Regular Meeting
Tuesday, May 19, 2026 6:30 PM

Administration Building
400 East Loop 340
Waco, TX 76705

Agenda

I. Board Goals
Presenter: Board President

II. Roll Call, Establishment of Quorum, and Call to Order
Presenter: Board President

III. Opening Ceremony
Presenter: Board President

IV. Consider Listing of Agenda Items
Presenter: Board President

V. Recognition Items
Presenter: Board President and Dr. Sharon M. Shields
- V.A. La Vega High School Band
- V.B. La Vea High School Girls Soccer Team
- V.C. La Vega High School Powerlifting
- V.D. La Vega High School Bar B-Que Team
- V.E. La Vega High School NJROTC
- V.F. La Vega High School Track and Field
  Presenter: Dr. Sharon M. Shields

VI. Public Participation
Presenter: Board President and Dr. Sharon M. Shields

VII. Certificate of Election, Statement of Elected Officer, and Oath of Office to Newly Elected Board Members
Presenter: Ms. Betty Bentura

VIII. Election of Board Officers
Presenter: Ms. Betty Bentura

IX. Special Reports
Presenter: Dr. Sharon M. Shields
- IX.A. Superintendent's Report
  Presenter: Dr. Sharon M. Shields
  - IX.A.1. Student Enrollment Update
    Presenter: Dr. Sharon M. Shields
  - IX.A.2. Calendar of Events
    Presenter: Dr. Sharon M. Shields
  - IX.A.3. Deputy Superintendent for Personnel and Administration
    Presenter: Dr. Sharon M. Shields
  - IX.A.4. Construction Update
    Presenter: Mr. Todd Gooden

X. Consider Consent Agenda Items
Presenter: Board President
- X.A. Consider State Mandated Recognition Dates

Presenter: Dr. Sharon M. Shields

X.B. Minutes for Meetings Held

Presenter: Ms. Betty Bentura

X.C. Consider Monthly Tax Collection Recap and Report

Presenter: Ms. Jamie Shaver

X.D. La Vega Teacher Incentive Allotment

Presenter: Dr. Sharon M. Shields

X.E. Consider Budget Amendments

Presenter: Ms. Jamie Shaver

X.F. Consider District Improvement and Campus Improvement Plans

Presenter: Dr. Sharon M. Shields

X.G. Consider Wellness Policy

Presenter: Dr. Sharon M. Shields

X.H. Consider School Health Advisory Committee Highlights

Presenter: Dr. Sharon M. Shields

X.I. Consider Job Descriptions

Presenter: Mr. Todd Gooden

XI. Action and Discussion Items

Presenter: Board President

XI.A. Consider Monthly Budget Analysis Report

Presenter: Ms. Jamie Shaver

XI.B. Consider Teacher and Professional Employee Contract Recommendations

Presenter: Mr. Todd Gooden

XII. Closed Meeting

Presenter: Board President

XII.A. District Audit Report

Presenter: Dr. Sharon M. Shields

XII.B. District Vulnerability Assessment

Presenter: Dr. Sharon M. Shields

XIII. Adjournment

Presenter: Board President

La Vega Independent School District

House Bill 3 Board Goals 2024-2029

The percentage of 3rd grade students scoring meets grade level standard or above on the STAAR math assessment will increase from 25% in June of 2024 to 58% by June 2029.

The percentage of 3rd grade students scoring meets grade level standard or above on the STAAR RLA assessment will increase from 38% in June of 2024 to 55% by June 2029.

The percentage of students that meet the criteria for CCMR will increase from 68% in August 2024 to 90% by August 2029.

ROLL CALL, ESTABLISHMENT OF QUORUM, AND CALL TO ORDER

The meeting was called to order at _____ m.

Board of Trustees Members Present: _____

_____

Board of Trustees Members Absent: _____

_____

School Personnel Present: _____

_____

_____

_____

Others Present: _____

_____

_____

BOARD PRESIDENT:

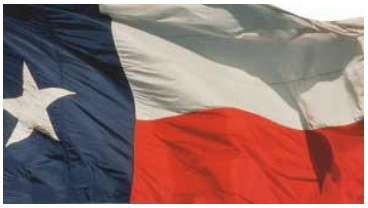
THE OPENING CEREMONY CONSISTING OF THE PLEDGE OF ALLEGIANCE

TO THE AMERICAN FLAG AND TO THE TEXAS FLAG WILL BE PROVIDED BY:

_____

(NAME, TITLE, POSITION, LVISD CAMPUS/DEPT.)

PLEDGE TO UNITED STATES FLAG. I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.



PLEDGE TO TEXAS FLAG: "Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

APPROVE LISTING OF AGENDA ITEMS

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields and Board President

Background Information:
Board Members are asked to review the listing of agenda items.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Motion: _____

Second: _____

For: _____

Against _____

Abstain: _____

RECOGNITION ITEMS

La Vega High School Band
La Vega High School Girls Soccer Team
La Vega High School Powerlifting
La Vega High School Bar B-Que Team
La Vega NJROTC
La Vega High SChool Track and Field

Presented for:
Board action ☐ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☐ Provided Later ☐

Contact Person:
Board President

Background Information:
This portion of the board meeting is reserved to recognize students, staff, and Board Members for exemplary accomplishments beyond the District Level.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

PUBLIC PARTICIPATION

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person(s):
Board President and Dr. Sharon M. Shields

Background Information:
LVISD POLICY BED (LOCAL) -- Public Participation: At regular meetings the Board shall allot 30 minutes to hear persons who desire to make comments to the Board. Persons who wish to participate in this portion of the meeting shall sign up with the presiding officer or designee before the meeting begins and shall indicate the topic about which they wish to speak.

Limit on Participation: Audience participation is limited to the portion of the meeting designated for that purpose. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless recognized by the presiding officer. No presentation shall exceed five (5) minutes. Delegations of more than five persons shall appoint one person to present their views before the Board.

Board's Response—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.

Complaints and Concerns—Complaints and concerns for which other resolution channels are provided shall be directed through those channels. The presiding officer or designee shall determine whether a person who wishes to address the Board has attempted to solve a matter administratively. If not, the person shall be directed to the appropriate policy to seek resolution before bringing the matter to the Board at a subsequent meeting.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

CERTIFICATE OF ELECTION, STATEMENT OF ELECTED OFFICER, AND OATH OF OFFICE

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Ms. Betty Bentura

Background Information:
Mrs. Brenda Rocha and Mrs. Mildred Watkins were re-elected to the La Vega ISD Board of Trustees on May 4th, 2026. They will be issued a Certificate of Election and the Statement of Elected Officer. The Oath of Office will then be administered.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

In the name and by the authority of

The State of Texas

THIS IS TO CERTIFY, that at a general election held on

Any Day, Any Month, Any Year

JOHN DOE

was duly elected

ANY OFFICER

In testimony whereof, I have hereunto signed my name and caused the Seal of _____ to be affixed at the City of _____, this the _____ day of _____, 20 _____.

_____

Signature or Presiding Officer of Canvassing Authority

Form 23-3 - Statement of Officer
(General Information)

The attached form is designed to meet minimal constitutional filing requirements pursuant to the relevant provisions. *This form and the information provided are not substitutes for the advice and services of an attorney.*

Execution and Delivery Instructions
A Statement of Officer required to be filed with the Office of the Secretary of State is considered filed once it has been received by this office.

***Mail*:** P.O. Box 12887, Austin, Texas 78711-2887.
***Overnight mail or hand deliveries*:** James Earl Rudder Officer Building, 1019 Brazos, Austin, Texas 78701.
Fax: (512) 463-5569**.**
***Email*:** Scanned copies of the executed Statement may be sent to *register@sos.texas.gov*

NOTE: The Statement of Officer form, commonly referred to as the "Anti-Bribery Statement," must be executed and filed with the Office of the Secretary of State before taking the Oath of Office (Form 2204).

Commentary

Article XVI, section 1 of the Texas Constitution requires all elected or appointed state and local officers to take the official oath of office found in section 1(a) and to subscribe to the anti-bribery statement found in section 1(b) before entering upon the duties of their offices.

Elected and appointed state-level officers required to file the anti-bribery statement with the Office of the Secretary of State include members of the Legislature, the Secretary of State, and all other officers whose jurisdiction is coextensive with the boundaries of the state or who immediately belong to one of the three branches of state government. Questions about whether a particular officer is a state-level officer may be resolved by consulting relevant statutes, constitutional provisions, judicial decisions, and attorney general opinions. For more information, see Op. Tex. Att'y Gen. No. JC-0575 (2002) (determining the meaning of "state officer" as it is used in Article XVI).

Effective September 1, 2017, Senate Bill 1329, which was enacted by the 85th Legislature, Regular Session, amended chapter 602 of the Government Code to require the following judicial officers and judicial appointees to file their oath and statement of officer with the secretary of state:

> Officers appointed by the supreme court, the court of criminal appeals, or the State Bar of Texas; and
> Associate judges appointed under Subchapter B or C, Chapter 201, Family Code.

Local officers must retain the signed anti-bribery statement with the official records of the office. *As a general rule, city and county officials do not file their oath of office with the Secretary of State– these officials file at the local level. The Legislature amended the Texas Constitution, Article 16, Section 1, in November 2001 to no longer require local level elected officials to file with our office.* **The Office of the Secretary of State does NOT file Statements or Oaths from the following persons**: Assistant District Attorneys; City Officials, including City Clerks, City Council Members, Municipal Judges, Justices of the Peace, and Police/Peace Officers; Zoning/Planning Commission Members; County Officials, including County Clerks, County Commissioners, County Judges, County Tax Assessors, and District Clerks; and Officials of Regional Entities, such as, Appraisal Review Districts, Emergency Service Districts, and School Districts (ISD's).

Questions about this form should be directed to the Government Filings Section at (512) 463-6334 or register@sos.texas.gov

Revised 09/2023

Form #23-3 Rev. 09/2023 **Submit to:** **SECRETARY OF STATE** **Government Filings** **Section P O Box 12887** **Austin, TX 78711-2887** **512-463-6334** **512-463-5569 - Fax** **Filing Fee: None**	**STATEMENT OF OFFICER**

Statement

I, _____ , do solemnly swear (or affirm) that I have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which I was elected or as a reward to secure my appointment or confirmation, whichever the case may be, so help me God.

Title of Position to Which Elected/Appointed: _____

_____

Execution

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated therein are true.

Date: _____ _____

Signature of Officer

Form 23-2 - Oath of Office
(General Information)

The attached form is designed to meet minimal constitutional filing requirements pursuant to the relevant provisions. *This form and the information provided are not substitutes for the advice and services of an attorney.*

Execution and Delivery Instructions
The Oath is considered filed once it has been received by this office.

***Mail*:** P.O. Box 12887, Austin, Texas 78711-2887.
***Overnight mail or hand deliveries*:** James Earl Rudder Officer Building, 1019 Brazos, Austin, Texas 78701.
***Fax*:** (512) 463-5569**.** If faxed, the original Oath should also be mailed to the appropriate address above.
***Email*:** Scanned copies of the executed Oath may be sent to *register@sos.state.tx.us.* If emailed, the original Oath should also be mailed to the appropriate address above.

*NOTE: Do not have the Oath of Office administered to you before executing and filing the Statement of Officer (Form 2201 – commonly referred to as the "Anti-Bribery Statement") with the Office of the Secretary of State***.**

Commentary

All state or county officers, other than the governor, lieutenant governor, and members of the legislature, who qualify for office, are commissioned by the governor. Tex. Gov't Code, Section 601.005. The Secretary of State performs ministerial duties to administer the commissions issued by the governor, including confirming that officers are qualified prior to being commissioned. Submission of this oath of office to the Office of the Secretary of State confirms an officer's qualification so that the commission may be issued.

Pursuant to art. XVI, Section 1 of the Texas Constitution, the Oath of Office *may not* be taken until a Statement of Officer (see Form 2201) has been subscribed to and, as required, filed with the Office of the Secretary of State. Additionally, gubernatorial appointees who are appointed during a legislative session *may not* execute their Oath until after confirmation by the Senate. Tex. Const. art. IV, Section 12. A Statement of Officer form required to be filed with the Office of the Secretary of State is filed upon receipt by the Secretary of State. The Oath of Office may be administered by anyone authorized under the provisions of Chapter 602 of the Texas Government Code. Commonly used officials include notaries public and judges.

***Officers Required to File Oath of Office with the Secretary of State*:**

- Gubernatorial appointees, appellate and district court judges, and district attorneys
- Directors of districts operating pursuant to chapter 36 or 49 of the Texas Water Code file a duplicate original of their Oath of Office within 10 days of its execution. Tex. Water Code Ann. Sections 36.055(d); 49.055(d)

***Officers Not Required to File Oath of Office with the Secretary of State*:**

- Members of the Legislature elected to a *regular* term of office will have their Oath of Office administered in chambers on the opening day of the session and recorded in the appropriate Journal. Members elected to an *unexpired* term of office should file their Oath of Office with either the Chief Clerk of the House or the Secretary of the Senate, as appropriate.
- All other persons should file their Oaths locally. Please check with the county clerk, city secretary or board/commission secretary for the proper filing location.

Questions about this form should be directed to the Government Filings Section at (512) 463-6334 or register@sos.state.tx.us.

Revised 9/2023

Form #23-2 Rev. 9/2023 **Submit to:** **SECRETARY OF STATE** **Government Filings Section** **P O Box 12887** **Austin, TX 78711-2887** **512-463-6334** **Filing Fee: None**	**OATH OF OFFICE**	**This space reserved for office use**

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, _____ , do solemnly swear (or affirm), that I will faithfully execute the duties of the office of _____ of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this State, so help me God.

_____
Signature of Officer

State of _____)
County of _____)

Sworn to and subscribed before me
this _____ day of _____, 20 ____.

