Notice of Regular Meeting
Board of Trustees
June 21, 2022

A Regular Meeting of the Board of Trustees will be held on June 21, 2022, 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 -- Board President
III. Consider Listing of Agenda Items -- Board President
IV. Recognition Items -- Board President and Dr. Sharon M. Shields
    A. LVHS Band Students -- Board President and Dr. Sharon M. Shields
V. Public Participation -- Board President
VI. Special Reports -- Board President
    A. Superintendent's Report -- Dr. Sharon M. Shields
        1. Student Enrollment Update -- Dr. Sharon M. Shields
        2. Calendar of Events -- Dr. Sharon M. Shields
    B. Review of the La Vega ISD Gifted and Talented Program -- Dr. Charla Rudd
    C. Review of the Revisions to the La Vega ISD Student Handbooks -- Dr. Charla Rudd
    D. Review of Revisions to the La Vega ISD Student Dress Code -- Dr. Charla Rudd
VII. Consider Consent Agenda Items -- Board President
    A. Minutes for Meetings Held -- Ms. Lori Mynarcik
    B. Monthly Tax Collection Report -- Mr. James Garrett
    C. Budget Amendments -- Mr. James Garrett
    D. Personnel Items -- Mr. Todd Gooden
        1. Consider the Addition of One Police Officer to the La Vega ISD Police Department -- Mr. Todd Gooden
        2. Consider the Addition of Three School Safety Aides to the La Vega ISD Police Department -- Mr. Todd Gooden
        3. Personnel Job Description(s) or Revisions to Job Description(s), and Paygrade Chart or Revisions to Paygrade Chart -- Mr. Todd Gooden
    E. 2022-2023 Optional Flexible School Day Program (OFSDP) Application -- Dr. Charla Rudd
VIII. Action and Discussion Items -- Board President
    A. Consider Naming the Concession Stand for Mr. Wayne Samford -- Ms. Mildred Watkins and Mr. Myron Ridge
    B. Discussion of Options to Recognize the Pirate Crew for Their Years of Service -- Ms. Mildred Watkins and Mr. Myron Ridge
    C. Consider Monthly Budget Analysis Report -- Mr. James Garrett
    D. Consider the Approval to Seek Bids for the Addition to the Fieldhouse with Locker Room and Weight Room Expansion -- Mr. Todd Gooden

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

IX. Closed Meeting -- Board President

A. Personnel Matters - Texas Government Code, Section 551.074 -- Board President

X. Adjournment -- Board President

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

_____

For the Board of Trustees

ROLL CALL, ESTABLISHMENT OF QUORUM, AND CALL TO ORDER

The meeting was called to order at _____ m.

Board of Trustees Members Present: _____

_____

Board of Trustees Members Absent: _____

_____

School Personnel Present: _____

_____

_____

_____

Others Present: _____

_____

_____

BOARD PRESIDENT:

THE OPENING CEREMONY CONSISTING OF THE PLEDGE OF ALLEGIANCE

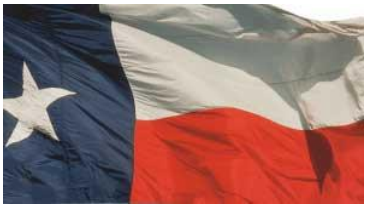
TO THE AMERICAN FLAG AND TO THE TEXAS FLAG WILL BE PROVIDED BY:

_____

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



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



PLEDGE TO TEXAS FLAG: "Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

APPROVE LISTING OF AGENDA ITEMS

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields and Board President

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Motion:

Second:

For:

Against

Abstain:

RECOGNITION ITEMS

A. LVHS Band Students

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

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Board President

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

PUBLIC PARTICIPATION

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person(s):
Board President and Dr. Sharon M. Shields

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

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

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

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

SPECIAL REPORTS

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
N/A

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

Fiscal Implication:
N/A

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

Superintendent's Report

1. **Student Enrollment Report**
2. **Calendar Events**
3. **Other Miscellaneous Items**

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Dr. Sharon M. Shields

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Review of the La Vega ISD Gifted and Talented Program

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Charla Rudd

Background Information:
The 87th Texas Legislature passed House Bill (HB) 1525 in 2021, which amended state law to create weighted funding for students being served in a G/T program. Beginning with the 2021-2022 school year, for each student a local educational agency (LEA) serves in their program for gifted and talented students, up to five percent of the LEA's students in average daily attendance, the LEA shall receive an allotment equal to the basic allotment multiplied by 0.07. These funds are in addition to the funds LEAs receive for their G/T programs under the basic allotment.

Funds provided by the new G/T allotment under Texas Education Code (TEC), §48.109, must be used "in providing programs for gifted and talented students under [TEC] Subchapter D, Chapter 29." La Vega will expand the programs through the creation of curriculum and independent study units for the 2022-23 school year.

Fiscal Implication:
$106,999

Administrative Recommendation:
Program Review

La Vega Gifted and Talented Program Review

"Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who:

- exhibits high-performance capability in an intellectual, creative or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field.

Gifted students from every cultural background see the world in unique ways and are developing minds that just might discover innovative answers to the most challenging questions of their generation.

Identification

New identification procedures for identification 2022-23 forward:

EVERY student in Kindergarten, First, Second Third and Fourth Grade were screened for Giftedness. The student completed at least 4 of 6 "planned experiences" drawings. (Students were given a prompt like, "Draw a picture or write about a hero", "Draw or write about a time you had fun.")

The drawings and writings were evaluated by Dr. Cecelia Boswell, GT State Consultant & LVISD Consultant. Afterwards she trained our campus teams of counselors and teachers to look for signs in drawings and writings that would indicate further testing for giftedness is needed. Campus teams reevaluated those identified by Dr. Boswell and confirmed initial identification for further screening.

Those children who had scores signifying gifted possibilities on a majority of the planned experiences were then given the NNAT3 (Naglieri Nonverbal Ability Test- 3rd Edition) Naglieri is the author of the test that eliminates LANGUAGE / VOCABULARY as a barrier to identifying giftedness. The NNAT-3 is used to make certain we are not screening OUT children that may have a delay in language due to poverty, English as a secondary language, or disability or delay in reading. Additional data collected included teacher questionnaires, parent questionnaires, and observation conducted by counselors/teachers/administrators.

Findings of the new identification system:

Grade Level	Identified in 2021	Identified by new system	Total	Summary notes
Kindergarten	0	7	7	This is the same system used in previous years. All kindergartners are required to be screened.
First Grade	5	7	12	Historically, first graders are not identified because they are moving from kindergarten. Identification occurred in the spring this year.

Second Grade	10	4	14	Second grade was the focus of the new ID system, thus the dramatic increase in identification.
Third Grade	13 (moved up from 2nd grade last year)	2	15	
Fourth Grade	16	22	38	Fourth grade was the focus of the new ID system, thus the dramatic increase in identification.

Statistics and demographics

According to the Texas State Plan for the Education of Gifted/Talented Students (2.25), "The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus."

Population representation in a district or school gifted program enrollment should be proportional to district or school enrollment. A discrepancy exists when your representation index (RI) is under the Equity Allowance Goal. This discrepancy indicates an under-representation that is beyond a statistical chance.

The Equity Allowance Goal is the minimum amount any subpopulation should represent in your gifted program. Wright, Ford, and Young (2017) designate a twenty percent (20%) threshold. This means that the representation index (RI) should be at least 80% or 0.8 to be considered equitable. RI is a ratio of the gifted population to the general population.

2021-22 Equity data for La Vega ISD

	GT population	District population	Equity		GT population	District population	Equity
Asian	1.01%	0.16%	✔	**Female**	39.39%	46.33%	✔
Black/African American	24.24%	25.56%	✔				
Hispanic/Latino	52.53%	58.4%	✔	**Male**	60.60%	53.67%	✔
Two or More	7.07%	3.79%	✔				
White	15.15%	11.91%	✔				

Districtwide our Gifted and Talented numbers have risen steadily over the past four years.

GT	18-19	19-20 (COVID)	20-21 (partial return)	21-22

# of Students Identified	92	112	110	127
% growth		+18%	-2%	13%

Program growth for 2022-23

Utilization of the **Texas Performance Standards Project**

The Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school

TPSP gives teachers guidelines for student research activities from kindergarten through high school. These projects, called "tasks," provide students with opportunities for inquiry across multiple content areas. Tasks are aligned to the Texas Essential Knowledge and Skills (TEKS) for English language arts and reading, mathematics, science, and social studies.

TPSP tasks provide interdisciplinary connections and real-world applications. In high school, TPSP tasks include open-ended investigations that support extended study with a mentor in a student's area of interest.

2022-2023 La Vega Student Handbook and Code of Conduct Revisions

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mrs. Sandra Gibson

Background Information:
The TASB Model Student Handbook (MSHB) is provided to Policy Service subscribers to help communicate essential information to parents and students for the school year.

The 2022-23 Model Student Handbook is copyrighted by TASB but may be reproduced by the district in the development of student handbooks at the campus or district level.

There were no changes to the Student Code of Conduct for 2022-23.

Fiscal Implication:
N/A

Administrative Recommendation:
Review changes

Changes to the 2022-23 Student Handbook

Section	Notes
Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking	
Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.	SB 9 (87th Texas Legislature, Second Called Session requires a parent to give consent, or opt in, prior to a student's participation in instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking.
Students in junior high school and high school receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.	Education Code 28.004 · EHAA(LEGAL) and (LOCAL)
Instructional Materials	
A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. <u>The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review</u>	Beginning December 2, 2021, SB 3 (87th Texas Legislature, Second Called Session) requires a school district to provide login credentials to each student's parent f
A student in the conservatorship (custody) of the state The district will award partial course credit when the student only passes one half of a two-half course	EI(LOCAL)
Attendance for Credit or Final Grade (All grade levels)	
• Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject. • Whether the student has completed makeup work satisfactorily. • Whether the student or the student's parent had any control over the absences.	If the student completes makeup work, absences listed under Compulsory Attendance— Exemptions for extracurricular activities will be considered extenuating circumstances Any information presented by the student or parent to the committee about the absences.
Foundation Graduation Plan	
State law generally prohibits a student from graduating solely under the foundation graduation program	The student and the student's parent and must submit written permission to the

without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advised the student and the student's parent of the specific benefits of graduating with an endorsement.	school counselor for the student to graduate without an endorsement
FASFA Requirements	
Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). The district will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance. To confirm that a student has completed and submitted a TASFA	…….. the student must submit: • A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite; · Notification, • An acknowledgment receipt from an institution of higher education (IHE); or • A copy of a financial aid award letter from an IHE.
Unassigned Epinephrine Auto-injectors	
In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized [school personnel and/or school volunteers] who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably.	

Review of the 2022-2023 La Vega ISD Student Mode of Dress

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Charla Rudd

Background Information:
In light of the current economic situation, La Vega ISD revised the student mode of dress.

Fiscal Implication:
N/A

Administrative Recommendation:
The administration recommends that the Board of Trustees review the 2022-2023 La Vega ISD Student Mode of Dress guidelines.

La Vega ISD Student Dress Code

2022-2023

La Vega ISD's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group on the basis of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, or any other basis prohibited by law, that adversely affects the student.

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others.

Basic Principle for elementary campuses: School- appropriate dress will be required!

- Shirts will need to be long enough that when arms are raised, bellies do not show
- Shorts, skirts and dresses will need to be at fingertip length, meaning that when a student's hands are by his or her side, the hem of the garment touches the fingertip.

All clothing items in the "must wear" and "may wear" categories must meet this basic principle.

Students Must Wear:

- A shirt that is solid colored or patterned without text **or** a college themed or La Vega spirit T-shirt.
- Pants, jeans, shorts, or skirts and that do not have holes, frays, or tears. Girls should wear shorts under dresses or skirts.
- Shoes that secure at the heel.

- Appropriate Undergarments that are fully covered

Students May Wear:

- Hoodie Sweatshirts worn over a shirt (as described in the “must wear” category) Hoods must be fully removed at all times during school hours.
- Warm up suits
- Crocs with the heel strap secured (sports mode!)
- Leggings only allowed under dresses or skirts

Students Cannot Wear:

- Images or language that depicts violence, drugs, alcohol, or any other legally prohibited substance
- Clothing that has or alludes to hate speech, profanity, or pornography
- Tank tops of any kind
- Athletic shorts
- Any clothing that reveals or makes undergarments visible
- Any item that obscures the face or ears, such as sunglasses
- Accessories that could be considered dangerous or be used as a weapon
- Swimsuits (except as required by field trips or athletic practices)
- Pajamas of any kind except on campus approved days
- Spandex of any kind
- Dental jewelry or “grills”
- Jackets or trench coats that extend beyond the knee
- Slides, slippers, flip-flops, or house shoes of any kind

*Campus administrators will have the discretion to make final decisions on any dress code issues.

CONSENT AGENDA ITEMS

Presented for:
Board action ☒ Report/Review Only ☒

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
N/A

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Motion:

Second:

For:

Against

Abstain:

Approve Minutes for Meeting(s) Held

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

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

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

Fiscal Implication:
None.

Administrative Recommendation:
Board review and approval.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Monthly Tax Collection Recap and Report

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached X Provided Later

Contact Person:
Mr. James Garrett

Background Information:
The District contracts with the McLennan County Tax Office for the collection of the current and delinquent taxes and penalty and interest on those taxes. As part of this service, the Tax Office supplies the District with a monthly cumulative summary of taxes and penalty and interest collected. Attached the Board will find the monthly tax collection recap and report prepared by the Business Office. This report has been reconciled with the summary report received from the tax office.

Fiscal Implication:
N/A

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

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

La Vega ISD
Tax Collection Report

Current Year M&O Taxes	For Month of	Year to Date
5	May 2022	May 2022
Original Current Roll		$ 13,277,667
Adjustments	$ -	$ 234,074
Total Adjusted Roll		$ 13,511,741
Current M&O Taxes Collected	$ 58,485	$ 10,413,468
Current P & I Collected	$ 6,323	$ 40,772
Current Taxes Collected Adjustments		$ -
Total Current Taxes Collected	$ 64,809	$ 10,454,241
% of Current Taxes Collected		77.3715%
Current Year I&S Taxes	**For Month of**	**Year to Date**
Current I&S Taxes Collected	$ 14,116	$ 2,513,469
Current P & I Collected	$ 1,526	$ 9,841
Current Taxes Collected Adjustments	$ -	$ -
Total Current Taxes Collected	$ 15,642	$ 2,523,310
% of Current Taxes Collected		18.6749%
Total Collections Current	**$ 80,451.25**	**$ 12,977,551.25**
		96.05%
Delinquent M&O Taxes	**This Month**	**Year to Date**
Delinquent Taxes Outstanding		$ 715,254
Adjustments	$ -	$ (47,227)
Total Adjusted Delinquent Roll		$ 668,027
Delinquent M&O Taxes Collected	$ 7,278	$ 292,379
Delinquent P & I Collected	$ 2,424	$ 49,108
Attorney Fees Collected		$ -
Delinquent Taxes Collected Adjustment		
Total Delinquent Balance Collected	$ 9,702	$ 341,487
% of of Delinquents Collected		51.1188%
Delinquent I&S Taxes	**This Month**	**Year to Date**
Delinquent I&S Taxes Collected	$ 1,621	$ 69,505
Delinquent P & I Collected	$ 525	$ 9,978
Attorney Fees Collected	$ -	$ -
Delinquent Taxes Collected Adjustment	$ -	$ -
Total Delinquent Balance Collected	$ 2,147	$ 79,483
% of of Delinquents Collected		11.8981%
Total Collections Delinquent	**$ 11,849**	**$ 420,970**
Grand Total Collections	**$ 92,300**	**$ 13,398,521**
Paid YTD		**$ 13,288,821**
Balance Remaining		**$ 890,946**
		6.28%

Consider Budget Amendments

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None Attached X Provided Later

Contact Person:
Mr. James D. Garrett

Background Information:
Section 2.10.6 of the Financial Accountability System Resource Guide, version 14.0, dated January 2010, states that budget amendments are mandated by the state for budgeted funds reallocated from one function level, and state and/or federal project to another. These budget changes are usually the result of unexpected levels of expenditures in certain categories and must be amended in the budget for legal compliance.

