Public Notice

Curriculum and Instruction Committee Meeting
Wednesday, November 4, 2026 11:00 AM
LISD Amber Yeary Board Room, 2400 San Bernardo Ave., Laredo, TX 78040

AGENDA

1. Discussion and presentation on the Accountability, Assessment, and TIA Department including:
   - Local Improvement Plan: Christen Middle School

Accountability, Assessment, & TIA Department

Louis J. Christen Middle School

Local Improvement Plan

Cassandra Mendoza & Mayra Garcia

What is a Local Improvement Plan?



Required for campus identified under state or federal accountability system

Focused on improving student outcomes so that the campus exits improvement designation

Developed with stakeholder input & monitored throughout the year

LIP = Locally developed plan to address areas of low student performance.

Targeted Area of Support

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	1	-	-	-	-	-	1	3	0	-	2
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	3	-	0
2025	-	2	-	-	-	-	-	3	1	3	-	2
2026	-	0	-	-	-	-	-	3	0	3	-	0
Academic Growth Status: RLA												
2024	-	0	-	-	-	-	-	3	0	3	-	0
2025	-	3	-	-	-	-	-	3	1	3	-	2
2026	-	3	-	-	-	-	-	3	3	3	-	0
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	3	-	0
2025	-	1	-	-	-	-	-	1	1	0	-	1
2026	-	0	-	-	-	-	-	0	0	0	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	0	-	-	-	-	-	3	0	3	0	1
2025	-	3	-	-	-	-	-	3	1	3	1	1
2026	-	3	0	-	-	-	-	3	1	3	0	0
Progress in Achieving English Language Proficiency (EB Current)												
2024									3			
2025									0			
2026									3			

Local Improvement Plan

Christen Middle School is identified for targeted support.

EBs (Current & Monitored) did not meet state targets three consecutive years

DOMAIN III: Closing the GAPS

Area of Focus: Math

1. Academic Achievement
2. Academic Growth
3. Student Success

LIP: Implementation Timeline

SEP 21, 2026	Establish Campus Leadership Team (CLT)
OCT 12, 2026	ESC site meeting; district/campus administration needs assessment
OCT 23, 2026	**Parent meeting**
OCT 27, 2026	Finalize LIP accountability and goal setting
OCT 30, 2026	**Initial LIP submission**
NOV 3, 2026	CIA Committee presentation
NOV 12, 2026	**LISD Board presentation and approval**
NOV 2026 – JUN 2027	Progress monitoring
JAN – JUN 2027	Data collection and coaching
JUN 30, 2027	**End-of-year LIP submission**

LIP: From Data to Implementation

DATA ANALYSIS:

- LIP committee conducted a local needs assessment to identify priority areas and root causes impacting student outcomes.
- The committee reviewed student performance data and instructional practices.

KEY FINDINGS:

- Priority Area: Mathematics
- Focus Group: Emergent Bilingual Current & Monitored students

DOMAIN III OBSERVATIONS:

- Math Student Achievement performance level at Meets or Above for EBs Current & Monitored is 29%
- Math Academic Growth for EBs is 52%



LIP: From Data to Implementation

IMPLEMENTATION OF PLAN:

- Implement evidence-based instructional strategies aligned with identified campus needs.
- Strengthen PLCs to prioritize targeted mathematics instruction for Emergent Bilingual students.
- Use ongoing classroom observations and feedback to monitor progress and refine instruction.
- Collaborate with Region One's Office of School Systems Support and Accountability for continued guidance and campus support.



Student outcome goals

Goal 1:
Increase in DOMAIN III EB Math Achievement Meets and Above:
Goal: From 29% to 36%

Goal 2:
Increase in DOMAIN III EB Math Growth:
Goal: From 52% to 62%



What's Next?

1. Monitor established LIP milestones to assess implementation progress and maintain alignment with campus improvement goals.
2. Analyze student performance data to inform timely instructional adjustments and continuous improvement.
3. Continue collaboration with Region One's Office of School System Support and Accountability to monitor LIP progress and provide ongoing campus support.



2. Discussion and presentation on the Elementary Education Department, including:

- Elementary Strategic Goals & Success Measures

Elementary,

Strategic Goals,

and Measures

Mr. Matias Ydrogo III

Executive Director of Elementary Education

2026


Title: Happy in Our Skin
Author
Genre
Illustrator
Photographer



GOALS

Strategic Goal	Success Measure
Goal 1: Primary Grades PK 3 & 4 will meet performance at 90% at the end of the year.	• Circle PM Criterion Assessment given BOY, MOY EOY. • Demonstrate growth on Circle PM Assessment. • Monitor PLC and make instructional adjustments based on data.
Goal 2: Primary Grade Kinder will meet performance at 90% and 1st and 2nd will meet performance at 70% at the end of the year.	• MAP Reading Fluency Assessment given BOY, MOY, EOY. • Demonstrate growth on Reading Fluency Assessment. • Monitor PLC and make instructional adjustments based on data.
Goal 3: ELAR, Math and Science 3rd, 4th. 5th will meet performance at 30% Masters 60% Meets and 90% Approaches for state assessment accountability	• STAAR Assessment Benchmarks Given End of Six Weeks. • Demonstrate growth on district local Assessments. • Monitor PLC and make instructional adjustments based on data.

UPDATES

Update Area	Status/Highlights
Instructional Initiatives	• Implemented a revised Bell Schedule 7:45 am-3:05 pm. • Implementation of a PLC Playbook to think, collaborate and make strategic student decisions.
Curriculum & Program Updates	• New Math adoption Savvas Envision Kinder-5th grade • Gizmos Science 3-5th
Key Achievements	• Elementary Schools 15 As and 5 Bs • Lone Star Campus Considerations: The Lone Star Ribbon Program (Heights, J. C. Martin, J. Z. Leyendecker, M. S. Ryan Elementary)

3. Discussion and presentation on the CCMR/CTE Department including:
   - Implementation of the Texas Education Agency State-Approved Innovative Course - Concepts of Distribution and Logistics Technology
   - HB3 Goals (CCMR & Early Childhood)
   - District of Innovation Timeline

TEA CTE Innovative Course
Concepts of Distribution & Logistics Technology

Mrs. Monica Calles
Executive Director of CCMR, Adv. Academics, & Schools of Innovation

2026

TEA Innovative Courses

- Are specialized courses approved by the Texas Education Agency (TEA) under Texas Administrative Code (TAC) §74.27.
- Provide learning opportunities beyond traditional courses.
- Support emerging industries and workforce demands.
- Allow districts flexibility to expand educational opportunities.
- May count toward elective graduation credit only.

TEA Requirements for Implementation

- Local board approval must be obtained before implementing the course.
- Instruction must address all essential knowledge and skills identified in the approved course.
- Teachers must meet applicable certification and assignment requirements.
- Districts must use the appropriate state-approved PEIMS course code.

Concepts of Distribution & Logistics Technology

Career Cluster: Transportation, Distribution & Logistics

- Introduces students to supply chain management and logistics operations.
- Explores warehousing, inventory management, transportation, and distribution systems.
- Integrates emerging technologies and software into logistics operations.
- Develops problem-solving and workforce readiness skills by providing practical applications in product movement, storage, shipping, and receiving.
- Provides students with 1 elective grad. credit upon successful completion.

Program of Study: Distribution, Logistics, and Warehousing



Transportation, Distribution, and Logistics Career Cluster

The Transportation, Distribution, and Logistics career cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance. This career cluster includes occupations ranging from automotive mechanic, avionics technician, and automotive entrepreneur to pilots and logistics planning professionals.

Statewide Program of Study: Distribution, Logistics, and Warehousing

The Distribution, Logistics and Warehousing program of study focuses on educational and occupational opportunities associated with business planning and management aspects of distribution, logistics and warehousing. This program of study includes exploration of the history, laws, regulations, and common practices used in the logistics of warehousing and distribution systems.

Secondary Courses for High School Credit

Level 1	• Principles of Transportation Systems • Principles of Distribution and Logistics
Level 2	• Concepts of Distribution and Logistics Technology • Management of Transportation Systems • Raster-Based Geographic Information Systems
Level 3	• Distribution and Logistics • Advanced Transportation Systems + Advanced Transportation Systems Laboratory (TBD)
Level 4	• Practicum in Transportation Systems • Practicum in Transportation Systems + Extended Practicum in Transportation Systems • Practicum in Distribution and Logistics • Practicum in Distribution and Logistics + Extended Practicum in Distribution and Logistics • Career Preparation for Programs of Study • Career Preparation for Programs of Study + Extended Career Preparation

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Intern at a fulfillment center to learn about planning and distribution of goods • Shadow an operations manager at a local company's warehouse to learn about the people and technology resources necessary to implement an operations plan
Expanded Learning Opportunities	• Attend transportation, distribution and logistics expos • Join the Transportation Association, Supply Chain Association, or Freight Forwarder and attend events with students

Aligned Industry-Based Certifications

- Certified Logistics Technician (CLT)
- Certified Production and Inventory Analyst (CPIA)
- Certified Stores and Stock Controller (CSSC)
- Certified Supply Chain Leader (CSCL)
- Industrial Technology Maintenance (ITM) – Process Control Systems
- Logistics & Transportation Operations Strategies (LTOS)
- Supply Chain Framework and Strategy (SCFS)
- Transportation Dispatcher

Example Postsecondary Opportunities

Apprenticeships
- Motor Transport Operator Apprenticeship

Associate Degrees
- Logistics, Materials, and Supply Chain Management
- Transportation and Mobility Management

Bachelor's Degrees
- Transportation and Mobility Management
- Logistics and Supply Chain Management

Master's, Doctoral, and Professional Degrees
- Supply Chain Management
- Transportation and Mobility Management

Additional Stackable IBCs/License
- Commercial Driver's License
- Certified Supply Chain Professional

Example Aligned Occupations

Shipping, Receiving, and Inventory Clerks
Median Wage: $36,877
Annual Openings: 9,082
10-Year Growth: 7%

Production, Planning, and Expediting Clerks
Median Wage: $48,221
Annual Openings: 3,684
10-Year Growth: 21%

Transportation, Storage, and Distribution Managers
Median Wage: $95,813
Annual Openings: 2,097
10-Year Growth: 22%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.

For more information visit: https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources

Successful completion of the Distribution, Logistics, and Warehousing program of study will fulfill requirements of the Business and Industry endorsement.

