

Agenda of Work Session

The Board of Trustees Lewisville Independent School District

A Work Session of the Board of Trustees of Lewisville Independent School District will be held on November 2, 2020, beginning at 6:00 PM in LISD Admin Center's Boardroom
1565A W. Main Street
Lewisville, TX 75067.

The subjects to be discussed or considered upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

- A. **CALL TO ORDER AND ESTABLISH QUORUM**
- B. **CLOSED SESSION** - as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551, et seq.
 - 1. Discussion of Personnel Recommendations (TGC 551.074)
 - a. Appointment of General Counsel
- C. **RECONVENE INTO OPEN SESSION**
- D. **PLEDGE OF ALLEGIANCE AND TEXAS PLEDGE**
- E. **CONSIDER ACTION ON ITEMS DISCUSSED IN CLOSED SESSION**
 - 1. Personnel Recommendations
 - a. Appointment of General Counsel
- F. **VISION STATEMENT - All of our students enjoy thriving, productive lives in a future *they* create.**
- G. **MISSION STATEMENT - Students, staff and community design and implement a learning organization that provides engaging, innovative experiences every day.**
- H. **LISD FOUR CORNERSTONES / Student Learning - "I ensure learning is based on defined standards."**
 - Measure learning outcomes and adjust instruction based on student needs.
- I. **HEAR REQUESTS TO ADDRESS THE BOARD**
- J. **DISCUSSION ITEMS**
 - 1. **Conversation with Denton Central Appraisal District Chief Appraiser**
 - 2. **Deputy Superintendent Report**
 - a. PreK Update 3
 - b. ADSY Update 5
 - c. Advanced Academics Update – PreAP 16
 - d. Technology In Learning 18
 - 3. **Financial Report**
 - a. Proposed Budget Amendments for the General Fund and Food Service Fund for the Fiscal Year Ending August 31, 2021 19
 - b. Construction Update 21
 - c. Architect Firm Selection for New District Parking Lots 22
- K. **ACTION ITEM**
 - 1. Consider Approval of Framework for School Board Development Resolution 23
- L. **ADJOURN**

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, Government Code, Chapter 551, Subchapters D and E. 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.

- §551.071 Private consultation with the Board's attorney.*
- §551.072 Discussing purchase, exchange, lease or value of real property.*
- §551.073 Discussing negotiated contracts for prospective gifts or donations.*
- §551.074 Discussing personnel or to hear complaints against personnel.*
- §551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.*
- §551.082 Considering discipline of a public school child, or complaint or charge against personnel.*
- §551.0821 To deliberate a matter regarding a public school student if personally identifiable information will be revealed.*
- §551.083 Considering the standards, guidelines, terms or conditions the Board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.*
- §551.084 Excluding witnesses from a hearing.*
- §551.089 Considering the security assessments or deployments relating to information resources technology; network security information; or the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.*

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

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or*
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.*

Date: November 2, 2020

Division: Learning and Teaching

Subject: PreK Update

Background Information:

- According to Texas Education Code § 29.153, a district *shall* offer prekindergarten classes if the district identifies 15 or more children who are eligible and at least four years of age. A school district *may* offer prekindergarten classes if the district identifies 15 or more eligible children who are at least three years of age. A district may not charge tuition for a prekindergarten class offered in order to comply with this law.
 - A prekindergarten class offered to comply with this law *shall* be operated on a half-day basis.
- A child is eligible for enrollment in a prekindergarten class (as described above) if they are at least three years of age and:
 - Is unable to speak and comprehend the English language;
 - Is educationally disadvantaged;
 - Is a homeless child;
 - Is the child of an active duty member of the armed forces of the United States or who was injured or killed while serving in active duty.
 - dependents of Star of Texas Award recipients
- According to Texas Education Code § 29.1531, a school district *may* offer on a tuition basis or use district funds to provide
 - An additional half-day of prekindergarten class to children eligible for classes (as described above); and
 - Half-day and full-day prekindergarten classes to children not eligible for classes (as described above)
- The recently passed HB3 contains important legislation that impacts Pre-kindergarten. The following are critical highlights that will impact Pre-kindergarten in LISD:
 - Requires LEA's to provide High Quality full-day Pre-kindergarten to eligible four-year-old's
 - Eligibility requirements for Pre-kindergarten remain the same
 - State will continue to fund half-day Pre-kindergarten via ADA funds
 - Provides a Full-day Pre-kindergarten Exemption opportunity (waiver)

- Districts may request an exemption from offering full-day Pre-kindergarten for eligible four-year-olds in two circumstances
 - A one, two, or three-year exemption may be applied for through TEA with one opportunity for renewal.

