LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

Public Notice of a Board Workshop
Carrie L. Lovejoy Child Development Center
Room C113 (Closed Session) & Library (Open Session)
256 Country Club Road, Allen, TX 75002
October 11, 2022 at 5:30 PM

The Board Meeting will begin at 5:30 PM with the Board of Trustees retiring into Closed Session in Room D100 of the Carrie L. Lovejoy Child Development Center located at 256 Country Club Road, Allen, Texas 75002 where a quorum of the Board will be present. One or more Board Member(s) may participate in Closed Session via electronic means.

The Board of Trustees expects to return to the Open Session at 6:00 PM in the Library of the Carrie L. Lovejoy Child Development Center located at 256 Country Club Road, Allen, Texas 75002 where a quorum of the Board will be present.

1. **Call to Order**
2. **Closed Session, Gov't. Code 551.071-551.084. The Board May Retire into Closed Session in Accordance with the Texas Open Meetings Act**
   - 2.A. 551-071 For the purpose of a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.
   - 2.B. 551-072 For the purpose of deliberating the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the District in negotiations with a third person.
   - 2.C. 551-073 For the purpose of deliberating a negotiated contract for a prospective gift donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
   - 2.D. 551-074 For the purpose of deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if

the officer or employee who is the subject of the deliberation or hearing requests a public hearing.

2.D.1. Evaluation of employees.

2.D.2. Superintendent's Evaluation.

2.E. 551-076 For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.

2.F. 551-082 For the purpose of deliberating in a case involving discipline of a public school child, or in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.

2.G. 551-0821 For the purpose of deliberating a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.

2.H. 551-083 For the purpose of discussing or deliberating the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.

2.I. 551-084 For the purpose of excluding a witness from a hearing during the examination of another witness.

3. **Return to Open Meeting for Action, If Necessary, On Matters Discussed In Closed Session**

4. **Opening Exercise**

4.A. Roll Call

5. **Public Comments Related to October 11, 2022 Agenda Items** **3**

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Public Comment Procedures
Workshops and Special Meetings

Submitting for Public Comment

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

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

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

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

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

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

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

Order of Agenda and Limitations

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

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

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

Disruptive Behavior

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

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

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

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

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

Board's Response to Public Comment

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

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

Statement of Non-Discrimination

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

LOVEJOY
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School Board Public Comments Sign In
October 11, 2022

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

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

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

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

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

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

***I wish to address the Board about an agenda item on the October 11, 2022 agenda.**

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

_____

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

_____

First and Last Name:

_____

Address:

_____

Phone:

_____

Organization (if applicable):

_____

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

Print: **Signature:** **Date:**

_____

6. **Consider and Act on TCLAS Residency Program** **8**

LOVEJOY
INDEPENDENT SCHOOL DISTRICT
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Lovejoy Independent School District Board of Trustees

Date of Meeting	October 11, 2022
Document Title	Texas COVID Learning Acceleration Supports (TCLAS) Program Memorandum of Understanding (MOU) Decision 5
Presented For	☒ Board Action ☐ Report/Review Only
Supporting Documents	☐ None ☒ Attached ☐ Provided Later
Administrator Responsible	Anna Koenig, Executive Director of Human Resources & Communications

Executive Summary

Lovejoy ISD has been collaborating with University of Texas at Dallas and the Region 10 Education Service Center Texas Strategic Staffing to initiate the TEA Texas COVID Learning Acceleration Supports (TCLAS) grant Decision 5. The district will establish a Teacher Residency program that will create a pipeline for future teachers by providing a paid residency. After the completion of a 1-year internship, the candidates would be given preference for vacant positions in Lovejoy ISD. This program will allow us to recruit highly qualified staff that will positively impact the student learning experience.

Fiscal Implications

The district was awarded TCLAS grant funds from the state to support the Residency Program Internship experience of UTD students for two years. This partnership will provide support from UTD and the Region 10 Education Service Center in establishing a strategic staffing model. The district's goal is to sustain this program without the financial support of TEA.

Administrator Recommendation

The administration recommends the approval of the attached MOU with UTD and the Region 10 Service Education for the TEA Texas COVID Learning Acceleration Supports (TCLAS) grant Decision 5.

Board Priority

Priority 2: Culture: Legacy of Excellence

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

Priority 3: Continuous Improvement and Financial Sustainability

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

Priority 4: Parent and Community Partnership

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

MOU for Region 10 ESC Texas Strategic Staffing, THE UNIVERSITY OF TEXAS AT DALLAS (UTD) and Lovejoy Independent School District's participation in Strategic Staffing with Residents

This memorandum of understanding (MOU) is made and entered into this October 11, 2022, by and between School Lovejoy Independent School District, UTD, and Texas Strategic Staffing ("TSS") at the Region 10 Education Service Center (ESC) as set forth in the TCLAS Decision 5 Grant Assurances for High-Quality, Sustainable Teacher Residencies.

This MOU outlines commitments by Lovejoy Independent School District and UTD to create **paid,** yearlong teacher candidate residencies through the implementation of strategic staffing design that includes reallocation of existing budgets to meet the quality staffing needs of the Lovejoy Independent School District. The document provides a brief background on the Texas Strategic Staffing initiative and the terms of this agreement.

