Notice of Regular Meeting
Board of Trustees
November 16, 2021

A Regular Meeting of the Board of Trustees will be held on November 16, 2021, beginning at 6:00 PM, in the Administration Building, 400 East Loop 340, Waco, TX 76705.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

I. Roll Call, Establishment of Quorum, and Call to Order -- Board President
II. Opening Ceremony -- Board President
III. Consider Listing of Agenda Items -- Board President
IV. Recognition Items -- Board President and Dr. Sharon M. Shields
    A. La Vega High School VITA Income Tax Program - Named New Recruit of the Year by the IRS -- Board President and Dr. Sharon M. Shields
    B. La Vega High School Cross Country Students Who Advanced to Regionals and La Vega High School Student Chloe McLellan for Advancing to the State Meet -- Board President and Dr. Sharon M. Shields
V. Public Participation -- Board President
VI. Special Reports -- Board President
    A. Superintendent's Report -- Dr. Sharon M. Shields
        1. Student Enrollment Update -- Dr. Sharon M. Shields
        2. Calendar of Events -- Dr. Sharon M. Shields
    B. House Bill 3 (HB3) Literacy, Math, and College, Career, and Military Readiness (CCMR) Progress Monitoring Report -- Dr. Charla Rudd
VII. Consider Consent Agenda Items -- Board President
    A. Minutes for Meetings Held -- Ms. Lori Mynarcik
    B. Monthly Tax Collection Recap and Report -- Mr. James Garrett
    C. Budget Amendments -- Mr. James Garrett
    D. Personnel Items -- Mr. Todd Gooden
    E. Policy Manual Update 118 -- Mr. Todd Gooden
        1. CFD(LOCAL) Accounting: Activity Funds Management -- Mr. Todd Gooden
        2. CQB(LOCAL) Technology Resources: Cybersecurity -- Mr. Todd Gooden
        3. DFE(LOCAL) Termination of Employment: Resignation -- Mr. Todd Gooden
        4. DP(LOCAL) Personnel Positions -- Mr. Todd Gooden
        5. EHAA(LOCAL) Basic Instructional Program: Required Instruction (All Levels) -- Mr. Todd Gooden
        6. EHBC(LOCAL) Special Programs: Compensatory/Accelerated Services -- Mr. Todd Gooden
        7. EIE(LOCAL) Academic Achievement: Retention and Promotion -- Mr. Todd Gooden
        8. FDE(LOCAL) Admissions: School Safety Transfers -- Mr. Todd Gooden
        9. FEA(LOCAL) Attendance: Compulsory Attendance -- Mr. Todd Gooden
        10. FEC(LOCAL) Attendance: Attendance for Credit -- Mr. Todd Gooden

11. FFG(LOCAL) Student Welfare: Child Abuse and Neglect -- Mr. Todd Gooden
12. FL(LOCAL) Student Records -- Mr. Todd Gooden

VIII. Action and Discussion Items -- Board President

A. Resolution of Votes Cast to Elect Directors for the McLennan County Appraisal District for the Years 2022-2023 -- Board President and Dr. Sharon M. Shields

B. Consider Monthly Budget Analysis Report -- Mr. James Garrett

C. Consider Teacher and Professional Employee Contract Recommendations -- Mr. Todd Gooden

IX. Closed Meeting -- Board President

X. Adjournment -- Board President

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

_____

For the Board of Trustees

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

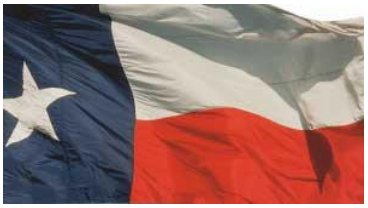
TO THE AMERICAN FLAG AND TO THE TEXAS FLAG WILL BE PROVIDED BY:

_____

(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

A. LVHS VITA Income Tax Program – Named New Recruit of the Year by the IRS
B. LVHS Cross Country Students Who Advanced to Regionals and LVHS Student Chloe McLellan for Advancing to State Cross Country Meet

Presented for:
Board action ☒ Report/Review Only ☐ Consent Agenda Item ☐

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

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. **Other Miscellaneous Items**

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

House Bill 3 (HB3) Literacy, Math, and College, Career, and Military Readiness (CCMR) Progress Monitor

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Sharon M. Shields, PhD
Charla Rudd, Ed. D.

Background Information:
The EC-Literacy and EC-Math goals are 5-year goals for aggregate student growth on 3rd-grade reading and math STAAR. The CCMR goal is a 5-year goal for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain. College readiness includes Texas Success Initiative (TSI) score SAT/ACT/TSI Assessments (TSIA) and earned an associate degree prior to graduation or enrolled in college by the fall immediately after high school graduation. Career readiness includes TSI score on SAT/ACT/TSIA and received an industry-based certification/Level I/Level II certificate. Military readiness includes Armed Services Vocational Aptitude Battery (ASVAB) passing score and enlisted in U.S. Armed Forces after graduation. The Board adopted the goals in January of 2021. The report provides a measure of progress for the first quarterly period.

Fiscal Implication:
None

Administrative Recommendation:
Review only.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

LVISD HB 3 Board Goals
1st Quarter 2021-22 Progress Report

Pre-Kindergarten Reading Goal

Pre-Kindergarten students scoring on grade level or above grade level in Reading as assessed on the CIRCLE Assessment will increase from 88% to 92% from August 2020 to June 2024

For 2022, 90% is the goal for students scoring on grade level or above grade level in **Reading**.

Progress from August 2021 to October 2021 –

	III.C.1 Child names at least 20 upper and lowercase letters.	III.C.3 Child produces the correct sound for 10 letters.	III.B.6 Produce Rhyming Words	III.D.3 Child asks and answers questions about a story.	II.D.4 Child uses a large speaking vocabulary, adding several words each day.	III .B.8 Blends Onset/Rime	
BOY	21%	13%	7%	15%	45%	4%	
BOY Interim	25.7%	20.4%	10.7%	18.7%	51.8%	9.8%	

✓ **The campus is on-track to meeting the 90% goal.**

Pre-Kindergarten Mathematics Goal

Pre-Kindergarten students scoring on grade level or above grade level in **Mathematics** as assessed on the CIRCLE Assessment will increase from 86% to 90% from August 2020 to June 2024

For 2022, 88% is the goal for students scoring on grade level or above grade level in **Math**.

Progress from August 2021 to October 2021 –

	V.A.3 Child uses words to rote count from 1 to 30.	V.C.1 Child names common shapes.	V.A.9 Child recognizes one-digit numerals, 0-9.	V.A.1, V.A.3, V.A.5 Child counts sets using 1-1
BOY	7%	19%	20%	22%
Interim #1	18.5%	28.3%	28.3%	55.5%

✓ **The campus is on-track to meeting the 88% goal.**

Kindergarten Reading Goal

Kindergarten students scoring on grade level or above grade level in Reading as assessed on the TPRI Assessment will increase from 85% to 89% from August 2020 to June 2024

For 2022, 87% is the goal for students scoring on grade level or above grade level in **Reading**.

Progress from August 2021 to October 2021 –

	K.2 (D) (v) Letter ID	K.2(B) (i) Sounds	K.2(A) (i) Produces Rhyming Words	K.2(A) (viii) Blends Phonemes	K.2(B) (iv) Sight Words	K.7 (C) Listening Comp	K.LA.2H Identifies Initial Sounds	K.2(B) (ii) Decodes Words	K.2E Forms Letters	K.2(C) (i) Spells Words	Writes Name
BOY	**74%**	**72%**	--------	**51%**	--------	**54%**	--------	**24%**	---------	**59%**	--------
Interim #1	**21%**	**29%**	**52%**	**25%**	**10%**	**41%**	**37%**	**5%**	**5%**	**24%**	**61%**

The campus is on-track to meeting the 87% goal.

Kindergarten Mathematics Goal

Pre-Kindergarten students scoring on grade level or above grade level in **Mathematics** as assessed on the ESGI Assessment will increase from 76% to 86% from August 2020 to June 2024

For 2022, 88% is the goal for students scoring on grade level or above grade level in **Math**.

Progress from August 2021 to October 2021 –

	K.5 Counts to 100	**K.2(B) Reads Whole Numbers**	**K.2(B) Writes Whole Numbers**	**K.3(A) Adding**	**K.2(E) Generates a Set that is Less, More or Equal To**
BOY	9%	22%	----------	15%	----------
Interim	23.8%	21%	9.2%	14%	2.0%

The campus is on-track to meeting the 88% goal.

1st Grade Reading Goal

1st Grade students scoring Approaches or above grade level in Reading as assessed on the TPRI Assessment will increase from 19% to 25% from August 2020 to June 2024

For 2021, 86% is the goal for students scoring on grade level or above grade level in **Reading**.

Progress from August 2021 to October 2021 –

Subject: Reading Grade: 01 Language: English Version: 001 Date: 9/9/2021
Passing Standard: 70% Description: 1st grade Reading CBA 9/9

Students: 201 Passed: 109 (54%) Average Score: 66

Item	Description	Tested	Weight	Mastery
ELA-Gr1_2Aiii	demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words;	2	14%	56%
ELA-Gr1_2Bi	demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences;	3	21%	76%
ELA-Gr1_2Bvi	demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list;	5	36%	60%
ELA-Gr1_8B	describe the main character(s) and the reason(s) for their actions;	4	29%	73%

TEKS Standards: Readiness Supporting Process Readiness/Supporting Level of Concern: Challenging (<70) Moderate (70-79) Low Risk (80-100)

Subject: Reading Grade: 01 Language: English Version: 003 Date: 10/22/2021
Passing Standard: 70% Description: 1st grade Reading CBA 10/22

Students: 182 Passed: 134 (74%) Average Score: 74

Item	Description	Tested	Weight	Mastery
ELA-Gr1_2Bi	demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences;	4	29%	83%
ELA-Gr1_2Bii	demonstrate and apply phonetic knowledge by: decoding words with initial and final consonant blends, digraphs, and trigraphs;	3	21%	84%
ELA-Gr1_2Bv	demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including -ed, -s, and -es; and	3	21%	86%
ELA-Gr1_6F	make inferences and use evidence to support understanding with adult assistance;	1	7%	41%
ELA-Gr1_7C	use text evidence to support an appropriate response;	2	14%	54%
ELA-Gr1_9Diii	recognize characteristics and structures of informational text, including: organizational patterns such as chronological order and description with adult assistance;	1	7%	57%

TEKS Standards: Readiness Supporting Process Readiness/Supporting Level of Concern: Challenging (<70) Moderate (70-79) Low Risk (80-100)

✓ **The campus is on-track to meeting the 86% goal.**

1st Grade Mathematics Goal

1st Grade students scoring on grade level or above grade level in **Mathematics** as assessed on the STAR Renaissance Math Assessment will increase from 482 to 522 (scale score) from August 2020 to June 2024

For 2021, 492 scale score (on grade level) is the goal for 86% of students in **Math**.

Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 755 SS	At/Above 40 PR	90	71%
Category Total			**90**	**71%**
Below Benchmark				
On Watch	Below 755 SS	At/Below 39 PR	22	17%
Intervention	Below 733 SS	At/Below 24 PR	8	6%
Urgent Intervention	Below 700 SS	At/Below 9 PR	7	6%
Category Total			**37**	**29%**
Students Tested			**127**	
Students Not Tested			**111**	
Total Students			**238**	

✓ **The campus is on-track to meeting the 86% goal.**

2nd Grade Reading Goal

2nd Grade students scoring Approaches or above grade level in Reading as assessed on the TPRI Assessment will increase from 7% to 15% from August 2020 to June 2024

For 2021, 9% increase is the goal for students scoring on grade level or above grade level in **Reading**.

Progress from August 2021 to October 2021 –

Subject: Reading Grade: 02 Language: English Version: 001 Date: 9/3/2021
Passing Standard: 70% Description: 2nd grade Reading CBA 9-3

Students: 159 Passed: 73 (46%) Average Score: 64

Item	Description	Tested	Weight	Mastery
ELA-Gr2_2Bi	demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends	6	40%	58%
ELA-Gr2_7C	use text evidence to support an appropriate response;	2	13%	61%
ELA-Gr2_7F	respond using newly acquired vocabulary as appropriate.	4	27%	77%
ELA-Gr2_8B	describe the main character's (characters') internal and external traits;	1	7%	70%
ELA-Gr2_8D	describe the importance of the setting.	2	13%	57%

TEKS Standards: Readiness Supporting Process Readiness/Supporting Level of Concern: Challenging (<70) Moderate (70-79) Low Risk (80-100)

Subject: Reading Grade: 02 Language: English Version: 005 Date: 10/29/2021
Passing Standard: 70% Description: 2nd grade Reading CBA 10/27

Students: 162 Passed: 92 (57%) Average Score: 71

Item	Description	Tested	Weight	Mastery
ELA-Gr2_2Biii	demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	5	33%	76%
ELA-Gr2_3B	use context within and beyond a sentence to determine the meaning of unfamiliar words;	5	33%	84%
ELA-Gr2_6F	make inferences and use evidence to support understanding;	1	7%	56%
ELA-Gr2_8C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	4	27%	55%

TEKS Standards: Readiness Supporting Process Readiness/Supporting Level of Concern: Challenging (<70) Moderate (70-79) Low Risk (80-100)

The campus is on-track to meeting the 9% increase goal.

2nd Grade Mathematics Goal

2nd Grade students scoring on grade level or above grade level in **Mathematics** as assessed on the STAR Renaissance Math Assessment will increase from 442 to 482 (scale score) from August 2020 to June 2024

For 2021, 452 is the goal for 88% of students in **Math**.

Progress from August 2021 to October 2021 –

Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 851 SS	At/Above 40 PR	78	43%
Category Total			**78**	**43%**
Below Benchmark				
On Watch	Below 851 SS	At/Below 39 PR	26	14%
Intervention	Below 828 SS	At/Below 24 PR	44	24%
Urgent Intervention	Below 792 SS	At/Below 9 PR	33	18%
Category Total			**103**	**57%**
Students Tested			**181**	
Students Not Tested			**38**	
Total Students			**219**	

The campus is on-track to meeting the 88% of students at a 452-scale score goal.

3rd Grade Reading Goal

3rd Grade students scoring Approaches or above grade level in Reading as assessed on the STAAR Assessment will increase from 86% to 90% from August 2020 to June 2024

For 2021, 87% is the goal for students scoring on grade level or above grade level in **Reading**.

