

Board Meeting Agenda

Lake Travis Independent School District Board of Trustees

A meeting of the Board of Trustees of Lake Travis Independent School District will be held November 19, 2025, beginning at 6:00 PM in the Educational Development Center, Live Oak Room, 607 RR 620 North, Austin, TX 78734.

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 order shown on this agenda.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

If, during the course of the meeting covered by this agenda, the Board should determine that a closed session of the Board should be held or is required in relation to any item included on this agenda, then such closed session as authorized by Section 551.001 *et seq* of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this agenda or as soon after the commencement of the meeting covered by this agenda as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 – 551.084, inclusive, of the Open Meetings Act.

Notice regarding Public Comments/Citizen Participation: Participants must register to speak by either: (1) Completing and submitting the Public Participation form, available online, by 3:00 p.m. on the day of the meeting; or (2) Completing and submitting the Public Participation form in person at the designated meeting location on the scheduled meeting date, prior to the meeting's start time.

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	Section 551.072 - For the purpose of deliberating the purchase, exchange, lease or value of real property.	
	Section 551.074 - For the purpose of discussing the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee, or to hear complaints or charges against a public officer or employee, including discussion of a pending Level Three grievance and to deliberate the evaluation, goals, and duties of the superintendent.	
	Section 551.0821 - For the purpose of deliberation on a matter regarding a public school	

student in which personally identifiable information about the student will necessarily be revealed by the deliberation, including discussion of a pending Level Three grievance.

10. **Consideration Items Arising from Closed Session**
 - A. Consideration of and Potential Action regarding a Level Three Grievance
 - B. Other Items Arising from Closed Session
11. Adjournment



November 19, 2025
School Board Meeting
Special Recognition



2026 National Merit Scholarship Program Qualifying Students



2026 Commended Scholars & Semifinalists



Lake Travis High School 2025 UIL Cross Country State Meet



Lucas Kranz and Olivia Laudicina



Lake Travis High School Esports State High School Finals



Lake Travis High School - Esports



November 19, 2025
School Board Meeting
Special Recognition



AGENDA ITEM ACTION SHEET

AGENDA ITEM

2026 National Merit Scholarship Program Qualifying Students

RECOMMENDED ACTION

No action required. Recognition only.

RATIONALE

Lake Travis High School principal James Bush is pleased to announce that 48 students have been recognized by the 2026 National Merit Scholarship Program. These students entered the program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (NMSQT) as high school juniors. Among 1.3 million students from roughly 16,000 schools nationwide, these students are in the top 50,000. Texas also earned the second-highest number of Commended Scholars (3,517) and Semifinalists (1,334) in the U.S. According to the National Merit Scholarship Program, these students show exceptional academic ability and potential for success in rigorous college studies. Lake Travis High School proudly recognizes 14 National Merit Semifinalists and 34 Commended Scholars.

National Merit Semifinalist	National Merit Commended Scholars	
Pedro Alvarez-Gutierrez	Sirisha Agarwal	Duoyi Liang
Aradhana Arora	Peyton Bell	Hayden Linyard
Kiran Baburajendran	Maxwell Davila	Eden Loderus
Matthew Bondurant	Sabrina Defranco	Kensington McEwen
Carter Davis	Griffin Donnelly	Ethan Perumalla
Jackson Finney	Reed Elder	Coral Popa
Audrey Huang	Henry Files	Patrick Rach
John Menfi	Nicole Flegas	Aditya Rao
Emma Radza	Paige Gentry	Rori Reynolds
David Revay	Andrew Glaeser	Vandit Rikhi
Vaishnavi Senthil	Seren Hall	Tyler Schulenberg
Caitlyn Vandermeer	Olivia Han	Emma Sciaraffia
Alexander Wong	Alyssa Harris	Elliott Shah
Cynthia Zimin	Anthony Hatcher	Matthew Shtaih
	Adam Hellinger	Kasey Swenson
	Srihari Kadathur	Nicholas Turner
	Ashdin Khambatta	Jacob Wilks

BUDGET PROVISIONS

None



RESOURCE PERSONNEL

James Bush – Principal, Lake Travis High School

Mindy Smith – Counselor, Lake Travis High School

Marco Alvarado – Executive Director of Communications and Community Relations

ATTACHMENTS

None

MEETING DATE

November 19, 2025



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Lake Travis High School – 2025 UIL Cross Country State Meet

RECOMMENDED ACTION

No action required. Recognition only.

RATIONALE

Lake Travis High School student-athletes **Lucas Kranz** and **Olivia Laudicina**, both sophomores, proudly represented the Cavaliers at the 2025 UIL Class 6A Cross Country State Championships held November 1 at Old Settlers Park in Round Rock.

Lucas finished the 5K course with an impressive time of 15:45.9, while Olivia crossed the line at 18:30.2, earning top-35 placements among the state’s fastest runners.

Congratulations to Lucas, Olivia, and the Lake Travis High School Cross Country coaching staff—Head Coach **Aaron Macik** and assistants **Courtney Lord**, **Delaney Stulce**, and **Sean Trombly**—for an outstanding season.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

James Bush – Principal, Lake Travis High School

Hank Carter - Director of Athletics

Michael Drinkwater - Assistant Director of Athletics

Marco Alvarado - Executive Director for Communications & Community Relations

ATTACHMENTS

None

MEETING DATE

November 19, 2025



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Lake Travis High School Esports – State High School Finals

RECOMMENDED ACTION

No action required. Recognition only.

RATIONALE

Lake Travis High School's inaugural Esports team, Team Cavalier 9, made history with its first tournament victory and qualification for the 2026 Texas Scholastic Esports Federation (TexSEF) State High School Finals in April.

Competing in Marvel Rivals (6v6) at the Fall 2025 ESC Region 13 Esports Tournament in Austin on October 31, these talented student-athletes showcased teamwork, strategy, and skill on the virtual stage.

Team members include **Julian Adnan, Reed Elder, Waylon Eurie, Travis Johnson, Jackson King,** and **Connor Sottek**. They are coached by Ethan Crouse, Alex Martinez, Troy Noland, Andrew Rodriguez, and Michael Thomas.

Congratulations to Team Cavalier 9 for representing Lake Travis ISD at the state level.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

James Bush - Lake Travis High School Principal

Lana Stone - Career and Technical Education Coordinator

Marco Alvarado - Executive Director for Communications & Community Relations

ATTACHMENTS

None

MEETING DATE

November 19, 2025



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Presentation and Discussion of 2025-2026 Student Attendance Update

RECOMMENDED ACTION

No action required. Item is for information and discussion only.

RATIONALE

The district understands that attendance is key to academic success. To improve this, it has created strategies to address challenges, improve communication with families, and create engaging learning environments. With the help of data and community support, these efforts have made noticeable progress and set the stage for future success. This presentation will outline the district's work to boost student attendance, covering the strategies used, progress made, and ongoing projects. This aligns with the district's commitment to fostering academic success and ensuring equitable access to education for all students.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Betsy Russell - Director of Quality Assurance