(seal)

_____
Signature of Notary Public or Other Officer
Administering Oath

_____
Printed or Typed Name

Election of Board Officers

Presented for:
Board action ☐ Report/Review Only ☐

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Ms. Betty Bentura

Background Information:
Election of Board Officers positions

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

SPECIAL REPORTS

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
N/A

Background Information:
This portion of the meeting is to provide special reports to the Board of Trustees.

Fiscal Implication:
N/A

Administrative Recommendation:
This report is being provided for informational purposes.

Superintendent's Report

1. **Student Enrollment Report**
2. **Calendar Events**
3. **Deputy Superintendent for Personnel and Administration**
4. **Construction Update**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☐ Provided Later ☒

Contact Person:
Dr. Sharon M. Shields

Background Information:
This portion of the board meeting is reserved to update the Board of Trustees on calendar and miscellaneous items.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

CONSENT AGENDA ITEMS

Presented for:
Board action ☒ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
N/A

Background Information:
The consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Motion: _____

Second: _____

For: _____

Against _____

Abstain: _____

State Mandated Recognition Dates

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields

Background Information:
According to Legal policy EHBK, a District shall regularly observe the following recognition days, weeks and months by appropriate programs, celebrations and activities:

May

May 8: Public School Paraprofessional Day - in recognition of education paraprofessionals including teacher assistants, instructional aides, educational trainers, library attendants, bilingual assistants, special education associates, mentors, and tutors. Gov't Code 662.049

Approve Minutes for Meeting(s) Held

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Ms. **Betty Bentura**

Background Information:
The Board shall prepare and retain minutes or make a tape recording of each of its open meetings. The minutes shall state the subject matter of each deliberation and shall indicate each vote, order, decision, or other action taken by the Board. The minutes or tapes are public records and shall be made available for public inspection and copying on request to the Superintendent or designee.

Fiscal Implication:
None.

Administrative Recommendation:
Board review and approval.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Monthly Tax Collection Recap and Report

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Ms. Jamie Shaver

Background Information:
The District contracts with the McLennan County Tax Office for the collection of the current and delinquent taxes and penalty and interest on those taxes. As part of this service, the Tax Office supplies the District with a monthly cumulative summary of taxes and penalty and interest collected. Attached the Board will find the monthly tax collection recap and report prepared by the Business Office. This report has been reconciled with the summary report received from the tax office.

Fiscal Implication:
N/A

Administrative Recommendation:
It is recommended that the Board approve the Monthly Tax Collection Recap and Report as submitted.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

_____

_____

_____

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_____

_____

La Vega ISD
Tax Collection Report

Current Year M&O Taxes		For Month of		Year to Date
		April-26		April-26
Original Current Roll			$	19,317,205
Adjustments	$	(892,782)	$	(866,881)
Total Adjusted Roll			$	18,450,323
Current M&O Taxes Collected	$	2,549,481	$	10,703,809
Current P & I Collected	$	-	$	-
Current Taxes Collected Adjustments			$	-
Total Current Taxes Collected	$	2,549,481	$	10,703,809
% of Current Taxes Collected				58.0142%
Current Year I&S Taxes		**For Month of**		**Year to Date**
Current I&S Taxes Collected	$	1,687,710	$	7,084,821
Current P & I Collected	$	-	$	-
Current Taxes Collected Adjustments	$	-	$	-
Total Current Taxes Collected	$	1,687,710	$	7,084,821
% of Current Taxes Collected				38.3994%
Total Collections Current	**$**	**4,237,191**	**$**	**17,788,630**
				96.41%
Delinquent M&O Taxes		**This Month**		**Year to Date**
Delinquent Taxes Outstanding			$	846,432
Adjustments	$	(11,298)	$	(114,368)
Total Adjusted Delinquent Roll			$	732,065
Delinquent M&O Taxes Collected	$	23,669		$60,222
Delinquent P & I Collected	$	12,685		$66,511
Attorney Fees Collected				$0
Delinquent Taxes Collected Adjustment				
Total Delinquent Balance Collected	$	36,353		$126,733
% of of Delinquents Collected				17.3117%
Delinquent I&S Taxes		**This Month**		**Year to Date**
Delinquent I&S Taxes Collected	$	12,625	$	35,511
Delinquent P & I Collected	$	7,160	$	36,535
Attorney Fees Collected	$	-	$	-
Delinquent Taxes Collected Adjustment	$	-	$	-
Total Delinquent Balance Collected	$	19,784	$	72,046
% of of Delinquents Collected				9.8415%
Total Collections Delinquent	**$**	**56,137**	**$**	**198,779**
Grand Total Collections	**$**	**4,293,328**	**$**	**17,987,409**
Paid YTD			**$**	**17,884,362**
Balance Remaining			**$**	**1,298,026**
				6.77%

Board Item Agenda : 2026-27 La Vega TIA Renewal and Expansion Application

Presented for:

Board action ☐ Report/Review Only ☑

Supporting documents:

None ☐ Attached ☑ Provided Later ☐

Contact Person:

Dr. Charla Rudd, Chief Academic Officer

Background Information:

La Vega ISD has participated in the Teacher Incentive Allotment system since 2021. At the end of every 5 years, districts are required to submit a Renewal Application. In addition to submitting the renewal application, La Vega ISD is expanding the eligible teaching fields to allow more teachers to become eligible for designations. The application is due on April 15th. Board of Trustees review the application and approve the budget for the expenditure of TIA funds,

Fiscal Implication:

Approximately $850,000 will be awarded to the district for teacher reward in September 2026.

~~Administrative Recommendation:~~

~~Motion:~~

~~Second:~~

~~For:~~

~~Against:~~

~~Abstain:~~

LA VEGA Independent School District

2026-27
Teacher Incentive Allotment
Renewal & Expansion
Application

TIA Main District Contact	Dr. Sharon M. Shields
Position	Superintendent
Email	sharon.shields@lavegaisd.org
Back up TIA Contact / Application	Dr. Charla Rudd
Position	Chief Academic Officer
Email	charla.rudd@lavegaisd.org

19-May-26

	Category	Student Growth Measures						Teacher Evaluation			
	Content / Grade	Texas SLOs	SLOs Weight	Pre-Test Name	Expected growth target	Post-Test Name	Pre/Post Weight	Rubric	Rubric Weight	Component	Weight
1	Self-Contained Grades 3-8 Mathematics & RLA; Alg. I; Eng. I, Eng. II			STAAR Alt. 2 - released or previous year results	Graduated Percent Increase Model	STAAR Alt. 2 - end-of-year	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
2	Physical Education, Grades K-10			FitnessGram	Graduated Percent Increase Model	FitnessGram	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
3	Pre-Kindergarten Mathematics & ELAR			Circle	Graduated Percent Increase Model	Circle	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
4	Kindergarten Mathematics & ELAR			TX KEA	Graduated Percent Increase Model	TX KEA	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
5	Grades 1 & 2 Mathematics & ELAR			iReady	Graduated Percent Increase Model	iReady	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
6	Grade 3 (Math & ELAR) Grade 5 & 8 Science, Grade 8 Social Studies, Biology, U.S. History			STAAR Released Test	Graduated Percent Increase Model	End of Year STAAR	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
7	Grades 4-8 (Mathematics & ELAR), Alg. 1, English I			Previous Year STAAR Result	Graduated Percent Increase Model	End of Year STAAR	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
8	Commercial Photography	Yes	60%					T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%

	Category	Student Growth Measures						Teacher Evaluation			
	Content / Grade	Texas SLOs	SLOs Weight	Pre-Test Name	Expected growth target	Post-Test Name	Pre/Post Weight	Rubric	Rubric Weight	Component	Weight
9	Science Grades 1st-4th, 6th-7th; Chemistry; Physics; Social Studies Grades 1-7; World History, World Geography, Economics, Government; Geometry, Algebra II, English II, English III, English IV			TEKSready - ESC 10	Graduated Percent Increase Model	TEKSready - ESC 10	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
10	PPCD, Self Contained Grades 1 & 2			Bracken School Readiness Assessment-4th Edition	Graduated Percent Increase Model	Bracken School Readiness Assessment-4th Edition	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
11	Music Grades 2-6 Theatre Arts I, II, III, IV; Band; Art;			Music First	Graduated Percent Increase Model	Music First	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%

	Category	Student Growth Measures						Teacher Evaluation			
	Content / Grade	Texas SLOs	SLOs Weight	Pre-Test Name	Expected growth target	Post-Test Name	Pre/Post Weight	Rubric	Rubric Weight	Component	Weight
12	Graphic Design and Illustration, Accounting 1, Financial Mathematics Law Enforcement 2, Criminal Investigation, Practicum in Audio/Visual Production, Principles of Arts, Audio/Video Technology and Communication, Principles of Information Technology, Human Growth, Principles of Construction, Construction Tech 1, Med Terminology, Principles of Health Science, General Employability, College Preparation, Career Preparation, College & Career Explorations			Industry Cert. Exams (ICEV)	Graduated Percent Increase Model	Industry Cert. Exams (ICEV)	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%
13	Statistics and Business Decision Making, Health Grades 6-8			Edgenuity	Graduated Percent Increase Model	Edgenuity	60%	T-TESS Domains 2 & 3	30%	T-TESS Domains 1 & 4	10%

PART A: TEACHER OBSERVATION RUBRIC	
Which teacher observation appraisal rubric does the district use?	T-TESS
PART B: APPRAISER CERTIFICATION	
What initial certification process is required for teacher appraisers?	All appraisers must be T-TESS trained and initially certified through our regional education service center and then continue to recertify through the TEA T-TESS Recertification test annually .
PART C: RELIABILITY OF TEACHER OBSERVATIONS WITHIN AND AMONG CAMPUSES	
1. How will the district ensure that appraisers remain calibrated on both scoring and evidence, across appraisers, content areas, grade levels and campuses throughout the year?	District appraisers participate in several different calibration activities. The four main activities are:1) Cross-Campus Calibration: Principals are divided into two teams - elementary and secondary. Each team calibrates with one another by randomly selecting a subject and a campus. The three principals, accompanied by district leadership, and Deputy Superintendent of Human Resources or their designee will calibrate focusing on either T-TESS Domain 2 or 3. The calibration activity is conducted twice during the fall semester and once during the spring semester. 2) Principals then calibrate with their campus evaluation teams. Calibration findings, challenges, and questions are addressed during the weekly leadership meetings with the Superintendent and Directors of Curriculum, Instruction, Special Programs and Accountability. 3). Deputy Superintendent of Human Resources or their designee will review calibration data and schedule calibration support walks with evaluators as needed based on alignment data. 4). An additional video / audio recording tool is used to serve as a tool for district-wide calibration activities during extended principal meetings or to train on dimensions that prove to be problematic for content, grade level, or appraisers.
PART D: TEACHER OBSERVATION TRENDS	
District and campus leaders review teacher observation trends at least three times a year.	Yes
How is skew in teacher observation trends identified at the campus level?	Appraisal data is reviewed and discussed at the campus level and the district. Data is reviewed by subject, by appraiser, and compared with the current student growth utilizing the district created Growth Trackers. Appraisers with scores above or below the median use an audio / video recording to review with the entire campus evaluation team. The review and documentation of evidence is lead by the campus principal. The district uses an observation protocol when two or more appraisers calibrate. The protocol is utilized and reviewed to address areas of misalignment. The protocol is used when reviewing audio/video recordings as well as in face-to-face observations.
How is skew in teacher observation trends identified at the district level?	Quarterly district extended meetings feature review of appraiser data. This data is broken out by campus, appraiser, subject, and grade. The appraiser data is compared with the current student growth data for correlation. Heat Maps of data as well as charts from the TEA Excel Analysis Tool is used to identify areas of concern. The district team determines the best method to address the skew.

Which observation trends does the distric review?	By subject,By grade,By appraiser,By campus,By dimensions of teacher appraisal rubric,
When review of trends at the campus and/or district levels identifies that appraisers are not calibrated locally, how will the district respond to address discrepancies in appraisers' ratings?	The district employs several strategies to address skew in T-TESS evaluations: 1. Campus principals and evaluators calibrate scoring for T-TESS Domains 2 and 3 in collaboration with the Deputy Director of HR or their designee. 2. District leadership randomly participates in campus T-TESS observations to calibrate scoring for Domains 2 and 3. 3. The Superintendent and district leadership review audio/video recordings during district-wide meetings with principals and evaluators to ensure consistency. 4. NIET training materials and videos are utilized as professional development for appraisers. 5. Appraisers receive training or retraining on T-TESS evaluations through the Regional Education Service Center.
When review of trends at the campus and/or district levels identifies that appraisers are not calibrated locally, how will the district address when evidence gathered for those	Additional training resources are utilized to address calibration issues, including NIET materials, the T-TESS website, and Education Service Center (ESC) training. The ESC supports calibration by participating in campus walk-throughs and facilitating discussions on evidence for ratings. Appraisers also use video and audio recordings to align their evaluations with their campus administrators. Prior to releasing observation scores to teachers, appraisers review the rubric and scoring with the campus principal to ensure consistency and accuracy.
PART E: CORRELATION OF STUDENT GROWTH DATA TO TEACHER OBSERVATION DATA	
1. Describe the district's procedures/protocols to review for correlation between teacher observation and student growth data at the campus and district levels	Early in the school year, a teacher's prior student growth data is shared with both the appraiser and the teacher. Goals are collaboratively set and reviewed during the first walk-through. Diagnostic and beginning-of-year (BOY) data are used by both the teacher and appraiser to ensure instructional alignment. Subsequent assessments—including the first interim assessment, growth trackers, unit exams, and/or middle-of-year (MOY) data—are analyzed to monitor student progress. Student progress is then plotted alongside walk-through and full observation data to evaluate alignment and effectiveness. District leadership meets quarterly with campus principals to review student progress, evaluation skew data, and associated correlations. Based on this analysis, individualized action steps are developed, and review dates are established to ensure progress is made.
How often does the district compare teacher observation data with student growth data	Twice a year

How does the district identify lack of correlation when comparing teacher observation data to student growth data?	The district leverages data analysis tools provided through TIA resources to monitor and evaluate teacher effectiveness. Correlations by subject across the district are analyzed in relation to student growth (e.g., comparing Grade 3 Reading to English II). Additionally, student progress by curriculum is reviewed through HQIM walk-throughs conducted by district leadership, with results compared to teacher evaluations. Gains in student learning at the subject and grade level are expected to align with teacher effectiveness, as measured by T-TESS dimensions and domains. To support effective instruction, campus- and subject-level coaching is provided through TIL coaching tools. District professional development further supports teachers in the effective use of HQIM to ensure high-quality instruction.
How does the district address lack of correlation when comparing teacher observation data to student growth data?	If student growth data indicates minimal or slow progress, the district investigates potential gaps in the implementation of HQIM, using evidence collected from walk-throughs. When gaps are identified, district leadership schedules targeted professional development tailored to the needs of the campus, grade level, or content area. If observation data does not align with student growth, the Deputy Superintendent for Human Resources, or their designee, accompanies appraisers during walk-throughs. Following district protocols, the Deputy Superintendent determines appropriate action steps, which may include additional training, coaching, or reinforcement of instructional practices. Additionally, the District Assessment Coordinator, in collaboration with campus assessment personnel, reviews testing protocols to ensure compliance, test security, and proper administration of assessments.