Project Overview: Primary Outcomes and Results to be Achieved

This project will establish sustainably paid, year-long teacher residencies which means residents receive compensation from sustainable Lovejoy Independent School District budget sources. Through TCLAS Decision 5, the Region 10 ESC Texas Strategic Staffing (TSS), will provide Lovejoy Independent School District and UTD technical assistance to establish strategic staffing models with teacher residents in co-identified schools. Region 10 ESC TSS will work closely with the Lovejoy Independent School District and UTD to set shared goals for Lovejoy Independent School District paid resident placements in mutually beneficial staffing model positions. Over the course of the design year and implementation year, success will be measured through the number of paid residents placed in the Lovejoy Independent School District, the rate at which teacher residents are hired to teach in the Lovejoy Independent School District following their residency year, the rate at which residents are retained in the Lovejoy Independent School District over time, the increase in teachers that match the diversity of the student population, resident graduates' effectiveness as teachers of record as measured by their impact on student achievement and principal evaluations, and the number of resident teachers that receive favorable ratings on principal evaluations.

Through a shared governance structure, Region 10 ESC TSS will support the Lovejoy Independent School District and UTD to develop internal capacity to continue the strategic staffing models without the support of Region 10 ESC TSS beyond the MOU period. This project is therefore a one-time investment to establish a long-term and sustainable structure for strategic staffing with residents.

Scope of Work to be Provided by Region 10 ESC TSS

Region 10 ESC TSS will provide technical assistance to the Lovejoy Independent School District and educator preparation program for two years through the TCLAS grant (the 2022-2023 and 2023-2024 school years) to accomplish the following objectives:

1. Address students' learning acceleration needs and other instructional priorities through implementation of high-quality teacher residencies
2. Enable equitable educational access for your students through high quality teacher residency programs as a key teacher pipeline strategy.
3. Enable equitable access to quality preparation to retain a diverse teacher pipeline in your Lovejoy Independent School District.
4. Prioritize long-term teacher effectiveness through rigorous pre-service practice in yearlong teacher residency programs.
5. Recruit, select, train, and continuously develop high quality mentor teachers to support residents placed in high need areas.
6. Support your Lovejoy Independent School District to sustainably fund teacher residencies through funding reallocation in service of an enduring talent pipeline.

Design Year Supports (2022-2023): Establishing a Shared Vision

Through shared governance structures, Region 10 ESC TSS leads Lovejoy Independent School Districts, schools, and educator preparation programs through a series of design sessions to accomplish the following objectives:

- Identify a Lovejoy Independent School District and UTD design team that will meet bi-weekly (one-hour sessions) and three in-person over the course of eight months.
    - Recommended Lovejoy Independent School District design team members:
        - Superintendent (initially)
        - Executive Director of Human Resources
        - Director of Human Resources
        - Assistant Superintendent of Curriculum and Instruction
        - Curriculum & Instruction Director
        - Assistant Superintendent of Finance and Operations or Senior Director of Financial Sustainability
        - Campus-Level Leadership (as necessary for input and feedback)
    - Recommended UTD design team members:
        - Dean (initially)
        - Associate Dean
        - Teacher Preparation Department Chair or Associate Chair
        - Partnership Coordinator/Clinical Experience
- Co-develop a communication strategy to communicate a shared vision for the residency by designing a communication plan to share with school principals and Lovejoy Independent School District personnel,
- Co-develop school selection criteria and select schools that support the partners in meeting their annual goals and vision,

- Co-develop parameters grounded in the strategic staffing objectives for residency models and salaries that meet the agreed upon criteria,
- Co-develop a timeline for the recruitment, selection and placement process of residents and cooperating teachers including: resident and cooperating teacher job descriptions, initial screenings and criteria, resident and cooperating teacher applications, selection protocols, resident placement and hiring processes, and
- Co-develop resident schedules to maximize co-teaching, resident development, and any additional campus-based responsibilities (e.g. tutoring, substitute teaching, paraprofessional duties, etc.)

Implementation Year Supports (2023-2024): Training, Implementation & Sustainability

Training:

- In the summer following the design year (Summer 2023), Region 10 ESC TSS, in partnership with the UTD Clinical Supervisors, will provide two days of role-specific summer training sessions to cooperating teachers and residents to build coaching and co-teaching capacity of cooperating teachers and residents. Session topics will include, but are not limited to:
    - Responsibilities & Roles
    - High impact coaching techniques for *cooperating teachers*
    - Setting instructional goals & documenting feedback and growth
    - Co-teaching approaches & Scheduling
    - Culturally informed teaching practices
- Over the course of the school year (August 2023 onward), Region 10 ESC TSS, in partnership with the UTD field supervisors, and Lovejoy Independent School District-based development staff, will provide four data informed training sessions to teacher leader cooperating teachers.