Tasha Barker - Assistant Superintendent of Organizational Services

ATTACHMENTS

LTISD Attendance Presentation

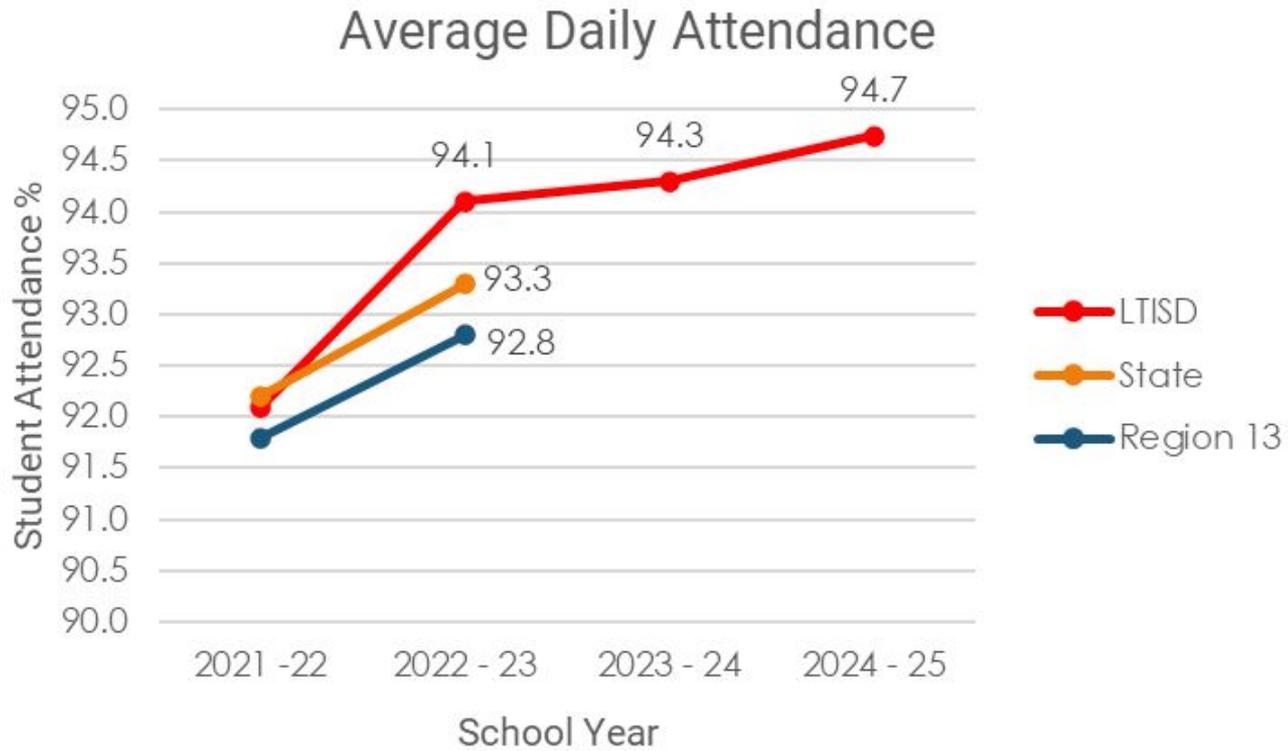
MEETING DATE

November 19, 2025

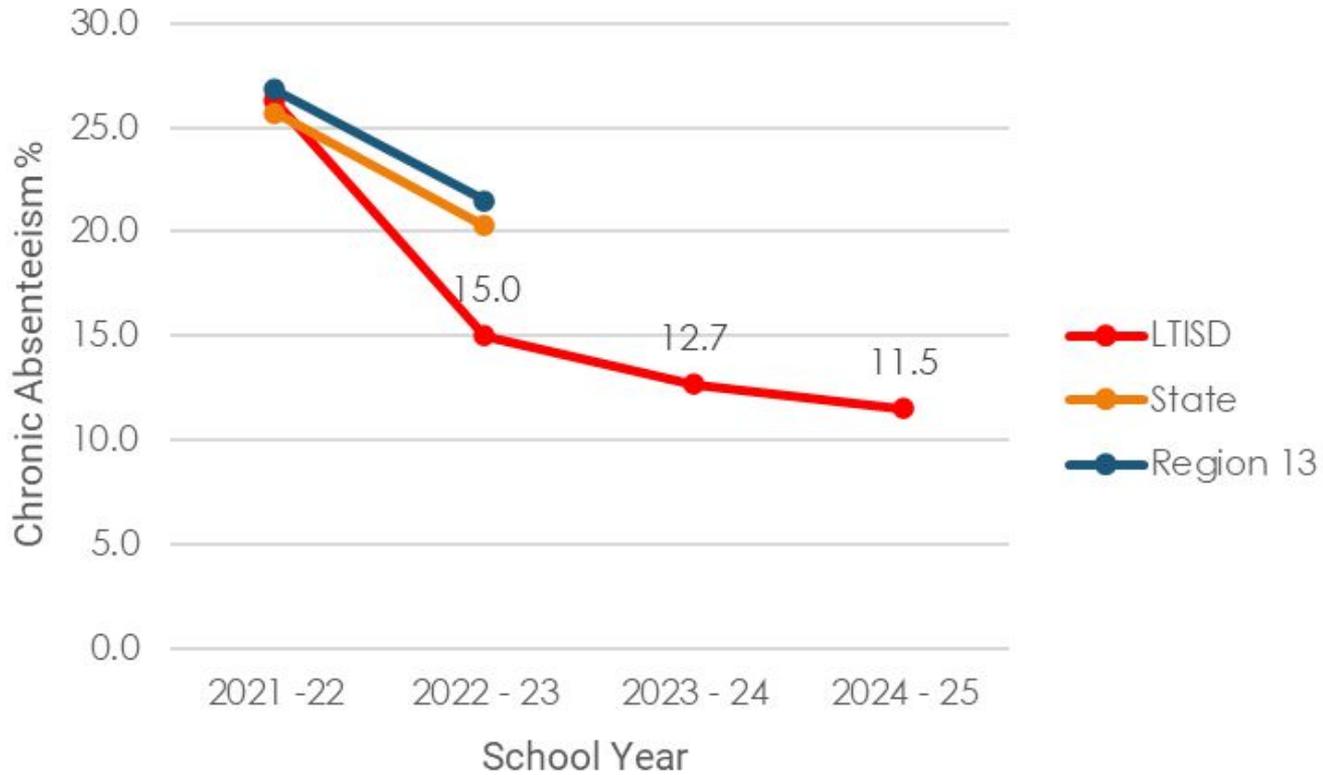
Attendance Update

November 19, 2025





Average Daily Attendance
Comparative Data



Chronic Absenteeism Comparative Data

Campus Initiatives



LAKE TRAVIS
HIGH SCHOOL

First Marking Period Wrap Up
October 8, 2025

Good afternoon, Cavalier Nation,

I want to thank you all for a successful first marking period. I appreciate you welcoming me as your principal here at Lake Travis High School. I am thankful for your support, encouragement, and enthusiasm as we learn to RIDE together.

As we enter the second marking period of the school year, we will be implementing a couple of systemic changes. The first is a new system to spread **positivity** around the campus—among both our staff and our students. The second is an adjustment to how **tardies** are handled here at LTHS.

Celebrating Amazing Victories

Our staff will soon have the ability to send our students a **CAVA's Ticket**. A CAVA's Ticket is a method to **Celebrate Amazing Victories**. Staff members can identify which RIDE characteristic is being demonstrated by a student. A CAVA's Ticket document will be sent to the student and parent email addresses. We have so many Cavaliers doing amazing things each and every day. This system will be an added tool to recognize and celebrate those achievements.

Improving Punctuality and Attendance

As we work towards improving our overall campus attendance, we begin with our Cavaliers consistently being in class on time. Our tardy system will be generated in Skyward. Therefore, it is important that our students and parents **turn on their notifications in Skyward**.

Tardies will now accumulate cumulatively across all periods. Previously, our teachers or assistant principals were able to mark tardies in Skyward system will monitor tardies as they accumulate across all 9 periods.

- a **warning letter** will be generated and emailed to students and parents on the 5th tardy.
- On the **6th tardy**, a letter will be sent to both students and parents indicating the consequences of the 6th tardy.
- A second warning will be issued on the **9th tardy**.
- Students will receive discipline incidents and suspension for the 10th tardy.

All students' tardy numbers will be posted in the hallway.

The Potential Impact





SADDLE UP FOR SCHOOL!

Howdy, partners! It's time to saddle up and show up as we kick off our Great Attendance Roundup!