Administrative Consideration:

- LISD has both types of prekindergarten programs described by statute: PreK for state eligible children and tuition-based PreK for non state eligible.
 - There are currently 905 PreK eligible students enrolled
 - In February 2020 there were 1,667 PreK students enrolled
 - There are currently 144 students enrolled in Discovery Academy
 - COVID-19 has significantly impacted the enrollment of PreK eligible students
- There are currently 20 campuses with PreK and 64 PreK Teachers.
 - 16 PreK teachers are teaching PreK virtual classrooms
 - For the 1st nine weeks there were 400 PreK students in the virtual learning pathway
- LISD has an approved 3 year waiver as allowed by HB 3 for full day PreK. While this would indicate that full day PreK must be in place for all PreK eligible students by 2022-23, as current law stands another waiver can be applied for which would allow for full day implementation to be delayed until 2025-26.
 - LISD now has 17 full day PreK classes based on initial implementation aligned with HB 3.

Date: November 2, 2020

Division: Deputy Superintendent

Subject: ADSY Update

Background Information:

- The purpose of the ADSY program is:
 - Add additional days on the front-end of the 2021-22 school year, to maximize learning time
 - Target all students on campus
 - Create consistent program across all 210 days that enables students to stay with same teachers all year
 - Increase teacher efficacy through collaboration and additional professional learning.
 - Incorporate data collection to evaluate student progress and eliminate the summer slide.

- ADSY activities consist of:
 - Project Manager meets weekly with Engage2Learn Consultant.
 - ADSY Planning Committee meets every other week.
 - Surveys were distributed to all families and staff Oct 5.
 - Focus Groups were held on Oct. 7 and Oct. 8.
 - District Admin. / Parents / Teachers / Support Staff / LHS students / Current 5th graders / Community Members

Administrative Consideration:

- During the ADSY update at the October 19, 2020 Board meeting there was a request to see the survey questions administered. These questions can be found on the subsequent pages.

- There were 287 responses to the ADSY survey. Respondents belonged to the following categories:
 - Rockbrook Staff - 51
 - Lewisville ES - 53
 - Rockbrook Parents - 64
 - Lewisville Parents - 84
 - Current Students - 14
 - Former Students - 5
 - District Staff 10
 - Community - 6

- There were 81 Focus Group Participants:

- Rockbrook Staff - 13
 - Lewisville Staff - 19
 - Rockbrook Parents - 3
 - Lewisville Parents - 6
 - Current Students - 25
 - District Staff - 8
 - Community - 7
- Information from the survey and focus groups will be provided in the presentation presented.
 - Ms. Heintzman, Ms. Valdes, and Mr. Guy are meeting with campus teachers on Monday November 2nd and Tuesday November 3rd to look at draft calendars, example schedules, and hold question and answer opportunities.

Lewisville Community Survey

Lewisville Elementary and Rockbrook Elementary are in the phase I planning process of the "Additional Day School Year" (ADSY) program. This program would give these schools the opportunity to redesign each school day and lengthen the school year to enrich the learning for their students and create more time for teacher collaboration and professional learning. Your feedback is greatly appreciated and important to this planning process. Thank you for your time in completing this survey.

Las escuelas primarias Lewisville y Rockbrook se encuentran en la fase I del proceso de planificación del programa de "Año escolar adicional diurno" (ADSY). Este programa les daría a estas escuelas la oportunidad de rediseñar cada día escolar y alargar el año escolar para enriquecer el aprendizaje de sus estudiantes y crear más tiempo para la colaboración de los maestros y el aprendizaje profesional. Sus comentarios son muy apreciados e importantes para este proceso de planificación. Gracias por su tiempo para completar esta encuesta.

* Required

1. 1. What is your role in Lewisville ISD? Please choose that which you identify with most. / ¿Cuál es su lugar en Lewisville ISD? Por favor, elige aquello con lo que te identificas más. *

Mark only one oval.

- Lewisville Elementary Student / estudiante de Lewisville Elementary
- Rockbrook Elementary Student / estudiante de Rockbrook Elementary
- FORMER Student / Ex alumno
- Parent/Grandparent/Guardian of current Lewisville Elementary student / Padre / abuelo / tutor del estudiante actual de Lewisville Elementary
- Parent/Grandparent/Guardian of current Rockbrook Elementary student / Padre / abuelo / tutor del estudiante actual de Rockbrook Elementary
- Teacher/Staff Member of Lewisville Elementary
- Teacher/Staff Member of Rockbrook Elementary
- Employee of Lewisville ISD/Empleado de Lewisville ISD
- Community, Business & Faith-Based Leaders / Líderes comunitarios, comerciales y basados en la fe

2. 2. What goals do you have for students who will participate in a longer school year? Please check all that apply. / ¿Qué metas tiene para los estudiantes que participarán en un año escolar más largo? Por favor marque todos los que apliquen. *

Check all that apply.

- Increased test scores | Mayor puntuación en exámenes
- Enjoy school | Disfrutar la escuela
- Continual progress without summer slide | Progreso continuo sin pérdida de aprendizaje
- Increased self-confidence | Mayor autoconfianza
- Well-rounded child | Niño completo
- Extended Playtime | Tiempo de juego extendido
- Increased Brain Breaks | Aumento de descansos mentales
- Enrichment opportunities | Oportunidades de enriquecimiento
- Safe & healthy environment | Ambiente seguro y saludable

Other: _____

3. 3. In order for learners to meet the previously mentioned goals, what changes, if any, need to be made to the enrichment options? Please check all that apply. / Para que los alumnos alcancen los objetivos mencionados anteriormente, ¿qué cambios, si es que hay alguno, deben realizarse en las opciones de enriquecimiento? Por favor marque todos los que apliquen. *

Check all that apply.