Progress from August 2021 to October 2021 –

Subject: Reading Grade: 03 Language: English Version: 002 Date: 9/8/2021
Passing Standard: 70% Description: STAAR Baseline Assessment 9/8

Students: 161 Passed: 25 (16%) Average Score: 48

Item	Description	Tested	Weight	Mastery
ELA-Gr3_3B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	2	8%	56%
ELA-Gr3_3D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	1	4%	45%
ELA-Gr3_6F	make inferences and use evidence to support understanding;	9	36%	48%
ELA-Gr3_7C	use text evidence to support an appropriate response;	2	8%	67%
ELA-Gr3_8C	analyze plot elements, including the sequence of events, the conflict, and the resolution; and	2	8%	59%
ELA-Gr3_9B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	3	12%	36%
ELA-Gr3_9Dii	recognize characteristics and structures of informational text, including: features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	1	4%	42%
ELA-Gr3_9Diii	recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution;	1	4%	30%
ELA-Gr3_10A	explain the author's purpose and message within a text;	2	8%	49%
ELA-Gr3_10D	describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	2	8%	48%

TEKS Standards: Readiness Supporting Process Readiness/Supporting Level of Concern: Challenging (<70) Moderate (70-79) Low Risk (80-100)

Subject: Reading Grade: 03 Language: English Version: 004 Date: 10/22/2021
Passing Standard: 70% Description: 3rd grade Reading CBA 10/22

Students: 172 Passed: 95 (55%) Average Score: 67

Item	Description	Tested	Weight	Mastery
ELA-Gr3_3B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	2	14%	79%
ELA-Gr3_6F	make inferences and use evidence to support understanding;	2	14%	66%
ELA-Gr3_7C	use text evidence to support an appropriate response;	1	7%	63%
ELA-Gr3_8C	analyze plot elements, including the sequence of events, the conflict, and the resolution; and	1	7%	68%
ELA-Gr3_9Di	recognize characteristics and structures of informational text, including: the central idea with supporting evidence;	1	7%	64%
ELA-Gr3_9Dii	recognize characteristics and structures of informational text, including: features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	3	21%	64%
ELA-Gr3_9Diii	recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution;	2	14%	56%
ELA-Gr3_10A	explain the author's purpose and message within a text;	2	14%	74%

TEKS Standards: Readiness Supporting Process Readiness/Supporting Level of Concern: Challenging (<70) Moderate (70-79) Low Risk (80-100)

The campus is on-track to meeting the 87% goal.

3rd Grade Mathematics Goal

3rd Grade students scoring on grade level or above grade level in **Mathematics** as assessed on the STAAR Assessment will increase from 79% to 83% from August 2020 to June 2024

For 2021, 81% is the goal for students scoring on grade level or above grade level in **Math**.

Progress from August 2021 to October 2021 –

24% of students scored at Approaches or above on Practice STAAR Math in January 2021.

Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 904 SS	At/Above 40 PR	98	51%
Category Total			**98**	**51%**
Below Benchmark				
On Watch	Below 904 SS	At/Below 39 PR	24	13%
Intervention	Below 881 SS	At/Below 24 PR	37	19%
Urgent Intervention	Below 848 SS	At/Below 9 PR	32	17%
Category Total			**93**	**49%**
Students Tested			**191**	
Students Not Tested			**30**	
Total Students			**221**	

The campus is on-track to meeting the 81% goal.

Teacher Professional Development

All Kindergarten – 3rd grade teachers will complete the Texas Reading Academy by 2023

4 Bilingual PK-3rd Grade Teachers have completed 20% of the Reading Academy.
5 1st – 3rd Grade Teachers have completed 20% of the Reading Academy.
6 4th Grade Teachers have completed 20% of the Reading Academy.

The district is on-track to meeting the 100% of all K-3 teachers completing the Reading Academy by 2023. Currently we are 99%.

High School College, Career, and Military Readiness
The percent of graduates that meet the criteria for CCMR will increase from 40% to 70% by August 2024.

The percent of students that meet the threshold for college ready status will increase from 40% to 70% by August 2024.

For 2022, 60%% is the goal for students meeting college career and military readiness status.

2020-21 Data

968 students	TSI Reading	TSI Math	SAT	Dual Credit	Industry Cert.	Associates Degree
CCMR 145 (15%)	65 (7%)	43 (4%)	42 (1%)	106 (11%)	51 (5%)	17 (2%)
Progress from August 2021 to October 2021 –						
2021-22						
			17 (7.8%)	185 (19.7%) MCC		
Cohort 2022 - 219	73/224 = (32.5%)	44/224 = (19.6%)		5 - TSTC		
Cohort 2023 – 228	63/232 = (27%)	25/232 = (10.7%)		12 - TSTC		
Cohort 2024 – 237	45/242 = (18.5%)	5/92 = (5%)				
Cohort 2025 – 253	37/92 = (40%)	0				

For 2022, 28%% is the goal for students meeting college ready status via testing.

The campus is on-track to meeting the 60% goal.

The percent of graduates that earn an Industry-based certification will increase from 16% to 40% by August 2024.

For 2022, 31% is the goal for students earning an Industry-based certification.

- Tax Preparation Program applied to provide VITA Industry Certification
- 12 students enrolled at TSTC in Machine Engineering
- 62 students enrolled with MCC Nursing

Undetermined if the campus is on-track to meeting the 31% goal.

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:

Approve Minutes for Meeting(s) Held

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields or Ms. Lori Mynarcik

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: _____

La Vega Independent School District
400 East Loop 340, Waco, Texas 76705
254-299-6700 ♦ 254-799-8642 FAX

Office of the Superintendent

La Vega I.S.D. Board of Trustees
Minutes of the Regular Meeting
October 19, 2021

BOARD MEMBERS PRESENT – Mildred Watkins, Henry C. Jennings, Rev. Larry Carpenter, and Brenda Rocha

BOARD MEMBERS ABSENT – Phil Bancale, Randy Devorsky, and Raymond Koon

SCHOOL PERSONNEL PRESENT – Dr. Sharon M. Shields, Todd Gooden, Dr. Charla Rudd, James D. Garrett, Chief Kerry Blakemore, and Lori Mynarcik

OTHERS PRESENT – None

CALLED TO ORDER – Board President Mildred Watkins established a quorum and brought the board meeting to order at 6:00 p.m.

OPENING CEREMONY – The Pledges of Allegiance to the United States Flag and the Texas Flag were led by Mr. Todd Gooden, Assistant Superintendent for Personnel and Administration.

APPROVED LISTING OF AGENDA ITEMS - On a motion by Mr. Jennings and seconded by Mrs. Rocha, the Board unanimously approved the listing of agenda items.

PUBLIC HEARING ON THE LA VEGA ISD ANNUAL FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) MANAGEMENT REPORT – A public hearing was held on the La Vega ISD Annual Financial Integrity Rating System of Texas (FIRST) Management Report. The 2019-2020 District Rating for La Vega ISD is “Superior Achievement.”

RECOGNITION ITEMS – None

PUBLIC PARTICIPATION – None

SPECIAL REPORTS – Board Members received the following special report(s).

Superintendent's Information to the Board – Dr. Sharon M. Shields, Superintendent, updated the Board Members on upcoming calendar items and other miscellaneous information.

APPROVED CONSENT AGENDA ITEMS - Motioned by Mrs. Rocha and seconded by Rev. Carpenter, the Board unanimously approved the following consent agenda items:

- the minutes for the September 21, 2021 regular board meeting
- the monthly tax collection recap and report

- the budget amendments
- the quarterly investment report

ACTION AND DISCUSSION ITEMS - The following items were considered, discussed, and/or approved by the Board of Trustees.

Approved the Resolution of Candidate Nomination(s) for the McLennan County Appraisal District Board of Directors for 2022-2023 – Motioned by Mr. Jennings and seconded by Mrs. Rocha, the Board Members unanimously approved the resolution to nominate Ms. Mildred Watkins for the McLennan County Appraisal District Board of Directors for the Years 2022-2023.

Approved the Monthly Budget Analysis Report – On a motion by Rev. Carpenter and seconded by Mr. Jennings, the Board Members unanimously approved the monthly budget analysis report.

Approved Teacher and Profession Employee Contract Recommendations - None

CLOSED MEETING – None

ADJOURNMENT - On a motion by Mr. Jennings and seconded by Mrs. Rocha, the Board of Trustees unanimously agreed to adjourn the meeting at 6:15 p.m. on October 19, 2021.

_____
Date of Board Approval

_____
President, La Vega I.S.D. Board of Trustees

_____
Secretary, La Vega I.S.D. Board of Trustees

Monthly Tax Collection Recap and Report

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. James Garrett

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: _____

La Vega ISD
Tax Collection Report

Current Year M&O Taxes	For Month of	Year to Date
10	Oct 2021	Oct 2021
Original Current Roll		**$ 13,277,667**
Adjustments	$ 261,040	$ 261,040
Total Adjusted Roll		**$ 13,538,707**
Current M&O Taxes Collected	$ 1,333,288	**$ 1,333,288**
Current P & I Collected	$ -	**$ -**
Current Taxes Collected Adjustments		**$ -**
Total Current Taxes Collected	$ 1,333,288	**$ 1,333,288**
% of Current Taxes Collected		**9.8480%**
Current Year I&S Taxes	**For Month of**	**Year to Date**
Current I&S Taxes Collected	$ 321,808	**$ 321,808**
Current P & I Collected	$ -	**$ -**
Current Taxes Collected Adjustments	$ -	**$ -**
Total Current Taxes Collected	$ 321,808	**$ 321,808**
% of Current Taxes Collected		**2.3769%**
Total Collections Current	**$ 1,655,096.00**	**$ 1,655,096.00**
		12.22%
Delinquent M&O Taxes	**This Month**	**Year to Date**
Delinquent Taxes Outstanding		**$ 715,254**
Adjustments	$ (2,772)	$ (3,173)
Total Adjusted Delinquent Roll		**$ 712,081**
Delinquent M&O Taxes Collected	$ 15,373	**$ 36,354**
Delinquent P & I Collected	$ 9,715	**$ 18,642**
Attorney Fees Collected		**$ -**
Delinquent Taxes Collected Adjustment		
Total Delinquent Balance Collected	$ 25,088	**$ 54,996**
% of of Delinquents Collected		**7.7233%**
Delinquent I&S Taxes	**This Month**	**Year to Date**
Delinquent I&S Taxes Collected	$ 3,316	**$ 7,877**
Delinquent P & I Collected	$ 1,896	**$ 3,732**
Attorney Fees Collected	$ -	**$ -**
Delinquent Taxes Collected Adjustment	$ -	**$ -**
Total Delinquent Balance Collected	$ 5,212	**$ 11,609**
% of of Delinquents Collected		**1.6303%**
Total Collections Delinquent	**$ 30,300**	**$ 66,605**
Grand Total Collections	**$ 1,685,396**	**$ 1,721,701**
Paid YTD		**$ 1,699,327**
Balance Remaining		**$ 12,551,461**
		88.08%

Budget Amendment(s)

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. James D. Garrett

Background Information:
After adoption of the official budget each year, there are requests to change appropriations that arise for several reasons:

The PTO, booster club or some other similar organization desires to purchase some items for the school. According to regulation, these gifts must be reflected in the accounting records of the District and thus require a budget change request.

At each school, the principal maintains a "club" fund of which part is derived from the sale of soft drinks and school supplies. Traditionally, the principals have been allowed to use such funds at the campus at which they are generated. To use these funds, the principal must make a budget change request.

During the course of the fiscal year, most of the organization heads realize a need to transfer appropriations from account to account due to changing needs. Due to unforeseen circumstances, additional appropriations are occasionally required. Such an instance might be emergency repairs to a roof. The budget is a flexible document. Budget change requests are the way that accountability for that flexibility is maintained.

Fiscal Implication:
The fiscal implications of the budget amendment(s) are noted in the attached document.

Administrative Recommendation
The administration recommends approval of the budget amendment(s) as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Fund 199 / 2 GENERAL FUND

Amendment Nbr	Date / Amendment Reason / Fnc-Obj.So-Org-Prog	Original	Approved	Increase	Decrease	Amended
121335	10-11-2021 B121335 BUDGET CHANGE					
	11-6249.00-103-211000	-70,000.00	-50,000.00	.00	10,000.00	-40,000.00
	23-6118.00-103-299000	.00	.00	10,000.00	.00	-10,000.00
	Amendment 121335 Total			**10,000.00**	**10,000.00**	
121359	11-02-2021 B121359 BUDGET CHANGE					
	13-6499.99-821-299000	-6,300.00	-6,300.00	2,000.00	.00	-8,300.00
	21-6399.00-821-223700	-2,000.00	-2,000.00	.00	2,000.00	.00
	Amendment 121359 Total			**2,000.00**	**2,000.00**	
121365	11-12-2021 B121365 BUDGET CHANGE					
	11-6399.00-007-224000	.00	-5,000.00	.00	2,000.00	-3,000.00
	11-6399.00-007-224700	.00	-2,000.00	.00	1,000.00	-1,000.00
	23-6399.00-007-224000	.00	.00	3,000.00	.00	-3,000.00
	Amendment 121365 Total			**3,000.00**	**3,000.00**	
	Fund 199 / 2 Totals					
	3XXX	**.00**	**.00**	**.00**	**.00**	**.00**
	5XXX	**.00**	**.00**	**.00**	**.00**	**.00**
	6XXX	**-78,300.00**	**-65,300.00**	**15,000.00**	**15,000.00**	**-65,300.00**
	7XXX	**.00**	**.00**	**.00**	**.00**	**.00**
	8XXX	**.00**	**.00**	**.00**	**.00**	**.00**
	Grand Totals					
	3XXX	**.00**	**.00**	**.00**	**.00**	**.00**
	5XXX	**.00**	**.00**	**.00**	**.00**	**.00**
	6XXX	**-78,300.00**	**-65,300.00**	**15,000.00**	**15,000.00**	**-65,300.00**
	7XXX	**.00**	**.00**	**.00**	**.00**	**.00**
	8XXX	**.00**	**.00**	**.00**	**.00**	**.00**

End of Report

Personnel Items

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:
The following personnel items are submitted for board approval.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

GENERAL MAINTENANCE II

Reports To: Director of Maintenance

Dept / Campus: Maintenance Dept.

Pay Grade: A-503

Board Approval: November 2021

PRIMARY PURPOSE / FUNCTION:

To facilitate and enhance the accomplishment of the instructional program by providing specialized support services.

QUALIFICATIONS:

Special Knowledge/Skills:
Technical knowledge preferred
Technical knowledge required for certain positions
Knowledge of the basic principals of school plant and maintenance operations
Strong organizational, communication, and interpersonal skills
Calm and patient demeanor with students and others
Certification of specialized skills in one or more areas of maintenance
Specialized training in one or more areas of maintenance

Experience:
Minimum of two years work experience in the area of building maintenance all phases
Meet minimum physical requirements

MAJOR RESPONSIBILITIES AND DUTIES:

1. Repair or replace lights, ballast's, bulbs, wall plugs, light switches, and connectors.

2. Maintain and operate hand/power tools, equipment, and supplies required in the craft using good safety practices.

3. Assume primary responsibility for specialized tasks as assigned.

4. Identify and resolve various maintenance repair problems related to the appropriate area.

5. Demonstrate effective communications with principals, department supervisors, and others in reporting and scheduling maintenance problems that are not covered by craft/trade.

