**Notice of Regular**
**Board of Trustees**
**April 18, 2006**

A Regular of the Board of Trustees will be held on April 18, 2006, beginning at 7:00 PM, in the Administration Building, 400 East Loop 340, Waco, TX 76705.

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

I. Roll Call, Establishment of Quorum, and Call to Order -- Board President
II. Opening Ceremony --
III. Review and Approve Listing of Agenda Items -- Board President
IV. Recognition Items -- Dr. Monte Geren
    A. Girls All District Soccer --
    B. Boys All District Soccer --
V. Public Participation --
VI. Special Reports --
    A. Construction Report -- Mr. Cliff Brown
    B. Legislative Report -- Dr. Tamra Walthall
    C. Superintendent's Report -- Dr. Monte Geren
VII. Departmental Reports --
    A. Update on Testing -- Dr. Sharon M. Shields
    B. Child Care Services for PEP Program -- Dr. Sharon M. Shields
VIII. Consider Approval of Consent Agenda Items --
    A. Minutes for Meetings Held -- Ms. Lori Mynarcik
    B. Personnel Items - Resignations, Contract Recommendations / Renewals, Job Descriptions(s) or Revisions to Job Description(s), and Revisions to Paygrade Chart -- Mr. Al Bishop
    C. Textbook Update -- Ms. Maria Green
    D. Monthly Budget Analysis Report -- Mr. Gary W. Williams
    E. Tax Collection Report -- Mr. Gary W. Williams
    F. Consider Approval of La Vega High School Course Catalog -- Dr. Sharon M. Shields
IX. Action / Discussion Items --
    A. Consider Approval of Substantial Completion New Construction of La Vega Elementary School -- Mr. Gary W. Williams
    B. Consider Approval of Change Order for Construction of La Vega Primary School -- Mr. Gary W. Williams
    C. Consider Approval of Change Order for Construction of La Vega Elementary School -- Mr. Gary W. Williams
    D. Consider Approval of Change Order for Construction of La Vega High School -- Mr. Gary W. Williams
    E. Consider Approval of Contract Renewal for Food Service Management -- Mr. Gary W. Williams
    F. Consider Approval of La Vega ISD Wellness Policy -- Ms. Maria Green and Mr. Eddie Generals

G. First Reading for Policy EIE (LOCAL) Academic Achievement: Retention and Promotion / Recommendation for Grade 1 Retention and Promotion Policy for 2006-2007 and Beyond -- Dr. Sharon M. Shields

H. Discussion of Budgetary Matters Related to the 2005-2006 and Future Budgets -- Dr. Monte Geren

I. Consider Approval of Non Renewal of Contract for Secondary Chorale Teacher -- Mr. Al Bishop

X. Closed Meeting --

A. Discussion Regarding Personnel Appointment, Personnel Contracts, Employment, Evaluation, Reassignment, Duties, Discipline, Dismissal, Complaint, or Charges --

B. Confer With Employees of the District to Receive Information or Ask Questions --

C. Discussion Regarding Student Discipline (If Needed) --

D. Consultation with the District's Attorney (If Needed) --

E. Discussion of Non-Renewal of Contract for Secondary Chorale Teacher --

XI. Adjournment --

XII. Supplemental Reading Materials --

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

_____

For the Board of Trustees

**ROLL CALL, ESTABLISHMENT OF QUORUM, AND CALL TO ORDER**

The meeting was called to order at _____ m.

Board of Trustees Members Present: _____

_____

Board of Trustees Members Absent: _____

_____

School Personnel Present: _____

_____

_____

_____

Others Present: _____

_____

_____

**BOARD PRESIDENT:**

**THE OPENING CEREMONY CONSISTING OF THE PLEDGE OF ALLEGIANCE**

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

_____

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



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



**PLEDGE TO TEXAS FLAG: Honor the Texas Flag, I pledge allegiance to thee, Texas, one and indivisible.**

**APPROVE LISTING OF AGENDA ITEMS**

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Monte Geren and Board President

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Motion:

Second:

For:

Against

Abstain:

**RECOGNITION ITEMS**

**Girls All District Soccer**
**Boys All District Soccer**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Monte Geren

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

**PUBLIC PARTICIPATION**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person(s):
Board President and Dr. Monte Geren

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

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

Board's Response—Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

**SPECIAL REPORTS**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
N/A

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

Fiscal Implication:
N/A

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

**1. Construction Report**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Mr. Gary W. Williams and Mr. Cliff Brown

Background Information:
This portion of the board meeting is reserved to update the Board of Trustees on construction projects.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

La Vega ISD
Primary School
Construction Status
April 17, 2006

| Work Item | Status | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 7/19/05 | 8/15/05 | 9/16/05 | 10/13/05 | 11/14/05 | 12/16/05 | 1/12/06 | 2/16/06 | 3/23/06 | 4/17/06 |
| • Sanitary Sewer: | 60% | 90% | 95% | 95% | 95% | 95% | 95% | 100% | 100% | 100% |
| • Storm Water: | 60% | 90% | 90% | 90% | 90% | 90% | 90% | 100% | 100% | 100% |
| • Site Work | 40% | 40% | 40% | 60% | 70% | 70% | 80% | 85% | 85% | 85% |
| • Bus Loop: | 0% | 0% | 0% | 0% | 0% | 40% | 45% | 60% | 70% | 80% |
| • U. G Electrical: | 60% | 80% | 90% | 90% | 95% | 95% | 95% | 95% | 100% | 100% |
| • U. G. Plumbing: | 60% | 80% | 90% | 90% | 95% | 95% | 95% | 95% | 100% | 100% |
| • HVAC | | | | | | | 60% | 67% | 80% | 85% |
| • Fire Sprinkler | | | | | | | 30% | 51% | 80% | 85% |
| • Remodel Interior CPA | 60% | 60% | 65% | 80% | 85% | 86% | 87% | 90% | 95% | 98% |
| • Structural Steel | | | 25% | 75% | 90% | 95% | 98% | 98% | 100% | 100% |
| • Masonry | | | | 20% | 50% | 85% | 90% | 95% | 98% | 99% |
| • Curb & Gutter | | | | | 10% | 70% | 70% | 70% | 80% | 90% |
| • Metal Stud Framing | | | | | 15% | 50% | 80% | 90% | 95% | 99% |
| • Drywall | | | | | | 40% | 60% | 79% | 95% | 99% |
| • Tape and Bed | | | | | | 10% | 30% | 45% | 90% | 95% |
| • Painting | | | | | | | 20% | 45% | 60% | 70% |
| • Ceiling Grid | | | | | | | | 30% | 40% | 85% |
| • Ceramic Tile | | | | | | | 01% | 16% | 60% | 70% |
| • Windows | | | | | | | | 64% | 95% | 98% |
| • Roof | | | | | | | | | | 99% |

**Lost Time to Date:**

11 Weather days, 3 Cement ration days, 1 additional day on Dec. 7, 2005 for freezing rain and sleet. = 15 days.

# La Vega ISD
# Elementary School
# Construction Status
# April 17, 2006

| | 7/19/05 | 8/15/05 | 9 /15/05 | 10/13/05 | 11/14/05 | 12/16/05 | 1/12/06 | 2/16/06 | 3/23/06 | 4/18/06 |
|---|---|---|---|---|---|---|---|---|---|---|
| • Fire Line Main: | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% |
| • Sanitary Sewer: | 70% | 70% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% |
| • Storm Water: | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% |
| • Site Work | 15 % | 15% | 15% | 15% | 15% | 15% | 40% | 50% | 50% | 90% |
| • Bus Loop: | 15% | 15% | 15% | 15% | 15% ` | 20% | 40% | 50% | 70% | 70% |
| • U. G Electrical: | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 95% | 95% |
| • U. G. Plumbing: | 90% | 90% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% |
| • | | | | | | | | | | |

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**Below Status is for the first phase only**

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| • Electrical Rough-in | | | | 75% | 85% | 90% | 90% | 90% | 95% | 99% |
| • Plumbing Rough-in | | | | 85% | 85% | 90% | 95% | 95% | 95% | 100% |
| • HVAC | | | | | | | 83% | 89% | 95% | 99% |
| • Masonry | 1% | 20% | 30% | 62% | 75% | 98% | 99% | 99% | 100% | 100% |
| • Structural Steel | | | 70% | 90% | 95% | 99% | 99% | 99% | 100% | 100% |
| • Metal Stud Framing | | | 49% | 70% | 90% | 99% | 99% | 99% | 100% | 100% |
| • Drywall | | | | | 15% | 75% | 90% | 91% | 98% | 99% |
| • Tape & Bed | | | | | 15% | 40% | 50% | 75% | 75% | 99% |
| • Painting | | | | | | 15% | 24% | 48% | 60% | 99% |
| • Roofing | | | | 70% | 90% | 90% | 90% | 90% | 98% | 99% |
| • Fire Sprinkler | | | | | 50% | 60% | 70% | 80% | 90% | 99% |
| • Ceiling Grid | | | | | | 20% | 40% | 60% | 75% | 99% |
| • Ceramic Tile | | | | | | | 35% | 48% | 80% | 100% |
| • Windows | | | | | | | | 64% | 90% | 100% |
| • Millwork | | | | | | | | 75% | 95% | 100% |
| • VCT Floor | | | | | | | | | | 99% |
| • Room Furnishings | | | | | | | | | | 99% |

- **Lost time to date:**
  9 Weather days, 2 Cement ration days, 1 additional weather day for Dec. 7, 05 freezing rain and sleet. = Total 12 days.

La Vega ISD
High School
Construction Status
April 17, 2006

| Work Item | Status | | | | | | |
|---|---|---|---|---|---|---|---|
| | 10/15/05 | 11/14/05 | 12/16/05 | 1/12/06 | 2/16/06 | 3/23/06 | 4/17/06 |
| • Site Work | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| • Storm Water | 0 | 90% | 90% | 90% | 90% | 90% | 98% |
| • U. G Electrical: | 0 | 90% | 90% | 90% | 90% | 100% | 100% |
| • Electrical Rough-in | | | | | 70% | 80% | 90% |
| • U. G. Plumbing: | 0 | 90% | 90% | 96% | 96% | 96% | 95% |
| • Plumbing Rough-in | | | | | 60% | 75% | 95% |
| • Structural Steel | | | 15% | 92% | 98% | 100% | 100% |
| • Masonry | | | | 45% | 57% | 97% | 99% |
| • Fire Proofing | | | | | | | 100% |
| • Painting | | | | | | | 10% |
| • Drywall | | | | | | | 15% |

**Lost Time to Date:**

2 Days in February
1 day on Dec. 7, 05 for freezing rain and sleet. + 1 day rain on
*5 days at beginning of the project for relocating unknown 12 " water line
Total 9 days

**2. Legislative Report**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Tamra Walthall

Background Information:
This portion of the board meeting is reserved to update the Board of Trustees on legislative issues pertaining to public education.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

**3. Superintendent's Report**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Tamra Walthall

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

**DEPARTMENTAL REPORTS**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
N/A

Background Information:
This portion of the meeting is to allow district personnel to provide reports to the Board of Trustees.

Fiscal Implication:
N/A

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

**Update on Testing**

Presented for:
Board action ☐ Report/Review Only ☒ Date: April 18, 2006

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields

Background Information:
Will be provided at the board meeting.

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

**Child Care Services for PEP Program**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
N/A

Background Information:
Will be provided at the board meeting.

Fiscal Implication:
Will be provided at the board meeting.

Administrative Recommendation:
Will be provided at the board meeting.

**CONSENT AGENDA ITEMS**

Presented for:
Board action ☒ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
N/A

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Motion:

Second:

For:

Against

Abstain:

**Approve Minutes for Meeting(s) Held**

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Monte Geren or Lori Mynarcik

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

Fiscal Implication:
None.

Administrative Recommendation:
Board review and approval.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

*La Vega Independent School District*
*3100 Bellmead Drive, Waco, Texas 76705-3096*
*254-799-4963 ♦ 254-799-8642 FAX*

*Office of the Superintendent*

**La Vega I.S.D. Board of Trustees**
**Minutes of the Regular Meeting**
**March 28, 2006**

**BOARD MEMBERS PRESENT** - Mildred Watkins, Rodney Outlaw, Dr. Tamra Walthall, Kevin P. Harris, and Henry C. Jennings.

**BOARD MEMBERS ABSENT** – Randy Devorsky and Phil Bancale

**SCHOOL PERSONNEL PRESENT** - Dr. Monte Geren, Gary W. Williams, Dr. Sharon M. Shields, Al Bishop, Cliff Brown, Patricia Harvey, Clay Cody, Sandra O'Connor, Chris Rankin, Tom English, Ann English, George Kilgo, and Lori Mynarcik.

**OTHERS PRESENT** - Steve Harvey, Joshua Inubiaraiye, Derrico Brown, Vincent Williams, Darnell Carpenter, Erik Sykes, Xavier Thompson, Joe Sanders, John Kerley, Tiffany Davis, Davic Garcia, Sarah English, Ykenya Robertson, Sammie Robertson, Kalyn Scott, Jeffery Jefferson, Jr., Dewayne Snell, Stillman Shumaker, Trey Wilson, Jordon Glynn, Will Cartwright, Deshaun Rembert, and Keith Henry, Jr.

**CALLED TO ORDER AND OPENING CEREMONY** - Board President Phil Bancale established a quorum and brought the board meeting to order at 7:00 p.m. Mr. Gary W. Williams, Deputy Superintendent for Support Services, led the Pledge to the United States Flag and the Pledge to the Texas Flag.

**APPROVED LISTING OF AGENDA ITEMS** - Motioned by Mr. Outlaw and seconded by Mr. Jennings, the Board unanimously approved the listing of agenda items.

**PUBLIC PARTICIPATION** - Janice L. McDowell, Jeannie McKinney, and Tanya McCloud spoke to the Board Members regarding LVHS Staff Members Jocelyn Pierce and Willie Williams and the positive impact they have had on the students at LVHS.

## RECOGNITION ITEMS

**LVHS Band Students Sarah English and Kelley Parker** - LVHS Students Sarah English and Kelley Parker were recognized for making the ATSSB All State Band and qualifying for the Texas State Solo and Ensemble Contest.

**LVHS Boys Basketball Team** - The LVHS Boys Basketball Team, coaches, and managers were recognized for individual accomplishments and for finishing the season as District 17-3A Champions, Bi-District Champions, Area Champions, Regional Quarterfinal Champions, and Regional Semifinalists.

Members of the LVHS Boys Basketball Team are: Vincent Williams, Stillman Shumaker, Jeff Jefferson, Joe Sanders, Erik Sykes, Darnell Carpenter, Will Cartwright, Josh Inubiaraiye, Dewayne Snell, Deshaun Rembert, Jordan Glynn, Keith Henry, Earl Stinnett, Harold Redrick, Trey Wilson, and Danzel Wilson. Head Coach is Clay Cody and Assistant Coaches are Rick Salter, Chris Ward and Brad Lewis. Managers are Xavier Thompson, Amber Odle and Stefan Jemisson.

**LVHS Boys Basketball Coach** - The LVHS Boys Basketball Coach, Clay Cody, was recognized for the basketball team's accomplishments and for being named the District Coach of the Year and the Super Centex Coach of the Year.

**Regional Choir** - The following choir students were recognized for placing at Regional UIL Solo and Ensemble Competition, receiving first division medals, and qualifying for Texas State Solo and Ensemble Competition: Derrico Brown, YKenya Robertson, John Kerley, Elissa Green, Kalyn Scott, and Marybelle Adamson. The following choir students also received first division medals: Geoffry Szanto, Mandy Garcia, and Tiffany Davis. The Choir Director is Earl Presley.

**Powerlifting Team** - The following members of the LVHS Powerlifting Team were recognized for advancing to the Regional and State Powerlifting Meet: Paul Debose, Dakwaun Hampton, Abel Rivera, Rey Tovar, Victor Hughes, William Harden, and Phillip Turner. Victor Hughes was also recognized for placing seventh in the State Powerlifting Meet and Abel Rivera was recognized for placing fifth at the State Powerlifting Meet, with the fourth highest total in the state in his weight class. The Powerlifting Coach is George Kilgo.

**SPECIAL REPORTS** - Board Members were given the following special reports.

**Construction Report** - Mr. Cliff Brown, Director of Construction, provided a report on current construction projects.

**Superintendent's Information to the Board** - Dr. Geren updated the Board Members on upcoming calendar items and other miscellaneous information.

**Legislative Report** - Dr. Tamra Walthall, the Board's Legislative Liaison, told the Board Members that she plans to attend the Legislative Advisory Council meeting in Austin this Friday. She also urged Board Members and administrators to contact Congressman Chet Edwards and urge him to vote yes for the amendment that will add money for education at the federal level.

**DEPARTMENTAL REPORTS** - None.

**APPROVED CONSENT AGENDA ITEMS** - On a motion by Mr. Harris and seconded by Mr. Outlaw, the Board unanimously approved the following Consent Agenda items:

- The minutes for the February 21, 2006 regular board meeting;
- The resignations of Nereida Becerra, Lanna Birt, Beth Booth, David Fuller, Stephanie Lediner, kay McNeil, Jeanie Sanchez, Sam Smith, Judy Spring, and Tracy Stephens;
- The Textbook Update;
- The Monthly Budget Analysis Report as of February 28, 2006;
- The Budget Change Requests in the total amount of $697.48 (mini grant from the Heart of Texas Tech-Prep Consortium);
- The Tax Collection Reports for February, 2006; and
- The Certification of Unopposed Candidates for the May 13, 2006 Board Trustee Election;
- The Order of Cancellation for At Large Positions for the May 13, 2006 Board Trustee Election; and
- The Quarterly Investment Report for the Period Ended February 28, 2006.

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

**Cast Ballots for the Region 12 Board of Directors Election** - Board Members cast their ballot in the Region 12 Board of Directors Election. In accordance with State Board of Education policies, each Board Member of the schools in Region 12 has a vote in this election.

**Considered Action Related to the District's Service as Fiscal Agent of the McLennan County Challenge Academy** - On a motion by Dr. Walthall and seconded by Mr. Outlaw, the Board unanimously approved the Superintendent's

authorization to submit La Vega ISD's resignation as the fiscal agent of the McLennan County Challenge Academy (MCCA) effective no later than the end of the current fiscal year, which is August 31, 2006. The transfer of authority and responsibilities to the new fiscal agent would become effective September 1, 2006, followed by a transfer of records and documents as soon as practicable after that date. La Vega ISD will continue to be a member of the MCCA cooperative and utilize the services of the MCCA, but would no longer serve as the fiscal agent for the entity.

**Considered Requests for Rental of Facilities** - Motioned by Mr. Jennings and seconded by Dr. Walthall, the Board unanimously approved the usage of District facilities as follows:

- April 12, 2006 - Jehovah's Witnesses have requested the use of the La Vega High School Auditorium
- April 25, 2006 - Bellmead Chamber of Commerce requested the use of La Vega Junior High School George Dixon Campus Cafetorium
- April 29, 2006 - La Vega Little League requested the use of the La Vega High School Cafetorium

The Board also approved waiver of the fees for the use of LVJHSGDC on April 25, 2006 by the Bellmead Chamber of Commerce, and the waiver of fees and applicable charges for the usage of District facilities by the City of Bellmead for the duration of the Bellmead Civic Center renovation.

**Approved Contract Recommendations for Certified Teachers, Counselors, Librarians, Educational Diagnosticians, Instructional Facilitator, School Nurses, and Non-Certified Administrators** - Motioned by Mr. Jennings and seconded Mr. Outlaw, the Board unanimously approved the contract recommendations for Certified Teachers, Counselors, Librarians, Educational Diagnosticians, Instructional Facilitators, School Nurses, and Non-Certified Administrators as presented. A list of the contract recommendations is attached to the official minutes of this board meeting.