- Music Education - smaller groups concentrated on different instruments, choir, etc. | Educación musical: grupos más pequeños concentrados en diferentes instrumentos, coros, etc.
 - Dance | Baile
 - Movement classes for spatial development | Clases de movimiento para el desarrollo espacial
 - Collaborative learning for team-building and leadership | Aprendizaje colaborativo para la formación de equipos y el liderazgo
 - Mindfulness activities for social-emotional development | Actividades de atención plena (mindfulness) para el desarrollo socioemocional
 - Cooking | Cocinar
 - Gardening | Jardinería
 - Karate | Kárate
 - Sports (similar to city-leagues, but built into the school day) | Deportes (similar a las ligas de la ciudad, pero integrado durante el día escolar)
 - Painting (similar to independent guided painting classes) | Pintura (similar a las clases de pintura guiadas independientes)
 - Crafts | Artesanía
 - Computer Science/Coding/Robotics | Ciencias de la Computación / Codificación / Robótica
 - Theater/Dramatics | Teatro / Dramaturgia
- Other: _____

4. 4. How might we rethink the structure of a school day to allow for brain breaks for students and time for teacher job embedded collaboration? Please check all that apply. / ¿Cómo podríamos repensar la estructura de un día escolar para permitir descansos mentales para estudiantes y tiempo para la colaboración integrada en el trabajo para maestras y maestros? *

Check all that apply.

- Allow for early release for students to go home one day a week | Permita que los estudiantes salgan temprano a casa un día a la semana
- Allow for early release for students to engage in enrichment activities one day a week | Permita que los estudiantes salgan temprano para participar en actividades de enriquecimiento un día a la semana
- Allow for community partnership time built into schedule | Permita que el tiempo de asociación de la comunidad esté integrado en el horario
- Allow for the school day to go later in the day for students | Permita que el día escolar se desarrolle más tarde para los estudiantes
- Allow for Social Emotional and Mindfulness activities built into the school day | Permitir actividades socioemocionales y de atención plena integradas durante el día escolar
- Other: _____

5. 5. What behaviors do learners need to engage in to become successful future employees? Please check all that apply. / ¿Qué comportamientos deben adoptar los alumnos para convertirse en futuros empleados exitosos? Por favor marque todos los que apliquen. *

Check all that apply.

- Activities that allow students choice | Actividades que permiten a los estudiantes elegir
- Activities that allow students to work autonomously | Actividades que permitan a los alumnos trabajar de forma autónoma
- Activities that engage students in critical thinking | Actividades que involucran a los estudiantes en el pensamiento crítico
- Communication skills | Habilidades de comunicación
- Technology skills | Habilidades tecnológicas
- Ability to work well with others (teamwork/collaboration) | Capacidad para trabajar bien con otros (trabajo en equipo / colaboración)
- Leadership skills | Habilidades de liderazgo
- Innovative thinking | Pensamientos innovadores
- Passion for topics of interest | Pasión por temas de interés

Other: _____ 10 _____

6. 6. What impact to student learning might you see if the schedule included a longer school year with student brain breaks and job embedded collaboration? Please check all that apply. / ¿Qué impacto podría ver en el aprendizaje de los estudiantes si el programa incluye un año escolar más largo con descansos mentales para los estudiantes y colaboración integrada en el trabajo? Por favor marque todos los que apliquen. *

Check all that apply.

- Higher achievement and overall success | Mayor logro y éxito general
 - Improved scores on state mandated tests | Mejores resultados en exámenes estatales obligatorias
 - Increase in critical thinking skills | Aumento de las habilidades de pensamiento crítico.
 - Growth in working autonomously | Crecimiento en el trabajo autónomo
 - Increased ability to communicate effectively | Mayor capacidad para comunicarse de manera efectiva
 - Increase in collaboration skills | Aumento de las habilidades de colaboración
 - Innovative ideas from teachers developed from job-embedded collaboration | Ideas innovadoras de los profesores desarrolladas a partir de la colaboración integrada en el trabajo
 - Renewed teachers | Maestros renovados
 - Increased grades and test scores | Mejores calificaciones y puntajes de exámenes
- Other: _____

7. 7. What challenges come to mind when you think of a 210 day school year? Please check all that apply. / ¿Qué dificultades le vienen a la mente cuando piensa en un año escolar de 210 días? Por favor marque todos los que apliquen. *

Check all that apply.

- Families having students with different schedules | Familias que tienen estudiantes con diferentes horarios.
- Transportation | Transporte
- Different breaks than other students in the district | Diferentes descansos que otros estudiantes del distrito.
- Some families not wanting their students to attend school for 210 days | Algunas familias no quieren que sus estudiantes asistan a la escuela durante 210 días
- Attendance rate could be lower | asistencia podría ser reducida

Other: _____

8. 8. What type of partnerships would you like to see formed with community and school? Please check all that apply. / ¿Qué tipo de asociaciones le gustaría que se formen con la comunidad y la escuela? Por favor marque todos los que apliquen. *

Check all that apply.