Distribution, Logistics, and Warehousing

TEA's program of study for TDL



Initial MHS PTECH TDL Flyer

Board Approval Requested

Administration recommends approval to implement the course in accordance with TEA requirements and district procedures to:

- expand CTE course offerings and student opportunities.
- provide instruction aligned with industry-relevant skills.
- strengthen student preparation for local workforce opportunities.
- support LISD's commitment to expand College, Career, and Military Readiness (CCMR) opportunities.

HB 3 Goals

CCMR & Elementary Education Department

Mrs. Monica Calles - Executive Director of CCMR, Adv. Academics, & SoI
Mr. Matias Ydrogo III - Executive Director for Elementary Education

HB 3 Goals - Legislative Requirements

- House Bill 3 (HB 3) was enacted by the 86th Texas Legislature in 2019.
- Texas Education Code (TEC) 39.306 establishes annual performance reporting.
- The Performance Report must be published annually by the board of trustees.
- The District Annual Report includes progress toward Board-adopted district and campus goals in two areas:

  (a) early childhood literacy and mathematics - TEC §11.185 and

  (b) and College, Career, and Military Readiness (CCMR) - TEC §11.186

HB 3 Purpose

In alignment with the state's 60x30TX goal, the Texas Commission on Public School Finance recommended establishing a Pre-K through 12th grade goal of at least 60% proficiency at TEA's "Meets Grade Level" standard at two key checkpoints:

- **Early Childhood** - Sixty percent of third-grade students achieving the states "Meets Grade Level" standard in reading language arts and mathematics.

- **CCMR** - Sixty percent of all high school graduates demonstrating readiness for postsecondary success through (1) earning an industry-recognized credential aligned with workforce opportunities (2) enrolling in postsecondary education, or (3) entering military service.

HB3 LISD Progress Measure

3rd Grade Outcome Goals for Reading Language Arts and Mathematics

HB3 LISD Literacy Progress Measure
ECE Outcome Goal Literacy

3RD GRADE STAAR READING LANGUAGE ARTS						
The percentage of 3rd-grade students that score at the Meets level or above on STAAR Reading Language Arts will increase from 58% to 60% by June 2027.						
Yearly Target Goals						
2026		**2027**	**2028**	**2029**	**2030**	**2031**
Goal	**Score**	**Goal**	**Goal**	**Goal**	**Goal**	**Goal**
60%	58%	60%	62%	64%	66%	70%
*Our Meets percentage is higher than the Region (48%) and the State (50%)						

HB3 LISD Mathematics Progress Measure
ECE Outcome Goal Math

3RD GRADE STAAR MATHEMATICS						
The percentage of 3rd-grade students that score at the Meets level or above on STAAR Mathematics will increase from 53% to 55% by June 2027.						
Yearly Target Goals						
2026		**2027**	**2028**	**2029**	**2030**	**2031**
Goal	**Score**	**Goal**	**Goal**	**Goal**	**Goal**	**Goal**
50%	53%	55%	57%	59%	61%	62%

*Our Meets is higher than the region (43%) and comparable to the State at (44%)

Action Plan for Early Childhood
Reading Language Arts and Mathematics

To ensure that student academic achievement goals are met, a target professional development and instructional support plan will be implemented across all elementary schools.

- **HB3 Reading Academies**- certification for all K-3 grade teachers (including special education teachers), assistant principals, and principals
- **HB2 Math Academies**-certification for all K-3 grade teachers (including special education teachers), assistant principals, and principals
- **Scheduled PLCs** - common planning sessions focused on TEKS based instruction for benchmark and checkpoint data analysis. Monthly Teacher Lead Collaboration Best Practice Sessions.
- **Targeted Support:** Bilingual Department and CIA are supporting with campus visits and walkthroughs to provide support/feedback.

Strength of Our District Plan

- **Strong Starting Position**: LISD's current performance above both regional and state averages provides momentum and credibility.
- **Alignment with HB3**: Goals directly address the legislative mandate while showing progress in reading language arts and math.
- **Data Transparency**: Clear baseline and comparison data demonstrate accountability set into five-year goals.
- **Long-term Vision**: Five-year timeline allows for sustainable professional development and systemic change.

Student Engagement



Math Olympics



Reading Interactive Wall

HB 3 CCMR Proposed District & Campus Goals

Mrs. Monica Calles

Executive Director of CCMR, Adv. Academics, & Schools of Innovation

CCMR Outcome Goals

- CCMR goals align with Student Achievement (Domain 1) accountability criteria.
- CCMR outcome goals measure the percentage of annual graduates meeting college, career, or military readiness standards.
- HB3 goals and targets are reviewed annually to monitor district and campus progress and ensure alignment with state requirements.
- Industry-Based Certification (IBC) accountability requirements became more rigorous beginning with the 2023 accountability refresh.
- In 2023, the CCMR threshold for an “A” rating increased from 60% to 88%.

House Bill 2 / House Bill 120 - CCMR Requirements

As Reflected in Board Policy EA (LEGAL)

- **Board Adoption:** The Board of Trustees shall adopt CCMR plans establishing specific, measurable annual goals for each high school campus for the next five years.
- **Annual Progress Report:** The district shall prepare an annual report documenting progress toward established CCMR goals.
- **Public Posting:**The annual report must be posted on the district and applicable campus websites at least two weeks before the public meeting for Board review and approval.
- **Report Updates:** Any board-approved modifications to the annual report must be reelected on the district and applicable campus websites.

CCMR Indicators

- Met Texas Success Initiative in RLA & Math (SAT/ACT/TSIA & CPC)
- Earn Dual Credit Course Credit — 3 hours in ELAR or Math or 9 Hrs in any subject
- Met Criteria on AP/ IB exam — Obtain a 3 or higher on AP or 4 or higher on IB
- Earn an Associates Degree
- Complete an OnRamps Dual Enrollment Course
- Earn an Industry Based Certification*
- Earn a Level I or Level II Certificate
- Enlist in Armed Forces or Texas National Guard
- Graduate with an IEP and Workforce Readiness Code
- Graduate Under an Advanced Diploma Plan as a current SPED student

***For IBCs there has been a yearly increase in rigor- 2025** Level 2 Course in aligned Program of Study/**2026** Concentrator/**2027** Completer

HB 3 CCMR - Proposed District Goal

The percentage of annual graduates meeting the College, Career, or Military Readiness criteria will increase to 100% by 2031.

CURRENT PERFORMANCE

LISD	REGION ONE ESC	TEA
98%	90%	87%

LAREDO INDEPENDENT SCHOOL DISTRICT

STUDENTS FIRST

Texas Education Agency

2026

LISD CCMR District Goals

The percentage of graduates that meet the criteria for CCMR will **maintain at 98% for 2027 Accountability.**

Yearly Target Goals

2026	2027	2028	2029	2030	*2031
98%	98%	99%	99%	100%	100%

LISD CCMR Performance

98%					

District Progress Monitoring

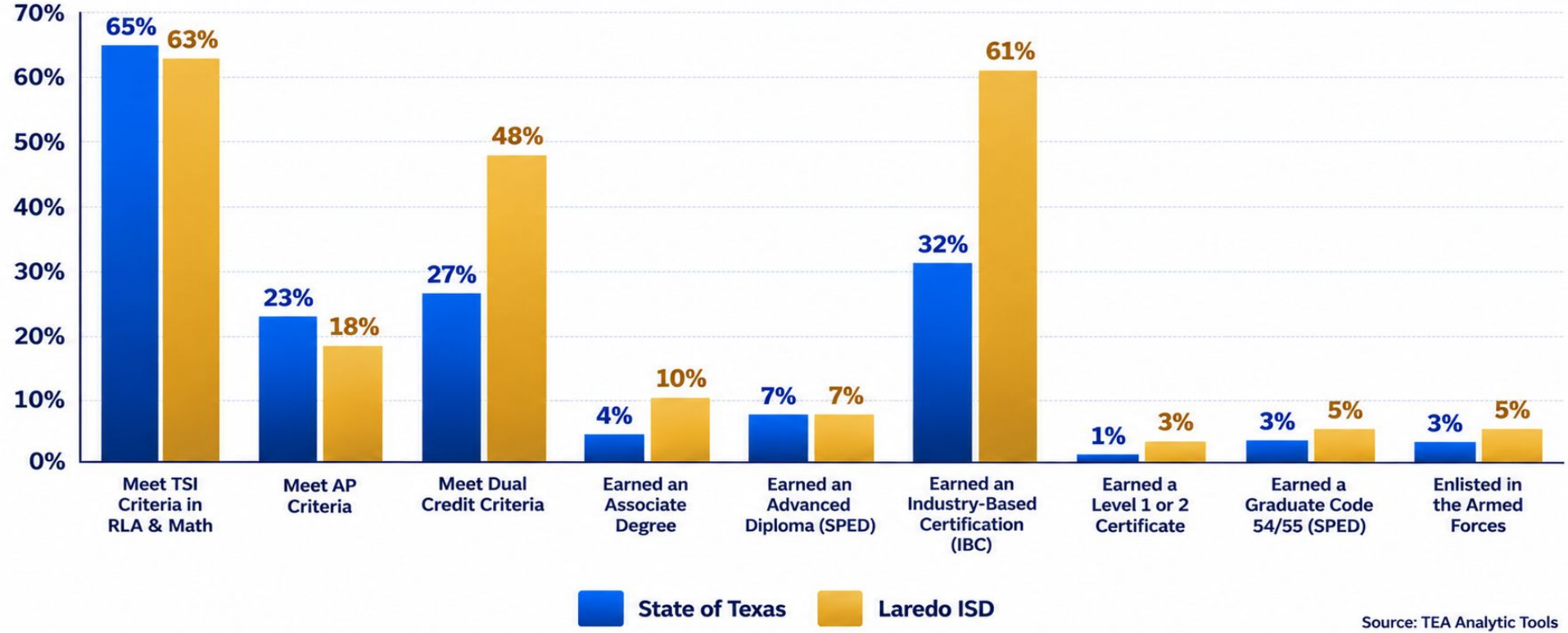
LISD	On Target

*2031 targets will be reviewed annually and adjusted as needed to align with updated TEA accountability requirements.