**Approved the Elimination of Secondary Chorale Teaching Position at LVHS and LVJHSGDC** - On a motion by Mr. Jennings and seconded by Mr. Harris, the Board unanimously approved the elimination of the secondary chorale teaching position.

**Approved Non-Renewal of Secondary Chorale Teacher** - Motioned by Mr. Jennings and seconded by Dr. Walthall, the Board unanimously approved the

contract non-renewal of Mr. Earl Presley, secondary chorale teacher, due to the elimination of the chorale program.

**Discussed Budgetary Matters Related to the FY 2005-2006 and Future Budgets** - Dr. Geren updated the Board Members on the administration's plans and efforts to reduce the current budget deficit and briefed them on plans to provide and adopt a balanced budget for 2006-2007.

**Approved and Authorized Signature by the Board's Designee of Settlement Documents in the Matter of Latasha Young Carnegie v. La Vega ISD**- On a motion by Mr. Jennings and seconded by Mr. Outlaw, the Board unanimously approved the settlement agreement in the matter of Latasha Young Carnegie v. La Vega ISD and authorized the Board President to sign the settlement agreement on behalf of the District.

**CLOSED MEETING** - A closed session of the Board was declared at 8:22 p.m. on March 28, 2006 as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.074 and 551.075 to discuss personnel or to hear complaints against personnel and to confer with employees of the District to receive information or to ask questions. The closed meeting ended at 9:12 p.m.

**ADJOURNMENT** - On a motion by Mr. Jennings and seconded by Mr. Outlaw, the Board unanimously agreed to adjourn the meeting at 9:14 p.m. on March 28, 2006.

_____

**Date of Board Approval**

_____

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

_____

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

**Personnel Items**

1. **Personnel Resignations, Contract Renewals, and Contract Recommendations**
2. **Job Description(s) or Revisions to Job Description(s)**
3. **Paygrade Chart or Revisions to Paygrade Chart**

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

*Note: Additional personnel items finalized after board agendas have been printed will be submitted at the board meeting.*

Contact Person:
Mr. Al Bishop

Background Information:
Board Members approve the resignations of all professional personnel.

The Board of Trustees of any independent school district may employ by contract a superintendent, a principal or principals, teachers, or other executive officers for a term not to exceed the maximum specified in this section. In those independent school districts with a scholastic population of fewer than 5,000, the term of such contracts shall not exceed three years.

The personnel department, campus principals, and management teams interview and check references on each applicant who makes application to become a member of the staff of the La Vega Independent School District.

The Board of Trustees must approve revisions to the LVISD Job Description Manual.

Fiscal Implication:
Personnel salaries are a budgeted item.

Administrative Recommendation:
Board approval of the resignations, contract renewals, contract recommendations, job descriptions or revisions to job descriptions, and revisions to the Paygrade Chart as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

# *Personnel Resignations*

## *RESIGNATIONS*

The following resignations are presented for approval:

| Name | Assignment | Reason for Resignation |
|---|---|---|
| Kelly Bray | Instructional Facilitator<br>LVE | Accepted position with Bosqueville ISD |
| Missy Canet | Life Skills Teacher<br>LVHS | Personal |
| Jeremy Mc Caig | 8th Grade English Teacher<br>LVJH | Relocating |
| Allyson Reister | 1st Grade Teacher<br>LVPC | Relocating |
| Heather Sullivan | Kindergarten Teacher<br>LVPC | Staying home with baby |

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

_____

President, La Vega ISD Board of Trustees

April 18, 2006

# LEAD TEACHER FOR LA VEGA LEARNING CENTER

**Reports To:** Superintendent

**Dept / Campus:** La Vega Learning Center

**Pay Grade:** P-115

**Board Approval:** April 2006

## PRIMARY PURPOSE / FUNCTION:

The Lead Teacher is responsible for organizing and coordinating the total program of the La Vega Learning Center within Board Policy and administrative regulations, consistent with statutes and standards of the Texas Education Agency.

## QUALIFICATIONS:

**Education/Certification:**
Bachelor's Degree from an accredited college or university
Valid Texas teaching certificate with certification in one or more core subject areas such as Math, Science, English, and Language Arts preferred

**Special Knowledge/Skills:**
Demonstrate proficiency in working effectively with a variety of educational problems and situations; calm and patient demeanor with students and others.

**Experience:**
Three years of experience as a classroom teacher

## MAJOR RESPONSIBILITIES AND DUTIES:

***Instructional Management***

1. Provide teaching expertise and effective coordination of the La Vega Learning Center program with a focus on student success.

2. Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use these findings for corrective action and improvement, as well as for recognition of success.

3. Collaborate with students, staff, parents, and community, to meet the needs of students assigned to the La Vega Learning Center program in accordance with district and state goals and objectives.

**Lead Teacher for La Vega Learning Center** cont.

4. Provide instruction to students on a daily basis in all appropriate areas.

5. Work with staff to plan, implement, and evaluate the curriculum and instructional program on a systematic basis.

***School/Organizational Morale***

6. Foster collegiality and team building among staff; encourage their active involvement in the decision process.

7. Facilitate effective and timely resolution of conflicts.

***School/Organization Improvement***

8. Determine and build a common vision with staff for school improvement; direct planning activities and implement programs collaboratively with staff to ensure attainment of La Vega Learning Center's mission.

9. Develop, maintain, and use appropriate information systems and records necessary for attainment of campus performance objectives for each of the Academic Excellence Indicators.

10. Develop and implement a system for reporting regularly the fiscal and instructional conditions of La Vega Learning Center and the performance of its students to participating schools.

***Personnel Management***

11. Involve campus staff in the planning of staff development activities.

***Management/Administrative, Fiscal, and Facilities***

12. Comply with district policies, state and federal laws and regulations.

13. Under the direction of the Deputy Superintendent, develop budgets based upon documented program needs, estimated enrollment, personnel, and other fiscal needs, implement programs within budget limits; maintain fiscal control; accurately report fiscal information.

14. Manage the use of school facilities; supervise maintenance of facilities to ensure a clean, orderly, and safe campus.

***Student Management***

15. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable.

16. Conduct conferences with students, and principals concerning school and student issues.

**Lead Teacher for La Vega Learning Center** cont.

***Professions Growth and Development***

17. Use information and insights provided through assessment instruments, the district appraisal process, and evaluative feedback from line supervisors, and professional development programs to improve performance.

18. Develop needed professional skills appropriate to job assignment.

19. Develop needed professional, ethical, and responsible.

***School/Community Relations***

20. Articulate the school's mission to the community and solicit its support in realizing the mission.

21. Demonstrate awareness of school/community needs and initiate activities to meet those identified needs.

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

23. Any other duties as assigned by the Superintendent of Schools.

**WORKING CONDITIONS:**

**Mental Demands:**
Ability to communicate effectively (verbally and written); ability to instruct and model desirable skills and attitudes
Ability to remain productive and maintain control under stress
Ability to supervise others in a non-coercive manner
Maintain a clear focus on customer service

**Physical Demands:**
Ability to lift and carry 50 lbs

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

_____ _____
Employee Date

_____ _____
Supervisor Date

# LA VEGA I. S. D. 2005-2006 PROFESSIONAL PAYGRADES

| | Job Code | MINIMUM | MID-POINT | MAXIMUM |
|---|---|---|---|---|
| **PAYGRADE: P-0**<br>(Salaries are represented by daily rates.) | | | | |
| Instructor – MCCA | P-001 | $91.54 | $111.64 | $131.73 |
| Coach (Part-time) – STIPEND ONLY | P-002 | | | |
| **PAYGRADE: P-1**<br>(Salaries are represented by annual rates.) | | | | |
| Case Worker/Social Worker | P-101 | $29,000<br>($155.08 daily) | $37,000<br>($197.86 daily) | $45,000<br>($240.64 daily) |
| Librarian | P-102 | | | |
| Registered Nurse | P-103 | | | |
| Speech Pathologist (non-ASHA certified) | P-104 | | | |
| Teacher | P-105 | | | |
| Teacher/Coach | P-106 | | | |
| Technology Specialist (Technician) | P-107 | | | |
| Technology Specialist (Trainer) | P-108 | | | |
| Parent Educator | P-109 | | | |
| Speech Therapy Assistant | P-110 | | | |
| Teacher/Intern | P-111 | | | |
| Migrant/LEP Specialist | P-112 | | | |
| Athletic Trainer | P-113 | | | |
| Teacher - Local District Permit | P-114 | | | |
| Lead Teacher – La Vega Learning Center | P-115 | | | |
| **PAYGRADE: P-2**<br>(Salaries are represented by annual rates.) | | | | |
| Coordinator of Curriculum & Instruction | P-201 | $38,406 | $46,837 | $55,267 |
| Counselor (Elementary) | P-202 | | | |
| Counselor (Secondary) | P-203 | | | |
| Educational Diagnostician | P-204 | | | |
| Instructional Facilitator | P-205 | | | |
| Speech Pathologist (ASHA certified) | P-206 | | | |
| Instructional Facilitator – Technology | P-207 | | | |
| Licensed Specialist/School Psychology (LSSP) | P-208 | | | |
| Reading Coach | P-209 | | | |
| Math/Science Coach | P-210 | | | |
| **PAYGRADE: P-3**<br>(Salaries are represented by annual rates.) | | | | |
| Asst. Principal -Instruction/Elementary | P-301 | $42,630 | $51,988 | $61,345 |
| Asst. Principal - Instruction/Secondary | P-302 | | | |
| Asst. Principal – Student Services | P-303 | | | |
| Director of Athletics/Head Coach | P-304 | | | |
| Director of Music/Head Band Director | P-305 | | | |
| Director of Technology | P-306 | | | |
| Director of Special Programs | P-307 | | | |
| Director of Special Education | P-308 | | | |
| Director of Family Resource Center | P-309 | | | |
| **PAYGRADE: P-4**<br>(Salaries are represented by annual rates.) | | | | |
| Director of Finance | P-401 | $51,664 | $63,005 | $73,345 |
| Director of Operations – MCCA | P-402 | | | |
| Principal (Grades PK-8) | P-403 | | | |

Approved by the LVISD Board of Trustees ~ April 18, 2006

# LA VEGA I. S. D. 2005-2006 PROFESSIONAL PAYGRADES

| | Job Code | MINIMUM | MID-POINT | MAXIMUM |
|---|---|---|---|---|
| PAYGRADE: P-5<br>(Salaries are represented by annual rates.) | | | | |
| Principal (Grades 9-12)<br>Executive Director for Personnel & Administrative Services<br>Director of Construction Services | P-501<br>P-502<br>P-503 | $57,344 | $69,932 | $82,519 |
| PAYGRADE: P-6<br>(Salaries are represented by annual rates.) | | | | |
| Assistant Superintendent for Instructional Services | P-601 | $63,650 | $77,622 | $91,593 |
| PAYGRADE: P-7<br>(Salaries are represented by annual rates.) | | | | |
| Deputy Superintendent for Support Services | P-701 | $70,651 | $86,160 | $101,668 |
| PAYGRADE: P-8<br>(Salaries are represented by annual rates.) | | | | |
| Superintendent | P-801 | $78,501 | $95,733 | $112,964 |

Approved by the LVISD Board of Trustees ~ April 18, 2006

# LA VEGA I. S. D. 2005-2006 SUPPORT PAYGRADES

| | Job Code | MINIMUM | MID-POINT | MAXIMUM |
|---|---|---|---|---|
| PAYGRADE: S-0<br>(Wages are represented by hourly rates.)<br><br>Temporary Clerical Aide | S-001 | $6.11 | $7.46 | $8.80 |
| PAYGRADE: S-1<br>(Wages are represented by hourly rates.)<br><br>Receptionist/Nursing & Clerical Aide<br>Clerical Aide<br>Instructional Aide (Regular/Resource Room)<br>Mental Health Evaluation Clerk (MCCA)<br>Instructional Aide (Family Resource Center)<br>Technology Assistant<br>Receptionist | S-101<br>S-102<br>S-103<br>S-104<br>S-105<br>S-106<br>S-107 | $7.74 | $9.44 | $11.13 |
| PAYGRADE: S-2<br>(Wages are represented by hourly rates.)<br><br>Counseling Center Clerk<br>Health Aide<br>Special Assignment Aide (Computer Lab)<br>Special Assignment Aide (MCCA)<br>Special Assignment Aide (OCS/AEP)<br>Special Assignment Aide (Special Education)<br>Special Assignment Aide<br>Special Assignment Aide (Family Resource Center)<br>Clerical Aide (Library)<br>CDA Teacher (Family Resource Center) | S-201<br>S-202<br>S-203<br>S-204<br>S-205<br>S-206<br>S-207<br>S-208<br>S-209<br>S-210 | $8.52 | $10.40 | $12.27 |
| PAYGRADE: S-3<br>(Wages are represented by hourly rates.)<br><br>Receptionist/Support Services Clerk<br>Secretary – Family Resource Center<br>Warehouse/Accounting Clerk | S-301<br>S-302<br>S-303 | $9.39 | $11.45 | $13.51 |
| PAYGRADE: S-4<br>(Wages are represented by hourly rates.)<br><br>Administrative Secretary I (Campus)<br>Student Services/Accounting Clerk<br>Administrative Secretary I (Food Service)<br>Payroll Clerk<br>Accounting Clerk<br>Admin. Secretary I (Special Education)<br>Administrative Secretary I – Technology Department<br>Student Accounting Clerk – MCCA<br>Campus Attendance Coordinator | S-401<br>S-402<br>S-403<br>S-404<br>S-405<br>S-406<br>S-407<br>S-408<br>S-409 | $10.43 | $12.72 | $15.00 |

Approved by the LVISD Board of Trustees ~ April 18, 2006

# LA VEGA I. S. D. 2005-2006 SUPPORT PAYGRADES

| | Job Code | MINIMUM | MID-POINT | MAXIMUM |
|---|---|---|---|---|
| **PAYGRADE: S-5**<br>(Wages are represented by hourly rates.) | | | | |
| Administrative Secretary II | S-501 | $11.57 | $14.11 | $16.65 |
| Administrative Assistant - MCCA | S-502 | | | |
| Attendance Field Officer | S-503 | | | |
| Employee Benefits/Personnel Clerk | S-504 | | | |
| **PAYGRADE: S-6**<br>(Wages are represented by hourly rates.) | | | | |
| Accounts Payable/Purchasing Clerk | S-601 | $12.90 | $15.74 | $18.57 |
| District PEIMS/Student Services Clerk | S-602 | | | |
| PEIMS/Personnel Specialist | S-603 | | | |
| Technology – Asst. Network Manager | S-604 | | | |
| **PAYGRADE: S-7**<br>(Salaries are represented by daily rates based on 7.5-hour workdays.) | | | | |
| Admin. Asst. to the Supt./Public Info. Officer | S-701 | $112.28 | $136.93 | $161.57 |
| Admin. Asst. for Personnel & Admin. Services | S-702 | | | |
| Admin. Asst. for Business Services | S-703 | | | |
| Technology Assistant/Network Manager | S-704 | | | |
| Admin. Asst. for Instructional Services | S-705 | | | |
| Technology Asst./Technician | S-706 | | | |

Approved by the LVISD Board of Trustees ~ April 18, 2006

# LA VEGA I. S. D. 2005-2006 AUXILIARY PAYGRADES

| | Job Code | MINIMUM | MID-POINT | MAXIMUM |
|---|---|---|---|---|
| PAYGRADE: A-1<br>(Wages are represented by hourly rates.)<br><br>Cafeteria Worker<br>Cafeteria Worker - FRC<br>Security/Patrol Clerk<br>Cafeteria Monitor<br>Temporary Auxiliary | <br><br>A-101<br>A-102<br>A-103<br>A-104<br>A-105 | $6.30 | $7.68 | $9.06 |
| PAYGRADE: A-2<br>(Wages are represented by hourly rates.)<br><br>Cook I<br>Custodian<br>Relief Custodian<br>Custodian – LVFRC | <br><br>A-201<br>A-202<br>A-203<br>A-204 | $6.87 | $8.38 | $9.89 |
| PAYGRADE: A-3<br>(Wages are represented by hourly rates.)<br><br>Cook II<br>Cook III | <br><br>A-301<br>A-302 | $7.57 | $9.23 | $10.89 |
| PAYGRADE: A-4<br>(Wages are represented by hourly rates.)<br><br>General Maintenance I<br>Assistant Cafeteria Manager<br>Cafeteria Manager-In-Training | <br><br>A-401<br>A-402<br>A-403 | $8.40 | $10.24 | $12.03 |
| PAYGRADE: A-5<br>(Wages are represented by hourly rates.)<br><br>Cafeteria Manager<br>Head Custodian<br>General Maintenance II<br>Food Service/Warehouse Manager | <br><br>A-501<br>A-502<br>A-503<br>A-504 | $9.32 | $11.37 | $13.41 |
| PAYGRADE: A-6<br>(Wages are represented by hourly rates.)<br><br>Leadman - General Maintenance<br>Maintenance/HVAC & Refrigeration Technician | <br><br>A-601<br>A-602 | $10.34 | $12.61 | $14.88 |

Approved by the LVISD Board of Trustees ~ April 18, 2006

# LA VEGA I. S. D. 2005-2006 AUXILIARY PAYGRADES

| | Job Code | MINIMUM | MID-POINT | MAXIMUM |
|---|---|---|---|---|
| PAYGRADE: A-7<br>(Salaries are represented by daily rates based on 8 hour workdays.) | | | | |
| Safety & Environmental Compliance Specialist | A-701 | $105.46 | $128.61 | $151.76 |
| Assistant Maintenance Director/Lead Technician | A-702 | | | |
| Custodial Supervisor | A-703 | | | |
| PAYGRADE: A-8<br>(Salaries are represented by daily rates based on 8 hour workdays.) | | | | |
| Director of Maintenance | A-801 | $138.21 | $168.55 | $198.89 |

Approved by the LVISD Board of Trustees ~ April 18, 2006

**Textbook Update**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Maria Green

Background Information:
All textbooks for the 2005 - 2006 school year have been ordered. Campus textbook coordinators are submitting supplemental textbook requests. Textbook requests are being ordered within 3 school days. Teacher textbook needs that are not funded through the state are being ordered by the campus.

Fiscal Implication:
None. Textbooks selected will be provided by the state.

Administrative Recommendation:
N/A

**Monthly Budget Analysis Report**

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Gary W. Williams

Background Information:
The District compiles and reports budget and expenditure data to the Board on a monthly basis. The report is organized by major fund category (General, Special Revenue, Debt Service, and Capital Projects) and function category within fund category.

Fiscal Implication:
The budget report reflects all transactions through the end of the month preceding the Regular Board meeting. Reports are cumulative throughout the fiscal year, which begins September 1.