- Mentorship program | Programa de tutoría
- Career showcases to open students' eyes to different career opportunities | Escaparates de carreras para abrir los ojos de los estudiantes a diferentes oportunidades profesionales
- Tutoring | Tutoría
- Community members leading enrichment activities for students | Miembros de la comunidad que dirigen actividades de enriquecimiento para los estudiantes.
- Reading buddies - community member will read with their paired students/groups | Amigos de lectura: los miembros de la comunidad leerán con sus alumnos / grupos emparejados
- Other: _____

9. 9. Do you normally travel during the summer? If so, how long are your trips? / ¿Viajas normalmente durante el verano? Si es así, ¿cuánto duran sus viajes? *

Mark only one oval.

- No | No
- Yes, 3 days or less | Sí, 3 días o menos
- Yes, 4 days - a week | Sí, 4 días a la semana
- Yes, two weeks | Si, dos semanas
- Other: _____

10. 10. How would you be able to support the teachers' and parents' efforts in their students' engagement/participation in the Additional Days School Year? Please check all that apply. / ¿Cómo podría apoyar los esfuerzos de los maestros y los padres en el compromiso / participación de sus estudiantes en los días adicionales del año escolar? Por favor marque todos los que apliquen. *

Check all that apply.

- Community Member involvement | Participación de miembros de la comunidad
 - Leading enrichment activities | Liderar actividades de enriquecimiento
 - Tutoring students | Tutoría de estudiantes
 - Parent of an extended year student | Padre de un estudiante de año extendido
 - Financially | Financieramente
 - Materials and supplies | Materiales y suministros
 - Family support: transportation/day care services | Apoyo familiar: transporte / servicios de guardería
 - Field Trip opportunities | Oportunidades de excursiones
- Other: _____

11. 11. If teachers were able to have more time for teacher support and professional development, what do you think would be impacted most? Please check all that apply. / Si los maestros pudieran tener más tiempo para el apoyo de los maestros y el desarrollo profesional, ¿qué cree que se vería más afectado? Por favor marque todos los que apliquen. *

Check all that apply.

- Student learning | Aprendizaje del estudiante
 - Teacher development | Desarrollo docente
 - Teacher/staff morale | Moral del maestro / personal
 - Family support | Apoyo familiar
 - Community support | Soporte comunitario
- Other: _____

12. 12. What changes do you feel would be important/would you like to see in the daily schedule in implementation of the longer school year? Please check all that apply. / ¿Qué cambios cree que serían importantes / le gustaría ver en el programa diario en la implementación del año escolar más largo? Por favor marque todos los que apliquen. *

Check all that apply.

- Increased Teacher Planning Time | Mayor tiempo de planificación del maestro
- More breaks from school built into the yearly school calendar | Más descansos de la escuela integrados en el calendario escolar anual
- Increased brain breaks for students | Aumento de los descansos mentales para los estudiantes
- Enrichment opportunities | Oportunidades de enriquecimiento
- More field trips | Más excursiones
- Community Member involvement | Participación de miembros de la comunidad
- Socio-emotional support time built into the day | Tiempo de apoyo socioemocional integrado en el día.
- Increased intervention time for struggling students | Mayor tiempo de intervención para estudiantes con dificultades

Other: _____

13. 13. Would you be interested in an Additional Days School Year? / ¿Estaría interesado en un año escolar de días adicionales? *

Mark only one oval.

- Yes | Si
- No | No
- Other: _____

14. 14. What questions do you have about ADSY - Additional Days School Year?
(optional) / ¿Qué preguntas tiene sobre ADSY - Días adicionales del año escolar?
(Opcional)

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Date: November 2, 2020

Division: Learning and Teaching

Subject: Advanced Academics - PreAP Update

Background Information:

- On November 4, 2019, an update was provided at a Board meeting regarding impending changes from the College Board® related to use of “Pre-AP.”
 - College Board® launched their new PreAP program in the fall of 2018 with eight new courses for ninth grade. Courses offered consisted of: English 1, Algebra 1, World History and Geography, Biology, Theatre, Dance, Visual Art, Music
 - By the school year 2022-23 school districts will no longer be able to use the label PreAP for courses unless they are participating in the official College Board® program.
- It was reported at that meeting that from the initial work group convened, 8 out of the 9 table groups recommended that LISD **not** implement the College Board® Pre-AP® program, but rather to design our own program outside of the Pre-AP® requirements.
- The timeline for next steps shared at that meeting as well was as follows:
 - 2019-20: Another district work group made up of teams of middle school and high school teachers per content area will be convened to begin the **design work** for a new advanced academic program. Consideration for courses, impact to curriculum, and communication will be explored.
 - 2020-21: Teacher teams work on curriculum needs identified. Communication begins to inform the community of changes to Pre-AP®
 - 2021-22: Plan to implement proposed changes

Administrative Consideration:

- 77 middle and high school teachers and content leaders served in the content area work groups with the following charge:
 - How do we operationalize the advanced academic mission statement for the design of a local “PreAP® ” program?
 - What would a framework and name look like that horizontally united the program around core practices and ideas?
- Naming was an important and challenging aspect of the program design. Research was

gathered from districts in our area as well as outside our state.