PART F: OBSERVATION/FEEDBACK SCHEDULE

3. What are the district's requirements for the following:	Number of times per year (Teachers on a Probationary Contract)	Number of times per year (Teachers on a Non-Probationary Contract)
Number of scored full observations	**2**	**1**
Number of scored partial observations/walkthroughs	**3**	**3**
Number of unscored observations (of any kind)	**5**	**5**
Total number of scores required per each observable dimension of the rubric	**2**	**2**
How will the district determine the observation scores?	The district will use the summative data for submission and determining designations.	

Student Growth Measure	Student Learning Objective
1. What is the district rationale for using SLOs in their teacher designation system	The district believes that the SLO continuous improvement cycle enhances the implementation of commercial photography state standards and supports effective instructional design and delivery. This cycle aligns with the district's broader approach to continuous review, monitoring, and the use of longitudinal, data-driven decision-making and goal setting across all content areas. SLOs are directly connected to T-TESS, the observation tool used by the district, ensuring alignment between teacher evaluations and student learning objectives. The Texas SLO system has been vetted by TEA for validity and reliability. All teachers receive comprehensive training in the development, implementation, and tracking of SLOs to ensure consistency and fidelity in their use.
2. Does the district SLO process align to TexasSLO.org?	Yes
3. What protocols and training does the district provide annually to both teachers and campus level administrators to ensure valid administration of all assignments, projects, tasks, and assessments being used as part of the SLO?	La Vega ISD requires that all assessments, projects, and assignments—whether completed in or out of class—adhere to the student honor code. Standard assessment security procedures are followed before administering any SLO assignment, project, or task. Assignments completed in class are collected before students leave the classroom and are scanned or photographed prior to being returned. Completed assessments are returned only after all students have finished, and grading for any item used as evidence is recorded in the Student Growth Tracker. The Assistant Superintendent for Curriculum & Instruction serves as the district's point of contact to provide teachers with support and access to necessary resources for successful SLO implementation. In addition, La Vega ISD collaborates with ESC Region 12, teacher leaders, district curriculum and assessment personnel, and campus administrators to ensure proper protocols and training are in place, safeguarding the security of all SLO assignments. Assignments are stored in a secure Google Drive folder to maintain both security and fidelity, following processes similar to STAAR training protocols. Each educator completes SLO development and submits it to the Curriculum & Instruction (C&I) department for review by July 10. After review, consultation occurs with teachers and university partners (MCC, Tarleton, Texas Tech, Baylor). The approved SLO is then transformed into a data collection and student tracker document and placed in a centrally secure digital file for ongoing monitoring and use.

7. How does the district ensure the security of the body of evidence?	La Vega ISD teachers measure each targeted skill at the beginning of the year using a minimum of five assessments to establish a baseline for student growth. Throughout the year, teachers collect at least five pieces of student work to serve as the body of evidence, with all data recorded in the Student Growth Tracker. Each teacher maintains individual student trackers and Teacher Learning Reports in a district-managed storage file, which is accessible only to the associated appraisers and campus or district administrators. Individual student folders contain documentation such as student work, performance measure videos, photographs, and assessments. Teachers receive annual training on the security and proper handling of assessments and assignments used in the body of evidence. This training mirrors the procedures established for STAAR assessments, ensuring fidelity and compliance. The district utilizes a subscription-based data warehouse, allowing teachers and leadership to compile, compare, and analyze district- and campus-level data across multiple years to identify trends and make actionable decisions. The body of evidence is stored following the same security protocols required for state testing artifacts.
8. How many pieces of student work are required for the body of evidence?	5

PreTest / PostTest Assessment Calculations	
Option 1	
3rd party pre-test, 3rd party growth targets, 3rd party post-test	
	End of Year STAAR, iReady
How did the district determine that each of the 3rd party assessments included in the local designation system was a valid and reliable measure aligned to the standards of the course for each eligible teaching assignment?	District stakeholders selected STAAR Transition Tables as the primary measure aligned with state standards to determine growth for students taking STAAR assessments. Teachers and administrators for grades 1 and 2 in reading and mathematics reviewed the list of third-party assessment vendors. The TEA conducts formal biannual reviews of assessment vendors to determine whether they meet state requirements. Vendors that meet these standards are placed on the TEA-approved third-party assessment options table for districts to consider integrating into their local designation systems. After review, the district administrators and teachers determined that iReady is a valid and reliable measure aligned with state standards. The iReady Diagnostic assessments for mathematics, reading, and dyslexia for grades K–8 have been approved by the TEA and nationally recognized as valid and reliable adaptive assessments by the National Center on Intensive Intervention. Following stakeholder review, the district unanimously decided to utilize the iReady platform and assessments to measure student growth.
How does the district calculate a teacher's end of year student growth using the 3rd party assessment test results?	STAAR Transition Tables: To calculate student growth using STAAR Transition Tables, the district first identifies students who have received instruction from a teacher for the full year. Students are credited to a teacher's growth score if they appear on the teacher's class roster on the last Friday of the first six weeks and remain on the roster on the last Friday in February. Each student's growth is determined using performance-level indicators provided by TEA, with point values assigned as follows: 0, 0.5, or 1, based on academic growth over the year. To calculate a teacher's end-of-year student growth score, the district averages the percentage of the teacher's students who earned either 0.5 or 1 point. This average reflects the proportion of students demonstrating moderate to sufficient academic growth. iReady (Grades 1–2 in Mathematics and Reading): Similarly, for iReady, the district first identifies students who have received instruction from a teacher for the year, using the same roster dates (last Friday of the first six weeks and last Friday in February). Student growth is then determined for each student individually. The iReady growth model uses gain scores to measure growth, calculated as the difference between a student's first and last Diagnostic scale scores. This provides a quantifiable measure of growth over time. iReady provides growth measures for each subject and grade level. The district uses "Typical Growth," which represents the average expected performance over an academic year, as a benchmark. Students who meet or exceed Typical Growth are considered to have demonstrated sufficient academic growth.

Option 2	
3rd party pre-test, district created growth targets, 3rd party post-test	
	Circle, End of Year STAAR, FitnessGram, Industry Cert. Exams (ICEV), Music First, Other (Please list below), TX KEA
How did the district determine that each of the 3rd party assessments included in the local designation system was a valid and reliable measure aligned to the standards of the course for each eligible teaching assignment?	**CIRCLE and KPM (TxKEA) Assessments** Teachers selected the CIRCLE and KPM assessments because they are Commissioner-approved and normed to Texas students. These assessments are required by the TEA, reducing the assessment load on students. Both are aligned to the TEKS and/or standards, consistently validated as reliable and valid, and developed by professional assessment writers. **End-of-Year STAAR** For grades and subjects without a prior-year STAAR assessment, stakeholders and district leadership selected STAAR released tests. Teacher and district teams agreed these assessments are TEKS-aligned and represent the skills students should master in the respective grade and content. STAAR assessments are Texas-validated and reliable, making them appropriate measures for TIA accountability. F**itnessGram** Reviewed by physical education teachers and stakeholders, the FitnessGram assessment is recognized as consistent and a strong measure of cardiovascular fitness and flexibility. The assessment provides age- and gender-specific cut points, accurately measuring fitness in children aged 8–17. FitnessGram results have proven reliable across time and age groups. S**TAAR Alt 2** STAAR Alt 2 assessments will be used for self-contained students in grades 3–8 and in the five EOC subjects. TEA considers these assessments fair and consistent in accurately measuring students' skills aligned to standards for children with severe cognitive disabilities. Universal design features allow students to access questions and respond in ways aligned with their instruction. Standardized items and clear scoring guidelines strengthen reliability. **Music First(Grades 1–5; Band, Fine Arts)** District music educators and leadership reviewed the MusicFirst curriculum. The platform provides consistent lesson structures aligned with grade-level TEKS standards. Assessments evaluate essential musical concepts and skills. District music, Fine Arts, and Theatre Arts teachers, along with curriculum and assessment leaders, reviewed the standards and assessment items for alignment and validity. Pilot testing demonstrated reliability. T**EKSready** Teachers reviewed multiple test banks and selected TEKSready for its reliable assessments and district-approved platform. TEKSready items are created and reviewed by content-level experts for rigor, alignment to standards, and depth-of-knowledge. The platform allows teachers to create pre-assessments, interim assessments, and post-assessments for non-tested subjects and grade levels. Its flexibility and broad subject coverage ensure maximum teacher eligibility for TIA. **iCEV (CTE Courses)** CTE teachers opted to use a pre/post-test methodology similar to certification testing. The curriculum aligns with industry standards and provides the best instructional design for students. Course content is tied to certification exams, providing reliable and valid assessments that measure student knowledge and skills aligned to industry expectations. **PPCD, Self-Contained Grades 1-2** Special Educators and Special Education Administrators reviewed assessments and determined the Bracken School Readiness Assessment-4th Edition (BSRA-4) to be aligned with academic achievement of student with severe and profound learning needs. The assessment has met rigorous validity and realizability standards to be included for use with special populations. The assessment is broken into six subtests designed to evaluate children's school readiness in terms of basic concept understanding and strong correlation to early childhood cognitive and language development as well as early academic achievement.
Expected growth targets.	Graduated Percent Increase Model

Option 2 How does the district calculate a teacher's end of year student growth using the 3rd party assessment test results?	**CIRCLE** (Literacy and Mathematics, Pre-Kindergarten) The district uses eight literacy subtests (Rapid Letter Naming, Syllabication, Onset-Rime, Alliteration, Rhyming I, Rhyming II, Letter-Sound Correspondence, and Story Retell) and seven mathematics subtests (Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations) to measure student growth. For each subtest, student growth is determined by comparing Wave 3 scores to Wave 1. A student is considered to have made growth if they remain On Track, move from Monitor to On Track, or move from Support to Monitor. Teachers combine literacy and mathematics subtests to calculate an average across the 15 subtests per student. **KPM** (TxKEA - Literacy and Mathematics, Kindergarten) KPM provides three benchmark waves with proficiency levels: In Need of Support, In Need of Monitoring, and On Track. Literacy growth is measured across six subtests (Literacy Comprehension, Letter Names, Decoding, Letter-Sound, Blending, and Blending Expressive), while all mathematics subtests are used to determine growth. Growth is calculated by comparing Wave 3 to Wave 1 for each subtest. A student demonstrates growth if they remain On Track, move from Monitor to On Track, or move from Support to Monitor. Teacher-level growth scores are the average of literacy and mathematics growth for all students. **Released STAAR vs. End-of-Year STAAR** (Grades 3, 5, 8; EOC Courses) Targets for each student are set using Beginning-of-Year (BOY) data from released STAAR tests. Growth is determined by subtracting the BOY scale score from the End-of-Year (EOY) score. Using TEA performance indicators (Low Did Not Meet – Masters Grade Level) and transition table points (0, 0.5, 1.0), growth is attributed to each teacher and averaged across all students. **STAAR Transition Tables** (2025 Assessment Data File, Cambium) Student growth is calculated using TSDS numbers to link prior-year assessments accurately. Growth is measured using STAAR Transition Table indicators, awarding 0, 0.5, or 1 point per student annually. Teacher growth scores are averaged across all students. **STAAR Alternate 2** (Self-Contained 3–8, Algebra 1, English I & II) Progress measures classify student performance into three levels: Level I: Developing Academic Performance (Stages A–C) Level II: Satisfactory Academic Performance (Stages D–E) Level III: Accomplished Academic Performance (Stage F) Growth is calculated by comparing prior-year stages to current-year stages, with 0, 0.5, or 1 point awarded based on movement between stages according to the STAAR Alternate 2 Progress Measure Indicators. Teacher growth scores are averaged across all students. **FitnessGram** (Grades 3–12), MusicFirst, iCEV, and TEKSready Beginning-of-Year (BOY) scale scores are subtracted from End-of-Year (EOY) scores. Target annual growth is determined using the Graduated Percent Increase Model found in the TEA Model of Percent Points. Growth is attributed to the teacher for each student who meets or maintains the predicted growth. Teacher growth scores are averaged across all students. **Bracken School Readiness Assessment-4th Edition (BSRA-4)** (PPCD, Self-Contained Grades 1-2) Five of the six subtests are designed to evaluate knowledge of basic concepts (colors, letters, numbers/counting, sizes/comparisons, shapes). Each of the five subtests produces a score of percent master based on raw score of correct over total possible. Each of the five raw scores will be used to determine percent of master for BOY. This percent would be used to identify the target growth category using the Graduated Percent Increase Model: Percent Points shared by the TEA. BOY percentage score for the five subtests would be used subtracted from EOY percentage score to determine if a student met growth. Teacher growth scores are averaged across all students.