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

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

**La Vega Independent School District**
**Statement of Unaudited Revenues and Expenditures - Budget vs. Actual**
**As of 03/31/06**

**GENERAL FUND**
**-199**

| DATA CONTROL CODES | | ANNUAL BUDGET | PERIOD RECEIPTS/ EXPENDITURES | Y-T-D RECEIVED/ ENC + EXP | VARIANCE FAVORABLE (UNFAVORABLE) | PERCENT TO TOTAL | PERCENT OF YEAR ELAPSED |
|---|---|---|---|---|---|---|---|
| **5700** | LOCAL | $6,340,084.14 | $81,058.42 | $5,875,439.37 | $464,644.77 | 92.67% | 58.33% |
| **5800** | STATE | $10,576,619.00 | $240,233.71 | $5,296,512.97 | $5,280,106.03 | 50.08% | 58.33% |
| **5900** | FEDERAL | $65,000.00 | $1,407.71 | $27,588.64 | $37,411.36 | 42.44% | 58.33% |
| **5020** | **TOTAL REVENUES** | $16,981,703.14 | $322,699.84 | $11,199,540.98 | $5,782,162.16 | 65.95% | 58.33% |
| | **EXPENDITURES** | | | | | | |
| **0011** | Instruction | $9,324,543.74 | $797,557.04 | $5,873,037.74 | $3,451,506.00 | 62.98% | 58.33% |
| **0012** | Instr Resources/Media Services | $327,530.00 | $32,305.49 | $197,642.75 | $129,887.25 | 60.34% | 58.33% |
| **0013** | Curriculum & Staff Development | $184,853.00 | $5,980.35 | $53,621.90 | $131,231.10 | 29.01% | 58.33% |
| **0021** | Instructional Leadership | $280,305.00 | $19,759.70 | $135,842.44 | $144,462.56 | 48.46% | 58.33% |
| **0023** | School Leadership | $1,359,535.00 | $106,229.56 | $772,090.87 | $587,444.13 | 56.79% | 58.33% |
| **0031** | Guidance, Counseling & Evaluation | $774,993.00 | $61,295.89 | $438,450.86 | $336,542.14 | 56.57% | 58.33% |
| **0032** | Attendance & Social Services | $68,991.00 | $50,000.00 | $56,124.37 | $12,866.63 | 81.35% | 58.33% |
| **0033** | Health Services | $209,993.00 | $16,691.95 | $116,841.58 | $93,151.42 | 55.64% | 58.33% |
| **0034** | Student Transportation | $676,550.00 | $74,260.65 | $443,886.59 | $232,663.41 | 65.61% | 58.33% |
| **0035** | Food Services | $0.00 | $0.00 | $3,737.98 | ($3,737.98) | 0.00% | 58.33% |
| **0036** | Extracurricular Activities | $643,893.40 | $52,207.04 | $372,099.90 | $271,793.50 | 57.79% | 58.33% |
| **0041** | General Administration | $1,004,837.00 | $92,809.63 | $549,696.44 | $455,140.56 | 54.71% | 58.33% |
| **0051** | Plant Maintenance & Operations | $2,076,454.00 | $250,093.00 | $1,105,197.22 | $971,256.78 | 53.23% | 58.33% |
| **0052** | Security & Monitoring Services | $31,874.00 | $3,494.71 | $22,334.13 | $9,539.87 | 70.07% | 58.33% |
| **0053** | Data Processing Services | $364,981.00 | $26,666.15 | $224,439.28 | $140,541.72 | 61.49% | 58.33% |
| **0061** | Community Services | $238,098.00 | $8,083.18 | $61,872.77 | $176,225.23 | 25.99% | 58.33% |
| **0071** | Debt Service | $0.00 | $0.00 | $401,015.06 | ($401,015.06) | 0.00% | 58.33% |
| **0081** | Facility Acquisition & Construction | $618.00 | $0.00 | $840.00 | ($222.00) | 135.92% | 58.33% |
| **0095** | Payment to JJAEP | $110,700.00 | $0.00 | $57,400.00 | $53,300.00 | 51.85% | 58.33% |
| **0000** | Other Resources/Uses | $0.00 | $0.00 | $0.00 | $0.00 | 0.00% | 58.33% |
| **6030** | **TOTAL EXPENDITURES** | $17,678,749.14 | $1,597,434.34 | $10,886,171.88 | $6,792,577.26 | 61.58% | 58.33% |
| | **OPERATING TRANSFERS** | | | | | | |
| **7910** | Other Resources | | | | $0 | | |
| **8910** | Other Uses | | | | $0 | | |
| | **TOTAL OPERATING TRANSFERS** | | | | $0 | | |
| **1200** | Net Change in Fund Balance | ($697,046.00) | | $313,369.10 | | | |
| **0100** | Fund Balance - Sept. 1 | $1,980,884.00 | | $1,980,884.00 | | | |
| **3000** | Fund Balance - Aug 31 (unaudited) | $1,283,838.00 | | $2,294,253.10 | | | |

Prepared: 04/07/06

**Tax Collection Report**

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Gary W. Williams

Background Information:
The District contracts with the McLennan County Tax Office for the collection of taxes. As a part of this service, the County Tax Office supplies us with a monthly cumulative summary of taxes collected. This report is submitted as a part of each month's Consent Agenda.

Fiscal Implication:
The "Tax Collector Monthly Report" shows cumulative payments and percent collected for both current and delinquent taxes.

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

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

| YEAR | FUND | TAX RATE | LEVY PAID | DISCOUNT GIVEN | PENALTY INTEREST | TIF AMOUNT | DISBURSE TOTAL | ATTORNEY | OTHER FEES | REFUND AMOUNT | PAYMENT AMOUNT |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2005 | M & O | 1.500000 | 39,887.74 | .00 | 3,173.91 | .00 | 43,061.65 | 585.33 | .00 | .00 | 43,646.98 |
| | I & S | .192500 | 5,118.90 | .00 | 407.39 | .00 | 5,526.29 | .00 | .00 | .00 | 5,526.29 |
| | TOTAL | 1.692500 | 45,006.64 | .00 | 3,581.30 | .00 | 48,587.94 | 585.33 | .00 | .00 | 49,173.27 |
| 2004 | M & O | 1.482500 | 8,924.94 | .00 | 2,441.63 | .00 | 11,366.57 | 2,064.18 | .00 | .00 | 13,430.75 |
| | I & S | .237500 | 1,429.80 | .00 | 391.13 | .00 | 1,820.93 | .00 | .00 | .00 | 1,820.93 |
| | TOTAL | 1.720000 | 10,354.74 | .00 | 2,832.76 | .00 | 13,187.50 | 2,064.18 | .00 | .00 | 15,251.68 |
| 2003 | M & O | 1.482500 | 1,187.41 | .00 | 443.95 | .00 | 1,631.36 | 252.48 | .00 | .00 | 1,883.84 |
| | I & S | .057500 | 46.02 | .00 | 17.23 | .00 | 63.25 | .00 | .00 | .00 | 63.25 |
| | TOTAL | 1.540000 | 1,233.43 | .00 | 461.18 | .00 | 1,694.61 | 252.48 | .00 | .00 | 1,947.09 |
| 2002 | M & O | 1.448000 | 654.06 | .00 | 320.48 | .00 | 974.54 | 150.59 | .00 | .00 | 1,125.13 |
| | I & S | .060000 | 27.10 | .00 | 13.30 | .00 | 40.40 | .00 | .00 | .00 | 40.40 |
| | TOTAL | 1.508000 | 681.16 | .00 | 333.78 | .00 | 1,014.94 | 150.59 | .00 | .00 | 1,165.53 |
| 2001 | M & O | 1.466000 | 242.82 | .00 | 144.68 | .00 | 387.50 | 59.42 | .00 | .00 | 446.92 |
| | I & S | .070000 | 11.60 | .00 | 6.92 | .00 | 18.52 | .00 | .00 | .00 | 18.52 |
| | TOTAL | 1.536000 | 254.42 | .00 | 151.60 | .00 | 406.02 | 59.42 | .00 | .00 | 465.44 |
| 2000 | M & O | 1.466000 | 138.21 | .00 | 102.31 | .00 | 240.52 | 37.81 | .00 | .00 | 278.33 |
| | I & S | .070000 | 6.60 | .00 | 4.88 | .00 | 11.48 | .00 | .00 | .00 | 11.48 |
| | TOTAL | 1.536000 | 144.81 | .00 | 107.19 | .00 | 252.00 | 37.81 | .00 | .00 | 289.81 |
| 1999 | M & O | 1.436000 | 31.93 | .00 | 27.14 | .00 | 59.07 | 9.48 | .00 | .00 | 68.55 |
| | I & S | .100000 | 2.22 | .00 | 1.89 | .00 | 4.11 | .00 | .00 | .00 | 4.11 |
| | TOTAL | 1.536000 | 34.15 | .00 | 29.03 | .00 | 63.18 | 9.48 | .00 | .00 | 72.66 |
| 1998 | M & O | 1.200547 | 313.63 | .00 | 304.23 | .00 | 617.86 | 116.26 | .00 | .00 | 734.12 |
| | I & S | .305453 | 79.79 | .00 | 77.40 | .00 | 157.19 | .00 | .00 | .00 | 157.19 |
| | TOTAL | 1.506000 | 393.42 | .00 | 381.63 | .00 | 775.05 | 116.26 | .00 | .00 | 891.31 |
| 1997 | M & O | 1.197531 | 242.52 | .00 | 264.81 | .00 | 507.33 | 95.70 | .00 | .00 | 603.03 |
| | I & S | .308469 | 62.47 | .00 | 68.21 | .00 | 130.68 | .00 | .00 | .00 | 130.68 |
| | TOTAL | 1.506000 | 304.99 | .00 | 333.02 | .00 | 638.01 | 95.70 | .00 | .00 | 733.71 |
| 1996 | M & O | 1.143031 | 184.20 | .00 | 223.23 | .00 | 407.43 | 80.52 | .00 | .00 | 487.95 |
| | I & S | .362969 | 58.49 | .00 | 70.88 | .00 | 129.37 | .00 | .00 | .00 | 129.37 |
| | TOTAL | 1.506000 | 242.69 | .00 | 294.11 | .00 | 536.80 | 80.52 | .00 | .00 | 617.32 |
| 1985 | M & O | .570000 | 9.78- | .00 | 24.52- | .00 | 34.30- | 9.92- | .00 | .00 | 44.22- |
| | I & S | .530000 | 9.08- | .00 | 22.78- | .00 | 31.86- | .00 | .00 | .00 | 31.86- |
| | TOTAL | 1.100000 | 18.86- | .00 | 47.30- | .00 | 66.16- | 9.92- | .00 | .00 | 76.08- |

| YEAR | FUND | TAX RATE | LEVY PAID | DISCOUNT GIVEN | PENALTY INTEREST | TIF AMOUNT | DISBURSE TOTAL | ATTORNEY | OTHER FEES | REFUND AMOUNT | PAYMENT AMOUNT |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL | M & O | | 51,797.68 | .00 | 7,421.85 | .00 | 59,219.53 | 3,441.85 | .00 | .00 | 62,661.38 |
| ALL | I & S | | 6,833.91 | .00 | 1,036.45 | .00 | 7,870.36 | .00 | .00 | .00 | 7,870.36 |
| ALL | TOTAL | | 58,631.59 | .00 | 8,458.30 | .00 | 67,089.89 | 3,441.85 | .00 | .00 | 70,531.74 |
| DLQ | M & O | | 11,909.94 | .00 | 4,247.94 | .00 | 16,157.88 | 2,856.52 | .00 | .00 | 19,014.40 |
| DLQ | I & S | | 1,715.01 | .00 | 629.06 | .00 | 2,344.07 | .00 | .00 | .00 | 2,344.07 |
| DLQ | TOTAL | | 13,624.95 | .00 | 4,877.00 | .00 | 18,501.95 | 2,856.52 | .00 | .00 | 21,358.47 |
| CURR | M & O | | 39,887.74 | .00 | 3,173.91 | .00 | 43,061.65 | 585.33 | .00 | .00 | 43,646.98 |
| CURR | I & S | | 5,118.90 | .00 | 407.39 | .00 | 5,526.29 | .00 | .00 | .00 | 5,526.29 |
| CURR | TOTAL | | 45,006.64 | .00 | 3,581.30 | .00 | 48,587.94 | 585.33 | .00 | .00 | 49,173.27 |

JURISDICTION: 0028 LA VEGA ISD

| | CERT TAXABLE VALUE | ADJUSTMENTS | ADJ TAX VALUE | TAX RATE | TAX LEVY | PAID ACCTS |
|---|---|---|---|---|---|---|
| CURRENT YEAR | 407,918,108 | 1,457,419- | 406,460,689 | 1.692500 | 6,657,383.01 | 5,859 |

| YEAR | TAXES DUE | MONTH ADJ | ADJUSTMENT YTD | LEVY PAID | PAID YTD | BALANCE | COLL % | YTD UNCOLL |
|---|---|---|---|---|---|---|---|---|
| 2005 | 6,688,442.29 | 6,540.69- | 31,059.28- | 45,006.64 | 6,206,385.87 | 450,997.14 | 93.23 | 368.92- |
| 2004 | 213,617.14 | 573.84- | 5,872.26- | 10,354.74 | 97,534.95 | 110,209.93 | 46.95 | 374.92- |
| 2003 | 75,595.04 | 11.33 | 279.89- | 1,233.43 | 24,556.12 | 50,759.03 | 32.60 | 336.75- |
| 2002 | 46,902.56 | 11.10 | 292.59- | 681.16 | 6,174.60 | 40,435.37 | 13.25 | 348.27- |
| 2001 | 28,549.99 | 9.91 | 93.14- | 254.42 | 3,160.27 | 25,296.58 | 11.11 | 103.05- |
| 2000 | 58,152.06 | .00 | 15.50 | 144.81 | 2,649.34 | 55,518.22 | 4.55 | 103.05- |
| 1999 | 21,238.50 | .00 | 15.50 | 34.15 | 1,408.27 | 19,845.73 | 6.63 | 103.05- |
| 1998 | 19,143.22 | .00 | 129.15 | 393.42 | 780.18 | 18,492.19 | 4.05 | 0.00 |
| 1997 | 15,827.83 | .00 | 129.15 | 304.99 | 657.62 | 15,299.36 | 4.12 | 0.00 |
| 1996 | 19,958.27 | .00 | 0.00 | 242.69 | 482.84 | 19,475.43 | 2.42 | 0.00 |
| 1995 | 13,540.03 | .00 | 129.15 | 0.00 | 351.48 | 13,317.70 | 2.57 | 0.00 |
| 1994 | 9,353.04 | .00 | 29.95- | 0.00 | 206.22 | 9,116.87 | 2.21 | 87.65- |
| 1993 | 11,631.57 | 407.75- | 507.66- | 0.00 | 39.99 | 11,083.92 | .36 | 507.66- |
| 1992 | 2,685.00 | 44.71- | 71.63- | 0.00 | 46.42 | 2,566.95 | 1.78 | 71.63- |
| 1991 | 2,684.66 | 48.37- | 77.50- | 0.00 | 41.51 | 2,565.65 | 1.59 | 77.50- |
| 1990 | 6,122.56 | 128.93- | 206.57- | 0.00 | 51.67 | 5,864.32 | .87 | 206.57- |
| 1989 | 5,231.57 | .00 | 0.30- | 0.00 | 2.40 | 5,228.87 | .05 | 0.30- |
| 1988 | 4,972.68 | .00 | 0.00 | 0.00 | 2.41 | 4,970.27 | .05 | 0.00 |
| 1987 | 4,484.92 | .00 | 0.00 | 0.00 | 2.19 | 4,482.73 | .05 | 0.00 |
| 1986 | 3,635.50 | .00 | 0.00 | 0.00 | 2.19 | 3,633.31 | .06 | 0.00 |
| 1985 | 3,110.68 | .00 | 0.00 | 18.86- | 1.98 | 3,108.70 | .06 | 0.00 |
| 1984 | 14,366.12 | .00 | 130.16- | 0.00 | 5.70 | 14,230.26 | .04 | 130.16- |
| **** | 7,269,245.23 | 7,711.95- | 38,202.48- | 58,631.59 | 6,344,544.22 | 886,498.53 | | 0.00 |

# LAVEGA ISD
# **RENDITION** COLLECTIONS
# MARCH 2006

| 2006 | LEVY: | PENALTY: | ATTY: | TOTAL: |
|---|---|---|---|---|
| | 68.56 | | | 68.56 |

JURISDICTION: 0006 LA VEGA ISD

| | CERT TAXABLE VALUE | ADJUSTMENTS | ADJ TAX VALUE | TAX RATE | TAX LEVY | PAID ACCTS |
|---|---|---|---|---|---|---|
| CURRENT YEAR | 0 | 0 | 0 | 1.000000 | 1,645.27 | 8 |

| YEAR | TAXES DUE | MONTH ADJ | ADJUSTMENT YTD | LEVY PAID | PAID YTD | BALANCE | COLL % | YTD UNCOLL |
|---|---|---|---|---|---|---|---|---|
| 1984 | 1,645.27 | .00 | 109.32- | 0.00 | 2.31 | 1,533.64 | .15 | 109.32- |
| **** | 1,645.27 | .00 | 109.32- | 0.00 | 2.31 | 1,533.64 | | 0.00 |

**Approval of 2006-2007 La Vega High School Course Selection**

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields

Background Information:
Board policy EHAA (Legal) requires that each district that offer kindergarten through grade 12 shall offer, as a required curriculum, a foundation curriculum and an enrichment curriculum.

The District shall provide instruction in the essential knowledge and skills of the appropriate grade level in the **foundation curriculum** in all of the following:

English Language Arts and reading
Mathematics
Science
Social studies, which consisting of Texas, United States, and world history, government, and geography
*Education Code 28.002; 19 TAC 74.1(b)*

The **enrichment curriculum** shall include all of the following:

Languages other than English, to the extent possible
Health
Physical education
Fine arts
Economics, with emphasis on the free enterprise system and its benefits
Career and technology education
Technology applications
*Education Code 28.002(a); 19 TAC 74.1(c)*

The La Vega High School Course Selection Catalog reflects the curriculum that is offered at this campus to meet the foundation and enrichment curriculum requirements.

Fiscal Implication:
The fiscal implications will be addressed in the 2006-2007 budget, which will be approved by the Board.

Administrative Recommendation:
The administration recommends Board approval of the 2006-2007 La Vega High School Course Selection Catalog.

Motion: _____ Second: _____

For: _____ Against: _____

Abstain: _____

# La Vega High School



# Course Catalog

## 2006-2007

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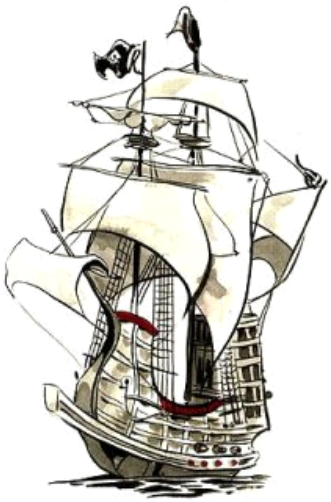


**Credit by Articulation**

Credit by articulation allows students the opportunity to receive college credit at some colleges for specific courses taken during the junior and senior years of high school. Students must complete the identified high school courses with a grade of B or better, meet all admission requirements to a specific college, and enroll at the college within a specified time span after graduating from high school.

**Dual Credit/Concurrent Enrollment**

High school juniors and seniors who receive approval from their parents and school administrators may enroll for concurrent credit (dual credit). This means that they may be granted credit by the college and the high school for college level course work successfully completed. See your counselor for specific details.



# Language Arts

## ENGLISH I
ENG 1 A - 120 A
ENG 1 B – 120 B

Prerequisite: None
Grade Level: 9
Semesters: 2

This course includes a study of grammar, composition, and vocabulary through the writing process. An in-depth study of the major literary genres, including the short story, poetry, drama, and the novel. Students will read at least one novel and a Shakespearean play.

## ENGLISH I PRE-AP
ENG 1 PRE-AP A – 121 A
ENG 1 PRE-AP B – 121 B

Prerequisite: None
Grade Level: 9
Semesters: 2

Designed to prepare students for advanced levels of English, this course includes a formal grammar overview, intensive vocabulary study, essay writing, and basic literary analysis. Students will be required to read at least 4-5 novels, in addition to summer reading assignments and selections from the text. Students will be expected to meet reading deadlines and to participate in intensive, graded class discussion of literary selections.

## ENGLISH II
ENG 2 A – 122 A
ENG 2 B 122 - B

Prerequisite: English I
Grade Level: 10
Semesters: 2

This course includes strengthening vocabulary, a review of grammar, study of the short story, poetry, and nonfiction, and the reading of at least one novel and a Shakespearean play. Emphasis is on TAKS preparation, especially the persuasive essay. Students will also produce mini-research projects.

