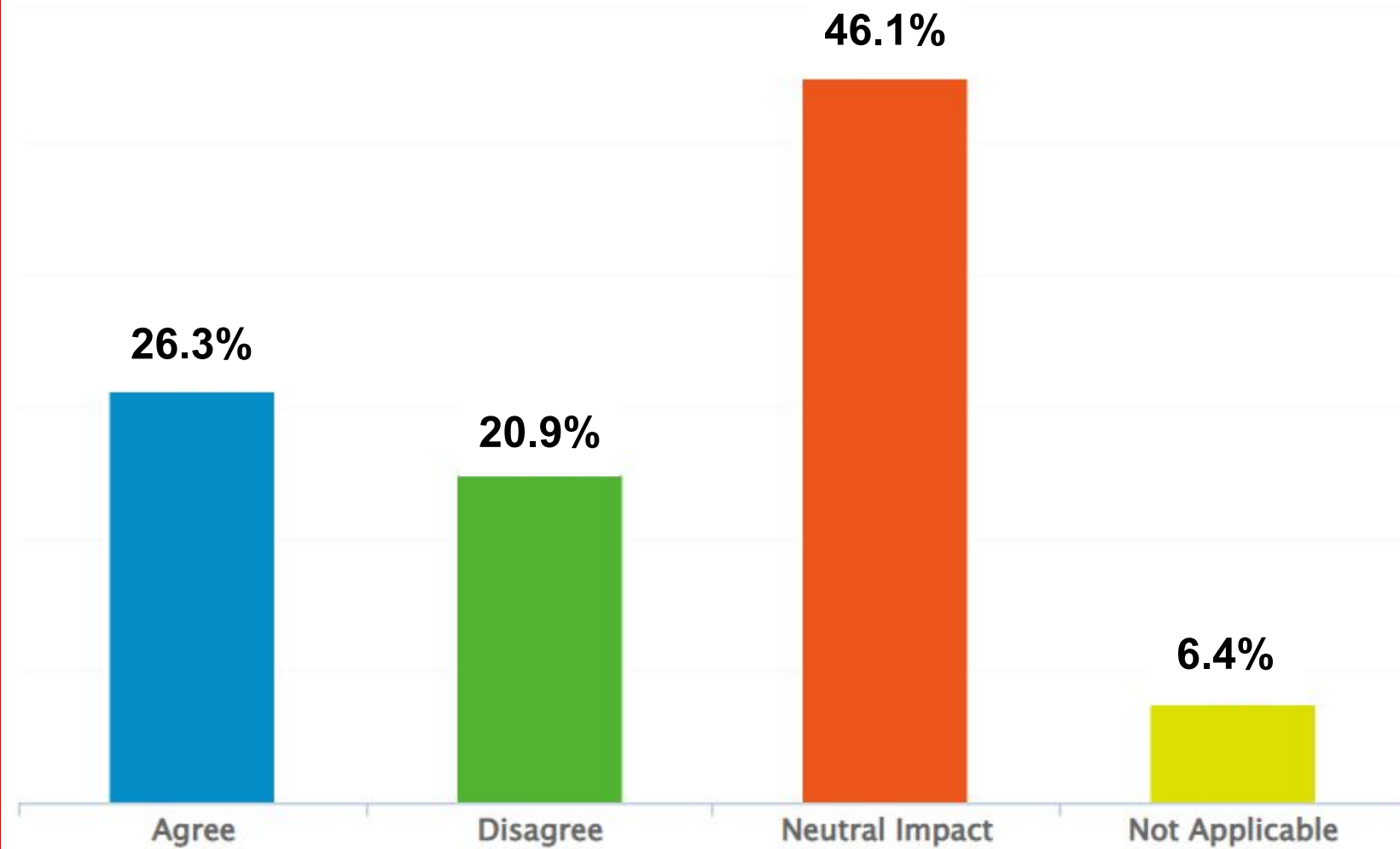


Additional staff planning days would improve student attendance.