Option 3	
	Statistics and Business Decision Making, Health Grades 6-8
What are the qualifications required for writing district-created tests and which positions are authorized to do so?	The writing team comprises the teacher of record, the Dean of P-TECH, and the Chief Academic Officer. The teacher of record brings extensive knowledge of the TEKS being taught and the instructional requirements for each of the courses. The Dean of P-TECH provides expertise in performance measures for both the CTE course as well as the Health course and offers an objective perspective on the content as a whole. The Chief Academic Officer contributes deep knowledge of testing protocols and test design, ensuring assessments are rigorous, reliable, unbiased, and provide opportunities for student performance stretch across various question types.
What is the process for reviewing and approving district created tests ensure that each assessment is a valid and reliable measure of student growth, aligned to the standards of the course for each eligible teaching assignment?	The teacher of records submits test questions designed to evaluate students' knowledge of the course content. The Dean of P-TECH reviews the test bank and selects items identified by the state and/or field experts as "essential." A test blueprint is then established, specifying the number of questions and the TEKS standards addressed, along with the appropriate depth of knowledge. The Chief Academic Officer develops draft assessments that incorporate a balance of depth-of-knowledge questions and essential standards. These draft assessments are reviewed by the teacher of record and the Dean, with items flagged for further review. The team convenes to vet each item for alignment to standards, rigor, and depth of knowledge. Once all items are approved, the Chief Academic Officer places the finalized Beginning-of-Year (BOY) and End-of-Year (EOY) assessments into the secure testing platform to maintain integrity and confidentiality.
Expected growth targets	Graduated Percent Increase Model
How does the district calculate a teacher's end of year student growth using the district-created pre-test/post-test results?	Beginning-of-Year (BOY) assessment scale scores are subtracted from End-of-Year (EOY) scale scores to determine individual student growth. Target annual growth is calculated using the Graduated Percent Increase Model applied to each student's BOY scale score. Growth is attributed to the teacher for every student who meets or maintains the predicted growth target.

PART A: DISTRIBUTION OF ALLOTMENT FUNDS		
Percent of Allotment Going to Designated Teachers	Percent of Allotment Going to other teachers on the campus	Percent of Allotment being retained by the LEA (Max 10%)
80%	10%	10%
	10% of funds will be distributed to non-designated teachers and supporting student-facing paraprofessionals that supported the designated teacher on the campus. Paraprofessionals and support staff (interventionists, dyslexia teachers, blended learning lab aides, reading and math interventions, teacher aides) must provide direct support to students in the designated teacher's class for a minimum of 50% of the year. Paraprofessional / support staff will receive a one lump sum allotment prior to August 31st each year.	LVISD will use funds to support up to five teachers annually as candidates for the NBCT preparation process. The district will use funds to support professional development (such as; HQIM lesson internalization, Observation / Feedback Coaching, RBIS), purchase of assessments (such as TEKS Ready, Music First, iCEV), and systems for digital assessment, teacher evaluation tracking, (such as: DMAC, sibme) .
By what date will your district spend all TIA allotment funds?	La Vega ISD is in its fifth year of TIA allotment. 80% of the 80% allotted to teachers is awarded in a lump sum at the end of May as a REWARD. The remaining (settle up) is awarded to designated teachers in August as a RETINTION stipend. The retention stipend is paid to teachers during the second week of in-service around August 10th. All TIA allotment funds are spent by August 31st.	

PART B: GENERAL SPENDING PLAN AND BOARD APPROVAL	
1. What is the rationale for the distribution of allotment funds, and how does this align with district goals?	Recruit, reward, and retain quality staff aligns with the district's vision and mission of providing high quality instruction to every student every day . The designated teacher has the greatest responsibility and impact for student outcomes therefore it is appropriate that they receive a significant portion of the funds (80%) that they generated due to their effectiveness. Supporting non-designated teachers and student-facing paraprofessionals play a crucial role and contribute to the student growth therefore the compensation for their role is 10%.
2. How and when will teachers receive TIA compensation? (If splitting the allotment among designated teachers and other teachers on the campus, please specify the plan for both.)	The first year, LVISD distributed the allotment to teachers in a single lump-sum in May (2023). In subsequent years, the district split the Designated Teacher allotment into two payments. The larger (80% of the 80%) is awarded to the designated teacher at the End-of-Year celebration at the end of May as a REWARD. The remainder or 'settle-up' payment (20% of the 80%) is paid out at the start of the school year RETENTION during in-service (approx. August 10th). The 10% paraprofessionals and support personnel who supported the designated teacher receive a one lump sum (REWARD) during the End-of-Year ceremony in May. The 10% allocated is divided equally among those supporting the teacher (interventionists, classroom aides, etc). A paraprofessional assigned fulltime to a designated teacher will receive the full 10% of the designated teacher's incentive allotment.

3. The district understands that the school board must approve a budget that includes the expenditure of TIA funds prior to spending the allotment.	Yes
4. When (Month and Year) does the district expect the school board to approve a budget that includes the expenditure of TIA funds? Note, this is not required to occur prior to application submission.	May 2026
PART C: MOVEMENT OF TEACHERS	
What is the district's plan for adjusting the distribution of funds if a designated teacher leaves the eligible campus/district after Class Roster Winter Submission?	If a La Vega designated teacher retires, the full 80% earned designation funds will be awarded. The retiring teacher will receive 80% of the 80% in May at the award ceremony. The final "settle-up" payment will be sent to the retiree in June at the conclusion to the contract. For teachers who leave La Vega at the end of their contract, or have their contract nonrenewed, 100% of the designated funds will be forfeited. Designated teachers who move within the district to other campuses will receive their full 80% stipend value that was determined at the time of their location at Winter Class Roster submission,.
4. How will the district spend the funds that would have gone to the TIA designated teacher who left the district after Class Roster Winter Submission (i.e., teachers who generated an allotment but whose funds the district is retaining?) Note: 90% must be spent on teacher compensation on the	If the designated teacher leaves the campus to another campus within the district, the designated teacher will receive the TIA value based on the location at the time of the Winter Class Roster submission. In the event a designated teacher leaves the district after the Class Roster submission and before the end of the school year, the teacher will forfeit all funds. The funds will be used to provide professional development, provide support staff and paraprofessionals the 10% for supporting the teacher, training on HQIM, RBIS, assessment and or curriculum support or assessments specific to the campus and teachers engaged in the innovative strategic staffing model. The innovative staff includes teacher residents, multi-classroom leader teachers, master team reach teachers, team reach teachers, and reach associates. All funds will be distributed before August 31 of each year.

Consider Budget Amendments

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☐ Provide Later ☐

Contact Person:
Ms. Jamie Shaver

Background Information:
Section 2.10.6 of the Financial Accountability System Resource Guide, version 14.0, dated January 2010, states that budget amendments are mandated by the state for budgeted funds reallocated from one function level, and state and/or federal project to another. These budget changes are usually the result of unexpected levels of expenditures in certain categories and must be amended in the budget for legal compliance.

All budget amendments are required to be adopted by the last day of the fiscal year. All necessary budget amendments must be formally adopted by the school board and recorded in the board minutes.

Fiscal Implication:
Budget amendments are moving from one function to another.

Administrative Recommendation:
Approve the budget amendments as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

_____

_____

_____

_____

_____

_____

_____

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Amended Budget Post to General Ledger
La Vega ISD
Amended Budget Post Listing

Amend Nbr	JV Nbr	Fnd-Fnc-Obj.So-Org-Prog	Description	Increase	Decrease	Reason
260204	261002	199-11-6399.00-821-611000	GENERAL SUPPLIES	.00	300.00	B260204 Over Expense
260204	261002	199-41-6269.00-821-699000	POSTAGE MACHINE LEASE	300.00	.00	B260204 Over Expense
			Amendment 260204 Totals	**300.00**	**300.00**	
260205	261003	199-11-6399.00-821-611000	GENERAL SUPPLIES	.00	300.00	B260205 Over Expense
260205	261003	199-41-6269.00-821-699000	POSTAGE MACHINE LEASE	300.00	.00	B260205 Over Expense
			Amendment 260205 Totals	**300.00**	**300.00**	
260207	261004	199-13-6411.00-002-622000	CTE EMPLOYEE STAFF TRAVEL	5,000.00	.00	B260207 Staff PD Travel
260207	261004	199-36-6118.01-002-622000	CTSO SPONSOR STIPENDS	.00	5,000.00	B260207 Staff PD Travel
			Amendment 260207 Totals	**5,000.00**	**5,000.00**	
260209	261005	199-11-6269.00-042-611000	PRINTER	5,000.00	.00	B260209 Cover New Leasing
260209	261005	199-32-6219.00-042-630000	COMMUNITIES IN SCHOOLS	.00	5,000.00	B260209 Cover New Leasing
			Amendment 260209 Totals	**5,000.00**	**5,000.00**	
260215	261006	199-32-6219.00-042-630000	COMMUNITIES IN SCHOOLS	.00	1,000.00	B260215 Cover ADA Billing
260215	261006	199-95-6223.00-042-699000	JJAEP	1,000.00	.00	B260215 Cover ADA Billing
			Amendment 260215 Totals	**1,000.00**	**1,000.00**	
260223	261007	199-11-6399.00-002-622000	CTE GENERAL SUPPLIES	2,500.00	.00	B260223 Increase Gen
260223	261007	199-36-6412.00-002-622000	CTE EXTRA CURR STUDENT	.00	2,500.00	B260223 Increase Gen
			Amendment 260223 Totals	**2,500.00**	**2,500.00**	
260224	261008	199-11-6399.00-002-622000	CTE GENERAL SUPPLIES	1,000.00	.00	B260224 Increase Gen
260224	261008	199-36-6412.99-002-622000	CTE EXTRA CURR STUDENT MEALS	.00	1,000.00	B260224 Increase Gen
			Amendment 260224 Totals	**1,000.00**	**1,000.00**	
260225	261009	199-11-6121.00-105-611000	OVERTIME PAY - SUPPORT STAFF	2,500.00	.00	B260225 RECLASS
260225	261009	199-11-6399.00-105-611000	GENERAL SUPPLIES	.00	6,000.00	B260225 RECLASS
260225	261009	199-23-6121.00-105-699000	OVERTIME PAY-SUPPORT STAFF	3,500.00	.00	B260225 RECLASS
			Amendment 260225 Totals	**6,000.00**	**6,000.00**	
260226	261010	199-11-6118.00-106-6110OC	STRATEGIC STAFFING STIPENDS	13,000.00	.00	B260226 RCLS OT HOURS
260226	261010	199-11-6121.00-106-611000	OVERTIME PAY - SUPPORT STAFF	5,000.00	.00	B260226 RCLS OT HOURS
260226	261010	199-11-6399.00-106-611000	CLASSROOM GENERAL SUPPLIES	.00	10,000.00	B260226 RCLS OT HOURS
260226	261010	199-13-6399.41-999-699000	PD RESERVE	.00	5,300.00	B260226 RCLS OT HOURS
260226	261010	199-23-6121.00-106-699000	OVERTIME PAY-SUPPORT STAFF	2,200.00	.00	B260226 RCLS OT HOURS
260226	261010	199-23-6269.00-106-699000	PRINTER LEASE	.00	6,000.00	B260226 RCLS OT HOURS
260226	261010	199-33-6121.00-106-699000	OVERTIME PAY - SUPPORT STAFF	600.00	.00	B260226 RCLS OT HOURS
260226	261010	199-34-6118.00-106-611000	EXTRA DUTY PAY	500.00	.00	B260226 RCLS OT HOURS
			Amendment 260226 Totals	**21,300.00**	**21,300.00**	
260227	261011	199-11-6112.00-103-611000	SUBSTITUE TEACHERS	4,000.00	.00	B260227 RCLS OT HOURS
260227	261011	199-11-6399.00-103-611000	CLASSROOM GENERAL SUPPLIES	.00	6,000.00	B260227 RCLS OT HOURS
260227	261011	199-21-6118.00-103-699000	EXTRA DUTY PAY-	2,000.00	.00	B260227 RCLS OT HOURS
			Amendment 260227 Totals	**6,000.00**	**6,000.00**	
260228	261012	199-11-6121.00-042-611000	OVERTIME PAY - SUPPORT STAFF	9,000.00	.00	B260228 RCLS OT HOURS
260228	261012	199-11-6399.00-042-611000	CLASSROOM GENERAL SUPPLIES	.00	11,500.00	B260228 RCLS OT HOURS
260228	261012	199-12-6121.00-042-699000	OVERTIME PAY-SUPPORT STAFF	2,500.00	.00	B260228 RCLS OT HOURS
			Amendment 260228 Totals	**11,500.00**	**11,500.00**	
260229	261013	199-11-6118.00-002-6110OC	STRATEGIC STAFFING STIPENDS	20,000.00	.00	B260229 RCLS OT HOURS
260229	261013	199-11-6121.00-002-611000	OVERTIME PAY - SUPPORT STAFF	8,000.00	.00	B260229 RCLS OT HOURS
260229	261013	199-11-6399.01-002-611700	CHROMEBOOKS	.00	30,500.00	B260229 RCLS OT HOURS
260229	261013	199-21-6118.00-002-638000	EXTRA DUTY PAY-	1,000.00	.00	B260229 RCLS OT HOURS
260229	261013	199-23-6118.00-002-699000	SATURDAY SCHOOL ADMIN	1,500.00	.00	B260229 RCLS OT HOURS
			Amendment 260229 Totals	**30,500.00**	**30,500.00**	
			Grand Totals	**90,400.00**	**90,400.00**	