All budget amendments are required to be adopted by the last day of the fiscal year. All necessary budget amendments must be formally adopted by the school board and recorded in the board minutes.

Fiscal Implication:
Budget amendments are moving from one function to another.

Administrative Recommendation:
Approve the budget amendments as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Amendment Nbr	Amendment Number Description	Originator	Campus/Dept	Board Approval
121572	BUDGET CHANGE	CRISTINA HOLLINGSWORTH (C	008 - EARLY COLLEGE HIGH SCHO	☑

Note:

Detail Information

Account Code	Description	Reason	Increase Amt	Decrease Amt	Trans Date	User ID
199-11-6499.00-002-211AVD	MISC OPERATING	BUDGET CHANGE-AVID	.00	1,500.00	06-02-2022	CHOLL
199-13-6411.99-002-211AVD	TRAVEL-FOOD-AVID	BUDGET CHANGE-AVID	1,500.00	.00	06-02-2022	CHOLL
		Total:	**1,500.00**	**1,500.00**		

Summary Information

Account Code	Description	Original Budget Amt	Current Approved Amt	Increase Amt	Decrease Amt	Amended Amt	Current Balance
199-11-6499.00-002-211AVD	MISC OPERATING	-2,000.00	-1,500.00	.00	1,500.00	.00	-1,500.00
199-13-6411.99-002-211AVD	TRAVEL-FOOD-AVID	-1,000.00	-1,750.00	1,500.00	.00	-3,250.00	-1,602.00
	Total:	**-3,000.00**	**-3,250.00**	**1,500.00**	**1,500.00**	**-3,250.00**	**-3,102.00**

End of Report

Amendment Nbr	Amendment Number Description	Originator	Campus/Dept	Board Approval
121570	BUDGET CHANGE	MARIANNE KELLER (MKELLER)	002 - La Vega High School	☑

Note:

Detail Information

Account Code	Description	Reason	Increase Amt	Decrease Amt	Trans Date	User ID
199-11-6112.00-002-222000	SUBSTITUE TEACHERS	BUDGET CHANGE	627.50	.00	06-01-2022	MKELLER
199-11-6399.00-002-222700	GENERAL SUPPLIES	BUDGET CHANGE	343.68	.00	06-01-2022	MKELLER
199-13-6411.00-002-222000	TRAVEL-EMPLOYEE ONLY	BUDGET CHANGE	150.00	.00	06-01-2022	MKELLER
199-36-6412.99-002-222000	TRAVEL & SUBSISTENCE-STUDE	BUDGET CHANGE	.00	1,121.18	06-01-2022	MKELLER
		Total:	**1,121.18**	**1,121.18**		

Summary Information

Account Code	Description	Original Budget Amt	Current Approved Amt	Increase Amt	Decrease Amt	Amended Amt	Current Balance
199-11-6112.00-002-222000	SUBSTITUE TEACHERS	-8,000.00	-6,500.00	627.50	.00	-7,127.50	627.50
199-11-6399.00-002-222700	GENERAL SUPPLIES	-180,000.00	-196,352.81	343.68	.00	-196,696.49	-2,256.41
199-13-6411.00-002-222000	TRAVEL-EMPLOYEE ONLY	-15,000.00	-226.70	150.00	.00	-376.70	149.05
199-36-6412.99-002-222000	TRAVEL & SUBSISTENCE-S	-4,000.00	-4,156.50	.00	1,121.18	-3,035.32	-1,121.18
	Total:	**-207,000.00**	**-207,236.01**	**1,121.18**	**1,121.18**	**-207,236.01**	**-2,601.04**

End of Report

Amendment Nbr	Amendment Number Description	Originator	Campus/Dept	Board Approval
121574	BUDGET CHANGE	CRISTINA HOLLINGSWORTH (C	008 - EARLY COLLEGE HIGH SCHO	☑

Note: NEEDED TO PAY FOR TRAVEL TO AVID SUMMER INSTITUTE.

Detail Information

Account Code	Description	Reason	Increase Amt	Decrease Amt	Trans Date	User ID
199-11-6299.00-002-211AVD	CONTRACTED SERVICES	BUDGET CHANGE-AVID	.00	7,000.00	06-02-2022	CHOLL
199-11-6329.00-002-211AVD	READING MATERIALS	BUDGET CHANGE-AVID	.00	1,000.00	06-02-2022	CHOLL
199-11-6339.00-002-211AVD	TESTING MATERIALS	BUDGET CHANGE-AVID	.00	1,000.00	06-02-2022	CHOLL
199-11-6494.00-002-211AVD	TRANSPORTATION EXPENSES	BUDGET CHANGE-AVID	.00	1,058.05	06-02-2022	CHOLL
199-13-6411.00-002-211AVD	TRAVEL-AVID	BUDGET CHANGE-AVID	10,058.05	.00	06-02-2022	CHOLL
		Total:	**10,058.05**	**10,058.05**		

Summary Information

Account Code	Description	Original Budget Amt	Current Approved Amt	Increase Amt	Decrease Amt	Amended Amt	Current Balance
199-11-6299.00-002-211AVD	CONTRACTED SERVICES	-7,000.00	-7,000.00	.00	7,000.00	.00	-7,000.00
199-11-6329.00-002-211AVD	READING MATERIALS	-1,000.00	-1,000.00	.00	1,000.00	.00	-1,000.00
199-11-6339.00-002-211AVD	TESTING MATERIALS	-1,000.00	-1,000.00	.00	1,000.00	.00	-1,000.00
199-11-6494.00-002-211AVD	TRANSPORTATION EXPENS	-2,000.00	-2,000.00	.00	1,058.05	-941.95	-1,058.05
199-13-6411.00-002-211AVD	TRAVEL-AVID	-5,000.00	-5,000.00	10,058.05	.00	-15,058.05	-1,502.52
	Total:	**-16,000.00**	**-16,000.00**	**10,058.05**	**10,058.05**	**-16,000.00**	**-11,560.57**

End of Report

Amendment Nbr	Amendment Number Description	Originator	Campus/Dept	Board Approval
121591	BUDGET CHANGE	CRISTINA HOLLINGSWORTH (C	008 - EARLY COLLEGE HIGH SCHO	☑

Note: To cover over expenditures.

Detail Information

Account Code	Description	Reason	Increase Amt	Decrease Amt	Trans Date	User ID
199-11-6499.99-002-211AVD	MISC OPERATING-AVID	BUDGET CHANGE-AVID	.00	287.50	06-08-2022	CHOLL
199-23-6411.00-002-211AVD	TRAVEL-EMPLOYEE ONLY	BUDGET CHANGE-AVID	110.50	.00	06-08-2022	CHOLL
199-23-6411.99-002-211AVD	TRAVEL-FOOD-EMPLOYEE	BUDGET CHANGE-AVID	177.00	.00	06-08-2022	CHOLL
		Total:	**287.50**	**287.50**		

Summary Information

Account Code	Description	Original Budget Amt	Current Approved Amt	Increase Amt	Decrease Amt	Amended Amt	Current Balance
199-11-6499.99-002-211AVD	MISC OPERATING-AVID	.00	-500.00	.00	287.50	-212.50	-287.50
199-23-6411.00-002-211AVD	TRAVEL-EMPLOYEE ONLY	-3,000.00	-3,000.00	110.50	.00	-3,110.50	-546.62
199-23-6411.99-002-211AVD	TRAVEL-FOOD-EMPLOYEE	.00	.00	177.00	.00	-177.00	176.72
	Total:	**-3,000.00**	**-3,500.00**	**287.50**	**287.50**	**-3,500.00**	**-657.40**

End of Report

Amendment Nbr	Amendment Number Description	Originator	Campus/Dept	Board Approval
121599	BUDGET CHANGE	Lisa Mendoza (LMENDOZA)	042 - La Vega JH - George Dixon Ca	☑

Note:

Detail Information

Account Code	Description	Reason	Increase Amt	Decrease Amt	Trans Date	User ID
199-11-6399.00-042-211700	GENERAL SUPPLIES	BUDGET CHANGE	.00	2,000.00	06-16-2022	LMENDOZA
199-95-6223.00-042-299000	RESIDENTIAL SET ASIDE	BUDGET CHANGE	2,000.00	.00	06-16-2022	LMENDOZA
		Total:	**2,000.00**	**2,000.00**		

Summary Information

Account Code	Description	Original Budget Amt	Current Approved Amt	Increase Amt	Decrease Amt	Amended Amt	Current Balance
199-11-6399.00-042-211700	GENERAL SUPPLIES	-25,283.00	-89,206.83	.00	2,000.00	-87,206.83	-57,110.08
199-95-6223.00-042-299000	RESIDENTIAL SET ASIDE	-7,000.00	-3,000.00	2,000.00	.00	-5,000.00	.00
	Total:	**-32,283.00**	**-92,206.83**	**2,000.00**	**2,000.00**	**-92,206.83**	**-57,110.08**

End of Report

Personnel Items

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

Consider the Addition of One Police Officer to the La Vega ISD Police Department

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:

- The School Safety Team made the recommendation to Dr. Shields and the Administrative team that we have one officer designated for each campus.

Fiscal Implication:
Salary and benefits-dependent upon experience-up to $55,000
An additional police car and gear-$45,000

Administrative Recommendation:
The District recommends that the board approves the addition of a police officer to the LVISD Police Department.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Consider the Addition of Three School Safety Aides to the La Vega ISD Police Department

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:

- The School Safety Team made the recommendation to Dr. Shields and the Administrative team that we add three additional school safety aides (one each for primary, elementary, and intermediate).
- Additional school safety aides may be required in the future.

Fiscal Implication:
Salary and benefits-dependent upon experience-up to $30,000 for each position

Administrative Recommendation:
The District recommends that the board approve the addition of three additional school safety aides.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Job Description(s) or Revisions to Job Description(s), and Paygrade Chart or Revisions to Paygrade Chart

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:
Literacy Specialist is a new job description for a position that has been repurposed at the elementary.
Dean of Advanced Studies is an updated job description
Emergent Bilingual Coordinator is an updated job description.
Dual Credit Liaison is a new job description (P301) for a position that was repurposed on the HS
Executive Director of Bilingual Education and Special Programs is an updated job description
Executive Director of Special Education, Assessment and Student Support is an updated job description
District Truancy Officer is an updated job description
Deputy Superintendent is an updated job description.
District PEIMS/Student Services Coordinator is an updated job description
Paygrade charts reflect changes listed above

Fiscal Implication:
Personnel items are a budgeted item.

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

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

DEAN OF ADVANCED STUDIES

Reports To: Superintendent of Schools

Dept / Campus: High School Campus

Pay Grade: P-406

Board Approval: June 2022

PRIMARY PURPOSE / FUNCTION:

Direct and manage the instructional program and supervise operations at the campus level. Provide instructional leadership to ensure high standards of instructional service. Direct the implementation of district policies and instructional programs and manage the operations of La Vega Early College campus activities.

To provide for the systemic study and analysis of the teaching-learning process for Advanced Academic programming district-wide including the planning and daily operations of the Early College Academy, Advanced Placement coursework, dual credit course for college and technical bound students, gifted and talented instruction, and UIL Academics to encourage a college going culture.

QUALIFICATIONS:

Education/Certification:
Master's degree (educational administration preferred)
Valid Texas teaching certification
Texas mid-management or other appropriate Texas certificate
Certified instructional supervisor and appraiser in T-TESS

Special Knowledge/Skills:
Strong knowledge of state and local policies and procedures related to curriculum, instruction, graduation requirements, tech-prep, and related areas
Working knowledge of Early College High School Blueprints and best practices
Working knowledge of curriculum and instruction & CTE
HS Graduation Requirements – Dual Credit crosswalks
Ability to evaluate instructional program and teaching effectiveness
Personal computer skills, including word processing & spreadsheet applications
Strong communication, public relations, and interpersonal skills
Ability to analyze data for the purposes of decision making and planning
Calm and patient demeanor with students and others

Experience:
Minimum of three years of successful public school experience as a teacher
Two years of experience as an administrator, preferred
College Adjunct or Instructor experience, preferred

Dean of Advanced Studies

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

1. Develop, implement, and evaluate all educational programs and budgets relating to the La Vega Early College High School (ECHS).

2. Direct and facilitate, through the professional growth of teachers and staff, improved student performance as measured by the State and Federal mandated tests and standards, i.e. STARR, and TELPAS.

3. Model effective classroom management and instructional techniques which when appropriately implemented by the classroom teacher will lead to improved student performance.

4. Design, direct, and implement programming designed to transition students from grades 8-12 to successful entry and completion at institutes of higher education.

5. Assist the facilitator for the district-wide operations of the Gifted and Talented program.

6. Serve as the Campus AVID Coordinator (direct AVID programs at the secondary and assist with alignment between secondary and elementary programs)

7. Assist in the planning and implementation of staff development programs designed to fulfill the professional growth needs as identified by the Campus Improvement Plan and the Curriculum Directors.

8. Provide direction and ensure compliance for all UIL Academics including the oversite of sponsors and student activities.

9. Facilitate dual credit program in collaboration with the high school counselors, College and Career Counselor, and ECHS Counselor and serve as the liaison between LVISD, MCC & TSTC.

10. Facilitate and coordinate all advanced college preparatory assessments including the TSIA, PSAT, SAT, ACT, ASPIRE, etc.

11. Facilitate the alignment of campus and district curricula with state standards, Early College blueprint, IHE curricular requirements and nationally identified educational goals.

12. Attend and participate in appropriate staff development opportunities with an emphasis on instruction and curriculum and related program responsibilities.

13. Compile, maintain and file all reports, records and other documents required for assigned area.

Dean of Advanced Studies

14. Comply with policies established by federal and state law, State Board of Education rule, and the local board policy.

15. Facilitate the district-wide College and Career Culture Committee to support the mission of a college going culture for all students of LVISD.

16. Assist in the development of a master schedule of classes for La Vega ECHS and LaVega High School to ensure efficiency and economy of services.

17. Work with campus and IHE staff to plan and implement curriculum that aligns ECHS student degree plans and high school graduation plans.

18. Facilitate the development of articulation agreements between LVISD and IHE partners for dual credit courses for ECHS and traditional high school programming.

School/ Organizational Climate

19. Develop and maintain the ECHS budget to provide instructional resources and materials to support teaching staff in accomplishing instructional goals.

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

21. Provide for two-way communication with superintendent, central office personnel, high, school administration, staff, students, parents, and community.

22. Establish performance goals and communicate expectation for high-level performance from staff and students; recognize and celebrate excellence and achievement.

23. Facilitate effective and timely resolution of conflicts.

School/ Organizational Climate

24. Identify and develop a common vision with campus and IHE staff for school improvement; implement program improvement initiatives collaboratively with staff to ensure alignment of school and district mission.

25. Facilitate the ECHS Leadership team comprised of members from each IHE, District, and Campus staff.

26. Identify, analyze, and apply research findings (e.g., critical success factors) to facilitate school improvement.

27. Lead a collaborative process to develop campus performance objectives involving staff, parents, and community members.

Dean of Advanced Studies

28. Develop, maintain, and use appropriate information systems and records necessary for attainment of campus performance objectives addressing each academic excellence indicator.

Personnel Management

29. Interview and select all assigned La Vega ECHS personnel by utilizing the District approved personnel process.

30. Define expectations for staff performance regarding instructional strategies, classroom management, and communication with parents, community and public.

31. Observe employee performance, record observations, and conduct evaluation conferences with staff.

32. Make recommendations relative to personnel placement, transfer, retention, promotion, and dismissal.

33. Confer with subordinates regarding their professional growth; work jointly with them to develop and accomplish improvement goals.