- Recommendations from the work group were presented and considered. Ultimately the HONORS name was selected for these key aspects:
 - Recognized as advanced coursework outside of LISD for scholarships, admissions, military, NCAA, etc.
 - Used by many districts in our immediate area as well as around the country
 - Recognized by our community as advanced coursework
- The work group also established additional guidance about what the Honors Experience should consist of and this will be discussed further in the presentation.
- Next Steps will include the following:
 - Communication to our community, teachers, and students
 - Updated course description guides in course selection process coming up November -January
 - Teacher professional learning - Summer 2021
 - Updates to LISD Board Policy
 - EIC Local to change the name from PreAP[®] to Honors regarding categories of grades that are weighted

Date: November 2, 2020

Division: Organizational Learning

Subject: Technology in Learning

Background Information:

- The last Technology in Learning segment in January 2020 focused on Canvas with students. This Technology in Learning will focus on Canvas with adults.
- Using Canvas as a tool to facilitate adult learning started in the summer of 2018 to help with building teacher knowledge and confidence as they were being trained on Canvas to implement with their students.
- Canvas courses are designed to support the learning of all LISD staff, including teachers, administrative and instructional support staff, and campus and district leaders. The professional learning team works closely with campus and district leaders to customize Canvas learning based on specific needs and district goals.
- Goals for providing online learning for adults include:
 - Provide a **collaborative learning environment** for staff to learn from and with other staff in similar roles
 - **Model effective strategies** for staff to experience and then use with their audience of learners
 - Deliver relevant learning that **leads to implementation** and improved practice/instruction
 - Promote **consistency in practices and processes** across the district

Administrative Consideration:

- Dr. Shawna Miller and Mike Brown will present a brief overview and spotlight different examples of adult online courses in Canvas during the presentation.
- For this school year, there are currently 258 adult professional learning courses available in Canvas with 10,679 participants enrolled. This number does not include courses created and led by an individual campus.
- As a Learning Management System, Canvas not only serves as an effective tool to facilitate adult learning virtually but also provides a digital platform to house all information and resources in one place.

Date: November 2, 2020

Division: Finance

Subject: Proposed Budget Amendments for the General Fund and Food Service Fund for the Fiscal Year Ending August 31, 2021

Background Information:

- State Law requires the District to adopt a budget prior to the beginning of the fiscal year, which is September 1st of each year. As the need arises, budget amendments are proposed to increase or decrease the General Operating, Food Service, and Debt Service budgets. The budget may be amended by action of the Board of Trustees as circumstances require through the year.
- During the transition from one fiscal year to the next, purchase orders are issued under the authority of the budget in effect for the year in which the goods were ordered. In the event the goods are not received until the next fiscal year, the purchase orders must be reauthorized in the following fiscal year budget. This allows the District to deal in good faith with vendors and to provide for seamless operations on the campuses where students are served.
- The current fiscal year expenditure budget for both the General Fund and the Food Service Fund will require to be increased to allow for payment of the goods and services ordered in the previous fiscal year, but not received until after the end of the fiscal year, August 31st. Those expenditures were not recognized in the prior year financial statements. This is a timing issue that allows for continuity of service.

Administrative Consideration:

- Budget Amendment Number 1 – Addition of \$2,675,032 to the General Fund budget to provide for goods and services that were authorized and ordered in the previous fiscal year, but not received until the 2020–2021 fiscal year.
- Budget Amendment Number 2 – Addition of \$1,127 to the Food Service Fund budget to provide for goods and services that were authorized and ordered in the previous fiscal year, but not received until the 2020–2021 fiscal year.
- This is an annual administrative function needed to recognize that purchase orders were authorized and issued in good faith near the end of the previous fiscal year to vendors for goods and services needed to operate the District. The goods and services were not received until the current fiscal year had begun. Therefore, this recommended action will simply move transactions that had been previously authorized into the current fiscal year in order to honor the commitments made by the District to vendors and to comply with requirements of law and generally accepted accounting principles.