## ENGLISH II PRE-AP
ENG 2 PRE-AP A – 123 A
ENG 2 PRE-AP B – 123 B
Prerequisite: English I
Grade Level: 10
Semesters: 2

Especially beneficial to students planning to take dual credit English, this course includes a formal grammar overview, intensive vocabulary study, essay writing, and basic literary analysis, and a research paper. Students will participate in in-depth studies of selected literary works from world literature. The course requires heavy outside reading.

## ENGLISH III
ENG 3 A – 124A
ENG 3 B – 124 B

Prerequisite: English II
Grade Level: 11
Semesters: 2

This course emphasizes the study of composition and vocabulary, as well as a review of correct grammar and usage. Students will read selections from American literature and write a research paper and/or research project. Students will also focus on specific reading and writing skills designed to prepare them for the TAKS Exam.

## ENGLISH IV
ENG 4 A – 126 A
ENG 4 B – 126 B

Prerequisite: English III
Grade Level: 12
Semesters: 2

Designed for the student who plans to attend college, as well as for the student who is attempting to meet graduation requirements, this course covers grammar and composition skills and the writing of a research paper. Students will undertake a chronological study of British literature from the Anglo-Saxon Period to the Modern Period and read selected novels. The course requires outside reading.

## ENGLISH 1301 - Freshman Composition I-Fall Semester
COLL ENG 1301 A – 129 A

Prerequisite: English II AP (suggested)
TASP or TASP exempt status
Grade Level: 11-12 (Dual Credit)
Semesters: 1 (.5 credit; 3 hours)
Tuition & Fees: Student's responsibility (See counselors for details)

Students enrolled in the college course will receive dual credit. The course will focus on developing core skills in reading, critical thinking, writing, and speaking. It emphasizes the writing process and includes standard language conventions. Prose analysis techniques commonly needed for college courses and career responsibilities are also presented.

## ENGLISH 1302 - Freshman Composition II-Spring Semester
COLL ENG 1302 B – 129 B

Prerequisite: English 1301 with a grade of C or better
Grade Level: 11-12 (Dual credit)
Semesters: 1 (.5 credit; 3 hours)
Tuition & Fees: Student's responsibility (See counselors for details)

Students enrolled in this college course will receive dual credit. The course will focus on college-level research techniques

while emphasizing the writing process of argumentation/ persuasion and critical thinking skills. It refines core communication skills.

## ENGLISH 2322 - British Masterpieces I- Fall Semester

COLL ENG 2322 A – 131 A

Prerequisite: English 1301 with a grade of C or better; English 1302 with a grade of C or better
Grade Level: 12 (Dual Credit)
Semesters: 1 (.5 credit; 3 hours)
Tuition & Fees: Student's responsibility (See counselors for details)

Students enrolled in this college course will receive dual credit. The course surveys British literature from its origins through the 18th century. The class emphasizes the appreciation of selected works by a range of writers such as Chaucer, Shakespeare, Milton, and Behn.

## ENGLISH 2323 - British Masterpieces II- Spring Semester

COLL ENG 2323 B – 131 B

Prerequisite: English 1301 with a grade of C or better; English 1302 with a grade of C or better
Grade Level: 12 (Dual Credit)
Semesters: 1 (.5 credit; 3 hours)
Tuition & Fees: Student's responsibility (See counselors for details)

Students enrolled in this college course will receive dual credit. The course surveys British literature of the 19th and 20th centuries. The class emphasizes appreciation of selected works by a range of writers such as Wordsworth, Tennyson, Yeats, and Woolf.

## READING IMPROVEMENT

READING 1 A – 1401 A
READING 1 B – 1401 B

Prerequisite: Non-Mastery TAKS Reading
Grade Level: 9-12
Semesters: 1

## TAKS WRITING

Prerequisite: Non-Mastery TAKS Reading
Grade Level: 9-12
Semesters: 2

Students will learn how to write a successful TAKS essay. They will also master the art of literary analysis in the short-answer format required on the TAKS Exam. This class may be required of students according to need.

## COMMUNICATION APPLICATIONS

COMMAPP A - 170A
COMMAPP B – 170 B

Prerequisite: None
Grade Level: 10-12
Semesters: 1

Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

## SPEECH COMMUNICATION INDEPENDENT STUDY (Pirate Television)

SPCOMINDSTU A – 171A
SPCOMINDSTU B – 171 B

Prerequisite: Public Speaking 1, student application, advisor approval
Grade Level: 10-12
Semesters: 1-2

Pirate TV is a student-produced newscast that provides news, announcements and special events to La Vega High School students through video. In this course, students will have a hands-on opportunity to produce, edit, and develop the production of Pirate TV. Students plan programs, write announcements and gather information all in efforts to create the perfect Pirate TV newscast. This course is ideal for students desiring knowledge in film and media, and even those interested in becoming a professional news anchor.

# Mathematics

## ALGEBRA I

ALG 1 A – 210 A
ALG 1 B – 210 B

Prerequisite: Success completion of mathematics 8 or the equivalent
Grade Level: 9-12
Semesters: 2

This course includes the language of algebra, properties of real numbers, linear open sentences, algebraic expressions, rational expressions, irrational expressions, and quadratic functions. Algebra I is the prerequisite for all college preparatory mathematics courses.

## GEOMETRY

GEOM A – 240 A
GEOM B – 240 B

Prerequisite: Successful completion of Algebra I
Grade Level: 9-12
Semesters: 2

This course includes the study of deductive reasoning, geometric properties, coordinate geometry, measurement, constructions, and transformations. It is the formal geometry course needed for entrance to most colleges.

## GEOMETRY – Honors

GEOM H A – 240 HA
GEOM H B – 240 HB

Prerequisite: Successful completion of Algebra I & teacher recommendation
Grade Level: 9-12
Semesters: 2 (1.0 credit)

As with geometry, this course includes the study of deductive reasoning, geometric properties, coordinate geometry, measurement, constructions, and transformations. In addition this course will include a more intensive look at the various geometric systems and expanded study in logic and relevant applications to real-life problem settings. This course will be beneficial for students on the college-bound track.

## ALGEBRA II

ALG 2 A – 220 A
ALG 2 B – 220 B

Prerequisite: Successful completion of Algebra I & Geometry
Grade Level: 10-12
Semesters: 2

This course includes the studies of quadratic relations and systems, exponential functions and logarithms, abstract geometric concepts as well as practice with area and volume, fundamental trigonometric ratios, matrices, sequences, series, probability, and rectangular and polar coordinates.

## ALGEBRA II – Honors

ALG 2 H A – 220 HA
ALG 2 H B – 220 HB

Prerequisite: Successful completion of Algebra I & Geometry, and teacher recommendation
Grade Level: 10-12
Semesters: 2 (1.0 credit)

As with Algebra II, this course includes the studies of quadratic relations and systems, exponential functions and logarithms, abstract geometric concepts as well as practice with area and volume, fundamental trigonometric ratios, matrices, sequences, series, probability, and rectangular and polar coordinates. In addition, this course will include a more intensive look at the trigonometric functions and their graphs and well as an extended investigation into discrete mathematics. The use of technology in the form of both the graphing calculator and the computer will be integrated throughout the course. This course will be very beneficial for students on the college-bound track.

## MATHEMATICAL MODELS WITH APPLICATIONS

MTHAP A – 250 A
MTHAP B – 250 B

Prerequisite: Algebra I, and either Algebra II or Geometry
**Note:** Juniors and Seniors will not be allowed if Alg. I, Geom, and Alg. II have been completed.
Grade Level: 09-10
Semesters: 2

In Mathematical Models With Applications, students continue to build on the K-8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structures, to model information, and to solve problems using various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music design, and science. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to link modeling techniques and purely mathematical concepts and to solve applied problems.

## PRE-CALCULUS

PRECAL A 260 A
PRECAL B 260 B

Prerequisite: Successful completion of Algebra I, Geometry, Algebra II, and Tirg. & teacher recommendation
Grade Level: 12
Semesters: 2

Pre-Calculus extends the concepts of algebra and geometry and is designed for students in a college preparatory program. It provides a foundation for future work in calculus, engineering and future college courses. The course includes the study of trigonometric functions, circular functions, vectors and their applications, functions and their properties, infinite sequences and series, mathematical induction, polynomial functions, the theory of equations, exponential and logarithmic functions, and matrices and determinants with an introduction to limits. Concepts are taught with the integrations of technology.

## MATH 1314 - COLLEGE ALGEBRA

COLL ALG 1314 A – 232 A

Prerequisite: Successful completion of Algebra I, Geometry, Algebra II, TASP or TASP exempt status, Trig., Pre Cal & teacher recommendation
Grade Level: 12 (Dual credit)

Semesters: 1 (.5 credit; 3 hours)
Tuition & Fees: Student's responsibility (See counselors for details)

Students enrolled in the college course will receive dual credit. Emphasizes problem-solving using application problems relevant to the world today. Includes the following mathematical topics: Linear and quadratic functions with graphs and use of models, composition of functions and inverse functions, systems of linear equations and inequalities, exponential and logarithmic functions, polynomial and rational functions, sequences and series. The course requires a graphing calculator.

## MATH 1316 - TRIGONOMETRY

TRIG 1316 B – 232 B

Prerequisite: Successful completion of Math 1314, Alg. I, Geometry, Alg. II
Grade Level: 11-12
Semesters: 1 (.5 credit; 3 hours)
Tuition & Fees: Student's responsibility (See counselors for details)

Students enrolled in this college course will receive dual credit. It provides a study of trigonometric functions and their graphs, identities and trigonometric equations, solutions of triangles, applications, complex numbers, and DeMoivre's Theorem.

## **TAKS Math** (local credit only)

Prerequisite: None
Grade Level: Seniors that have not successful passed the Exit Level TAKS in Math.

# Science

**Science Path must be:**
**a. IPC, Biology, Chemistry**
**b. Biology, Chemistry, Physics**

## INTEGRATED PHYSICS AND CHEMISTRY

INT PHY&CHEM A – 310 A
INT PHY&CHEM B – 310 B

Prerequisite: None
Grade Level: 9 (recommended)
Semesters: 2

IPC is intended as a survey course of chemistry and physics. It is the intent of this course to prepare a student to take chemistry or physics as a subsequent course. This is a freshman level course emphasizing descriptive science and does not treat topics with mathematical rigor. This course requires students to use the scientific method of problem solving during field and laboratory investigations, to use critical thinking and problem solving skills. This course explores the following fields of study: simple and compound machines, motion, waves, energy transformations, properties of matter, changes in matter, the understanding and use of the periodic table, the writing of basic chemical formulas and reactions, and solution chemistry.

## BIOLOGY I

BIO 1 A – 301 A
BIO 1 B – 301 B

Prerequisite: None
Grade Level: 10 (recommended)
Semesters: 2

Biology is the sophomore level science course that begins the year with the topic of the scientific method of problem solving. This problem-solving method is the basis for learning subsequent course curriculum. Ecology, plants, cells and cellular structures, photosynthesis, aerobic and anaerobic respiration, genetics, evolution as compared to other concepts, viruses and bacteria, invertebrates and vertebrates are some of the major topics learned throughout the course. Animal dissection and computer-generated dissections are a part of the coursework. Internet research on a variety of topics is required.

## HONORS BIOLOGY

BIO
BIO

Prerequisite: Teacher Recommendation
Grade Level: 9 or 10
Semesters: 2

This is an accelerated honors course that will study living things and other biology concepts. Students will be expected to complete individual and group projects. Ecology, plants, cells and cellular structures, photosynthesis, aerobic and anaerobic respiration, genetics, evolution as compared to other concepts, viruses and bacteria, invertebrates and vertebrates are some of the major topics learned throughout the course. Animal dissection and computer-generated dissections are a part of the coursework. Internet research on a variety of topics is required.

## CHEMISTRY I

CHEM 1 A – 340 A
CHEM 1 B – 340 B

Prerequisite: Algebra I
Grade Level: 11-12 (unless approved by teacher)
Semesters: 2

This course is designed to survey all the general lines of chemistry. The course is designed to teach the students how to write chemical formulas and chemical equations. Students will study the periodic table and periodic law, and learn how atoms bond to form new substances. Students will explore mass-mass, mass-volume, volume-volume relationships, and equilibrium. Acid-base theories and pH will be explored.

## HONORS CHEMISTRY

CHEM

CHEM

Prerequisite: Algebra I & Teacher Recommendation
Grade Level: 10 or 11
Semesters: 2

This is an accelerated honors course that will study chemistry. Honors Chemistry is a math application intensive course. Students will study and learn about the periodic table and periodic law. The course will teach how to write and balance chemical formulas and equations. Students will explore mass-mass, mass-volume, and volume-volume relationships.

## PHYSICS I

PHYSICS A – 350 A
PHYSICS B – 350 B

Prerequisite: Algebra I and Geometry or Algebra II
Grade Level: 11-12
Semesters: 2

This is a two-part course exploring classical and modern laws and theories of physics. Newton's Three Laws of Motion, graphical analysis of motion, vectors, projectile and circular motion, and the Laws of the Universe are all explored. Students will be introduced to thermodynamics, light waves and electricity, including Ohm's Law, series and parallel circuits, as major topics for coursework. Students will need to have a firm grasp of algebra and geometric concepts.

## GEOLOGY, METEOROLOGY, AND OCEANOGRAPHY

GMO A – 321 A
GMO B – 321 B

Prerequisites: None
Grade Level: 11-12
Semesters: 2

This is an earth science in which students will study the three rock types and minerals. Students will study the water cycle, caverns, earthquakes, and volcanoes. The ocean's salinity and currents are major components of the oceanography section of this course. Meteorology is the next portion of this course, and students will focus on thunderstorms, hurricanes, and tornadoes. Students will complete this course studying our solar system, the life cycle of the stars, and the universe.

## ENVIRONMENTAL SYSTEMS

ENVSYS A – 330 A
ENVSYS B – 330 B

Prerequisites: Biology
Grade Level: 11-12
Semesters: 2

In this course students conduct field and laboratory investigations, use the scientific method of problem solving, and make informed decisions using critical thinking skills. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, relationships between carrying capacity and changes in populations and ecosystems, and changes in environments.

## BIOLOGY II

BIO 2 A – 302 A
BIO 2 B – 302 B

Prerequisite: Biology I, Chemistry I
Grade Level: 11-12
Semesters: 2

This is an advanced biology course concentrating on the chemical composition of living things. The course also includes in-depth presentations of cellular biology, genetics, plant and animal morphology, and taxonomy from an environmental perspective.

## CHEM-AP

CHEM AP A – 345 A
CHEM AP B – 345 B

Prerequisite: Chemistry I and Physics I
Grade Level: 12
Semesters: 2

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. It is designed to be taken only after the successful completion of a first course in high school chemistry. The course is to be taught with rigor and at a depth of understanding that enables the student to be competent with fundamentals of chemistry. It emphasizes the chemical calculations and mathematical formulations of the principles of chemistry. The course explores atomic structure, acid-base theories, solution chemistry, chemical equilibrium, redox, electrochemistry, enthalpy and entropy.

## HUMAN ANATOMY AND PHYSIOLOGY

ANT/PHYS A – 320 A
ANT/PHYS B – 320 B

Prerequisite: Biology, Chemistry
Grade Level: 11-12
Semesters: 2

This course introduces the student to the basic organization of the body and use of the correct terminology defining homeostasis and the basis of various control systems. An in-depth study of the body's systems, to include but not limited to the circulatory, respiratory, skeletal, muscular, nervous, digestive, urinary, and reproductive systems. The basic concepts of genetics, heredity and embryonic development are thoroughly examined during this year-long course.

## TAKS Science (local credit only)

Prerequisites: Exit or 10 Grade Science TAKS failure
Grade Level: 11-12
Semesters: 1

This course is designed to help a student to study and learn the material needed to pass the TAKS Exit Level Test. Students will have an opportunity to work hands on and on the computer to learn basic science skills. Some of the course will be designed to meet the individual needs of the student.

## Aquatic Science

Prerequisites: Biology
Grade Level: 12
Semesters: 1

Students will conduct field and laboratory investigations in a variety of topics that include: components of an aquatic system; relationships in aquatic habitats; the roles of cycles; and adaptations of aquatic organisms.

## Astronomy

Prerequisites: IPC or Chemistry
Grade Level: 12
Semesters: 1

Students will conduct field and laboratory investigations in a variety of topics that include: the study of the universe; scientific theories about the evolution of the universe; the role of the Sun in our solar system; planets; and the orientation and placement of the Earth.

# Social Studies

## WORLD GEOGRAPHY STUDIES

WGEOG A – 420 A
WGEOG B – 420 B

Prerequisite: None
Grade Level: 9
Semesters: 2

World Geography will provide students the opportunity to acquire an understanding of the interrelationships among people and their environments. Content to be covered will include, but not be limited to, an understanding of the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious, and historic aspects of human activity as applied to a study of the following world regions: Europe, Russia and the former Soviet Republics, United States and Canada, Latin America, North Africa and the Middle East, Sub-Saharan Africa, Southern Asia, Eastern Asia, and Oceania.

## WORLD HISTORY STUDIES

WHIST A – 410 A
WHIST B – 410 B

Prerequisite: None
Grade Level: 10
Semesters: 2

The focus of this course is the chronological progression of events in world history. Students will develop a global view of the relationship between today's cultures and those of the past, as well as an awareness of cultural similarities, differences, and achievements. Specific content to be covered will include, but not be limited to, an understanding of geographic, historic and time-space relationships, a review of pre-history, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies.

## UNITED STATES HISTORY

USHIST A – 440 A
USHIST B – 440 B

Prerequisite: World Geography, World History
Grade Level: 11
Semesters: 2

This course covers a continuous growth of the United States by examining the results of Reconstruction, the Industrial Revolution, the development of the United States as a world power, the problems of democracy and empire, the Great Depression, war, the quest for economic security, world peace and social improvement.

## UNITED STATES GOVERNMENT

GOVT A – 450 A
GOVT B – 450 B

Prerequisite: World Geography, World History, U.S. History
Grade Level: 12
Semesters: 1

The U.S. Government course is the high point of the civics and governmental content and concepts studied from kindergarten through required secondary courses. This course will provide students the opportunity to acquire an understanding of American government and political behavior. Content to be covered will include, but not be limited to, an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights), a comparison of the roles of the three branches of government at the local, state, and national levels, an understanding of the evolving role of political parties and interest groups in determining government policy, how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted, and the importance of civic participation in the democratic political process.

## UNITED STATES GOVERNMENT-AP

GOVT AP B – 451 B

Prerequisite: B+ in previous Social Studies and English courses; and the recommendation of one previous Social Studies teacher and one previous English teacher.

Grade Level: 12
Semesters: 1

The Advanced Placement American Government course is designed to acquaint students with both the general concepts used to interpret United States politics and the analysis of specific case studies. This course in American Government is also designed to examine and analyze our basic governmental institutions (Congress, the courts, bureaucracy, and the Presidency), and processes (elections, political participation, freedoms inherent in the Bill of Rights, and citizenry responsibility). The five themes of this course are: Constitutional Underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties and Interest Groups, Institutions and Policy Processes of National Government, and Civil Rights and Civil Liberties. Advanced Placement is taught on a college-like level and requires additional reading and in-depth study. Course outline will adhere to the College Board. Students may receive college credit for this course. Students enrolled must take the AP exam. This course meets the one-half credit of Government requirement for graduation.

****The course will be offered in the spring term and when taken in conjunction with AP Micro-economics (fall term) will satisfy the Government & Economics requirements for graduation.**

## PSYCHOLOGY

PSYCH A – 461 A

Prerequisite: World Geography; World History (recommended)
Grade Level: 10-12
Semesters: 1

This course is designed to provide the student with an understanding of human behavior. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, motivation and emotions, intelligence, conditioning and learning, memory, personality and behavior, stress, mental disorders (abnormal behavior) and therapy. This course will benefit students who wish to understand themselves and others better, become better students and thinkers, and prepare more wisely for life's challenges.