Administration Management

34. 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.

35. Supervise or arrange supervision at extra-curricular after school events.

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

Student Management

37. Work with faculty and encourage student input to develop a student management system that results in positive student behavior and enhances the school climate.

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

39. Conduct conferences with parents, students, and teachers concerning school and student issues.

Dean of Advanced Studies

Professional Growth and Development

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

41. Provide leadership in addressing challenges facing the profession; pursue professional development activities; disseminate ideas and information to other professionals.

42. Observe professional ethical standards in accordance with generally accepted community standards and the Texas Education Agency code of ethics.

School/Community Relations

43. Work in a supportive and collaborative fashion with district personnel.

44. Articulate a positive image of the school district and school district personnel.

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

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

47. Any other duties as assigned by the superintendent.

SUPERVISORY RESPONSIBILITIES:

Supervises students and staff of the Early College High School

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

Physical Demands:
Frequent district-wide and statewide travel; occasional prolonged and irregular hours
Occasional light lifting and carrying

This document describes the general purpose and responsibilities to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

_____ _____

Employee Date

_____ _____

Supervisor Date

DEPUTY SUPERINTENDENT FOR PERSONNEL & ADMINISTRATION

Reports To: Superintendent

Dept / Campus: Administration

Pay Grade: P-602

Board Approval: June 2022

PRIMARY PURPOSE / FUNCTION:

To direct and manage the district personnel functions to ensure legally sound and effective personnel management practices; to provide leadership to district-wide planning, administration, policy/governance, and student accounting; to direct & manage all construction projects for the district; to serve as a resource to all campus personnel including supervising the management of the maintenance, transportation, and technology departments; to support the overall functioning of the district.

QUALIFICATIONS:

Education/Certification:
Master's degree in education with mid-management certification, human resources, organizational development, business, or public administration
Valid Texas teaching certificate

Special Knowledge/Skills:
Thorough understanding of program management and budgeting skills
Ability to communicate effectively with students, parents, and employees
Knowledge of the selection, training, and supervision of personnel
Knowledge of wage and salary, benefits, and employee compensation programs
Knowledge of applicable state and federal education policy, rules, regulations, and laws
Strong organizational, communication, and interpersonal skills
Patient and calm demeanor with students and others

Experience:
Three years teaching experience
Three years' experience in participatory leadership role

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management	1.	Provide leadership in collaborative processes to develop district-wide plans with staff, parents, and community members.

	2.	Work cooperatively with principals and staff to define personnel needs regarding instructional management.
	3.	Serve as the district Title IX Coordinator.
Organizational Climate	4.	Promote a positive, caring climate for learning.
	5.	Encourage and promote effective incentive and recognition programs for exemplary employee performance (e.g., administrators, teachers, classified/auxiliary groups, and staff).
	6.	Deal sensitively and fairly with persons from diverse cultural backgrounds.
Organizational Improvement	7.	Ensure that personnel operations contribute to the attainment of district goals and objectives.
	8.	Employ effective interpersonal skills.
	9.	Assess and respond to needs related to job responsibilities.
	10.	Provide quality assurance and control for all district reports, plans, surveys, and other areas as determined by the superintendent.
	11.	Contribute to the recommendation of sound policies directed toward improvement of personnel practices.
	12.	Coordinate the district application and recruitment program and ensure that the district is represented in a positive and professional manner.
Personnel Management	13.	Evaluate job performance of employees to ensure effectiveness.
	14.	Facilitate the teacher appraisal process.
	15.	Make sound recommendations relative to personnel placement, transfer, retention, and dismissal.
	16.	Make recommendations regarding policies and procedures for wage and salary, stipends and other personnel functions.
	17.	Administer the district program of employee evaluation and ensure systems are implemented effectively and uniformly.

	18.	Coordinate and supervise the new teacher training; and the student teacher

program.

19. Direct the preparation and revision of job descriptions and the classification of positions.

20. Administer exempt, non-exempt and hourly-paid compensation programs and ensure compliance with federal wage and overtime pay laws.

21. Provide in a timely fashion cost analyses of salary and wage adjustments for the budgeting process.

22. Plan, evaluate, and administer equal employment opportunity provisions, and work cooperatively with others to ensure compliance with federal and state personnel laws and regulations.

23. Direct district-wide employee relations programs, including processing of complaints and grievances.

24. Assist supervisory personnel in conducting due process procedures.

25. Ensure that the employee handbook is compiled, updated annually, and distributed.

Administrative and Fiscal/Facilities Management

26. Ensure that programs are cost effective and funds are managed prudently.

27. Compile budgets and cost estimates based upon documented program needs.

28. Supervise personnel records management and administer required state records management program (designated records management officer).

29. Work with others to compile and report projections of personnel needs.

30. Compile, maintain, and file all reports, records, and other documents required.

31. Coordinate and provide assistance with legal services for the District.

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

Deputy Supt. for Personnel & Administration

Student Management

33. Encourage the selection of employees who model appropriate behavior to students.

34. Assist the superintendent in handling student/parent grievances and student expulsions.

	35.	Demonstrate/Model support for the district's student management policies and expected student behavior related to instructional programs.
	36.	Establish and maintain open lines of communication by conducting conferences with parents, students, and teachers concerning vital issues.
Professional Growth and Development	37.	Develop professional skills appropriate to job assignments.
	38.	Demonstrate behavior that is professional, ethical, and responsible.
	39.	Articulate the district's mission to the community and solicit its support in realizing the mission.
School/ Community Relations	40.	Use appropriate and effective techniques for community and parent involvement.
	41.	Supervise Discipline Alternative Education Program (DAEP) and its personnel.
	42.	Direct & manage all construction projects for the district. This includes working with architects & contractors.
	43.	Any other duties as assigned by the superintendent.

SUPERVISORY RESPONSIBILITIES:

Supervise and evaluate the performance of assigned personnel and programs.

WORKING CONDITIONS:

Mental Demands:
Ability to communicate effectively (verbal and written)
Interpret policy, procedures, and data
Coordinate district functions
Maintain emotional control under stress
Ability to supervise others in a non-coercive manner

Deputy Supt. for Personnel & Administration

Physical Demands:
Frequent district-wide and statewide travel
Occasional prolonged and irregular hours
Ability to lift and carry 50 lb.

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

_____ _____
Employee Date

_____ _____
Supervisor Date

DISTRICT PEIMS/STUDENT SERVICES COORDINATOR

Reports To: Asst. Supt. for Finance

Dept. / Campus: Administration

Pay Grade: P-317

Board Approval: June 2022

PRIMARY PURPOSE / FUNCTION:

To provide accurate and continuous personnel and pupil accounting data; collect, compile, monitor. Coordinate the collection and reporting of District Public Education Information Management System (PEIMS) data. Provide leadership and monitor campus PEIMS personnel. Provide data, oversight and training on the TSDS and GPS Dashboard system for the district.

QUALIFICATIONS:

Education/Certification:

Associate's degree required, Bachelor's degree preferred

Special Knowledge/Skills:

Extensive knowledge of PEIMS Data Standards
Extensive knowledge of the Attendance Accounting Handbook
Extensive knowledge of TEC Chapter 37
Ability to maintain accurate and auditable records
Ability to meet established deadlines
Proficient in keyboarding, 10-key numerical data entry, and file maintenance
Functional knowledge of data entry, analysis, personnel, and pupil accounting methods
Strong organizational, communication, and interpersonal skills

Experience:

Experience in PEIMS collection methods
Experience providing training to large and small groups

MAJOR RESPONSIBILITIES AND DUTIES:

1. Facilitate implementation of strict and accurate student accounting procedures district-wide.

2. Comply with District standards articulated in the Texas Student Attendance Accounting Handbook and the PEIMS Data Standards.

District PEIMS/Student Services Coordinator cont.

3. Assist and train designated attendance personnel at the campus in PEIMS and attendance accounting procedures.

4. Responsible for all PEIMS submissions, PID (Personal Identification Database), and PET reporting as well as the assignment of State Service ID's to the state.

5. Compile and accurately enter student and personnel PEIMS data within the timeframes provided by the state.

6. Monitor adherence to campus level attendance accounting procedures.

7. Serve as liaison between Education Service Center, Region XII, and LVISD regarding attendance reporting, data collection, and PEIMS management.

8. Serve as TxEIS, TSDS, and GPS dashboard Administrator for LVISD and train staff as needed in their usage.

9. Coordinate, assist and train personnel for District-wide registration.

10. Prepare monthly enrollment, end of year student turnover, and in-district student transfer reports for the administration. Prepare weekly enrollment reports for campuses and administration.

11. Generate query reports for administrators and campus support staff.

12. Process in-district and out of district student transfers and maintain records for homeless student compliance and provide reports to the administration in a timely manner.

13. Maintain strict confidentiality of student and personnel data.

14. Train and monitor timely submissions of campus TREX submissions.

15. Accurately enter PEIMS Leaver and course completion information into the computer.

16. Provide support for attendance, PEIMS, office clerks, and teachers.

17. Maintain the Leaver Audit Policies & Procedures book.

18. Participate in staff development training programs, faculty meetings, and training from the educational service center as needed and required and disseminate to other staff in a timely manner.

District PEIMS/Student Services Coordinator cont.

19. Provide input to campus administrators regarding the job evaluation of campus PEIMS staff.

20. Perform other duties as assigned.

EQUIPMENT USED:

Standard office equipment including personal computer and peripherals

WORKING CONDITIONS:

Mental Demands:
Work with frequent interruptions
May require occasional irregular and and/or prolonged hours
Maintain emotional control under stress

Physical Demands:
Prolonged sitting; repetitive hand motions, frequent keyboarding and use of mouse
Occasional light lifting and carrying

This document describes the general purpose and responsibilities to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

_____ _____

Employee Date

_____ _____

Supervisor Date

DISTRICT TRUANCY OFFICER

Reports To: Attendance & Behavior District Coordinator

Dept / Campus: District Wide

Pay Grade: S-501

Board Approval: June 2022

Primary Purpose:

Serve as district truancy officer. Coordinate with district administrators and campus administrators to tract student attendance for students with habits of missing school. Serve as a liaison between county court officials and campus administrators in interpreting and enforcing compulsory attendance laws and resolving truancy, excessive absences, tardiness problems, and associated behavioral issues. Serve as district liaison to parents, law enforcement agencies, and court personnel.

Qualifications:

Education/Certification:
High school diploma or GED

Special Knowledge/Skills:
Knowledge of state compulsory attendance laws
Knowledge of juvenile justice system and ability to present truancy cases to the court
Ability to interpret laws, policies, and procedures
Strong organizational, communication, and interpersonal skills
Ability to operate personal computer to develop databases and do word processing
Ability to travel to conduct home visits and visit truancy sites that have been reported
Spanish fluency preferred, but not required

Experience:
Three years working in compliance, law enforcement, or juvenile justice

Experience working with children and young adults in a leadership role, preferred

Major Responsibilities and Duties:

Attendance Enforcement

1. Investigate cases of unexcused and excessive absences and tardiness and enforce provisions of compulsory attendance laws.

2. Issue warnings; file complaints against students, parents, or individuals with parental control in accordance with compulsory attendance laws, Texas Education Code, and board policy; and refer to appropriate court.

3. Investigate cases of suspected drop out and retrieve unreturned textbooks and other school property when appropriate.

Consultation

4. Confer regularly with teachers, counselors, principals, and other staff as well as parents to identify problems of tardiness, attendance, and student truancy. Counsel students at risk of dropping out and make a reasonable effort to gain their cooperation to improve attendance.

5. Conduct home visits and parent conferences on student truancy and attendance problems. Make parents aware of compulsory attendance laws and school policy for parents and students.

6. Represent the school district in court hearings resulting from attendance problems. Maintain contact and act as liaison to local law enforcement agencies and courts in the area of student truancy.

Administration

7. Compile, maintain, and file all reports, records, and other documents required, including records of all cases investigated and reports required by the commissioner of education.

8. Implement and comply with policies established by federal and state laws, State Board of Education rule, and local board policy in the area of truancy prevention measures. Assist campus administrators in complying with behavior improvement plans and other prevention measures required by state and federal attendance laws.

9. Maintain records of cases being monitored, initiated, up for review and associated programs to assist in reducing attendance issue. (i.e., alcohol and drug abuse program, rehabilitation program, counseling program, parenting training, advocacy or mentoring program, community service, tutoring,…)

Other

10. Reliable personal transportation.

11. Maintain confidentiality.

12. Other duties as assigned.

Supervisory Responsibilities:

None.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying

Environment: Work inside and outside; frequent travel to student's home; frequent travel out of district required

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours

This document describes the general purpose and responsibilities to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

_____ _____

Employee Date

_____ _____

Supervisor Date

DUAL CREDIT LIAISON
(SECONDARY 9-12)

Reports To: Dean of Advanced Studies

Dept / Campus: Secondary

Pay Grade: P-130

Board Approval: June 2022

PRIMARY PURPOSE:

The dual credit advisor provides a broad spectrum of support services to high school students, as well as LVISD and Institutions of Higher Education. Dual Credit liaisons meet with college faculty and staff to improve student performance in coursework. Collaboration include but are not limited to developing pathways, programs, tutoring, and wrap around social, emotional needs, and other strategies designed to enhance and increase the preparedness levels and/or academic performance of high school students transitioning to the postsecondary environment.

QUALIFICATIONS:

Education/Certification:
Bachelor's Degree
Master's Degree, preferred

Special Knowledge/Skills:
Evidence of leadership skills
Knowledge of college preparation, college entrance requirements, post-secondary enrollment requirements, and career development
Excellent organizations, communication, and interpersonal skills
Self-motivation and effective contributor to a team
Ability to collaborate with diverse staff and maintain lines of communication with students, parents, faculty, community colleges, and community service agencies
Facilitate industry and work-based learning partnerships with local businesses

Experience:
Dual Credit, Early College, or Postsecondary experience, preferred
Serving as faculty on a campus of higher education
Serving as advisor for entry into college

MAJOR RESPONSIBILITIES AND DUTIES:

1. Establish and strengthen collaboration between La Vega High School, La Vega Early College, and La Vega P-TECH programs, La Vega ISD District Administration and IHE Administration in developing pathways for students seeking certifications and/or Associate Degrees.

2. Coordinates with IHE faculty and staff to identify, develop and implement career investigation and provide student with learning experiences.

3. Identify and deliver programs that support early college goals and match student interests. (e.g., Dual enrollment course experiences for high school students, college speakers, trips to IHE student support offices, schedule non-academic events connected to the IHE).

4. Participate in campus planning meetings and monthly IHE program monitoring and annual program evaluations.

5. Assist in coordinating all activities related to dual enrollment programs for high school students, including, but not limited to advising, registration, course tutoring / withdrawal, and the submission of official course grades to La Vega High School.

6. Assist Dean, Counselors, and Principals in information / grades / degree plan dissemination to students, their parents, and to high school administrators.

7. Assist Dean in developing and delivering a comprehensive induction/orientation process for high school students to successfully navigate college through the dual enrollment courses (online forums, cancelled classes, postsecondary resources, etc.)

8. Collaborate with campus administrators and counselors when students are identified as at "academic risk" or have been recommended for formal withdrawal from dual enrollment coursework.

9. Communicate with the IHE's instructional staff and LV High School staff to support tutoring, additional assistance with regard to student performance and early identification of students at academic risk, at the first sign of student struggle.

10. Coordinate and follow up with IHE tutoring center, IHE tutors, High School tutors, and wrap around student support service at the campus.

11. Assist and deliver recognitions, achievement awards, and signing acknowledgments for students' success in their dual enrollment coursework.

12. Summarize and maintain reports for monitoring and evaluation of dual enrollment program data as well as data from the state examinations to improve college readiness.