LISD Closing the Gaps Targets

Accountability	All Students	Hisp	EcoDis	EB (+Former)	SpEd (Current)	High Focus	Highly Mobile	Homeless	Cont Enroll	G/T
★2026	98	98	98	98	97	98	92	92	98	99
2027	99	99	99	99	98	99	93	93	99	99
2028	99	99	99	99	98	99	93	93	99	100
2029	100	100	100	100	99	100	94	94	100	100
2030	100	100	100	100	99	100	94	94	100	100
2031	100	100	100	100	100	100	95	95	100	100

LISD CCMR Performance by Indicator



Source: TEA Analytic Tools

LISD Annual CCMR Indicator Goal for Student Growth

CCMR INDICATOR	2026 ACTUAL PERFORMANCE	2027 PROPOSED GOAL	2028 PROPOSED GOAL	2029 PROPOSED GOAL	2030 PROPOSED GOAL	2031 PROPOSED GOAL
Meet TSI Criteria in RLA & Math	**63%**	65%	67%	69%	71%	**73%**
Meet AP Criteria	**18%**	19%	20%	21%	22%	**23%**
Meet Dual Credit Criteria	**48%**	50%	52%	55%	57%	**60%**
Earned an Associate Degree	**10%**	11%	12%	14%	16%	**18%**
Earned an Advanced Diploma (SPED)	**7%**	8%	8%	9%	9%	**10%**
Earned an Industry-Based Certification (IBC)	**61%**	64%	67%	70%	72%	**75%**
Earned a Level 1 or 2 Certificate	**3%**	4%	4%	5%	6%	**7%**
Earned a Graduate Code 54/55 (SPED)	**5%**	5%	6%	6%	7%	**7%**
Enlisted in the Armed Forces	**5%**	5%	5%	5%	5%	**5%**

2026 = Actual performance baseline | 2027 – 2031 = Proposed annual targets

HB3 CCMR - Proposed Campus Goals

The percentage of annual graduates who meet College, Career, or Military Readiness criteria will increase to 100% by 2031.

CURRENT PERFORMANCE

98%

LISD
LAREDO INDEPENDENT SCHOOL DISTRICT

87%

TEA
Texas Education Agency

98%

TOROS
CIGARROA HIGH SCHOOL

97%

ONCE A TIGER, ALWAYS A TIGER

97%

100%

2026

CHS CCMR High School Campus Goals

The percentage of graduates that meet the criteria for CCMR will **maintain at 98% for 2027 Accountability.**

Yearly Target Goals

2026	2027	2028	2029	2030	*2031
95%	98%	98%	99%	100%	100%

Cigarroa HS CCMR Performance

98%					

Campus Progress Monitoring

Cigarroa HS	On Target

*2031 targets will be reviewed annually and adjusted as needed to align with updated TEA accountability requirements.

CHS Closing the Gaps Targets

Accountability	All Students	Hisp	EcoDis	EB (+Former)	SpEd (Current)	High Focus	Highly Mobile	Homeless	Cont Enroll	G/T
★2026	98	98	98	98	93	98	-	-	98	98
2027	98	98	98	98	93	98	-	-	98	98
2028	98	98	98	98	94	98	-	-	98	98
2029	99	99	99	99	95	99	-	-	99	99
2030	100	100	100	100	96	100	-	-	100	100
2031	100	100	100	100	97	100	-	-	100	100

MHS CCMR High School Campus Goals

The percentage of graduates that meet the criteria for CCMR will **maintain at 97% for 2027 Accountability.**

Yearly Target Goals

2026	2027	2028	2029	2030	2031
95%	97%	98%	99%	100%	100%

Martin HS CCMR Performance

97%					

Campus Progress Monitoring

Mixon HS	On Target

*2031 targets will be reviewed annually and adjusted as needed to align with updated TEA accountability requirements.

MHS Closing the Gaps Targets

Accountability	All Students	Hisp	EcoDis	EB (+Former)	SpEd (Current)	High Focus	Highly Mobile	Homeless	Cont Enroll	G/T
★2026	97	97	97	97	100	97	100	-	98	98
2027	98	98	98	98	100	98	100	-	99	99
2028	98	98	98	98	100	98	100	-	99	99
2029	99	99	99	99	100	99	100	-	100	100
2030	100	100	100	100	100	100	100	-	100	100
2031	100	100	100	100	100	100	100	-	100	100

NHS CCMR High School Campus Goals

The percentage of graduates that meet the criteria for CCMR will **increase** to 98% for 2027 Accountability.

Yearly Target Goals

2026	2027	2028	2029	2030	2031
95%	98%	98%	99%	100%	100%

Nixon HS CCMR Performance

97%					

Campus Progress Monitoring

Nixon HS	On Target

*2031 targets will be reviewed annually and adjusted as needed to align with updated TEA accountability requirements.

NHS Closing the Gaps Targets

Accountability	All Students	Hisp	EcoDis	EB (+Former)	SpEd (Current)	High Focus	Highly Mobile	Homeless	Cont Enroll	G/T
★2026	97	97	97	98	95	97	-	-	98	99
2027	98	98	98	99	96	98	-	-	99	100
2028	98	98	98	99	96	98	-	-	99	100
2029	99	99	99	100	97	99	-	-	100	100
2030	100	100	100	100	98	100	-	-	100	100
2031	100	100	100	100	98	100	-	-	100	100

GECHS CCMR High School Campus Goals

The % of graduates that meet the criteria for CCMR will **maintain** at 100% for 2027 Accountability.

Yearly Target Goals

2026	2027	2028	2029	2030	2031
100%	100%	100%	100%	100%	100%

Garcia ECHS CCMR Performance

100%					

Campus Progress Monitoring

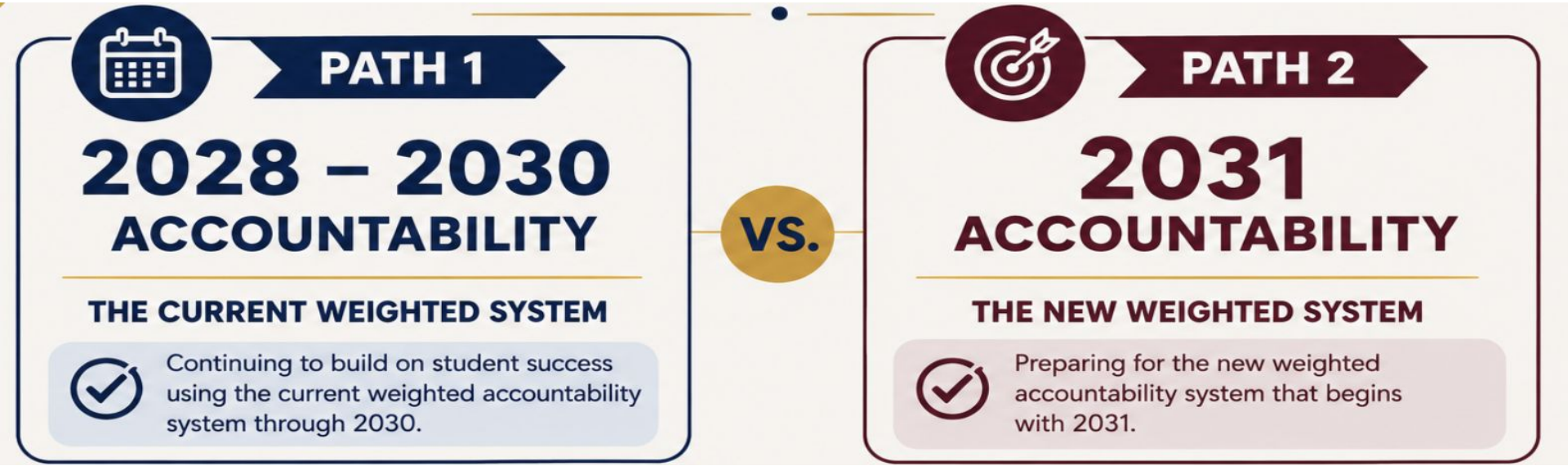
GECHS	On Target

*2031 targets will be reviewed annually and adjusted as needed to align with updated TEA accountability requirements.

GECHS Closing the Gaps Targets

Accountability	All Students	Hisp	EcoDis	EB (+Former)	SpEd (Current)	High Focus	Highly Mobile	Homeless	Cont Enroll	G/T
★2026	100	100	100	100	-	100	-	-	100	100
2027	100	100	100	100	-	100	-	-	100	100
2028	100	100	100	100	-	100	-	-	100	100
2029	100	100	100	100	-	100	-	-	100	100
2030	100	100	100	100	-	100	-	-	100	100
2031	100	100	100	100	-	100	-	-	100	100

CCMR Accountability: Two Pathways to Readiness



current 10th - 12th graders

current 9th graders

*Pending TEA Guidance: The 2028 A-F accountability refresh *may result in* revised CCMR cut scores.

Accountability refresh and differential weighting of CCMR through 2033

5% cap on Tier 3 IBCs

Differential CCMR Weighting

2027 Accountability
- Completer status required
- IBC list v4 (or v3 with 20% limit)
- College Prep Courses required to be in grade 12

2028 Accountability
- IBC list v4 with 5% cap on Tier 3 IBCs
- New military readiness indicator (AFQT + JROTC)
- Approved list requirement for College Prep Courses in grade 12
- Updated cut points

A–F Refresh

2029 Accountability
- No changed requirements from 2028

2030 Accountability
- No changed requirements from 2028
- IBC List v5 (or v4 if in three-year phase out)

2031 Accountability
- Differential weighting of CCMR, with cut points calibrated to keep overall rigor unchanged

Weighted CCMR

2032 Accountability
- No changed requirements from 2031

2033 Accountability
- Refresh year; framework to be shared in 2031
- IBC List v5 only

A–F Refresh

PEIMS Working Submissions may be completed and applied to accountability ratings, beginning with 2026 accountability

Weighted CCMR starts with the graduating class of 2030. These are freshmen in 2026-27

CCMR HB 3 Goals - Opportunities & Challenges

Opportunities

- Establishes high expectations for ALL Laredo ISD students.
- Allows ongoing progress monitoring of campus CCMR goals to identify needs and target support.
- Expands opportunities for students to achieve college and career readiness.

Challenges

- Increased rigor in CTE accountability requirements, including tiered IBCs.
- Preparing for proposed 2031 accountability performance levels.
- Implementing CCMR reporting requirements under HB120 and HB 2.