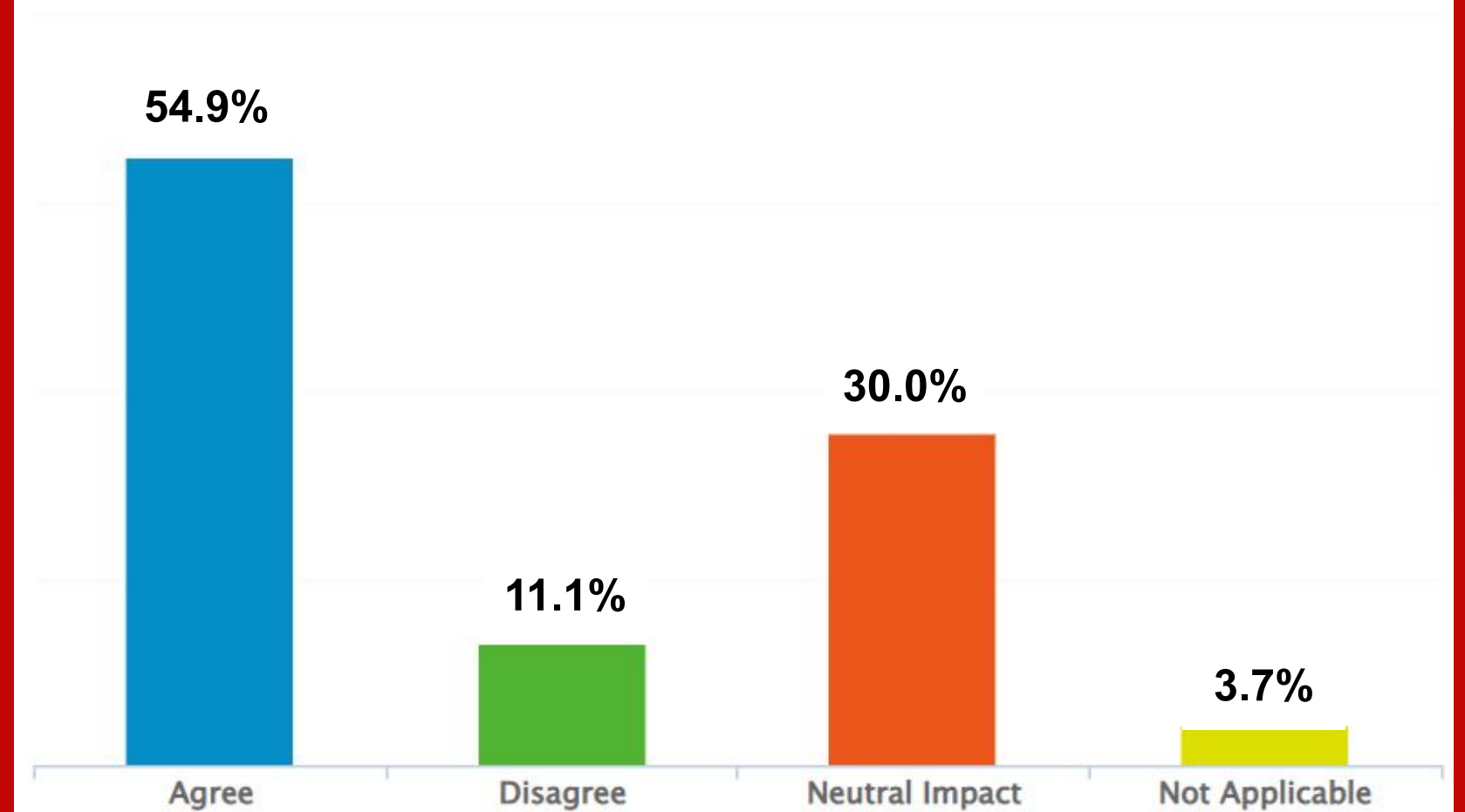


Staff Survey - Additional Staff Planning Days

Additional staff planning days would improve my personal attendance.

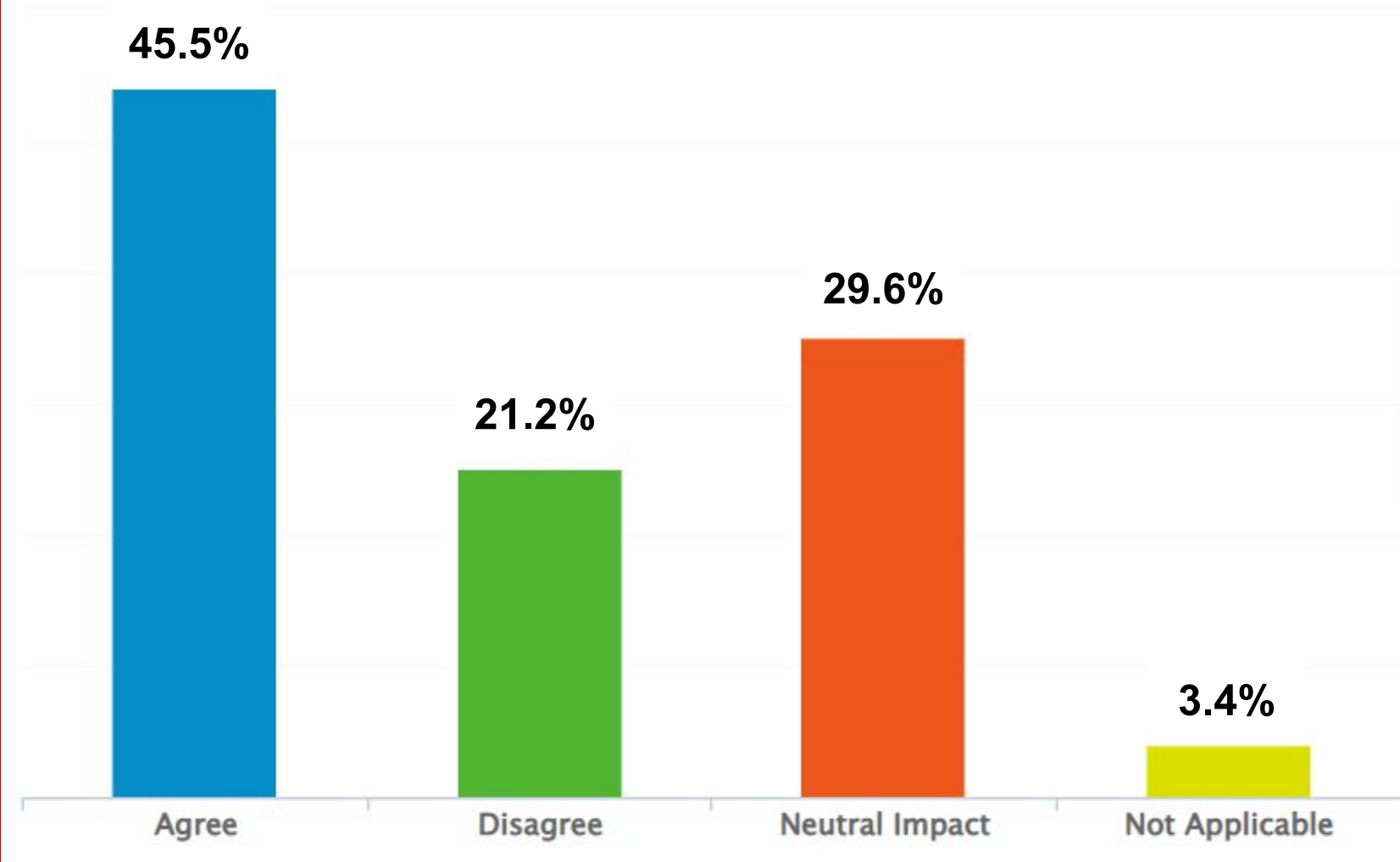


Additional staff planning days would support maintaining a legacy of excellence for LISD students.