13. Provide needed data for reporting CCMR data and evaluation by the district and IHE partner.

14. Participates in events that promote college, career and military readiness.

15. Serves as liaison for high school activities such as, AVID instruction, AVID tutoring, students' course selection, transcript audits, grade and EOC review.

16. Assists with the coordination of details outlined in the Memorandum of Understanding to achieve its goals.

17. Performs other duties as assigned.

School Climate

15. Present for students a positive role model that supports the mission of the school district.

16. Maintain a positive and effective relationship with supervisors.

17. Comply with all district and local campus routines and regulations.

18. Effectively communicate with colleagues, students, and parents.

School Improvement

19. Assess and respond to Campus Improvement Plans, campus needs assessments related to job responsibilities.

20. Coordinate with campus administration continuous improvement of the dual credit program and implement changes based on the findings.

Student Management

21. Develop and maintain effective individual and group relationships with students and parents

22. Consult with parents, teachers, administrators, and other relevant individuals to enhance their work with students.

Professional Growth and Development

23. Develop needed professional skills appropriate to job assignment.

24. Demonstrate behavior that is professional, ethical, and responsible.

School/Community Relations

25. Articulate the district's mission and goals in the area of post-secondary and/or lifelong learning to the community and solicit its support in realizing the mission.

26. Demonstrate awareness of school-community needs and initiate activities to meet those identified needs.

27. Demonstrate the use of appropriate and effective techniques for community and parent involvement.

28. Serve on the PTECH and/or ECHS Leadership and Advisory team.

SUPERVISORY RESPONSIBILITIES:

Supervise assigned counseling aide(s) and clerical employee(s)

WORKING CONDITIONS:

Mental Demands:
Ability to communicate (verbally and written)
Ability to instruct; maintain control under stress
Ability to manage others in a non-coercive manner
Maintain a clear focus on customer delight

Physical Demands:
Ability to lift and carry 50 lb
Occasional local and statewide travel

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

_____ _____

Employee Date

_____ _____

Supervisor Date

Emergent Bilingual Coordinator

Reports To: Executive Director of Bilingual Education and Special Programs

Dept / Campus: District-wide

Pay Grade: P-210

Board Approval: June 2022

PRIMARY PURPOSE / FUNCTION:

To assist the Executive Director of Bilingual Education and Special Programs with the effective implementation of the Bilingual and ESL instructional programs (PK-12), in order to improve student achievement in state accountability, increase second language acquisition in English and Spanish for Dual Language and ESL students, and to ensure state mandates and guidelines are met. A deep understanding of the alignment and implementation of the English Language Proficiency Standards with the Texas Essential Knowledge and Skills from Pre Kinder through grade 12 is necessary to accomplish these goals.

QUALIFICATIONS:

Education/Certification:
Valid Texas teaching certification
English as Second Language Certification
Bilingual Certification

Special Knowledge/Skills:
Excellent organization, communication, and interpersonal skills
Ability to model effective instructional strategies for emergent bilinguals
Knowledge of state and local policies and procedures related to migrant and LEP populations
Ability to disaggregate and analyze multiple sources of data
Knowledge of the LPAC process and ability to lead campus teams in the process
Excellent knowledge of computer technology and the associated software tools
The ability to quickly establish rapport with both students and adults
Demonstrated zest for learning
Calm and patient demeanor with staff and others

Experience:
Minimum of three years teaching experience.
Preferred leadership experience.

MAJOR RESPONSIBILITIES AND DUTIES:

EB Coordinator cont.

Instructional Management	1.	Support the full continuum of services for emergent bilinguals (EBs) to to ensure that each student meets and exceeds local and state standards.
	2.	Support the full continuum of services for Dual Language students, English proficient (EPs) and EBs, to ensure acquisition of both the Spanish and English language.
	3.	Continually review state and local data to ensure teachers of emergent bilinguals are targeting areas of needed improvement.
	4.	Participate in campus PLCs and use current student data to share strategies with teachers of EBs and Dual Language EPs to improve instructional practice.
	5.	Create Spanish CBAs and End of Unit Reading tests using the appropriate scope and sequence.
	6.	Develop lesson plans and model the delivery of instruction of those plans for teachers in greatest need, and follow up with modeling and co-teaching until effective instructional delivery is observed.
	7.	Monitor all classrooms with EBs and Dual Language EPs and deliver complete coaching cycles where needed to include a fully documented process.
School Improvement	8.	Plan staff development to meet campus staff needs relative to the Bilingual/ESL program.
	9.	Provide support to campuses for the identification, evaluation, and selection of instructional materials for EBs.
	10.	Ensure the appropriate and timely collection of all documentation needed for initial identification within the first 30 days of school, and LPACs.
	11.	Facilitate LPAC training for LPAC Administrators and parents to ensure that LPAC meetings and documentation meet state requirements.
	12.	Compile, maintain, and file all reports, records, and other documents required for EBs and support campus staff with required documentation, including monitoring and supporting the maintenance of campus EB folders.
	13.	Monitor PEIMS data each six weeks to ensure EB codes are accurate and make changes accordingly.
	14.	Comply with policies established by federal and state law, State Board of Education rule, and the local board policy.

EB Coordinator cont.

School Climate	15.	Present a positive role model that supports the mission of the school District.
	16.	Maintain a positive and effective relationship with supervisor, teachers, other campus personnel, students, and parents.
	17.	Comply with all district and local campus routines and regulations.
	18.	Effectively communicate with colleagues and students.
	19.	Demonstrate behavior that is professional, ethical, and responsible.
Professional Development	20.	Develop needed professional skills appropriate to personal growth and professional job assignments.
School/ Parent Engagement	21.	Articulate to the community the district's mission and goals in all areas of assigned responsibility and solicit its support in realizing the mission.
	22.	Plan and conduct parent meetings to provide activities that will lead to them being able to support their students at home.
	23.	Demonstrate consumer sensitive techniques that will enhance customer delight.
	24.	Perform any other duties as assigned.

SUPERVISORY RESPONSIBILITIES:

None.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying

Environment: Work inside and outside; occasional travel to students home; occasional travel out of district required

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours

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

EB Coordinator cont.

Supervisor	Date

EXECUTIVE DIRECTOR OF BILINGUAL EDUCATION & SPECIAL PROGRAMS

Reports To: Superintendent

Dept / Campus: Administration

Pay Grade: P-504

Board Approval: June 2022

PRIMARY PURPOSE / FUNCTION:

To provide leadership and direction for all special programs of the District, including all efforts to improve student performance.

QUALIFICATIONS:

Education/Certification:
Master's degree from an accredited college or university
Prefer Texas mid-management or other appropriate Texas Certificate

Special Knowledge/Skills:
Thorough knowledge of curriculum and instruction
Ability to evaluate instructional programs and teaching effectiveness
Ability to manage budget and personnel
Strong organizational, communication, and interpersonal skills
Patient and calm demeanor with students and others

Experience:
Three years teaching experience
Prior experience working with special programs preferred
Prior experience in administrative role preferred

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

1. Collaborate with instructional staff in evaluating and selecting instructional materials to meet student learning needs.
2. Facilitate the implementation of the district-wide after-school and summer program.
3. Assist with District testing as appropriate.

Ex. Director of Bilingual Ed & Special Programs cont.

4. Ensure that student progress is evaluated on a regular, systematic basis, and the findings are used to make all special programs more effective.

5. Provide leadership and promote alignment for the District's library and nursing programs.

6. Facilitate the submission of all instruction waivers to the Texas Education Agency in specified areas.

7. Serve as a liaison between instructional services and technology on instructional technology issues in specified areas.

8. Facilitate and coordinate all the following district-wide programs:

   - All Title and grant programs as appropriate
   - Afterschool Centers on Education (ACE)
   - Migrant student services
   - ESL/Bilingual Education program
   - All McLennan County Youth Collaboration/Communities in Schools (MCYC-CIS) programs
   - AVID (Advancement via Individual Determination) –District Director
   - School Health Education Advisory Committee (SHAC)
   - Nursing Program
   - Librarians
   - Teen Parenting Program and Services
   - Parental Engagement

Organizational Climate

9. Provide leadership and direction in the systemic connection of curriculum instruction, and collaboration among and between campuses in specified areas.

10. Plan, implement, and evaluate instructional programs with teachers, and principals, including learning objectives, instructional strategies, and assessment techniques in specified areas.

11. Promote a positive, caring climate for learning.

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

Organizational Improvement

13. Facilitate and monitor all District efforts to improve student performance.

14. Provide data analysis testing results.

15. Provide continuous monitoring of the Texas Academic Performance Reports (TAPR) results and Texas English Language Proficiency Assessment System (TELPAS) and accountability ratings, system safeguards; performance based monitoring (PEMAS).

Ex. Director of Bilingual Ed & Special Programs cont.

	16.	Facilitate staff development in specified areas.
	17.	Monitor and assist campus principals in the implementation of effective staff development programs in specified areas.
	18.	Apply research and district evaluation data to improve the content, sequence, and outcome of the teaching-learning process in specified areas.
	19.	Employ effective interpersonal skills.
	20.	Assess and respond to needs related to job responsibilities.
	21.	Contribute to the recommendation of sound policies directed toward improvement of instructional practices.
Personnel Management	22.	Evaluate job performance of employees to ensure effectiveness.
	23.	Assist in implementation of the new teacher induction and mentor programs.
	24.	Assist in the identification and projection of personnel needs.
Administrative and Fiscal/Facilities Management	25.	Ensure that programs are cost effective and funds are managed prudently.
	26.	Compile budgets and cost estimates based upon documented program needs.
	27.	Serve as the District textbook coordinator and ensure timely and accurate accounting for all textbooks.
	28.	Compile, maintain, and file all reports, records, and other documents required.
	29.	Implement the policies established by federal and state law, State Board of Education rule, and the local board policy.

Student Management	30.	Facilitate the development of student management programs, including the self-responsibility curriculum, which positively impacts student performance.
	31.	Establish and maintain open lines of communication by conducting conferences with parents, students, and teachers concerning vital issues.
Professional Growth and Development	32.	Develop professional skills appropriate to job assignments.
	33.	Demonstrate behavior that is professional, ethical, and responsible.
School/ Community Relations	34.	Articulate the district's mission to the community and solicit its support in realizing the mission.
	35.	Use appropriate and effective techniques for community and parent involvement.
	36.	Serve as T-TESS evaluator in the Teacher Appraisal System.
	37.	Any other duties as assigned by the superintendent.

SUPERVISORY RESPONSIBILITIES:

Supervise and evaluate the performance of assigned personnel and programs.

WORKING CONDITIONS:

Mental Demands:
Ability to communicate effectively (verbal and written)
Interpret policy, procedures, and data
Maintain emotional control under stress
Ability to manage others in a non-coercive manner

Physical Demands:
Frequent district-wide and statewide travel
Occasional prolonged and irregular hours
Ability to lift and carry 50 lb.

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

_____ _____

Employee Date

_____ _____

Supervisor Date

EXECUTIVE DIRECTOR OF SPECIAL EDUCATION, ASSESSMENT & STUDENT SUPPORT

Reports To: Superintendent

Dept / Campus: Administration

Pay Grade: P-506

Board Approval: June 2022

PRIMARY PURPOSE / FUNCTION:

To coordinate the District's special education program, academic interventions and accelerate student growth emotionally, behaviorally, and academically. Duties include providing leadership and supervision for all district-wide special education staff and contracted service providers; coordinate intervention programs with campus counselors and instructional leadership; coordinate all national and state assessments administered district-wide; support the overall functioning of the District.

QUALIFICATIONS:

Education/Certification:
Master's degree from an accredited college or university
Valid Texas teaching certificate with special education endorsement
Valid Texas educational diagnostician certificate

Special Knowledge/Skills:
Thorough knowledge and understanding of special education.
Ability to communicate special needs of students to their parents/guardians.
Strong organizational, communication, and interpersonal skills
Patient and calm demeanor with students and others

Experience:
Three years teaching experience (special education teaching experience preferred)
Three years educational diagnostician experience
Prior experience in supervisory/administrative role preferred.

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

1. Provide leadership in organizing, administering, supervising, and evaluating the effective delivery of special education services district-wide.

2. Ensure all special education programs and activities conform to federal, state, and district guidelines.

	3.	Provide leadership, information, and recommendations to assist the district in making prudent decisions regarding the operation and management of the special education department.
	4.	Serve as District Testing Coordinator and facilitate all district testing. (i.e., STAAR, SAT, TSIA2, TPRI, ITBS...)
	5.	Coordinate with Asst. Superintendent for Curriculum, Instruction, and Accountability the use of data-to drive instruction, observation and feedback, effective instructional delivery, and professional development.
	6.	Represent the district in contacts with local, state, and federal agencies in matters pertaining to special education, intervention, §504, dyslexia, and behavioral supports
	7.	Serve as the administrative representative for all students placed in the Regional Day School Program for the Deaf (RDSPD), Texas School for the Deaf (TSD), Texas School for the Blind and Visually Impaired (TSBVI), and any other external placements.
	8.	Facilitate and coordinate with campus administrative instructional staff the district-wide Dyslexia and RtI Intervention programs.
	9.	Facilitate and coordinate with campus administrative instructional staff the district-wide Section 504 program.
Organizational Climate	10.	Promote a positive, caring climate for learning and working.
	11.	Deal sensitively and fairly with persons from diverse cultural backgrounds.
Organizational Improvement	12.	Advise the Superintendent and Board of Trustees on policy development, revision, and implementation related to special education, dyslexia, §504, and student supports.
	13.	Collaborate with Asst. Director of Special Education to continuously monitor, collect data, and analyze the effectiveness of special education programs and practices.
	14.	Evaluate and monitor the secure administration of assessments providing support and training as appropriate
	15.	Employ effective interpersonal skills.
Personnel Management	16.	Provide input to campus principals regarding the performance of special education, dyslexia, §504, and behavioral support personnel.

	17.	Support campus administrators in the direct supervision for all campus special education staff, dyslexia, §504 personnel.
	18.	Provide direct supervision for Interns in Special Education, all contracted service providers, and district-wide special education personnel.
	19.	Evaluate job performance of employees to ensure effectiveness.
	20.	Assist in the coordination and implementation of staff development programs for special education staff, dyslexia, §504, and behavioral supports.
Administrative and Fiscal/Facilities Management	21.	Ensure appropriate data gathering, management, and analysis for special education, dyslexia, §504, and behavioral supports.
	22.	Ensure all special education programs are cost effective and managed. prudently.
	23.	Ensure the continuous monitoring and appropriate accounting of IDEA-B formula and pre-school funds.
	24.	Ensure the compilation and completion of all required reports, records, plans, and documents.
Student Management	25.	Assist in the development and implementation of special education. services, dyslexia, §504, RtI interventions and positive behavioral supports to improve student behavior.
	26.	Serve as resource person in all areas of student support services.
	27.	Demonstrate mastery of the District's technology competencies for administrators.
	28.	Demonstrate/Model support for the district's student management policies and expected student behavior related to instructional programs.
	29.	Facilitate the district-wide development of the student management program which positively impacts student growth.
Professional Growth and Development	30.	Develop professional skills appropriate to job assignments.
	31.	Demonstrate behavior that is professional, ethical, and responsible.
School/ Community Relations	32.	Articulate the district's mission to the community and solicit its support in realizing the mission.
	33.	Use appropriate and effective techniques for community and parent involvement.

34. Any other duties as assigned by the Superintendent.

WORKING CONDITIONS:

Mental Demands:
Ability to communicate effectively (verbal and written)
Interpret policy, procedures, and data.
Maintain emotional control under stress.
Maintain a clear focus on customer needs.
Ability to work with others in a non-coercive manner.

Physical Demands:
Frequent district-wide and occasional statewide travel
Occasional prolonged and irregular hours
Ability to lift and carry 50 lb.