We're challenging every student to hit the trail at least 95% of the time over the next 9 weeks by attending 44 out of 47 school days Oct. 14-Dec. 17!

Along the trail, students can lasso special prizes for perfect attendance at each checkpoint!

Tuesday, October 28: 🍀 11 Days on the Trail (Perfect Attendance)
→ Pick your prize from the HEB Goody Cart Corral!

Wednesday, November 12: 🎒 22 Days on the Trail (Perfect Attendance)
→ Earn your Perfect Attendance Backpack Chain & Token Badge!

Thursday, December 4: 🍔 33 Days on the Trail (Perfect Attendance)
→ Round up a FREE All-Star Burger Kids' Meal Certificate!

Friday, December 17: 🍿 Riders who've shown true grit by attending 44 out of 47 days will join us for "Popcorn with the Principals" and celebrate your hard work and dedication!

SCHOOL?

Everybody's got time for that!

Average Daily Attendance

Campus Goal: **98%**

6th: **97%** 7th: **98%** 8th: **97%**

October Attendance Challenge: **96.3%**

ABSENCES ADD-UP!

District Support

PLAN AHEAD!

When looking ahead to the 2025-2026 school year, please use these recommendations to plan for appointments and family vacations. We value our instructional time greatly, and our students benefit from consistent attendance.

Vaca
Appo
Pl

First Day of School • August 13

Last Day of School • May

Early Release Days • October 22
• December 19
• May 22

3-Day Weekends • August 30
• September 20 - 22
• January 17 - 19
• April 3 - 5

School Breaks • November 24 - 28
• December 22 - January 6
• March 16 - 20

4- & 5-Day Weekends • October 10 - 13
• February 12 - 16

Attendance Matters.
Lost Minutes = Lost Learning. Every school day counts, BUT every minute is equally important!

5 MINUTE LATE DUES = 2 days lost

10 MINUTE LATE DUES = 4 days lost

15 MINUTE LATE DUES = 6 days lost

20 MINUTE LATE DUES = 8 days lost

30 MINUTE LATE DUES = 12 days lost

LT LAKE TRAVIS
INDEPENDENT SCHOOL DISTRICT

Attendance Matters: The Big 3



01

Attendance for Credit

To receive credit for a course or a final grade in a class, a student in kindergarten-12th grade must attend at least 90 percent of the days the class is offered. "30% Rule." This is inclusive of excused and unexcused absences. School Board Policy.FEC



02

School Attendance FACTS



03



1 MONTH

Half of students who miss 2-4 days in September will go on to miss nearly a month of school.

By 6th grade, chronic absence becomes a leading indicator that a student will **DROP OUT** of high school.

5-7.5 MILLION An estimated 5-7.5 million U.S. students miss nearly a month of school each year.

Poor attendance can influence whether kids **READ proficiently** by 3rd grade or be held back.

2 DAYS Research shows that missing only an average of two days per month **negatively affects** academic performance.

Excused and Unexcused Absences have the same **negative effect** on student academic performance.

When a student improves their attendance, they **improve their chances of graduating.**

Attendance improves with **parent participation** and **mentors** for chronically absent students.

4X Low income students are four times more likely to be **chronically absent.**

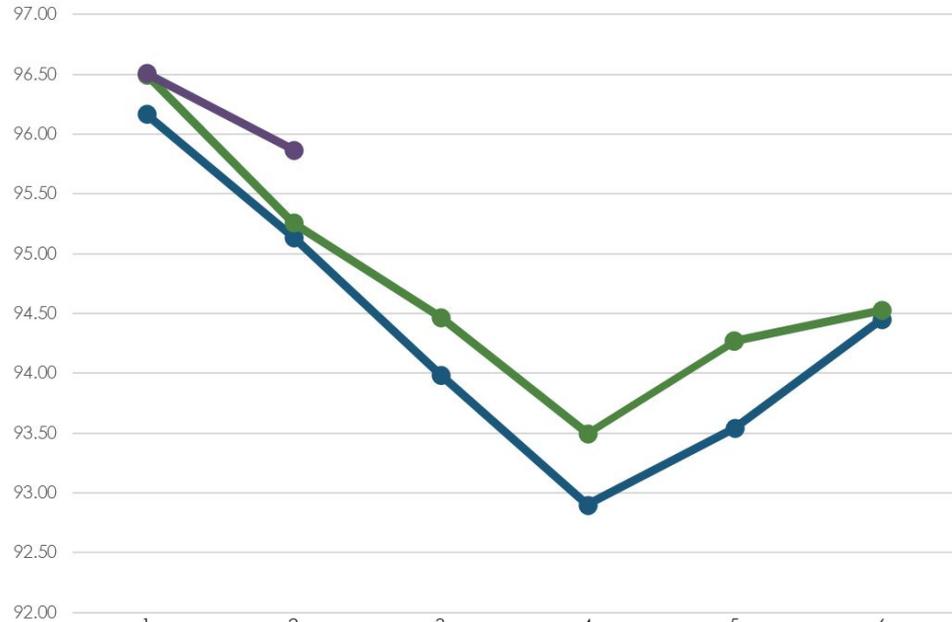
SEPTEMBER 2025 LIVE UPDATE

WITH LTISD
SUPERINTENDENT
DR. CURTIS NULL

CELEBRATIONS
2026 GRADUATION
BOND UPDATE
ATTENDANCE
AND MORE!



Student Attendance %



2023 - 2024 School Year
2024 - 2025 School year
2025 - 2026 School year

1	2	3	4	5	6
96.17	95.14	93.99	92.90	93.54	94.45
96.50	95.26	94.47	93.50	94.27	94.53
96.51	95.87				

Six Week Period

Lake Travis ISD Attendance

Thank you!



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Presentation and Discussion of High School No. 2 Update

RECOMMENDED ACTION

No action required. Item is for information and discussion only.

RATIONALE

On September 17, 2025, the Board of Trustees approved the construction contract for the site work and utility infrastructure (Phase 1) of High School No. 2. Administration will share an update on the status of the Travis County permit process and review the construction timeline.

Additionally, Lake Travis ISD will engage the community in the process of naming and selecting school colors for High School No. 2. In alignment with Board Policy CW (LOCAL), facilities shall be named for local residential or geographic areas, or for regional, state, or national landmarks and historical events.

Community members will be invited to submit suggestions via an online Google Form. The form will be available on the district website and promoted through multiple communication channels, including direct email to parents, students, and staff; district and campus newsletters; Peachjar e-Flyers; and district social media platforms.

The Google Form will open December 3, 2025 and remain available for community input through January 12, 2026. An initial list of suggested names and color combinations will be presented to the Board of Trustees at the January 21, 2026 regular meeting. Final action to approve the school name and colors will be requested at the February 18, 2026 regular meeting.

BUDGET PROVISIONS

2023 Bond Program

2024 Bond Program

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services

Marco Alvarado – Executive Director of Communications & Community Relations

ATTACHMENTS

None

MEETING DATE

November 19, 2025

Update on High School No. 2

November 19, 2025





Reimer's Road Development
September 2026

**CONCEPTUAL VIEW
FRONT ENTRY**



Naming and Colors for High School #2

Community Engagement

- LTISD will gather community input on the name and school colors for High School No. 2
- Process follows Board Policy CW (Local) on facility naming
- Mascot selection will occur after rezoning (student process)

Submission Process

- Suggestions collected through an online Google Form
- Form will be posted on district website and shared via direct email, newsletters, Peachjar e-Flyers, and social media

Timeline

- Form open: Dec. 3, 2025 – Jan. 12, 2026
- Entries presented to the Board: Jan. 21, 2026
- Final approval requested: Feb. 18, 2026

Questions





AGENDA ITEM ACTION SHEET

AGENDA ITEM

Presentation and Discussion of Proposed Local Policy Updates – First Reading

RECOMMENDED ACTION

For Discussion/Presentation only. Action will be requested at the December 17, 2025 meeting.