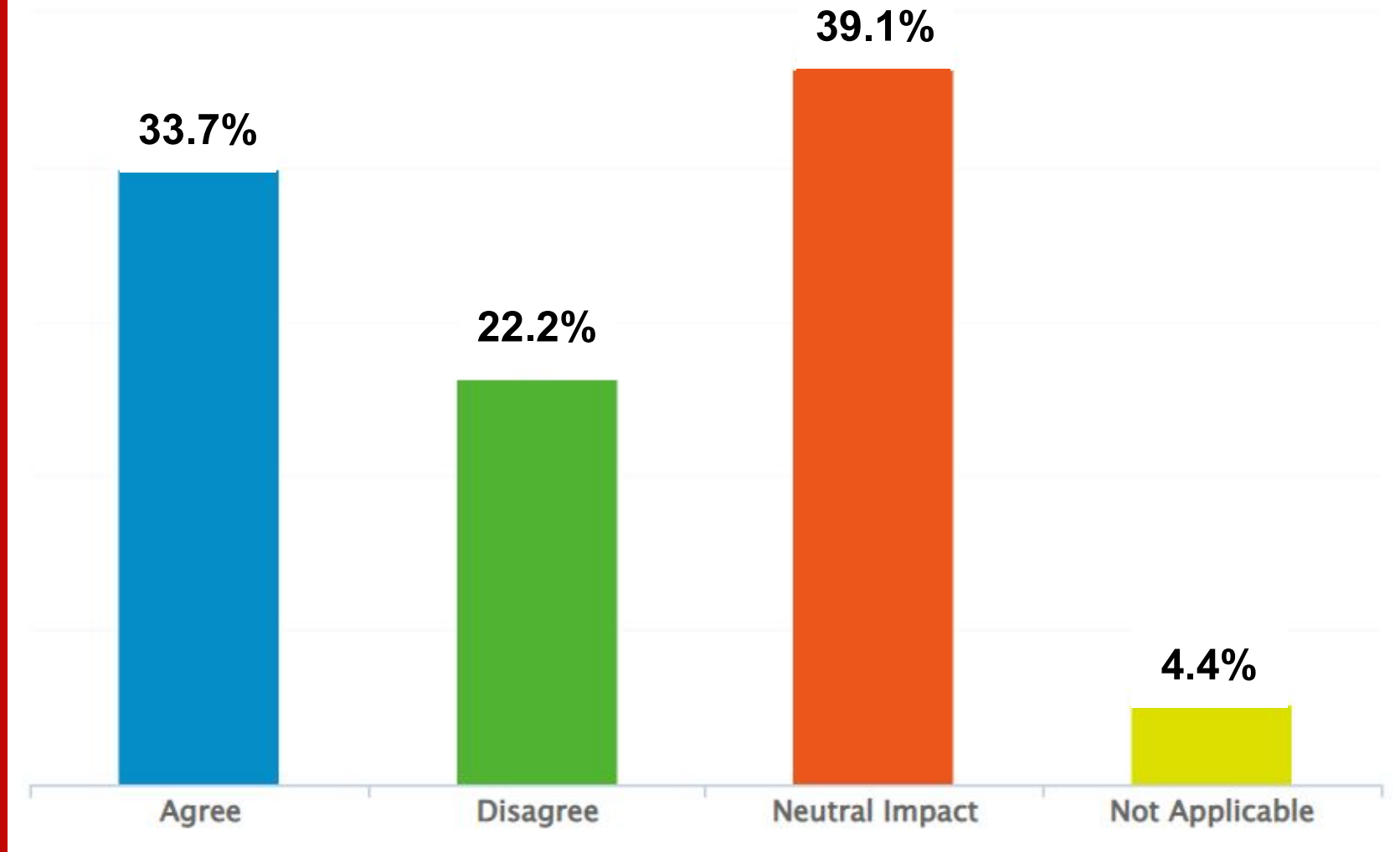


Staff Survey - Additional Staff Planning Days

Additional staff planning days would improve teacher/staff retention, recruitment and support.