JV Nbr	Fnd-Fnc-Obj.So-Org-Prog	Description	Debits	Credits
261011	199-11-6112.00-103-611000	B260227 RCLS OT HOURS PAYROLL	.00	-4,000.00
261013	199-11-6118.00-002-6110OC	B260229 RCLS OT HOURS PAYROLL	.00	-20,000.00
261010	199-11-6118.00-106-6110OC	B260226 RCLS OT HOURS PAYROLL	.00	-13,000.00
261013	199-11-6121.00-002-611000	B260229 RCLS OT HOURS PAYROLL	.00	-8,000.00
261012	199-11-6121.00-042-611000	B260228 RCLS OT HOURS PAYROLL	.00	-9,000.00
261009	199-11-6121.00-105-611000	B260225 RECLASS	.00	-2,500.00
261010	199-11-6121.00-106-611000	B260226 RCLS OT HOURS PAYROLL	.00	-5,000.00
261005	199-11-6269.00-042-611000	B260209 Cover New Leasing Fees	.00	-5,000.00
261007	199-11-6399.00-002-622000	B260223 Increase Gen Supplies	.00	-2,500.00
261008	199-11-6399.00-002-622000	B260224 Increase Gen Supplies	.00	-1,000.00
261012	199-11-6399.00-042-611000	B260228 RCLS OT HOURS PAYROLL	11,500.00	.00
261011	199-11-6399.00-103-611000	B260227 RCLS OT HOURS PAYROLL	6,000.00	.00
261009	199-11-6399.00-105-611000	B260225 RECLASS	6,000.00	.00
261010	199-11-6399.00-106-611000	B260226 RCLS OT HOURS PAYROLL	10,000.00	.00
261002	199-11-6399.00-821-611000	B260204 Over Expense	300.00	.00
261003	199-11-6399.00-821-611000	B260205 Over Expense	300.00	.00
261013	199-11-6399.01-002-611700	B260229 RCLS OT HOURS PAYROLL	30,500.00	.00
261012	199-12-6121.00-042-699000	B260228 RCLS OT HOURS PAYROLL	.00	-2,500.00
261010	199-13-6399.41-999-699000	B260226 RCLS OT HOURS PAYROLL	5,300.00	.00
261004	199-13-6411.00-002-622000	B260207 Staff PD Travel	.00	-5,000.00
261013	199-21-6118.00-002-638000	B260229 RCLS OT HOURS PAYROLL	.00	-1,000.00
261011	199-21-6118.00-103-699000	B260227 RCLS OT HOURS PAYROLL	.00	-2,000.00
261013	199-23-6118.00-002-699000	B260229 RCLS OT HOURS PAYROLL	.00	-1,500.00
261009	199-23-6121.00-105-699000	B260225 RECLASS	.00	-3,500.00
261010	199-23-6121.00-106-699000	B260226 RCLS OT HOURS PAYROLL	.00	-2,200.00
261010	199-23-6269.00-106-699000	B260226 RCLS OT HOURS PAYROLL	6,000.00	.00
261005	199-32-6219.00-042-630000	B260209 Cover New Leasing Fees	5,000.00	.00
261006	199-32-6219.00-042-630000	B260215 Cover ADA Billing	1,000.00	.00
261010	199-33-6121.00-106-699000	B260226 RCLS OT HOURS PAYROLL	.00	-600.00
261010	199-34-6118.00-106-611000	B260226 RCLS OT HOURS PAYROLL	.00	-500.00
261004	199-36-6118.01-002-622000	B260207 Staff PD Travel	5,000.00	.00
261007	199-36-6412.00-002-622000	B260223 Increase Gen Supplies	2,500.00	.00
261008	199-36-6412.99-002-622000	B260224 Increase Gen Supplies	1,000.00	.00
261002	199-41-6269.00-821-699000	B260204 Over Expense	.00	-300.00
261003	199-41-6269.00-821-699000	B260205 Over Expense	.00	-300.00
261006	199-95-6223.00-042-699000	B260215 Cover ADA Billing	.00	-1,000.00
		Fund 199/6 Totals	**90,400.00**	**-90,400.00**
		Grand Totals	**90,400.00**	**-90,400.00**

End of Report

Consider 2026-2027 District Improvement Plan (DIP)
and Campus Improvement Plans (CIPs)

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Peggy Johnson

Background Information:
Each district and campus is required to annually prepare district and campus improvement plans. The plans should focus on improving the performance of all students as measured by the State of Texas Assessments of Academic Readiness (STAAR), Texas English Language Proficiency Assessment System (TELPAS), and Results Driven Accountability (RDA) Reports. The plans should outline the major initiatives the district and campuses will focus on throughout the school year and will be modified as additional needs are identified. Additionally, the plans should identify the budgetary priorities for the district.

The proposed 2026-2027 DIP and CIPs have been responsive to feedback from numerous sources, such as, Comprehensive Needs Assessment (CNA) survey results, Texas Academic Performance Reports (TAPR) data, School Report Card (SRC), RDA reports, Texas Strategic Leadership (TSL) goals, District and Campus Assessments, TELPAS, discipline, and attendance reports. The plans align with and address the Board of Trustees and Superintendent goals.

Fiscal Implication:
A significant amount of funds identified in the plans is included in the approved 2026-2027 budget. However, in the future it might become necessary for additional funding to be identified or repurposed.

Administrative Recommendation:
Administration recommends the Board approve the 2026-2027 District Improvement Plan and Campus Improvement Plans as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

_____

_____

2026-2027 DIP and CIP Goals for La Vega ISD

La Vega ISD Board Goals:

The academic performance of La Vega ISD students will meet state and federal standards.

1. The La Vega ISD Board of Trustees will approve a fiscally sound budget.
2. La Vega ISD will retain and attract quality staff.
3. La Vega ISD will provide adequate facilities that enhance teaching and learning.

La Vega ISD District Goals:

1. LVISD will provide relevant, rigorous, and engaging learning pathways that create academic success and future-ready graduates. Levers 2, 4, 5
2. LVISD will efficiently manage and allocate district resources to maximize student learning. Levers 1, 4
3. LVISD will recruit, select, retain, and develop highly qualified staff through professional growth opportunities. Levers 1, 2, 5
4. LVISD will create and sustain safe and supportive learning environments. Levers 1, 3

2026-2027 La Vega Primary Campus Improvement Plan Goals

Goal 1: By May 2027, 75% of LVPS prekindergarten and kindergarten students will demonstrate age-appropriate academic readiness as measured by end-of-year CLI assessments, ensuring all students are on a pathway to becoming future ready graduates through rigorous, relevant, and engaging instruction.

• Additionally, at least 80% of kindergarten students will demonstrate expected growth in math skills as measured by CLI Engage by the end of the 2026-2027 school year. (Levers 4 & 5)

Goal 2: By May 2027, LVPS will fully implement the Amplify Reading curriculum in all kindergarten classrooms. Implementation fidelity will be monitored monthly and evaluated three times annually (BOY, MOY, EOY) using

CLI Engage literacy data, with instructional adjustments made following each review. (Levers 1 & 4)

Goal 3: LVPS will recruit, retain, and support high-quality, certified educators by:

o Retaining at least 90% of certified instructional staff annually,

o Recruiting 100% fully certified teachers for all instructional positions, and

o Expanding professional development opportunities through the strategic allocation of funds to ensure every certified staff member participated in at least 2 targeted PD sessions annually aligned to campus priorities and instructional goals.

(Levers 1 & 2 - June 2027)

Goals 4: LVPS will foster a safe, inclusive, and supportive school environment by:

- Implementing a campus-wide SEL curriculum (Character Strong) to ensure 100% of students receive consistent social-emotional learning instruction.
- Recognizing students for positive behavior and attendance at the end of each grading period, with the goal of improving overall campus attendance to at least 95% and reducing behavior referrals by 10% annually.

(Levers 3 & 5 - May 2027)

La Vega Elementary Campus

Goal 1 — Strong School Leadership & Planning (Lever 1)

LVE campus leadership will implement systems that ensure clear communication, aligned planning, and continuous improvement. By May 2027:

- 100% of instructional teams will participate in scheduled collaborative planning meetings with agendas, data analysis, and action steps documented.
- Campus leadership will monitor implementation of campus priorities through quarterly review cycles (BOY, MOY, EOY, and progress monitoring checkpoints).
- At least 80% of staff, parents, and student survey participants will indicate positive perceptions related to campus culture, communication, safety, and leadership effectiveness on district climate surveys.

Goal 2 — Strategic Staffing (Lever 2)

LVE will recruit, support, develop, and retain highly effective staff to improve student outcomes. By May 2027:

- 100% of teachers, paraprofessionals, and instructional staff will complete a minimum of 15 hours of targeted professional learning aligned to campus priorities, including HQIM implementation, instructional practices, and classroom management.
- New teachers, teacher residents, and reassigned staff will participate in mentoring, coaching, and onboarding support throughout the school year.
- Teacher retention rates for professionally certified teachers will increase from the previous school year.

Goal 3 — Positive School Culture (Lever 3)

LVE will foster a physically, socially, and emotionally safe learning environment where students and staff demonstrate positive relationships, consistent expectations, and shared accountability. By May 2027:

- The number of office discipline referrals will decrease compared to the 2025–2026 school year.
- 100% of classrooms will implement campus-wide behavior expectations and restorative practices with fidelity.
- Student attendance will improve from the previous school year through positive engagement systems, family communication, and attendance monitoring processes.

Goal 4 — High-Quality Curriculum (Lever 4)

LVE teachers will implement aligned, rigorous, high-quality instructional materials and instructional practices to improve student achievement. By June 2027:

- The percentage of 3rd-grade students scoring “Meets Grade Level” or above on the STAAR Math assessment will increase from 25% to 35%.
- The percentage of 3rd-grade students scoring “Meets Grade Level” or above on the STAAR Reading Language Arts assessment will increase from 38% to 45%.

- 100% of teachers will implement the district-adopted HQIM programs, including Bluebonnet Learning Math and Amplify Reading, as measured through walkthroughs, coaching cycles, and lesson plan reviews.

Goal 5 — Effective Instruction (Lever 5)

LVE teachers will strengthen Tier 1 instruction through data-driven planning, student engagement, differentiation, and instructional coaching. By May 2027:

- 100% of teachers will participate in instructional coaching cycles and data meetings focused on student growth and targeted interventions.
- Teachers will use formative assessment data and progress monitoring tools at least every grading period to adjust instruction and intervention supports.
- Student growth outcomes on local assessments, screeners, and progress monitoring tools (e.g., TPRI/BOY/MOY/EOY assessments) will demonstrate measurable improvement across grade levels.

2026-2027 Campus Improvement Plan Goals - LVISHPM

Goal 1

By June 2027, La Vega Intermediate (HP Miles) will implement high-quality instructional strategies and interventions to ensure that at least 80% of students meet Approaches and 40% meet or exceed Meets level on the Spring 2027 Reading STAAR assessment.

By June 2027, La Vega Intermediate (HP Miles) will implement high-quality science instruction, data-driven interventions, and ongoing progress monitoring to ensure that at least 60% of students achieve Approaches or higher on the 2027 Science STAAR assessment.

By June 2027, La Vega Intermediate (HP Miles) will implement high-quality instructional strategies and interventions and intervention systems to ensure that at least 75% of students achieve Approaches and 30% achieve Meets or Masters on the 2027 STAAR Math assessment.

Goal 2

By June 2027, La Vega Intermediate HP Miles will ensure efficient management of all campus resources and daily operations, resulting in 100% of instructional time being protected and utilized for high-quality teaching and learning.

Goal 3

La Vega Intermediate HP Miles will implement effective systems to recruit, select, retain, and develop highly qualified staff through intentional professional learning, coaching, and continuous growth opportunities.

Goal 4

La Vega Intermediate (HP Miles) will implement a comprehensive PBIS framework with fidelity to reduce office discipline referrals, increase instructional time, and ensure all students have access to a safe, supportive, and well-rounded educational experience.

La Vega Jr. High-George Dixon

Student Achievement

By May 2027, at least 65% of students—including all student groups—will meet or exceed grade-level standards on the STAAR in all core content areas, and 80% of students will demonstrate at least one year of academic growth, as measured by state and local assessments.

Targeted Instructional Support

By May 2027, 100% of identified at-risk students will receive targeted instructional support, resulting in a 10% reduction in achievement gaps across student groups, as measured by district assessments and STAAR results.

High-Quality Instruction Through Staff Development

By May 2027, 100% of core teachers will demonstrate effective implementation of HQIM and research-based instructional strategies, as evidenced by walkthrough data, and teacher retention will increase by 5% compared to the previous school year.

Provide Safe, Supportive Environment

By May 2027, the campus will increase student attendance to 95%, decrease discipline referrals by 20%, and increase positive behavior recognition participation by 30% through the implementation of PBIS and the Ron Clark Academy model focused on school culture and behavior incentives.

College, Career, and Military Readiness

By May 2027, La Vega Junior High will expand and strengthen Career and Technical Education (CTE) pathways so that 90% of students in grades 7–8 participate in at least one college and career readiness experience, 80% of eligible students successfully complete a CTE course or pathway experience, and student awareness of postsecondary opportunities will increase by 25% as measured by surveys, course completion data, and participation records.

La Vega High School

Goal #1 - The percentage of students scoring meets grade level standard or above on the STAAR Algebra I assessment will increase from 30% in Spring 2025 to 45% in Spring 2029.

Goal #2 - The percentage of students scoring meets grade level standard or above on the STAAR English I assessment will increase from 35% in Spring 2025 to 50% in Spring 2029.

Goal #3 would be the same as the TSL goal below.

Student Outcomes Goals	
Goal #1	The percentage of 3rd grade students scoring meets grade level standard or above on the STAAR math assessment will increase from 25% in June of 2024 to 58% by June 2029.
Goal #2	The percentage of 3rd grade students scoring meets grade level standard or above on the STAAR RLA assessment will increase from 38% in June of 2024 to 55% by June 2029.
Goal #3	The percentage of students that meet the criteria for CCMR will increase from 68% in August 2024 to 90% by August 2029.