RATIONALE

LTISD Administration recommends adjustments to the following LOCAL policies in accordance with guidance received from TASB in Numbered Policy Update 126.

BE(LOCAL) – BOARD MEETINGS

Several recommended revisions have been made to this policy on board meetings. SB 12 prompted new language at Meeting Place and Time indicating that board meetings will be held outside of typical work hours. Language at Notice to Members has been adjusted to reflect HB 1522, which requires board agendas to be posted for three business days, rather than 72 hours, before the meeting. This recommended revision appropriately adjusts when the notice of the meeting will be provided to board members.

SB 413 requires roll call voting, so the language at Record Vote has been revised accordingly. A paragraph in the Minutes section has been removed, as the statement is true for all district records and it is not necessary to separately address retention in this policy.

BED(LOCAL) – BOARD MEETINGS: PUBLIC PARTICIPATION

Recommended revisions comply with the SB 12 requirement that public comment occur at the beginning of board meetings.

CFB(LOCAL) – ACCOUNTING INVENTORIES

Changes to federal regulations require a policy change addressing the capitalization of assets threshold. The proposed revision helps offset the effects of the significant increases in costs over the last five years.

CJ(LOCAL) – CONTRACTED SERVICES

Recommended new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or diversity, equity, and inclusion (DEI) duties under SB 12. Violations will result in termination of the contract.

CJA(LOCAL) – CONTRACTED SERVICES: BACKGROUND CHECKS AND REQUIRED REPORTING

The subtopic name has been adjusted to Background Checks and Required Reporting to more accurately describe the contents of the legal framework at this code. No other changes have been made.

CLE(LOCAL) – BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: REQUIRED DISPLAYS



The subtopic name has been adjusted to Required Displays to more accurately describe the contents of the legal framework at this code. No other changes have been made.

CQB(LOCAL) – TECHNOLOGY RESOURCES: CYBERSECURITY

Recommended revisions comply with HB 150, which moves cybersecurity training requirements from the Department of Information Resources to the Texas Cyber Command and includes details about notifications for cybersecurity incidents in addition to security breaches.

CQD(LOCAL) – TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

This new recommended policy addresses artificial intelligence training requirements based on HB 150 and HB 1500, as well as the use of artificial intelligence by district employees and students.

CSA(LOCAL) – FACILITY STANDARDS: SAFETY AND SECURITY

SB 8 from the Second Special Session prompted the inclusion of a section on Designation and Use of Private Spaces. The superintendent is directed to designate private spaces in accordance with law and to develop regulations to ensure compliance.

CV (LOCAL) – FACILITIES CONSTRUCTION

As reflected in CH(LEGAL), the competitive purchasing threshold established in law has changed from \$50,000 to \$100,000. The language at Construction Contracts is recommended for revision here to refer to the legal threshold rather than a specific dollar amount. Policy BJA(LOCAL) establishes the superintendent’s delegation authority; therefore “or designee” is recommended for deletion at Project Administration.

DBD(LOCAL) – EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CONFLICT OF INTEREST

A new recommended section on Personal Services Performed by an Administrator includes language relating to administrator work from HB 3372.

DEC(LOCAL) – COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

HB 2 prompted recommended revisions to include Daily Rate of Pay under the Definitions section, as well as a section regarding Concurrent Use of Paid Leave during Family and Medical Leave for classroom teachers.

DFBB(LOCAL) – TERM CONTRACTS: NONRENEWAL

Based on SB 12, engaging or assigning diversity, equity, and inclusion duties, as well as instructional activities prohibited by law, are recommended for inclusion in the list of reasons a term contract employee may be nonrenewed. The item related to disability and the ability to perform the essential functions of the job has been amended for clarity.

DGBA(LOCAL) – PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

We recommend for your consideration this revised policy regarding employee complaints, which includes revisions prompted by the applicable portions of SB 12.



DH(LOCAL) – EMPLOYEE STANDARDS OF CONDUCT

The recommended revision to the text at Weapons Prohibited – Exceptions reflects changes under SB 706 regarding reciprocity with a handgun license from another state. Sections on Prohibited Classroom Instruction or Activities; Prohibited Diversity, Equity, and Inclusion Duties; and Social Transitioning are recommended for inclusion pursuant to SB 12. At Relationships with Students, the recommended revision addresses the requirement under SB 571 regarding notice of suspected misconduct by an educator or district service provider.

EFP(LOCAL) – INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

This new local policy includes recommended language from SB 12 on instructional plans and course syllabi.

EFA(LOCAL) – INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

In accordance with SB 12, a section on Parent Request for Instructional Material Review is recommended for inclusion. The policy requires the superintendent to develop administrative regulations to ensure that parents or guardians can request review of instructional materials individually or through a petition process with other parents.

EHBAF(LOCAL) – SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

The enclosed revisions are recommended to update language regarding special education classrooms in accordance with HB 2 and to update the timeframe for reporting suspected misconduct or child abuse as required by SB 571.

EIA(LOCAL) – ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

Recommended revisions reflect the SB 12 requirement that each parent of a student be afforded the opportunity for at least two in-person conferences with the student's teacher per year. At Academic Dishonesty, language is recommended that indicates the use of artificial intelligence without permission constitutes academic dishonesty.

FA(LOCAL) – PARENT RIGHTS AND RESPONSIBILITIES

This new local policy is recommended for inclusion in the district's manual to address the SB 12 requirement to establish a parent portal on the district's website, through which parents may submit comments to administrators or the board.

FEF(LOCAL) – ATTENDANCE: RELEASED TIME

This local policy is recommended for inclusion in the district's manual to reflect SB 1049 requirements regarding released time courses.

FFAC(LOCAL) – WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

A recommended revision at Medication Provided by Parent has been made due to SB 920, which now allows school employees, including nurses, to administer nonprescription medication in accordance with legal requirements.

At Epinephrine, references to "epinephrine auto-injector" have been updated to "epinephrine delivery system" in accordance with SB 1619.



FFB(LOCAL) – STUDENT WELFARE: CRISIS INTERVENTION

As required by HB 2, a provision is recommended for inclusion addressing the required notification that must be provided to teaching staff when a threat is made against the campus.

FFF(LOCAL) – STUDENT WELFARE: CAMPUS SAFETY

HB 2 prompted recommended revisions to this local policy regarding notifying a parent of a student with whom an employee or service provider is alleged to have engaged in misconduct.

FFG(LOCAL) – STUDENT WELFARE: CHILD ABUSE AND NEGLECT

A recommended change at Reporting Child Abuse or Neglect reflects that SB 571 requires reporting within 24 hours of learning of the facts giving rise to suspicion of abuse or neglect of a child.

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

We recommend for your consideration this revised student and parent complaint policy, which includes revisions prompted by the applicable portions of SB 12.

FO(LOCAL) – STUDENT DISCIPLINE

We recommend for inclusion in this policy new provisions at Video and Audio Monitoring. The provisions provide guidance on using video and audio recording equipment and the notification requirements if the equipment is in use. The language also addresses access to recordings made by this equipment.

FOB(LOCAL) – STUDENT DISCIPLINE: SUSPENSION

This policy is recommended for deletion since HB 6 removed a district's authority to exempt itself from student discipline requirements through a District of Innovation plan.

GF(LOCAL) – PUBLIC COMPLAINTS

We recommend for your consideration this revised public complaint policy, which includes revisions prompted by the applicable portions of SB 12.

GKA(LOCAL) – COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

HB 6 no longer permits District of Innovation exemptions to Chapter 37; therefore, provisions related to Education Code 37.105 have been adjusted. Language regarding handguns is recommended for revision due to SB 706.