## SOCIOLOGY

SOC B - 460 B

Prerequisite: World Geography; World History (recommended)
Grade Level: 10-12
Semesters: 1

Sociology will provide students with the opportunity to acquire an understanding of group interaction and its impact on individuals. Content to be covered will include, but not be limited to, an understanding of the methods of study employed by sociologists, social institutions and norms, social classes, relationships between the sexes, racial and ethnic groups, group behavior, the socialization process (including the transmission of group behavior), social deviation, social stratification, and the role of social organizations and institutions (including their interrelationships and interdependence).

## TEEN LEADERSHIP

TEENLDR A – 1001 A
TEENLDR B – 1001 B

Prerequisite: None
Grade Level: 9
Semesters: 1

This course is designed to build self-esteem and to produce quality leaders who can communicate effectively. The student will develop social, business, professional, and leadership skills that will help them develop their potential to be successful, productive citizens and leaders in their community.

# Economics

ECONOMICS
ECO-FE A – 470A
ECO-FE B – 470 B

Prerequisite: World Geography, World History, U.S. History
Grade Level: 12
Semesters: 1

The Economics course is the culmination of the economic content and concepts studied from kindergarten through the required secondary courses. Economics will provide students the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The student will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered. Content will include, but not be limited to, the American free enterprise system, supply and demand, consumer behavior, competition, money and financial institutions, economic principles that influence business decisions, and the global economy.

## ECONOMICS-AP

ECO-FE AP A – 471 A

Prerequisite: B+ in previous Social Studies and English courses and the recommendation of one previous Social Studies teacher and one previous English teacher.

Grade Level: 12
Semesters: 1

Advanced Placement Microeconomics gives students an opportunity to analyze the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Students will understand economic concepts, vocabulary, and statistical interpretation of economic data. Advanced Placement is taught on a college-like level and requires additional reading and in-depth study. Course outline will adhere to the College Board. Students may receive college credit after program. Students enrolled must take the AP exam.

****The course will be offered in the fall term and when taken in conjunction with AP US Government (spring term) will satisfy the Government & Economics requirements for** graduation.

# Health

## HEALTH EDUCATION

HLTHED A – 502 A
HLTHED B – 502 B

Prerequisite: None
Grade Level: 9-12
Semesters: 1

In this course students will acquire the information and skills necessary to become healthy adults. Students learn about behaviors in which they should and should not participate. Students also learn the importance of seeking health guidance, of recognizing that personal behaviors can increase or reduce health risks throughout their lives, of realizing that their health is influenced by a variety of factors, and of utilizing health information and products. Students also learn personal/ interpersonal skills needed to promote individual, family, and community health.

## ADVANCED HEALTH EDUCATION

ADHLTHED A
ADHLTHED B

Prerequisite: Health Education
Grade Level: 9-12
Semesters: 1

In this course students will research, discuss, and analyze health issues. This higher level of involvement provides students with experiences designed to reinforce positive health behaviors. Students are given the opportunity to learn more about how technology affects health and how to use electronic technology to gain health information. The emphasis in this course is less related to learning facts than to providing students with the skills necessary to access health information and services to become more health literate.

# Physical Education

(A student may only earn up to 2 credits, or 4 semesters, in Physical Education for state graduation requirements.)

## PHYSICAL EDUCATION

(See tables below for correct class code)

Prerequisites: None
Grade Level: 9-10
Semesters: 1-2

This course covers physical fitness, conditioning, team and individual lifetime sports activities. It also stresses safety rules, strategies, and sportsmanship in all activities.

| Course Code | Description |
|---|---|
| PE 1A - 520A | Sem. A, 1st year |
| PE 1B – 520B | Sem. B, 1st year |
| PE 2A – 521A | Sem. A, 2nd year |
| PE 2B – 521B | Sem. B, 2nd year |

## ATHLETICS

(See tables below for correct class code)

Prerequisite: Coaches' Selection
Grade Level: 9-10
Semesters: 1-2

Students may substitute this course for the 1.5 credits required for Physical Education. Enrollment in athletics is subject to the criteria established by the athletic director and approved by the LVISD Board of Trustees.

**BOYS**

| Course Code |
|---|
| PEEQUIVATHB 1A – 550 B A |
| PEEQUIVATHB 1B – 550 B B |
| PEEQUIVATHB 2A – 551 B A |
| PEEQUIVATHB 2B – 551 B B |
| *ATHLETICSB 3A – 555 B A |
| *ATHLETICSB 3B – 555 B B |
| *ATHLETICSB 4A – 556 B A |
| *ATHLETICSB 4B – 556 B B |

**GIRLS**

| Course Code |
|---|
| PEEQUIVATHG 1A – 550 G A |
| PEEQUIVATHG 1B – 550 G B |
| PEEQUIVATHG 2A – 551 G A |
| PEEQUIVATHG 2B – 551 G B |
| *ATHLETICSG 3A – 555 G A |
| *ATHLETICSG 3B – 555 G B |
| *ATHLETICSG 4A – 556 G A |
| *ATHLETICSG 4B – 556 G B |

* No credit is awarded for Athletic classes taken beyond the 2.0 credits needed to satisfy the State P.E. requirement.

Semesters: 1-8

## NAVAL JUNIOR RESERVE OFFICERS TRAINING CORPS (NJROTC)

(See tables below for correct class code)

PENJROTC 1 A/B
PENJROTC 1 A/B (for Physical Education credit)

Prerequisite: None
Grade Level: 9-12

NJROTC is a progressive four year, coeducational elective course offering. The curriculum consists of the following topics: An introduction to the Navy including its history and traditions, Naval operations, navigation, seamanship, drill commands, and ceremonies. Physical training is a weekly classroom activity. Students are required to wear their uniform (provided by the Navy) to school one day per week. Extracurricular opportunities include orienteering, close-order drill team, unarmed drill team, precision air rifle team, academic team and color guard. Student may take annual orientation trips to naval stations nationwide. Completion of two years in NJROTC can result in advanced placement in the Armed Forces. Students who participate in NJROTC are under no military obligation after participating in the program. Physical Education credit is awarded for three semesters (1.5 credits).

## CHEERLEADING

(Not offered as a course)

Prerequisite: Coach's Selection
Grade Level: 9-12
Semesters: 1-2

Cheerleading criteria is established by the coach and approved by the LVISD Board of Trustees. *Note: Students may substitute three fall semesters of cheerleading for 1.5 credits of Physical Education.

| Course Code | Description |
|---|---|
| PENJROTC 1 A – 570 A | For P.E. credit, Sem. A, 1st year |
| PENJROTC 1 B – 570 B | For P.E. credit, Sem. B, 1st year |
| PENJROTC2 A – 571 A | For P.E. credit, Sem. A, 2nd year |
| PENJROTC 2 B – 571 B | For P.E. credit, Sem. B, 2nd year |
| NJROTC 1 A - 1011 A | Sem. A, 1st year |
| NJROTC 1 B – 1011 B | Sem. B, 1st year |
| NJROTC 2 A – 1012 A | Sem. A, 2nd year |
| NJROTC 2 B – 1012 B | Sem. B, 2nd year |
| NJROTC 3 A – 1013 A | Sem. A, 3rd year |
| NJROTC 3 B – 1013 B | Sem. B, 3rd year |
| NJROTC 4 A – 1014 A | Sem. A, 4th year |
| NJROTC 4 B – 1014 B | Sem. B, 4th year |

# Foreign Languages

## SPANISH I

SPAN 1 A – 601 A
SPAN 1 B – 601 B

Prerequisite: None
Grade Level: 9-12
Semesters: 2

This is a basic course in Spanish; basic skills are taught in the areas of speaking, reading and writing the language. Students also explore the cultural backgrounds of Spanish-speaking countries.

## SPANISH II

SPAN 2 A – 602 A
SPAN 2 B – 602 B

Prerequisite: Spanish I
Grade Level: 9-12
Semesters: 2

This class is a continuation of Spanish I, with the objective to increase understanding and fluency with the language in the areas of vocabulary, structure, conversation, reading, and culture.

## SPANISH III

SPAN 3 A – 603 A
SPAN 3 B – 603 B

Prerequisite: Spanish I and Spanish II

Grade Level: 10-12
Semesters: 2

This course begins language skills for active communication in conversational Spanish, as well as developing vocabulary, grammar and syntax skills, and reading expression.

## SPANISH IV
SPAN 4 A – 604 A
SPAN 4 B – 604 B

Prerequisite: Spanish I, Spanish II, and Spanish III
Grade Level: 11-12
Semesters: 2

This advanced course continues developing the skills for active communication in Spanish. Students will learn about the culture, history, and the arts in many Hispanic countries. This information is presented in Spanish, and students will work to improve their writing and speaking abilities.

# Fine Arts

## ART I
ART1 A – 611 A
ART1 B – 611 B

Prerequisite: None
Grade Level: 9-12
Semesters: 1-2

This course introduces basic art skills in drawing, painting, and three-dimensional design. Students explore the art elements and principles of design by developing original compositions. Students develop an art vocabulary and must take an examination to test their knowledge of art terms and their art skills. Students will purchase selected supplies. This course satisfies a fine art requirement. Written tests, art projects, and class participation determine grades.

## ART II, ART III, ART IV

Prerequisite: Grade of 80 in Art I or Teacher Approval
Grade Level: 10-12
Semesters: 1-2

This course is designed for students having an interest and ability in art to develop more in-depth art techniques and skills. Students will purchase selected supplies. Grades will be determined mainly through art projects and the study of important artists through history. Creativity and development of the individual's style is encouraged. An average of 80 or above must be maintained in Art II to continue to Art III and Art IV.

| Course Code | Description |
|---|---|
| ART 2A – 612 A | Sem. A, 2nd year |
| ART 2B – 612 B | Sem. B, 2nd year |
| ART 3A – 613 A | Sem. A, 3rd year |
| ART 3B – 613 B | Sem. B, 3rd year |
| ART 4A – 614 A | Sem. A, 4th year |
| ART 4B – 614 B | Sem. B, 4th year |

## THEATER ARTS I
THARTS 1 A – 621 A
THARTS 1 B – 621 B

Prerequisite: None
Grade Level: 9-12
Semesters: 1-2

Students today are anxious to be "where the action is." This introductory theater class will offer students this "action" with valuable projects and assignments that will allow them to compare these experiences to life situations. In this course, students will study voice, improvisation, stage directions, characterization, play analysis, theater history, and production. All of these are geared toward helping the students experience success in the theater.

## THEATER ARTS II
Theater Arts 2 A – 622A
Theater Arts 2 B – 622 B

## THEATER III
Theatre Arts 3 A – 623 A
Theatre Arts 3 B – 623 B

## THEATER IV
Theatre Arts 4 A – 624 A
Theatre Arts 4 B – 624 B

Prerequisite: Theater Arts 1
Grade Level: 10-12
Semesters: 1-2
This course involves learning various acting techniques and applications through actual class performances. Students will study all facets of theater including costuming, directing, setting and lighting the stage, as well as basic and specialized makeup procedures. The overall focus will be on dramatic criticism, theatrical evaluation, and theater production.

## BAND
(See tables below for correct class code)

Prerequisite: Band Director's Approval

Grade Level: 9-12
Semesters: 1-2

This course stresses building of fundamentals to strengthen playing ability, musicianship, public performances, mental and physical discipline, as well as responsibility to a corporate endeavor. This group appears at football games, pep rallies, parades, civic functions, and participates in All-Region, All-Area, and All-State tryouts, UIL Solo and Ensemble, UIL Marching, Concert/Sight-Reading Competition, and selected festivals. Practice sessions before and/or after school are mandatory.

# Career & Technology Education

## TECHNOLOGY SYSTEMS

| Course Code | Description |
|---|---|
| BAND 1A – 631 A | Sem. A, 1st year |
| BAND 1B – 631 B | Sem. B, 1st year |
| BAND 2A – 632 A | Sem. A, 2nd year |
| BAND 2B – 632 B | Sem. B, 2nd year |
| BAND 3A – 633 A | Sem. A, 3rd year |
| BAND 3B – 633 B | Sem. B, 3rd year |
| BAND 4A – 634 A | Sem. A, 4th year |
| BAND 4B – 634 B | Sem. B, 4th year |

TECH SYS A – 800 A
TECH SYS B – 800 B

Prerequisite: None
Grade Level: 9-12
Semesters: 2

Students will gain knowledge and hands-on skills in the application, design, production, and assessment of products, services, and systems for each of the technology areas to include the following: manufacturing, construction, communication, energy, power, transportation, and bio-related technologies. This will help prepare students for success in the modern world. Students will be able to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems and settings. In addition to their general academic and technical knowledge and skills, students will gain an understanding of career opportunities available in technology and what employers require to gain and maintain employment in these careers.

## CONSTRUCTION SYSTEMS

CONST SYS A – 801 A
CONST SYS B – 801 B

Prerequisite: Technology Systems
Grade Level: 10-12
Semesters: 2

Students will gain knowledge and hands-on skills in the application, design, production, and assessment of products, services, and systems relating to construction. This will help prepare students for success in the modern world through a variety of interesting and relevant activities, problems and settings. In addition to their general academic and technical knowledge and skills, students will gain an understanding of career opportunities available in construction technology and what employers require of them in order to maintain employment in these careers.

## ENGINEERING GRAPHICS

EN/GRAPH A – 806 A

Prerequisite: Technology Systems
Grade Level: 10-12
Semesters: 1/Fall

Engineering Graphics, also known as Manufacturing Graphics, is a course focusing on the design, planning, and technical communications associated with manufacturing systems. In this activity-based course, emphasis is placed on production drawings and graphics related to machine design, welding fabrication, piping, technical illustration, gears and cams, intersection and development, and jigs and fixtures. Examples of activities are student-made drawings and student-designed products.

## ARCHITECTURAL GRAPHICS

ARCH/GRAPH B – 806 B

Prerequisite: Technology Systems
Grade Level: 10-12
Semesters: 1/Spring

Architectural Graphics, also known as Construction Graphics, is a course focusing on the design, planning and technical communication associated with construction systems. In this activity-based course, emphasis is placed on the production of drawings and media, illustration and presentation, municipal and public utilities, and topographical and transportation systems. Examples of student learning activities are producing working drawings for residential and commercial sites, organizing the sequence of construction activities, developing residential planning, investigating the importance of energy efficiency, and designing and constructing a model house.

## Computer Application

Prerequisite: None
Grade Level: 9-12
Semesters: 2

An exploratory course designed to explore the use of computers in the communication; construction; energy, power, and transportation; and manufacturing fields. Activities may include, but are not limited to, computer numerical control, programming, computer-aided design and drafting; telecommunications; desktop publishing; 3-D design and animation; developing multimedia presentations; CNC programming; and microprocessor programming.

## RESEARCH, DESIGN, AND DEVELOPMENT (RDD)

Prerequisite: Two technology education courses in an Approved coherent sequence.
Grade Level: 11-12
Semester: 1/2-1

A research activity course designed to provide an opportunity for research, design, and development activities in one or more of the technology systems of bio-related technology; communication; computer applications; construction; energy, power, and transportation; and manufacturing. Students pursue new knowledge and solve real-world problems. Activities include research, data collection, problem-solving, designing, and developing prototypes and working models.

# WELDING

## INTRODUCTION TO BLUEPRINT READING FOR WELDERS

WLDG 1313A – 902 A

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 3 hours) Fall semester
Tuition & Fees: See counselor for details

This class is a study of industrial blueprints. Emphasis is placed on terminology, symbols, graphic description, and welding processes, including systems of measurement and industry standards. Plans and drawings used by industry are interpreted.

## INTRODUCTION TO SHIELDED METAL ARC WELDING

WLDG 1428A – 903 A

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 4 hours) Fall semester
Tuition & Fees: See counselor for details

An introduction to shielded metal arc welding process. Emphasis is placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction is provided in SMAW fillet welds in various positions.

## INTRODUCTION TO LAYOUT AND FABRICATION

WLDG 1417B – 904 B

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 4 hours) Spring semester
Tuition & Fees: See counselor for details

This is a fundamental course in layout and fabrication related to the welding industry. Major emphasis is on structural shapes and use in construction.

## INTERMEDIATE SHIELDED METAL ARC WELDING

WLDG 1457B - 905 B

Prerequisite: WLDG 1428 or its equivalent
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 4 hours) Spring semester
Tuition & Fees: See counselor for details

A study of the production of various fillets and groove welds. There is reparation of specimens for testing in all test positions

## INTRODUCTION TO GAS METAL ARC WELDING

WLDG 1430A - 906 A

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 4 hours) Fall semester
Tuition & Fees: See counselor for details

The focus is a study of the principles of gas metal arc welding, setup and use of GMAW equipment and safe use of tools/ equipment. Instruction in various joint designs is provided.

## INTRODUCTION TO PIPE WELDING

WLDG 1435A - 907 A

Prerequisite: WLDG 1457
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 4 hours) Fall semester
Tuition & Fees: See counselor for details

There is an introduction to welding of pipe using the shielded metal welding process (SMAW), including electrode selection, equipment setup, and safe shop practices. Emphasis

on weld positions 1G and 2G using various electrodes is made.

## INTRODUCTION TO FLUX CORDED ARC WELDING

WLDG 1312B - 908 B

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 3 hours) Spring semester
Tuition & Fees: See counselor for details

There is an introduction to the self-shielded/gas shielded flux-cored arc welding process. Emphasis is placed on producing code quality welds in all positions to written procedure specifications. The study of self-shielded/gas shielded filler materials will be required. Students also practice troubleshooting weld parameters.

## ADVANCED SHIELDED METAL ARC WELDING

WLDG 2443B - 909B

Prerequisite: WLDG 1457
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 4 hours) Spring semester
Tuition & Fees: See counselor for details

Advanced topics are learned based on accepted welding codes. Training is provided with various electrodes in shielded metal arc welding processes with open V groove joints in all positions.

# SMALL ENGINE REPAIR

## SMALL AIR COOLED ENGINES

DEMR 1225A - 892A

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 2 hours) Fall semester
Tuition & Fees: See counselor for details

Students will learn fundamentals of air-cooled engines including repair and testing.

## SMALL ENGINE TWO STROKE OVERHAUL

SMER 1434 A - 893 A

Prerequisite: DEMR 1225
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 4 hours) Fall semester
Tuition & Fees: See counselor for details

Overhaul procedures for two stroke small engines as used in lawn and garden applications. The emphasis is on proper procedures for disassembly, inspection, servicing, and assembly or two stroke small engines and their applicable drive systems.

## SMALL ENGINE FOUR STROKE OVERHAUL

SMER 1437 B - 892 B

Prerequisite: DMER 1225
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 4 hours) Spring semester
Tuition & Fees: See counselor for details

Overhaul procedures for four stroke small engines, transmissions, and transaxles are taught. Emphasis on shop procedures for disassembly, assembly, component servicing, transmission troubleshooting, transmission inspection, and transaxle inspection.

# AUTOMOTIVE TECHNOLOGY

## INTRODUCTION TO AUTOMOTIVE TECHNOLOGY

AUMT 1405 A - 802A

Prerequisite: None
Grade Level: 11-12 (Dual Credit – TSTC)
Semesters: 1 (2-3 credits; 4 hours) (Fall Semester)
Tuition & Fees: See counselor for details

There is an introduction to the automotive industry including automotive history, safety practices, shop equipment and tools, vehicle sub-systems, service publications, fasteners, professional responsibilities, and automotive maintenance.