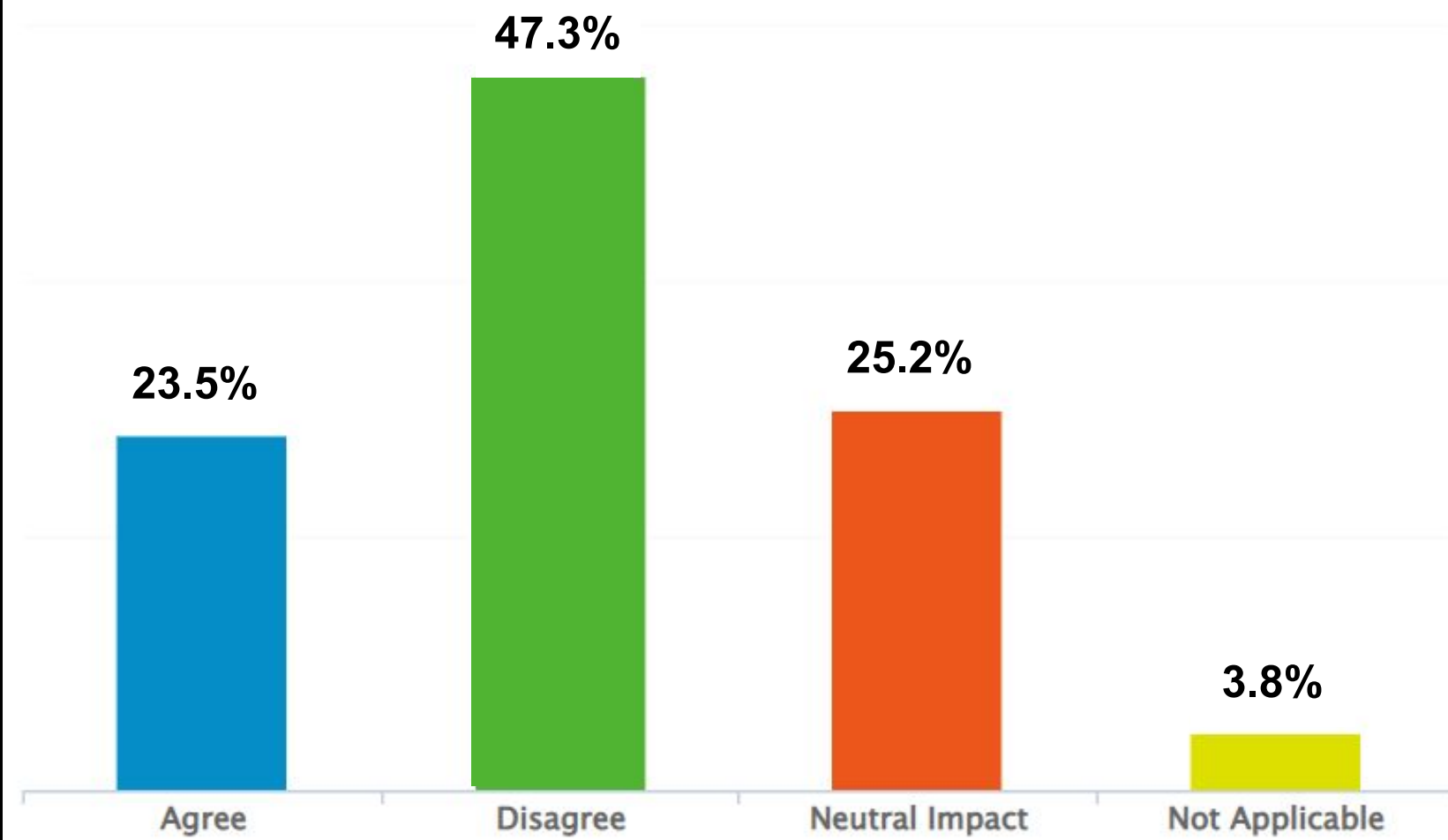


Additional staff planning days would motivate me to remain in the district.

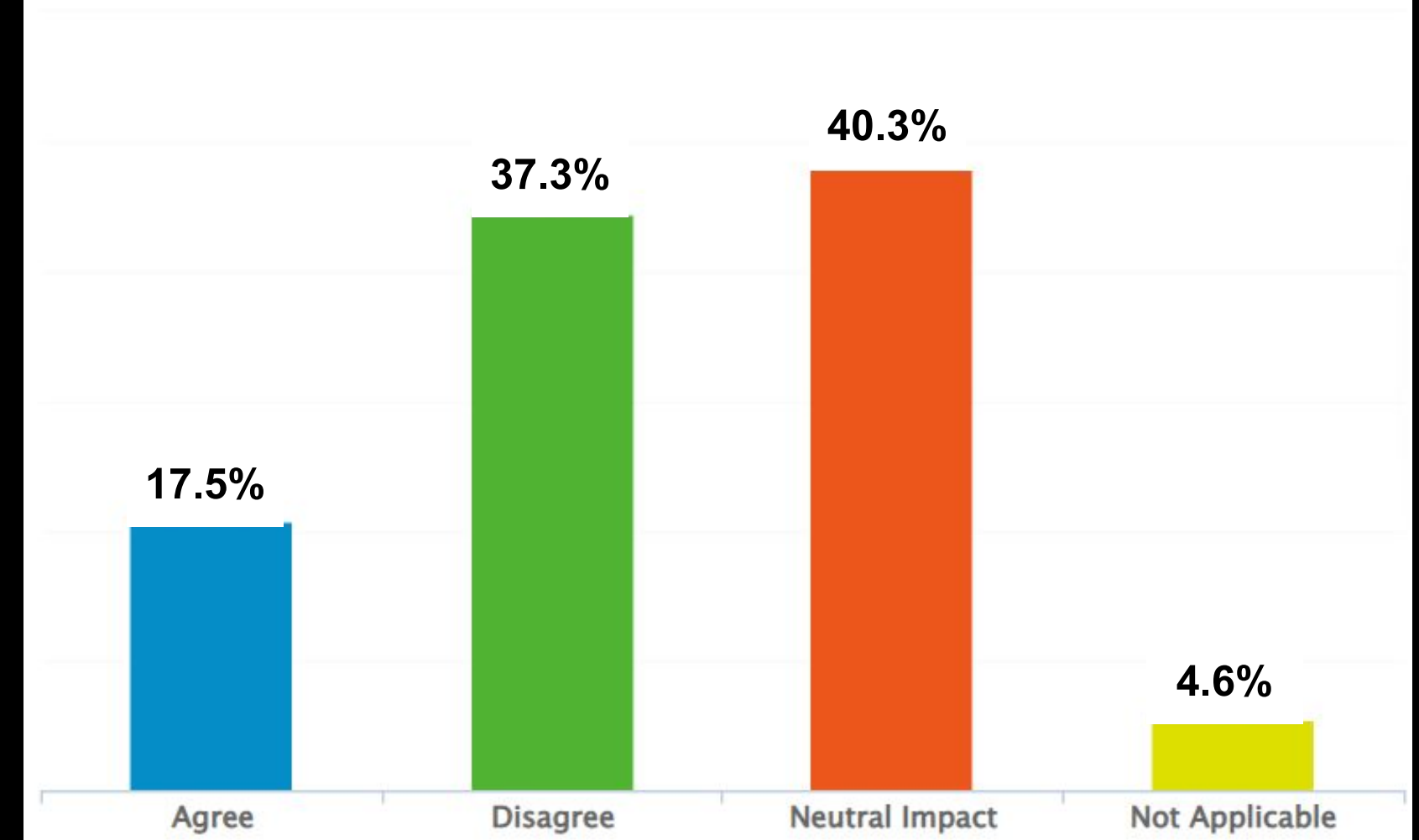


Staff Survey - Additional Staff Planning Days

Additional staff planning days would negatively impact my child's (or children's) academic achievement.