Implementation & Sustainability:

- Region 10 ESC TSS will conduct routine site visits to schools to monitor implementation, conduct interviews, and collect data about implementation. Schools and UTD will receive data in December and in May on the strengths and potential strategies to improve the success of the teacher leader roles and models being implemented. Data will be discussed and used for improved decision-making during shared governance partnership meetings.
- During the two years of design and implementation Region 10 ESC TSS will work with Lovejoy Independent School District design leads and UTD'S clinical supervisor to build their capacity to lead strategic staffing initiatives during shared governance meetings. Lovejoy Independent School District and UTD will have access to the Region 10 ESC TSS Strategic Staffing toolkit where design and training resources will be housed.
  Lovejoy Independent School District and UTD Commitments (Appendix A)

1. By signing this MOU, UTD, and Lovejoy Independent School District commit to engaging in the above technical assistance from Region 10 ESC TSS that adheres to six Strategic Staffing objectives:
    a. Address students' learning acceleration needs and other instructional priorities through implementation of high quality teacher residencies
    b. Enable equitable educational access for your students through high quality teacher residency programs as a key teacher pipeline strategy.
    c. Enable equitable access to quality preparation to retain a diverse teacher pipeline in your Lovejoy Independent School District.
    d. Prioritize long-term teacher effectiveness through rigorous pre-service practice in yearlong teacher residency programs.
    e. Recruit, select, train, and continuously develop high quality mentor teachers to support residents placed in high need areas.
    f. Support your Lovejoy Independent School District to sustainably fund teacher residencies through funding reallocation in service of an enduring talent pipeline.
2. Lovejoy Independent School District will select schools in partnership with UTD to align with availability of teacher candidate resident placements and pursue resident placement goals that are jointly established between Lovejoy Independent School District and UTD.
3. Lovejoy Independent School District and UTD will each assign a point person to serve as the Strategic Staffing design leader. These individuals will have enough time and authority to oversee the work and will be accountable for helping to operationalize the objectives. The total estimated time required to participate in design sessions and progress check-in calls is approximately 45 hours/person for the duration of the design year (October-May, 9 months).
4. Lovejoy Independent School District will give schools flexibility to reallocate units and funds within existing budgets to pay for their strategic staffing models, including the flexibility to reallocate funds from vacancies, position trades, and Title I.
5. Lovejoy Independent School District and UTD design team will review and approve the staffing model designed by each participating school and monitor each school's implementation and redesign to facilitate continuous improvement, based on the Strategic Staffing objectives.
6. Lovejoy Independent School District and UTD will collaborate with Region 10 ESC TSS to gather data needed to monitor the initiative's success. Data will be shared back to provide all stakeholders insights into both the implementation of strategic staffing and the residency as it relates to the goals of the educator preparation program, Lovejoy Independent School District, and school(s). For the Lovejoy Independent School District this includes student, teacher, and school level data, including data for those participating in the strategic staffing intervention and data for those in comparison groups. For the UTD this includes candidate/graduate level data for those participating in the strategic staffing intervention and data for those in comparison groups.

7. Lovejoy Independent School District, UTD, and Region 10 ESC TSS operate in alignment of all TCLAS Decision 5 Residency Program Grant Assurances.

Commitment to Strategic Staffing

This MOU by Region 10 ESC Texas Strategic Staffing, Lovejoy Independent School District, and UTD is a commitment to create **paid,** yearlong teacher candidate residencies through the implementation of strategic staffing design that includes reallocation and reinvestment of existing budgets to meet the quality staffing needs of the Lovejoy Independent School District.

Lovejoy Independent School District Superintendent:

Katie Kordel	**Date**	**Signature**

Lovejoy Independent School District Board of Trustees President:

Barrett Owens	**Date**	**Signature**

College of Education Dean:

Name (Print)	**Date**	**Signature**

Region 10 ESC Executive Director:

Name (Print)	**Date**	**Signature**

Appendix A:
Commitments by Stakeholder

Educator Preparation Program	Lovejoy Independent School District
Provide residents for year long placement in partner schools to meet co-developed residency placement goals	Residents receive compensation from sustainable Lovejoy Independent School District sources that meet co-developed residency placement goals while giving schools flexibility to reallocate units and funds within existing budgets to pay for their strategic staffing models, including the flexibility to reallocate funds from vacancies, position trades, and Title I.
Set shared goals for Lovejoy Independent School District paid resident placements in mutually beneficial staffing model positions.	Develop shared goals for Lovejoy Independent School District paid resident placements in mutually beneficial staffing model positions.
Develop internal capacity to sustain strategic staffing post 2 years of Region 10 ESC TSS support	Develop internal capacity to sustain strategic staffing post 2 years of Region 10 ESC TSS support
Assign a point person to serve as the Strategic Staffing design leader. Estimated time commitment is 45 hours during the design year.	Assign a point person to serve as the Strategic Staffing design leader. Estimated time commitment is 45 hours during the design year.
Lovejoy Independent School District and UTD design team will review and approve the staffing model designed by each participating school and monitor each school's implementation and redesign to facilitate continuous improvement, based on the Strategic Staffing objectives.	Lovejoy Independent School District and UTD design team will review and approve the staffing model designed by each participating school and monitor each school's implementation and redesign to facilitate continuous improvement, based on the Strategic Staffing objectives.
Actively participate in shared governance structures	Actively participate in shared governance structures