## AUTOMOTIVE ELECTRICAL SYSTEMS

AUMT1407 - 803 A

Prerequisite: None
Grade level: 11-12 (Dual Credit – TSTC)
Semesters: 1 (2-3 credits; 4 hours) (Fall Semester)
Tuition & Fees: See counselor for details

An overview of automotive electrical systems including topics in operational theory, testing, diagnosis, and repair of batteries, charging and starting systems, and electrical accessories is gained. Emphasis is on electrical schematic diagrams and service manuals.

## AUTOMOTIVE BRAKE SYSTEMS –

AUMT 1410 - 804 B

Prerequisite: AUMT 1405
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (2-3 credits; 4 hours) Spring Semester
Tuition & Fees: See counselor for details

Students will learn operation and repair of drum/disc type brake systems. Emphasis is on safe use of modern equipment. Topics include brake theory, diagnosis, and repair of power, manual, antilock brake systems, and parking brakes.

## SUSPENSION AND STEERING

AUMT 1416B - 807B

Prerequisite: AUMT 1405
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (2-3 credits; 4 hours) Spring semester
Tuition & Fees: See counselor for details

Theory and operation of automotive suspension and steering systems including tire and wheel problems diagnosis, component repair, and alignment procedures are the components of this course.

## AUTOMOTIVE ENGINE REPAIR

AUMT 1419 A - 808 A

Prerequisite: AUMT 1405
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (2-3 credits; 4 hours) Fall Semester
Tuition & Fees: See counselor for details

Students learn fundamentals of engine operation, diagnosis and repair including lubrication systems and cooling systems. Emphasis is on overhaul of selected engines, identification and inspection, measurements, and disassembly, repair, and reassembly of the engine.

## AUTOMOTIVE HEATING & AIR CONDITIONING

AUMT 1445 A - 809 A

Prerequisite: AUMT 1405 and 1407
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (2-3 credits; 4 hours) Fall semester
Tuition & Fees: See counselor for details

Students will gain knowledge of the theory of automotive air conditioning and heating systems. The basic refrigeration cycle and diagnosis and repair of system malfunctions is emphasized. The course covers EPA guidelines for refrigerant handling and new refrigerant replacements.

## MANUAL DRIVE TRAIN & AXLES –

AUMT 2413 B - 890 B

Prerequisite: AUMT 1405
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (2-3 credits; 4 hours) Spring semester
Tuition & Fees: See counselor for details

A study of automotive clutches, clutch operation devices, standard transmissions, transaxles, and differentials with emphasis on the diagnosis and repair of transmissions and drive lines.

## AUTOMATIC TRANSMISSION & TRANSAXLE

AUMT 2425B - 891 B

Prerequisite: AUMT 1405 and 1407
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (2-3 credits; 4 hours) Spring semester
Tuition & Fees: See counselor for details

A study of the operation, hydraulic principles, and related circuits of modern automatic transmissions and automatic transaxles will be explored. Diagnosis, disassembly, and assembly procedures with emphasis on the use of special tools and proper repair techniques will also be emphasized.

# PERSONAL SERVICE

## PERSONAL AND FAMILY DEVELOPMENT

(Personal Services Career Pathway Course 1)
PFD A – 925 A
PFD B – 925 B

Prerequisite: None
Grade Level: 9-12
Semesters: 2

This course is a basic course of a variety of subject areas in the home economics curriculum. Students are expected to acquire knowledge and skills in the following areas: Self-esteem, healthy relationships, families, child development, parenting, textiles, fashion, nutrition, fitness, housing, interior design, anger management, drug & alcohol abuse, money management, and grooming. Careers in related fields are explored.

## PREPARATION FOR PARENTING

(Personal Services Career Pathway Course 2, 3 or 4)
PFP A – 926 A

Prerequisite: PFD or senior
Grade Level: 10-12
Semesters: 1/Fall

This course focuses on parenthood including the commitment of becoming a parent, cost of a child, readiness to become a parent, discipline, parents as teachers, birth defects, safety, and physical & emotional abuse. Students also discuss abstinence, sexually transmitted diseases, and healthy relationships. Students explore child development from prenatal period to age eighteen.

## CHILD DEVELOPMENT

(Personal Services Career Pathway Course 2,3 or 4)
CHDELVP B – 926 B

Prerequisite: Preparation for Parenting
Grade Level: 10-12
Semesters: 1/Spring

Advanced child development provides content that builds on basic concepts of child development studied in Parenting and Child Development. Focus is on the development of children ages four to ten. Special areas of study include disabilities, child-care, new theories in child development, and an in-depth study relating to career and job opportunities related to children.

## READY, SET, TEACH! I & II

Prerequisites: Preparation for Parenting; Child Development
Grade level: 11-12
Credit: 1

Ready, Set, Teach! Is a field-based internship which provides students a background knowledge of child and adolescent development principles of effective teaching practices. Students in Ready, Set, Teach!, which can be taken for one or two years, work under the joint direction and supervision of both a family and consumer sciences teacher and exemplary educators in direct instructional roles with elementary, middle, and/or high school-aged students. Students from the class plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers. The students are involved in observations as well as direct student instruction; placement rotations are utilized to allow students to have experiences in a full range of education career roles, grade levels, subject areas, and ability groups. During the course each week, students enrolled in Ready, Set, Teach! are involved in instruction from the family and consumer science teacher as well as involved in supervised field-based observations and applications of principles/practices studied in the class.

## PARENTING EDUCATION FOR SCHOOL-AGE PARENTS (EPSI)

EPSI A – 850 A
EPSI B – 850 B

Prerequisite: Parents or Expecting Parents
Grade Level: 9-12
Semesters: 2

This course is designed for school-age parents. It is tailored to meet the specific needs of students depending upon the stage of pregnancy or the current age of their child. This course addresses the knowledge and skills that are relative to the pregnant or parenting student. Students enrolled in the course will be divided into four sections, according to the age of their child. This course can be taken for four semesters. Concepts addressed include prenatal information, labor and delivery, newborn care, child development, discipline, and parenting responsibilities. In addition, goal setting, job skills training, career guidance, abstinence/birth control choices, self-esteem and budgeting will be addressed. Guest speakers will present a variety of beneficial topics.

## NUTRITION AND FOOD SCIENCE

(Personal Services Career Pathway Course 2,3 or 4)
NFS A – 927 A

Prerequisite: PFD or Senior
Grade Level: 10-12
Semesters: 1/Fall

The content in this course includes a strong emphasis on Nutrition and Fitness. The course addresses safety, sanitation, and healthy eating habits. The course includes cultural and regional influences on foods and eating patterns, management techniques, and careers relating to food and nutrition.

## FOOD SCIENCE AND TECHNOLOGY

(Person Services Career Pathway Course 2,3 or 4)
FST B – 927 B

Prerequisite: Nutrition and Food Science
Grade Level: 10-12
Semesters: 1/Spring

This is a technical laboratory course designed to provide an in-depth study of the science of food. It includes the knowledge and skills needed to study food science, processing, marketing, and food technology. Students explore Food and Nutrition occupational areas.

## APPAREL

(Person Services Career Pathway Course 2,3 or 4)
APPAREL A – 928 A

Prerequisite: PFD or Senior
Grade Level: 10-12
Semesters: 1/Fall
This technical laboratory course focuses on apparel from the perspectives of personal decision-making from apparel to the apparel industry. Topics include managing the apparel dollar, apparel repair and alteration, and wardrobe planning, care and maintenance. Quality apparel construction is addressed as it relates to consumer decision-making and career preparation for the apparel industry. Other content addresses career options and management practices for assuming the multiple roles in the family, community and wage earner. Note: Sewing supplies and materials for sewing project are supplied by the student.

## HOUSING

(Person Services Career Pathway Course 2,3 or 4)
HOUSING A – 930 A

Prerequisite: PFD or Senior
Grade Level: 10-12
Semesters: 1/Fall

This technical laboratory course focuses on the management of family housing needs, housing and the environment, and career preparation. Content includes types of maintenance, space utilization, factors affecting housing choices, technology applications, and basic housing construction features. Other topics are interior and exterior environmental issues such as the impact of housing decisions on managing family, community and wage earner roles, career options, and housing trends of the future.

## INTERIOR DESIGN

(Person Services Career Pathway Course 2,3 or 4)
INTDGN B – 931 B

Prerequisite: Housing
Grade Level: 10-12
Semesters: 1/Spring

This technical laboratory course focuses on the design of residential and nonresidential interior environments to achieve occupant well-being and productivity. Content addresses design practices and influences on lighting, materials, furnishings, legal considerations, and the impact of technology on interiors, as well as budgeting, consumer decision-making, safety, the care and maintenance of interiors, career preparation, and the management of multiple adult roles.

## HOSPITALITY SERVICES

PL/Hospitality Services I (HOSP-I)
PL/Hospitality Services II (HOSP-II)
WBL/Hospitality Sevices

Prerequisites: Nutrition and Food Science, as well as Food Science and Technology
Grade level: 11-12
Credit: 2-3

This course provides occupationally specific training designed to develop knowledge and skills for employment in the multifaceted hospitality industry. Emphasized are career options in the industry; managing multiple family, community, and career roles; business procedures; laws; industry technology applications; safety; sanitation; customer relations; and other knowledge and skills for employment in lodging operations and food and beverage operations. Content includes an orientation to supportive operations, such as sales and marketing, quantity food production, human resources, accounting, security, and engineering.

# CULINARY ARTS/FOOD SCIENCE TECHNOLOGY

## SANITATION & SAFETY

CHEF 1205 A - 932 A

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 2 hours) Fall semester
Tuition & Fees: See counselor for details

Students will study of personal cleanliness; sanitary practices in food preparation; causes, investigation, control of illness caused by food contamination (Hazard Analysis Critical Control Points); and work place safety standards.

## FOOD PRODUCTION & PLANNING

IFWA 1217A - 933A

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 2 hours) Fall semester
Tuition & Fees: See counselor for details

Skills are developed in basic mathematical operations and study of their applications in the food service industry. Topics include percentages, weights and measures, ration and proportion, weights and measures conversions, determination of portion costs for menu items and complete menus, portion control, and the increase and decease of standard recipes.

## BASIC FOOD PREPARATION

CHEF 1401B - 934 B

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (2-3 credits; 4 hours) Spring semester
Tuition & Fees: See counselor for details

Fundamental principles of food preparation and cookery to include Brigade System, cooking techniques, material handling, heat transfer, sanitation, safety, nutrition, and professionalism will be studied.

## MENU MANAGEMENT

RSTO 1221 B - 935 B

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 2 hours) Spring semester
Tuition & Fees: See counselor for details

Students will study the food service principles involved in menu planning, layout, and evaluation for a variety of types of facilities and service methods. Emphasis on analysis of menu profitability, modification, commodity use, and other activities generated by the menu

## NUTRITION FOR THE FOOD SERVICE PROFESSIONAL

IFWA 1318 A - 936 A

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)

Semesters 1 (2-3 credits; 3 hours) Fall semester
Tuition & Fees: See counselor for details

This course offers an introduction to nutrition including nutrients, digestion and metabolism, menu planning, recipe modification, dietary guidelines and restrictions, diet and disease, and healthy cooking techniques

## FOOD SERVICE EQUIPMENT & PLANNING

IFWA 1205 A – 937 A

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 2 hours) Fall semester
Tuition & Fees: See counselor for details

Students will study of various types of food service equipment and the planning of equipment layout for product flow and efficient operation

## HOSPITALITY & SUPERVISION

RSTO 1313 B - 938 B

Prerequisite: None
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 3 hours) Spring semester
Tuition & Fees: See counselor for details

Fundamentals of recruiting, selecting, and training of food service and hospitality personnel are studied. Topics include job descriptions, schedules, work improvement, motivation, an applicable personnel laws and regulations. Emphasis on leadership development

## FUNDAMENTALS OF BAKING

PSTR 1301B - 939B
Prerequisite: CULA 2301, IFWA 1217, *CULA 230 (Co-requisite)*
Grade level 11-12 (Dual Credit – TSTC)
Semesters 1 (1-2 credits; 3 hours) Spring semester
Tuition & Fees: See counselor for details

Fundamentals of baking including dough, quick breads, pies, cakes, cookies, tarts, and doughnuts are studied. Instruction in flours, fillings, and ingredients will also be covered. Topics include baking terminology, tool and equipment use, formula conversions, functions of ingredients, and the use of proper flours.

# BUSINESS EDUCATION

## BUSINESS COMPUTER INFORMATION SYSTEMS I

BCIS 1A: A – 975 A
BCIS 1B: B – 975 B

Prerequisite: Pre-High School Keyboarding
Grade Level: 9-12 (State Articulated)
Semesters: 2

This course extends proficiency in hands-on skills related to microcomputer systems and applications. Emphasis is on basic skills for the following applications: Word processing, database, spreadsheet, telecommunications, desktop publishing, electronic image transfer, networking, entry-level integrated software and social implications of computer use. This course can also count as a technology credit and is designed for students who have mastered keyboarding.

## BUSINESS CONMPUTER INFORMATION SYSTEMS II

BCIS II A – 976 A
BCIS II B – 976 B

Prerequisite: Business Computer Information Systems I
Grade Level: 10-12 (State Articulated)
Semesters: 2
This is an occupationally specific course designed to provide advanced training in computer concepts and skills with business applications. Students explore computer operations, word processing, database management, spreadsheet manipulation, telecommunications, and desktop publishing. This course can also count as a technology credit.

## ACCOUNTING I

ACCNTG A: A – 977A
ACCNTG B: B – 977 B

Prerequisite: None
Grade Level: 10-12 (State Articulated)
Semesters: 2

This course introduces the basic fundamentals of accounting. Topics covered include banking, preparation of financial statements, handling of payroll and taxes, depreciation, disposition of fixed assets, handling of bad debts, and bank notes.

## ACCOUNTING II

ACCNTG 2 A – 978 A
ACCNTG 2 B – 978 B

Prerequisite: Accounting I
Grade Level: 11-12
Semesters: 2

This course strengthens technical skills to develop economical, financial, technological, international, social, and ethical aspects of business. Topics covered include business

organizations, advanced accounting procedures, career opportunities in accounting, productivity skills, and business decision-making skills.

## BUSINESS COMPUTER PROGRAMMING I

BUSCOMPRG A – 979 A
BUSCOMPRG B – 979 B

Prerequisite: Business Computer Information Systems I
Grade Level: 10-12
Semesters: 2

This course includes basic programming concepts and skills as related to data types and structured programming. The student will learn the programming language of Visual Basic, which is an object-oriented language that is very structured and exacting. The student creates, edits, and installs web pages with appropriate supervision.

## TELECOMMUNICATIONS & NETWORKING

Prerequisite: Business Computer Information Systems I

Students apply technical skills to address business applications of emerging technologies. Students incorporate a broad bas of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

## Marketing Education Career Preparation (Formally Diversified Career Preparation)

Marketing Ed A – 943A
Marketing Ed B – 943B

Prerequisite: Must be at least 16 years of age
Grade Level: 11-12
Semesters: 2

Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing-information management, pricing, product planning, promotion, purchasing, risk management, and selling skills needed to help customers make satisfying buying decisions and to solve marketing problems. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.

The principles and concepts of marketing and economics, as well as a variety of human resource skills, provide a foundation that allows students to make well-informed, responsible decisions. In the highly-competitive, international business environment, marketing functions and techniques must be adapted to meet the needs of specialized marketing industries, such as fashion marketing. Through occupationally-specific applications, students will learn career-sustaining skills that make marketing a valuable asset in today's world. Students will be employed at approved training stations and work a minimum number of hours per week. Student grades come from classroom work and on-the-job training. Work periods are determined for each student based on number of credits earned/needed at the time of enrollment in the program.
**Enrollment for this class is only during the fall semester.**

# Technology Applications

## DESKTOP PUBLISHING

(Juniors and Seniors: Business Career Pathway Course 2,3 or 4)

DESKTOP PUB A: A – 815 A
DESKTOP PUB B: A – 815 B

Prerequisite: Business Computer Information Systems I
Grade Level: 10-12 (Local Articulated –MCC; TSTC)
Semesters: 2

Students will learn Adobe PageMaker 6.5 to use with a combination of other computer programs to complete a variety of projects including, but not limited to, a letterhead, report, newsletter, advertisement, menu, poster, brochure, book elements, and web page. Students will work individually and in groups to solve problems, select appropriate technology, synthesize knowledge, create projects, and evaluate products. Peripherals will include the scanner, digital camera, graphics tablet, and printer.

## WEB MASTERING

WEBMST A – 816 A
WEBMST B – 816 B

Prerequisite: Business Computer Information Systems
Grade Level: 10-12 (Local Articulated-MCC;TSTC;Hill)
Semesters: 2

Students will learn networking fundamentals, design principles, integration of office applications, FTP and web publishing, image and graphic creation and management, and web editing. Students will work individually and in groups to solve problems, select appropriate technology, synthesize knowledge, create web pages, and evaluate products. Software will include Microsoft Office, Adobe PhotoShop, Illustrator, and GoLive/Live Motion. Peripherals will include the scanner, digital camera, digital video, graphics tablet, and printer.

## MULTIMEDIA

MULTIMED A – 818 A

MULTIMED B – 818 B

Prerequisite: Business Computer Information Systems I
Grade Level: 10-12 (State Articulated)
Semesters: 2

In this project-based course, students will integrate several forms of media into computer presentations, including graphics, text, animation, sound, interactive elements and video. Students will work individually and in groups to solve problems, select appropriate technology, synthesize knowledge, create multimedia projects, and evaluate products. Software will include Microsoft Word, PowerPoint, Adobe PageMaker, Adobe PhotoShop, Illustrator, GoLive/Live Motion and Premiere. Peripherals will include the scanner, digital camera, digital video, graphics tablet, printer and projector.

## VIDEO TECHNOLOGY

(Juniors and Seniors: Business Career Pathway Course 3 or 4)
VIDTECH A – 819 A
VIDTECH B – 819 B

Prerequisite: Business Computer Information Systems I
Grade Level: 10-12 (Local Articulated-MCC:TSTC)
Semesters: 2

In this project based course, students will learn video basics, as well as participate in all stages of video production: preproduction planning/development, production/filming, and post-production editing/distribution. Students will integrate several forms of media into computer presentations including documentaries, educational videos, public service announcements, and commercials. Students will develop advanced videography skills, advanced digital video editing and mixing skills, advanced audio editing and mixing skills, lighting techniques, and advanced multimedia computer skills. Students will be required to attend extracurricular events on assignment. Students must be highly motivated, self-disciplined individuals
capable of working independently, as well as in a group, in a productive, creative manner. Software will include Adobe Photoshop, Illustrator, and Premiere. This course counts as the technology application credit for graduation.

# Others

## YEARBOOK PRODUCTION

(See tables below for correct class code)

Prerequisite: Journalism or Desktop Publishing preferred. Student application and advisor approval
Grade Level: 10-12
Semesters: 2

Students will use high ethical standards and be responsible journalists for the *Treasure Chest*, a publication created by students for students. Yearbook staff members will plan, report, write layouts, design pages on the computer, and photograph for the yearbook. Yearbook staff members will also be required to sell advertisements, participate in fund raising, and selling yearbooks. Students will work as team members to achieve the goal of producing a top-quality publication. When necessary, the advisor may assign after school, weekend, and summer work sessions.

| Course Code | Description |
|---|---|
| ADJRNL YRBK 1 A – 151 A | Sem. A, 1st year |
| ADJRNL YRBK 1 B – 151 B | Sem. B, 1st year |
| ADJRNL YRBK 2 A – 152 A | Sem. A, 2nd year |
| ADJRNL YRBK 2 B – 152 B | Sem. B, 2nd year |
| ADJRNL YRBK 3 A – 153 A | Sem. A, 3rd year |
| ADJRNL YRBK 3 B – 153 B | Sem. B, 3rd year |

## NEWSLETTER PRODUCTION

IND STUD JRNL A – 155 A
IND STUD JRNL B – 155 B

Prerequisite: Journalism or Desktop Publishing preferred. Student application and advisor approval
Grade Level: 10-12
Semesters: 2

Students will use high ethical standards and be responsible journalists *for Pete's Pride*, a publication used as a communication tool for administrators and teachers. Students will plan, write reports, design pages on the computer, and photograph for the newsletter. Students will work as part of a team to achieve the goal of producing a top-quality

| Course Code | Description |
|---|---|
| ADJRNL YRBK 1 A – 151 A | Sem. A, 1st year |
| ADJRNL YRBK 1 B – 151 B | Sem. B, 1st year |
| ADJRNL YRBK 2 A – 152 A | Sem. A, 2nd year |
| ADJRNL YRBK 2 B – 152 B | Sem. B, 2nd year |
| ADJRNL YRBK 3 A – 153 A | Sem. A, 3rd year |
| ADJRNL YRBK 3 B – 153 B | Sem. B, 3rd year |

publication. When necessary, the advisor may assign after school, weekend, or summer work sessions as a course requirement.