General Maintenance II cont.

6. Keep accurate log of time spent in areas of maintenance and time spent on grounds work separately.

7. Demonstrate initiative in relation to the position, including job planning, estimating materials, and procure the proper materials and supplies for completing.

8. Obtain and/or maintain certification in specialized area(s) of maintenance.

9. Take the initiative to develop needed professional skills appropriate to job assignments.

10 Demonstrate behavior that is professional, ethical, and responsible. Serve as a role model for all district staff.

11. Promote a positive caring climate for learning.

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

13. Work cooperatively with co-workers and supervisors to ensure that the goals of the school/district are met.

14. Demonstrate regular and prompt attendance.

15. Must be available for after hour demands as needed including evenings/weekends & holidays.

16. Assist other crafts/trades in making any repairs and/or performing tasks to all district facilities.

17. Examine district facilities on a regular basis for preventative maintenance relating to job assigned.

18. Work in all climate conditions both inside and outside including work from aerial boom lifts.

19. Perform other duties and accept co-workers responsibilities as assigned by supervisor.

General Maintenance II cont.

WORKING CONDITIONS:

Mental Demands
Must be able to understand and follow written or verbal instructions
Maintain emotional control under stress
Maintain a clear focus on customer delight

Physical Demands:
Must be able to lift and carry 50lb.
Must know and use proper lifting techniques
Must be able to safely use and help maintain equipment
Must be able to work inside or outside

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

CHIEF ACADEMIC OFFICER for ACCELERATION

Reports To: Superintendent

Dept / Campus: Administration

Pay Grade: P-605

Board Approval: November 2021

PRIMARY PURPOSE / FUNCTION:

This position is grant funded through December of 2024.

Supervise and coordinate with the Superintendent to provide leadership focused on minimizing learning losses during COVID-19. Ensure that the development and delivery of academic programs are effective and efficient, incorporate district goals, and supports student accelerated achievement to overcome learning gaps and loss. Coordinate with district level staff responsible for the effective and efficient operation of the following departments: Bilingual/ESL Career and Technical Education, Curriculum and Instruction, Opportunity Culture, Assessment and Accountability, and Special Education.

QUALIFICATIONS:

Education/Certification:
Master's degree from an accredited college or university
Texas mid-management or appropriate Texas Certificate
Demonstrated success as a campus administrator or related experience

Special Knowledge/Skills:
Thorough knowledge of curriculum and instruction
Knowledge of school and district organization, operations, policies, goals and objectives
Ability to manage budget and personnel
Ability to interpret data, evaluate instructional programs and teaching effectiveness
Strong organizational, communication, and interpersonal skills
Patient and calm demeanor with students and others

Experience:
Ten years teaching experience.
Prior experience working with special programs preferred.
Prior experience in a District-Level administrative role.

MAJOR RESPONSIBILITIES AND DUTIES:

Curricular and Instructional

1. Supervise and direct the implementation of the district's instructional and curricular programs, assessments, and pedagogical approaches on all campuses; the development of the professional learning communities with principals focused on leadership practices and the use of leadership tools that improve teaching and learning; and the development of campus plans designed to improve struggling student academic achievement due to the pandemic.

2. Supervise and direct through the Superintendent the development and delivery of districtwide special programs and intervention programs designed to improve student academic achievement and provide access to programs for all student groups.

3. Supervise and direct through the Superintendent the monitoring and re-evaluation of instructional programs on an outgoing basis using input from teachers and principals, applied research, and student data to determine effectiveness and improve outcomes. Recommend changes and adjustments where appropriate.

4. Coordinate with the District Testing Coordinator to monitor student performance and measure student growth, measure teacher effectiveness and impact of teacher coaching activities.

5. Participate in the district-level decision-making process to establish and review the district's goals and objectives and major classroom instructional programs. Ensure that goals and objectives are developed using effective collaborative processes and problem-solving techniques.

6. Encourages and support the development and implementation of innovative instructional programs to accelerate staff and student growth needs

7. Ensure that the necessary time, resources, materials, and technology to support accomplishment of academic goals and growth are available.

8. Engage instructional staff in evaluating and selecting instructional tools and materials to meet student-learning needs.

9. Actively support the efforts of others to achieve district goals and objectives and campus performance objectives.

Organizational Growth & Development

10. Oversee professional development programs and provide effective activities that support accelerated instructional programs, incorporate input from teachers and principals, and are consistent with the district's mission.

11. Facilitate staff development in programs that lead to improved job performance and increased student growth.

12. Utilize information provided through formative, summative and interim assessment data to develop a professional growth plan to improve professional skills and knowledge for teachers and growth in academic and behaviors for students.

13. Develop, use, and evaluate ideas and/or innovative approaches to improve teacher performance with struggling students.

Personnel & Professional Growth

14. Participate in professional organizations, disseminate ideas andinformation of other professionals, and provide leadership in identifying trends and opportunities, as well as solving problems facing students who are struggling with learning concepts and processes.

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

16. Assist the Asst. Superintendents of Personnel & Administration in implementation of the new teacher induction and mentor programs.

17. Actively seek and utilize feedback from peers, subordinates superordinate's regarding personal performance.

18. Conference regularly with assigned staff to discuss performance; jointly develop improvement objectives to identify professional growth opportunities.

19. Coordinate with Superintendent to evaluate job performance of employees to ensure effectiveness.

Community Relations

20. Communicate district curriculum, instructional practices, accomplishments, goals, and new directions on minimizing learning loss to parents and the community; solicits their input on these instructional issues

21. Effectively use the district design for articulating the district's instructional philosophy and curriculum implementation strategies in minimizing learning loss for students to the public.

22. Demonstrate a commitment to the mission of the district as it is communicated to the public and the progress in minimizing learning loss for students.

Policy Management

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

24. Offer constructive suggestions to ensure that policies and regulations support the teaching /learning process for struggling learners.

Fiscal Management

25. Define the program and fiscal needs in the budget development process, ensuring, that fiscal resources address the mission of the school (district) as related to district instructional administration.

26. Demonstrate responsible fiscal control over assigned program budgets.

27. Analyze facility and equipment needs for optimum teaching and learning; utilizes information to make necessary changes or adjustments.

28. 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)
Ability to work both remotely and in-person at the discretion of the Superintendent
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

LA VEGA I. S. D. 2021 – 2022 PROFESSIONAL PAYGRADES

	Job Code	MINIMUM	MID-POINT	MAXIMUM
PAYGRADE: P-0				
TX ACE Family Engagement Specialist	P-002	$28,166	$33,984	$39,802
Instructional Assistant/Athletics	P-003			
PAYGRADE: P-1				
Case Worker/Social Worker	P-101	$45,070	$52,466	$59,528
Speech Pathologist (non-ASHA certified)	P-104			
Student Services/SEL Liaison	P-108			
Student Services Liaison	P-109			
Speech Therapy Assistant ($1,500 stipend)	P-110			
Migrant/LEP Specialist (Moved to P-207)	P-112			
Athletic Trainer	P-113			
Educational Diagnostician ($10,000 stipend)	P-118			
Parent Liaison	P-120			
CATE Campus Coordinator (Move to P-211)	P-122			
Naval Science Instructor ($6,000 stipend)	P-123			
Senior Naval Science Instructor ($6,000 stipend)	P-124			
College, Career, & Military Advisor	P-126			
District PEIMS/Student Services Coordinator	P-127			
Behavior Interventionist	P-128			
PK Family Engagement Specialist	P-129			
PAYGRADE: P-2				
Head Athletic Trainer	P-200	$51,225	$61,759	$72,505
LV Education Foundation Ex. Director	P-201			
Credit Recovery Specialist	P-203			
Student Services Specialist	P-204			
Instructional Facilitator	P-205			
Speech Pathologist (ASHA certified)	P-206			
Literacy Specialist	P-207			
Licensed Specialist/School Psychology (LSSP)	P-208			
TX ACE Site Coordinator	P-209			
EL Specialist	P-210			
CATE Campus Coordinator	P-211			

LA VEGA I. S. D. 2021 – 2022 PROFESSIONAL PAYGRADES

PAYGRADE: P-3 Cohort Asst. Principal (7-12) Asst. Principal –Instruction (PK-6) Asst. Principal – Instruction (7-12) Asst. Principal for Student Services Director of Athletics Director of Music/Head Band Director Director of Technology Literacy Coordinator (Moved to P207) Director of Special Education (Moved to P-5) Instructional Technology Specialist TX ACE Project Director Asst. Director – Special Ed Asst. Athletic Director/Head Football Coach Asst. Principal for ECHS Associate Principal for Instruction – LVHS Director of Opportunity Culture	P-300 P-301 P-302 P-303 P-304 P-305 P-306 P-307 P-308 P-309 P-310 P-311 P-312 P-313 P-314 P-315	$56,166	$67,921	$79,675
PAYGRADE: P-4 Principal (Grades PK-6) Principal (Grades 7-8) Director of Early College/High School Dean of Advanced Studies (Inactive) Principal of Curriculum/Instruction	P-403 P-404 P-405 P-406 P-407	$67,236	$81,483	$95,728
PAYGRADE: P-5 Principal (Grades 9-12) Director of Bilingual Education & Sp. Programs Director of Secondary Education (Inactive) Director of Special Education, Assessment & St. Support	P-501 P-504 P-505 P-506	$74,193	$90,006	$105,815
PAYGRADE: P-6 Asst. Superintendent for Personnel & Administration Asst. Superintendent for Finance Asst. Supt. for Curriculum, Instruction, & Assessment Chief Academic Officer for Acceleration	P-602 P-603 P-604 P-605	$81,920	$99,526	$117,132
PAYGRADE: P-7 Inactive	P-701	Inactive	Inactive	Inactive
PAYGRADE: P-8 Superintendent	P-801	$100,114	$121,759	$143,403

Policy Manual Update 118

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:
Information about Policy Manual Update 118 is attached.

Fiscal Implication:
N/A

Administrative Recommendation:
The administration recommends approval of Policy Manual Update 118.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Instruction Sheet

TASB Localized Policy Manual Update 118

La Vega ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
A	(LEGAL)	Replace table of contents	Revised table of contents
AE	(LEGAL)	Replace policy	Revised policy
AG	(LEGAL)	Replace policy	Revised policy
AIA	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
AIE	(LEGAL)	ADD policy	See explanatory note
BA	(LEGAL)	DELETE policy	See explanatory note
BAA	(LEGAL)	Replace policy	Revised policy
BBA	(LEGAL)	Replace policy	Revised policy
BBBA	(LEGAL)	Replace policy	Revised policy
BBBB	(LEGAL)	Replace policy	Revised policy
BBBD	(LEGAL)	Replace policy	Revised policy
BBD	(LEGAL)	Replace policy	Revised policy
BBFA	(LEGAL)	Replace policy	Revised policy
BDF	(LEGAL)	Replace policy	Revised policy
CBA	(LEGAL)	Replace policy	Revised policy
CBB	(LEGAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CCH	(LEGAL)	Replace policy	Revised policy
CDC	(LEGAL)	Replace policy	Revised policy
CE	(LEGAL)	Replace policy	Revised policy
CFA	(LEGAL)	Replace policy	Revised policy
CFC	(LEGAL)	Replace policy	Revised policy
CFD	(LOCAL)	Replace policy	Revised policy
CH	(LEGAL)	Replace policy	Revised policy
CHE	(LEGAL)	Replace policy	Revised policy
CHF	(LEGAL)	Replace policy	Revised policy
CHG	(LEGAL)	Replace policy	Revised policy
CHH	(LEGAL)	Replace policy	Revised policy
CK	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy

La Vega ISD

Code	Type	Action To Be Taken	Note
CKB	(LEGAL)	Replace policy	Revised policy
CKC	(LEGAL)	Replace policy	Revised policy
CKD	(LEGAL)	Replace policy	Revised policy
CKE	(LEGAL)	Replace policy	Revised policy
CKEA	(LEGAL)	Replace policy	Revised policy
CKEB	(LEGAL)	Replace policy	Revised policy
CKEC	(LEGAL)	Replace policy	Revised policy
CLA	(LEGAL)	Replace policy	Revised policy
CLE	(LEGAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CNA	(LEGAL)	Replace policy	Revised policy
CNC	(LEGAL)	Replace policy	Revised policy
CO	(LEGAL)	Replace policy	Revised policy
CQ	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CQB	(LEGAL)	Replace policy	Revised policy
CQB	(LOCAL)	Replace policy	Revised policy
CRD	(LEGAL)	Replace policy	Revised policy
CV	(LEGAL)	Replace policy	Revised policy
CVB	(LEGAL)	Replace policy	Revised policy
DBA	(LEGAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DEA	(LEGAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DEC	(LEGAL)	Replace policy	Revised policy
DECB	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DFE	(LOCAL)	Replace policy	Revised policy
DG	(LEGAL)	Replace policy	Revised policy
DGC	(LEGAL)	Replace policy	Revised policy
DH	(LEGAL)	Replace policy	Revised policy
DIA	(LEGAL)	Replace policy	Revised policy
DMA	(LEGAL)	Replace policy	Revised policy
DP	(LEGAL)	Replace policy	Revised policy

La Vega ISD

Code	Type	Action To Be Taken	Note
DP	(LOCAL)	Replace policy	Revised policy
E	(LEGAL)	Replace table of contents	Revised table of contents
EB	(LEGAL)	Replace policy	Revised policy
EEB	(LEGAL)	Replace policy	Revised policy
EEL	(LEGAL)	Replace policy	Revised policy
EF	(LEGAL)	Replace policy	Revised policy
EHA	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy
EHAA	(LOCAL)	ADD policy	See explanatory note
EHAD	(LEGAL)	Replace policy	Revised policy
EHBAB	(LEGAL)	Replace policy	Revised policy
EHBB	(LEGAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHBC	(LOCAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHBF	(LEGAL)	Replace policy	Revised policy
EHBG	(LEGAL)	Replace policy	Revised policy
EHBK	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EI	(LEGAL)	Replace policy	Revised policy
EIE	(LEGAL)	Replace policy	Revised policy
EIE	(LOCAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
EK	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EKBA	(LEGAL)	Replace policy	Revised policy
EL	(LEGAL)	Replace policy	Revised policy
EMB	(LEGAL)	Replace policy	Revised policy
EMI	(LEGAL)	Replace policy	Revised policy
FD	(LEGAL)	Replace policy	Revised policy
FDA	(LEGAL)	Replace policy	Revised policy
FDAA	(LEGAL)	Replace policy	Revised policy
FDE	(LEGAL)	Replace policy	Revised policy
FDE	(LOCAL)	Replace policy	Revised policy

La Vega ISD

Code	Type	Action To Be Taken	Note
FEA	(LEGAL)	Replace policy	Revised policy
FEA	(LOCAL)	Replace policy	Revised policy
FEC	(LEGAL)	Replace policy	Revised policy
FEC	(LOCAL)	Replace policy	Revised policy
FED	(LEGAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFB	(LEGAL)	Replace policy	Revised policy
FFBA	(LEGAL)	Replace policy	Revised policy
FFEB	(LEGAL)	Replace policy	Revised policy
FFG	(LEGAL)	Replace policy	Revised policy
FFG	(LOCAL)	Replace policy	Revised policy
FFH	(LEGAL)	Replace policy	Revised policy
FFI	(LEGAL)	Replace policy	Revised policy
FL	(LEGAL)	Replace policy	Revised policy
FL	(LOCAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FNCD	(LEGAL)	Replace policy	Revised policy
FNCG	(LEGAL)	Replace policy	Revised policy
FNG	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOD	(LEGAL)	Replace policy	Revised policy
FOF	(LEGAL)	Replace policy	Revised policy
GBA	(LEGAL)	Replace policy	Revised policy
GBAA	(LEGAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKD	(LEGAL)	Replace policy	Revised policy
GKE	(LEGAL)	Replace policy	Revised policy
GNB	(LEGAL)	Replace policy	Revised policy
GNC	(LEGAL)	Replace policy	Revised policy
GRB	(LEGAL)	Replace policy	Revised policy

Explanatory Notes

TASB Localized Policy Manual Update 118

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ATTN(NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Changes at Update 118 are based almost exclusively on legislation from the 87th Regular Legislative Session.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

For more information about the bills mentioned below and other changes from the 87th Legislative Session, download the free *2021 Legislative Summary for TASB Members* PDF at https://store.tasb.org/legislative-summary-for-tasb-members-pdf/.