Identify a Lovejoy Independent School District and UTD design team that will meet bi-weekly (one-hour sessions) and four in-person (3 hour sessions) over the course of eight months. ● Recommended UTD design team members: ○ Dean (initially) ○ Associate Dean ○ Teacher Preparation Department Chair or Associate Chair ○ Partnership Coordinator/Clinical Experience	Identify a Lovejoy Independent School District and UTD design team that will meet bi-weekly (one-hour sessions) and four in-person (3 hour sessions) over the course of eight months. ● Recommended Lovejoy Independent School District design team members: ○ Superintendent (initially) ○ Executive Director of Human Resources ○ Director of Human Resources ○ Assistant Superintendent of Curriculum and Instruction ○ Curriculum & Instruction Director ○ Assistant Superintendent of Finance and Operations or Senior Director of Financial Sustainability
Adhere to six Strategic Staffing objectives: 1. Address students' learning acceleration needs and other instructional priorities through implementation of high-quality teacher residencies 2. Enable equitable educational access for your students through high quality teacher residency programs as a key teacher pipeline strategy. 3. Enable equitable access to quality preparation to retain a diverse teacher pipeline in your Lovejoy Independent School District. 4. Prioritize long-term teacher effectiveness through rigorous pre-service practice in yearlong teacher residency programs. 5. Recruit, select, train, and continuously develop high quality mentor teachers to support residents placed in high need areas.	Adhere to six Strategic Staffing objectives: 1. Address students' learning acceleration needs and other instructional priorities through implementation of high-quality teacher residencies 2. Enable equitable educational access for your students through high quality teacher residency programs as a key teacher pipeline strategy. 3. Enable equitable access to quality preparation to retain a diverse teacher pipeline in your Lovejoy Independent School District. 4. Prioritize long-term teacher effectiveness through rigorous pre-service practice in yearlong teacher residency programs. 5. Recruit, select, train, and continuously develop high quality mentor teachers to support residents placed in high need areas.

6. Support your Lovejoy Independent School District to sustainably fund teacher residencies through funding reallocation in service of an enduring talent pipeline.	6. Support your Lovejoy Independent School District to sustainably fund teacher residencies through funding reallocation in service of an enduring talent pipeline.
Lovejoy Independent School District and UTD will collaborate with Region 10 ESC TSS to gather data needed to monitor the initiative's success. For the UTD this includes candidate/graduate level data for those participating in the strategic staffing intervention and data for those in comparison groups.	Lovejoy Independent School District and UTD will collaborate with Region 10 ESC TSS to gather data needed to monitor the initiative's success. For the Lovejoy Independent School District this includes student, teacher, and school level data, including data for those participating in the strategic staffing intervention and data for those in comparison groups.
Lovejoy Independent School District, UTD, and Region 10 ESC TSS operate in alignment of all TCLAS Decision 5 Residency Program Grant Assurances.	Lovejoy Independent School District ,UTD, and Region 10 ESC TSS operate in alignment of all TCLAS Decision 5 Residency Program Grant Assurances.

7. **Presentation: TASB Delegate Assembly Report**
8. **Presentation: Deloitte - Courageous Principal Institute** **20**

Deloitte Courageous Principals Institute

LAURIE TINSLEY
Assistant Superintendent of Curriculum and Instruction

October 11, 2022
Board Workshop

LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

COURAGEOUS PRINCIPALS TRAINING

AWESOME LEARNING!

Deloitte's Courageous Principals training programs are award-winning, global school leadership development programs that equip K-12 leaders, superintendents, principals, and assistant principals, with the necessary skills to become more effective school leaders and ensure the millions of students in our schools today can reach their full potential.

Principal leadership is a **significant factor driving high performance of students**.

School leaders are uniquely positioned to impact teacher performance and student outcomes.



The more effective principals are as leaders, the more **resourceful, instructive, and effective** our school systems can become.

“THE **PRINCIPAL** IS SECOND ONLY TO CLASSROOM INSTRUCTION AMONG ALL SCHOOL-RELATED FACTORS THAT CONTRIBUTE TO WHAT STUDENTS LEARN AT SCHOOL.”



The Deloitte firm launched an education initiative to give principals in public education, leadership and development training similar to what Deloitte's employees of mostly consultants and accountants receive.



The training is offered 4 times a year through an application process.

The training is offered to educational leaders at a fraction of the cost compared to business groups.

All of the facilitators donate their time and resources.





To date program has trained more than 3,000 principals from across the nation and reached over 1 million students to date. The idea is that by supporting leadership development with principals — the leaders of the schools — the teachers are impacted and the students too.

THE COURAGEOUS PRINCIPALS TRAINING PROGRAM

Over the 2.5 day training, this leadership development program offers....

- An immersive and dynamic curriculum targeted for K-12 leaders;
- Lead by accomplished facilitators experienced in leadership and influencer techniques;
- Experimental and problem-based learning leveraging real- life principal challenges; and
- Expanded professional networks and team-based learning to share ideas and work together to develop collaborative strategies.