## JOURNALISM

JRNLSM A – 150 A
JRNLSM B – 150 B

Prerequisite: None
Grade Level: 9-12
Semesters: 2

In this course, students will learn about media development, press law and responsibility, and advertising; and students will practice reporting and writing a variety of purposes for various audiences and use computers for designing. The goal is to help students become responsible consumers of information, improve reading and writing skills, and train other students to work on a publication staff.

## PEER ASSISTANCE AND LEADERSHIP

(See tables below for correct class code)

Prerequisite: Screening and Recommendations
Grade Level: 11-12
Semesters: 1-2

The PAL course is a peer-helping program in which students will be trained to work as peer facilitators with younger students on their own campus and on other campuses. Participants will be trained in a variety of helping skills, which will enable them to assist other students in having a more positive and productive school experience. The course will serve the dual purposes of (a) providing practical knowledge and skills, as well as actual field experience, for students potentially interested in careers in education or other helping professions; and (b) utilizing positive peer influence as a central strategy for preventing dropouts, substance abuse, teen pregnancy, suicide, absenteeism, and other areas of concern in our district.

| Course Code | Description |
|---|---|
| PEERASST 1 A – 1002 A | Sem. A, 1st year |
| PEERASST 1 B – 1002 B | Sem. B, 1st year |
| PEERASST 2 A – 1003 A | Sem. A, 2nd year |
| PEERASST 2 B – 1003 B | Sem. B, 2nd year |

## SAT/ACT PREP CLASS (local credit only)

Prerequisite: Any level Pre-AP English, 9th grade English, 10th grade English
Grade Level: 11-12
Semesters: 1

This class will introduce the college-bound student to all sections of the verbal part of the exam. Students will learn strategies to improve test scores. Intensive vocabulary development will be a major feature of this course.

# GRADUATION REQUIREMENTS FOR FRESHMEN 2004-2005 and Beyond (Senior Class 2008 and Beyond)

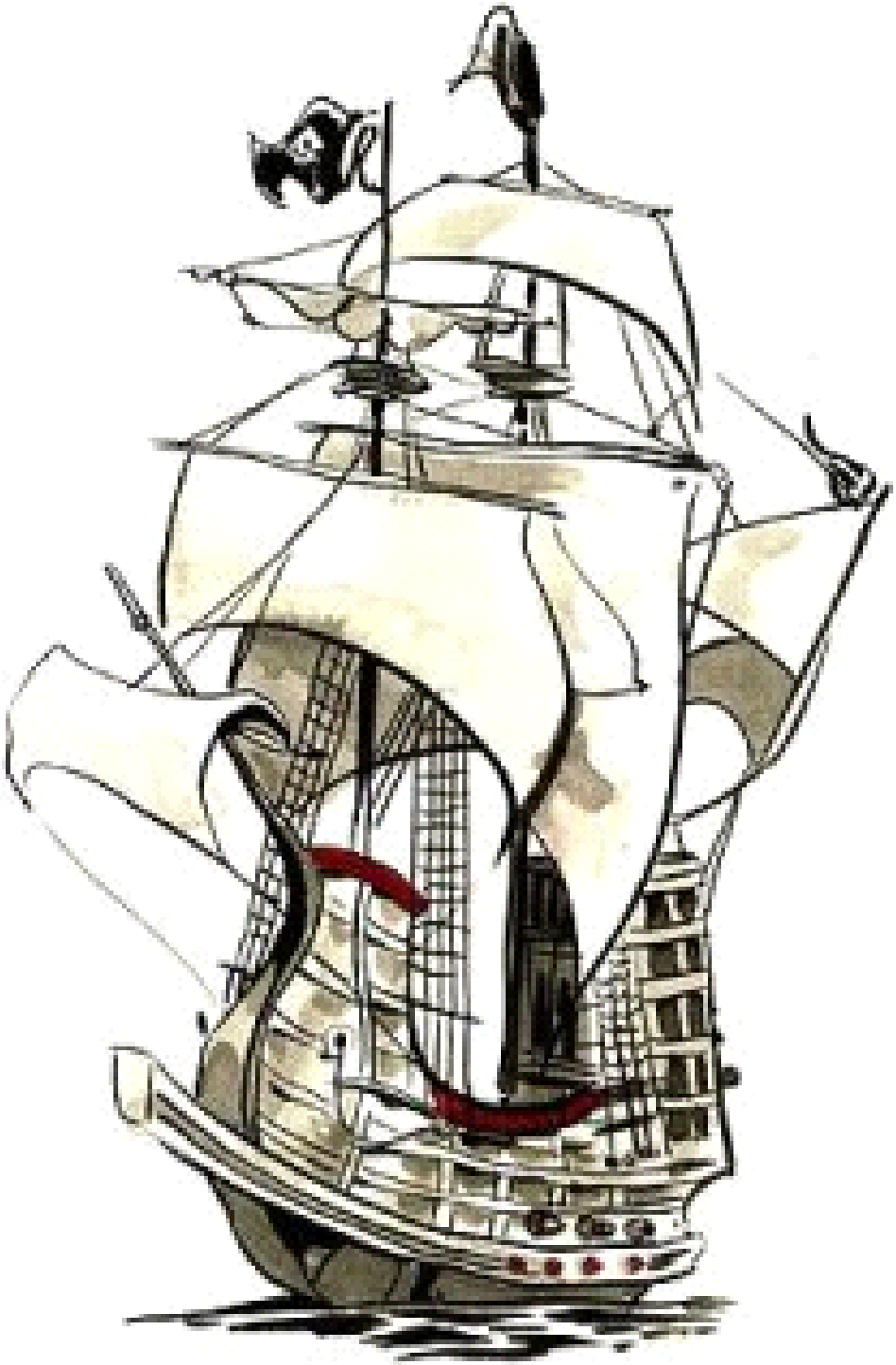
* See counselors for details on advanced measure.

| DISCIPLINE | RECOMMENDED | DISTINGUISHED ACHIEVEMENT PROGRAM |
|---|---|---|
| English | 4 | 4 |
| Math | 3 credits must consist of:<br>Alg I, Geom, Alg II | 3 credits must consist of:<br>Alg I, Geom, Alg II |
| Science | 3 credits; 1 credit must be Biology; remaining 2 credits from: IPC, Chemistry, Physics | 3 credits; 1 credit must be Biology; remaining 2 credits from: IPC, Chemistry, Physics |
| Social Studies | 4 credits must consist of:<br>US Hist (1)<br>W Hist (1)<br>W Geo (1)<br>Govt. (1/2), Eco/Fe (1/2) | 4 credits must consist of:<br>US Hist (1)<br>W Hist (1)<br>W Geo (1)<br>Govt. (1/2), Eco/Fe (1/2) |
| Health | Health (1/2) | Health (1/2) |
| PE/Athletics | 1 ½ | 1 ½ |
| Foreign Languages | 2 | 3 |
| Fine Arts | 1 | 1 |
| Communication Applications | 1/2 | 1/2 |
| Technology Applications | 1 | 1 |
| Elective | 3 | 2 |
| Teen Leadership | 1/2 | 1/2 |
| Total | 24 | 24 |
| | | * 4 advanced measures |

# GRADUATION REQUIREMENTS FOR FRESHMEN 2002-2003 and 2003-2004
## (Senior Class 2006 and Senior Class of 2007)

* See counselors for details on advanced measures

| DISCIPLINE | MINIMUM | RECOMMENDED | |
|---|---|---|---|
| English | 4 | 4 | 4 |
| Math | 3 credits to include:<br>Alg I and Geometry | 3 credits must consist of:<br>Alg I, Geom, Alg II | 3<br>A |
| Science | 2 credits to include:<br>Biology and IPC | 3 credits; 1 credit must be Biology; remaining 2 credits from: IPC, Chemistry, Physics | 3<br>cr |
| Social Studies | 4 credits must consist of:<br>US Hist (1),<br>W Hist (1)<br>W Geo (1),<br>Govt. (1/2), Eco/Fe (1/2) | 4 credits must consist of:<br>US Hist (1),<br>W Hist (1)<br>W Geo (1)<br>Govt. (1/2), Eco/Fe (1/2) | 4<br>U<br>W<br>W<br>G |
| Health | Health (1/2) | Health (1/2) | H |
| PE/Athletics | 1 1/2 | 1 1/2 | 1 |
| Foreign Languages | None | 2 | 3 |
| Fine Arts | None | 1 | 1 |
| Communication Applications | 1/2 | 1/2 | 1 |
| Technology Applications | 1 | 1 | 1 |
| Elective | 7 | 3 | 2 |
| Teen Leadership | 1/2 | 1/2 | 1 |
| Total | 24 | 24 | 2 |
| | | | * |



Enjoy your Journey

**ACTION / DISCUSSION ITEMS**

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
N/A

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

**Consider Approval of Substantial Completion New Construction of La Vega Elementary School**

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☐ Provided Later ☒

Contact Person:
Mr. Gary W. Williams

Background Information:
Will be provided at the board meeting.

Fiscal Implication:
Will be provided at the board meeting.

Administrative Recommendation:
Will be provided at the board meeting.

Motion:

Second:

For:

Against:

Abstain:

**Approval Of Change Order #3 For La Vega Primary**

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

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Gary W. Williams

Background Information:
Two previous change orders to the construction contract have been processed, which reduced the overall price by $8,236.95. Change Order #3, which encompasses three minor changes:
1. Adding a steel beam in one of the mezzanine openings - Add $265.
2. Add locks to the teacher closets - Add $3,240.00
3. Add a service platform for the outside air unit in the Covered Play Area building - Add $2,887.00.

The changes above will increase the price by $8,582.00, resulting in a net increase in the contract of $345.05.

Fiscal Implication:
The current contract price will be increased by $8,582.00; however, the net effect will be an increase of $345.05 over the original contract sum.

Administrative Recommendation:
It is recommended that the Board approve Change Order #3 for La Vega Primary.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

**Approval Of Change Order #3 For La Vega Elementary**

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

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Gary W. Williams

Background Information:
Two previous change orders to the construction contract have been processed, which reduced the overall price by $21,532.50. Change Order #3, which encompasses minor wiring changes, will increase the price by $369.00. The district will be reimbursed for this cost by the architect/engineers.

Fiscal Implication:
The contract price will be increased by $369.00; however, the cost will be reimbursed by the architect/ engineers.

Administrative Recommendation:
It is recommended that the Board approve Change Order #3 for La Vega Elementary.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

**Approval Of Change Order #3 For La Vega High School**

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

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Gary W. Williams

Background Information:
A previous change order to the construction contract did not change the Guaranteed Maximum Price of $1,904,508.00. Change Order #2 encompasses five changes:

1. Adding air conditioning to the Main Server Room, originally planned in Phase 2 - Add $13,626.00.
2. Delete new exterior letters - deduct $1,710.00
3. Delete various fire dampers- deduct 600.00.
4. Add mixing valves for the sinks in the new restrooms - Add $430.00

The changes above will increase the estimated cost by $11,746.00, which will be taken from the contingency allowance

The last proposed change will delete the entire cost of Alternate Bid #4, which was to replace the front drive. This change will result in a deduction from the Guaranteed Maximum Price of $103,011.00

Fiscal Implication:
The Guaranteed Maximum Price will be reduced from $1,904,508.00 to $1,801,497.00.

Administrative Recommendation:
It is recommended that the Board approve Change Order #2 for La Vega High School.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

**Award Contract For Food Service Management**

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

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Gary W. Williams

Background Information:
The district has used a contract food service management company for the past fifteen years. Each contract is for one year with four renewable one-year extensions. This year, proposals were received on April 12, 2006 for the fiscal year beginning September 1, 2006. Two companies attended the mandatory pre-bid conference, and one company submitted a bid (Sodexho School Services). A copy of the relevant financial information from their bid is attached. Representatives from the company will be present to anwer any questions from the Board regarding their bid.

The company's bid is based on certain assumptions:

1. An general and administrative fee of $0.0431 per meal.
2. A management fee of $0.0258 per meal.
3. Projected labor costs of $516,712, which includes salaries and benefits for all personnel assigned to the food service program.
4. A guaranteed fund balance of $50,000 each fiscal year.

When compared to the current Sodexho contract, the management fee is slightly less, and the fund balance is a new feature requested by the district.

Fiscal Implication:
The proposed contract continues the positive relationship that the district and Sodexho have enjoyed for the past fifteen years, and improves the financial arrangement, guaranteeing fiscal stability.

Administrative Recommendation:
It is recommended that the Board award a one-year contract for food service management to Sodexho School Services for one year, beginning September 1, 2006.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

**Food Service Budget**
La Vega Independent School District

**School Year: 2006-2007**

## Revenues:

| | |
|---|---|
| Cash Sales: | |
| Student Breakfast Sales | $0.00 |
| Student Lunch Sales | $97,511.00 |
| Student Snack Sales | $0.00 |
| Student a la Carte Sales | $64,640.00 |
| Adult Sales | $25,030.00 |
| Catering Sales | $18,900.00 |
| Interest Income | $0.00 |
| Concession Sales | $0.00 |
| Vended Meals Sales | $0.00 |
| Total Cash | $206,081.00 |
| State and Federal Reimbursements/Funding | |
| Lunch | $711,313.00 |
| Breakfast | $265,672.00 |
| Snacks | $1,937.00 |
| SFSP | $0.00 |
| State Matching Fund | $10,500.00 |
| Commodities Received | $61,335.00 |
| Other Funding | $0.00 |
| Total Reimbursements | $1,050,757.00 |
| **Total Revenues =** All Cash Sales + All Reimbursements | $1,256,838.00 |

*Fulfilling the Promise for All Texas Children*

**Food Service Budget - Continued**
La Vega Independent School District

## Expenses:

| | |
|---|---|
| Gross Food Costs | $466,912.00 |
| Food Delivery Costs | $0.00 |
| Commodities Used (Call TDHS Commodity Division for annual usage amount for the district) | $61,334.00 |
| Commodity Delivery | $5,000.00 |
| Commodity Processing | $0.00 |
| **Total Food Costs** | $533,246.00 |

| | |
|---|---|
| Labor Costs | |
| FSMC Salaried Employees (# FTE/PTE) FTE ____1__ PTE _____ | |
| Summarize Here (Attach an individual categorical breakdown for each FSMC salaried employee) | |
| Base Gross Salary | $48,700.00 |
| Educational Assistance | $0.00 |
| Incentive Payments | $0.00 |
| Bonus | $0.00 |
| Merit Increase | $0.00 |
| Relocation Expense | $0.00 |
| Retirement /IRA, | $0.00 |
| 401 K, 403(b)(7) | $0.00 |
| Fringe Benefits | $0.00 |
| Payroll Taxes | $19,801.00 |
| District/FSMC Hourly Staff | |
| Gross Salaries | $358,000.00 |
| Fringe Benefits | $0.00 |
| Payroll Taxes | $90,211.00 |
| Other Payroll Costs | $0.00 |
| Worker's Comp. | $3,728.00 |
| Other | $0.00 |
| **Total Labor Costs** | $520,440.00 |
| FSMC Fees | |
| Administrative Fee Costs | $25,813.00 |
| Management Fee Costs | $16,770.00 |
| **Total Fees** | $42,583.00 |

## Food Service Budget - Continued

La Vega Independent School District

| | |
|---|---|
| FSMC Direct Costs - Subcategory Examples | |
| Paper & Disposable Goods | $60,835.00 |
| Contracted Labor - Specify (Temp. Employees) | $4,500.00 |
| Auto Expenses | $8,500.00 |
| Insurance | $0.00 |
| a. Insurance Allocated Charge (Worker's Comp. Excluded) | $0.00 |
| b. Other Insurance Costs | $0.00 |
| Telephone | $4,500.00 |
| Office Supplies | $3,540.00 |
| Postage | $800.00 |
| Training | $5,000.00 |
| Uniforms & Laundry | $7,920.00 |
| Tejas Co-op | $2,200.00 |
| Advertising, Promotions & Menus | $8,850.00 |
| Marketing & Décor | $11,216.00 |
| Technology Expense | $1,600.00 |
| a. Technology Allocated Charge | $0.00 |
| b. Other Technology Costs | $0.00 |
| Equipment Repair | $2,500.00 |
| Small Equipment | $6,625.00 |
| (Management Company) | |
| Licenses | $500.00 |

| | |
|---|---|
| Cleaning Supplies | $2,325.00 |
| Miscellaneous - Specify | $5,700.00 |
| **Total FSMC Direct Costs** | $137,111.00 |
| District Direct Costs - Use same subcategory Examples as in FSMC Direct Costs | $0.00 |
| **Total Direct Costs** | $137,111.00 |
| FSMC Indirect Costs - Subcategory Examples would include: | |
| FSMC Charges | $0.00 |
| Other Allocated Charges | $0.00 |
| Franchise Charges | $0.00 |
| Trademark Charges | $0.00 |
| Other Indirect Cost Categories | $0.00 |
| **Total FSMC Indirect Costs** | $0.00 |

## Food Service Budget - Continued

La Vega Independent School District

| | |
|---|---|
| **Total Expenses =** All Food Costs + All Labor Costs + All Fees + All Direct costs + All Indirect Costs | $1,233,380.00 |
| **Surplus/Subsidy =** Total Revenues - Total Expenses | $23,458.00 |
| **FSMC Guaranteed Return** | |
| **FSMC Guaranteed Break Even** | |
| **FSMC Guaranteed Subsidy** | |
| **FSMC Fund Balanace Guarentee of $50,000 or Above** | **$50,000.00** |

FSMC will guarentee that the fund balance will not drop below $50,000

**School District Employee responsible for submission of th**

Name: Gary W. Williams
Telephone Number: 254-799-4963

FSMC **Employee responsible for submission of this budget data:**

Name: Eddie Generals
Telephone Number: 254-299-6807

**NOTE: First year of contract:** Proposed Food Service Budget for the upcoming school year only.

**NOTE:** Data for this budget must be submitted to the State Office each year upon renewal of the FSMC contract. The data provided must be for two school years: first, actual auditable food service budget numbers must be submitted for the current school food service year completed as of May 31; second, the proposed food service budget for

the upcoming school year must be also submitted to the State Office. For the purposes of these food food service budgets, the school year should be reprsented from June 1 through May 31, to comply with required deadlines. These budgets must be submitted together along with renewal documentation for the school district to be eligible to continue the contract with the FSMC.

# La Vega Independent School District



FINANCIAL

## Proposed Agreement

Sodexho proposes an agreement commencing on **September 1, 2006** and continuing through **August 31, 2007** with options for four one-year renewals, as provided under federal and state guidelines and regulations. The agreement will conform to all regulations as set forth by Texas Department and the U.S. Department of Agriculture. As required by regulations, either party may terminate this agreement by giving 60 days' notice in writing of an intention and specific date to terminate the agreement.