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

_____ _____
Employee Date

_____ _____
Supervisor Date

LITERACY SPECIALIST

Reports To: Campus Principal

Dept / Campus: La Vega Campus

Pay Grade: P-207

Board Approval: June 2022

PRIMARY PURPOSE / FUNCTION:

The Literacy Specialist works closely with the Campus Principal to improve instruction and effectiveness of classroom teachers. The Literacy Specialist supports instruction, intervention, in the development of the critical components of English Language Arts / Reading and all state standards within the content of ELA/R. The Literacy Specialist must take a hands-on approach to improving instruction including the development of a robust Response to Intervention program, analyze students' Lexile levels, develop outline for rigorous lesson plans, model teach in classrooms, facilitate analysis and action strategies tightly aligned to data from formative and summative assessments.

QUALIFICATIONS:

Education/Certification:
Valid Texas teaching certification
Masters in Education preferred
Master Reading Teacher or Reading Specialist certification preferred

Special Knowledge/Skills:
Excellent organization, communication, and interpersonal skills
Excellent presentation skills
Specialized knowledge of beginning reading instruction
Outstanding data management and analysis skills
Working knowledge of computer technology and the associated software tools
Demonstrated ability to coach teachers on classroom management and or rigorous instruction
Calm and patient demeanor with students and others

Experience:
Minimum of five years experience as a classroom teacher required
Minimum of 5 years experience in administration, management or teacher coaching position

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management	1.	Support high-quality / effective literacy instruction in ELA/R through observing and coaching teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.
	2.	Monitor student performance in reading and writing, as measured by the state and local interim assessments, to equip teachers with strategies and planning support for a comprehensive RtI model for Tier 2 student success.
	3.	Collaborate and work cooperatively with campus leaders and teachers to incorporate Texas Reading Academy practices into daily instruction.
	4.	Employ effective procedures for acquiring and disseminating educational research and best practices to teachers and administrators.
	7.	Use the district data to assess progress of student achievement in reading and writing.
	8.	Comply with policies established by federal and state law, State Board of Education and local board policy.
School Climate	9.	Present for all stakeholders a positive role model that supports the mission of the school district.
	10.	Maintain a positive and effective relationship with supervisor, teachers, other campus personnel, students, and parents.
	11.	Comply with all district routines and regulations.
	12.	Effectively communicate with all stakeholders.
School Improvement	13.	Assess and respond to needs related to job responsibilities.
	14.	Consult with teachers, administrators and other relevant individuals to enhance district literacy goals.
Professional Development	15.	Excellence in time management, taking initiative, and follow-through.
	16.	Demonstrate behavior that is professional, ethical, and responsible.
School/ Community Relations	17.	Articulate to the community the district's mission and goals relative to the importance of literacy.
	18.	Demonstrate awareness of school-community needs and initiate activities to meet those identified needs.

19. Multi-faceted, multi-skilled, resourceful self-starter willing to do whatever it takes to help teachers, parents understand ELA/R skills necessary to reach academic excellence.

20. Perform any other duties as assigned.

SUPERVISORY RESPONSIBILITIES:

None

WORKING CONDITIONS:

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

Physical Demands:
Occasional prolonged or irregular hours
Ability to lift and carry 30 lb.

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

_____ _____
Employee Date

_____ _____
Supervisor Date

La Vega Independent School District
2022-2023 Adopted Pay Grades

		Min	Midpoint	Max
PAYGRADE: P-0			**2022-2023**	
(Salaries are represented by annual rates.)	**P-0**			
		$ 28,532	$ 34,426	$ 40,319
TX ACE Family Engagement Specialist	P-002			
Instructional Assistant/Athletics	P-003			
PAYGRADE: P-1	**P-1**			
(Salaries are represented by annual rates.)				
		$ 45,656	$ 53,148	$ 60,302
Case Worker/Social Worker	P-101			
Speech Pathologist (non-ASHA certified)	P-104			
Student Services Liaison/SEL Liaison	P-108			
Student Services Liaison	P-109			
Speech Therapy Assistant ($1,500 stipend)	P-110			
Migrant/LEP Specialist *(Moved to P-207)*	P-112			
Athletic Trainer	P-113			
Educational Diagnostician (plus $10,000 stipend)	P-118			
Parent Liaison	P-120			
CATE Campus Coordinator – *(Moved to P-211)*	P-122			
Naval Science Instructor (+$6,000 stipend)	P-123			
Senior Naval Science Instructor (+$6,000 stipend)	P-124			
College, Career, & Military Advisor	P-126			
District PEIMS/St Svcs Coord (Move to P3)	P-128			
Behavior Interventionist	P-128			
PK Family Engagement Specialist	P-129			
Dual Credit Liaison	P-130			
PAYGRADE: P-2	**P-2**			
(Salaries are represented by annual rates.)				
Head Athletic Trainer	P-200	$ 50,567	$ 60,966	$ 71,575
Education Foundation Ex. Director	P-201			
Credit Recovery Specialist	P-203			
Student Services Specialist	P-204			
Instructional Facilitator (Inactive)	P-205			
Speech Pathologist (ASHA certified)	P-206			
Literacy Specialist	P-207			
Licensed Specialist/School Psychology (LSSP)	P-208			
TX ACE Site Coordinator	P-209			
Emergent Bilingual Coordinator	P-210			
CATE Campus Coordinator	P-211			
Afterschool Program Coordinator	P-212			

BOT Approved 05/17/2022

La Vega Independent School District
2022-2023 Adopted Pay Grades

		Min	Midpoint	Max
PAYGRADE: P-3	**P-3**			
(Salaries are represented by annual rates.)				
Cohort Asst. Principal (7-12)	P-300	$ 56,896	$ 68,804	$ 80,711
Asst. Principal –Instruction (PK-6)	P-301			
Asst. Principal – Instruction (7-12)	P-302			
Asst. Principal – Student Services	P-303			
Director of Athletics	P-304			
Director of Music/Head Band Director	P-305			
Director of Technology	P-306			
Literacy Coordinator *(Moved to P-207)*	P-307			
Director of Special Education *(moved to P-5)*	P-308			
Instructional Technology Specialist	P-309			
TX ACE Project Director	P-310			
Asst. Director - Special Ed	P-311			
Asst. Athletic Director/Head Football Coach	P-312			
Asst. Principal for ECHS	P-313			
Associate Principal for Instruction - LVHS	P-314			
Director of Opportunity Culture	P-315			
District Attendance & Behavior Coordinator	P-316			
District PEIMS/Student Services Coordinator	P-317			
PAYGRADE: P-4	**P-4**			
(Salaries are represented by annual rates.)		$ 68,110	$ 82,542	$ 96,972
Principal (Grades PK-6)	P-403			
Principal (Grades 7-8)	P-404			
Director of Early College High School	P-405			
Dean of Advanced Studies	P-406			
Principal of Curriculum/Instruction	P-407			
PAYGRADE: P-5	**P-5**	$ 75,158	$ 91,176	$ 107,191
(Salaries are represented by annual rates.)				
Principal (Grades 9-12)	P-501			
Ex. Director of Bilingual Education & Sp. Programs	P-504			
Director of Secondary Education *(Inactive)*	P-505			
Ex. Director of Sp Ed, Assessment, & Student Support	P-506			

BOT Approved 05/17/2022

La Vega Independent School District
2022-2023 Adopted Pay Grades

		Min	Midpoint	Max
PAYGRADE: P-6	**P-6**			
(Salaries are represented by annual rates.)		$ 82,985	$ 100,820	$ 118,655
Deputy Supt. for Personnel & Administration	P-602			
Asst. Superintendent for Finance	P-603			
Asst. Supt. for Curr., Instruction, & Assessment	P-604			
Chief Academic Officer for Acceleration	P-605			
PAYGRADE: P-8	**P-8**			
(Salaries are represented by annual rates.)				
Superintendent	P-801	$ 96,227	$ 117,031	$ 137,835

BOT Approved 05/17/2022

La Vega Independent School District
2022-2023 Adopted Pay Grades

		Min	Midpoint	Max
PAYGRADE: S-0	**S-0**	$ 8.65	$ 10.27	$ 11.89
(Wages are represented by hourly rates.)				
Temporary Clerical Aide	S-001			
PAYGRADE: S-1	**S-1**	$ 12.74	$ 15.04	$ 17.33
(Wages are represented by hourly rates.)				
Receptionist/Clerical Aide	S-101			
Instructional Aide (Regular/Resource Room)	S-103			
Technology Assistant	S-106			
Receptionist	S-107			
Business Services Clerk (PT)	S-108			
PAYGRADE: S-2	**S-2**	$ 13.76	$ 16.56	$ 18.92
(Wages are represented by hourly rates.)				
Health Aide	S-202			
Special Assignment Aide (Computer Lab)	S-203			
Special Assignment Aide (ISS/DAEP)	S-205			
Special Education Aide	S-206			
Special Assignment Aide	S-207			
Pirate Math Fellows	S-208			
Clerical Aide (Library)	S-209			
Bilingual Instructional Aide	S-210			
Asst. Principal Clerk	S-211			
PAYGRADE: S-3	**S-3**	$ 14.53	$ 17.34	$ 20.15
(Wages are represented by hourly rates.)				
Receptionist/Support Services Clerk	S-301			
Behavior Support Aide	S-302			
TX ACE Support Services Clerk	S-303			
School Safety Aide	S-304			

BOT Approved 05/17/2022

La Vega Independent School District
2022-2023 Adopted Pay Grades

		Min	Midpoint	Max
PAYGRADE: S-4	**S-4**	$ 15.49	$ 18.56	$ 21.62
(Wages are represented by hourly rates.)				
Administrative Secretary	S-401			
Student Services/PEIMS Clerk	S-402			
Administrative Secretary (Food Service)	S-403			
Administrative Secretary (Police Dept./Athletic Dept.)	S-404			
Accounting/Personnel Clerk	S-405			
Admin. Secretary (Special Education)	S-406			
Administrative Secretary – Technology Help Desk	S-407			
Administrative Secretary – Maintenance	S-408			
Admin. Secretary - Success Academy	S-409			
Admin. Secretary - ECHS/CTE	S-410			
PAYGRADE: S-5	**S-5**	$ 17.36	$ 20.80	$ 24.26
(Wages are represented by hourly rates.)				
District Trauncy Officer	S-501			
Licensed Vocational Nurse (LVN)	S-502			
PAYGRADE: S-6	**S-6**	$ 19.07	$ 22.88	$ 26.72
(Wages are represented by hourly rates.)				
Accounts Payable/Purchasing Clerk	S-601			
District PEIMS/Student Services Clerk (Inactive)	S-602			
Employee Benefits/Payroll Clerk	S-604			
PAYGRADE: S-7	**S-7**	$ 21.61	$ 25.93	$ 30.28
(Wages are represented by hourly rates.)				
Admin. Asst. to the Supt/Public Info. Officer	S-701			
Admin. Asst. for Personnel & Admin. Services	S-702			
Admin. Asst. for Business Services	S-703			
Technology – Systems Engineer	S-704			
Admin. Asst. for Instructional Services	S-705			
PAYGRADE: S-8	**S-8**	$ 25.19	$ 30.41	$ 35.66
(Wages are based on 8 hour days.)				
Technology Systems Administrator	S-801			
Asst. Director of Technology/Systems Administrator				

BOT Approved 05/17/2022

La Vega Independent School District
2022-2023 Adopted Pay Grades

		Min	Midpoint	Max
		2022-2023		
PAYGRADE: A-1	**A-1**	$ 10.80	$ 12.47	$ 14.13
(Wages are represented by hourly rates.)				
Cafeteria Worker	A-101			
Security/Patrol Clerk	A-103			
Cafeteria Monitor	A-104			
Temporary Auxiliary	A-105			
PAYGRADE: A-2	**A-2**	$ 11.24	$ 13.16	$ 15.04
(Wages are represented by hourly rates.)				
Cook I (Inactive)	A-201			
Custodian	A-202			
Relief Custodian	A-203			
Cook	A-204			
PAYGRADE: A-3	**A-3**	$ 12.09	$ 14.38	$ 16.68
(Wages are represented by hourly rates.)				
Inactive				
PAYGRADE: A-4	**A-4**	$ 13.19	$ 15.60	$ 18.05
(Wages are represented by hourly rates.)				
General Maintenance I	A-401			
Assistant Cafeteria Manager	A-402			
Child Nutrition Supervisor	A-403			
PAYGRADE: A-5		$ 14.44	$ 17.25	$ 20.06
(Wages are represented by hourly rates.)	**A-5**			
General Maintenance - Appliance Tech	A-500			
Cafeteria Manager	A-501			
Head Custodian	A-502			
General Maintenance II	A-503			
Child Nutrition Services Specialist	A-505			
Key Technician	A-506			

BOT Approved 05/17/2022

La Vega Independent School District
2022-2023 Adopted Pay Grades

		Min	Midpoint	Max
PAYGRADE: A-6	**A-6**	$ 15.79	$ 18.84	$ 21.91
(Wages are represented by hourly rates.)				
Lead man - General Maintenance	A-601			
Lead man - Grounds Maintenance	A-603			
PAYGRADE: A-7	**A-7**	$ 18.71	$ 22.41	$ 26.13
(Wages are represented by hourly rates.)				
Maintenance/HVAC & Refrigeration Technician	A-702			
PAYGRADE: A-8	**A-8**	$ 19.61	$ 23.69	$ 27.77
(Wages are represented by hourly rates.)				
Assistant Maintenance Director/Lead Technician	A-801			
Custodial Supervisor	A-802			
Lead HVAC Technician	A-803			
PAYGRADE: A-9	**A-9**			
(Wages are represented by hourly rates.)		$ 25.06	$ 30.18	$ 35.29
Director of Maintenance	A-901			
Chief of Police	A-902			
Police Officer	A-903			
Director of Custodial Services	A-904			
Police Sergeant	A-905			

BOT Approved 05/17/2022

Optional Flexible School Day Program Application – La Vega High School Success Academy

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Dr. Charla Rudd, Chief Academic Officer for Acceleration

Background Information:
The goal of the program is to improve graduation rates for students who are in danger of dropping out of school, have dropped out, or who are behind in core subject courses

The OFSDP is a program, authorized under the Texas Education Code (TEC), §29.0822 and 19 Texas Administrative Code (TAC), §129.1027 that La Vega ISD may offer to provide flexible hours and days of attendance for students in any grade who meet one of the following criteria:

- the student is at risk of dropping out of school, as defined by the TEC, §29.081;
- the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled;
- the student is attending a campus with an approved early college high school program designation;
- the student is attending a campus implementing an approved innovative campus plan; or
- the student is attending a community-based dropout recovery education program, as defined by TEC, §29.081 (e-1) or (e-2).

Annually the Board of Trustees reviews the progress of the Success Academy and flexible attendance program and procedures to determine if continuation of the program is warranted. At the April meeting the board heard about the 2021-22 program progress and progress of students to date for the 2021-22 school year. The board agreed the progress was significant to continue to offer the program.

Fiscal Implication:
None

Administrative Recommendation:
Approve LVISD application to TEA for OFSDP for the 2022-23 school year.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Texas Education Agency

APPLICATION

Updated April 2022

Optional Flexible School Day Program (OFSDP)

2022-2023 **School Year**

ELIGIBLE APPLICANTS: The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

Definition of Program Provisions

Eligible Students

A student in any grade level is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if the student is:

- at risk of dropping out of school, as defined by the TEC, §29.081,
- attending a campus implementing an approved innovative campus plan,
- attending a TEA-designated ECHS as defined by the TEC, §29.908, P-TECH, or ICIA,
- attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2), or
- not meeting attendance requirements under the TEC, §25.092, resulting in denied credit for one or more classes in which the student has been enrolled.

AND

There must be an agreement in writing to the student's participation:

- by the student, if the student is over 18 years of age; or
- by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

Assessment

The student must take the required state assessments specified under the TEC, §39.023, during the regularly scheduled assessment calendar.

Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the TEC, §29.0822, may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

Board Approval

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. Board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see Appendix Two).

Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess progress of students participating in the program.

Provisions of Agreement

Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

La Vega Independent School District

(Legal Name of School District or Open-Enrollment Charter School)

located at

400 East Loop 340, Waco, TX 76705

(Physical Address)

hereinafter referred to as "district."

Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix 5**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

Article III – Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

Article IV – Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess progress of students participating in the program.

Article V – General and Special Provisions to the Agreement

Attached hereto and made a part hereof by reference is each of the provisions indicated below with an "X" beside it:

[☑] Appendix One, Assurances

[☑] Appendix Two, Board Approval

[☑] Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)

[☑] Appendix Four, Contact Sheet

[☑] Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

Article VI – Application Process

- For questions or assistance regarding this application, email opflex@tea.texas.gov or call 512-463-9294.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix 5 should be at least thirty (30) days after the application is submitted.
- Applications submitted by July 15th should be approved by August 15th.
- Email the complete application and attachments to: opflex@tea.texas.gov.
- Email subject line should indicate: OFSDP Application - District Name, County District Number

Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name Dr. Sharon M. Shields

Typed Title Superintendent

Authorized Signature

Appendix One
Assurances

The definition of terms of the application applies to this Appendix One, Assurances. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix One. All information requested must be included with this form.

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
   - the student is at risk of dropping out of school, as defined by the TEC, §29.081; or
   - the student is attending a campus implementing an approved innovative campus plan; or
   - the student is attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2); or
   - the student is attending a campus with an approved early college high school program designation as defined by the TEC, §29.908; or
   - the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student's participation
   - by the student, if the student is over 18 years of age; or
   - by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;

2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;

3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;

4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;

5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);

6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance including filing truancy charges, if appropriate;

7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the Student Attendance Accounting Handbook.

8. to comply with all reporting requirements established by the TEA;

9. not to discriminate based on disability, race, color, national origin, religion, or sex; and

10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Mrs. Mildred Watkins, LVISD Board of Trustee President, 254-299-6700

Name, Title, and Telephone Number of School Board President

Signature of School Board President Date

Dr. Sharon M. Shields, Superintendent, 254-299-6702

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School Date

Appendix Two
Board Approval

The definition of terms of the application applies to this Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Two. All information requested must be included with this form.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.

2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: June

Day: 21

Year: 2022

Time: 7:00 PM

Location: LVISD, 400 East Loop 340, Waco, TX 76705

Agreed and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Mrs. Mildred Watkins, LVISD Board of Trustee President, 254-299-6700

Name, Title, and Telephone Number of School Board President

Signature of SchoolBoard President Date

Dr. Sharon M. Shields, Superintendent, 254-299-6702

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School Date

Appendix Three
Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to this Appendix Three, Attendance and Compliance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit a separate PDF document to concisely provide the information below, labeled with the corresponding number, for Appendix Three. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission.

1. Describe the program goals and objectives.

2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times.

3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.

4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtaining student and parental consent for OFSDP participation.

5. Indicate the estimated number of OFSDP students that will be served per teacher.

6. **If** the OFSDP program will offer special education, career and technology education, pregnancy related services or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the Student Attendance Accounting Handbook.

7. OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day. Explain the following:

    a. How the classroom teacher will verify the number of instructional minutes a student receives each day.
    b. How the district will make sure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.
    c. How the district will ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. It is recommended that the district apply the following formula to determine the maximum OFSDP minutes a student is eligible = (Calendar School Days - Traditional Days Present x 240).
    d. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.
    e. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the Student Attendance Accounting Handbook.
    f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.

NOTE: absences and days present do not exist in the OFSDP

8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.

9. **If** students are attending a community-based dropout recovery education program offered online as defined by TEC, §29.081 (e-2), must include the following:

    a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
    b. Describe the individual learning plan or process used to monitor each student's progress.
    c. Indicate how students will be served by an academic coach and local advocate.
    d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.
    e. Describe the educational software utilized and explain how the software will track and certify the number of instructional minutes each student receives each day.

Appendix Four
Contact(s) Sheet

The definition of terms of the application applies to this Appendix Four, Contact(s) Sheet. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Four. All information requested must be included with this form.

District Contact(s) for the Application

District/Charter School Superintendent:	Dr. Sharon M. Shields
Mailing Address:	400 East Loop 340,
City, State, Zip Code:	Waco, TX 76705
Telephone Number:	254-299-6700
Email Address:	sharon.shields@lavegaisd.org

District PEIMS Coordinator:	Tracy Sherrod
Email Address:	tracy.sherrod@lavegaisd.org

OFSDP Contact Name:	Dr. Charla Rudd
Email Address:	charla.rudd@lavegaisd.org

OFSDP Contact Name:	Mr. Carlos Rodarte
Email Address:	carlos.rodarte@lavegaisd.org

NOTE: Most of the contact for the approved OFSDP is done via email. A valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.

Appendix Five
Participating Campuses, Student Eligibility, and Period of Agreement

The definition of terms of the application applies to this Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Five. All information requested must be included with this template and submitted in a separate Excel file.

Download and complete Appendix 5, which can be found on the **OFSDP webpage** under the *Applications and Templates* section.

Once completed, email the following to OPFLEX@tea.texas.gov:

1. **The application (in PDF file format)**
2. **Appendix Three (in PDF file format)**
3. **Appendix Five (in MS Excel file format)**

***All file names should include the district/charter school's name**

LA VEGA INDEPENDENT SCHOOL DISTRICT

400 East Loop 340
Waco, Texas 76705
Phone 254 299-6700 • Fax 254 799-8642
www.lavegaisd.org

1. Describe the program goals and objectives:

   Success Academy (SA) is a program offered by La Vega Independent School District through La Vega High School. The program offers students who are behind in credits, overage, or otherwise at-risk to earn credits toward graduation through a non-traditional school setting.

   The Goals and Objectives of the Success Academy of La Vega High School are:

   i. Provide a supportive, flexible learning environment for students at risk of dropping out or have previously dropped out, that meets individual academic needs in a non-traditional school setting.
   ii. Recover high school credits and attain necessary credits for high school graduation with full-time supervised highly qualified educator support.
   iii. Develop social and employability skills to prepare for entrance in the workforce or college/training school.
   iv. Provide specific, targeted programs of remediation for success on the state assessment end-of-course exams.
   v. Provide career investigation, access to resources and services and career counseling.
   vi. Assist with transition services to college, training, apprentices, and/or institutions of higher education, or the workforce.

2. Proposed schedule offered to student participating in the OFSDP, including days of the week and times.

   Success Academy offers several schedules to meet student needs. The doors open and breakfast and instruction begins as early as 7:15 AM Monday through Friday and ends at 5:30 PM Monday through Friday. Students will be scheduled to attend a minimum of 45 minutes for a total of four (4) instructional hours per school day. A student could be scheduled for up to 6 hours depending on the following:

   a. If students need STAAR preparation, an additional hour will be added to the daily schedule
   b. If a student is not meeting credit expectations (.5 credit every eight (8) school days) an additional hour will be added.

   Students enrolled in the Optional Flexible School Day Program (OFSDP) will have a schedule that meets his or her needs. This specific schedule for each OFSDP student is detailed in the LV Success Academy contract. OFSDP students will have a weekly total of in-person instruction with LVHS staff that that totals 20 hours per week. Students that do not follow the detailed schedule will be counseled and eventual could be removed from the program and returned to a regular daily four hour schedule. Students may request the OFSDP at any time, however, it will begin or end on the start of a new grading period. Requests to be enrolled in the OFSDP can be initiated by an administrator, teacher, parent and/or truancy officer.

3. Outline of staff positions and resource personnel associated with the program. Include contact hours each staff position will be obligated to the program.
    a. Success Academy Lead Teacher
        i. English Language Arts and Reading (7-12)
        ii. English as a Second Language Supplemental (7-12)
        iii. 500 minutes daily
    b. Classroom teacher 1 –
        i. Physical Education (PK-12)
        ii. Restorative Discipline / Behavior Specialist
        iii. 380 minutes daily
    c. Classroom teacher 2 -
        i. Transportation, Distribution, & Logistics, (CTE - 7-12)
        ii. 380 minutes daily
    d. Paraprofessional / Student Assistant
        i. 500 minutes daily
    e. Assistant Principal for Alternative Instruction
        i. 120 minutes weekly
    f. Academic Counselor
        i. 60 minutes weekly
    g. College / Career / Military Advisor
        i. 60 – 240 minutes weekly depending on testing / advising
    h. Student Success Social Worker
        i. 60 minutes weekly
    i. High School Principal
        i. 90 minutes weekly
    j. Chief Academic Officer for Acceleration
        i. 120 minutes weekly

4. Procedures for identifying students, confirmation and documentation of eligibility and parental consent for OFSDP participation.

    A. Student Admission to Program
    Students are referred to Success Academy by the high school counselor, high school administrator or truancy officer. Students or parents wishing to have their child enrolled must go through one of these channels.

    - B. Student Referral and Admission to the program contains the following documents:
        - Referral – typically completed by a team consisting of high school cohort counselor, Assistant Principal for Cohort, Success Academy Lead Teacher, Adult Student or Parent if child is a minor.

- Application and Enrollment - filled out by the adult student or parent (of minor) upon initial acceptance to Success Academy. The parent and student must agree to the stipulations or they are not able to attend Success Academy.
    - An "introductory" email is sent out once a student starts at Success Academy. This is sent to campus / district personnel and parents and student. This helps make sure all parties are aware of the change.
    - OFSDP Plan Application (If applicable). Stipulations that the student must complete attendance of regular Success Academy prior to being approved for flexible attendance. The application outlines to daily attendance and weekly total for the student to be successful and remain in OFSDP. Parental consent is obtained for all minor students.
        - PEIMS clerk adds the student to the OFSDP minute documentation form and makes change in track identification for student in PEIMS records.
- Graduation Checklist Template
    - This form is used to assign courses. Counselors create the overall courses needed to graduate. This form aids in breaking the this to the referral courses into small bitesize "doable" courses for the student to track progress toward graduation.
- The counselor check off the credits as the student completes the course and highlights what is needed to make sure the student is enrolled in the correct courses. The counselor make sure to indicate courses where A and B sections have the potential to be averaged together.
- Transcript
- Opt-Out Agreement (when and if signed) electronic version released by TEA.
    - The counselor complete prior to sending the student to Success Academy. However, we are wanting more students to graduate with an endorsement. If the parent and student sign in-person, the form is scanned and sent to high school to be placed in the student's permanent record.
- Other pertinent information (CPR certificate, SB 30 Interaction with Police, Speech requirment, etc….)

5. The estimated number of OFSDP students served per teacher ranges from 3-5 students per semester for a yearly maximum of 30 students

6. The OFSDP program will offer career and technology education and bilingual education services. Pregnancy related services are provided through district supports and personnel housed on the same campus. The program has three teachers and one support staff. Between the three teachers, two have the required certifications for CTE and ESL.

- The LEAD Teacher has the ESL Supplemental certification. Students identified as English Language Learner at the beginning or intermediate level will be placed in this classroom teacher's classroom since the teacher is bilingual. For all other ELL students, students are placed equally in the two teacher's classrooms and receive the accommodations and services recommended through the LPAC.
- Any student who requires an ESOL I or ESOL II will be taught by the Lead Classroom teacher because of the two certifications (ELAR and ESL 7-12).
- Students investigate careers in transportation, distribution, and logistics are provided support through Classroom Teacher 2. Students are supported with investigating careers in other programs of study by the

teacher and provided experiences and connections with partnering universities (Tarleton State University, Texas Tech University, and Texas State Technical College) and MOUs.

- The OFSDP is located at the facility that also houses the Student Support Specialists and the Special Education Department. Professionals that support students in need of pregnancy related services are notified and provide services and counseling support. Certified personnel from the La Vega High School (i.e., guidance counselors, instructional specialists, interventionists, and elective teachers) provide support and accelerated instruction when needed and requested.

7. Required recording of instructional minutes daily by teacher of record.

- Teachers track, record, and verify the actual number of minutes of instruction each day. Actual attendance begins when the student arrives in the classroom and begins work on coursework. Teachers note individual instructional time (hour: minute) on a daily contact register. When students depart for the day or transition to another classroom, the end time is noted by the classroom teacher on the teacher's daily contact register. (hour: minute). The form is based on the TEA recommended attendance form.
- Daily attendance sheets for every classroom teacher are collected and converted from hour: minute format to instructional minutes per student per teacher. The Success Academy Lead Teacher and the PEIMS Clerk generate a weekly student detail instructional minute report. Students with less than 45 minutes on any day are left blank on the official Daily Contact Register.
  At the end of day, teachers will certify the number of minutes each student was in attendance. The teacher will sign the log sheet at the conclusion of the week. Each teacher signs and dates the completed instructional minutes log for their classroom.
  i. Each 3-week reporting period, the PEIMS Clerk and Lead Teacher along with the High School PEIMS clerk review for reasonableness, counseling needs, parent conferences needed, etc. The minutes are compared to IEP, ARD or LEP plans to ensure they align.
  ii. Detailed student daily minute reports are stored electronically and shared with District PEIMS coordinator. The District PEIMS Coordinator, Chief Academic Officer for Acceleration, High School Principal, and Lead Teacher for Success Academy review individual student progress and attendance from multiple perspectives.
- The High School and Success Academy Credit Recovery Program tries to minimize the possibility of students generating more than one ADA but transferring students from a traditional program to the OFSDP at the beginning of a 6-week period. Parent – student conferences, ARD meetings, LPAC, 504 and Student Intervention Team meetings are conducted to review program eligibility, instructional needs, and program requirements. Attendance is reviewed and verification that students do not receive more than 10,800 minutes per course.
- Students transferring to the Success Academy from the La Vega High School as well as outside the district are placed on an alternative track in the Student Information System to further identify the program and time of attendance.

- The Student Attendance is tracked through exemplar forms provided by TEA for recording attendance. Success Academy staff must log on using their usernames and passwords. The teachers log on and record the time as indicated on the computer clock for each individual student on the class roster. The system records the date and time of each log in and type of entry (i.e., attendance, grades, …). The system automatically times out after 5 minutes of inactivity. Teachers may make changes to attendance up to 24 hrs. after initial attendance has been entered. After that, the daily attendance sheet is removed from the teacher access and the teacher is required to submit documentation and request forms for correction to the Success Academy Lead Teacher. Any changes to attendance that are made are documented with date, time, individual log in, and specificity of changes to the attendance data made.

f. Every 6-week period, data is reviewed by the Success Academy team, high school PEIMS and administration, and District PEIMS and administrators. Both 42400 and 42401 records are reviewed to identify any student reported simultaneously. The District and HS PEIMS staff ensure student minutes are accurate (180 – Traditional Days Present x 240).

iii. Data reviewed include:

1. Beginning and ending dates of reporting period, including the year
2. Total number of days of instruction in the reporting period
3. Instructional track
4. Student's original entry date and any subsequent withdrawal and reentry dates. (Both 42400 and 42401 series records are created – this ensures if status of enrollment changed from traditional to OFSDP)
5. Student grade level code
6. Average daily attendance
7. Special education instructional setting code
8. Career and technical education code
9. ESL program type code
10. Gifted/talented indicator code
11. Pregnancy-related services code
12. Absences by date and total for reporting period
13. Total eligible days present and total eligible minutes present for OFSDP by 6-week reporting period.
14. Total ineligible days present (less than 45 minutes of instruction) and total ineligible minutes present for the OFSDP.
15. Attendance data total for all students, by grade
16. Signature page signed by persons recording data (Success Academy PEIMS clerk) and approving data (Success Academy Lead Teacher).