CCMR Action Plan - Strategies to Achieve HB 3 Goals

- **IBC Monitoring:** Track student progress toward TEA approved IBCs.
- **TSIA2 Readiness:** Strengthen campus supports through PD, instructional resources, testing opportunities, and preparation camps.
- **College Readiness:** Prioritize TSIA2 and other qualifying CCMR pathways while reducing reliance on College Prep Courses as a targeted CCMR indicator.
- **Accountability Alignment:** Monitor legislative and TEA accountability changes to ensure continued alignment with CCMR requirements.







LISD students Breaking Barriers!

District of Innovation

Mrs. Monica Calles

Executive Director of CCMR, Adv. Academics, & Schools of Innovation

District of Innovation (DOI) Background

- Established through House Bill (HB) 1842 by Texas Legislature in 2015.
- Designed to provide districts with greater flexibility to address local needs.
- Requires a district to develop, adopt, and publicly post a Local Innovation Plan approved by the Board of Trustees.
- Allows districts to claim exemptions from certain Texas Education Code (TEC) requirements while maintaining compliance with applicable state & federal laws.
- Provides a designation lasting up to 5 years, with opportunities for renewal or amendment in accordance with state requirements.

Benefits of a District of Innovation

- **Local Flexibility:** Allows districts to tailor certain policies to meet local educational needs.
- **Flexible School Calendar:** Permits an earlier start date than the state - mandated fourth Monday in August.
- **Teacher Recruitment:** Provides flexibility in certain certification requirements to recruit qualified industry professionals & educators.
- **Expanded Educational Opportunities:** Supports specialized course & career pathways aligned with student interest and workforce needs.
- **Local Decision-Making:** Empowers districts to address community priorities while maintaining compliance with applicable laws.

2025 Legislative Updates: Limitations on DOI Exemptions

- **HB 2 - Teacher Certification** (TEC 21.0032): Limits DOI exemptions for foundation curriculum teachers with restrictions phased in the 2026-2027 & 2027-2028 school years.
- **HB 2 / SB12 - Parental Notification** (TEC 21.057): Requires written parental notice when an uncertified teacher is assigned to the same classroom for more than 30 instructional days.
- **SB 12 - School Health Advisory Council (**TEC 28.004): Prohibits DOI exemptions from requirements governing school health advisory councils & health education instruction.
- **HB 6 - Student Discipline** (TEC Chapter 37): Prohibits DOI exceptions from ALL Chapter 37 student discipline and school safety requirements.

District of Innovation flexibility remains subject to state or federal legal requirement.

HB2: Teacher Certification Requirements & Timeline

School Year	Certification Requirement
2025–2026	Existing DOI certification flexibility generally continues.
2026–2027	K–5 reading and mathematics teachers must be appropriately certified.
2027–2028	All foundation curriculum teachers, at all grade levels, must be appropriately certified.
2029–2030	Certification compliance required by the start of the school year for districts with an approved delay plan.

DOI certification flexibility may continue for eligible non-foundation courses.

LISD DOI History

ACTION	DATE	Summary of Action	Effect on Term
Original DOI Plan	May 2017	Established LISD's initial DOI designation & calendar flexibility.	Original 5 year term
Amendment	January 2019	Added teacher certification flexibility for CTE and dual credit.	No change to term
1st Renewal	February 2022	Renewed the DOI plan for February 2022-February 2027.	Current 5 year term
Amendment	March 8, 2023	Revised the school start date provision to allow instruction no earlier than the first Monday in August.	No change to term
Amendment	June 13, 2023	Expanded teacher certification language.	No change to term
Proposed 2nd Renewal	February 2027 (target)	Renew & update the DOI plan before the February 2027 expiration.	Proposed 2027-2032

Current DOI Exemptions - Laredo ISD

- **1st Day of Instruction** (TEC§25.0811) - Allows LISD to begin the school year before the fourth Monday in August, consistent with the district's approved DOI plan.

- **CTE and Dual Credit Teacher Certification** (TEC§21.003) - Provides flexibility to consider qualified industry professionals and other eligible instructors for specialized courses, subject to applicable certification requirements.

- **Teacher Certification for Core and Elective Content Areas** (TEC§21.003) - Provides limited flexibility for hard to fill positions, subject to current state certification requirements and HB2 restrictions.

Proposed DOI Renewal: 2027-2032

Administration proposes <u>renewing</u> Laredo ISD's local innovation plan, with revisions, for a new 5 year term from February 2027 - February 2032.

- **School start date -** Retain flexibility to begin instruction no earlier than the first Monday in August.
- **CTE instructor flexibility -** Allow eligible industry professionals to teach Career and Technical Education (CTE) courses, subject to applicable requirements.
- **Dual-credit instruction -** Maintain allowable instructor flexibility for qualified college and workforce instructors, subject to partner requirements.
- **Non-Foundation Electives -** Retain eligible teacher flexibility for non-foundation elective courses, consistent with state requirements.

2027 DOI Renewal Process - TEA's Requirements

1. Post the proposed Local Innovation Plan on the district website for at least 30 days before final approval.
2. The district-level committee considers the proposed plan at a public meeting and approves it by majority vote.
3. The Board of Trustees adopts the proposed plan by a two-thirds majority vote.
4. Notify the commissioner of the approved plan and identify the TEC provisions from which exemptions are claimed.
5. Post the approved plan on the district website and submit the required information to TEA within the applicable deadline.

To be eligible to renew, a district's final and most recent academic accountability rating must be at least acceptable (19 TAC §102.1303(a)).

2027 Laredo ISD's DOI Renewal Timeline

- **Fall 2025** – Reviewed the current DOI plan for compliance with new TEA requirements and legislative restrictions. ✅
- **Spring 2026** – Gathered feedback from campus leaders, teachers and parents; begin drafting revisions. ✅
- **Summer 2026** – Finalized proposed revisions and submitted the plan for legal review on August 18, 2026. ✅
- **Fall 2026** – Present to the DEIC for feedback (10/26/2026) and post publicly on the district website for 30 days (October - November). Present to the Board of Trustees for Approval (December) and submit documentation to TEA (January).
- **Spring 2027** – Update internal policies and procedure to align with the DOI plan and begin implementation if approved by board of trustees (Feb.).

Concepts of Distribution and Logistics Technology

PEIMS Code: N1303800
Abbreviation: DISTLOG
Grade Level(s): 10-12
Award of Credit: 1.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

In *Concepts of Distribution and Logistics Technology*, students will gain knowledge and skills in safe application, design, and assessment of technologies used in the supply chain and logistics industries. The students will apply knowledge and skills in using standard and emerging technologies in the field of logistics. This course allows students to understand, apply, and simulate the new technologies of distribution and logistics. The *Concepts of Distribution and Logistics Technology* course will provide students with a broader basis for understanding the technology of managing, storing, shipping, and receiving different materials. These technologies will include data base tracking and delivering software, equipment, and services used in the field. The course will develop the students' knowledge of distribution, logistics, and the supply chain.

Essential Knowledge and Skills:

(a) General Requirements. This course is recommended for students in grades 10 and 12. Students shall be awarded one credit for successful completion of the course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Transportation, Distribution, and Logistics (TDL) Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

(3) In Concepts of Distribution and Logistics Technology, students will gain knowledge and skills in safe application, design and assessment of technologies used in the supply chain and logistics industries. The students will apply knowledge and skills in using standard and emerging technologies in the field of logistics. This course allows students to understand, apply, and simulate the new technologies of distribution and logistics. The Concepts of Distribution and Logistics Technology course will provide students with a broader basis for understanding the technology of managing, storing, shipping, and receiving different materials. These technologies will include data base tracking and delivering software, equipment, and services used in the field. The course will develop the students' knowledge of distribution, logistics, and the supply chain.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative example.

(c) Knowledge and Skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) identify policies and procedures of distribution and logistics;

(B) research careers in distribution and logistics systems;

(C) identify all personal protection equipment required in the workplace;

(D) research certification opportunities;

(E) investigate response plans to emergency situations; and

(F) practice employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills.

(2) The student develops a professional portfolio in preparation to enter the workforce. The student is expected to:

(A) create a resume;

(B) explain what it means to maintain a positive social media account;

(C) write and present a 20-30 second elevator speech, including personal attributes and characteristics that employers look for in new hires;

(D) research industry-related websites and locate jobs postings online;

(E) apply for jobs online and using paper applications;

(F) prepare for an interview by researching an employer website, writing possible interview questions, and developing inquiries about the company;

(G) write and send a thank-you note or a video thank-you email; and

(H) identify and explain networking strategies and research networking opportunities such as professional organizations in the field.

(3) The student analyzes the structure of a typical supply chain flow including the distribution and logistics network. The student is expected to:

(A) explain the flow of products/services from raw material to the customer;

(B) describe the flow of information and the importance of communication from customer to supplier and from supplier to customer;

(C) describe the flow of finances into the company from product sales as well as from the company to the customer in the form of returns;

(D) describe the flow of returns and how it differs from the flow of production; and

(E) identify the key components found in a distribution and logistics network.

(4) The student researches and applies warehouse operational methods. The student is expected to:

(A) research the pros and cons of the use of automated warehousing;

(B) describe the path of a product through a standard warehouse and an automated warehouse;

(C) research new ways to secure data used in the distribution and logistics network;

(D) prepare business forms used by suppliers to control routing in a distribution and logistics network; and

(E) develop a simple warehouse management system with spreadsheet and word processing software.

(5) The student analyzes the functions of a supplier in distribution and logistics. The student is expected to:

(A) differentiate between sourcing and strategic sourcing;

(B) explain the difference between traditional supplier relationship management and a strategic supplier alliance;

(C) research and explain the concept of Business to Business (B2B) commerce; and

(D) explain the concept of supplier co-location and research the benefits of co-locating with suppliers.

(6) The student develops an understanding of the procurement process. The student is expected to:

(A) explain the difference between procurement and purchasing;

(B) research the concept of Total Cost of Ownership (TCO) as it relates to procurement;

(C) evaluate the technologies that are used during the procurement process such as analysis software and the benefits that technology brings to procurement; and

(D) explain the six key objectives of the procurement process, including identifying customer needs, looking outside your market, prioritizing relationships, collecting and spending data, communicating what you are doing, and knowing your negotiating position.

(7) The student researches and summarizes the manufacturing processes. The student is expected to:

(A) analyze manufacturing layouts, including process layout, product layout, cellular layout, and fixed-position layout;

(B) compare the four manufacturing environments, including make-to-stock, make-to-order, assembly-to-order, and engineer-to-order;

(C) describe the concepts of just-in-time and lean manufacturing;

(D) analyze the pros and cons of production offshoring and outsourcing; and

(E) evaluate the benefits of technology in manufacturing.