The *Local Policy Overview* for Update 118, available in the myTASB Policy Service Resource Library at https://www.tasb.org/services/policy-service/mytasb/policy-manual-update-resources.aspx, provides a general, high-level overview of the changes to the (LOCAL) policies included in the update. **(LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

Changes to the policy manual based on bills from the special called sessions will be included in Update 119.

A(LEGAL) BASIC DISTRICT FOUNDATIONS

The A Section table of contents has been updated to include the new codes AIE, Investigations, and AEA, Educational Equity.

In Update 119, Policy Service will be reviewing districts' AE(LOCAL) and recoding any equity provisions to the new AEA(LOCAL).

AE(LEGAL) EDUCATIONAL PHILOSOPHY

The objectives of public education have been updated to reflect HB 4509 revisions regarding instruction on American patriotism.

AG(LEGAL) HOME-RULE DISTRICTS

Provisions on home rule districts have been updated to reflect the applicability of Education Code Chapter 39 and special investigations (SB 1365) and parental options to retain students (SB 1697) for these districts.

AIA(LEGAL) ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Details regarding accountability performance ratings have been added from SB 1365, including the effects of "Not Rated" and D ratings.

AIB(LEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING

Revisions to the quality of learning indicators are from HB 4545.

AIC(LEGAL) ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Significant changes from the 87th Legislature, Regular Session address:

- The authority of conservators, management teams, and boards of managers;

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- Interventions and consequences for D ratings;
- Revisions regarding campus turnaround plans;
- Appeals of interventions and sanctions; and
- New intervention programs, including designation as a resource campus and required compliance with the strong foundations grant program requirements.

We have also added an existing prohibition on student trustees participating in a closed board meeting when a personnel matter is being considered.

Provisions on monitoring reviews and on-site investigations have been moved to AIE, Investigations.

AIE(LEGAL) ACCOUNTABILITY: INVESTIGATIONS

Provisions on special investigations (formerly *special accreditation investigations*) and monitoring reviews and activities have been revised as a result of SB 1365 and moved to this new code on investigations.

BA(LEGAL) BOARD LEGAL STATUS

The provision regarding the board's governance authority has been moved to BAA(LEGAL), which addresses the board's powers and duties.

BAA(LEGAL) BOARD LEGAL STATUS: POWERS AND DUTIES

The provision regarding the board's governance authority has been moved from BA(LEGAL) and revised to better reflect statutory wording.

SB 1365 adds exceptions to the board's exclusive power to govern and oversee the management of the district to address the appointment of a board of managers.

Provisions on the board's authority related to district property have been deleted, as they are included at other codes.

BBA(LEGAL) BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

Changes to this legally referenced policy include:

- Clarification regarding felony convictions for eligibility and service as a board member (HB 1540 and Attorney General Opinion KP-0251); and
- Revisions to the definition of "residence" (SB 1111).

BBBA(LEGAL) ELECTIONS: CONDUCTING ELECTIONS

Provisions updated in accordance with HB 3107 include those related to election orders, election notices, filing information, delivery or submission of election documents, drawings to determine the order of names on the ballot, and temporary branch polling places.

SB 1116 requires a new internet posting 21 days before election day with information about the upcoming election.

Requirements regarding early voting rosters have been updated in accordance with HBs 1382 and 1622.

BBBB(LEGAL) ELECTIONS: POST-ELECTION PROCEDURES

HB 3107 clarifies processes for tied votes and runoff elections.

SB 1116 includes a new requirement to post online detailed information on election results.

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BBBD(LEGAL) ELECTIONS: CAMPAIGN ETHICS

Amended Ethics Commission rules change the definition of "political advertising" to address text messages.

BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

The State Board of Education must require school safety training for trustees per HB 690 and work with the Texas School Safety Center to develop curriculum and materials by January 1, 2022.

BBFA(LEGAL) ETHICS: CONFLICT OF INTEREST DISCLOSURES

A definition of "contract" has been added to assist with application of conflicts disclosure provisions. Other provisions have been reordered, reworded, and removed for readability.

BDF(LEGAL) BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES

HB 1525 imposes new meeting requirements for school health advisory councils, including posting of meeting details in advance of meetings and preparing and posting meeting minutes and recordings.

CBA(LEGAL) STATE AND FEDERAL REVENUE SOURCES: STATE

An existing provision regarding the purpose of the Foundation School Program has been added.

CBB(LEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

We have referenced an existing provision that prohibits the use of federal loan or grant funds to procure or obtain foreign telecommunications equipment.

CCG(LEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

Provisions on ad valorem taxes were affected by several bills.

- HB 1525 includes exceptions to the prohibition on levying a maintenance tax at a rate with the intent to create a surplus in maintenance tax revenue to pay the district's debt service. We have also added a reference to the consequences of violating the prohibition without an applicable exception.
- SB 1438 addresses the calculation and adoption of tax rates in a disaster area.

Because provisions permitting a district to adopt a tax rate before adopting a budget no longer align with current statutes and TEA processes for calculating the maximum compressed rate, they have been deleted from the policy.

CCGA(LEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

Legislation affected several provisions on tax exemptions and payments:

- SB 1427 clarifies that the temporary exemption for qualified property damaged by disaster applies only to physical damage.
- SB 1438 repeals the provisions permitting a governing body to adopt a temporary exemption for qualified property damaged by disaster, making the exemption automatic.
- HB 988 addresses exemptions for goods-in-transit when the district is in a disaster area.
- SB 742 expands the existing provision regarding installment payments in a disaster area to include property in an *emergency* area.

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CCH(LEGAL) LOCAL REVENUE SOURCES: APPRAISAL DISTRICT

A recent attorney general opinion clarifies that an employee of an appraisal district may not serve as a trustee in a school district that is a participating entity in the appraisal district.

HB 988 creates a criminal offense for a board member, officer, or employee of a participating taxing unit, such as a school district, who communicates with the appraisal district to influence a property's appraisal value unless the person owns or leases the property.

The circumstances under which a person is ineligible to serve on the board of directors of an appraisal district were revised by SB 63, and additional detail on eligibility restrictions have been added from existing law.

Provisions on adjusting the number of appraisal board members in special circumstances have been removed.

CDC(LEGAL) OTHER REVENUES: GIFTS AND SOLICITATIONS

HB 1525 requires a district to accept donations from a parent-teacher organization or association to fund supplemental educational staff positions and spend the donation for the designated purpose.

Under HB 3979, a district is prohibited from accepting private funding for curriculum or professional development for a course as described by Education Code 28.002(h-3)(3), which pertains to certain social studies course content and requirements.

CE(LEGAL) ANNUAL OPERATING BUDGET

SB 1365 prohibits use of local funds to initiate or maintain an action against the state or officer of the state arising out of a decision, order, or determination that is final and unappealable under the Texas Education Code, unless specifically authorized.

The bill also creates a criminal offense for a board member who votes to approve an expenditure in violation of an Education Code provision for a purpose for which the funds may not be spent.

CFA(LEGAL) ACCOUNTING: FINANCIAL REPORTS AND STATEMENTS

A reference to the updated *Financial Accountability System Resource Guide*, adopted June 2021, has been added.

CFC(LEGAL) ACCOUNTING: AUDITS

A reference to the updated *Financial Accountability System Resource Guide*, adopted June 2021, has been added.

CFD(LOCAL) ACCOUNTING: ACTIVITY FUNDS MANAGEMENT

Recommended revisions to this local policy are to align with the recently adopted amendments to the *Financial Accountability System Resource Guide (FASRG)*, Module 1, Appendix H, on activity funds. (See the *FASRG* Financial Accounting and Reporting Appendices at https://tea.texas.gov/sites/default/files/fasrg17-module1-farappendices-final-accessible.pdf.)

Substantive changes include clarification that student activity funds are those funds raised and collected by student clubs and organizations. Approval to spend those funds rests solely with the student organization or club, with disbursement management and approvals by the principal and sponsor.

A more specific reference to the district's accounting practices and procedures was added regarding management of expenditures.

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CH(LEGAL) PURCHASING AND ACQUISITION

The Professional Services Procurement Act was revised to address procurement of services by forensic analysts and science experts (HB 3774) and physicians, optometrists, and registered nurses under certain circumstances (SB 799).

A definition of a "contingent fee contract" for legal services has been added from SB 1821, and other revisions on this topic are from HB 1428.

SB 799 also amends provisions on management fees under cooperative purchasing contracts.

CHE(LEGAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

Districts are prohibited from entering into certain contracts with a company for goods and services unless the contract contains written verification that the company:

- Does not boycott energy companies, as described (SB 13); and
- Does not discriminate against a firearm entity or firearm trade association, as described (SB 19).

Existing statutory provisions on vendor conflict of interest questionnaires have been added for completeness.

CHF(LEGAL) PURCHASING AND ACQUISITION: PAYMENT PROCEDURES

HB 1476 imposes additional requirements on districts regarding disputed invoices with vendors.

CHG(LEGAL) PURCHASING AND ACQUISITION: REAL PROPERTY AND IMPROVEMENTS

Revisions to the annual eminent domain reporting requirements have been added from SB 157.

CHH(LEGAL) PURCHASING AND ACQUISITION: FINANCING PERSONAL PROPERTY PURCHASES

SB 58 adds cloud computing services to the definition of personal property under the Public Property Finance Act.

Existing legal sources related to the Public Property Finance Act have been added for completeness and address lease-purchase contracts and fair processes for competitive bidding.

CK(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT

Changes from HB 3597 include the following:

- A district will have three, not six, months to respond to a notification from the Texas School Safety Center (TxSSC) that the district failed to report the results of its safety audit.
- A copy of a memorandum of understanding or mutual aid agreement between a district and another entity addressing school safety and security issues provided to the TxSSC is confidential and not subject to disclosure under the Public Information Act.

CKA(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: INSPECTIONS

Extensive revisions to this legally referenced policy on asbestos are a result of amended Texas Asbestos Health Protection rules effective July 8, 2021.

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CKB(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: ACCIDENT PREVENTION AND REPORTS

HB 3597 requires the commissioner of education in consultation with other relevant entities to adopt rules on emergency drills and exercises. The previous Administrative Code provisions have been removed pending development of the new rules.

Before a district may conduct an active threat exercise, the district must comply with new notice provisions and other requirements in accordance with SB 168. The *Regulations Resource Manual* includes a sample notification form.

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

Legislative cleanup resulted in several revisions to this legally referenced policy on emergency plans:

- HB 3607 removes a reference to an expired statute;
- HB 3597 clarifies that a multihazard emergency operations plan must include responding to a train derailment if a district *facility*, rather than a *school*, is within 1000 yards of a railroad track; and
- HB 3597 corrects a reference to the *five*, not *four*, phases of emergency management to be addressed in a multihazard emergency operations plan.

CKD(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY MEDICAL EQUIPMENT AND PROCEDURES

Although still required, the annually provided instruction on cardiopulmonary resuscitation and the use of automated external defibrillators no longer has to meet guidelines under the Health and Safety Code. (SB 199)

CKE(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

HB 1788 addresses a school district's immunity from liability for damages resulting from a reasonable action by security personnel to maintain safety at a school campus, including actions relating to possession or use of a firearm. The district also has immunity from liability for any reasonable action taken by a district employee who has written permission from the board to carry a firearm on campus.

We have revised the provisions on authorizing handguns from Attorney General Opinion GA-1051 in light of the repeal of Penal Code 46.035 by HB 1927.

CKEA(LEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

SB 24 adds new pre-employment procedures that law enforcement agencies must follow before hiring a licensed peace officer.

If the Texas Commission on Law Enforcement (TCOLE) provides model policies on the topics required in law, a law enforcement agency must, within 180 days of TCOLE providing the policies, adopt a policy on the required topics and may adopt the model policies. (HB 3712)

A law enforcement agency that intends to use a drone for law enforcement purposes must, no later than January 1, 2022, adopt a policy regarding the use of force by means of a drone. (HB 1758)

HB 929 amends existing provisions on body-worn cameras and requires an officer to keep the camera activated during an investigation in which the officer is participating.

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CKEB(LEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

SB 741 permits a school marshal to carry a concealed handgun and eliminates the previous requirement for the firearm to be locked in a secure safe within the marshal's immediate reach if the marshal has direct, regular contact with students.

CKEC(LEGAL) SECURITY PERSONNEL: SCHOOL RESOURCE OFFICERS

SB 1191 amends the definition of a school resource officer to exclude a peace officer who only provides services at extracurricular activities.

CLA(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: SECURITY

A new requirement to post human trafficking warning signs has been added from SB 1831.

CLE(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: FLAG DISPLAYS

Pursuant to SB 797, schools must display in each building a poster or framed copy of the national motto that also includes representations of the U.S. and state flags if donated or purchased from private donations.