BUDGET PROVISIONS

Minimal TASB Processing Fee

RESOURCE PERSONNEL

Chad Crowson – General Counsel

ATTACHMENTS

Proposed Policies Redlined Language



MEETING DATE
November 19, 2025

Meeting Place and Time

Board meetings shall be held during a time that is outside of typical work hours. [See FA(LEGAL)]

The notice for a Board meeting shall reflect the date, time, and location of the meeting.

Regular Meetings

Regular meetings of the Board shall normally be held on the third Wednesday of each month at 6:00 p.m. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.

Special or Emergency Meetings

The Board President shall call special meetings at the Board President's discretion or on request by two members of the Board.

The Board President shall call an emergency meeting when it is determined by the Board President or two members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Agenda

Deadline

The deadline for submitting items for inclusion on the agenda is the ~~third business~~ 10th calendar day before regular meetings and the ~~third business~~ 10th calendar day before special meetings.

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Board member may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Board member.

Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or individual Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Board member without that Board member's specific authorization.

Notice to Members

Members of the Board shall be given notice of regular and special meetings at least ~~72-hour~~ three business days prior to the scheduled ~~time~~ date of the meeting and at least one hour prior to the time of an emergency meeting.

Closed Meeting

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

BOARD MEETINGS

BE
(LOCAL)

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

Order of Business

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.

Rules of Order

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

~~Voting~~ Record Vote

Voting on any item shall be ~~by voice~~ a record vote ~~or~~ by show of hands or roll call, as directed by the Board President. Any member may abstain from voting on an item, and a member's vote or failure to vote shall be recorded upon that member's request in the minutes. [See BDAA(LOCAL) for the Board President's voting rights]

Consent Agenda

When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A 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.

Minutes

Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

~~The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.~~ [See CPC regarding retention of records.]

Discussions and Limitation

Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time

limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.

Limit on Participation

Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. 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 requested by the presiding officer.

Public Comment

Public comment shall occur at the beginning of the meeting. [See FA]

Regular Meetings

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

Special Meetings

At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Procedures

Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board.

~~Public comment shall occur at the beginning of the meeting.~~

Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed three minutes per meeting.

Meeting Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may ~~make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting~~ adjust the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

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

The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:

- Employee complaints: DGBA
- Student or parent complaints: FNG
- Public complaints: GF

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.

**Capitalization
Threshold**

The capitalization threshold for purposes of classifying individual capital assets shall be ~~\$5,000~~ \$10,000.

The Superintendent shall determine the capitalization threshold for a group of assets, the individual cost of which does not exceed the capitalization threshold above but for which the cost in the aggregate is significant.

**Employment
Assistance
Prohibited**

No District employee shall assist a contractor or agent of the District or of any other school district in obtaining a new job if the employee knows, or has probable cause to believe, that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative file does not violate this prohibition.

No District contractor or agent shall assist an employee, contractor, or agent of the District or of any other school district in obtaining a new job if the contractor or agent knows, or has probable cause to believe, that the individual engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition.

[See also DC for prohibitions relating to employees.]

**Prohibited
Classroom
Instruction or
Activities**

A District contractor is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB(LEGAL)]. Violation of this policy shall result in termination of the contract. A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

**Prohibition on
Diversity, Equity,
and Inclusion**

A contract is subject to termination if the District contractor intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

[See BT(LEGAL)]

CONTRACTED SERVICES
~~CRIMINAL HISTORY~~BACKGROUND CHECKS AND REQUIRED REPORT-
ING

CJA
(LOCAL)

Emergencies

In an emergency due to a health or safety concern, a reasonably unforeseeable situation, or other exigent circumstance, the District employee who is in charge of the facility shall be authorized to determine whether an employee of a contracting or subcontracting entity who does not have the required criminal history record information (CHRI) review or who has a disqualifying conviction will be permitted to enter a District facility.

If allowed to enter the facility, the employee of the contracting or subcontracting entity shall be accompanied by a District employee at all times.

The U.S. and Texas flags shall be prominently displayed in each classroom to which a student is assigned during the time that the pledges of allegiance to those flags are recited.

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

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the [Department of Information Resources Texas Cyber Command](#); and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

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

Security Breach and Cybersecurity Incident Notifications Upon discovering or receiving notification of a breach of system security or a [security](#) [cybersecurity](#) incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities [and provide any other notices](#) in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

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

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

Training

The Board delegates to the Superintendent the authority to:

1. Determine the artificial intelligence (AI) training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

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

Use in District

Employees and students shall be permitted to explore AI and implement its use in and out of the classroom in accordance with policy and administrative regulations. The use of AI shall only be as a support tool to enhance student outcomes and shall never take the place of teacher and student decision-making. Any use of AI must comply with law, policy, and administrative regulations relating to student and employee privacy and data security.

A student shall only use AI tools with teacher permission and shall be expected to produce original work and properly credit sources, including AI tools used in creating the work. Students who use AI tools to deceptively harm, bully, or harass others shall be disciplined in accordance with the Student Code of Conduct and policy. [See EIA(LOCAL), FFH, FFI, and the FO series]

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

**Designation and Use
of Private Spaces**

The Board shall ensure that the Superintendent, or appropriate staff as determined by the Superintendent, designates private spaces in accordance with law.

The Superintendent shall develop administrative regulations to ensure compliance with law and policy regarding the use of private spaces in District facilities.

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Building Code Adoption

All construction projects shall be designed to meet the most current International Building Code edition with the latest amendments, in addition to requirements set out at ~~policy~~ CS(LEGAL).

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above ~~\$100,000~~ the competitive purchasing threshold established in law. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above \$100,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Change Orders

Change orders permitted by law shall be approved prior to any changes being made in the approved plans or the actual construction of the facility.

Change orders valued at or above \$100,000 shall require Board approval. The Superintendent ~~or designee~~ shall be authorized to approve change orders of a lesser amount.

Extension of Time

The Superintendent ~~or designee~~ shall approve any extensions of time to construction contracts without requiring Board approval.

Project Administration

All construction projects shall be administered by the Superintendent ~~or designee~~.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

Final Payment

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Superintendent ~~or designee~~ has accepted the work.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

Note: For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB.

~~Disclosure—~~
~~General Disclosure —~~
General Standard

An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

Specific Disclosures
Substantial Interest

The Superintendent shall file an affidavit with the Board President disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the Superintendent or any of his or her relatives in the first degree may have.

Any other employee who is in a position to affect a financial decision involving any business entity or real property in which the employee has a substantial interest, as defined by Local Government Code 171.002, shall file an affidavit with the Superintendent; however, the employee shall not be required to file an affidavit for the substantial interest of a relative.

Interest in Property

The Superintendent shall be required to file an affidavit disclosing interest in property in accordance with Government Code 553.002.

Annual Financial
Management
Report

The Superintendent, as the executive officer of the District, shall provide to the District in a timely manner information necessary for the District's annual financial management report.

[See BBFA]

Gifts

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA, CB, and CBB]

Endorsements

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during nonschool hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

Sales

An employee shall not use his or her position with the District to attempt to sell products or services.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

**Nonschool
Employment**

An employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

Private Tutoring

An employee shall disclose in writing to his or her immediate supervisor any private tutoring of District students for pay.

**Personal Services
Performed by an
Administrator**

An administrator, as defined in law, shall not receive any financial benefit for the performance of personal services except as permitted by and in accordance with law.

An administrator, other than a Superintendent or an assistant superintendent, who wishes to seek Board approval to perform personal services permitted by law shall submit that request to the Superintendent in accordance with administrative regulations.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term “immediate family” is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave, except the sick leave bank, shall mean the term of the employee’s annual employment as set by the District, whether full-time or part-time.

For purposes of the sick leave bank, the term “school year” shall mean September 1 through August 31.

Daily Rate of Pay

The “daily rate” of a contract employee, including a teacher, school counselor, or librarian, shall be computed by dividing the employee’s annual salary by the number of duty days in the employee’s contract year.