(8) The student evaluates product design. The student is expected to:

(A) describe the benefits of collaborative product design versus traditional over-the-wall product design;

(B) describe the benefits achieved during the product design process;

(C) identify and explain the features of non-price-based product differentiation such as availability, durability, quality and reliability;

(D) explain the concept of reverse logistics and its benefits;

(E) explain the phases in the product lifecycle such as launch, growth, and maturity and identify the key features of each;

(F) research and explain the benefits that technology brings to product or service design; and

(G) identify the characteristics of a product and their relationship to customer value.

(9) The student develops an inventory management system. The student is expected to:

(A) explain how information can be used to replace physical inventory;

(B) define safety stock and safety lead time and explain how they can be used successfully;

(C) research the types of supply chain inventory, including cycle, safety stock, anticipation, and pipeline, and the use cases for each;

(D) explain the types of inventory costs, including capital, storage, risk, and service, and how those costs are calculated;

(E) explain the various inventory policies and controls such as stock keeping units, cycle counting, and alphabetical (ABC) inventory classification and explain how they are used; and

(F) develop and present an inventory management system for a company.

(10) The student applies problem-solving and organizational skills to develop a transportation management system. The student is expected to:

(A) research the pros and cons of the five primary modes of transportation such as rail, motor, air, water, and pipeline;

(B) explain what ‘last mile deliveries’ are and why consumers are part of the disruption which causes logistics companies to focus on improving the timeliness of direct-to-consumer deliveries;

(C) research and compare the types of motor carriers and their limitations;

(D) compare third party logistics (3PLs) and fourth party logistics (4PLs);

(E) research the benefits of transportation management software systems;

(F) explain the benefits of technology for the transportation system; and

(G) research the benefits of a business partnering with a transportation company to move products from the manufacturing location to the store.

(11) The student researches and analyzes the distribution network. The student is expected to:

(A) describe the differences and primary uses of the warehouse classifications, including private, public, and contract;

(B) summarize the key warehouse processes, including receiving, put away, storage, picking, packing, and shipping as well as value-added warehousing;

(C) research and compare the various mechanized and automated systems for handling warehouse materials;

(D) analyze the benefits of technology in distribution including warehouse management systems;

(E) explain the concepts of cross-docking and break-bulk operations;

(F) explain the concept of inland ports and their importance to today's supply chains;

(G) discuss the five basic functions of packaging, including protection, containment, information, utility of use, promotion;

(H) explain the concept of free trade zones; and

(I) develop a distribution and logistics network for a chosen product.

(12) The student investigates the customer's role in driving the requirements for distribution and logistics. The student is expected to:

(A) explain the voice of the customer (VOC) procedure and how it can be used to increase sales and profitability;

(B) research and explain how customer needs drive market disruption;

(C) identify ways the wants and needs of customers can be discovered;

(D) explain how the customer relationship management strategy changes as customers move through the product life cycle;

(E) research and explain the benefits technology provides that enables logistics companies to meet customer requirements; and

(F) define customer satisfaction and the ways organizations ensure they meet customers' satisfaction.

Recommended Resources and Materials:

Material Handling Institute Website: Video Material

Material Handling Institute (n.d.) *Designing Robotics with the Workforce in Mind*

https://videos.mhi.org/designing-robotics-with-the-workforce-in-mind

Material Handling Institute (n.d.) *The Emerging Risks of Blockchain Technology*
https://videos.mhi.org/the-emerging-risks-of-blockchain-technology

Material Handling Institute (n.d.) *Regulatory Challenges in Healthcare Logistics*
https://videos.mhi.org/challenges-in-healthcare-logistics

Material Handling Institute (n.d.) Your Guide to Overhead Lifting Solutions
https://videos.mhi.org/your-guide-to-overhead-lifting-solutions

Material Handling Institute: Printed Material

Material Handling Institute (n.d.) Material Handling Institute *Glossary*
http://www.mhi.org/glossary?q=%22warehouse+management+system%22&pb=1&fq=&sort=score+desc

Material Handling Institute (n.d.) Automated Storage and Retrieval Systems
http://www.mhi.org/fundamentals/automated-storage?

Material Handling Institute (n.d.) Fundamentals of Warehousing & Distribution
http://www.mhi.org/cte/materials

Recommended Course Activities:

- The student will develop a professional portfolio with a resume, understanding networking, and social media sites used for job searches and for candidate evaluation.
- The student will develop a presentation on how the lean system can improve a part of the distribution and logistics network.

Suggested methods for evaluating student outcomes:

- Classroom Observation
- Daily Q&A
- Daily Quizzes using Kahoot! or Turning Point
- Rubric on different activities
- Poster of some form of technology used in Distributions and Logistics
- Earn the Certified Logistics Associate Certification
- Exams

Teacher qualifications:

An assignment for this course is allowed with one of the following certificates.

- Technology Education: Grades 6-12.
- Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- Vocational Trades and Industry. This assignment requires appropriate work approval.

Additional information:

Revised–July 2026

Transportation, Distribution, and Logistics Career Cluster

The Transportation, Distribution, and Logistics career cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance. This career cluster includes occupations ranging from automotive mechanic, avionics technician, and automotive entrepreneur to pilots and logistics planning professionals.

Statewide Program of Study: Distribution, Logistics, and Warehousing

The Distribution, Logistics and Warehousing program of study focuses on educational and occupational opportunities associated with business planning and management aspects of distribution, logistics and warehousing. This program of study includes exploration of the history, laws, regulations, and common practices used in the logistics of warehousing and distribution systems.

Secondary Courses for High School Credit

Level 1	• Principles of Transportation Systems • Principles of Distribution and Logistics
Level 2	• Concepts of Distribution and Logistics Technology • Management of Transportation Systems • Raster-Based Geographic Information Systems
Level 3	• Distribution and Logistics • Advanced Transportation Systems + Advanced Transportation Systems Laboratory (TBD)
Level 4	• Practicum in Transportation Systems • Practicum in Transportation Systems + Extended Practicum in Transportation Systems • Practicum in Distribution and Logistics • Practicum in Distribution and Logistics + Extended Practicum in Distribution and Logistics • Career Preparation for Programs of Study • Career Preparation for Programs of Study + Extended Career Preparation

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Intern at a fulfillment center to learn about planning and distribution of goods • Shadow an operations manager at a local company's warehouse to learn about the people and technology resources necessary to implement an operations plan
Expanded Learning Opportunities	• Attend transportation, distribution and logistics expos • Join the Transportation Association, Supply Chain Association, or Freight Forwarder and attend events with students

Aligned Industry-Based Certifications

- Certified Logistics Technician (CLT)
- Certified Production and Inventory Analyst (CPIA)
- Certified Stores and Stock Controller (CSSC)
- Certified Supply Chain Leader (CSCL)
- Industrial Technology Maintenance (ITM) - Process Control Systems
- Logistics & Transportation Operations Strategies (LTOS)
- Supply Chain Framework and Strategy (SCFS)
- Transportation Dispatcher



Example Postsecondary Opportunities

Apprenticeships
- Motor Transport Operator Apprenticeship

Associate Degrees
- Logistics, Materials, and Supply Chain Management
- Transportation and Mobility Management

Bachelor's Degrees
- Transportation and Mobility Management
- Logistics and Supply Chain Management

Master's, Doctoral, and Professional Degrees
- Supply Chain Management
- Transportation and Mobility Management

Additional Stackable IBCs/License
- Commercial Driver's License
- Certified Supply Chain Professional

Example Aligned Occupations

Shipping, Receiving, and Inventory Clerks
Median Wage: $36,877
Annual Openings: 9,082
10-Year Growth: 7%

Production, Planning, and Expediting Clerks
Median Wage: $48,221
Annual Openings: 3,684
10-Year Growth: 21%

Transportation, Storage, and Distribution Managers
Median Wage: $95,813
Annual Openings: 2,097
10-Year Growth: 22%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.

For more information visit:
https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources

Successful completion of the Distribution, Logistics, and Warehousing program of study will fulfill requirements of the Business and Industry endorsement.

Texas Education Agency

Distribution, Logistics, and Warehousing

Transportation, Distribution, and Logistics Career Cluster

Statewide Program of Study: Distribution, Logistics, and Warehousing

Course Information

Level 1

Course	Prerequisites | Corequisites	Career Clusters
Principles of Transportation Systems* 13039250 (1 credit)	**Prerequisites:** None **Corequisites:** None **Recommended Prerequisites:** None **Recommended Corequisites:** None	
Principles of Distribution and Logistics* 13039260 (1 credit)	**Prerequisites:** None **Corequisites:** None **Recommended Prerequisites:** None **Recommended Corequisites:** None	

Level 2

Course	Prerequisites | Corequisites	Career Clusters
Concepts of Distribution and Logistics Technology N1303800 (1 credit)	**Prerequisites:** None **Corequisites:** None **Recommended Prerequisites:** None **Recommended Corequisites:** None	
Management of Transportation Systems 13040200 (1 credit)	**Prerequisites:** None **Corequisites:** None **Recommended Prerequisites:** Principles of Transportation Systems **Recommended Corequisites:** None	
Raster-Based Geographic Information Systems 13027550 (1 credit)	**Prerequisites:** None **Corequisites:** None **Recommended Prerequisites:** Geographic Information Systems **Recommended Corequisites:** None	

Level 3

Course	Prerequisites | Corequisites	Career Clusters
Distribution and Logistics 13040300 (1 credit)	**Prerequisites:** None **Corequisites:** None **Recommended Prerequisites:** Principles of Distribution and Logistics **Recommended Corequisites:** None	
Advanced Transportation Systems + Advanced Transportation Systems Laboratory* TBD (TBD credit)	**Prerequisites:** TBD **Corequisites:** TBD **Recommended Prerequisites:** TBD **Recommended Corequisites:** TBD	

** Indicates course is included in more than one program of study in this career cluster.*

For additional information on the **Transportation, Distribution, and Logistics** career cluster, contact cte@tea.texas.gov or visit https://tea.texas.gov/cte

[LEA name] does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: [title], [address], [telephone number], [email]. Further nondiscrimination information can be found at Notification of Nondiscrimination in Career and Technical Education Programs.