**LEWISVILLE ISD
PROPOSED BUDGET AMENDMENTS
NUMBER 1 THROUGH 2**

Number	Fund	Func	Function - Description	Object Description	Orgs	Program Intent	Expenditures		Change In Fund Balance	
							Increase	Decrease		
1	199	11	Instructional Services	62XX - Professional & Contracted Services	Various	Various	\$ 81,234			
	199	11	Instructional Services	63XX - Supplies & Materials	Various	Various		631,445		
	199	11	Instructional Services	64XX - Other Operating Expenses	Various	Various		80		
	199	12	Instructional Resources & Media	62XX - Professional & Contracted Services	Various	Various		151		
	199	12	Instructional Resources & Media	63XX - Supplies & Materials	Various	Various		4,986		
	199	13	Curriculum & Staff Development	62XX - Professional & Contracted Services	Various	Various		15,000		
	199	13	Curriculum & Staff Development	63XX - Supplies & Materials	Various	Various		2,278		
	199	21	Instructional Leadership	63XX - Supplies & Materials	Various	Various		358,288		
	199	21	Instructional Leadership	64XX - Other Operating Expenses	Various	Various		50		
	199	23	School Leadership	62XX - Professional & Contracted Services	Various	Various		51,327		
	199	23	School Leadership	63XX - Supplies & Materials	Various	Various		20,971		
	199	23	School Leadership	64XX - Other Operating Expenses	Various	Various		2,389		
	199	31	Guidance, Counseling Service	62XX - Professional & Contracted Services	Various	Various		491		
	199	31	Guidance, Counseling Service	63XX - Supplies & Materials	Various	Various		2,923		
	199	33	Health Services	63XX - Supplies & Materials	Various	Various		6,998		
	199	34	Transportation	62XX - Professional & Contracted Services	Various	Various		18,357		
	199	34	Transportation	66XX - Capital Outlay	Various	Various		184,462		
	199	36	Extracurricular Activities	62XX - Professional & Contracted Services	Various	Various		12,401		
	199	36	Extracurricular Activities	63XX - Supplies & Materials	Various	Various		155,478		
	199	36	Extracurricular Activities	64XX - Other Operating Expenses	Various	Various		2,100		
	199	36	Extracurricular Activities	66XX - Capital Outlay	Various	Various		97,581		
	199	41	General Administration	62XX - Professional & Contracted Services	Various	Various		134,892		
	199	41	General Administration	63XX - Supplies & Materials	Various	Various		9,062		
	199	51	Maintenance & Operations	62XX - Professional & Contracted Services	Various	Various		579,343		
	199	51	Maintenance & Operations	63XX - Supplies & Materials	Various	Various		96,195		
	199	51	Maintenance & Operations	64XX - Other Operating Expenses	Various	Various		677		
	199	52	Security & Monitoring	62XX - Professional & Contracted Services	Various	Various		50,539		
	199	53	Data Processing Services	62XX - Professional & Contracted Services	Various	Various		141,980		
	199	53	Data Processing Services	63XX - Supplies & Materials	Various	Various		13,315		
	199	61	Community Services	62XX - Professional & Contracted Services	Various	Various		39		
	199	00	Fund Balance	37XX - Fund Balance					(\$2,675,032)	
			Total For Fund 199 (General Fund)						<u>\$ 2,675,032</u>	<u>(\$2,675,032)</u>

Explanation:
Increase the expenditures budget to reauthorize and roll forward purchase orders from the previous fiscal year for which goods and services were not received until the current fiscal year.

Number	Fund	Func	Function - Description	Object Description	Orgs	Program Intent	Expenditures		Change In Fund Balance	
							Increase	Decrease		
2	240	35	Food Service	63XX - Supplies & Materials	Various	Various	\$ 1,127		\$ -	
	240	00	Fund Balance	37XX - Fund Balance					(1,127)	
			Total For Fund 240 (Food Service)						<u>\$ 1,127</u>	<u>(\$ (1,127))</u>

Explanation:
Increase the expenditures budget to reauthorize and roll forward purchase orders from the previous fiscal year for which goods and services were not received until the current fiscal year.



Discussion Item

Date: November 2, 2020

Division: Finance

Subject: Construction Update

Administrative Consideration:

- The Board of Trustees will receive an update on summer construction projects and ongoing construction projects.



Discussion Item

Date: November 2, 2020

Division: Finance

Subject: Architect Firm Selection for New District Parking Lots

Background Information:

- The Lewisville Board of Trustees previously approved the architect firm(s) at the January 11, 2016 Board Meeting, RFQ #2443-16.

Administrative Consideration:

- The District is looking at expanding parking for the Special Education offices at Central Elementary, adding some parking to the Eastside Aquatic Center, and other potential parking solutions.
- In order to assist with the feasibility studies, planning, and design of the parking lots, Administration recommends assigning a previously Board-approved architect firm.

Board of Trustees Lewisville Independent School District Framework for School Board Development Resolution

I. Recitals

Locally elected school board trustees have the largest mandates for training of any elected body in the state, and our local control over training is being eroded by the Texas Education Agency (TEA) and sister elected body the State Board of Education (SBOE).

In 1984, House Bill 72 authorized the SBOE to create an advisory committee, with sitting trustees, to develop statewide standards on duties of trustees. The SBOE offered training courses through the regional Education Service Centers. In the next several years, the TEA created regulations for approval and delivery of training, and then modified them because TEA staff was overwhelmed by the amount of paperwork for approving courses. In 1995, Senate Bill 1 (SB1) changed training to allow the SBOE to mandate training for trustees rather than simply developing curriculum for trustees to use. As a result of SB1, the TEA increased its power over locally elected school boards when the commissioner mandated annual team building training. Additionally, the commissioner changed the statewide standards into the "Framework for School Board Development" with input from TASB. The Framework was developed to describe the overriding board governance responsibility in creating a clear and coherent vision for the district and promoting the achievement of that vision through its activities.