CMD(LEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

HB 3261 expands the items and services on which a district can use its technology and instructional materials allotment (TIMA).

The bill also eliminates the provision requiring a district to purchase items in a specified order.

CNA(LEGAL) TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION

SB 204 permits a district to operate a transportation system for interdistrict transfer students outside district boundaries and without having an interlocal agreement with the transferring district if the district meets applicable certification requirements and has a policy that prohibits the screening of transfer requests using academic performance, disciplinary history, or attendance records.

Please contact your policy consultant if your district will use this approach and you need changes to FDA(LOCAL). The *Regulations Resource Manual* includes a sample certification statement.

A district in a disaster area is eligible for transportation funding for the cost of transporting a meal or instructional materials in accordance with SB 462.

Other revisions are to better match legal sources.

CNC(LEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

SB 1267 repeals provisions on school bus emergency evacuation training.

CO(LEGAL) FOOD AND NUTRITION MANAGEMENT

SB 1351 revises provisions permitting a campus to donate surplus food. Links have also been updated.

CQ(LEGAL) TECHNOLOGY RESOURCES

SB 475 adds "robotic process automation" to the examples of next generation technology.

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CQA(LEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

The list of required internet postings has been updated to include:

- Election information and election results (SB 1116);
- Notice of school health advisory council (SHAC) meetings, minutes, and recordings (HB 1525);
- A link to the comptroller website to find information on the district's agreements to limit appraised property values (existing requirement);
- Information regarding compliance with requirements for a district that will operate a transportation system outside district boundaries without an interlocal agreement (SB 204); and
- The district's employment policy and any referenced regulations (HB 750).

The optional posting pertaining to annual notice of programs for college credit has been updated as a result of SB 1095.

CQB(LEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

Reporting of a breach of system security to TEA now includes a requirement to also report to an entity with which TEA contracts and may be made by district employees other than the cybersecurity coordinator per SB 1696.

Cybersecurity training requirements were amended by HB 1118 and SB 1267.

Security breach notifications under the Business and Commerce Code were amended by HB 3746.

CQB(LOCAL) TECHNOLOGY RESOURCES: CYBERSECURITY

Based on HB 1118 and SB 1267, the provision addressing board delegation to the superintendent regarding cybersecurity training has been revised to:

- Reflect the elimination of the annual training requirement (except for the cybersecurity coordinator); and
- Give the superintendent the authority to impose consequences for failure to complete required training.

Recommended revisions regarding reports of breaches involving student information are based on SB 1696, which permits the district, rather than the cybersecurity coordinator, to report breaches to TEA and others as required by law.

Sample procedures in the *Regulations Resource Manual* have also been updated based on these changes.

CRD(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

SB 1444 permits a district participating in TRS ActiveCare to opt out of participation as described and prohibits a district participating in TRS ActiveCare from offering health coverage that is not provided under TRS ActiveCare.

Other revisions are to reorder provisions for better flow, remove unnecessary provisions, and better reflect legal sources.

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CV(LEGAL) FACILITIES CONSTRUCTION

HB 2581 amends provisions on contracting procedures for construction projects, including evaluation of submissions and criteria for awarding construction contracts.

SB 338 permits a district to adopt and incorporate into relevant contracts the Texas Facilities Commission's uniform general conditions.

CVB(LEGAL) FACILITIES CONSTRUCTION: COMPETITIVE SEALED PROPOSALS

HB 2581 requires a district using competitive sealed proposals for construction projects to make the evaluations public within 7 business days of the contract award and provide the evaluations to all offerors. A reference to provisions on weighting the value assigned to price has also been added.

DBA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CREDENTIALS AND RECORDS

New provisions from HB 1525 and SB 1356 permit members of teacher organizations and other eligible individuals to participate in a tutoring program to provide supplemental instruction to students as overseen by the superintendent.

DC(LEGAL) EMPLOYMENT PRACTICES

A new posting requirement from HB 750 requires a district to post on its website the employment policy required by Education Code 11.1513(a) and any regulations referenced in the policy. Any form referenced in the policy must be posted on the district's intranet or at a district administrative office.

HB 1525 requires a district to accept donations from a parent-teacher organization or association to fund supplemental educational staff positions and spend the donation for the designated purpose.

DEA(LEGAL) COMPENSATION AND BENEFITS: COMPENSATION PLAN

With limited exceptions, HB 1525 requires a district to maintain salaries provided for the 2019–20 school year under HB 3, 86th Legislative Session, as long as the employee remains employed by the district.

Revisions regarding TRS surcharges for rehired retirees include:

- A prohibition against a district passing on to a retiree the cost of TRS surcharges (SB 202); and
- A temporary exemption from TRS surcharges through February 1, 2025, when a retiree is employed to mitigate student learning loss (SB 288).

DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

HB 1525 eliminates the requirement that a teacher be certified to be designated a master, exemplary, or recognized teacher under a local optional teacher designation system.

Changes to provisions on mentor teachers and achievement academy stipends are from SB 1267.

DEC(LEGAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

Districts that employ peace officers must implement two new leave provisions.

- SB 1359 requires a policy allowing the use of paid mental health leave by officers who experience a traumatic event in the scope of employment.
- HB 2073 requires the board to develop and implement a paid quarantine leave policy for district peace officers who are ordered to isolate or quarantine because of possible or known exposure to a communicable disease while on duty.

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In July, Policy Service sent an email with information on local policy changes to districts which our records show employ peace officers. If your district employs peace officers and has not yet contacted the district's policy consultant for policy revisions, please do so.

DECB(LEGAL) LEAVES AND ABSENCES: MILITARY LEAVE

HB 1589 adds new disaster leave provisions for employees in the military who are called to state active duty in response to a disaster.

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

HB 2519 requires notice to employees whom the district reports to SBEC for contract abandonment and limits SBEC's authority to sanction a teacher who files a resignation after the 45th day but no later than the 30th day before the first day of instruction.

DFE(LOCAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Revisions to this local policy on resignations are guided by a recent commissioner of education proposal for decision. Based on the relevant statutory wording, a contract employee's resignation effective at the end of the school year must be filed with the board of trustees or the board's designee, and the board's designee, typically the superintendent, may not further delegate the ability to receive these resignations. As a result, we recommend revising the policy language to give the superintendent *or other person designated by board action* the authority to accept these resignations.

New recommended text states that if a contract employee provides a resignation to a supervisor who has not been designated by the board to accept such resignations, the supervisor shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

We have also clarified that a superintendent may delegate authority to accept at-will resignations to other administrators.

The *Regulations Resource Manual* includes sample resolutions if the board chooses to designate a district employee, in addition to the superintendent, to accept contract employee resignations.

DG(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

As a result of HB 3979, a teacher in a required social studies course may not be compelled to discuss a current event or widely debated and currently controversial issue of public policy or social affairs.

DGC(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY

SB 6 provides that a person is not liable for injury or death caused by exposing an individual to a pandemic disease during a pandemic emergency except as provided by law.

DH(LEGAL) EMPLOYEE STANDARDS OF CONDUCT

HB 375 amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of “a disabled individual.”

DIA(LEGAL) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

SB 45 clarifies that an employer commits an unlawful employment practice for failing to take immediate and appropriate corrective action regarding sexual harassment that the employer or employer's agents knew or should have known was occurring.

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SB 282 prohibits a district from using public money to settle or pay a sexual harassment claim against a board member or an officer or employee of the district.

DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Numerous revisions throughout this legally referenced policy on staff development are a result of SB 1267, which amends current requirements and requires SBEC, by June 1, 2022, to create a clearinghouse on continuing education and training requirements that includes recommendations for the frequency of training.

Boards must develop a professional development policy by August 1, 2022, that includes a schedule of training based on the clearinghouse or notes any differences between the board policy and the clearinghouse recommendations. Policy Service will provide local policy recommendations following publication of the clearinghouse.

Other legislation affecting this policy includes:

- HB 159, requiring certain elements be included in educator staff development;
- HB 1525, delaying requirements for teacher literacy achievement academies;
- HB 2681, requiring teachers of elective Bible courses to be certified in one of three areas and complete commissioner-developed training; and
- SB 199, eliminating the requirement for instruction on cardiopulmonary resuscitation and the use of automated external defibrillators to meet guidelines under the Health and Safety Code.

DP(LEGAL) PERSONNEL POSITIONS

SB 179 mandates that the board adopt a policy requiring a school counselor to spend at least 80 percent of the school counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). See DP(LOCAL), below, for more information.

Provisions in relevant employment contracts cannot conflict with the policy, and a district must annually assess the policy.

DP(LOCAL) PERSONNEL POSITIONS

Revisions regarding school counselors are based on SB 179, which mandates that the board adopt a policy requiring a school counselor to spend at least 80 percent of total work time on duties that are components of a comprehensive school counseling program (CSCP). If the board determines that, because of staffing needs in the district or at a campus, a school counselor cannot spend 80 percent of work time on CSCP components, the policy must address further details regarding the counselor's duties.

The recommended policy text is structured for the administration, rather than the board, to make the initial administrative determination about a counselor's job duties. If the board approves that determination, the board shall direct the superintendent to develop a revised job description for that counselor that will address the requirements in law.

The list of principal qualifications has been adjusted to include a reference to the job description.

In accordance with these revisions, TASB HR Services has revised its model job descriptions available to subscribers in the HR Library at https://www.tasb.org/services/hr-services/mytasb/model-job-descriptions/campus-instruction.aspx.

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E(LEGAL) INSTRUCTION

The E Section table of contents has been revised to change the subtitle of EKBA to English Learners/Emergent Bilingual Students to align with changes from SB 2066.

EB(LEGAL) SCHOOL YEAR

A district may receive full ADA if it provides at least 43,200 minutes of instructional time to students enrolled in a school operating an adult high school charter school program in accordance with SB 1615.

EEB(LEGAL) INSTRUCTIONAL ARRANGEMENTS: CLASS SIZE

Class size limits have been extended to prekindergarten by SB 2081.

EEL(LEGAL) INSTRUCTIONAL ARRANGEMENTS: CONTRACTS WITH OUTSIDE AGENCIES

Driver training *schools* are renamed driver training *providers* by HB 1560.

EF(LEGAL) INSTRUCTIONAL RESOURCES

SB 348 clarifies that a parent is entitled to review teaching and instructional materials while a child is participating in virtual or remote learning and to observe virtual instruction.

EHA(LEGAL) CURRICULUM DESIGN: BASIC INSTRUCTIONAL PROGRAM

As provided by SB 6, a district is not liable for damages or monetary relief from a cancellation or modification of a course, program, or activity if the action is due to a pandemic emergency.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

Provisions on required instruction have been added to reflect HB 4509 revisions regarding instruction on American patriotism, Texas history, and the free enterprise system.

HB 1525 imposes several requirements regarding human sexuality curriculum materials, including:

- Revised parental notification and new parental consent provisions;
- Posting of proposed and adopted curriculum materials and options for a parent to purchase copyrighted materials from the publisher; and
- New board policy on adopting curriculum materials [see EHAA(LOCAL), below].

The *Regulations Resource Manual* includes a sample board resolution for convening the SHAC and a sample parental consent form.

SB 123 revises the list of topics that must be addressed in character education programs.

EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New provisions are recommended based on HB 1525, which imposes several requirements regarding human sexuality curriculum materials, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

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The *Regulations Resource Manual* includes a sample board resolution for convening the SHAC and a sample parental consent form.

EHAD(LEGAL) BASIC INSTRUCTIONAL PROGRAM: ELECTIVE INSTRUCTION

Driver training *schools* are renamed driver training *providers* by HB 1560.

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

SB 89 requires districts to add supplemental information to the individualized education program (IEP) of any child who was enrolled in special education during the 2019–20 or 2020–21 school years.

The admission, review, and dismissal committee of a student who is participating in the new supplemental special education services and instructional materials program created by SB 1716 must provide certain information to parents and cannot consider the supplemental services when developing the IEP.

HB 785 imposes new requirements when a student has a behavioral improvement or intervention plan.

EHBB(LEGAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

HB 1525 eliminates the statutory requirement for a district to annually certify its gifted and talented program to the commissioner.

EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES

Numerous legislative changes affect this legally referenced policy on compensatory and accelerated services.

- The compensatory education allotment may be used for services of an instructional coach (HB 1525).
- The list of students at risk of dropping out of school excludes students who are retained in prekindergarten (SB 1697) and includes students enrolled in a dropout recovery school (HB 572) and students participating in an adult high school charter school program (SB 1615).
- The term "limited English proficient" has been changed to "emergent bilingual" (SB 2066).
- New provisions have been added on required services after an unsatisfactory performance on state assessments, including accelerated instruction, accelerated learning committees, and parent requests for specific teachers (HB 4545).

EHBC(LOCAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES

Recommended revisions to this local policy include references to accelerated instruction and accelerated learning committees as revised by HB 4545 and direct parents to FNG, the district's existing grievance policy, for complaints about educational plans.

The text also explains that parental requests for a student to be assigned to a particular teacher following a student's unsatisfactory performance on a grade 3, 5, or 8 math or reading assessment shall be handled in accordance with the district's administrative procedures. The *Regulations Resource Manual* includes sample procedures and a form for these parental requests.

The *Legal Issues in Update 118* memo describes common legal concerns and best practices specific to this policy topic.

La Vega ISD

EHBE(LEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

SB 2066 revises the term "limited English proficient" to "emergent bilingual" in several instances and adds a definition of the new term.

EHBF(LEGAL) SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION

In addition to existing career and technology education program notification requirements, SB 1095 adds a requirement for the district to provide parents notification of certain work-based education programs offered by the district.

EHBG(LEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

Eligibility for free prekindergarten enrollment for three-year-olds has been extended by HB 725 to children who were in foster care in another state.

Subject to certain requirements, a parent may elect for a student to repeat prekindergarten or enroll in prekindergarten for the first time if the student would have been eligible the previous year and has not yet enrolled in kindergarten (SB 1697).

To obtain an exemption from requirements regarding prekindergarten classes for four-year-olds, a district must first solicit proposals for partnerships (HB 1525).

A prekindergarten program provided by a private entity must comply with class size limits (SB 2081).

EHBK(LEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES

As revised by HB 3257, instruction required during Holocaust Remembrance Week must include materials developed or approved by the Texas Holocaust, Genocide, and Antisemitism Advisory Commission.

EHDD(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

In addition to existing career and technology program notification requirements, SB 1095 adds a requirement for the district to provide notice of work-based education programs offered by the district, such as internships, externships, apprenticeships, or a Pathways in Technology Early College High School (P-TECH) program, and to notify parents of the qualifications for enrolling in these programs. A district must also provide notice regarding subsidies to take college advanced placement tests or international baccalaureate examinations.