Executive Summary

The mission of La Vega ISD is to provide a needs-satisfying environment where everyone can produce successfully, with the understanding that learning adds quality to life. Preparing each student to contribute to an ever-changing, interdependent society is our commitment. We are a district of 3,302 students of which 56% are Hispanic, 28% are Black, 111% are White, and 4% are Two or More. We are 90.8% economically disadvantaged. Additionally, we want each student to have these experiences daily:

- An environment that is physically, social, and emotionally safe and supportive;
- Personalized support to help them succeed;
- Relevant and rigorous instruction to pursue quality educational experiences.

Our current accountability rating is D. In the District Improvement Plan we have outlined the steps we will take to materialize our goals. Our four main goals are:

- Student Achievement
- Effective Resource Management
- Strategic Staffing
- Safe and Supportive Learning Environment

Each of these areas include the summary of strength, identified needs, and three priorities.

Each campus then identifies how they will support these identified priorities by adding persons responsible, fund source, timeline, and measure of evaluation.

Wellness Policy Review

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Peggy Johnson

Background Information:

- The Wellness Policy for the 2025-2026 school year was reviewed and approved by the SHAC in the January 6th meeting. The Child Nutrition Director provided updates and stated that as of now, there is nothing in the wellness policy that needs to be removed

- Fiscal Implication:

None

Administrative Recommendation:
The administration recommends that the Board approve the Wellness Policy as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

La Vega ISD Wellness Policy

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La Vega ISD Wellness Policy

Note: This "Basic" district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields.

Preamble

La Vega ISD (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, and in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.[1,2,3,4,5,6,7] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.[8,9,10] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.[11,12,13,14]. Finally, there is evidence that adequate hydration is associated with better cognitive performance. [15,16,17]

This policy outlines the District's approach to ensuring that environments and opportunities exist for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the School Health Advisory Committee [hereto referred to as SHAC] that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The SHAC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g.., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the SHAC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SHAC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is:

Dr. Peggy Johnson – Executive Director of Bilingual Education and Special Programs La Vega ISD

peggy.johnson@lavegaisd.org

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines

specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: http://www.lavegaisd.org

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at La Vega ISD Administration Office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is: Dr. Peggy Johnson, La Vega ISD Director of Bilingual Education and Special Programs, peggy.johnson@lavegaisd.org.

The SHAC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SHAC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie

requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Child and Adult Care Food Program (CACFP), After School Snack Program (ASSP) and Summer Food Program (SSO). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are attractively displayed.
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options are on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.

  - Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.
  - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
  - School meals are administered by a team of child nutrition professionals.
  - The District child nutrition program will accommodate students with special dietary needs.
  - Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
  - Students are served lunch at a reasonable and appropriate time of day.
  - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
  - The District will implement the following Farm to School activities (meets Healthy Schools Program Gold-level criteria; mark/circle the four activities the District plans to do):
  - Local and/or regional products are incorporated into the school meal program;

- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- School hosts a school garden;
- School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- *All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.*
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day, if approved by campus administration.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, school stores and snack or food carts.

Celebrations and Rewards

All foods and beverages given to students on the school campus must be "allergen aware" and preferably prepackaged items. These items must be brought into the front office and approved by the Principal or designee.

Snacks

Snacks served during the day or in after-school care or enrichment programs will make a positive contribution to children's diet and health, with an emphasis serving fruits and vegetables as the primary snack. Water will always be available.

Fundraising

Any food item available for purchase during the school day cannot be sold during meal period times. Schools are limited to three fundraisers per school year and all fundraisers must be approved in advance by the principle or designee. Items not meant for purchase on the school campus (i.e. frozen cookie dough) may be sold at any time.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will ensure 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at http://www.foodplanner.healthiergeneration.org/.

Nutrition Education

The District shall implement a coordinated health program with a nutrition education component and establish the following goals for nutrition education:

- Students shall receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
- The food service staff, teachers, and other school personnel shall coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 6 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products

- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement; and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.

The district shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive vigorous, daily physical activity for at least 30 minutes throughout the school year. If the District determines, for any particular grade level, that requiring moderate or vigorous daily physical activity is impractical due to scheduling

concerns or other factors, the District may as an alternative require a student in that grade level to participate in moderate or vigorous activity for 135 minutes during each school week.

All [District] **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Fitness Gram or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer a daily recess on all days during the school year as appropriate. *This policy may be waived on early dismissal or late arrival days*. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered as appropriate and when weather is feasible for outdoor play. Recess will complement, not substitute, physical education class.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short physical activity breaks as appropriate.

Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Staff Wellness and Health Promotion

The SHAC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is_____ (*list here*).

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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School Health Advisory Council (SHAC) Annual Report

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Peggy Johnson

Background Information:
Attached is the information describing the function for the SHAC, as well as highlights from SHAC meetings during the 2025-2026 school year.

Fiscal Implication:
None

Administrative Recommendation:
The administration recommends that the Board approve the annual SHAC report.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

SHAC Meeting Highlights 2025-2026

- The role of the School Health Advisory Committee (SHAC)
- Reviewed District Parent Engagement Policy- each campus has a Parent Engagement Policy and a Parent Compact that outlines what the campus, student, and family will do to support student success.
- Review Wellness Policy – except for the date, all of the policy was appropriate for the current school year.
- Julie Rush asked who would be responsible for ensuring that every student is getting enough of the food items served in the cafeteria during breakfast and lunch times. The group reviewed the policy and no other additions or edits were recommended. The Wellness Policy can be found in the shared PAC drive. Also, Shavonne Young has been invited to the next meeting to discuss food nutrition and provide insight to Julie Rush's question.
- They serve as a connection between schools, students, and families
- Partnered with Elementary ACE and hosted a vendor fair
- Noted low attendance at workshops
- Parent feedback indicated timing as the main issue
- Plans to shift workshops to more convenient afternoon times
- STAAR Parent Workshops to help families support students at home
- STAAR can be especially challenging for bilingual students,

Job Descriptions

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:
The Board of Trustees approve revisions to the LVISD Job Descriptions.

- The job description for the Stronger Connections Liaison is not a new one. It has been updated to more accurately align with the daily duties of this position beginning in July.
- The job description for the Assistant Superintendent for Curriculum and Instruction is not a new position. It is an updated job description that will more accurately align with the daily duties of this position beginning in July.
- The job description for Executive Director for Special Programs is not a new position. It is an updated job description that will more accurately align with the daily duties of this position beginning in July.
- The job description for Emergent Bilingual Coordinator is not a new position. It is an updated job description that will more accurately align with the daily duties of this position beginning in July. It was formerly named Dual Language Coordinator.

Fiscal Implication:
Pay for these positions is based upon the employee's experience.

Administrative Recommendation:
Board approval of the job descriptions or revisions to job descriptions as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

STRONGER CONNECTIONS LIAISION

Reports To: Executive Director of Special Programs

Dept / Campus: District-wide

Pay Grade: P-**214 (Grant Funded Position)**

Board Approval: May 2026

PRIMARY PURPOSE / FUNCTION:

The purpose of this program is to support systemic nonacademic needs of students who are at risk of failure due to homelessness, foster care, attendance, or behavioral issues. This support will result in improved academic achievement as well as their mental, behavioral, emotional, and physical health and well-being. They will assist campuses in creating a culture of care for staff and students, facilitate conversations that build strong relationships between and among students, staff, and parents. Work with school leaders and staff to preserve the safety and integrity of the learning climate while maximizing students' opportunity to learn and remain in class. Collaborate with campus administrators, student support teams, teachers, and staff to proactively intervene in the needs of all students by coordinating early intervening services to eliminate disproportionality based on race/ethnicity in referrals. Collaborate with District and campus leadership to identify targeted interventions for teachers and staff based on practices that positively impact the culture and climate of campuses and foster equitable learning environments for all students.

QUALIFICATIONS:

Education/Certification:
Professional degree from an accredited university
Preferred Social Work/Counseling experience
Preferred bilingual

Special Knowledge/Skills:
Ability to work with at-risk students
Ability to coordinate services to deliver student needs with appropriate staff
Ability to maintain documentation of services provided to students
Ability to efficiently manage time for tasks and student case loads
Ability to manage multiple tasks simultaneously
Ability to work with a team
Ability to efficiently use Microsoft technology applications (word, excel, publisher, etc.)
Strong organizational, communication (oral and written), and interpersonal skills

Experience:
Has worked with at-risk students, preferably in a school setting
Preferred 3-5 years experience

MAJOR RESPONSIBILITIES AND DUTIES:

Program Management

1. Facilitate the monthly parent, student, and staff Advisory Committee meeting

2. Maintain a list of McKinney-Vento and Foster students.

3. Maintain accurate documentation of services provided to at-risk students that will assess program effectiveness.

4. Collaborate with Klaras Center and ESC 12 to coordinate student services.

5. Serve as the District's Foster students Liaison.

6. Serve as the District's McKinney-Vento Liaison.

7. Serve as the District's Stronger Connection Liaison.

Staff Development

8. Use effective communication skills to present data informed information accurately and clearly and communicate with colleagues.

10. Present a positive role model for students that supports the mission of the school district.

11. Maintain a positive and effective relationship with supervisors, teachers, and other campus personnel.

12. Assess and respond to needs related to job responsibilities.

13. Develop needed professional skills appropriate to personal growth and professional job assignments.

14. Demonstrate behavior that is professional, ethical, and responsible.

15. Keep informed of and comply with state, district, and local school regulations and policies.

Performance Measures

16. Maintain documentation of homeless students and services needed and provided.

17. Quarterly report on student attendance, behavior referrals, removal from class, and disciplinary outcomes for student referrals

Stronger Connections Grant Liaison

18.. End of first year summary and reflection of progress towards the establishment of the Student Support Program and next steps to advance the support provided to students.

Supervisory Responsibilities
None

Other

Mental Demands:
Ability to communicate effectively (verbally and written)
Ability to instruct and model desirable skills and attitudes
Ability to remain productive and maintain control under stress

Physical Demands:
Frequent district-wide travel
Occasional prolonged and irregular hours
Frequent use of computers and other technology devices
Ability to lift and carry 50 lbs.

The foregoing statements describe the general purpose and responsibilities to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

_____ _____
Employee Date

_____ _____
Supervisor Date

EXECUTIVE DIRECTOR OF SPECIAL PROGRAMS

Reports To: Superintendent

Dept / Campus: Administration

Pay Grade: P-504

Board Approval: May 2026

PRIMARY PURPOSE / FUNCTION:

To provide leadership and direction for all special programs of the District, including all efforts to improve student performance.

QUALIFICATIONS:

Education/Certification:
Master's degree from an accredited college or university
Prefer Texas mid-management or other appropriate Texas Certificate

Special Knowledge/Skills:
Thorough knowledge of curriculum and instruction
Ability to evaluate instructional programs and teaching effectiveness
Ability to manage budget and personnel
Strong organizational, communication, and interpersonal skills
Patient and calm demeanor with students and others

Experience:
Three years teaching experience
Prior experience working with special programs preferred
Prior experience in administrative role preferred

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

1. Collaborate with instructional staff in evaluating and selecting instructional materials to meet student learning needs.

2. Facilitate the implementation of the district-wide after-school and summer program.

3. Assist with District testing as appropriate.

4. Ensure that student progress is evaluated on a regular, systematic basis,

and the findings are used to make all special programs more effective.

5. Provide leadership and promote alignment for the District's library and nursing programs.

6. Facilitate the submission of all instruction waivers to the Texas Education Agency in specified areas.

7. Serve as a liaison between instructional services and technology on instructional technology issues in specified areas.

8. Facilitate and coordinate all the following district-wide programs:

- All Title and grant programs as appropriate
- Afterschool Centers on Education (ACE)
- Migrant student services
- All McLennan County Youth Collaboration/Communities in Schools (MCYC-CIS) programs
- AVID (Advancement via Individual Determination) –District Director
- School Health Education Advisory Committee (SHAC)
- Nursing Program
- Librarians
- Teen Parenting Program and Services
- Parental Engagement
- Klaras Center School Based Mental Health
- McKinney-Vento
- Foster Students

Organizational Climate

9. Provide leadership and direction in the systemic connection of curriculum instruction, and collaboration among and between campuses in specified areas.

10. Plan, implement, and evaluate instructional programs with teachers, and principals, including learning objectives, instructional strategies, and assessment techniques in specified areas.

11. Promote a positive, caring climate for learning.

12. Deal sensitively and fairly with persons from diverse cultural backgrounds.

Organizational Improvement

13. Facilitate and monitor all District efforts to improve student performance.

14. Provide data analysis testing results.

15. Provide continuous monitoring of the Texas Academic Performance

Reports (TAPR) results and Texas English Language Proficiency Assessment System (TELPAS) and accountability ratings, system safeguards; performance based monitoring (PEMAS).

16. Facilitate staff development in specified areas.

17. Monitor and assist campus principals in the implementation of effective staff development programs in specified areas.

18. Apply research and district evaluation data to improve the content, sequence, and outcome of the teaching-learning process in specified areas.

19. Employ effective interpersonal skills.

20. Assess and respond to needs related to job responsibilities.

21. Contribute to the recommendation of sound policies directed toward improvement of instructional practices.

Personnel Management

22. Evaluate job performance of employees to ensure effectiveness.

23. Assist in implementation of the new teacher induction and mentor programs.

24. Assist in the identification and projection of personnel needs.

Administrative and Fiscal/Facilities Management

25. Ensure that programs are cost effective and funds are managed prudently.

26. Maintain fiscal responsibility and compile budgets and cost estimates based upon documented program needs for programs under supervision.

27. Serve as the District textbook coordinator and ensure timely and accurate accounting for all textbooks.

28. Compile, maintain, and file all reports, records, and other documents required.

29. Implement the policies established by federal and state law, State Board of Education rule, and the local board policy.

Ex. Director of Special Programs cont.

Student Management	30.	Facilitate the development of student management programs, including the self-responsibility curriculum, which positively impacts student performance.
	31.	Establish and maintain open lines of communication by conducting conferences with parents, students, and teachers concerning vital issues.
Professional Growth and Development	32.	Develop professional skills appropriate to job assignments.
	33.	Demonstrate behavior that is professional, ethical, and responsible.
School/ Community Relations	34.	Articulate the district's mission to the community and solicit its support in realizing the mission.
	35.	Use appropriate and effective techniques for community and parent involvement.
	36.	Serve as T-TESS evaluator in the Teacher Appraisal System.
	37.	Any other duties as assigned by the superintendent.