Catastrophic Illness
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation

from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions related to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

Earning Local Leave

Each employee shall earn paid leave days in accordance with administrative regulations.

An employee shall not earn any local leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.

Local leave shall accumulate without limit. Upon resignation, all unused and nonreimbursable local sick leave shall be lost.

State and Local Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, leave shall be prorated based on the actual time employed.

If an employee uses more leave than he or she earned and remains employed with the District through his or her last duty day, the District shall deduct the cost of the excess leave days from the employee's pay in accordance with administrative regulations.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Nondiscretionary
Use

Nondiscretionary use of state personal leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of state personal leave is at the individual employee's discretion, subject to limitations set out below.

*Request for
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed three consecutive workdays and a total of six days in a school year, except in extenuating circumstances in accordance with administrative regulations.

**Catastrophic Sick
Leave Bank**

The District shall establish a catastrophic sick leave bank that employees may join through contribution of local or state personal leave.

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee experiences a catastrophic illness or injury and the employee has exhausted all paid leave.

The Superintendent or designee shall develop regulations for the operation of the catastrophic sick leave bank that address the following:

1. Membership in the catastrophic sick leave bank, including the number of days an employee must contribute to become a member;
2. Procedures to request leave from the catastrophic sick leave bank;
3. The maximum number of days per school year a member employee may receive from the catastrophic sick leave bank;
4. The committee or administrator authorized to consider requests for leave from the catastrophic sick leave bank and criteria for granting requests; and

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

5. Other procedures deemed necessary for the operation of the catastrophic sick leave bank.

Appeal

An employee may appeal a decision regarding the sick leave bank in accordance with DGBA(LOCAL).

Mental Health Leave

A District peace officer who experiences a traumatic event in the scope of employment shall be granted a maximum of three days of mental health leave per traumatic event, with a maximum of two extensions under certain circumstances. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding mental health leave that address the following:

1. Circumstances or reasons under which a peace officer may use mental health leave and be eligible for an extension;
2. Procedures for requesting mental health leave and maintaining the anonymity of the requestor;
3. The administrator authorized to approve requests for mental health leave; and
4. Other procedures deemed necessary for administering this provision.

Communicable Disease Leave

A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding quarantine leave that address the following:

1. Continuation of all employment benefits and compensation for the duration of the leave;
2. Reimbursement for reasonable costs related to the quarantine; and
3. Other procedures deemed necessary for administering this provision.

Line of Duty Illness or Injury Leave of Absence

Following a leave of absence with full pay as required by law, the District shall not extend the leave of absence for a peace officer's line of duty illness or injury. In accordance with law, the peace officer may use accumulated leave.

Family and Medical Leave

The District shall make FMLA leave available to employees in accordance with DECA(LEGAL) and the following provisions.

Concurrent Use of Paid Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable, **except as provided below.**

Note:— See DECA(LEGAL) for provisions addressing

Twelve-Month FMLA Exception Period

A teacher shall notify the appropriate administrator if they choose not to use paid leave concurrently with FMLA leave for an absence related to pregnancy or the birth or adoption of child.

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured forward from the date an individual employee's first FMLA leave begins.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

Temporary Disability Leave

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave, except that an employee receiving workers' compensation income benefits may choose to receive those benefits in lieu of using paid leave.

**Workers'
Compensation**

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

Paid Leave Offset

The District shall permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Absences for court appearances related to an employee's personal business shall be deducted from the employee's personal leave or shall be taken by the employee as leave without pay.

**Moonlighting or
Other Work While on
Leave**

Taking another job or working at another job during normal District work hours while on FMLA leave or any other paid or unpaid leave pursuant to District policy is prohibited and shall be grounds for disciplinary action, up to and including termination in accordance with applicable policy.

**Neutral Absence
Control**

Until June 30, 2024, the District may allow for up to 10 days of unpaid leave as a grace period after an employee has exhausted all paid or official unpaid leave. If an employee does not return to work after exhausting all paid leave, official unpaid leave if available (FMLA or temporary disability leave), and the grace period, the District shall automatically pursue termination of the employee, regardless of the reason for the absence [see DF series]. The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA(LEGAL)], shall be considered before termination. If terminated, the employee may apply for reemployment with the District.

Effective July 1, 2024, the neutral absence control provisions above will no longer be effective. After that date, an employee's leave allowances, use of leave and employment status shall be guided by all relevant Board policies.

Lake Travis ISD
227913

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Reasons

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFFA]
10. Reduction in force because of a program change. [See DFFB]
11. The employee is not retained at a campus in accordance with the provisions of a campus turnaround plan. [See AIC]
12. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
13. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
14. Failure to meet the District's standards of professional conduct.
15. Failure to report any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime

involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]

16. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
17. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
18. Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job, [with or without reasonable accommodation](#).
19. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, or the community, impairs or diminishes the employee's effectiveness in the District.
20. Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
21. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
22. A significant lack of student progress attributable to the educator.
23. Behavior that presents a danger of physical harm to a student or to other individuals.
24. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
25. Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
26. Falsification of records or other documents related to the District's activities.
27. Falsification or omission of required information on an employment application.
28. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.

29. Failure to fulfill requirements for state licensure or certification, including passing certification or licensing examinations required by state or federal law or by the District, for the employee's assignment.
30. Failure to maintain licensing and certification requirements, including the completion of required continuing education hours, for the employee's assignment.
31. Failure to complete certification or permit renewal requirements, or failure to fulfill the requirements of a deficiency plan, under an Emergency Permit or a Temporary Classroom Assignment Permit.
32. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
33. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
34. Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. [See EMB]
35. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.
- ~~34-36.~~ Any reason constituting good cause for terminating the contract during its term.

Recommendations
from Administration

Administrative recommendations for renewal or proposed nonrenewal of term contracts shall be submitted to the Superintendent. A recommendation for proposed nonrenewal shall be supported by any relevant documentation. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

Superintendent's
Recommendation

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Supporting documentation, if any, and reasons for the recommendation shall be submitted for each employee recommended for proposed nonrenewal.

The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations.

Notice of Proposed
Nonrenewal

After the Board votes to propose nonrenewal, the Superintendent or designee shall deliver written notice of proposed nonrenewal in accordance with law.

If the notice of proposed nonrenewal does not contain a statement of the reason or all the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal at a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

Request for Hearing

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal.

When a timely request for a hearing on a proposed nonrenewal is received by the presiding officer, the Board shall notify the employee whether the hearing will be conducted by the Board [see Hearing by the Board, below] or an attorney designated by the Board [see Hearing by an Attorney Designated by the Board, below].

In either case, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.

Hearing by the Board

Unless the employee requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the employee, the Superintendent, their representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

Hearing Procedures

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.

4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.
6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only evidence presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

**Hearing by an
Attorney Designated
by the Board**

The hearing must be private unless the employee requests in writing that the hearing be public, except that the attorney may close the hearing to maintain decorum. If the employee does not request a public hearing, only the attorney designated by the Board, the employee, the Superintendent, their representatives, and witnesses shall be permitted to be in attendance, and witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the control of the attorney designated by the Board and shall generally follow the steps listed at Hearing by the Board.

Not later than the 15th day after the completion of the hearing, the attorney shall provide to the Board a record of the hearing and his or her recommendation on renewal.

Board Review

The Board shall consider the record of the hearing and the attorney's recommendation at the first Board meeting for which notice can be posted, unless the parties agree in writing to a different date. The Board shall notify the employee of the meeting date as soon as it is set. At the meeting, the Board shall allow each party an equal amount of time to present oral arguments. The Board

shall notify the employee in writing of the Board's decision on re-
newal not later than the 15th day after the date of the meeting.