Transportation, Distribution, and Logistics Career Cluster

Statewide Program of Study: Distribution, Logistics, and Warehousing

Course Information

Level 4

Course	Prerequisites | Corequisites	Career Clusters
Practicum in Transportation Systems* First Time Taken: 13040450 (2 credits) Second Time Taken: 13040460 (2 credits)	**Prerequisites:** None **Corequisites:** None **Recommended Prerequisites:** None **Recommended Corequisites:** None	
Practicum in Transportation Systems + Extended Practicum in Transportation Systems* First Time Taken: 13040455 (3 credits) Second Time Taken: 13040465 (3 credits)	**Prerequisites:** None **Corequisites:** Practicum in Transportation Systems **Recommended Prerequisites:** None **Recommended Corequisites:** None	
Practicum in Distribution and Logistics* First Time Taken: 13040470 (2 credits) Second Time Taken: 13040480 (2 credits)	**Prerequisites:** None **Corequisites:** None **Recommended Prerequisites:** None **Recommended Corequisites:** None	
Practicum in Distribution and Logistics + Extended Practicum in Distribution and Logistics* First Time Taken: 13040475 (3 credits) Second Time Taken: 13040485 (3 credits)	**Prerequisites:** None **Corequisites:** None **Recommended Prerequisites:** None **Recommended Corequisites:** None	
Career Preparation for Programs of Study* First Time Taken: 12701121 (2 credits)	**Prerequisites:** At least one Level 2 or higher CTE course **Corequisites:** None **Recommended Prerequisites:** None **Recommended Corequisites:** None	
Career Preparation for Programs of Study + Extended Career Preparation* First Time Taken: 12701141 (3 credits)	**Prerequisites:** At least one Level 2 or higher CTE course **Corequisites:** None **Recommended Prerequisites:** None **Recommended Corequisites:** None	

** Indicates course is included in more than one program of study in this career cluster.*

For additional information on the **Transportation, Distribution, and Logistics** career cluster, contact cte@tea.texas.gov or visit https://tea.texas.gov/cte

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Literacy and Math Plans

The board shall adopt and post on the district's website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Each plan must:

1. Identify annual goals for students in each group evaluated under the closing the gaps domain under Education Code 39.053(c)(3) [see AIA];
2. Include annual goals for aggregate student growth on the third grade reading or mathematics assessment instrument, as applicable, administered under Education Code 39.023 [see EKB] or on an alternative assessment instrument determined by the board;
3. Provide for targeted professional development for classroom teachers in kindergarten or first, second, or third grade who are assigned to campuses that the board identifies as not meeting the plan's goals;
4. Assign at least one district-level administrator or employee of the regional education service center (ESC) for the district's region to:
    a. Coordinate implementation of the plan; and
    b. Submit an annual report to the board on the district's progress toward the goals set under the plan; and
5. Be reviewed annually by the board at a public meeting.

Each plan may set separate goals for students in a bilingual education or special language program under Education Code Chapter 29, Subchapter B.

Professional Development

The professional development provided to classroom teachers under item 3, above, must, as appropriate, consider the unique needs of students in a bilingual education or special language program under Education Code Chapter 29, Subchapter B.

Website Posting

A district shall post the annual report described above on the district's website and on the website, if any, of each campus in the district.

Education Code 11.185

[See AIB for annual report requirements.]

College, Career, and Military Readiness Plans

The board shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

Each plan must:

1. Identify annual goals for students in each group evaluated under the closing the gaps domain [see AIA];
2. Include an annual goal for aggregate student growth on each college, career, and military readiness indicator evaluated under the student achievement domain [see AIA];
3. Assign at least one district-level administrator or employee of the regional ESC for the district's region to:
    a. Coordinate implementation of the plan; and
    b. Submit an annual report to the board, the Texas Education Agency (TEA), and the Legislative Budget Board on the district's performance and progress toward the goals set under the plan; and
4. Be reviewed and approved by majority vote annually by the board at a public meeting.

In identifying and including goals in each plan, the board shall use longitudinal student outcome data posted under Education Code 7.0405(a) and any other resources available to the board.

Education Code 11.186

Website Posting

A district shall post the annual report described above on the district's website and on the website, if any, of each campus in the district not later than two weeks before the date of the public meeting at which the report is reviewed and approved. The district shall update the annual report on each website if any modifications are made to the report by the board. *Education Code 11.186(d)*

[See AIB for annual report requirements.]

Original Language HB 3 (2019 Legislative Session)	Amended Language Effective December 4, 2025 HB 120 and HB 2 (2025 Legislative Session)
§ 11.186. COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus. (b) Each plan adopted under Subsection (a) must: (1) identify annual goals for students in each group evaluated under the closing the gaps domain under Section 39.053(c)(3); (2) include annual goals for aggregate student growth on college, career, and military readiness indicators evaluated under the student achievement domain under Section 39.053(c)(1); (3) assign at least one district-level administrator or employee of the regional education service center for the district's region to: (A) coordinate implementation of the plan; and (B) submit an annual report to the board of trustees on the district's progress toward the goals set under the plan; and (4) be reviewed annually by the board of trustees at a public meeting. (c) A school district shall post the annual report described by Subsection (b)(3)(B) on the district's Internet website and on the Internet website, if any, of each campus in the district. Added by Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. 3), Sec. 2.003, eff. June 12, 2019.	**§ 11.186. COLLEGE, CAREER, AND MILITARY READINESS PLANS.** (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus. (b) Each plan adopted under Subsection (a) must: (1) identify annual goals for students in each group evaluated under the closing the gaps domain under Section 39.053(c)(3); (2) include **an annual goal** for aggregate student growth on **each** college, career, and military readiness **indicator** evaluated under the student achievement domain under Section 39.053(c)(1); **(3) include specific annual goals for student completion while enrolled in high school of postsecondary credentials, including industry-based credentials, level one or level two certificates, and associate degrees, prioritizing credentials identified in the long-range master plan for higher education established under Section 61.051 and the performance tier funding for public junior colleges for credentials of value under Section 130A.101;** **(4) include annual goals for the outcomes of the district ’s annual graduates at one, three, and five years after graduation from high school, including goals for:** **(A) the rate of enrollment at a postsecondary educational institution;** **(B) the percentage of graduates who enroll at a postsecondary educational institution and do not require remedial postsecondary coursework;** **(C) the rate of persistence at a postsecondary educational institution in each of the first two years of enrollment;** **(D) the rate of completion of a postsecondary degree, certificate, or other credentialing program; and** **(E) wages earned;** (5) assign at least one district-level administrator or employee of the regional education service center for the district's region to: (A) coordinate implementation of the plan; and (B) submit an annual report to the board of trustees, **the agency, and the Legislative Budget Board** on the district’s **performance and** progress toward the goals set under the plan; and (6) be reviewed **and approved by majority vote** annually by the board of trustees at a public meeting. **(c) In identifying and including goals in each plan adopted under Subsection (a) as provided by Subsection (b), the board of trustees shall use longitudinal student outcomes data posted under Section 7.0405(a) and any other resources available to the board.** **(d)** A school district shall post the annual report described by Subsection **(b)(5)(B)** on the district's Internet website and on the Internet website, if any, of each campus in the district **not later than two weeks before the date of the public meeting at which the report is reviewed and approved as required by Subsection (b)(6). The district shall update the annual report on each Internet website if any modifications are made to the report by the board of trustees.** **(e) The commissioner by rule shall establish a deadline for the submission of the annual reports described by Subsection (b)(5)(B). The agency shall compile and make publicly accessible on the agency ’s Internet website the annual reports.** **(f) The agency may evaluate the goals identified or included in an annual report described by Subsection (b)(5)(B) to determine whether those goals align with state secondary, postsecondary, and workforce goals.** Added by Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. 3), Sec. 2.003, eff. June 12, 2019. Amended by: Acts 2025, 89th Leg., R.S., Ch. 918 (H.B. 120), Sec. 3, eff. June 20, 2025. Acts 2025, 89th Leg., R.S., Ch. 1065 (H.B. 2), Sec. 6.03, eff. June 20, 2025.

LAREDO INDEPENDENT SCHOOL DISTRICT

District of Innovation

2027–2032 Renewal Compliance Crosswalk & Implementation Timeline

Working Compliance Document | Prepared August 2026

Current LISD DOI term: February 2022–February 2027
Recommended renewal term: February 2027–February 2032

Purpose: Provide a clean working document for administrative, HR, legal, DEIC, and Board review of LISD's DOI renewal.

Key Compliance Sequence

REVIEW → REVISE → POST 30 DAYS → DEIC PUBLIC MEETING → BOARD 2/3 VOTE → TEA NOTIFICATION

Executive Summary

LISD's current term. The 2022 renewal document identifies the implementation period as February 2022 through February 2027. The March and June 2023 actions were amendments; they did not restart the five-year DOI term.

Renewal standard. Under current 19 TAC §102.1313, renewal requires review of all sections of the plan and all exemptions. The renewal process includes a 30-day website posting of the final proposed plan, a public district-level committee meeting and majority approval, and adoption by an affirmative two-thirds vote of the Board of Trustees.

Critical 2027 issue. HB 2 added TEC §21.0032 and phases in restrictions on DOI teacher-certification exemptions. For 2026–27, K–5 reading and mathematics teachers can no longer be included in a DOI §21.003 exemption. Beginning in 2027–28, all foundation curriculum teachers: reading/ELAR, mathematics, science, and social studies at any grade level can no longer be included in that DOI exemption. LISD should therefore rewrite the broad core-content certification provisions before renewal.

LISD DOI History

Action	Date	What It Did	Renewal Impact
Original DOI plan	May 2017	Established LISD's initial DOI designation and calendar flexibility.	Original term.
Amendment	January 2019	Added teacher-certification flexibility for CTE/Dual Credit.	Did not restart term.
First renewal	February 2022	Renewed the plan for February 2022–February 2027.	Current five-year term.
Amendment	March 8, 2023	Changed school-start provision from no earlier than the third Monday to no earlier than the first Monday in August.	Did not restart term.
Amendment	June 13, 2023	Expanded teacher-certification language; TEA notification letter also identifies TEC §11.1513(d) job-posting flexibility.	Did not restart term.
Second renewal	Target: Jan. 2027	Renew and update plan before February 2027 expiration.	Recommended 2027–2032 term.