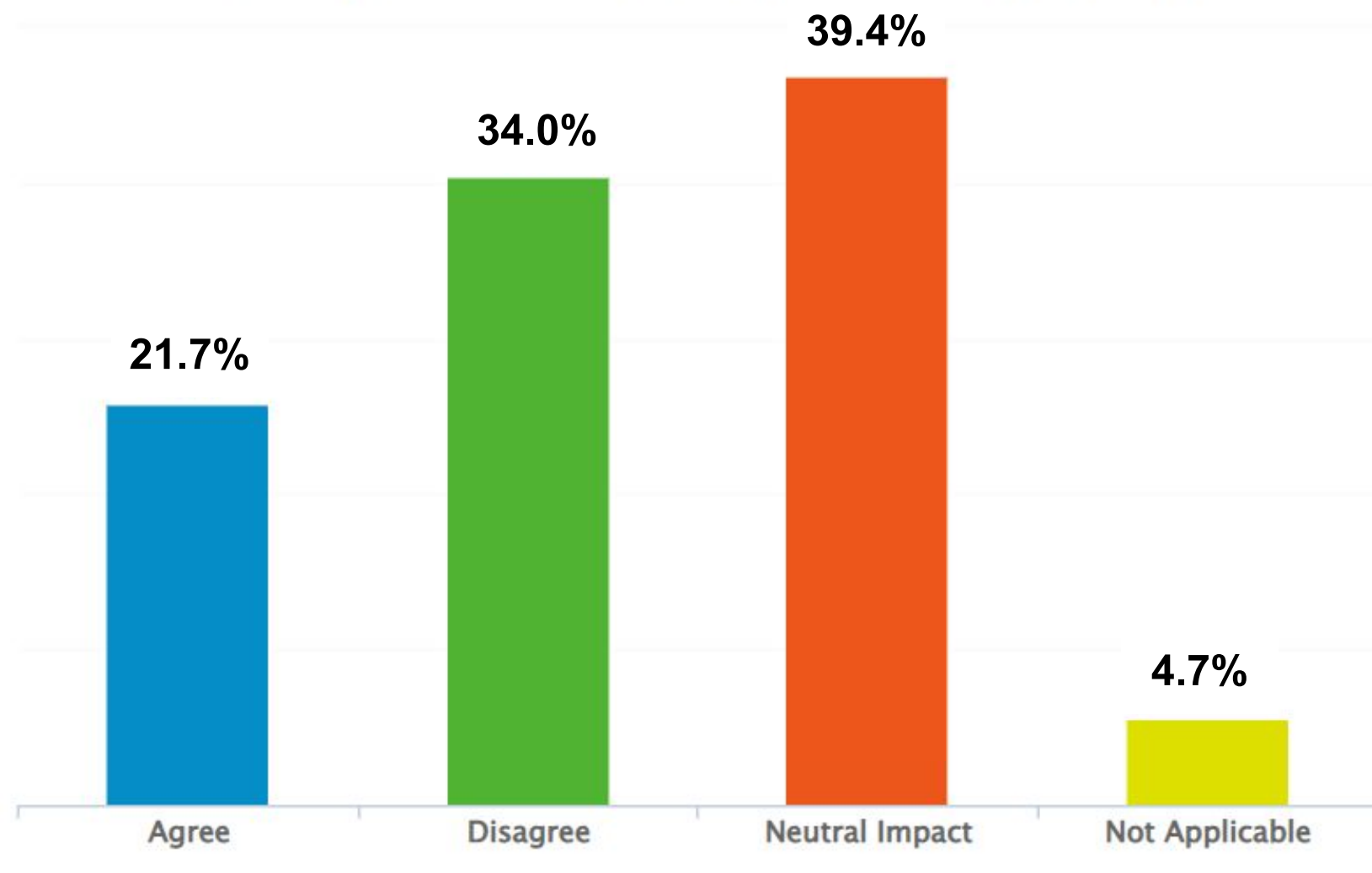


Additional staff planning days would improve my child's (or children's) attendance.

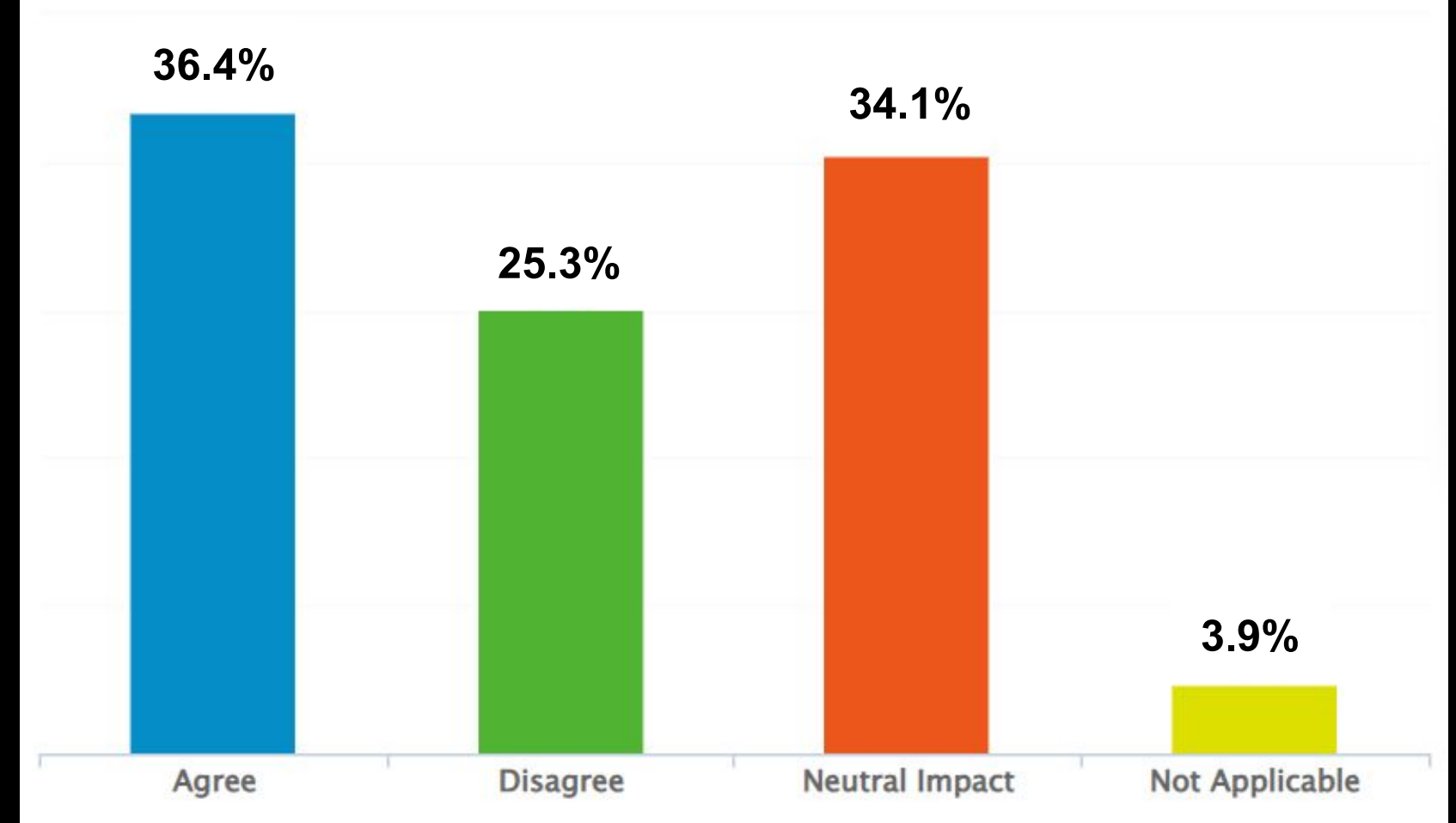


Parent Survey - Additional Staff Planning Days

Additional staff planning days would improve my child's (or children's) emotional well-being.