No Hearing

If the employee fails to request a hearing, the Board shall take the
appropriate action and notify the employee in writing of that action
not later than the 30th day after the date the notice of proposed
nonrenewal was sent.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process [has been followed](#):

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with ~~the DIA series~~.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with ~~the DIA series~~.
3. Complaints concerning retaliation ~~relating~~[related](#) to discrimination and harassment shall be submitted in accordance with ~~the DIA series~~.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications [and on the District's website](#).

~~Guiding Principles~~ Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate [campus or District administrator](#) who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Direct
Communication with
Board Members
~~Employees shall not
be prohibited from
communicating with
a member of the
Board regarding
District operations
Formal Process
communication
between an
employee and a
Board member
would be
inappropriate
because of a
pending hearing or
appeal related to the
employee. However,
employees are
encouraged to utilize
the District's
procedures for
resolving
issues~~
Filing
Deadlines

If an employee has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the employee must file a complaint within 15 business days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

An employee may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the employee shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue
Informal Process

Even after initiating the formal complaint process, the employee is encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint	A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the next level supervisor. Complaint forms Superintendent. Complaints alleging a violation of law by the Superintendent may be submitted directly to the Board or Board's designee.
Direct Communication with Board Members	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.
Scheduling Conferences Hearings	The District shall make reasonable attempts to schedule conferences hearings at a mutually agreeable time. If the employee fails to appear at a scheduled conference hearing, the District may dismiss the complaint. If the complaint is dismissed, it may be refiled, but only within the original time period for filing a complaint hold the hearing and issue a decision in the employee's absence.
Decision	A "decision" shall mean a written communication to the employee from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that sup-

ports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

Response

~~At Levels One and Two, "response" shall mean a written communication to the employee from the appropriate administrator. Responses~~The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed ~~responses~~decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

~~"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."~~

Representative
Representative

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent ~~him or her~~the employee in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three ~~business~~ days' notice to the District before a scheduled ~~conference or~~ hearing, the District may reschedule the ~~conference or~~ hearing to a later date, if desired, in order to include the District's counsel. ~~A representative may not represent the employee/grievant without the grievant present unless the grievant has designated the representative through written notice to the District.~~The District may be represented by counsel at any level of the process.

Consolidating
Complaints

~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file~~To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from ~~any~~an event or series of ~~events that have been or could have been addressed in a previous complaint.~~If the District determines a complaint has been or could have been addressed in a previous complaint, the complaint shall be dismissed by written notice to the ~~employee~~related events shall be consolidated.

	<p>When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.</p>
<p>Untimely Filings</p>	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
<p>Costs Incurred Costs Incurred Complaint and Appeal Forms</p>	<p>Each party shall pay its own costs incurred in the course of the complaint.</p> <p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to included with the complaint form. If the employee does not have copies of these documents at the time of filing, they, copies may be presented at the Level One conference hearing. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference, or unless requested by the administrator hearing the complaint hearing, the employee may supplement the record with additional documents or include additional claims.</p>
<p>Record</p>	<p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the employee who filed the complaint, documents determined relevant by District personnel, and the decision.</p>
<p>Remand</p>	<p>A complaint or appeal form that is incomplete in any material aspect may shall be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing. re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p>

**Assignment of
Hearing Officer**

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the employee mutually agree, all deadlines shall be suspended during an investigation.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a ~~conference or~~ hearing under this policy at which the substance of the employee's complaint is discussed. ~~Prior to the start of any audio recording, the~~ The employee shall notify all attendees present ~~of his or her intent to that an audio record the conference~~ recording is taking place.

Complaint Levels

Level One

~~Complaint forms must be filed:~~

- ~~8. Within ten days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~
- ~~9. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~In most circumstances, employees on a school campus shall file Level One complaints with the campus principal. Other District employees shall file Level One complaints with their immediate supervisor.~~

~~All complaints shall be filed at Level One. Upon review, the Superintendent or designee, at his or her sole discretion, shall assign the appropriate administrator to hear the complaint, and shall determine whether the complaint can be more appropriately addressed at Level Two based on the information submitted and relief sought.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may, at the Superintendent or designee's discretion, begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint. At Level One, the appropriate hearing officer shall hold a hearing with the employee within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.~~

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a ~~response~~decision has expired ~~and an extension due to extenuating circumstances has not been agreed upon~~, the employee may request a ~~conference with the Superintendent or designee~~hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing ~~to the Superintendent or designee~~, on a form provided by the District, within ~~ten~~20 calendar days of the date of the ~~written~~ Level One ~~response~~decision or, if no ~~response was received and no extension was agreed upon, within ten~~decision has been communicated to the employee, within 20 calendar days of the Level One ~~response~~decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The employee may request~~hearing officer and provide a copy of the Level One record to the employee.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~Any other documents submitted by the employee at Level One.
3. ~~The~~if the complaint is against a District employee, the written response of the District employee, if any.

~~3.4.~~ The decision issued at Level One and any attachments.

4.5. All other documents relied upon by the Level One administrator hearing officer in reaching the Level One decision.

~~The Level Two administrator shall schedule a conference within ten hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Level Two administrator may set reasonable time limits for the conference. The Level Two administrator shall not be required to consider documentation not submitted or issues not presented at Level One hearing officer may set reasonable time limits for the hearing.~~

The Level Two administrator hearing officer shall provide the employee a written response decision within ten 20 calendar days following the conference. The written response shall set forth the basis of the decision hearing. In reaching a decision, the Level Two administrator hearing officer may consider the Level One record, any additional information provided at prior to the Level Two conference hearing, and any other relevant documents or information the Level Two administrator hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response decision has expired and an extension due to extenuating circumstances has not been agreed upon, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten 20 calendar days of the date of the written Level Two response decision or, if no response was received and no extension was agreed upon, within ten decision has been communicated to the employee, within 20 calendar days of the Level Two response decision deadline.

~~The Level Two administrator shall prepare and forward to the Superintendent or designee the record of the Level Two appeal. The Superintendent or designee shall provide a copy of the Level Two record to the Board Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.~~

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the employee whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the employee a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~ Any other documents submitted by the employee at Level Two.
- 3.4. The decision issued at Level Two and any attachments.
- 4.5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.~~

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing. The Board shall not be required to consider documentation not previously submitted or issues not previously presented.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law~~ may request that the complaint be heard in open or closed meeting. The District shall

honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

~~At the Board's discretion, the Board may hear the complaint based on an oral presentation or upon written submission. If the complaint is heard on oral presentation~~meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board.~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~ meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation ~~if the complaint is heard on oral presentation~~. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from ~~the~~ Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

~~If the complaint is heard on oral presentation, the Board~~The Board or Board committee shall then consider the complaint. It ~~may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.~~

~~If the complaint is heard on written submission, the Board shall consider the complaint based on written submission at a scheduled Board meeting. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting after the Board considers the complaint. The written submission shall serve as the record of the Level Three proceeding before the Board, except that the Board is not required to consider documentation not previously submitted or issues not previously addressed~~shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The employee shall be provided a decision in accordance with this policy and state law.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, [DCE](#), and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a ~~Texas~~ handgun license [in accordance with state law](#) stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

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shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Prohibited Classroom Instruction or Activities An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

Prohibited Diversity, Equity, and Inclusion Duties An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

[See BT(LEGAL)]

Social Transitioning An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. ~~[See FFH]~~

As required by law, the District shall notify the parent of a student with whom ~~an educator~~ a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct. ~~[See FFF]~~

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

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**Tobacco and
Nicotine Products
and E-Cigarettes**

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

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3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity;
4. Crimes involving drugs or alcohol; or
5. Crimes involving moral turpitude, which include, but are not limited to:
 - Dishonesty, fraud, deceit, theft, or misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor; or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

**Instructional Plan
and Course Syllabus**

Prior to the beginning of each semester, each teacher shall provide a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction.