SUPERVISORY RESPONSIBILITIES:

Supervise and evaluate the performance of assigned personnel and programs.

WORKING CONDITIONS:

Mental Demands:
Ability to communicate effectively (verbal and written)
Interpret policy, procedures, and data
Maintain emotional control under stress
Ability to manage others in a non-coercive manner

Physical Demands:
Frequent district-wide and statewide travel
Occasional prolonged and irregular hours
Ability to lift and carry 50 lb.

The foregoing statements describe the general purpose and responsibilities to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

_____ _____
Employee Date

_____ _____
Supervisor Date

Emergent Bilingual Services Coordinator

Reports To: Assistant Superintendent for Curriculum and Instruction

Dept / Campus: District-wide

Pay Grade: P-319

Board Approval: May 2026

PRIMARY PURPOSE / FUNCTION:
To support the effective implementation of the Dual Language Program by managing clerical processes, ensuring accuracy and compliance of bilingual coding, maintaining student records, and providing organizational support to dual language teachers and campuses. This position ensures program integrity through data accuracy, documentation, and coordination, while also providing **targeted instructional support as directed by campus and district administrators**. This role is critical in ensuring the **integrity, compliance, and sustainability of the Dual Language Program** by maintaining accurate records, preventing coding errors, and supporting campuses with efficient systems and processes, while also providing **strategic instructional support when needed to strengthen program implementation**.

QUALIFICATIONS:

Education/Certification:

- Bachelor's degree with a specialization in Reading (preferred)
- Valid Texas teaching certificate
- **Special Knowledge/Skills:** Knowledge of strategies and materials for the education of bilingual/dual language students
- Ability to interpret data
- Ability to communicate effectively with bilingual parents and students
- Strong organizational, communication, and interpersonal skills
- Knowledge of Response to Intervention (RTI) for dual language students
- Knowledge of the English Language Proficiency Standards and TELPAS assessment
- Extensive knowledge of curriculum, instruction, and assessment of reading
- Extensive knowledge of Texas Curriculum (TEKS) and state assessments
- Ability to interact positively with students, parents, and educators
- Ability to perform job duties and/or attend meetings and professional development, and make and receive phone calls in a virtual or remote workplace environment

Experience:

- Three years or more of successful teaching experience with Emergent Bilingual students
- Successful experience working with at-risk students

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

Instructional Support (As Needed and Directed)

1. Plan and lead scheduled meetings and provide support for Emergent Bilingual Campus Lead Teachers as requested or directed by campus and district administrators.
2. Provide **targeted instructional coaching and support** to dual language teachers as requested or directed by campus and district administrators
3. Assist with implementation of dual language instructional frameworks (e.g., ELPS, lesson components, language objectives, and student discourse strategies)
4. Support teachers in understanding program expectations and aligning classroom practices with district dual language models
5. Model or co-plan lessons when needed to support program fidelity
6. Participate in campus or district professional learning opportunities related to dual language instruction
7. Working knowledge of the district's HQIM for the four core areas of instruction

Clerical & Administrative Support

8. Maintain accurate Dual Language student records, including enrollment, placement, and exit documentation
9. Organize and manage digital and physical files related to bilingual/dual language programs
10. Assist campuses with required documentation (parent letters, program agreements, exit forms, etc.)
11. Coordinate and track required forms for compliance and audits
12. Train and support all campus LPACs at the middle of the year and the end of the year.
13. Work collaboratively with the district test coordinator on the TELPAS administration and STAAR accommodations

Bilingual Coding & Compliance Accountability

14. Monitor and ensure accuracy of bilingual/dual language coding in the student information system
15. Conduct regular audits of student coding, placement, and program participation
16. Collaborate with campus staff to correct coding errors and ensure alignment with program models

17. Maintain documentation required for state reporting and compliance (e.g., PEIMS submissions)

18. Provide reports to district leadership on coding accuracy and program enrollment

19. Support scheduling and documentation processes related to dual language programming

16. Demonstrate behavior that is professional, ethical, and responsible

Professional Development

17. Develop needed professional skills appropriate to personal growth and professional job assignments.

18. Comply with policies established by federal and state law, State Board of Education rule, and the local board policy.

SUPERVISORY RESPONSIBILITIES:

None.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions, frequent keyboarding and use of mouse, occasional reaching

Lifting: Regular light lifting and carrying

Environment: Frequent districtwide travel; occasional statewide travel

Mental Demands: Work with frequent interruptions, maintain emotional control under stress. May be required to perform job duties including ability to conduct instruction, attend meetings and professional development, and make and receive phone calls in a virtual or remote workplace environment.

The foregoing statements describe the general purpose and responsibilities to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

_____ _____

Employee Date

_____ _____

Supervisor Date

ASST. SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

Reports To: Superintendent

Dept / Campus: Administration

Pay Grade: P-604

Board Approval: May 2026

PRIMARY PURPOSE / FUNCTION:

To provide leadership and direction for grades (PK-12) instructional program of the District, including all efforts to improve student performance.

QUALIFICATIONS:

Education/Certification:
Master's degree from an accredited college or university
Prefer Texas mid-management or other appropriate Texas Certificate

Special Knowledge/Skills:
Thorough knowledge of curriculum and instruction
Ability to evaluate instructional programs and teaching effectiveness
Ability to manage budget and personnel
Strong organizational, communication, and interpersonal skills
Patient and calm demeanor with students and others

Experience:
Three years teaching experience
Prior experience working with special programs preferred
Prior experience in an administrative role preferred

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

1. Direct instructional and curriculum services to meet students' needs. for grades PK-12.

2. Facilitate the instructional team (instructional facilitators and assistant principals for instruction) for secondary grades (PK-12).

3. Facilitate the alignment and development of grades (PK-12) curriculum based upon continuing systematic review and analysis.

4. Collaborate with instructional staff in evaluating and selecting

instructional materials to meet student learning needs.

5. Serve as District's testing coordinator and facilitate testing.

6. Facilitate the implementation response to intervention programs.

7. Ensure that student progress is evaluated on a regular, systematic basis, and the findings are used to make all programs more effective.

8. Facilitate the submission of all instruction waivers to the Texas Education Agency in specified areas.

9. Serve as a liaison between instructional services and technology on instructional technology issues.

10. Facilitate and coordinate the following programs for grades PK-12:

    - ESL/Bilingual Education/Dual Language programs
    - Counseling programs
    - Career and Technology grant program
    - Advanced Academics
    - One-to-One Technology Initiative
    - Early College Academy/Dual Credit Program
    - Truancy Program
    - Grants for HQIM
    - Gifted and Talented
    - Success Academy
    - Virtual Online Academy

Organizational Climate

11. Provide leadership and direction in the systemic connection of curriculum instruction, and collaboration among and between campuses.

12. Plan, implement, and evaluate instructional programs with teachers, and principals, including learning objectives, instructional strategies, and assessment techniques.

13. Promote a positive, caring climate for learning.

14. Deal sensitively and fairly with persons from diverse cultural backgrounds.

Organizational Improvement

15. Facilitate and monitor all District efforts to improve student performance.

16. Provide data analysis for testing results.

17. Provide continuous monitoring of the Texas Academic Performance Report (TAPR) results and accountability ratings.

Asst. Supt. for Curriculum, and Instruction cont.

	18.	Facilitate staff development in non-special program areas.
	19.	Monitor and assist campus principals in the implementation of effective staff development programs in non-special program areas.
	20.	Apply research and district evaluation data to improve the content, sequence, and outcome of the teaching-learning process in non-special program areas.
	21.	Employ effective interpersonal skills.
	22.	Assess and respond to needs related to job responsibilities.
	23.	Contribute to the recommendation of sound policies directed toward improvement of instructional practices.
Personnel Management	24.	Evaluate job performance of employees to ensure effectiveness.
	25.	Assist the Asst. Supt. of Personnel & Administration in implementation of the new teacher induction and mentor programs.
	26.	Assist in the identification and projection of personnel needs.
Administrative and Fiscal/Facilities Management	27.	Ensure that programs are cost effective and funds are managed prudently.
	28.	Maintain fiscal responsibility and compile budgets and cost estimates based upon documented program needs for programs under supervision.
	29.	Compile, maintain, and file all reports, records, and other documents required.
	30.	Implement the policies established by federal and state law, State Board of Education rule, and the local board policy.
Student Management	31.	Demonstrate/Model support for the district's student management policies and expected student behavior related to instructional programs.
	32.	Monitor secondary discipline and classroom management efforts.
	33.	Establish and maintain open lines of communication by conducting conferences with parents, students, and teachers concerning vital issues.
Professional Growth and Development	34.	Develop professional skills appropriate to job assignments.
	35.	Demonstrate behavior that is professional, ethical, and responsible.
School/ Community	36.	Articulate the district’s mission to the community and solicit its support in realizing the mission.

Relations

37. Use appropriate and effective techniques for community and parent involvement.

38. Serve as a T-Tess evaluator in the Teacher Appraisal System.

39. Any other duties as assigned by the superintendent.

SUPERVISORY RESPONSIBILITIES:

Supervise and evaluate the performance of assigned personnel and programs.

WORKING CONDITIONS:

Mental Demands:
Ability to communicate effectively (verbal and written)
Interpret policy, procedures, and data
Maintain emotional control under stress
Ability to manage others in a non-coercive manner

Physical Demands:
Frequent district-wide and statewide travel
Occasional prolonged and irregular hours
Ability to lift and carry 50 lb.

The foregoing statements describe the general purpose and responsibilities to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

_____ _____
Employee Date

_____ _____
Supervisor Date

ACTION / DISCUSSION ITEMS

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
N/A

Background Information:
The following items are included for board discussion and possible action.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Monthly Budget Analysis Report

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Ms. Jamie Shaver

Background Information:
The District compiles and reports revenue and expenditure data for all funds on a monthly basis. The attached monthly budget analysis reports compare year-to-date revenue and expenditures to the same period from last fiscal year. Monthly budget analysis reports are presented for the General Operating Fund; Child Nutrition Fund; and, Debt Service Fund. The August reports are unaudited and preliminary. There are entries that will need to made that will adjust these numbers, ie. receivables, payables.

Fiscal Implication:
N/A

Administrative Recommendation:
It is recommended that the Board approve the Monthly Budget Analysis Reports as submitted.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

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La Vega Independent School District

Statement of *Unaudited* Revenues and Expenditures - Budget vs. Actual

For the Period Ended 4/30/2026

4

GENERAL FUND - 199

DATA CONTROL CODES	REVENUES	(1) 2025-2026 ORIGINAL BUD	(2) 2025-2026 AMEND BUD	(3) MONTHLY CURRENT 4/30/2026	(3) MONTHLY PRIOR YR 4/29/2025	(4) YEAR-TO-DATE CURRENT 4/30/2026	(4) YEAR-TO-DATE PRIOR YR 4/29/2025	(5) DIFFERENCE AMEND BUD TO YTD CURR	(6) CY YTD AS % OF BUDGET	(7) PY YTD AS % OF BUDGET	(8) % OF YEAR ELAPSED AS OF 4/30/2026
5700	LOCAL	12,162,800	12,162,800	325,052	132,469	11,419,139	12,777,116	743,661	93.89%	103.14%	66.67%
5800	STATE	27,895,296	27,895,296	1,916,143	1,742,778	18,579,297	14,041,342	9,315,999	66.60%	60.71%	66.67%
5900	FEDERAL	380,000	380,000	117,184	34,101	193,819	72,845	186,181	51.01%	20.81%	66.67%
7900	OTHER		-	-	-	-	891,170	-	0%	#DIV/0!	66.67%
5020 TOTAL REVENUES		$ 40,438,096	$ 40,438,096	$ 2,358,378	$ 1,909,348	$ 30,192,255	$ 27,782,474	$ 10,245,841	74.66%	77.46%	66.67%
	EXPENDITURES										
0011	Instruction	21,754,833	21,782,734	1,808,568	1,610,734	14,095,391	13,385,633	7,687,344	64.71%	63.61%	66.67%
0012	Instr Resources/Media Services	323,269	319,251	23,952	24,059	205,420	171,697	113,831	64.34%	56.81%	66.67%
0013	Curriculum & Staff Development	353,739	356,739	19,722	12,016	166,036	189,565	190,703	46.54%	51.63%	66.67%
0021	Instructional Leadership	1,148,748	1,132,845	94,133	102,318	735,025	747,639	397,821	64.88%	66.48%	66.67%
0023	School Leadership	3,121,506	3,129,388	264,072	246,233	2,062,681	2,075,828	1,066,707	65.91%	65.91%	66.67%
0031	Guidance, Counseling & Evaluation	937,330	926,580	70,606	63,743	646,813	539,035	279,767	69.81%	57.24%	66.67%
0032	Attendance & Social Services	271,579	177,579	8,244	10,319	98,830	199,810	78,749	55.65%	82.18%	66.67%
0033	Health Services	342,623	339,323	24,988	23,882	214,696	203,689	124,627	63.27%	61.22%	66.67%
0034	Student Transportation	2,331,500	2,331,500	696,409	424,136	1,669,365	1,531,724	662,135	71.60%	72.90%	66.67%
0035	Food Services	-	-	-	(33,190)	-	-	-	#DIV/0!	0.00%	66.67%
0036	Extracurricular Activities	1,850,024	1,891,374	186,106	179,185	1,353,124	1,304,582	538,250	71.54%	67.59%	66.67%
0041	General Administration	1,761,850	1,786,437	33,837	130,279	1,247,958	1,240,931	538,479	69.86%	69.54%	66.67%
0051	Plant Maintenance & Operations	4,261,422	4,262,522	280,214	292,532	2,975,279	2,839,720	1,287,243	69.80%	62.83%	66.67%
0052	Security & Monitoring Services	1,114,988	1,089,988	93,213	101,815	774,234	737,156	315,754	71.03%	66.07%	66.67%
0053	Data Processing Services	1,305,580	1,301,580	89,482	117,449	885,003	915,241	416,577	67.99%	67.17%	66.67%
0061	Community Services	-	-	-	-	-	-	-	0.00%	0.00%	66.67%
0071	Debt Service	84,278	84,278	-	-	83,830	147,585	448	99.47%	81.54%	66.67%
0081	Facility Acquisition & Construction	-	-	-	60,447	-	686,427	-	#DIV/0!	91.19%	66.67%
0095	Payment to JJAEP	37,500	52,500	2,156	3,091	17,017	31,680	35,483	32.41%	74.24%	66.67%
0099	Other Intergovernmental Charges	185,000	221,150	-	-	103,074	88,956	118,076	46.61%	46.33%	66.67%
6030 TOTAL EXPENDITURES		$ 41,185,769	$ 41,185,769	$ 3,695,703	$ 3,369,048	$ 27,333,776	$ 27,036,898	$13,851,992	66.37%	65.16%	66.67%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$ (747,673)	$ (747,673)	$ (1,337,325)	$ (1,459,700)	$ 2,858,479	$ 745,576				
	OTHER FINANCING SOURCES (USES)	(9)	(9)			(9)					
7910	Transfers In										
8910	Transfers Out (10)	$ -	$ -	$ 59,571		$ -	$ -				
TOTAL OTHER FINANCING SOURCES (USES)											
1200	Net Change in Fund Balance (11)	$ (747,673)	$ (747,673)		(11)	$ 2,858,479					
100	Fund Balance - Sept. 1 (12)	$ 16,409,473	$ 16,409,473		(12)	$ 16,409,473					
3000	Fund Balance - Aug 31 (projected and unaditied) (13)	$ 15,661,800	$ 15,661,800		(14)	$ 19,267,952					