2027 Renewal Compliance Crosswalk

Recommended status legend: **RETAIN / REMOVE / REVISE**

LISD Provision	TEC	2027 Recommendation	Compliance Analysis
First Day of Instruction	§25.0811	RETAIN	Current LISD plan permits the first day of instruction no earlier than the first Monday in August. This remains an allowable DOI exemption under current TEA rules.
CTE Teacher Certification	§21.003	RETAIN	HB 2 limits DOI certification exemptions for foundation subjects, but TEA states that allowable DOI flexibility remains for non-foundation subjects, including CTE.
Dual Credit / Enrollment Teacher Certification	§21.003	RETAIN	Current LISD language permits credentialed college/university instructors and workforce professionals. DOI flexibility must not be read to waive applicable IHE, accreditation, program, or other non-waivable requirements.
Core / Foundation Teacher Certification	§21.003; §21.0032	REMOVE	HB 2 phases in restrictions: in 2026–27, K–5 reading and math cannot be covered by a DOI §21.003 exemption; beginning 2027–28, all foundation curriculum teachers (reading/ELAR, math, science, social studies) at any grade level cannot be included.
Elective / Non-Foundation Certification	§21.003	RETAIN	TEA states that certification flexibility remains available through an allowable DOI exemption for non-foundation subjects, including enrichment subjects.
Three-Year Certification Window	§21.003 / local plan	REMOVE	Current LISD plan gives some instructors up to three years to complete certification. That local timeline cannot override new statutory certification requirements for foundation curriculum assignments.
Out-of-State Certified Instructors	§21.003	REMOVE	Current plan allows out-of-state certified instructors time to obtain Texas certification. The provision must be reconciled with current SBEC pathways and §21.0032 limitations.
Teaching Outside Certified Grade Level / Area	§21.003; §21.0032	REMOVE	Current examples include EC–4 to grade 5, EC–6 to grades 7–8, and ELAR 4–8 to ELAR 9–12. Foundation-subject examples may conflict with phased-in §21.0032 requirements.

Important legal review point: TEA's 2025 HB 2 guidance states that §21.003 remains an allowable DOI exemption, but new §21.0032 limits the exemption for foundation curriculum teachers. TEA also states that districts with appropriate allowable exemptions retain flexibility for CTE and other non-foundation subjects. For foundation curriculum assignments, the District will comply with the certification requirements and implementation timelines established by Texas Education Code §§21.003 and 21.0032. Any temporary delay in implementation approved by the Commissioner of Education will be administered separately and in accordance with the District's approved transition plan and applicable TEA requirements.

LISD 2027 DOI Renewal Timeline & Compliance Checklist

Recommended target: **complete Board adoption in January 2027**, before the February 2027 expiration.

Target	Required / Recommended Action	Lead	Evidence to Retain	TEA / Legal Standard	Done
Aug. 2026	Launch renewal-review current sections against current law.	DOI Lead /HR/Legal	Current plan; amendment files; eligibility documentation	19 TAC §§102.1303, 102.1313	☐
Sept. 2026	Decide Retain / Remove / Rewrite and identify any new allowable exemptions.	DOI Lead /HR/Legal	Decision log & legal notes	Current TEC Chapter 12A and 19 TAC Subchapter JJ	☐
	Draft proposed 2027–2032 Local Innovation Plan.	DOI Lead / Legal	Write draft and rationale for each exemption	Plan must identify local innovations/exemptions.	☐
Oct. 2026	Finalize proposed plan and post the final version on LISD's website for at least 30 days before Board adoption.	Communications / DOI Lead	PDF; URL; posting date/time	19 TAC §102.1307; TEA Renewal Guidance	☐
Nov. 2026	District-level committee (TEC §11.251/DEIC) holds a public meeting to consider the final proposed plan and approves by majority vote.	DEIC Chair / DOI Lead	Agenda; public notice; minutes; attendance; vote record	Public meeting + majority committee approval required for renewal.	☐
Dec. 2026–Jan. 2027	Board considers and adopts renewed plan by affirmative vote of two-thirds of the membership of the Board.	Superintendent / Board	Board agenda; exhibit; minutes; certified vote	Two-thirds of Board membership.	☐
Immediately after adoption	Post the final adopted 2027–2032 Local Innovation Plan and ensure it remains accessible on the district website.	Communications / DOI Lead	Final URL; dated screenshot/PDF	Plan must remain posted for term of designation.	☐
Within 15 days after Board finalization	Provide TEA the current plan/link and complete required commissioner notification with approved TEC exemptions/checklist.	DOI / Superintendent	TEA email/letter; DOI checklist; proof of submission; URL	19 TAC §102.1307 and TEA renewal guidance.	☐
Feb. 2027	Begin renewed DOI term and archive complete renewal record.	DOI Lead/ Records	Final compliance binder/folder	Recommended continuous designation.	☐
Annual / ongoing	Monitor legislative and rule changes.	Legal / DOI / HR	Annual review memo; updated legal crosswalk	District remains responsible for compliance with non-exemptible law.	☐

Required Renewal Process - Quick Reference

Process Item	Renewal Requirement
Board resolution/petition to initiate renewal	NOT required for renewal
Board public hearing on whether to develop a plan	NOT required for renewal
Final proposed plan on website for at least 30 days	**REQUIRED**
Advance notice to Commissioner of Board's intention to vote	NOT required for renewal
District-level committee public meeting	**REQUIRED**
District-level committee majority approval	**REQUIRED**
Board approval	**REQUIRED - affirmative vote of 2/3 of Board membership**
Commissioner/TEA notification + list/checklist of approved TEC exemptions	**REQUIRED**
Final adopted plan posted on district website for the term	**REQUIRED**
Provide TEA current plan/link after finalization	**REQUIRED - not later than the 15th day after Board finalizes the plan**

4. Discussion and presentation on the Textbooks and Records Department including:

- Correct and resubmit the TEKS Certification for school year 2026-2027
- English Language Arts and Reading k - 8th grade Textbooks Adoption 2027-2028 Tentative Timeline

Textbooks Department

Feliciano Garcia

Director

Action to Correct and Resubmit TEKS Certification for School Year 2026-2027

TIMA Allotment and TEKS Certification for 2026-2027 School Year

- The Curriculum and Instruction Department along with the Textbooks Department recommend the correction and resubmission of the TEKS Certification for the school year 2026-2027. Board approval is essential.
- Under the Texas Education Code 31.1011, all Texas public schools districts and open-enrollment charter schools must submit a corrected annual certification to the State Board of Education and the Commissioner of Education regarding instructional materials.
- The Texas Education Agency (TEA) requires a completion of the 2026–27 Certification of Provision of Instructional Materials to regain access to receive disbursement funds in EMAT.

English Language Arts and Reading K-8th grade Textbooks Adoption 2027-2028 Tentative Timeline

ADOPTION CYCLE FOR FOUNDATION AND ENRICHMENT SUBJECTS

English Language Arts and Reading K – 8th GRADE

TEXTBOOKS ADOPTION

TENTATIVE TIMELINE

Thursday, October 29, 2026	**Meet with Asst. Superintendent & Executive Directors from Curriculum and Instruction department 9:00 am – 10:00 am (Timeline Presentation)**
November 2026	**State Board Meetings**
	◊ Setting Curriculum Standards
	◊ Reviewing and Adopting Instructional Materials for 2027 - 2028 School Year
Monday November 2, 2026	**Operations Committee Meeting (Timeline Presentation)**
Tuesday, November 3, 2026	**Curriculum and Instruction Committee Meeting (Timeline Presentation)**
Thursday, November 5, 2026	**Meet with the Curriculum and Instruction department Deans @ 10:30 am in the Fixed Assets Department Champion Training Room**
	◊ Present and Review Textbook Adoption Policies and Procedures
	◊ Present the Publishers with Instructional Materials Adopted by the State Board of Education
	◊ Reduce the Selection of Publishers
	◊ Defined the Committee Selection
	◊ Textbook Samples decide for Print or Digital
Friday, November 6, 2026	**Advise School Principals**
	◊ Advise Principals about the New Textbook Adoption
	◊ Advise Principals about the selection of the Textbook Committee (1 Teacher per Campus for each subject area considering on the New Textbook Adoption)
November 23 thru 27, 2026	**DISTRICT HOLIDAY (Thanksgiving Day)**
December 2026	**TEA will Announce the Approved List of Publishing Companies with Instructional Materials for the 2027-2028 School Year**
	◊ Advise Principals about the New Textbook Adoption
	◊ Advise Principals about the selection of the Textbook Committee (1 Teacher per Campus for each subject area considering on the New Textbook Adoption)
Thursday, December 10, 2026	**Meeting with the Textbook Committee Members at VMT Recital Hall @ 1:30 pm**
	◊ Present and Review Textbook Adoption Policies and Procedures
	◊ Present List of Instructional Materials Adopted by the State Board of Education
	◊ Finalize Textbook Hearing Place and Date
	◊ Finalize Voting Date
December 21, 2026 thru January 8, 2027	**WINTER BREAK**
Saturday, January 16, 2027	**Tentative Date for Instructional Materials Hearing**
	◊ Saturday, January 16, 2027, at the Performing Arts Complex (PAC) Dr. Marcus Nelson's Conference Room and Auditorium
Monday, January 18, 2027	**Review and Finalize Instructional Materials**
Friday, February 5, 2027	◊ Committee Members (Teachers) will have a chance to review and finalize their decision on the Instructional Materials for the new textbook Adoption
Tuesday, February 9, 2027	**Date to Cast their Votes**
February 16 thru 18, 2027	**Prepare for Board Presentation in March and submit agenda item for Board Approval**
Monday, February 22, 2027	**Agenda Item and Presentation is due at the Superintendent office**
Tuesday, March 2, 2027	**Curriculum & Instructional Committee Meeting**
Thursday, March 4, 2027	**Business & Support Committee Meeting**
March 8 thru 12, 2027	**SPRING BREAK**
Thursday, March 18, 2027	**Board Meeting**
	◊ Approval of Instructional Materials for School Year 2027-2028
April 2027	**Open Enrollment through EMAT to Oder Instructional Materials for School Year 2027-2028**

5. Discussion and presentation on the Summer School Attendance numbers for the 2025-2026 School Year

Summer School 2025-2026

Attendance Numbers

Maggie Martinez

Assistant Superintendent

Elementary	1503
Middle School	167
High School	1353
LISD	3023

6. Discussion and presentation on item to be procured by the Curriculum, Instruction, and Assessment Department at an estimated cost of $198,875.00 including;

- Psychological Services - $198,875.00

Procurement Items

Procurement Items

Certified Deaf Interpreter Services : $198,875.00

- **Vendor(s):** Counseling with Grace, LLP, Dr. L.J. Garza Psychological Health Services, PLLC, Guillermo E. Gonzalez PHD, Neurobehavioral Services of Laredo Psychological & Consulting Services

- **Historical Expenditures:** $ 198,875.00

- **Contract Period:** In effect for a period of one-year (first) beginning November 15, 2026 and ending November 14, 2027 with an option to renew for a second and third (final) year.