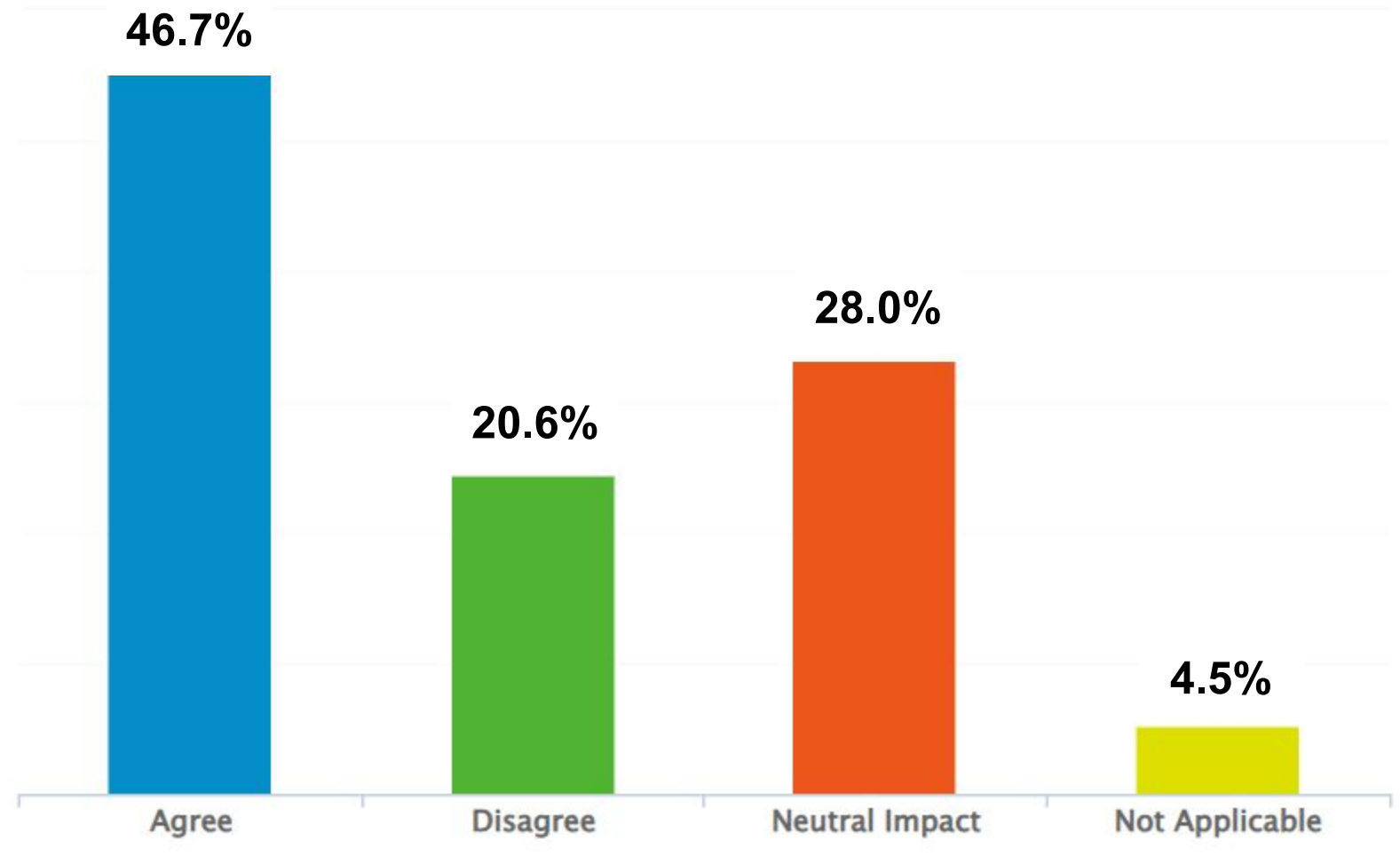


Additional staff planning days would support maintaining a legacy of excellence for LISD students.