(1) 2025-2026 Approved Budget - The original budget approved by the Board for the 2025-2026 Fiscal Year

(2) 2025-2026 Amended Budget - The original budget approved by the Board plus or minus any Budget Change Requests posted to the budget as of the date of the repor

(3) Monthly Current Year vs. Prior Year Revenues and Expenditures - Cash received(revenues)/disbursed(expenditures) for the current month compared with the same period last year

(4) Year To Date Current Year vs. Prior Year Revenues and Expenditures - Cash received(revenues)/disbursed(expenditures) for the current year compared with the same period last yea

(5) Difference Between Amended Budget and Current Year To Date - Figures in Column 2 less figures in Column 4 (Current Column) equals balance
left to receive(revenues)/disburse(expenditures) for the remainder of the Fiscal Yea

(6) Current Year To Date as A Percent of The 2025-2026 Amended Budget - The percent of Current Year To Date revenues/expenditures to the 2025-2026 Amended Budge

(7) Prior Year To Date as A Percent of The 2025-2026 Budget - Ther percent of Prior Year To Date revenues/expenditures from the 2025-2026 Budget

(8) Percent of Fiscal Year Elapsed as of The Date of The Report - The percent of the Fiscal Year which has elapsed for the as of date of the repor

(9) Excess of Revenues Over Expenditures - The excess (deficiency) of Revenues over (under) expenditures for the Original Budget, Amended Budget and Current Year To Date column

(10) Transfers In/Out - The amount of any transfers made to the Approved Budget, Amended Budget or Current Year To Date Columns

(11) Net Change In Fund Balance - The excess or deficiency of revenues over expenditures which would add to or take away from the beginning fund balanc

(12) Fund Balance - September 1 - The District's audited General Fund Balance as of September 1 of the current fiscal year

(13) Fund Balance - August 31 - The projected and unaditied General Fund Balance the District would have if revenue and expenditures are equal to the 2025-2026 Approved/Amended Budget

(14) Fund Balance - August 31 - The projected and unaudited General Fund Balance the District would have if the fiscal year ended on the last day of the month on the repor

La Vega Independent School District

Statement of *Unaudited* Revenues and Expenditures - Budget vs. Actual

For the Period Ended 4/30/2026

4

CHILD NUTRITION FUND - 240

DATA CONTROL CODES	REVENUES	(1) 2025-2026 ORIGINAL BUD	(2) 2025-2026 AMEND BUD	(3) MONTHLY CURRENT 4/30/2026	(3) MONTHLY PRIOR YR 4/29/2025	(4) YEAR-TO-DATE CURRENT 4/30/2026	(4) YEAR-TO-DATE PRIOR YR 4/29/2025	(5) DIFFERENCE AMEND BUD TO YTD CURR	(6) CY YTD AS % OF BUDGET	(7) PY YTD AS % OF BUDGET	(8) % OF YEAR ELAPSED AS OF 4/30/2026
5700	LOCAL	83,000	83,000	6,744	10,614	56,716	78,114	26,284	68.33%	77.32%	66.67%
5800	STATE	56,403	56,403	14,774	5,350	53,514	25,881	2,889	94.88%	252.94%	66.67%
5900	FEDERAL	2,345,000	2,345,000	254,452	237,378	1,797,887	1,900,251	547,113	76.67%	78.89%	66.67%
7900	OTHER		-	-	-	-	-				66.67%
5020 TOTAL REVENUES		$ 2,484,403	$ 2,484,403	$ 275,970	$ 253,342	$ 1,908,117	$ 2,004,247	$ 576,286	76.80%	79.54%	66.67%
	EXPENDITURES										
0011	Instruction			-	-	-	-	-	#DIV/0!		66.67%
0012	Instr Resources/Media Services			-	-	-	-	-	#DIV/0!		66.67%
0013	Curriculum & Staff Development			-	-	-	-	-	#DIV/0!		66.67%
0021	Instructional Leadership			-	-	-	-	-	#DIV/0!		66.67%
0023	School Leadership			-	-	-	-	-	#DIV/0!		66.67%
0031	Guidance, Counseling & Evaluation			-	-	-	-	-	#DIV/0!		66.67%
0032	Attendance & Social Services			-	-	-	-	-	#DIV/0!		66.67%
0033	Health Services			-	-	-	-	-	#DIV/0!		66.67%
0034	Student Transportation			-	-	-	-	-	#DIV/0!		66.67%
0035	Food Services	2,656,460	2,691,460	216,429	337,014	1,760,551	1,415,735	930,909	65.41%	52.91%	66.67%
0036	Extracurricular Activities			-	-	-	-	-	#DIV/0!		66.67%
0041	General Administration			-	-	-	-	-	#DIV/0!		66.67%
0051	Plant Maintenance & Operations	23,000	23,000	1,076	897	13,408	9,702	9,592	58.30%	22.05%	66.67%
0052	Security & Monitoring Services			-	-	-	-	-	#DIV/0!		66.67%
0053	Data Processing Services			-	-	-	-	-	#DIV/0!		66.67%
0061	Community Services			-	-	-	-	-	0.00%		66.67%
0071	Debt Service			-	-	-	-	-	#DIV/0!		66.67%
0081	Facility Acquisition & Construction			-	-	-	-	-	#DIV/0!		66.67%
0095	Payment to JJAEP			-	-	-	-	-	#DIV/0!		66.67%
0099	Other Intergovernmental Charges			-	-	-	-	-	#DIV/0!		66.67%
6030 TOTAL EXPENDITURES		$ 2,679,460	$ 2,714,460	$ 217,505	$ 337,911	$ 1,773,959	$ 1,425,437	$ 940,501	65.35%	52.41%	66.67%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$ (195,057)	$ (230,057)	$ 58,465	$ (84,569)	$ 134,158	$ 578,810				
	OTHER FINANCING SOURCES (USES)	(9)	(9)			(9)					
7910	Transfers In					$ -					
8910	Transfers Out (10)				$ -	$ -	$ -				
TOTAL OTHER FINANCING SOURCES (USES)											
1200	Net Change in Fund Balance (11)	$ (195,057)	$ (230,057)		(11)	$ 134,158					
100	Fund Balance - Sept. 1 (12)	$ 1,609,116	$ 1,609,116		(12)	$ 1,609,116					
3000	Fund Balance - Aug 31 (projected and unaditied) (13)	$ 1,414,059	$ 1,379,059		(14)	$ 1,743,274					

La Vega Independent School District

Statement of *Unaudited* Revenues and Expenditures - Budget vs. Actual

For the Period Ended 4/30/2026

4

DEBT SERVICE FUND - 511

DATA CONTROL CODES	REVENUES	(1) 2025-2026 ORIGINAL BUD	(2) 2025-2026 AMEND BUD	(3) MONTHLY CURRENT 4/30/2026	(3) MONTHLY PRIOR YR 4/29/2025	(4) YEAR-TO-DATE CURRENT 4/30/2026	(4) YEAR-TO-DATE PRIOR YR 4/29/2025	(5) DIFFERENCE AMEND BUD TO YTD CURR	(6) CY YTD AS % OF BUDGET	(7) PY YTD AS % OF BUDGET	(8) % OF YEAR ELAPSED AS OF 4/30/2026
5700	LOCAL	7,150,000	7,150,000	182,897	57,730	7,290,669	7,613,316	(140,669)	101.97%	103.10%	66.67%
5800	STATE	250,000	250,000	-	-	253,424	250,142	(3,424)	101.37%	#DIV/0!	66.67%
5900	FEDERAL	-	-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
7900	OTHER		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
5020 TOTAL REVENUES		$ 7,400,000	$ 7,400,000	$ 182,897	$ 57,730	$ 7,544,093	$ 7,863,458	$ (144,093)	101.95%	106.49%	66.67%
	EXPENDITURES										
0011	Instruction		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0012	Instr Resources/Media Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0013	Curriculum & Staff Development		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0021	Instructional Leadership		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0023	School Leadership		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0031	Guidance, Counseling & Evaluation		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0032	Attendance & Social Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0033	Health Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0034	Student Transportation		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0035	Food Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0036	Extracurricular Activities		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0041	General Administration		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0051	Plant Maintenance & Operations		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0052	Security & Monitoring Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0053	Data Processing Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0061	Community Services		-	-	-	-	-	-	0.00%	#DIV/0!	66.67%
0071	Debt Service	7,204,727	7,204,727	-	-	4,850,148	4,771,398	2,354,579	67.32%	63.50%	66.67%
0081	Facility Acquisition & Construction		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0095	Payment to JJAEP		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
0099	Other Intergovernmental Charges		-	-	-	-	-	-	#DIV/0!	#DIV/0!	66.67%
6030 TOTAL EXPENDITURES		$ 7,204,727	$ 7,204,727	$ -	$ -	$ 4,850,148	$ 4,771,398	$2,354,579.25	67.32%	63.50%	66.67%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$ 195,273	$ 195,273	$ 182,897	$ 57,730	$ 2,693,945	$ 3,092,060				
	OTHER FINANCING SOURCES (USES)	(9)	(9)			(9)					
7910	Transfers In		$ -	$ -	$ -	$ -	$ -				
8910	Transfers Out (10)		$ -	$ -	$ -	$ -	$ -				
TOTAL OTHER FINANCING SOURCES (USES)											
1200	Net Change in Fund Balance (11)	$ 195,273	$ 195,273		(11)	$ 2,693,945					
100	Fund Balance - Sept. 1 (12)	$ 8,430,608	$ 8,430,608		(12)	$ 8,430,608					
100	Less: Committed Fund Balance - Sept. 1					$ -					
3000	Fund Balance - Aug 31 (projected and unaudited) (13)	$ 8,625,881	$ 8,625,881		(14)	$ 11,124,553					

Consider Teacher and Professional Employee Contract Recommendations

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:
The Board of Trustees of any independent school district may employ by contract a superintendent, a principal or principals, teachers, or other executive officers for a term not to exceed the maximum specified in this section. In those independent school districts with a scholastic population of fewer than 5,000, the term of such contracts shall not exceed three years. The personnel department, campus principals, and management teams interview and check references on each applicant who makes application to become a member of the staff of the La Vega Independent School District.

Fiscal Implication:
Personnel salaries are a budgeted item.

Administrative Recommendation:
Board approval of the contract recommendations as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

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_____

LV Personnel Recommendations for employees

The following employees are recommended for employment with La Vega ISD.

Name	Assignment
Maria Boyle	5th Grade/ LVIS Replacing: Shountel Cotton
Staci Chilton	4th Grade/ LVIS Replacing: Mariela Ortiz
Johana De La Cruz	2nd Grade Dual Language/LVE Replacing Pam Moreno
Carrie Hudson	SPED (Resource/Inclusion)/ LVE Replacing: Cynthia Denmark
Kelsey Jacobo	1st Grade Teacher/ LVE Replacing Toni Campos-Ruiz
Natasha Mason	Counselor/LVPS Replacing: Amy Winkleman
Nancy Murphy	5th Grade Teacher/LVIS Replacing: Yolanda Thompson
Erika Silva	Kindergarten Teacher/LVP Replacing: Baylie Gann
Michelle Steele	Director of Human Resources/Administration Replacing: Deborah Ray
Sandy Wilganowski	1st Grade Teacher/LVE Contract Renewal

I hereby authorize the administration to utilize my signature stamp to issue contracts to personnel and approve resignations as recommended herein.

_____

President, La Vega ISD Board of Trustees
May 19, 2026

CLOSED MEETING

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☒

Contact Person:
Board President

Background Information:
The Board may enter into a closed meeting after the following requirements have been met:

1. A quorum of the Board has first been convened in open meeting for which notice has been given.
2. The presiding officer has publicly announced in open meeting that a closed meeting will be held.
3. The presiding officer has identified the section or sections of the Open Meetings Act or other applicable statutes that authorize the holding of such closed meeting.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

A closed meeting was declared:

_____ Beginning Time

_____ Date

_____ Sections of the Texas Government Code

_____ Ending Time

ADJOURNMENT

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Date and Time: _____