An agreement with an institution of higher education must designate an employee of the district or the higher education institution as responsible for providing academic advising to students who will enroll in a dual credit course, as specified by SB 1277.

EI(LEGAL) ACADEMIC ACHIEVEMENT

Revised Administrative Code rules require the academic achievement record to reflect compliance with the requirement to complete a free application for federal student aid (FAFSA) or Texas application for state financial aid (TASFA).

SB 1888 eliminates the Early High School Graduation Scholarship Program.

EIE(LEGAL) ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION

HB 4545 eliminates grade advancement provisions for students in grades 5 and 8.

SB 1697 creates parental options to retain students in prekindergarten through grade 8 or retake a high school credit course, even if the student has met the promotion standards or passed the course. In addi-

La Vega ISD

tion, a parent may enroll a student in prekindergarten or kindergarten as specified if the student was eligible the previous year. The bill includes a process to be followed if the district disagrees with the request. However, if the parent participates in that process, the parent may make the final decision whether the student will be retained. The retention provisions for grades 4–8 and for high school courses expire September 1, 2022.

EIE(LOCAL) ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION

Outdated provisions on grade advancement testing have been removed as a result of HB 4545, including provisions on assignment of retained students, which were based on Administrative Code provisions addressing grade advancement requirements. The statement about eliminating the practice of retaining students is recommended for deletion, as it is only needed if a district operates an optional extended year program (OEYP) under Education Code 29.082.

Accelerated instruction is now addressed at EHBC.

Please review your policy and contact your policy consultant if the district's grade level promotion standards need revision. The article “Level-Up? Promotion to the Next Grade Depends on Board Policy” (available in the TASB Member Center at https://www.tasb.org/members/enhance-district/local-promotion-standards/) provides additional information on grade level promotion standards.

The *Legal Issues in Update 118* memo describes common legal concerns and best practices specific to this policy topic.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

SB 369 adds details regarding how a school counselor reports compliance with the requirement for a student to complete a free application for federal student aid (FAFSA) or Texas application for state financial aid (TASFA).

The statutory expiration date for individual graduation committees was repealed by HB 1603.

Provisions on the Texas First Early High School Completion Program are from SB 1888.

Revised Administrative Code rules clarify that the requirement to demonstrate proficiency in specific communication skills for graduation may be satisfied beginning in grade 8.

EK(LEGAL) TESTING PROGRAMS

We have removed TEA obligations regarding reimbursement procedures for college preparation assessments.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

The statutory term "limited English proficient" has been changed to "emergent bilingual" (SB 2066).

SB 1267 permits the district employee who oversees test administration to require other district employees who administer assessments to repeat test administration training.

References to the Texas Success Initiative Assessment, Version 2.0 (TSIA2) have been added as a result of revised Administrative Code rules.

Revisions regarding accelerated instruction are based on HB 4545.

EKBA(LEGAL) STATE ASSESSMENT: ENGLISH LEARNERS/EMERGENT BILINGUAL STUDENTS

The statutory term "limited English proficient" has been changed to "emergent bilingual" (SB 2066).

La Vega ISD

EL(LEGAL) CAMPUS OR PROGRAM CHARTERS

HB 3607 revises funding provisions applicable when a district contracts with an open-enrollment charter school to jointly operate a campus.

SBs 1365 and 1697 revise the list of laws applicable to charter campuses or programs.

EMB(LEGAL) MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

HB 3979 adds numerous restrictions for a social studies course in the required curriculum.

EMI(LEGAL) MISCELLANEOUS INSTRUCTIONAL POLICIES: STUDY OF RELIGION

HB 2681 permits a district to offer an elective course on the Bible beginning in grade 6, rather than grade 9.

FD(LEGAL) ADMISSIONS

A statement has been added for new provisions from HB 4545 regarding enrollment in prekindergarten and kindergarten under certain circumstances. A cross-reference has also been added to EIE(LEGAL).

SB 746 requires a parent to provide to the district in writing the parent's contact information.

In accordance with SB 1615, a student enrolled in an adult high school charter school program is entitled to the benefits of the available school fund if the student is under 50 years of age.

FDA(LEGAL) ADMISSIONS: INTERDISTRICT TRANSFERS

SB 481 allows a student to transfer to another district if the student's current district will offer only virtual instruction for more than one grading period during the school year.

A cross-reference to CNA has been added for provisions on operating a transportation system outside the district to transport interdistrict transfer students.

FDAA(LEGAL) INTERDISTRICT TRANSFERS: PUBLIC EDUCATION GRANTS

SB 1365 revises public education grants to make a student eligible if the student is assigned to a campus with any unacceptable performance rating.

FDE(LEGAL) ADMISSIONS: SCHOOL SAFETY TRANSFERS

HB 375 amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

FDE(LOCAL) ADMISSIONS: SCHOOL SAFETY TRANSFERS

Recommended revisions are to reflect a change from HB 375, which amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

FEA(LEGAL) ATTENDANCE: COMPULSORY ATTENDANCE

HB 699 requires a school district to excuse a student's absence resulting from a serious or life-threatening illness or related treatment that makes the student's attendance infeasible, if proper documentation is provided.

SB 289 creates an optional excused absence for a student who is at least 15 years old to be absent for one day to obtain a learner license and for one day to obtain a driver's license.

La Vega ISD

HB 3165 provides an affirmative defense to truant conduct if absences were due to a child's voluntary absence from home because of abuse.

FEA(LOCAL) ATTENDANCE: COMPULSORY ATTENDANCE

We have added text to address SB 289, which creates an optional excused absence for a student who is at least 15 years old to be absent for one day to obtain a learner license and for one day to obtain a driver's license. **Contact the district's policy consultant if your district will not permit these excused absences.** The *Regulations Resource Manual* includes at FEA a sample form for students to verify an absence to visit a driver's license office and, at FEB, a chart listing acceptable documentation for absences, including for learner permits and driver's licenses.

Various references about providing verification of the absences addressed in the policy have been consolidated into a single statement.

The *Legal Issues in Update 118* memo describes common legal concerns and best practices specific to this policy topic.

FEC(LEGAL) ATTENDANCE: ATTENDANCE FOR CREDIT

HB 699 prohibits a district from considering excused absences resulting from a serious or life-threatening illness or related treatment in determining whether a student has satisfied attendance requirements for a final grade or credit.

FEC(LOCAL) ATTENDANCE: ATTENDANCE FOR CREDIT

Numerous revisions are recommended to this local policy on attendance for credit.

- As reflected in the revision at Absences Considered, in calculating whether a student has met the 90 percent attendance requirement, HB 699 creates an exception for absences resulting from a serious or life-threatening illness or related treatment. The *Regulations Resource Manual* includes sample letters to notify parents of student absences, which have been updated to reflect this exception.
- Provisions on the attendance committee's consideration of the best interest of the student, extenuating circumstances, and conditions for awarding credit or a final grade have been revised and reordered to emphasize a student's mastery of the essential knowledge and skills and maintaining a passing grade rather than assigning a student to attend programs for an amount of time equivalent to the student's absences.

The *Legal Issues in Update 118* memo describes common legal concerns and best practices specific to this policy topic.

Please note: For consistency with policy style, the text regarding the district's innovation plan exemption has been relocated to the Exception paragraph. Please contact your policy consultant if you have any questions.

FED(LEGAL) ATTENDANCE: ATTENDANCE ENFORCEMENT

HB 699 prohibits a district from referring a student to truancy court and requires a district to provide counseling to a student who is absent due to a severe or life-threatening illness or related treatment.

The sample Truancy Prevention Measures Checklist in the *Regulations Resource Manual* has been updated to reflect this change.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

SB 1267 requires that training on unassigned epinephrine auto-injectors be in accordance with the district's professional development policy, which must be adopted by August 1, 2022, following publication of

La Vega ISD

the SBEC clearinghouse on continuing education and training requirements. See DMA(LEGAL) above for information.

SB 6 addresses immunity of certain medical professionals for injury or death caused by care, treatment, or failure to provide care or treatment relating to a pandemic disease.

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

HB 3597 provides flexibility regarding the requirement for a district's threat assessment team to include a variety of members with extensive expertise and now requires the superintendent to ensure, *to the greatest extent practicable*, that the members have the required expertise.

FFBA(LEGAL) CRISIS INTERVENTION: TRAUMA-INFORMED CARE

SB 1267 requires that training on trauma-informed care be in accordance with the district's professional development policy, which must be adopted by August 1, 2022, following publication of the SBEC clearinghouse on continuing education and training requirements. See DMA(LEGAL) above for information.

The bill also repeals the requirement to report on training compliance to TEA.

FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

As required by SB 279, student identification cards must include the contact information for the National Suicide Prevention Lifeline and the Crisis Text Line and may include a local suicide prevention hotline, if available.

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

HB 3379 changes the standard of reporting child abuse and neglect from "cause to believe" to "*reasonable* cause to believe."

In addition, we have reordered provisions to better align with the structure of FFG(LOCAL) and have added an existing definition for completeness.

FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Recommended revisions to this local policy incorporate HB 3379 changes to the standard of reporting child abuse and neglect from "cause to believe" to "*reasonable* cause to believe."

A reference to the definition of a person responsible for the care, custody, or welfare of a child has been added for clarification.

We have also clarified that training will be as required by law and district policy in anticipation of the new district professional development policy that must be in place by August 2022. See DMA above for more information.

FFH(LEGAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Dating violence training is now only required on campuses that instruct students in grade six or higher in accordance with SB 1267.

An adjustment to the Note on Title IX explains that the Office for Civil Rights (OCR) has issued a formal interpretation that discrimination on the basis of sex under Title IX includes discrimination on the basis of sexual orientation and gender identity.

La Vega ISD

FFI(LEGAL) STUDENT WELFARE: FREEDOM FROM BULLYING

In accordance with SB 2050, district bullying policies must address prevention and mediation of bullying incidents and comply with minimum standards adopted by TEA. Policy Service will recommend local policy revisions following publication of the TEA minimum standards.

FL(LEGAL) STUDENT RECORDS

Changes in federal law prompted revisions regarding access to student information by military recruiters, who may have access to a student's district-provided email address unless a parent has advised the district not to release this information.

FL(LOCAL) STUDENT RECORDS

At Types of Education Records, we have replaced an outdated reference to the "grade placement committee" with a reference to the "accelerated learning committee" in accordance with HB 4545.

The *Legal Issues in Update 118* memo describes common legal concerns and best practices specific to this policy topic.

FM(LEGAL) STUDENT ACTIVITIES

The requirement for the UIL to provide training to extracurricular students in recognizing the symptoms of catastrophic injuries and the risks of using dietary supplements has been removed by SB 1267.

HB 1080 provides that a district may not exclude a student from participating in a UIL activity solely because the student receives outpatient mental health services from a mental health facility or is absent for this purpose.

A district may permit homeschool students to represent the school in UIL activities as provided by HB 547. **If your district will permit homeschool students to participate in UIL activities and you currently have a provision in FD(LOCAL) prohibiting nonenrolled students from participating in curricular or extracurricular activities, please contact your policy consultant for an adjustment to that policy.**

HB 2721 prohibits a student from participating in any future extracurricular activity sponsored by the district or the UIL if the UIL determines that the student caused bodily injury to an extracurricular official in retaliation for the official's performance of duties.

Other provisions have been reordered for better flow.

FNCD(LEGAL) STUDENT CONDUCT: TOBACCO USE AND POSSESSION

SB 248 amends the definition of "e-cigarette" to include the liquid solution or other material used in the device.

FNCG(LEGAL) STUDENT CONDUCT: WEAPONS

HB 1927 prompted revisions regarding the Penal Code offense of unlawful carrying of weapons and a reference to the appropriate legal source for handgun offenses.

HB 957 removes firearm silencer from the list of prohibited weapons in Texas Penal Code 46.05.

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

SB 348 clarifies that a parent is entitled to review teaching and instructional materials while a child is participating in virtual or remote learning and to observe virtual instruction.

La Vega ISD

FOC(LEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

HB 375 amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

FOD(LEGAL) STUDENT DISCIPLINE: EXPULSION

HB 375 amends the offense of continuous sexual abuse of a young child or children to include continuous sexual abuse of "a disabled individual."

FOF(LEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

When a district takes disciplinary action that constitutes a change of placement for a student who receives special education services, HB 785 requires the district to take certain actions relating to functional behavior assessments and behavioral intervention plans.

GBA(LEGAL) PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION

The name of an employee accused of an improper relationship between an educator and student is confidential until the employee is indicted for the offense, except as specified by HB 246. The *Regulations Resource Manual* includes sample procedures to address release of this information by a campus.

Provisions on the release of personal information have been revised for:

- Board members (HB 1082); and
- Current or honorably retired peace officers and commissioned security officers (SB 841).

Confidentiality of crime victim information has been revised based on HB 2357.

The sample election of confidentiality forms in the *Regulations Resource Manual* have been updated to reflect these changes.

GBAA(LEGAL) INFORMATION ACCESS: REQUESTS FOR INFORMATION

Changes to this policy on requests for information are from SB 1225.

- If a district's physical offices are closed, but staff is working remotely, the district must make a good faith effort to continue responding to Public Information Act (PIA) requests for information.
- Provisions on temporary suspension of the PIA due to a catastrophe apply only when a district is *significantly* impacted and limit extensions of a suspension to only once per catastrophe.

GKA(LEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

HB 1927 revises the Penal Code's list of places where the possession of weapons is prohibited.

Changes in federal law prompted revisions regarding the use of unmanned aircraft systems.

GKD(LEGAL) COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES

HB 525 protects religious organizations from closure by a governmental entity during a disaster.

HB 1239 amends the Texas Religious Freedom Restoration Act to prohibit a government agency or public official from ordering the closure of a place of worship and clarifies that the Act cannot be suspended by the governor during a disaster.

La Vega ISD

GKE(LEGAL) COMMUNITY RELATIONS: BUSINESS, CIVIC, AND YOUTH GROUPS

Districts may not regulate learning pods in accordance with SB 1955.

GNB(LEGAL) RELATIONS WITH EDUCATIONAL ENTITIES: REGIONAL EDUCATION SERVICE CENTERS

Changes to the provisions on core services provided by education service centers reflect that the gifted and talented allotment was reinstated by HB 1525.

GNC(LEGAL) RELATIONS WITH EDUCATIONAL ENTITIES: COLLEGES AND UNIVERSITIES

Provisions requiring certain districts to develop a plan to increase enrollment in higher education were deleted by SB 1677.

GRB(LEGAL) RELATIONS WITH GOVERNMENTAL ENTITIES: INTERLOCAL COOPERATION CONTRACTS

Provisions on entering into intergovernmental support agreements with a branch of the armed forces have been added as a result of SB 780.