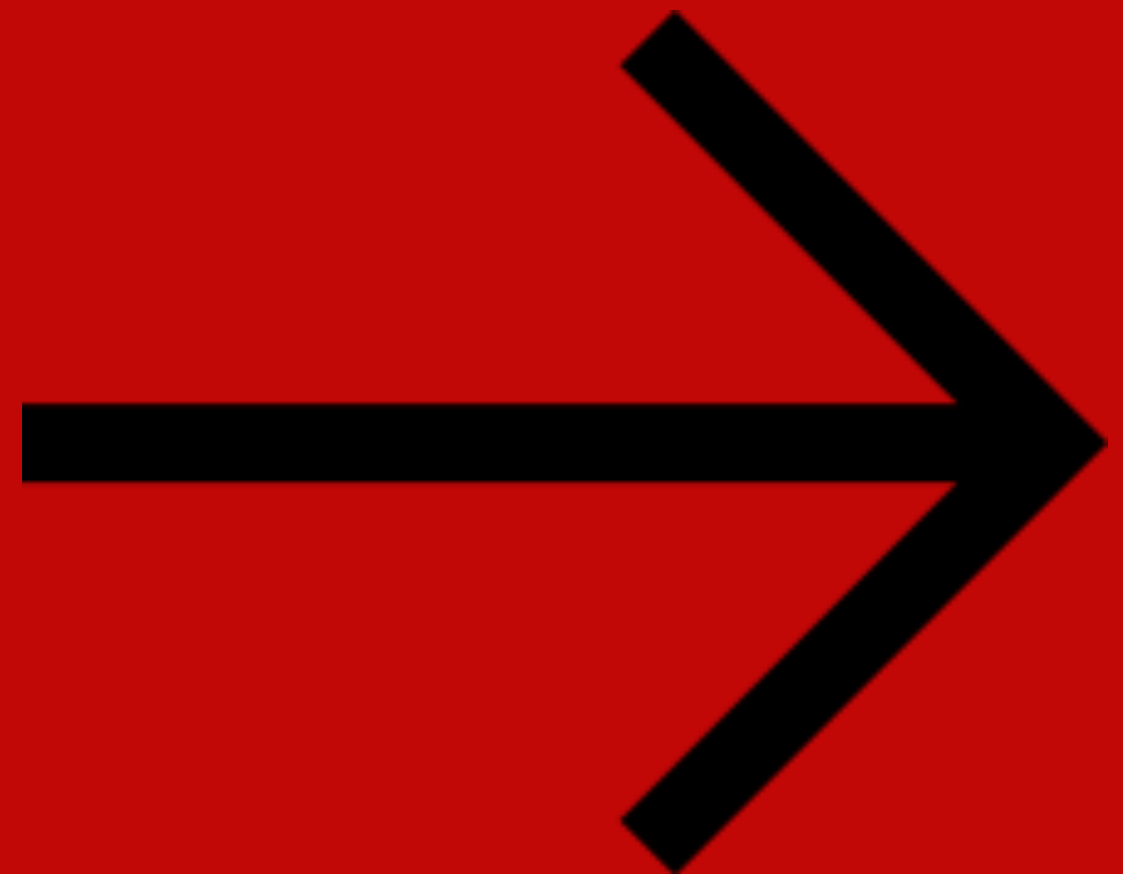
Parent Survey - Additional Staff Planning Days

Additional staff planning days would improve teacher/staff retention, recruitment and support.



Parent Survey - Additional Staff Planning Days

Summary of Current Committee Findings



Impact

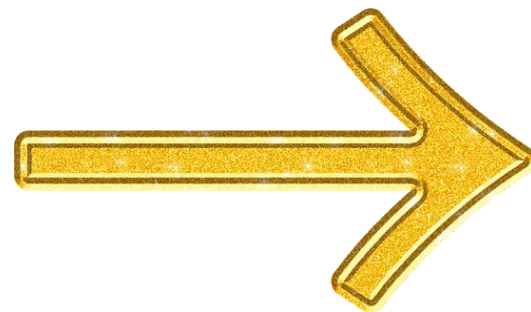
Respond to
Revenue
Challenges



7 Period
Day

Impact

Teacher/Staff
Recruitment and
Retention

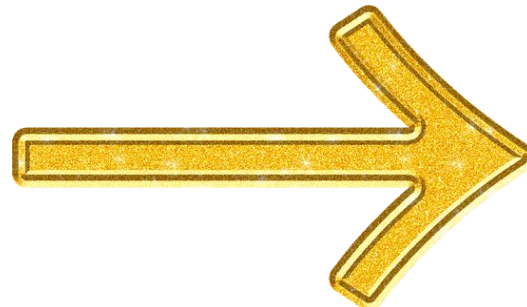


**4 Day Student
Instructional Week**

**Additional Staff
Planning Days**

Impact

Retain Legacy
of Excellence
for LISD
Students



7 Period
8 Period Day
Block Scheduling
4 Day Student Instructional Week
Additional Staff Planning Days

Next Steps

F
E
E
D
B
A
C
K

Staff Stakeholder Master Scheduling Committee Reconvenes
(Review Feedback, Gather Additional Information, Update Findings)

Provide Update February 27, 2023 Lovejoy ISD School Board Meeting

Lovejoy ISD Financial Sustainability Committee Reconvenes March 2023

Administrative recommendations to Lovejoy Board Of Trustees, March 27, 2023

F
E
E
D
B
A
C
K



**MAINTAINING THE
FOCUS
ON OUR
WHY**

**Retain Legacy of Excellence for LISD
Students**

Respond to Revenue Challenges

**Teacher/Staff Retention,
Recruitment, and Support**



Discussion, Feedback, and Questions

17. Discussion: Pathway to 2023/2024 Budget Adoption

Presenter: Katie Kordel, Superintendent of Schools and Deborah Cabrera, Interim Chief Financial Officer

PATHWAY TO 2023-2024 BUDGET ADOPTION

BOARD WORKSHOP
FEBRUARY 14, 2023



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

2022-2023 Budget Development

01

Assessment of Current State

- Capacity Assessment
- Updated Demographic Study
- Staffing Efficiency Study

02

Development of Three Year Budget Projection

03

Formation of Community-Based Financial Sustainability Committee

- Recommended Consideration of VATRE

04

Board Set Budget Priorities

1. Restore Fund Balance
2. Employee Compensation
3. Attendance
4. Enrollment

05

Zero-Based Budgeting

- Achieved \$300,000 in additional efficiencies

06

Implementation of Financial Efficiency Measures

- ~600 employees ('21-'22) to ~520 in ('22-'23)
- \$1.3 Million in staffing & program efficiencies
- \$178,500 from other cost savings projects
- Put \$2.4 Million in fund balance at the end of '21-'22

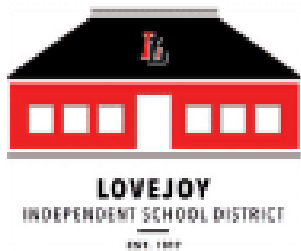
NOVEMBER 8, 2022 VATRE



Calling a VATRE

The Financial Sustainability Committee presented their recommendations to the Board of Trustees in May 2022, including consideration of a VATRE to generate additional, annually recurring revenue.

In August 2022, the Board of Trustees adopted a tax rate that includes 3.17 additional copper pennies to the M&O tax rate and triggered a VATRE.



**2022 - 2023
BOARD OF TRUSTEES**

“
Consider a VATRE as a means to facilitate financial sustainability.”