8. Eligible OFSDP students can participate in credit recovery programs offered during the summer months.

400 East Loop 340
Waco, Texas 76705
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www.lavegaisd.org

- Summer school operates for 3 weeks from June 1 – June 24. Students are assigned coursework necessary to prepare for EOC testing and/or course completion for graduation in August. Each OFSDP student participating in Summer Credit Recovery course will have the sum of earned ADA and traditional AA earned calculated. The formula used OFSDP minutes eligible = (calendar days – traditional ays present) x 240 will determine the number of days and minutes the student may attend.
- Summer school is operated by two teachers. Each teach is assigned no more than 20 students. Both teachers track, record, and verify the actual number of minutes of instruction each day for each student. Each OFSDP student with maximum minutes eligible will be provided to each teacher.
- Teachers note individual instructional time (hour: minute) on a daily contact register.
- The High School and Success Academy Credit Recovery Program reviews weekly logs and course completion to check that attendance and maximum number of minutes each student is eligible to generate turning in only those eligible minutes per student so not to exceed the 10,800 maximum. .

Optional Flexible School Day Program (OFSDP) - Appendix 5

161906 LA VEGA ISD School Year 2022-2023

Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4

Eligibility Designation

1 = TEC §29.081 At-Risk Students
2 = TEC §25.092 Minimum Attendance
3 = TEC §29.908 Early College High School
4 = TEC §39A.107 Campus Turnaround Plan
5 = Credit Recovery**
6 = TEC §29.081(e-1) Campus Dropout Recovery
7 = TEC §29.081(e-2) Online Dropout Recovery

School Year Period of Agreement

Reported in TSDS PEIMS Summer Collection 3

Program start date must be 30 days after application submission.

Program end date must not exceed the last day of the regular school calendar.

Summer Period of Agreement

Reported in TSDS PEIMS Extended Collection 4

**Credit Recovery - Designation 5

Summer period of agreement should not exceed 30 days or extend past July 31st.

Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTHFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTHFS	Minutes Offered Per Day
161906002	LA VEGA H S	1	2	3		5			30	8/10/2022	5/25/2023	MTWTHF	500	5/31/2023	6/23/2023	MTWTH	420
000000000																	
000000000																	
000000000																	
000000000																	
000000000																	

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 Naming the Concession Stand for Mr. Wayne Samford

Presented for:
Board action ☒ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Board President

Background Information:
Board Members and the administration will discuss naming the concession stand for Mr. Wayne Samford.

Fiscal Implication:
Will be discussed at the board meeting.

Administrative Recommendation:
Discussion of naming the concession stand for Mr. Wayne Samford.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Discussion of Options to Recognize the Pirate Crew for Their Years of Service

Presented for:
Board action ☒ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☐

Contact Person:
Board President

Background Information:
Board Members and the administration will discuss options to recognize The Pirate Crew for their many years of service.

Fiscal Implication:
Will be discussed at the board meeting.

Administrative Recommendation:
Discussion of options for recognition of The Pirate Crew.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Monthly Budget Analysis Report

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached X Provided Later

Contact Person:
Mr. James Garrett

Background Information:
The District compiles and reports revenue and expenditure data for all funds on a monthly basis. The attached monthly budget analysis reports compare year-to-date revenue and expenditures to the same period from last fiscal year.

Fiscal Implication:
N/A

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

For the Period Ended **05/31/2022**

5

GENERAL FUND - 199

		(1)	(2)	(3)		(4)		(5)	(6)	(7)	(8)
				MONTHLY		YEAR-TO-DATE					
DATA CONTROL CODES	REVENUES	2021-2022 ORIGINAL BUD	2021-2022 AMEND BUD	CURRENT 05/31/2022	PRIOR YR 5/31/2021	CURRENT 05/31/2022	PRIOR YR 5/31/2021	DIFFERENCE AMEND BUD TO YTD CURR	CY YTD AS % OF BUDGET	PY YTD AS % OF BUDGET	% OF YEAR ELAPSED AS OF 05/31/2022
5700	LOCAL	11,457,480	11,457,480	126,096	1,012,807	11,059,705	11,060,216	397,775	96.53%	100.84%	75.00%
5800	STATE	20,472,204	20,472,204	1,312,306	1,153,439	13,408,987	13,313,985	7,063,217	65.50%	60.36%	75.00%
5900	FEDERAL	150,000	150,000	1,374	32,261	441,770	158,107	(291,770)	294.51%	1054.05%	75.00%
5020 TOTAL REVENUES		$ 32,079,684	32,079,684	$ 1,439,776	$ 2,198,506	$ 24,910,462	$ 24,532,309	$ 7,169,222	77.65%	88.61%	75.00%
	EXPENDITURES						$0				
0011	Instruction	17,502,918	17,620,409	871,782	1,341,780	9,594,599	12,405,295	8,025,810	54.45%	69.40%	75.00%
0012	Instr Resources/Media Services	302,757	301,278	21,421	21,742	171,280	225,643	129,998	56.85%	78.94%	75.00%
0013	Curriculum & Staff Development	567,484	529,143	66,937	30,024	308,249	254,795	220,894	58.25%	48.81%	75.00%
0021	Instructional Leadership	785,799	785,049	62,485	61,605	507,643	540,172	277,406	64.66%	68.67%	75.00%
0023	School Leadership	2,463,633	2,464,539	196,127	196,287	1,762,783	1,794,521	701,756	71.53%	77.02%	75.00%
0031	Guidance, Counseling & Evaluation	824,101	834,851	64,963	62,405	570,855	573,308	263,996	68.38%	64.48%	75.00%
0032	Attendance & Social Services	94,625	93,938	-	-	1,313	122,059	92,625	1.40%	114.44%	75.00%
0033	Health Services	296,777	296,777	22,190	21,513	212,090	202,600	84,687	71.46%	57.68%	75.00%
0034	Student Transportation	2,037,842	2,037,842	198,858	-	1,361,889	1,074,588	675,953	66.83%	67.75%	75.00%
0035	Food Services	30,000	30,000	-	-	-	28,668	30,000	0.00%	93.83%	75.00%
0036	Extracurricular Activities	1,769,792	1,796,860	114,429	113,474	1,190,176	1,120,171	606,684	66.24%	68.45%	75.00%
0041	General Administration	1,571,317	1,581,817	112,813	94,021	1,124,904	1,008,039	456,913	71.11%	68.22%	75.00%
0051	Plant Maintenance & Operations	3,618,547	3,628,047	239,400	356,192	2,449,669	2,395,947	1,178,378	67.52%	65.93%	75.00%
0052	Security & Monitoring Services	546,854	573,754	56,746	38,468	399,699	376,910	174,055	69.66%	64.65%	75.00%
0053	Data Processing Services	1,253,982	1,253,982	180,776	73,734	1,010,523	882,986	243,459	80.59%	75.08%	75.00%
0061	Community Services	4,550	4,550	-	-	-	1,029	4,550	0.00%	35.31%	75.00%
0071	Debt Service	281,000	281,000	42,023	42,131	218,183	220,711	62,817	77.65%	82.82%	75.00%
0095	Payment to JJAEP	38,000	38,000	-	510	4,487	11,445	33,513	11.81%	15.90%	75.00%
0099	Other Intergovernmental Charges	194,000	120,100	29,457	-	88,370	58,954	31,730	73.58%	48.32%	75.00%
6030 TOTAL EXPENDITURES		$ 34,183,978	$ 34,271,936	$ 2,280,407	$ 2,453,887	$ 20,976,712	$ 23,297,842	$13,295,224	61.21%	69.07%	75.00%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$ (2,104,294)	$ (2,192,252)	$ (840,631)	$ (255,381)	$ 3,933,750	$ 1,234,467				
	OTHER FINANCING SOURCES (USES)	(9)	(9)			(9)					
7910	Transfers In										
8910	Transfers Out (10)	$ -	$ -	$ -			$ -				
TOTAL OTHER FINANCING SOURCES (USES)											
1200	Net Change in Fund Balance (11)	$ (2,104,294)	$ (2,192,252)		(11)	$ 3,933,750					
100	Fund Balance - Sept. 1 (12)	$ 8,014,492	$ 8,014,492		(12)	$ 8,014,492					
3000	Fund Balance - Aug 31 (projected and unaditied) (13)	$ 5,910,198	$ 5,822,240		(14)	$ 11,948,242					

(1) 2021-2022 Approved Budget - The original budget approved by the Board for the 2021-2022 Fiscal Year

(2) 2021-2022 Amended Budget - The original budget approved by the Board plus or minus any Budget Change Requests posted to the budget as of the date of the report

(3) Monthly Current Year vs. Prior Year Revenues and Expenditures - **C**ash received(revenues)/disbursed(expenditures) for the current month compared with the same period last year

(4) Year To Date Current Year vs. Prior Year Revenues and Expenditures - Cash received(revenues)/disbursed(expenditures) for the current year compared with the same period last year

(5) Difference Between Amended Budget and Current Year To Date - Figures in Column 2 less figures in Column 4 (Current Column) equals balance left to receive(revenues)/disburse(expenditures) for the remainder of the Fiscal Year

(6) Current Year To Date as A Percent of The 2021-2022 Amended Budget - The percent of Current Year To Date revenues/expenditures to the 2021-2022 Amended Budget

(7) Prior Year To Date as A Percent of The 2021-2022 Budget - Ther percent of Prior Year To Date revenues/expenditures from the 2021-2022 Budget

(8) Percent of Fiscal Year Elapsed as of The Date of The Report - The percent of the Fiscal Year which has elapsed for the as of date of the report

(9) Excess of Revenues Over Expenditures - The excess (deficiency) of Revenues over (under) expenditures for the Original Budget, Amended Budget and Current Year To Date columns

(10) Transfers In/Out - The amount of any transfers made to the Approved Budget, Amended Budget or Current Year To Date Columns

(11) Net Change In Fund Balance - The excess or deficiency of revenues over expenditures which would add to or take away from the beginning fund balance

(12) Fund Balance - September 1 - The District's audited General Fund Balance as of September 1 of the current fiscal year.

(13) Fund Balance - August 31 - The projected and unaditied General Fund Balance the District would have if revenue and expenditures are equal to the 2021-2022 Approved Budget or Amended Budget

(14) Fund Balance - August 31 - The projected and unaudited General Fund Balance the District would have if the fiscal year ended on the last day of the month of the report.

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

For the Period Ended 05/31/2022

5

CHILD NUTRITION FUND - 240

		(1)	(2)	(3)		(4)		(5)	(6)	(7)	(8)
				MONTHLY		YEAR-TO-DATE					
DATA CONTROL CODES	REVENUES	2021-2022 ORIGINAL BUD	2021-2022 AMEND BUD	CURRENT 05/31/2022	PRIOR YR 5/31/2021	CURRENT 05/31/2022	PRIOR YR 5/31/2021	DIFFERENCE AMEND BUD TO YTD CURR	CY YTD AS % OF BUDGET	PY YTD AS % OF BUDGET	% OF YEAR ELAPSED AS OF 05/31/2022
5700	LOCAL	84,237	84,237	20,653	15,060	126,346	66,079	(42,109)	149.99%	44.14%	75.00%
5800	STATE	12,000	12,000	4,954	4,783	54,397	49,972	(42,397)	453.31%	75.36%	75.00%
5900	FEDERAL	2,250,322	2,400,322	298,637	320,285	2,188,257	1,460,607	212,065	91.17%	63.49%	75.00%
7900	OTHER			-	-	-	-	-	#DIV/0!		75.00%
5020	TOTAL REVENUES	$2,346,559	$2,496,559	$324,244	$340,128	$2,369,000	1,576,658	$127,559	94.89%	69.30%	75.00%
	EXPENDITURES										
0011	Instruction			-	-	-	-	-	#DIV/0!		75.00%
0012	Instr Resources/Media Services			-	-	-	-	-	#DIV/0!		75.00%
0013	Curriculum & Staff Development			-	-	-	-	-	#DIV/0!		75.00%
0021	Instructional Leadership			-	-	-	-	-	#DIV/0!		75.00%
0023	School Leadership			-	-	-	-	-	#DIV/0!		75.00%
0031	Guidance, Counseling & Evaluation			-	-	-	-	-	#DIV/0!		75.00%
0032	Attendance & Social Services			-	-	-	-	-	#DIV/0!		75.00%
0033	Health Services			-	-	-	-	-	#DIV/0!		75.00%
0034	Student Transportation			-	-	-	-	-	#DIV/0!		75.00%
0035	Food Services	2,316,559	2,316,559	81,861	285,787	1,525,447	1,432,672	791,112	65.85%	57.85%	75.00%
0036	Extracurricular Activities			-	-	-	-	-	#DIV/0!		75.00%
0041	General Administration			-	-	-	-	-	#DIV/0!		75.00%
0051	Plant Maintenance & Operations	30,000	30,000	980	742	15,114	6,642	14,886	50.38%	24.15%	75.00%
0052	Security & Monitoring Services			-	-	-	-	-	#DIV/0!		75.00%
0053	Data Processing Services			-	-	-	-	-	#DIV/0!		75.00%
0061	Community Services			-	-	-	-	-	#DIV/0!		75.00%
0071	Debt Service			-	-	-	-	-	#DIV/0!		75.00%
0081	Facility Acquisition & Construction			-	-	-	-	-	#DIV/0!		75.00%
0095	Payment to JJAEP			-	-	-	-	-	#DIV/0!		75.00%
0099	Other Intergovernmental Charges			-	-	-	-	-	#DIV/0!		75.00%
6030	TOTAL EXPENDITURES	$2,346,559	$2,346,559	$82,841	$286,529	$1,540,561	$1,439,314	$805,998	65.65%	62.78%	75.00%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$0	$150,000	$241,403	$53,599	$828,439	$137,343				
	OTHER FINANCING SOURCES (USES)	(9)	(9)			(9)					
7910	Transfers In										
8910	Transfers Out (10)			$0	$0	$0	$0				
	TOTAL OTHER FINANCING SOURCES (USES)										
1200	Net Change in Fund Balance (11)	$0	$150,000		(11)	$828,439					
100	Fund Balance - Sept. 1 (12)	$851,475	$851,475		(12)	$851,475					
3000	Fund Balance - Aug 31 (projected and unaditied) (13)		$1,001,475		(14)	$1,679,914					

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

For the Period Ended 05/31/2022

5

DEBT SERVICE FUND - 511

DATA CONTROL CODES	REVENUES	(1) 2021-2022 ORIGINAL BUD	(2) 2021-2022 AMEND BUD	(3) MONTHLY CURRENT 05/31/2022	(3) MONTHLY PRIOR YR 5/31/2021	(4) YEAR-TO-DATE CURRENT 05/31/2022	(4) YEAR-TO-DATE PRIOR YR 5/31/2021	(5) DIFFERENCE AMEND BUD TO YTD CURR	(6) CY YTD AS % OF BUDGET	(7) PY YTD AS % OF BUDGET	(8) % OF YEAR ELAPSED AS OF 05/31/2022
5700	LOCAL	2,549,803	2,549,803	18,046	221,432	2,613,623	2,524,478	(63,820)	102.50%	111.59%	75.00%
5800	STATE	-	-	-	-	116,628	84,697	(116,628)	#DIV/0!	24.44%	75.00%
5900	FEDERAL	279,750	279,750	-	-	-	132,629	279,750	0.00%	47.41%	75.00%
7900	OTHER		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
5020	TOTAL REVENUES	$ 2,829,553	$ 2,829,553	$ 18,046	$ 221,432	2,730,251	$ 2,741,803	$ 99,302	96.49%	93.17%	75.00%
	EXPENDITURES										
0011	Instruction		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0012	Instr Resources/Media Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0013	Curriculum & Staff Development		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0021	Instructional Leadership		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0023	School Leadership		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0031	Guidance, Counseling & Evaluation		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0032	Attendance & Social Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0033	Health Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0034	Student Transportation		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0035	Food Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0036	Extracurricular Activities		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0041	General Administration		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0051	Plant Maintenance & Operations		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0052	Security & Monitoring Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0053	Data Processing Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0061	Community Services		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0071	Debt Service	2,557,414	2,557,414	-	-	1,577,641	1,774,134	979,773	61.69%	66.36%	75.00%
0081	Facility Acquisition & Construction		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0095	Payment to JJAEP		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
0099	Other Intergovernmental Charges		-	-	-	-	-	-	#DIV/0!	#DIV/0!	75.00%
6030	TOTAL EXPENDITURES	$ 2,557,414	$ 2,557,414	$ -	$ -	$ 1,577,641	$ 1,774,134	$ 979,773	61.69%	65.52%	75.00%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$ 272,139	$ 272,139	$ 18,046	$ 221,432	$ 1,152,610	$ 967,669				
	OTHER FINANCING SOURCES (USES)	(9)	(9)			(9)					
7910	Transfers In		$ -	$ -	$ -	$ -	$ -				
8910	Transfers Out (10)		$ -	$ -	$ -	$ -	$ -				
	TOTAL OTHER FINANCING SOURCES (USES)										
1200	Net Change in Fund Balance (11)	$ 272,139	$ 272,139		(11)	$ 1,152,610					
100	Fund Balance - Sept. 1 (12)	$ 3,773,224	$ 3,773,224		(12)	$ 3,773,224					
100	Less: Committed Fund Balance - Sept. 1		$ (3,184,490)			$ (3,184,490)					
3000	Fund Balance - Aug 31 (projected and unaudited) (13)	$ 4,045,363	$ 860,873		(14)	$ 1,741,344					
3000	Less: Committed Fund Balance-Aug 31										
	Available Fund Balance (projected and unaudited) (14)	$ 4,045,363	$ 860,873			$ 1,741,344					