Currently, the Texas Education Code Section 11.159 requires trustees to complete any training required by the SBOE, while the only training required by law is on evaluating student academic performance (EISO-SB1566), and sexual abuse and human trafficking. Texas Administrative Code 61.1 lists the training required by the SBOE and states the SBOE will adopt a framework for governance leadership.

In September of 2019, the TEA requested the SBOE change trustee team building training to require the use of only TEA authorized providers in order to change team building session to half team building and half evaluating student performance (EISO). The SBOE created an ad hoc committee to evaluate the authorized providers and update the framework. The ad hoc committee critically modified the framework, including adding four SBOE Long-range plan goals and multiple points from TEA's Lonestar Governance training model. The ad hoc committee modified the framework based on multiple vendors' version of best governance practices of school boards rather than the overall statutory duties and responsibilities of a school board. The SBOE School Initiatives subcommittee heard testimony on the changes to the framework and modified the framework to be greatly aligned with edits suggested by the TASB Legislative Committee. However, the full board changed the document back to the ad hoc committee's version, disregarding most of the TASB Legislative Committee's comments.

The SBOE School Initiatives subcommittee will hear testimony in November, and the full board will vote on those changes.

Trustees have many statutory duties and responsibilities and need to be able to focus their training on the unique needs of their community. Changes to the framework should not include new areas of focus and should not include language of specific training models.

Areas of concern in the altered framework are the change in tone and change in focus. The framework should support trustees in their development needs rather than control behavior. If the desire is to change trustee action, the TEA should go through the lawmaking process.

Changes have limited trustees to evaluating reactive measures of student outcomes rather than proactive processes and reports such as the District Improvement Plan (DIP), which guides staff and teachers in creating the district's education plan. Shifting the framework toward focusing on student outcomes ignores the need to develop district and campus staff in the improvement of student performance.

II. Resolution

The trustees as a body corporate have the exclusive power and duty to govern and oversee the management of the public schools of the district. All powers and duties not specifically delegated by statute to the TEA or to the State Board of Education are reserved for the trustees, and the TEA may not substitute its judgment for the lawful exercise of those powers and duties by the trustees (TEC 11.151).

The Board of Trustees of Lewisville ISD:

- Supports trustees of independent school districts maintaining all powers and duties to govern their respective school districts if not otherwise outlined in statute and preserving and protecting those rights from any state agency or other entity that would substitute its judgment for the lawful execution of those powers and duties by trustees of independent school districts.
- Seeks to maintain local control in training and development of our board and encourages all districts to continually improve their training. This would ensure that team-building trainings address specific needs of each school board based on the framework for governance leadership.
- Supports changes to the framework that are aligned with the duties and responsibilities of trustees as laid out in statute.
- Supports changes to the framework not aligned to current training models and current vendors.
- Advocates with our local SBOE members to adopt the proposed changes to the framework.

ADOPTED this 2nd day of November 2020, by the Board of Trustees.

By: Katherine Sells
Katherine Sells, President

By: Tracy Scott Miller
Tracy Scott Miller, Vice President

By: Allison Lassahn
Allison Lassahn, Secretary

By: Angie Cox
Angie Cox, Member

By: Kristi Hassett
Kristi Hassett, Member

By: Jenny Proznik
Jenny Proznik, Member

Recommended Revisions to School Board Member Training—Framework for School Board Development

Preamble

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation (Texas Education Code, §4.001).

The board of trustees is the governing body for Texas public schools. To effectively meet the challenges of public education, school boards and superintendents must function together as a governance leadership team. Each **leadership** team will **annually assess its development needs both as corporate body and as an individual to gain an understanding and** focus on the improvement of locally developed student outcomes, **opportunities, and experiences** through vision and goals, systems and processes, progress and accountability, advocacy and engagement, and team synergy. Teams ensure that their districts provide equitable and effective educational programs and services for all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

Framework

- I. Vision and Goals—The board ensures creation of a shared vision and **locally** measurable goals that improve student outcomes, opportunities, and experiences. The board:
 - Keeps the district focus on the well-being of all children.
 - Adopts a shared vision that incorporates input from the community to reflect local aspirations and **present and future** needs for all children.
 - Ensures that the vision aligns with the state’s mission, objectives, and goals for education established by law or rule.
 - Adopts a reasonable number of **specific, quantifiable, research-based, and time-bound** goals that align with **the vision to improve student outcomes** **state law and community input and that could be specific, quantifiable, research-based, and time-bound or supported by strategies that are.**
 - Embraces, supports, and fulfills the vision that all students receive what they need to learn, thrive, and grow, including resources, opportunities, and experiences.
 - Uses the vision and goals to drive all deliberations, decisions, and actions.
- II. Systems and Processes—The board ensures systems and processes are in place to accomplish the vision and goals. The board:
 - Regularly develops, reviews, and adopts board policies for effective support of the district’s vision and goals.
 - Approves a budget that aligns with and maximizes resources to fulfill the district’s vision and goals.
 - Monitors **multiple aspects of** student progress **and achievement** throughout the year.
 - Incorporates equity when making decisions and evaluating systems and processes.
 - Focuses its actions on providing oversight of **management** **the superintendent, district-wide** policy-making, planning **and** goal setting, progress monitoring, and evaluation; and refrains from involvement in daily operations and management.
 - Approves goals, policies, and programs that ensure a safe and secure learning environment.