Deloitte University Training Center

LOTS OF LEARNING









FELLOWSHIP

and FOOD









A little

FUN



SUPER HERO

9. **Update: VATRE** **35**

1 Financial Priorities

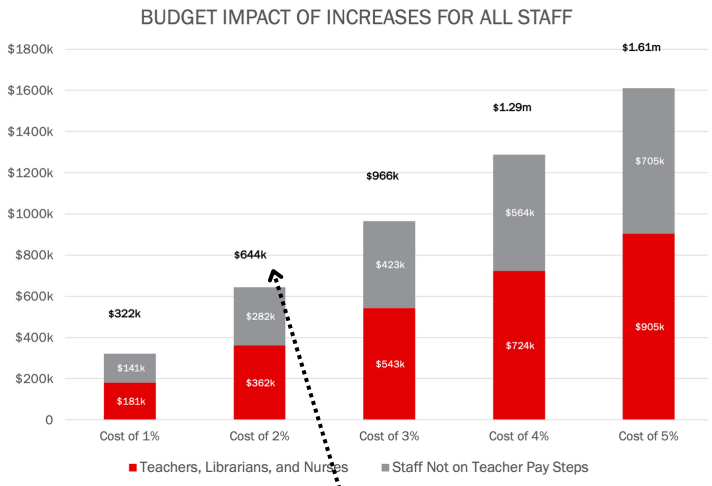
NOVEMBER 8, 2022 VATRE

Lovejoy ISD

VOTER-APPROVED TAX RATE ELECTION

EMPLOYEE COMPENSATION

Employee compensation is a component of teacher and staff recruitment and retention.

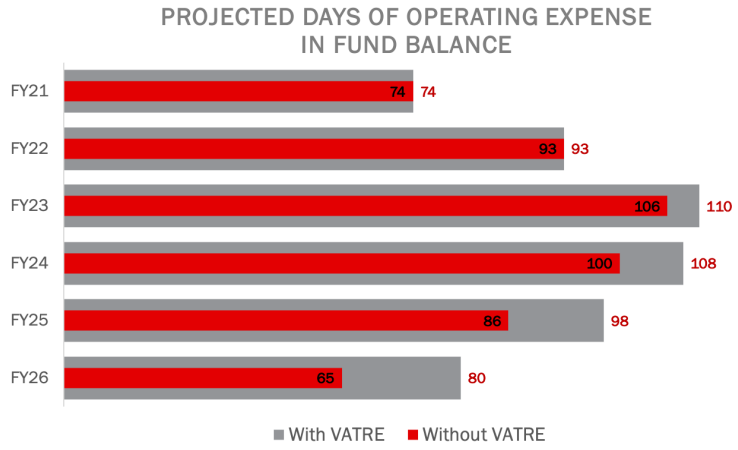


Cost of a 2% Payroll Increase

$644,000

RESTORING FUND BALANCE

A fund balance is like a savings account. Lovejoy relies on fund balance to pay operating expenses when tax collections are low.



STANDARD

90 Days
Recommended Fund Balance

120 Days
Best Practices for Districts with high reliance on local funding

LOVEJOY ISD

65 Days
Fund Balance in 2026 without a VATRE

80 Days
Fund Balance in 2026 with a VATRE

2 VATRE Options

LOVEJOY ISD VATRE

voting options

2021 LISD TAX RATE **$1.5050**

FOR

Tax Rate $1.4746

Would generate an estimated net revenue of $640,000 toward district priorities.

35

AGAINST

Tax Rate $1.4429

BOTH OPTIONS WILL REDUCE LISD'S 2022 TAX RATE TO A 20 YEAR LOW DUE TO TAX RATE COMPRESSION.

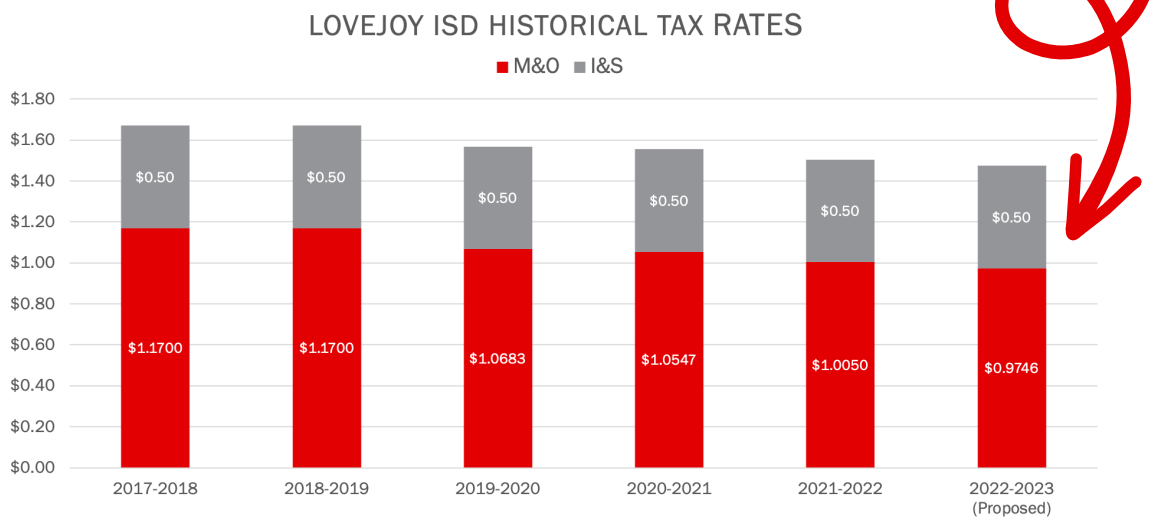
NOVEMBER 8, 2022 VATRE

Lovejoy ISD

VOTER-APPROVED TAX RATE ELECTION

LISD VATRE FAST FACTS:

	FOR	AGAINST
2022-2023 LISD tax rate will decrease	✓	✓
Will result in the lowest LISD tax rate in 20 years	✓	✓
Generates an estimated net revenue of $640,000 toward district priorities	✓	



3 Property Tax Scenarios



IMPACT OF VATRE AND NEW HOMESTEAD EXEMPTION

- 2022: $675,420 = $9,370
- Homestead Exemption: **-$221**
- VATRE: **+$201**
- Offset: **-$20**

- 2022: $1,000,000 = $14,156
- Homestead Exemption: **-$221**
- VATRE: **+$304**
- Offset: **+$83**

**The increase in homestead exemption from $25,000 to $40,000 saves $221 per year*

OVER 65?

If you are over 65 and have applied for and received the appropriate homestead exemptions, approval of the VATRE would not impact your tax rate.

10. **Presentation: FIRST Rating and Financial Audit** 38

LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

FINANCIAL AUDIT AND FIRST REPORT PREVIEW

OCTOBER 24, 2022

JENNIFER DUPLESSIS, PHD, RTSBA, MBA
Assistant Superintendent of Finance and Operations

Annual Financial Audit

AUDIT PURPOSE

- Independent Review of District Financials and Procedures for the Board of Trustees
- Audit the Accuracy of Fiscal Information Provided and Provide Opinion on Financial Reporting and Compliance

AUDIT REQUIREMENTS

- CFC LEGAL lists requirements as set by SBOE
- Must Submit to TEA by 11/27
- Subject to review by state auditor
- Must Post on Website

AUDIT PROCEDURES



HIGHLIGHTS

- Procedural Recommendations/Inquiries:
  - Consider Student Nutrition year-end Account balances as deferred revenue
  - Mileage Reimbursement process and timing of payment
  - Student Nutrition staff travel and meal reimbursement. Cannot use the per diem amount and must submit receipt for reimbursement of actual amounts spent.
  - PIC Spending Requirement Updates for CTE

HIGHLIGHTS

- No Material Inaccuracies Found in Financial Statements
  - Unmodified Opinion
  - Reasonable Assurance of No Material Issues or Issues of Internal Control in Financial Statements
- No Busted Functions
- No PIC Funding Reductions
- No Days Not Pledged at Bank
- Same for Major Program/Federal Review of Student Nutrition

ANNUAL FINANCIAL REPORT RESULTS

- Fund Balance:
  - Beginning: $8,514,942 (74 days): Based on 2020-2021 year end.
  - Ending Fund Balance Increase (Inclusive of Settle-Up)
  - Final Number of Days and % Change will be calculated with auditor/ Final Annual Financial Report
  - FIRST Rating Indicator 6 Requires 75 days or less than 25% decrease over last three years
  - GFOA Recommends Starting with 90 Days and Adjusting for Cash Flow
  - Healthy Fund Balance is Critical For Cash Flow as we Rely Very Heavily on Tax Collections Paid December - February

FIRST Report

FIRST RATING

- 2021-2022 Rating
  - Based on 2020-2021 Data
  - Rating: 88
  - 2020-2021 Rating Based on 2019-2020 Data: 96
  - 2017-2018 Rating: 100

8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	5/16/2022 10:21:41 AM	8

12	Was the debt per $100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.	5/16/2022 10:21:43 AM	8

11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.	5/16/2022 10:21:43 AM	2

THANK YOU

11. **Presentation: District Improvement Team and District Improvement Plan Update** 50