(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

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

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

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

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

Contact:

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

Fiduciary Responsibility

The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds and student activity funds in accordance with state law and local policy, District ~~approved~~ accounting practices and procedures, and the Texas Education Agency (TEA) *Financial Accountability System Resource Guide*.

Student Activity Funds

The Superintendent ~~or designee~~ shall ensure that student activity accounts are maintained to manage all class funds~~, organization funds,~~ and ~~any~~ other funds raised and collected by student clubs or organizations~~from students~~ for a school-related purpose. The principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.

Student activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]

Use and Expenditure

Funds collected by student groups shall be used only for purposes authorized by the student club or organization. ~~or upon approval of the sponsor.~~ The principal and sponsor~~or designee~~ shall manage and approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students.

District and Campus Activity Funds

The Superintendent shall ensure District accounting practices and procedures address~~establish regulations governing~~ the expenditure of District and campus activity funds generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose.

Approval

Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.

Carryover Funds

All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If a club or~~an~~ organization ceases to function or exist, the unexpended funds ~~of the organization~~ shall be credited to the appropriate administrative activity account.

Plan

The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator

The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency ~~(TEA)~~ in cybersecurity matters ~~and as required by law report to TEA breaches of system security~~.

Training

The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District; ~~annually completed by each employee and Board member; and~~
2. Verify and report compliance with ~~staff~~ training requirements in accordance with guidance from the Department of Information Resources; and
~~2.~~3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications

Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District~~District's cybersecurity coordinator~~ shall disclose a breach involving sensitive, protected, or confidential student information as required by~~to TEA and parents in accordance with~~ law.

General Requirements

All resignations shall be submitted in writing to the Superintendent or other person designated by Board action in accordance with this policy~~designee~~. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

At-Will Employees

The Superintendent ~~or designee~~ shall be authorized to accept the resignation of an at-will employee at any time. The Superintendent may delegate to other administrators the authority to accept a resignation of an at-will employee.

Contract Employees

The Superintendent or other person designated by Board action~~designee~~ shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The resignation requires no further action by the District and is accepted upon receipt by the Superintendent or other person designated by Board action.

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The Superintendent or other person designated by Board action~~The Superintendent or other Board designee~~ shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

Withdrawal of Resignation

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Board.

Principal Qualifications

In addition to the minimal certification requirement, a~~the~~ principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets~~budget~~ and personnel and to coordinate campus functions;
4. The ability to explain policy, procedures, and data;
5. Strong communications, public relations, and interpersonal skills;
6. Prior experience in instructional leadership roles; and
1. Other qualifications deemed necessary by the Board and included in the job description.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

7. If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision. ~~.~~

Human Sexuality Instruction

The following process shall apply regarding the adoption of curriculum materials for the district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

Each student ~~Students at all grade levels~~ who has~~have~~ been identified as being at risk of dropping out of school, who is~~are~~ not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment~~,~~ shall be provided accelerated and/or compensatory educational services.

Accelerated Instruction

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily ~~based~~ on a state-mandated~~needs~~ assessment. ~~The principal shall ensure that each identified student is receiving services.~~

Accelerated Learning Committee

When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.

A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG. ~~The services provided each student shall be consistent with the goals and strategies established in the District and campus improvement plans and shall be reviewed for effectiveness at the close of each grading period. Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the child's progress toward educational goals.~~

~~Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school.~~

~~[See EIE]~~

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving Special Education Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Kindergarten

Kindergarten students shall be promoted to grade 1 if they have an average of N or above in language arts and mathematics and have reached the level of "developed" on six of the eight tasks assessed on the Texas Primary Reading Inventory (TPRI).

At the request of a kindergarten student's parents or at the request of the school administrator, a grade placement committee shall be convened to consider extenuating factors and/or other data related to the promotion/retention of the student. The grade placement committee (GPC) shall consist of the principal or designee, the student's parent or guardian, and the student's teacher.

Grades 1–8

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for language arts, mathematics, social studies, and science, and a grade of 70 or above in language arts and mathematics.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

~~Accelerated Instruction~~

~~If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of Grade Advancement Testing, below.~~

~~Grade Advancement Testing~~

~~Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.~~

~~Definition of Parent~~

~~For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the GPC for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]~~

~~Alternate Assessment Instrument~~

~~The Superintendent or designee shall select from the state-approved list, if available, for each applicable subject an alternate assessment instrument that may be used for the third testing opportunity. Each student's GPC shall decide whether he or she shall be given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee's decision shall be based on a review of the student's performance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.~~

~~Standards for Promotion Upon Appeal~~

~~If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.~~

~~The student shall not be promoted unless:~~

~~1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and~~

2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

Transfer Students

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

Assignment of Retained Students

A student not promoted to the next grade level shall remain at the same campus or shall be assigned to a similar campus setting.

Reducing Student Retention

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, as defined by the Penal Code, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
    a. Attempted murder;
    b. Indecency with a child;
    c. Aggravated kidnapping;
    d. Aggravated assault on someone other than a District employee or volunteer;
    e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
    f. Aggravated robbery; or
    g. Continuous sexual abuse of a young child or disabled individual~~children~~.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a Violent Criminal Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Additional Transfer Options

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education. ~~A student shall be required to submit verification of such visits in accordance with administrative regulations.~~

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard. ~~A student shall be required to submit verification of such activities in accordance with administrative regulations.~~

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk. ~~A student shall be required to submit verification of service in accordance with administrative regulations.~~

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing Compulsory Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

Note: This local policy has been revised in accordance with the District's innovation plan~~innovation plan~~.[1]

~~Consideration of All Absences~~

~~In accordance with the District's innovation plan, the District is exempt from the state law regarding minimum attendance for credit or a final grade for a student in kindergarten–grade 12.~~ This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.

Absences Considered

Except as otherwise provided by law, all absences incurred while enrolled in the District shall be considered in determining whether a student has attended the required percentage of days under this policy.

Exception

In accordance with the District's innovation plan, the District shall be exempt from portions of the state law regarding student minimum attendance to earn credit or a final grade. Absences ~~unless the absence is~~ related to District-provided enriching activities or other academic activities to offer innovative options and promote student engagement shall not be considered in determining whether a student has attended the required percentage of days under this policy.

~~Except as noted above, all absences shall be considered in determining whether a student has attended the required percentage of days under this policy.~~

Attendance Committees

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The Superintendent ~~or designee~~ shall make the specific appointments in accordance with legal requirements.

Parental Notice of Excessive Absences

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

Methods for Regaining Credit or Awarding a Final Grade

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award

of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than five school days before the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

A student~~Students~~ who has~~have~~ lost credit or has~~have~~ not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Personal Illness

The ~~If a student has established a questionable pattern of absences, the~~ principal or attendance committee may require verification from a health-care provider in accordance with administrative regulations ~~that a student present a physician's or clinic's statement of illness after a single day's absence~~ as a condition of classifying an~~the~~ absence for personal illness as one for which there are extenuating circumstances.

Best Interest Standard

In reaching consensus regarding a student's absences and how the student can be awarded credit or a final grade, the attendance committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent shall develop administrative regulations to document the attendance committee's decision.

Guidelines on Extenuating Circumstances

The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.~~adhere to the following guidelines to determine attendance for award of credit or a final grade:~~

1. When~~If~~ makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as~~that are allowed under compulsory attendance requirements shall be considered~~ days of attendance for award of credit or a final grade. [See FEA]~~(LEGAL) at Excused Absences for Compulsory Attendance Determinations.]~~

~~2.~~ The attendance~~A transfer or migrant student incurs absences only after his or her enrollment in the District.~~

~~3. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.~~

~~4. The~~ committee shall consider whether the reasons for the absences were ~~for reasons~~ out of the ~~student's or~~ parent's or student's control and~~.~~

~~5.~~2. ~~The committee shall consider~~ whether documentation for~~or not~~ the absence is acceptable~~student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject~~.

~~6.~~3. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

~~Best Interest Standard~~

~~In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.~~

Imposing Conditions for Awarding Credit or a Final Grade

The attendance committee shall consider the student's unique circumstances and, if necessary, shall ~~may~~ impose ~~any of the following~~ conditions for awarding~~students with excessive absences to regain~~ credit or ~~be awarded~~ a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.

~~1.~~2. Completing additional assignments, as specified by the committee or teacher.

~~2.~~3. Attending tutorial sessions as scheduled~~, which may include Saturday classes or before- and after-school programs~~.

4. Completing other instructional programs, as specified by the committee.

~~3. Maintaining the attendance standards for the rest of the semester.~~

~~4.~~5. Taking an examination to earn credit. [See EHDB]

~~5. Attending a flexible school day program.~~

~~6. Attending summer school.~~

In all cases, the student must ~~also~~ earn a passing grade in order to receive credit.

Appeal Process

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).

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[1] Innovation Plan: https://www.lavegaisd.org/

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy.~~.~~ Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website[1];
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

[1] Texas Abuse Hotline Website: http://www.txabusehotline.org

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The principal~~principal~~ is custodian of all records for currently enrolled students. The principal~~The principal~~ is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by an accelerated learning~~a grade placement~~ committee convened for the student.
5. Health services record, including:
    a. The results of any tuberculin tests required by the District.
    b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

c. Immunization records. [See FFAB]

6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or

reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or

5. Investigating or evaluating programs.

Transcripts and Transfers of Records

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

Records Responsibility for Students in Special Education

The director of special education~~director of special education~~ shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the special education office~~the special education office~~.

Procedure to Amend Records

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

Directory Information

Directory information for District students has been classified into two separate categories:

1. Items for use only for school-sponsored purposes; and

2. Items for all other purposes.

School-Sponsored Purposes	For the following school-sponsored purposes—all District publications and announcements~~all District publications and announcements~~—directory information shall include student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams~~student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams~~.
All Other Purposes	For all other purposes, directory information shall include student name, address, participation in officially recognized activities and sports, and weight and height of members of athletic teams~~student name, address, participation in officially recognized activities and sports, and weight and height of members of athletic teams~~.

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

Consider Resolution of Votes Cast to Elect Directors for the McLennan County Appraisal District for 2022-2023

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields

Background Information:
Attached is the official ballot for selection of the five (5) member Board of Directors of the McLennan County Appraisal District (2022-2023 term). The Board may cast all of their votes for one candidate or distribute them among any number of candidates. After casting its votes by written resolution, the District must return the ballot and resolution to the McLennan County Appraisal District by December 14, 2021.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

MCLENNAN COUNTY APPRAISAL DISTRICT BOARD OF DIRECTORS
ALLOWABLE VOTES BY ENTITY

TAXING UNIT	Preceding YR Tax Levy 2020	PERCENT OF TOTAL LEVY	CALCULATED 2022-2023 TERM VOTES
SCHOOL DISTRICTS			
AXTELL ISD	1,649,819.22	0.344509%	**17**
BOSQUEVILLE ISD	2,637,265.34	0.550704%	**28**
BRUCEVILLE-EDDY ISD	2,321,484.25	0.484764%	**24**
CHINA SPRING ISD	13,528,193.17	2.824908%	**141**
CONNALLY ISD	9,971,006.52	2.082110%	**104**
CRAWFORD ISD	2,819,078.15	0.588670%	**29**
GHOLSON ISD	591,966.38	0.123612%	**6**
HALLSBURG ISD	965,409.60	0.201593%	**10**
LA VEGA ISD	13,166,378.84	2.749356%	**137**
LORENA ISD	8,225,954.59	1.717714%	**86**
MART ISD	1,270,814.60	0.265367%	**13**
McGREGOR ISD	6,045,995.96	1.262503%	**63**
MIDWAY ISD	71,031,932.31	14.832631%	**742**
MOODY ISD	1,738,773.31	0.363084%	**18**
OGLESBY ISD	9,207.09	0.001923%	**0**
RIESEL ISD	5,393,063.96	1.126160%	**56**
ROBINSON ISD	10,433,295.33	2.178643%	**109**
VALLEY MILLS ISD	942,596.51	0.196830%	**10**
WACO ISD	86,290,435.34	18.018857%	**901**
WEST ISD	5,980,029.69	1.248728%	**62**
COUNTY			
MCLENNAN COUNTY	89,318,633.40	18.651194%	**933**
MCLENNAN COMMUNITY COLLEGE	30,142,460.61	6.294240%	**315**
CITIES			
BELLMEAD, CITY OF	1,885,349.21	0.393692%	**20**
BEVERLY HILLS, CITY OF	518,475.76	0.108266%	**5**
BRUCEVILLE-EDDY, CITY OF	351,015.71	0.073298%	**4**
CRAWFORD, CITY OF	306,598.78	0.064023%	**3**
GHOLSON, CITY OF	72,575.43	0.015155%	**1**
GOLINDA, CITY OF	23,330.62	0.004872%	**0**
HALLSBURG, CITY OF	18,025.14	0.003764%	**0**
HEWITT, CITY OF	5,689,575.50	1.188077%	**59**
LACY-LAKEVIEW, CITY OF	1,503,912.43	0.314042%	**16**
LEROY, CITY OF	26,135.08	0.005457%	**0**
LORENA, CITY OF	709,568.61	0.148170%	**7**
MART, CITY OF	458,224.93	0.095685%	**5**
McGREGOR, CITY OF	2,684,801.98	0.560631%	**28**
MOODY, CITY OF	372,483.95	0.077781%	**4**
RIESEL, CITY OF	208,825.28	0.043606%	**2**
ROBINSON, CITY OF	5,362,265.43	1.119729%	**56**
VALLEY MILLS, CITY OF	6,151.26	0.001284%	**0**
WACO, CITY OF	87,144,110.32	18.197118%	**910**
WEST, CITY OF	1,229,408.29	0.256721%	**13**
WOODWAY, CITY OF	5,844,998.40	1.220531%	**61**
TOTAL	**478,889,626**	**100%**	**5,000**

STATE OF TEXAS §
COUNTY OF McLENNAN §

TAXING UNIT NO.

OFFICIAL BALLOT

SELECTION OF FIVE (5) MEMBERS FOR THE BOARD OF DIRECTORS
OF THE McLENNAN COUNTY APPRAISAL DISTRICT

.

ENTER THE NUMBER OF VOTES, IN THE SQUARE(S) ADJACENT TO THE NAME OF THE CANDIDATE(S), INDICATING THE NUMBER OF VOTES YOU WISH TO CAST FOR EACH CANDIDATE. YOU MAY CAST ALL OF YOUR ALLOTED VOTES FOR ONE CANDIDATE OR DISTRIBUTE THEM AMONGST ANY NUMBER OF CANDIDATES. PLEASE VERIFY THAT THE TOTAL NUMBER OF VOTES CAST MATCH THE ENTITLED NUMBER OF VOTES ALLOWED FOR YOUR TAXING UNIT, WHICH IS LISTED ON THE SPREADSHEET INLUDED IN THE DELIVERY METHOD OF THIS BALLOT. BALLOTS SUBMITTED IN WHICH THE NUMBER OF VOTES CAST EXCEEDS THE NUMBER OF ENTITLED VOTES, CANNOT BE COUNTED.