- **Funding Source:** FUND 224 - SPECIAL EDUCATION
  FUND 225 - IDEA B PRE-SCHOOL FUND

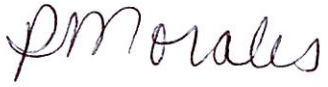
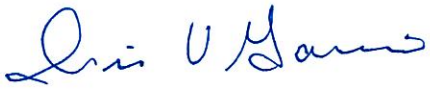
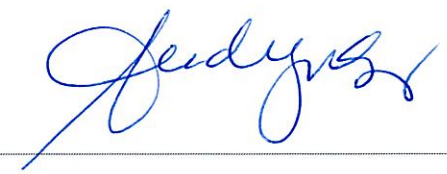
RFQ 2026-004 Psychological Services

Project Overview

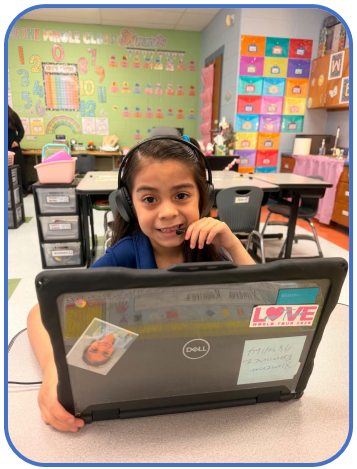
Project Details	
Reference ID	RFQ 2026-004
Project Name	Psychological Services
Department	Special Education Department
Historical Expenditures	$198,875
Estimated Expenditure	$200,000
Evaluation Date	October 13, 2026
Project Description	Laredo ISD is soliciting a request for qualifications for psychological services.
Contract Term	In effect for a period of one-year (first) beginning November 15, 2026 and ending November 14, 2027 with an option to renew for a second and third (final) year.
Recommended Vendors	Counseling with Grace, LLP, Dr. L.J. Garza Psychological Health Services, PLLC, Guillermo E. Gonzalez PHD, Neurobehavioral Services of Laredo and Psychological & Consulting Services

RFQ 2026-004 Psychological Services

Signatures

Name	Signatures
Rebecca Morales Sp. Ed Supervisor (Project Manager)	
Alfredo Vergara Sp. Ed Supervisor (Evaluator)	
Iris Garcia Sp. Ed Supervisor (Evaluator)	
Luis Escamilla Director for Athletics (Evaluator)	
Fares Shrek Asst. Director for Athletics (Evaluator)	
Mauro Rodriguez Fine Arts Coordinator (Evaluator)	
Maggie Martinez **Asst. Superintendent for Curriculum, Instruction and Assessment**	

7. Discussion and presentation on the Technology Initiatives, including:
    - AI Code of Ethics



Technology Services



Ambrosio Gómez III

Executive Director for Technology Services

LAREDO INDEPENDENT SCHOOL DISTRICT
TECHNOLOGY
SERVICES DEPARTMENT

Texas AI Code of Ethics: What Changed?

1 TAC Chapter 219 — Artificial Intelligence
Effective March 18, 2026

Key Requirement

Laredo ISD, as a local governmental entity, must adopt and follow the state's AI Code of Ethics when AI is:

Procured | **Developed** | **Deployed** | **Used**

Applies across all lifecycle stages of artificial intelligence technology.

Governance & Standards Impact

- The rules establish minimum AI risk-management and governance standards for state agencies and local governments.
- AI governance is no longer simply a technology best practice—Texas has established formal requirements for governmental entities.



LAREDO INDEPENDENT SCHOOL DISTRICT TECHNOLOGY SERVICES DEPARTMENT

2026 LAREDO INDEPENDENT SCHOOL DISTRICT

The Required Ethical Principles

The district's AI governance must address these core areas:

1. Human Oversight & Control
Humans must be able to review AI decisions and pause, restrict, or disable AI when necessary.

2. Fairness & Accuracy
AI cannot unlawfully infringe on individual rights, and employees must verify AI-generated outcomes for accuracy.

3. Transparency & Redress
Individuals must be informed when interacting with public-facing AI or when AI makes consequential decisions, and mechanisms must exist to address harmful decisions.

4. Privacy & Security
Government entities must protect personally identifiable information, minimize unnecessary data collection, secure AI systems, and address known vulnerabilities.



What This Requires From Laredo ISD

The rule creates several operational responsibilities across district functions:

Districtwide Training
Train employees to use AI safely, ethically, and effectively.

Output Verification
Verify AI outputs rather than treating them as automatically authoritative.

System Evaluation
Evaluate AI systems regularly and document those evaluations.

Data Governance & Privacy
Establish AI data-governance and privacy practices.

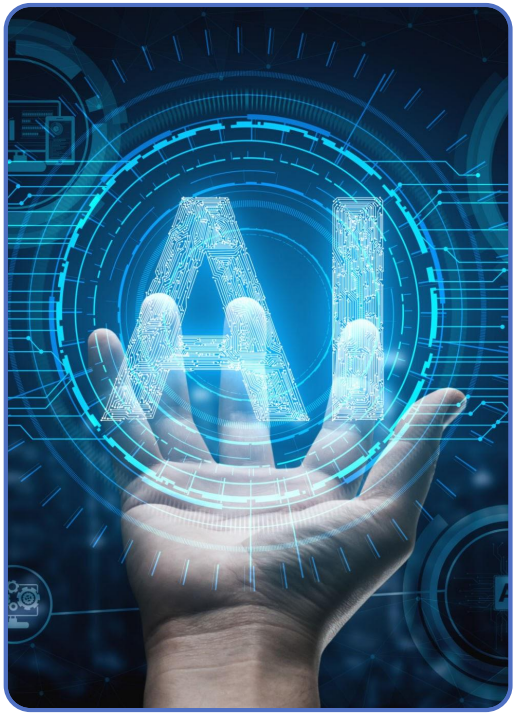
Vendor Contracting
Require vendors contractually to comply with AI ethical principles.

Records & Retention
Maintain records and retention schedules for AI inputs and outputs.

TPIA Compliance
Consider Texas Public Information Act implications for AI records.

Evaluation Mandate:
The rule also requires methods for regular evaluation of AI systems and documentation of those evaluations.

Recommended District Governance Response



Governance
Establish a district-wide **AI governance framework and responsible-use standard** aligned with Chapter 219.

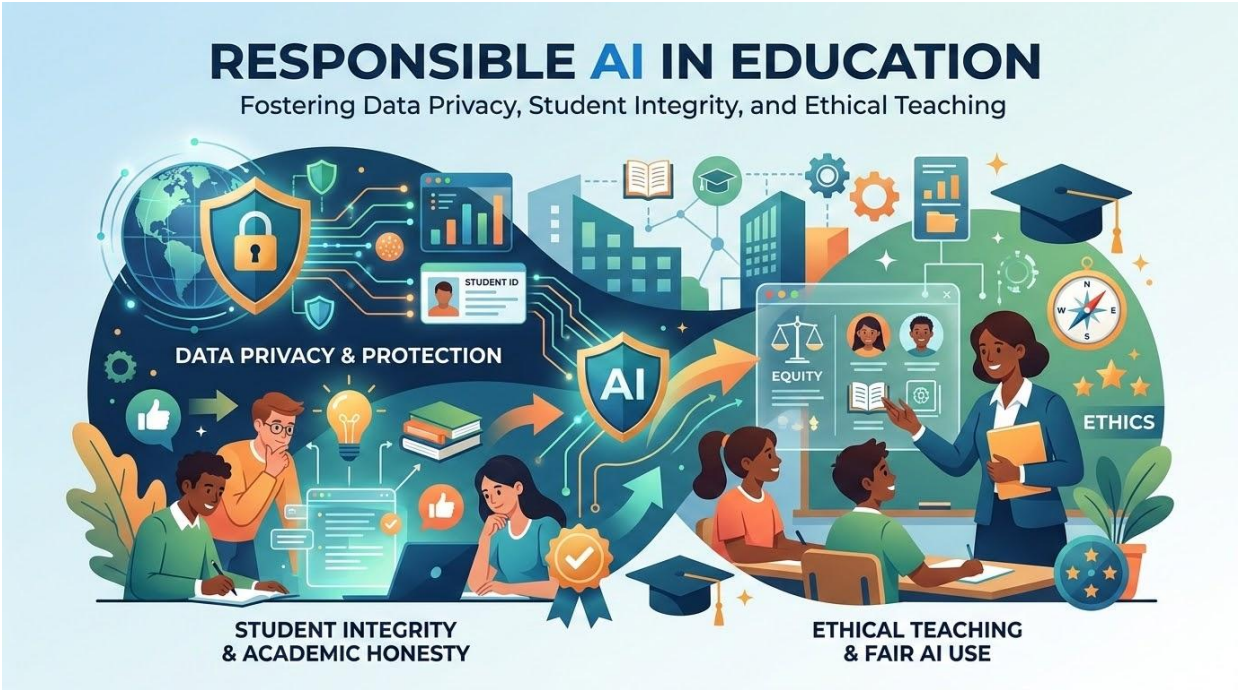
Procurement
Add AI-specific requirements to **vendor evaluation, contracting, privacy, security, and data-governance reviews**.

Workforce
Provide employees with clear guidance on:
Approved AI tools • Student/staff data • PII • Verification • Human oversight • Appropriate use

Oversight
Maintain an inventory of AI systems & establish procedures for:
Risk assessment → Approval → Monitoring → Evaluation → Documentation

District Accountability Mandate: Laredo ISD remains accountable for decisions and outcomes produced through AI, even when an AI system or outside vendor performs the underlying task.

Thank you!



LAREDO INDEPENDENT SCHOOL DISTRICT
TECHNOLOGY
SERVICES DEPARTMENT

2026
LAREDO INDEPENDENT SCHOOL DISTRICT

8. Communication and Updates
9. Adjournment