District Improvement Team and District Improvement Plan

LAURIE TINSLEY
Assistant Superintendent of Curriculum and Instruction

October 11, 2022
Board Workshop

LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

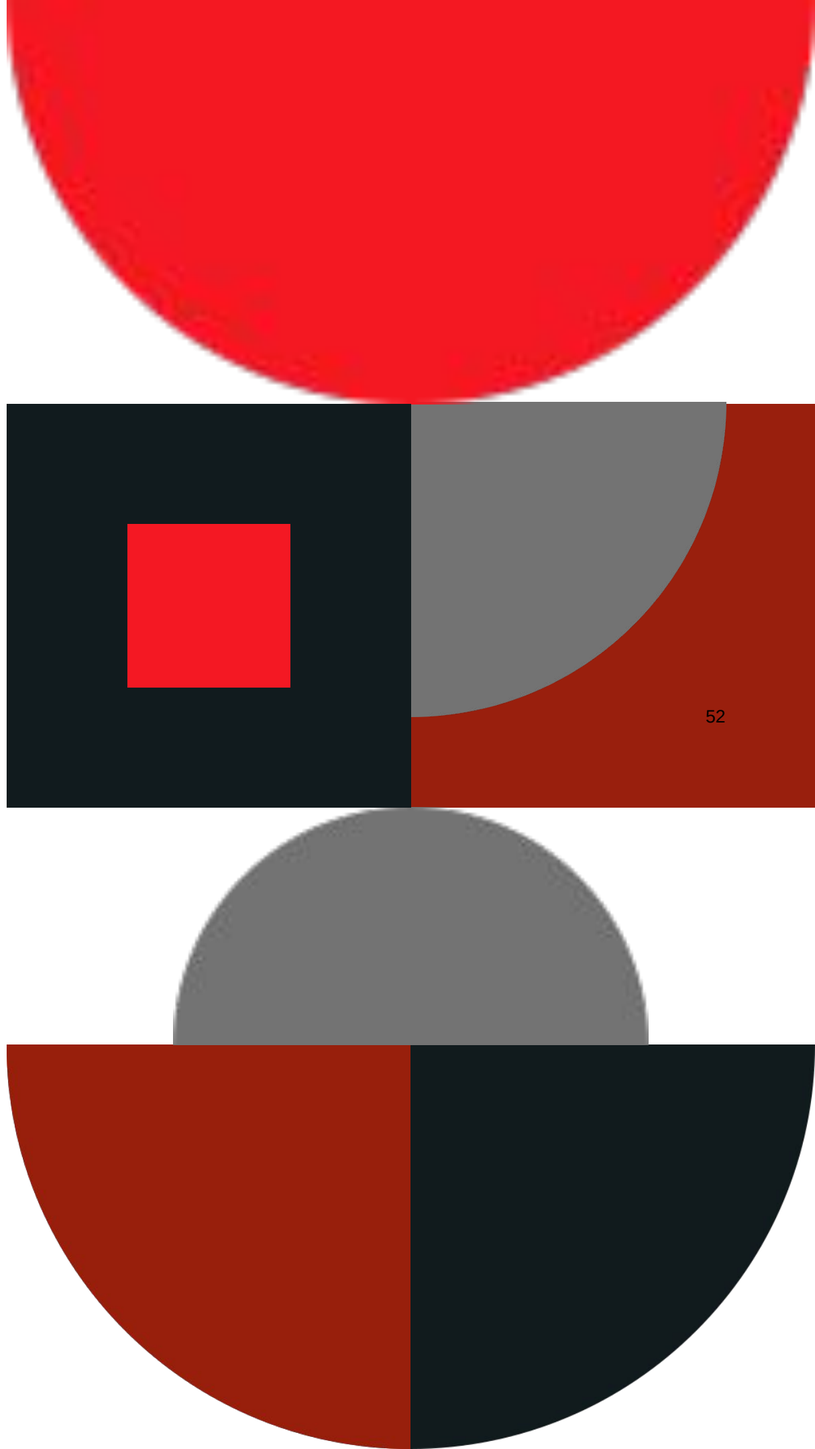
Lovejoy ISD

District Improvement Team and Planning 2022-2023

LEGAL FOUNDATIONS

TEXAS EDUCATION CODE

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



Purpose of District Improvement Team



To establish a collaborative approach to improve student achievement for all students.

The purpose of District and Campus Improvement Teams is to collaborate as an advisory committee to improve, clarify, develop, and communicate educational ideas and goals in order to enhance the learning environment for Lovejoy ISD students.



DISTRICT IMPROVEMENT TEAM



District and Campus Improvement Teams are comprised of district/campus adminstrators, teachers, parents, students, business representatives and community leaders.

It is through these committees the district develops the district and campus improvement plans.

District Improvement Team Composition

Two-thirds Teachers

Parents

Business

Community Members

District Staff

District Improvement Team Members 22-23

<u>Teaching Staff</u>
Kyle Herrema
Traci Benson
Heidi Gambrell
Courtney Claborn
Bailey Lavinsky
Kurt Doty
Melanie DeBord
Alison Healey
Jennifer Finnigan
Erin Golf