NUMBER OF VOTES	NOMINEE
	MICHAEL BANCALE
	ANDREW DREXEL
	BRIDGETTE FUSELIER
	JONATHON GREEN
	JIM HOLMES
	BEN PERRY
	SCOTT SALMANS
	MILDRED WATKINS

BALLOT AND RESOLUTION MUST BE RETURNED TO JOE DON BOBBITT, CHIEF APPRAISER, BEFORE DECEMBER 15, 2021. BALLOTS RECEIVED OR POSTMARKED AFTER DECEMBER 14, 2021, CANNOT BE COUNTED
except entities that are entitled to cast at least 5% of the total votes (Midway ISD, Waco ISD, McLennan County, MCC, City of Waco) must determine its vote by resolution adopted at the first or second open meeting of the governing body that is held after the date the chief appraiser delivers the ballot to the presiding officer of the governing body.

TAXING UNIT: La Vega Independent School District

RESOLUTION OF VOTES CAST TO ELECT DIRECTORS FOR THE McLENNAN COUNTY APPRAISAL DISTRICT FOR THE YEARS 2022-2023

WHEREAS, Section 6.03 (k) of the Texas Property Tax Code, requires that each taxing unit entitled to vote cast their vote by Resolution and submit results of that vote to the Chief Appraiser of the McLennan County Appraisal District before December 14, 2021.

THEREFORE, the La Vega Independent School District submits the attached Official Ballot, as issued by the Chief Appraiser, stating the vote for candidates for the election of the Board of Directors for the McLennan County Appraisal District for 2022-2023.

ACTION TAKEN this 16th day of November, 2021 in Open Session of the governing body of the above-mentioned taxing unit; as authorized under Section 6.03 of the Texas Property Tax Code, for the purpose of casting votes to elect the Board of Directors of the McLennan County Appraisal District.

_____
Signature

_____
Name and title

ATTEST:

_____
Signature

_____
Name and title

Monthly Budget Analysis Report

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. James Garrett

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: _____

La Vega Independent School District
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual

For the Period Ended 10/31/2021

GENERAL FUND - 199

DATA CONTROL CODES	REVENUES	(1) 2021-2022 ORIGINAL BUD	(2) 2021-2022 AMEND BUD	(3) MONTHLY CURRENT 10/31/2021	(3) MONTHLY PRIOR YR 10/31/2020	(4) YEAR-TO-DATE CURRENT 10/31/2021	(4) YEAR-TO-DATE PRIOR YR 10/31/2020	(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 10/31/2021
5700	LOCAL	11,457,480	11,457,480	1,392,235	279,092	1,487,450	313,709	9,970,030	12.98%	2.86%	16.67%
5800	STATE	20,472,204	20,472,204	3,646,572	3,513,250	7,889,684	7,578,625	12,582,520	38.54%	34.36%	16.67%
5900	FEDERAL	150,000	150,000	54,196	15,155	62,355	15,155	87,645	41.57%	101.03%	16.67%
5020	TOTAL REVENUES	$ 32,079,684	32,079,684	$ 5,093,003	$ 3,807,498	$ 9,439,489	$ 7,907,489	$ 22,640,195	29.43%	28.56%	16.67%
	EXPENDITURES						$0				
0011	Instruction	17,502,918	17,502,918	1,359,008	1,510,883	2,752,094	2,774,903	14,750,824	15.72%	15.52%	16.67%
0012	Instr Resources/Media Services	302,757	302,757	18,189	38,484	36,433	59,368	266,324	12.03%	20.77%	16.67%
0013	Curriculum & Staff Development	567,484	567,484	28,104	33,102	56,198	52,843	511,286	9.90%	10.12%	16.67%
0021	Instructional Leadership	785,799	785,799	58,670	56,191	119,480	108,300	666,319	15.20%	13.77%	16.67%
0023	School Leadership	2,463,633	2,463,633	194,040	193,091	389,118	361,949	2,074,515	15.79%	15.53%	16.67%
0031	Guidance, Counseling & Evaluation	824,101	824,101	57,924	68,101	115,602	125,136	708,499	14.03%	14.07%	16.67%
0032	Attendance & Social Services	94,625	94,625	-	-	-	120,000	94,625	0.00%	112.51%	16.67%
0033	Health Services	296,777	296,777	24,734	21,242	44,949	42,081	251,828	15.15%	11.98%	16.67%
0034	Student Transportation	2,037,842	2,037,842	202,555	-	202,555	-	1,835,287	9.94%	0.00%	16.67%
0035	Food Services	30,000	30,000	-	-	-	-	30,000	0.00%	0.00%	16.67%
0036	Extracurricular Activities	1,769,792	1,769,792	150,712	139,635	266,877	225,934	1,502,915	15.08%	13.81%	16.67%
0041	General Administration	1,571,317	1,571,317	105,878	103,363	257,704	243,676	1,313,613	16.40%	16.49%	16.67%
0051	Plant Maintenance & Operations	3,618,547	3,618,547	269,210	238,939	487,466	440,668	3,131,081	13.47%	12.13%	16.67%
0052	Security & Monitoring Services	546,854	546,854	43,848	41,721	80,778	76,684	466,076	14.77%	13.15%	16.67%
0053	Data Processing Services	1,253,982	1,253,982	137,113	119,181	195,077	227,723	1,058,905	15.56%	19.36%	16.67%
0061	Community Services	4,550	4,550	-	-	-	-	4,550	0.00%	0.00%	16.67%
0071	Debt Service	281,000	281,000	-	-	12,976	14,093	268,024	4.62%	5.29%	16.67%
0095	Payment to JJAEP	38,000	38,000	774	-	814	1,500	37,186	2.14%	2.08%	16.67%
0099	Other Intergovernmental Charges	194,000	194,000	-	-	-	-	194,000	0.00%	0.00%	16.67%
6030	TOTAL EXPENDITURES	$ 34,183,978	$ 34,183,978	$ 2,650,759	$ 2,563,935	$ 5,018,121	$ 4,874,857	$29,165,857	14.68%	14.45%	16.67%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$ (2,104,294)	$ (2,104,294)	$ 2,442,244	$ 1,243,563	$ 4,421,368	$ 3,032,632				
	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)	$ (2,104,294)	$ (2,104,294)		(11)	$ 4,421,368					
100	*UNAUDITED* Fund Balance - Sept. 1	$ 7,510,831	$ 7,510,831		(12)	$ 7,510,831					
3000	Fund Balance - Aug 31 (projected and unaditied) (13)	$ 5,406,537	$ 5,406,537		(14)	$ 11,932,199					

(1) 2020-2021 Approved Budget - The original budget approved by the Board for the 2020-2021 Fiscal Year

(2) 2020-2021 Amend 05/31/2021

(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 year

(5) Difference Between Amended Budget and Current Year To Date -365
left to receive(revenues)/disburse(expenditures) for the remainder of the Fiscal Year

(6) Current Year To Date as A Percent of The 2020-2021 Amended Budget - The percent of Current Year To Date revenues/expenditures to the 2020-2021 Amended Budget

(7) Prior Year To Date as A Percent of The 2020-2021 Budget - Ther percent of Prior Year To Date revenues/expenditures from the 2020-2021 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 report

(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 columns

(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 balance

(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 2020-2021 Approved Budget or 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 of the report.

La Vega Independent School District
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual

For the Period Ended 10/31/2021

CHILD NUTRITION FUND - 240

		(1)	(2)	(3)		(4)		(5)	(6)	(7)	(8)
DATA CONTROL CODES	REVENUES	2021-2022 ORIGINAL BUD	2021-2022 AMEND BUD	MONTHLY CURRENT 10/31/2021	MONTHLY PRIOR YR 10/31/2020	YEAR-TO-DATE CURRENT 10/31/2021	YEAR-TO-DATE PRIOR YR 10/31/2020	DIFFERENCE AMEND BUD TO YTD CURR	CY YTD AS % OF BUDGET	PY YTD AS % OF BUDGET	% OF YEAR ELAPSED AS OF 10/31/2021
5700	LOCAL	84,237	84,237	13,383	13,383	29,109	4,851	55,128	34.56%	3.24%	16.67%
5800	STATE	12,000	12,000	4,751	4,751	9,324	-	2,676	77.70%	0.00%	16.67%
5900	FEDERAL	2,250,322	2,250,322	41,886	41,886	216,640	67,457	2,033,682	9.63%	2.93%	16.67%
7900	OTHER			-	-	-	-	-	#DIV/0!		16.67%
5020	TOTAL REVENUES	$2,346,559	$2,346,559	$60,020	$60,020	$255,073	72,307	$2,091,486	10.87%	3.18%	16.67%
	EXPENDITURES										
0011	Instruction			-	-	-	-	-	#DIV/0!		16.67%
0012	Instr Resources/Media Services			-	-	-	-	-	#DIV/0!		16.67%
0013	Curriculum & Staff Development			-	-	-	-	-	#DIV/0!		16.67%
0021	Instructional Leadership			-	-	-	-	-	#DIV/0!		16.67%
0023	School Leadership			-	-	-	-	-	#DIV/0!		16.67%
0031	Guidance, Counseling & Evaluation			-	-	-	-	-	#DIV/0!		16.67%
0032	Attendance & Social Services			-	-	-	-	-	#DIV/0!		16.67%
0033	Health Services			-	-	-	-	-	#DIV/0!		16.67%
0034	Student Transportation			-	-	-	-	-	#DIV/0!		16.67%
0035	Food Services	2,316,559	2,316,559	346,448	346,448	430,503	192,679	1,886,056	18.58%	7.78%	16.67%
0036	Extracurricular Activities			-	-	-	-	-	#DIV/0!		16.67%
0041	General Administration			-	-	-	-	-	#DIV/0!		16.67%
0051	Plant Maintenance & Operations	30,000	30,000	1,954	1,954	2,096	1,690	27,904	6.99%	6.15%	16.67%
0052	Security & Monitoring Services			-	-	-	-	-	#DIV/0!		16.67%
0053	Data Processing Services			-	-	-	-	-	#DIV/0!		16.67%
0061	Community Services			-	-	-	-	-	#DIV/0!		16.67%
0071	Debt Service			-	-	-	-	-	#DIV/0!		16.67%
0081	Facility Acquisition & Construction			-	-	-	-	-	#DIV/0!		16.67%
0095	Payment to JJAEP			-	-	-	-	-	#DIV/0!		16.67%
0099	Other Intergovernmental Charges			-	-	-	-	-	#DIV/0!		16.67%
6030	TOTAL EXPENDITURES	$2,346,559	$2,346,559	$348,402	$348,402	$432,599	$194,369	$1,913,960	18.44%	8.48%	16.67%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$0	$0	($288,382)	($288,382)	($177,526)	($122,062)				
	OTHER FINANCING SOURCES (USES)	(9)	(9)			(9)					
7910	Transfers In										
8910	Transfers Out (10)			$0	$0	$0	$0				
	TOTAL OTHER FINANCING SOURCES (USES)										
1200	Net Change in Fund Balance (11)	$0	$0		(11)	($177,526)					
100	*UNAUDITED* Fund Balance - Sept. 1	$488,775	$488,775		(12)	$488,775					
3000	Fund Balance - Aug 31 (projected and unaditied) (13)		$488,775		(14)	$311,249					

La Vega Independent School District
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual

For the Period Ended 10/31/2021

DEBT SERVICE FUND - 511

DATA CONTROL CODES	REVENUES	(1) 2021-2022 ORIGINAL BUD	(2) 2021-2022 AMEND BUD	(3) MONTHLY CURRENT 10/31/2021	(3) MONTHLY PRIOR YR 10/31/2020	(4) YEAR-TO-DATE CURRENT 10/31/2021	(4) YEAR-TO-DATE PRIOR YR 10/31/2020	(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 10/31/2021
5700	LOCAL	2,549,803	2,549,803	327,044	98,792	2,563,319	101,828	(13,516)	100.53%	4.50%	16.67%
5800	STATE	-	-	-	-	107,613	-	(107,613)	#DIV/0!	0.00%	16.67%
5900	FEDERAL	279,750	279,750	-	-	272,499	132,629	7,251	97.41%	47.41%	16.67%
7900	OTHER		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
5020	TOTAL REVENUES	$ 2,829,553	$ 2,829,553	$ 327,044	$ 98,792	$ 2,943,431	$ 234,457	$ (113,878)	104.02%	7.97%	16.67%
	EXPENDITURES										
0011	Instruction		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0012	Instr Resources/Media Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0013	Curriculum & Staff Development		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0021	Instructional Leadership		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0023	School Leadership		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0031	Guidance, Counseling & Evaluation		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0032	Attendance & Social Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0033	Health Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0034	Student Transportation		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0035	Food Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0036	Extracurricular Activities		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0041	General Administration		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0051	Plant Maintenance & Operations		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0052	Security & Monitoring Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0053	Data Processing Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0061	Community Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0071	Debt Service	2,557,414	2,557,414	-	-	2,408,604	132,629	148,810	94.18%	4.96%	16.67%
0081	Facility Acquisition & Construction		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0095	Payment to JJAEP		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
0099	Other Intergovernmental Charges		-	-	-	-	-	-	#DIV/0!	#DIV/0!	16.67%
6030	TOTAL EXPENDITURES	$ 2,557,414	$ 2,557,414	$ -	$ -	$ 2,408,604	$ 132,629	$ 148,810	94.18%	4.90%	16.67%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$ 272,139	$ 272,139	$ 327,044	$ 98,792	$ 534,828	$ 101,828				
	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)	$ 272,139	$ 272,139		(11)	$ 534,828					
100	*UNAUDITED* Fund Balance - Sept. 1	$ 3,140,001	$ 3,140,001		(12)	$ 3,140,001					
100	Less: Committed Fund Balance - Sept. 1		$ (3,184,490)			$ (3,184,490)					
3000	Fund Balance - Aug 31 (projected and unaudited) (13)	$ 3,412,140	$ 227,650		(14)	$ 490,339					
3000	Less: Committed Fund Balance-Aug 31										
	Available Fund Balance (projected and unaudited) (14)	$ 3,412,140	$ 227,650			$ 490,339					

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: _____

LV Personnel Recommendations for employees

The following employees are recommended for employment for the 2021- 2022 school years.

Name	Assignment
Derrick Keller	Social Studies Teacher LVHS Replacing: Slade Rodriguez (transfer)

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
November 16, 2021

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: _____