Financial Sustainability

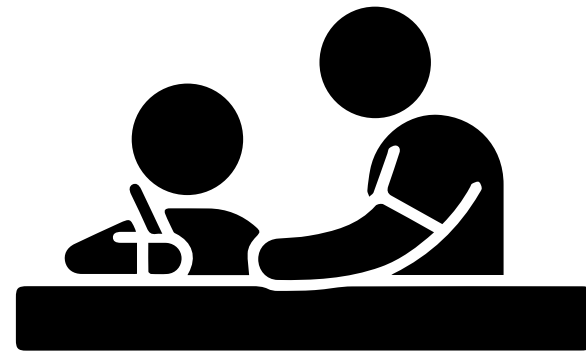
Strategic Target 7.1	Lovejoy ISD will focus on generating revenue increases in order to achieve financial sustainability.	
	Strategy	Key Indicators
Strategy 7.1.1	Consider a VATRE as a means to facilitate financial sustainability.	Share analysis of VATRE impact as well as process and timeline Generate communication plan to be enacted if election is ordered
Strategy 7.1.2	Identify fees, donations, and fundraise improvements to offset costs.	Generate list of recommendations/financial implications for consideration prior to June budget adoption (ongoing: 22/23, 23/24, etc.) Formation of stakeholder attendance task force
Strategy 7.1.3	Implement an aligned fundraising model to generate revenue in partnership with the Foundation, booster clubs, partnerships, etc.	Identify a group of key stakeholders. Establish quarterly meetings (at a minimum) to develop and maintain the model



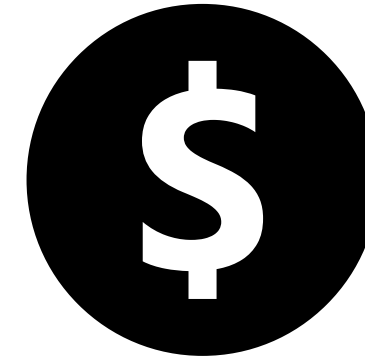
Current Challenges



**Retain
Lovejoy ISD's
Legacy of
Excellence**



**Teacher/Staff
Retention,
Recruitment,
and Support**



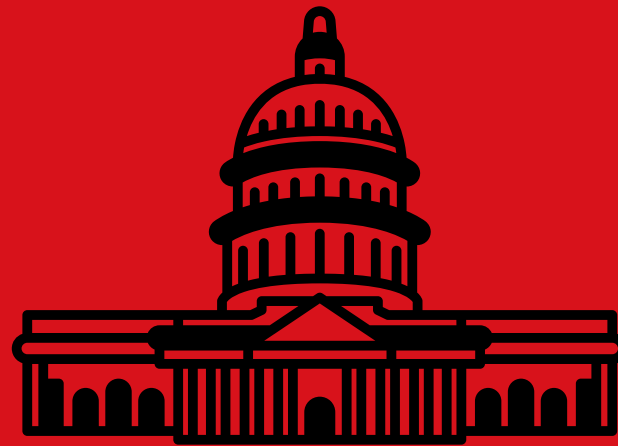
**Respond to
Revenue
Challenges**

Contextual Factors



**Declining
Enrollment**

**Reengagement with
Demographer**



**Legislative
Session**



**Increased
Property Values**

2023 - 2024

Budget

Priorities

Proposal

Fund Balance

Employee Compensation

Attendance

Enrollment

2023-2024 M&O BUDGET Development Considerations

- 1 Zero Based Budgeting Round II
- 2 Implementation of Staffing Ratios and Scaling of Staff to Enrollment
- 3 Evaluation of Program Structures
- 4 Master Scheduling Study
- 5 Fees
- 6 Reconvene Financial Sustainability Committee (FSC) - March 2023

Projected Timeline

TBD

February 14, 2023 Board Workshop

- Master Schedule Study Update
- Pathway to 2023-2024 Budget Adoption
- Bond Project and Capital Needs Update

February 27, 2023 Regular Board Mtg.

- Budget Workshop
- Legislative Session Update
- Master Schedule Study Presentation
- TIA Presentation
- Capital Needs Presentation/Consider Capital Needs

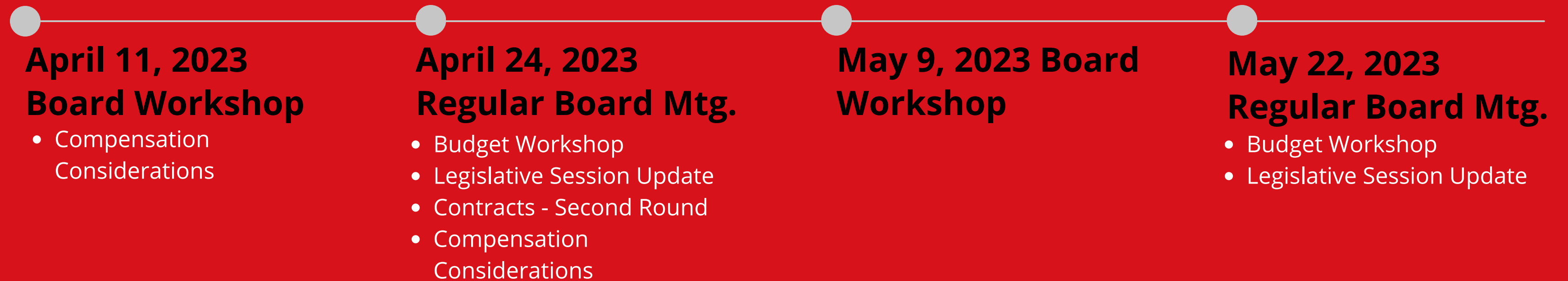
March ?, 2023 Board Workshop

- Recommendation to Add a Board Workshop
- Programming Restructure Presentation
- Special Education Compensation Plan Presentation
- Capital Needs Presentation/Consider Capital Needs

March 27, 2023 Regular Board Mtg.

- Budget Workshop
- Employee Compensation Presentation
- Legislative Session Update
- Contracts - First Round
- Consider Special Education Compensation Plan
- Consider Programming Restructure(s)
- Consider Master Schedule Options
- Consider Capital Needs

Projected Timeline



Projected Timeline



I&S BUDGET Considerations

- 1 Strategic Utilization of Bond Funds
- 2 Departmental Capital Needs Assessments
- 3 3rd Party Facilities Assessment
- 4 Formation and Convening of Capital Planning Committee

Thank You



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

18. Announcements

Presenter: Barrett Owens, President

19. Adjournment

Presenter: Barrett Owens, President