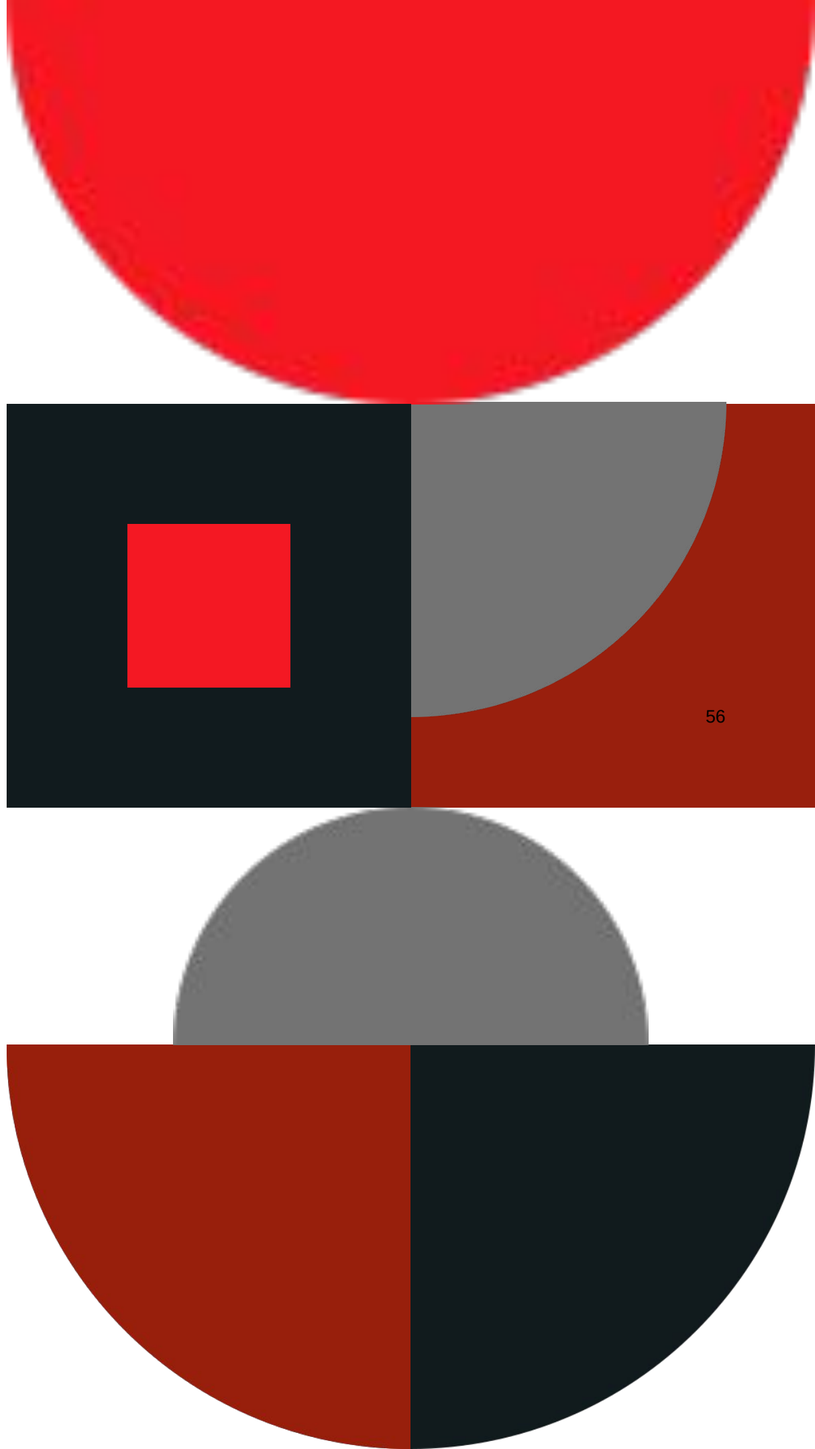
<u>Business</u>
Tonya Walker
Blair Abbott

<u>Nonteaching Professional Staff</u>
Melissa Fletcher
Holly Haynes
Amanda Puckett

<u>Parents</u>
Kasey Havens
Michelle Wilde

<u>Community</u>
Linda Judd
Christi Ledebur

<u>District</u>
Michele Riddle
Stephani Kranz



Roles and Responsibilities

The DIT serves in an advisory capacity to provide input to the District within the scope of the law and local policy regarding...

PLANNING

STAFFING

BUDGETING

SCHOOL ORGANIZATION

CURRICULUM

STAFF DEVELOPMENT

Expected Results of Site-Based Decision Making

- IMPROVED STUDENT ACHIEVEMENT
- EFFECTIVE DISTRICT AND CAMPUS PLANNING
- INCREASED COMMUNITY INVOLVEMENT
- ESTABLISHED ACCOUNTABILITY OBJECTIVES FOR ALL STUDENTS
- IMPROVED COMMUNICATION AND INFORMATION FLOW
- COLLABORATIVE DECISION-MAKING
- EFFECTIVE DISTRIBUTION OF FUNDS
- COORDINATION OF REGULAR AND SPECIAL PROGRAM COMPONENTS

DISTRICT IMPROVEMENT PLANS

CONTINUOUS IMPROVEMENT CYCLE

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



District Improvement Team Timeline

SEPTEMBER 29, 2022

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

OCTOBER 24 , 2022

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

JANUARY 10, 2023

DIT meets to review progress of goals and performance objectives.

APRIL 18 , 2023

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

2023 AUGUST BOARD MEETING

Report progress of goals and performance objectives

12. **Announcements**
13. **Adjournment**

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hours, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551-071 For the purpose of a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.

551-072 For the purpose of deliberating the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.

551-073 For the purpose of deliberating a negotiated contract for a prospective gift donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.

551-074 For the purpose of deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.

551-076 For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.

551-082 For the purpose of deliberating in a case involving discipline of a public school child, or in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a

closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.

551-0821 For the purpose of deliberating a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.

551-083 For the purpose of discussing or deliberating the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.

551-084 For the purpose of excluding a witness from a hearing during the examination of another witness.

Should any final action, 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, 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.

Notice posted, Thursday, October 6, 2022.

Lovejoy Proud,

Katie Kordel

Katie Kordel Superintendent of Schools