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

For the Period Ended 05/31/2022

5

Federal Funds - ESSER III

DATA CONTROL CODES	REVENUES	(1) 2021-2022 ORIGINAL BUD	(2) 2021-2022 AMEND BUD	(3) MONTHLY CURRENT 05/31/2022	(3) MONTHLY PRIOR YR 5/31/2021	(4) YEAR-TO-DATE CURRENT 05/31/2022	(4) YEAR-TO-DATE PRIOR YR 5/31/2021	(5) DIFFERENCE AMEND BUD TO YTD CURR	(6) CY YTD AS % OF BUDGET	(7) PY YTD AS % OF BUDGET	(8) % OF YEAR ELAPSED AS OF 05/31/2022
5700	LOCAL	-	-	126,096	-	-	-	-	#DIV/0!	0.00%	75.00%
5800	STATE	-	-	1,312,306	-	-	-	-	#DIV/0!	0.00%	75.00%
5900	FEDERAL	-	-	1,374	-	3,323,772	-	(3,323,772)	#DIV/0!	0.00%	75.00%
5020 TOTAL REVENUES		$ -	-	$ 1,439,776	$ -	$ 3,323,772	$ -	$ (3,323,772)	#DIV/0!	0.00%	75.00%
	EXPENDITURES						$0				
0011	Instruction	-	-	871,782	-	3,436,780	-	(3,436,780)	#DIV/0!	0.00%	75.00%
0012	Instr Resources/Media Services	-	-	21,421	-	6,177	-	(6,177)	#DIV/0!	0.00%	75.00%
0013	Curriculum & Staff Development	-	-	66,937	-	11,993	-	(11,993)	#DIV/0!	0.00%	75.00%
0021	Instructional Leadership	-	-	62,485	-	57,251	-	(57,251)	#DIV/0!	0.00%	75.00%
0023	School Leadership	-	-	196,127	-	72,857	-	(72,857)	#DIV/0!	0.00%	75.00%
0031	Guidance, Counseling & Evaluation	-	-	64,963	-	19,713	-	(19,713)	#DIV/0!	0.00%	75.00%
0032	Attendance & Social Services	-	-	-	-	156,846	-	(156,846)	#DIV/0!	0.00%	75.00%
0033	Health Services	-	-	22,190	-	4,891	-	(4,891)	#DIV/0!	0.00%	75.00%
0034	Student Transportation	-	-	198,858	-	-	-	-	#DIV/0!	0.00%	75.00%
0035	Food Services	-	-	-	-	62,610	-	(62,610)	#DIV/0!	0.00%	75.00%
0036	Extracurricular Activities	-	-	114,429	-	8,234	-	(8,234)	#DIV/0!	0.00%	75.00%
0041	General Administration	-	-	112,813	-	22,647	-	(22,647)	#DIV/0!	0.00%	75.00%
0051	Plant Maintenance & Operations	-	-	239,400	-	98,665	-	(98,665)	#DIV/0!	0.00%	75.00%
0052	Security & Monitoring Services	-	-	56,746	-	11,993	-	(11,993)	#DIV/0!	0.00%	75.00%
0053	Data Processing Services	-	-	180,776	-	10,963	-	(10,963)	#DIV/0!	0.00%	75.00%
0061	Community Services	-	-	-	-	-	-	-	#DIV/0!	0.00%	75.00%
0071	Debt Service	-	-	42,023	-	-	-	-	#DIV/0!	0.00%	75.00%
0095	Payment to JJAEP	-	-	-	-	-	-	-	#DIV/0!	0.00%	75.00%
0099	Other Intergovernmental Charges	-	-	29,457	-	-	-	-	#DIV/0!	0.00%	75.00%
6030 TOTAL EXPENDITURES		$ -	$ -	$ 2,280,407	$ -	$ 3,981,620	$ -	($3,981,620)	#DIV/0!	0.00%	75.00%
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	$ -	$ -	$ (840,631)	$ -	$ (657,848)	$ -				
	OTHER FINANCING SOURCES (USES)	(9)	(9)			(9)					
7910	Transfers In										
8910	Transfers Out (10)	$ -	$ -	$ -			$ -				
TOTAL OTHER FINANCING SOURCES (USES)											
1200	Net Change in Fund Balance (11)	$ -	$ -		(11)	$ (657,848)					
100	Fund Balance - Sept. 1 (12)	$ -	$ -		(12)	$ -					
3000	Fund Balance - Aug 31 (projected and unaditied) (13)	$ -	$ -		(14)	$ (657,848)					

Consider the Approval to Seek Bids for the Addition to the Fieldhouse with Locker Room and Weight Room Expansion

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:

- Earlier this spring, Dr. Shields and I met with Athletic Director Willie Williams and Asst. Ad/Head Football Coach, Don Hyde. They made us aware of two pressing needs. The first was that we currently have over 70 student athletes without lockers and a place to dress due to the increase in participation of our boys' soccer program. That number will only increase in the coming years. The second was the limitations of our current weight room space. Currently, we have over 450 student athletes at the high school. Our current weight room accommodates less than 70 at a time. They were asking for a facility that would allow more athletes/teams to train simultaneously, so that all sports-boys and girls, would have equal access to the weight room. Dr. Shields asked me to begin work on what a facility would look like that could address each of these needs. We hired the architectural firm, WRA to present us with some options. Coach Williams, Coach Hyde, Mr. Langlotz and I have met with this firm multiple times. Attached is the plan that we think will address our needs for the foreseeable future. Prior to going out for bids on the expansion, we would need to order a survey. We are asking for the approval to begin the process of going out for bids to see what this project will cost and how we will pay for it.

Fiscal Implication:

WRA architects	TBD-hourly rate
Land Survey by RLK engineers:	$8800
Geotech Survey by Langerman Foster	$8500
Project cost is based upon bid process.	TDB

Administrative Recommendation:
The District recommends that the board approve the request to seek bids for the project

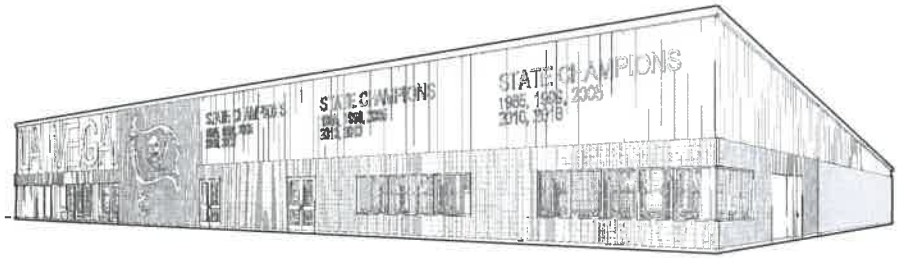
Motion: _____

Second: _____

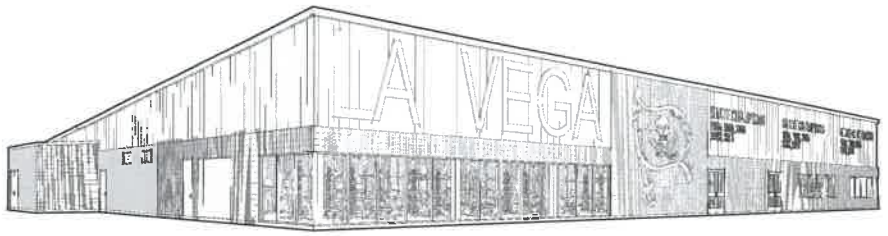
For: _____

Against: _____

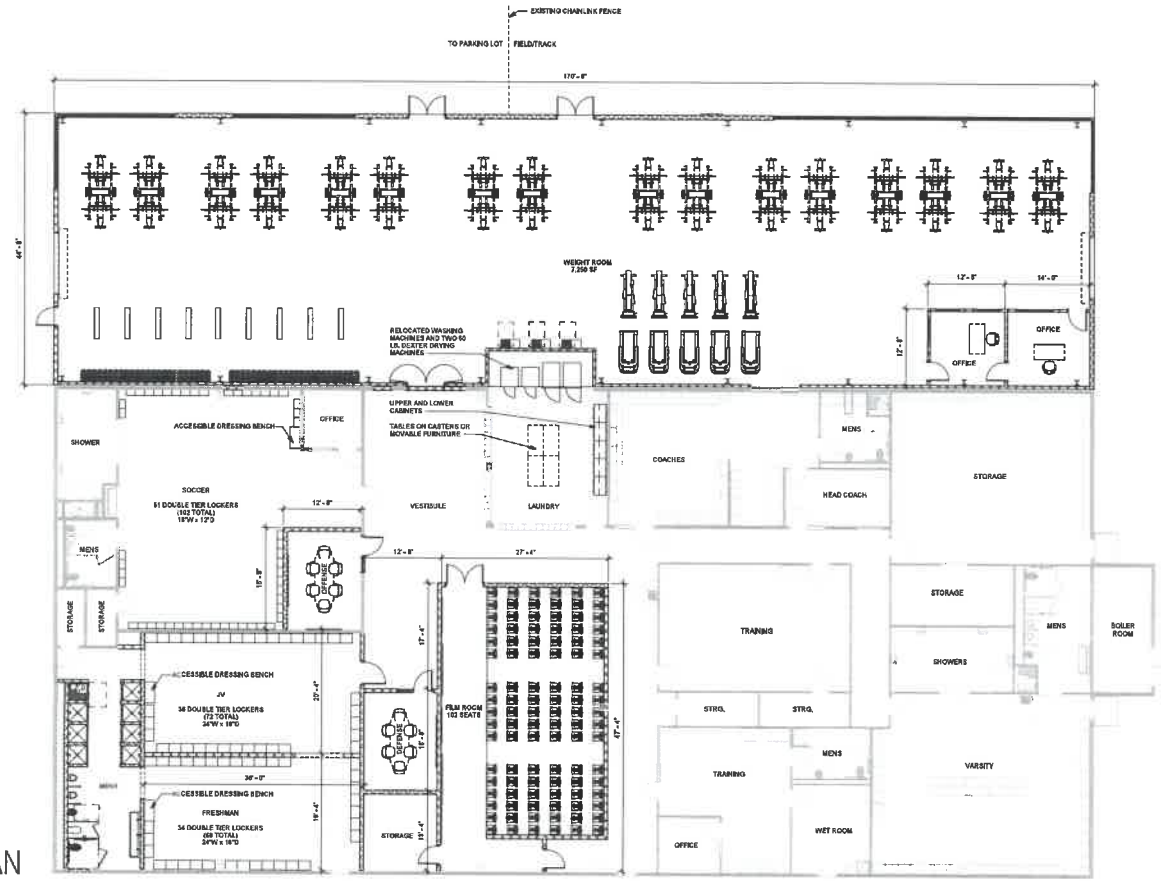
Abstain: _____



NE CORNER



SE CORNER



FLOOR PLAN

Consider Teacher and Professional Employee Contract Recommendations

Presented for:
Board action ☒ Report/Review Only ☐

Supporting documents:
None ☐ Attached ☒ Provided Later ☐

Contact Person:
Mr. Todd Gooden

Background Information:
The Board of Trustees of any independent school district may employ by contract a superintendent, a principal or principals, teachers, or other executive officers for a term not to exceed the maximum specified in this section. In those independent school districts with a scholastic population of fewer than 5,000, the term of such contracts shall not exceed three years. The personnel department, campus principals, and management teams interview and check references on each applicant who makes application to become a member of the staff of the La Vega Independent School District.

Fiscal Implication:
Personnel salaries are a budgeted item.

Administrative Recommendation:
Board approval of the contract recommendations as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

LV Personnel Recommendations for employees

The following employees are recommended for employment for the 2022- 2023 school years.

Name	Assignment
Casi Berry	3rd Grade Teacher/LVE Replacing: Renee Stump
Colby Blackwell	Cohort Asst. Principal Replacing: James Villa (trsf)
Audrey Brimberry	English Teacher/LVHS Replacing: Casey Summey
James Brown	Health Teacher/Coach/LVIS-HPM Replacing: Rosalin King (trsf)
LaSheka Day	CTE Technology Teacher/LVIS-HPM Replacing: Adam Byrd
Lisa Edney	7th Grade SS Teacher/Coach/LVJH Replacing: Eric Degrate (trsf)
Linda Escobar	Dual Credit Liaison/LVHS Replacing: Bob Sheehy (trsf)
James Givens	Special Ed Inclusion/LVHS Replacing: Daniel DeLaGarza
Donald Griffith	Naval Science Teacher/LVHS Replacing: Bill Terry
Michael Jones	Science Teacher/LVHS Replacing: Jackie Hupp
Victoria Kuykendall	Health Teacher/Coach/LVJH Replacing: Tara Turk

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
June 21, 2022

LV Personnel Recommendations for employees

The following employees are recommended for employment for the 2022- 2023 school years.

Abigail Lopez	Spanish Teacher/LVHS Replacing: Brenda Martinez
Caleb McKamie	Social Studies Teacher/Coach/LVIS-HPM Replacing: Adam Byrd
Matthew McNew	AVID Teacher/Coach/LVHS Replacing: Eric Balch (trsf)
Stephen Redrick	CTE Electrical/LVHS Replacing: Stewart Speer (trsf)
Stephanie Salazar	Asst. Band Director/LVIS Replacing: David Sprinkle
Matthew Sobotik	Science Teacher/LVHS Replacing: Rudy Hikel
Brittani Stevens	1st Grade Teacher/LVE Replacing: Cristian Smith
Charles Terrell	Attendance & Behavior Coordinator/LVHS New Position
Kimberly Villegas Rosales	3rd Grade Teacher/LVE Replacing: Maddie James
Christine Welch	ELAR Teacher/LVHS Replacing: Minnisha Degrate
Shenequa Williams	6th Grade ELAR/LVIS-HPM Replacing: Ashley Young

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
June 21, 2022

CLOSED MEETING

A. Personnel Matters – Texas Government Code, Sections 551.074

Presented for:
Board action ☐ Report/Review Only ☒

Supporting documents:
None ☒ Attached ☐ Provided Later ☒

Contact Person:
Board President

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

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

Fiscal Implication:
N/A

Administrative Recommendation:
N/A

A closed meeting was declared:

_____ Beginning Time

_____ Date

_____ Sections of the Texas Government Code

_____ Ending Time

ADJOURNMENT

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Date and Time: _____