Commented [h1]: The Framework should keep existing language so it focuses on helping trustees develop their governance and leadership skills individually and as a board. Keeping existing framework language maintains local control of trustee training.

Commented [h2]: Some goals may not lend themselves to the traditional SMART model but may certainly be supported by SMART strategies if the data becomes available.

Commented [h3]: “Progress” requires every district to give the same test to every student several times a year – e.g. every fourth grader has to take the same test multiple times a year. Boards should evaluate more than the state assessment.

- Ensures the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools.

- Adopts a planning and decision-making process consistent with state law and rule that uses participation, information, research, and evaluation to help achieve the district’s vision.

- Ensures that the district’s planning and decision-making process enables all segments of the community, families, and staff to meaningfully contribute to achieving the district’s vision.

- Welcomes and values all people and cultures as important stakeholders in the process for student success.

- Ensures the district has a system that monitors for sound business and fiscal practices.

- Adopts policies and standards for management’s hiring, assigning, appraising, terminating, and compensating school district personnel in compliance with state laws and rules.

- Fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees.

Commented [h4]: Adding back a bullet from the existing framework.

Commented [h5]: Adding back a bullet from the existing framework.

III. Progress and Accountability—The board sets clear goals, provides resources and support, evaluates goal attainment, and engages in ongoing objective feedback on progress and commitments. The board: Holds itself accountable to its adopted vision, goals, commitments, and operating procedures.

- Ensures progress toward achievement of district goals through a systemic, timely, and comprehensive review of relevant reports and student data ~~that are predictive of locally developed student outcomes.~~

- Ensures equity throughout the system by regularly identifying inequities, updating policies, and appropriately distributing resources.

- Understands and focuses attention on successful outcomes for students when developing and measuring progress on student achievement goals and when considering the resources directed to accomplishing those goals. Differentiates among inputs, outputs, and outcomes, especially when focusing on student outcomes.

- Monitors and evaluates the allocation of resources in support of the district’s vision and goals and sustainability.

- Reviews the efficiency and effectiveness of district operations and use of resources in supporting the district’s vision and goals.

- Employs and annually evaluates the superintendent on the achievement of district goals, including locally developed academic goals, demonstration of educational leadership, and management of daily operations. primarily on progress toward or achievement of board-adopted student outcome goals.

Commented [h6]: TEA has stated STAAR and their Interim Assessments are predictive. However, most school data is not predictive but rather it is evaluative. TEKS are tested to evaluate if a student can show knowledge and skill. Most tests/data are not predictive of future success but evaluate if students learned.

Commented [h7]: Replace vendor accountability language with this proposed language to clearly explain what is expected of trustees when considering the successful outcomes they desire for their students.

Commented [h8]: Add back in “demonstration of education leadership and management of daily operations” from existing framework. Boards must evaluate superintendents on a wide array of issues and must balance all aspects of their performance. This language more accurately portrays this state-mandated duty of the board.

IV. Advocacy and Engagement—The board promotes the vision and engages the community in developing and fulfilling the vision. The board advocates on behalf of all Texas public schoolchildren. The board:

- Demonstrates its commitment to, and advocates on behalf of, the shared vision and goals by clearly communicating them to the superintendent, staff, and community.

- Regularly reports district progress to families and the community.

- Ensures multiple forms of two-way communication will be used to engage, empower, and connect students, families, staff, media, and community with the district.

- Builds collaborative relationships and partnerships with families and community, business, nonprofit, higher-education, and governmental leaders to influence and expand educational opportunities and experiences to meet the needs of students.

- Recognizes the respective roles of and provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency to ensure maximum effectiveness and benefit to Texas schoolchildren.

Commented [h9]: During the SBOE adhoc committee meetings, TEA staff input for this bullet was for trustees to advocate for students in traditional, charter, private and parochial schools. Occasionally a trustee would need to advocate exclusively for their district. e.g. advocating in favor of a change to recapture could affect that other districts differently.

- Promotes school board service by educating the community about the role of a school board and encouraging leadership opportunities within the community.
- V. Team Synergy—The board works effectively as a collaborative unit and as a team with the superintendent to lead the district in fulfilling the vision and goals. The board:
- Remains focused on its goals and priorities, as opposed to individual agendas separate and apart from the shared vision.
 - Annually evaluates its performance as a team, with attention given to the district’s vision and goals; fulfilling the board’s duties, responsibilities, and commitments; and the board’s working relationship with the superintendent.
 - Makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters.
 - Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority.
 - Develops teamwork, problem-solving, and decision-making skills as a team with its superintendent.
 - Understands and adheres to laws and local policies and respects the superintendent’s responsibility to manage the school district and to direct employees in district and campus matters.
 - Adopts and adheres to established policies and procedures for welcoming and addressing ideas and concerns from students, families, staff, and the community.
 - Establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board.
 - Understands the leadership role of the board president and adheres to local policies and procedures about the duties and responsibilities of the board officers.