On the following pages, we have answered the financial issues as they relate to your District.

## Basis for Annual Budget Projection

Our sales projection for the contract year is based on current sales being experienced in the District, with a sales increase for Sodexho programs continuing. Labor charge is that which the District is providing with the addition of a Sodexho Food Service Director. The labor cost shown indicates no changes in current District staffing. However, during the analysis of your current cafeteria staffing we have encounter that the district will increase its financial return if some labor efficiencies are achieved and productivity is increased to levels currently being experienced in other districts run by Sodexho. We suggest and will work with the district to ensure that savings in labor are realized while managing the staffing patterns thru the normal attrition of the food service personnel. Food and miscellaneous charges are those currently being experienced by Sodexho.

*Sodexho has made the food service operation a shining star. I'm glad to have Sodexho as our partner.*

— Chief Financial Officer,
School District

La Vega Independent School District

**We have utilized the following pricing for your District:**

| | Elem | Mid | High |
|---|---|---|---|
| **Lunch** | | | |
| Paid: | $1.75 | $2.00 | $2.00 |
| Reduced: | $ .40 | $ .40 | $ .40 |

**Breakfast**

| | |
|---|---|
| Paid: | Free For All Students |
| Reduced: | Free For All Students |

The economic performance of your program is closely tied to product selection, portion sizes, pricing and staffing requirements. A la carte, adult and catering menus and prices to be as mutually agreed.

## Proposer's Financial Arrangements

1. Sodexho proposes to receive $ .0431 per meal for general and administrative charges, and $ .0258 a meal for management fee based.

2. The meal count shall include all breakfast and lunch meals and all other sales converted to meal equivalents using the cost factor of $ 2.4950.

3. The general and administrative charges shall include home office support services plus off-site supervision required to successfully operate the program.

4. Total District labor costs shall be $516,712 this cost includes all current hourly employees remaining in the districts' payroll with same benefits and wages plus the cost of a Sodexho General Manager.

5. Sodexho and the District will work together to ensure a financially secure operation. During the lifetime of the contract Sodexho will ensure that the District's fund balance will not fall below the stated RFP amount of **$50,000.00** each school year.

8. A detailed first-year financial plan is enclosed.

La Vega
Independent School District

## General and Administrative Charge

This encompasses significant support service functions that interrelate with the operation of your District, including:

**Operations Supervision**

- Foodservice operational supervision involves the Regional Vice President working closely with Sodexho's District Manager to assure that we are correctly implementing the strategic business plan for your district. In addition, this team will oversee all client relations programs.
- Sodexho's District Manager monitors the tactical implementation of your day-to-day program, and supervises your Foodservice Director.

**Marketing Department**

This includes a staff of marketing professionals to manage the development and implementation of menu concepts and new products. They track industry trends and develop innovative programs. Our Marketing Directors and Managers will oversee:

- Research and product development
- New product introductions
- Promotion planning and analysis
- Competitive food evaluations

**Supply Management**

Our corporate Supply Management team administrates the purchasing power of the largest foodservice corporation in North America. Strengths in the following areas will benefit La Vega ISD in many ways, including an improved bottom line..:

- Product rationalization & quality assurance
- Commodity agreements
- National & regional purveyor agreements
- Distributor compliance
- Product specification evaluations
- Product pricing negotiations

*It was amazing to see the depth of support resources available for our transition to outsourced management.*

*Sodexho has provided far more attention than we could muster when we managed our program in-house.*

— Food Service Liaison,
Rhode Island

La Vega Independent School District

**Financial and Accounting Systems**

Our system ensures accurate achievement of our projected results for your district. This includes:

- Financial reporting and analysis
- Accounts receivable processing
- Payroll processing
- Accounts payable systems

Additionally, our financial network includes other key support functions that integrate into financial risk areas, including

- Governmental relations
- Legal issues, EEO
- Divisional and regional controllers
- Internal audits
- Economic forecast analysis

**Human Resources**

The success of any operation depends on the employees. Our HR efforts focus on placing employees in positions that lead to personal and professional success. This requires a team approach covering areas of expertise, including:

- Employee development
- Government regulations compliance
- Safety programs
- Benefits administration
- Field support resources

## Accounting and a Case Study

While always stressing that quality and kid appeal are the top criteria in purchasing products for our student customers, Sodexho has been able to standardize specifications and concentrate its purchasing power with select national and regional vendors.

**Commodity Usage:** Sodexho is the only school foodservice company that has initiated a comprehensive national program utilizing USDA commodities. This effort allows us to match commodity products with commercial products and use commodity dollars to buy the same product from the same manufacturers — so your students receive a consistent high-quality item. Our product development team works closely with the USDA and the state commodity offices to benefit your budget.

La Vega
Independent School District

*Our dedicated staff of commodity specialists train directly with USDA commodity officials.*

This training gives Sodexho early and first-hand knowledge of changing federal regulations. Sodexho also initiated electronic rebates on behalf of its clients which enhances your district's ability to secure all available commodity rebates.

**SAP Accounting Software:** We start relationships by customizing our accounting and reporting system to the needs of your district. You will receive timely, detailed reports of sales, expenses and participation rates. Meal counts, reimbursements, and other revenue information is monitored daily.

We are fully compliant with all appropriate accounting laws, including the Sarbanes-Oxley Act, and we guarantee that all of your foodservice records will meet the generally accepted practice standards. We will help in the maintenance of property and inventory control records, catalogs and files, and monitor internal accounting controls that pertain to the foodservice program.

**Meal Count System:** La Vega ISD's operations will be reviewed regularly by Sodexho's District Manager to ensure that you continue to meet the requirements of the federal and state agencies. The District Manager will review all areas of the operation; determine the effectiveness and efficiency of the district's operations; assure that controls and safeguards protect the district's assets; help with budget preparation and analysis; coordinate with external audit; review the reliability of the district's financial information and recommend policy and procedure changes. We provide direction in accounting for and claiming reimbursement under the NSBP and NSLP, including implementation of regulations to ensure an accurate meal counting system.

Sodexho's review of the meal-count system involves 11 criteria, including:

1. **System selection**: evaluating school needs and program objectives to select a system that provides accurate meal counts by category and protects the child's identity.
2. **Guidance**: instructing staff on the operation of the meal-count system.
3. **Training**: instructing food service staff in their duties and responsibilities.
4. **Eligibility determination**: determining that the school has an accurate list

of students eligible for free or reduced meals.

5. **Medium of exchange**: analyzing advantages and disadvantages of ticket, token, ID, name, or number issued to students for obtaining a meal in order to choose the medium that works best and allows for the most privacy.

6. **Reimbursable meals**: determining meals meet the nutritional standards for reimbursement.

7. **Point of service meal counts**: determining that a reimbursable meal has been served to an eligible child at the time the child goes through the line.

8. **Cash management**: determining that appropriate cash collection and reconciliation procedures exist.

9. **Reports**: determining that a record of meals served and cash collected is compiled and kept for the claim for reimbursement.

10. **Edits**: providing a system of comparisons and calculations so that potential problems in the count can be spotted and corrected early.

11. **Monitoring**: providing a system of internal controls that ensure that the claim for reimbursement has been filed.

## Finance-Related Solution Brief

### Improved Financial Results through NSLP Monitoring and Increased Sales

***Ravenswood, California — 12 schools***

**THE SITUATION:** The Ravenswood School District's meals program had financial problems for several years prior to hiring Sodexho to provide consulting services. In fact, the program had not received its state reimbursements for free and reduced-price lunches for two years. To compound the financial issue, Sodexho discovered that the district lacked:

- a system to properly manage and order food
- an accurate system of counting meals
- a method to determine if free and reduced-price meals were served

La Vega
Independent School District

The results were disastrous. Rather than being able to provide nutritional, balanced meals, the foodservice team had to serve what was available. The district failed to check if the eligible children had everything on their plates required to qualify. And meal programs provided only one menu choice for lunch and breakfast so that even though the district offered a universal-free breakfast, few students chose to participate.

**THE SOLUTION:** **Sodexho provided training and counsel in the summer.** Automated systems were introduced that improved inventory control and make planning easier. Program managers were taught how to use the systems to forecast sales and eliminate food shortages. Sodexho worked with the administrators to introduce a point-of-sale system. Every student received a card, whether eligible for the reduced-price or free lunches or not, and the cards silently communicated the child's eligibility to the system.

Sodexho **introduced its age-appropriate programs** and began serving three entrées for lunch and breakfast, plus a salad bar at lunch. Later, two additional lunch entrées were added.

**THE RESULTS:** The district's program successfully passed three unannounced inspections from the state of California, and the **district received $2 million** in back reimbursements after the Sodexho training efforts. The district continued to receive its reimbursements on time during the new school year.

Participation in the meal programs improved, especially at breakfast. The kitchen manager for four of the schools reports that the **breakfast count rose** from a daily average of 275 to 512. Overall, participation for breakfast in the district increased by about 49 percent daily; for lunch it increased about 10 percent.

"***Sodexho helped us to get past our problems with the state*****," said Dr. Floyd Gonella, superintendent**.

**"*Sodexho is responsible for assisting us in pulling our program out of a deficit*."**

La Vega
Independent School District

***Budget Assumptions***

Sodexho School Services has used the following information provided in the RFP as the basis for our 2006-2007 Financial Budget:

- One-hundred and eighty serving days (180)
- Minimum Annual reimbursable lunches of 325,157
- Minimum Annual reimbursable breakfasts of 243,133
- Minimum combined student A la Carte Sales, Adult Meals Sales, and Catering, of $ 119,000
- Approximately 2587 students at 5 sites
- Total hourly annual labor costs of $448,211.
- Federal Reimbursement rates equal to or greater than those in effect as of June 2006
- Government commodities available on a timely manner and in the amount of .175 cents per meal as per your RFP.
- Sodexho will not be financially responsible for decisions made by the District regarding the food service program which are beyond our control.



***Incentive Fee***

Sodexho believes that if we get more students to eat, if we improve and train your hourly food service staff and if we meet or exceed our guaranteed financial return to the District, then we too should participate in the benefits of our shared partnership. It is with that in mind that Sodexho is proposing the following sliding scale per-meal-fee structure:



| Annual Meals Served | Per-Meal-Fee (Mgmt) |
|---|---|
| 0 – 570,000 | $ .0280 per meal |
| 570,001-585,000 | $ .0327 per meal |
| 585,001-600,000 | $ .0379 per meal |
| 600,001 + | $ .0431 per meal |

The example above works like this; when the annual meal level above is obtained, the “incentive fee” is earned. However, Sodexho will not retain this “incentive fee” unless the food service program generates its guarantee of the annual fund balance not falling below $50,000.00.

Once this obligation has been met, Sodexho will keep its earned “incentive fee.” This incentive fee is a retroactive meal fee which will apply to the total annual meal count.

**Consider Approval of La Vega ISD Wellness Plan**

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

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Eddie Generals or Maria Green

Background Information:
In 2005 the Federal Government enacted the WIC authorization act and one of it's provisions is that each school district in the US must complete a Wellness Policy that must be adopted the Board of Trustees and submitted to the State for their individual approval. This Wellness Policy was put together by two individual committees including the Student Health Advisory Committee and the Parent Advisory Committee with the help of Eddie Generals and Maria Green.

Fiscal Implication:
None

Administrative Recommendation:
It is recommended that the Board of Trustees approve the Wellness Policy as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

# La Vega  School District's Wellness Policies on Physical Activity and Nutrition

## Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the La Vega School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.  Therefore, it is the policy of the La Vega  School District that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.

- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.

- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], and Summer Food Service Program.

- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

## TO ACHIEVE THESE POLICY GOALS:

## I. School Health Councils

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

## II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

### School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;

- be served in clean and pleasant settings;

- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;

- offer a variety of fruits and vegetables;[1]

- serve only low-fat (1%) and fat-free milk[2] and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and

- ensure that half of the served grains are whole grain.[3,3]

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

**Breakfast**. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.

- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.

- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.

- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

**Free and Reduced-priced Meals**. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals[4]. Toward this end, schools may utilize electronic Identification and payment systems; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as "grab-

[1] To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.

[2] As recommended by the *Dietary Guidelines for Americans 2005*.

[3] A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour, cracked wheat, brown rice, and oatmeal.

[4] It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals.

and-go" or classroom breakfast.

**Summer Food Service Program**. Schools in which more than 50% of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

**Meal Times and Scheduling**. Schools:

- should provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, *e.g.,* lunch should be scheduled between 11 a.m. and 1 p.m. when the class schedules allow;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (*e.g.,* orthodontia or high tooth decay risk).

**Qualifications of School Food Service Staff**. Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.[5]

**Sharing of Foods and Beverages**. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

## Foods and Beverages Sold Individually (*i.e.,* foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

[5] School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

**Elementary Schools.** The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

**Middle/Junior High and High Schools.** In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards (with the exception of birthdays and any other extra curricular activities, such as track events):

**Beverages**

- Allowed: water or seltzer water[6] without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);

- Not allowed: soft drinks containing caloric sweeteners; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

    - The High school may provide carbonated beverages only after the last scheduled class has concluded for the day. They may only turn the machines on in the athletic field house only after the last scheduled practice for the day.

**Foods**

- A food item sold individually:

    - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;

    - will have no more than 35% of its *weight* from added sugars;[7]

    - will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for

[6] Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).

[7] If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from *total* sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.

pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).[8] Where it is deemed feasible.

**Portion Sizes:**

- Limit portion sizes of foods and beverages sold individually to those listed below:
  - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
  - One ounce for cookies; for Grade PK-3 and 1.33 oz. for grade 4-12
  - Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
  - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
  - Eight ounces for non-frozen yogurt;
  - Twelve fluid ounces for beverages, excluding water; and
  - The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

**Fundraising Activities**. To support children's health and school nutrition-education efforts, school fundraising activities should not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities. All fundraisers involving food & beverages for grades Pk-6 must be conducted after school hours. Grades 7-8 may only sell fundraising items after the last scheduled lunch period. Grades 9-12 may sell fundraising items any time during the day except were reimbursable meals are either consumed or served. The food service dept. will

[8] Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.

disseminate information to each campus detailing what is an expectable and recommended food or beverage item. The Food Service Dept. will assist the school with fundraising choices when needed.

**Snacks**. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

**Celebrations**. Schools should limit celebrations that involve food during the school day to no more than three parties per year other than birthday parties. The district will disseminate a list of healthy food and beverage ideas to parents and teachers. All birthday parties must be held after each child has eaten lunch and they are exempt from the foods of minimal nutrition value, although it is encouraged that they follow the guidelines that have been given to them by the Food Service Dept.

**School-sponsored Events** It is recommended that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

## III. Nutrition and Physical Activity Promotion and Food Marketing

**Nutrition Education and Promotion**. La Vega School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;

- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;

- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;

- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;

- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);

- links with school meal programs, other school foods, and nutrition-related community services;

- teaches media literacy with an emphasis on food marketing; and

- includes training for teachers and other staff.

**Integrating Physical Activity into the Classroom Setting**. For students to receive the nationally-recommended amount of daily physical activity (*i.e.,* at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;

- opportunities for physical activity will be incorporated into other subject lessons; and

- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

**Communications with Parents**. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

**Food Marketing in Schools**. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).[9] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[10] is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

**Staff Wellness**. La Vega School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each district/school should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

## IV. Physical Activity Opportunities and Physical Education

**Daily Physical Education (P.E.) K-12**. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will be encouraged to participate in daily physical education (or its equivalent of 135 minutes/week for elementary school students and 175 minutes/week for middle and high school students) for the entire school year.

[9] Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

[10] Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

(*e.g.,* interscholastic or intramural sports) will be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

**Daily Recess**. It is recommended that all elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (*i.e.,* periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

**Physical Activity Opportunities Before and After School**. Jr. high, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and Jr. High as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

**Physical Activity and Punishment**. Teachers and other school personnel will not use or withhold opportunities for physical activity as punishment, excluding recess.

**Safe Routes to School**. The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

**Use of School Facilities Outside of School Hours**. School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

## V. Monitoring and Policy Review

**Monitoring.** The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

**Policy Review**. To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.[11] The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

[11] Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

**First Reading for Policy EIE (LOCAL) Academic Achievement: Retention and Promotion / Recommendation for Grade 1 Retention and Promotion Policy for 2006-2007 and Beyond**

Presented for:
Board action ☒ Report/Review Only ☒ Date: April 18, 2006

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields

Background Information:
As previously approved by the La Vega ISD Board of Trustees, La Vega ISD will implement the grade-level organizational changes during the 2006-2007 school year. The first grade will transition to the La Vega Elementary campus beginning the 2006-2007 school year. Currently, the progress of first grade students is being evaluated using an alpha-grading system. Student's report cards reflect E, S, and/or N. La Vega Elementary administration has recommended with Central Administration's support that the first grade progress grading-system be changed to parallel that of the second and third grades. The numeric grading-system is being recommended for first grade.

Below is a copy of the current and recommended grading-system policy changes for grade 1:

| | |
|---|---|
| KINDERGARTEN-~~GRADE 1~~ | Kindergarten students shall be promoted to first grade if they have mastered ~~45~~ 55 percent of the items on the locally adopted assessment instrument.<br><br>First grade students shall be promoted to second grade if they have attained a reading level of ~~12~~ 14 on a running record using Developmental Reading assessments and have a 70 percent or higher (E, S, N) math average.<br><br>At the request of a kindergarten or first grade student's parents or at the request of the school administrator, a grade placement committee shall be convened to consider extenuating factors and/or other data related to the promotion/retention of a student. The grade placement committee shall consist of the principal or designee, the student's parent or guardian, and the student's teacher. |
| GRADES 1 and 2 | Students shall have an overall average of 70 or above which is derived by averaging the final numerical grades for language arts, mathematics, social studies, and science. In addition, a student shall attain an average of 70 or above in language arts and mathematics. |

Fiscal Implication:
None.

Administrative Recommendation:
Administration recommends review of the proposed revisions and Board approval at the May board meeting.

**Discussion of Budgetary Matters Related to the FY 2005-06 and Future Budgets**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Monte Geren

Background Information:
Will be provided at the board meeting.

Fiscal Implication:
Will be provided at the board meeting.

Administrative Recommendation:
Will be provided at the board meeting.

Motion:

Second:

For:

Against:

Abstain:

**Consider Approval of Non-Renewal Of Secondary Chorale Teacher**

Presented for:
Board action ☒ Report/Review Only ☐ Consent Agenda Item ☐ Date: April 18, 2006

Supporting documents:
None ☐ Attached ☐ Provided Later ☐

Contact Person:
AL Bishop

Background Information:
The secondary chorale program has been eliminated and the secondary teaching position for chorale has been eliminated. Mr. Earl Presley is currently the secondary chorale teacher.

Fiscal Implication:
Mr. Presley is aware of the decision to eliminate this program. $58,000 per year plus benefits.

Administrative Recommendation:
LVISD recommends non-renewal of Mr. Earl Presley, secondary chorale teacher, due to the elimination of the secondary chorale program.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

**CLOSED MEETING**

**A. Discussion Regarding Personnel Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, Dismissal, Complaint, or Charges**

**B. Confer with Employees of the School District to Receive Information or to Ask Questions**

**C. Discussion Regarding Student Discipline (If Needed)**

**D. Consultation with District's Attorney (If Needed)**

**E. Discussion of Non-Renewal of Contract for Secondary Chorale Techer**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Monte Geren

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

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

A closed meeting was declared at _____.m. on _____, 2006to

discuss: _____

_____

The closed meeting ended at _____.m. on _____, 2006

**ADJOURNMENT**

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Date and Time: _____

# Thank You

I wish to express special thanks to you, Mr. Brem and the high school teachers for your support by participating in my research study. Your support has enabled me to move closer to my Ph.D.

Thanks,
Betty Barr