The teacher shall provide this information to the District administration ~~and the parent of each student enrolled in the teacher's class~~ to be posted on the District's website. ~~Additional-Printed~~ copies of the instructional plan or course syllabus shall be made available to a parent of a student enrolled upon that parent's request.

District Website

The Superintendent shall develop administrative procedures for the posting of the instructional plans ~~and or~~ course syllabi for each class offered in the District on the District's website.

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials shall be chosen from the list of resources adopted by the State Board of Education in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Parent Request for Instructional Material Review

The Superintendent shall develop administrative regulations to ensure compliance with state law and rules that a parent or guardian of a District student may request an instructional materials review for a subject area in the grade level in which their student is enrolled on the basis of the following:

1. The material is not aligned with District-adopted materials; or
2. The material does not have the appropriate rigor for the grade level for the subject area in which the instructional material is used.

The regulations shall also address procedures for submitting a parent petition to review instructional materials, the appeal process if a petition for review is denied, criteria for reviewing any appeal, and timelines for each step in the process.

Challenged Resources

A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may challenge an instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.

2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal
Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal
Reconsideration

A complainant shall make any formal challenge to an instructional material on the form provided by the District and shall submit the completed and signed digital form available on the District's library services website. Upon receipt of the form, District curriculum and instruction staff shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

<i>Frequency of Review</i>	After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.
Appeal	The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain **self-contained** special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The **Superintendent** is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a **self-contained** special education classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the **tenth** 10th business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term “human resource staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District’s human resources office. If an individual listed in items ~~2-42-4~~, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy.
[See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within ~~48~~24 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ~~ten District business days~~10 District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District’s complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards every ~~nine~~nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports shall be issued in accordance with law for a student who demonstrates consistent unsatisfactory performance. Other interim reports shall be issued as established by campus grading guidelines. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

~~In addition to conferences scheduled on the campus calendar,~~Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher. Additional conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher [see CQD], and unauthorized communication between students during an examination. The determination that a student

has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, ~~or~~ information from students, ~~or the use of an artificial intelligence detection tool selected by the District.~~

PARENT RIGHTS AND RESPONSIBILITIES

FA
(LOCAL)

Parent Portal

The District shall establish a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board.

The Superintendent shall develop administrative regulations related to the portal, including placement on the District or campus websites and how campus or District administrators are to address comments received from parents through the portal.

Release from School

A student shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school. The teacher shall determine that such permission has been granted before allowing the student to leave.

Exception for
Released Time
Course

For purposes of this policy, a “released time course” shall have the same definition as provided in law.

A student shall be permitted to attend a released time course in accordance with the following requirements:

1. The parent or guardian has provided written consent for the student to attend the released time course;
2. The private entity offering the released time course maintains attendance records and will make those records available to the District;
3. The private entity, parent or guardian, or student assumes responsibility for transportation, including transportation for a student with a disability, to and from the location at which the released course is offered;
4. The private entity assumes liability for the student enrolled in the released time course while the student is under the private entity’s care; and
5. The student is responsible for any school work and assignments issued during the student’s absence from the District.

The District shall be prohibited from using District funds, excluding de minimis costs, to facilitate the student attending a released time course.

A private entity shall be prohibited from offering the released time course on District property unless the use is in accordance with policy GKD.

The District shall not interfere with a parent’s or guardian’s ability to request or access a released time course for the student.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, ~~upon a parent's written request, when properly labeled and in the original container~~ in accordance with legal requirements.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

Medication Provided by District

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Athletic Program

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:

1. The District has prior written consent for medication to be administered [see Medical Treatment, below]; and
2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

Epinephrine

The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine **delivery system, such as an auto-injector or nasal spray**, in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine **auto-injector** **delivery system** at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

*Maintenance,
Availability, and
Training*

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for ~~auto-injector~~ **delivery system** use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine ~~auto-injectors~~.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.

Opioid Antagonist

This provision shall be applicable to every campus.

On Campus

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

*Maintenance,
Availability,
Training, and
Reporting*

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or

3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to
Teaching Staff of
Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures,

the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LOCAL)

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Note: See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

The District shall notify a parent of a student with whom ~~an educa-~~
~~tor~~ a District employee or a person acting as a service provider for
the District is alleged to have engaged in misconduct, informing the
parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the ~~educator~~ individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification (~~SBEC~~) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an ~~educa-~~
~~tor's~~ individual's alleged abuse or commission of an otherwise un-
lawful act with ~~the~~ student or involvement in a romantic relation-
ship, or soliciting or engaging in sexual contact with ~~the~~ student.

Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investiga-
tions, the District shall notify a parent not later than one business
day after the date an employee first suspects that a criminal of-
fense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse
and FFH for parental notification requirements regarding prohibited
conduct as defined by that policy.]

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

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

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

Training

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

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

**Reporting Child
Abuse and Neglect**

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

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

The following individuals have an additional legal obligation to submit a written or oral report within ~~48~~²⁴ hours of learning of the facts giving rise to the suspicion of abuse or neglect:

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

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

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

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

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

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

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

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

Immunity

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

**Failing to Report
Suspected Child
Abuse or Neglect**

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

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

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

**Responsibilities
Regarding
Investigations**

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

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

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

¹ Texas Abuse Hotline website: <http://www.txabusehotline.org>

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

~~In accordance with the District's innovation plan, complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. [See GKA]~~

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process **has been followed**:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with ~~the FFH-series~~.
2. Complaints concerning dating violence shall be submitted in accordance with ~~the FFH-series~~.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with ~~the FFH-series~~.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification,

evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.

10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications and on the District's website.

Guiding Principles Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other appropriate campus or District administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except Filing Deadlines

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

After Informal Process

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or

- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.~~

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

~~Freedom from Retaliation~~The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint

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	form was received and immediately forward the complaint form to the appropriate administrator.
Option to Continue Informal Process	Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.
Notice of Complaint	A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.
Scheduling Conferences Hearings	The District shall make reasonable attempts to schedule conferences hearings at a mutually agreeable time. If the parent or student a complainant fails to appear at a scheduled conference hearing, the District may dismiss the complaint. If the complaint is dismissed, it may be refiled, but only within the original time period for filing a complaint hold the hearing and issue a decision in the complainant's absence.
Decision	A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.
Response	At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. ResponsesThe decision shall also include information regarding

the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the ~~student's or parent's~~complainant's email address of record, or sent by U.S. Mail to the ~~student's or parent's~~complainant's mailing address of record. Mailed ~~responses~~decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

~~Days~~ "Days" shall mean ~~District business days, unless otherwise noted.~~ In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

~~Representative~~ "Representative" shall mean any person who or organization that is designated by the ~~student or parent~~complainant to represent the ~~student or parent~~complainant in the complaint process. A student may be represented by an adult at any level of the complaint.

The ~~student or parent~~complainant may designate a representative through written notice to the District at any level of this process. ~~If the student or parent~~The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three ~~business~~ days' notice to the District before a scheduled ~~conference or~~hearing, the District may reschedule the ~~conference or~~hearing to a later date, if desired, in order to include the District's counsel. ~~A representative may not represent the student or parent without the complainant present unless the complainant has designated the representative through written notice to the District.~~The District may be represented by counsel at any level of the process.

~~Consolidating Complaints~~ ~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file~~To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from ~~any~~an event or series of ~~events that have been or could have been addressed in a previous complaint.~~ If the District determines a complaint has been or could have been addressed in a previous complaint, the complaint shall be dismissed by written notice to the ~~student or parent~~related events shall be consolidated.

~~When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.~~

~~Untimely Filings~~ All time limits shall be strictly followed unless modified by mutual written consent.

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~~If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.~~

Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.
Complaint and Appeal Forms	Complaints and appeals under this policy shall be submitted in writing on a form provided by the District. Copies of any documents that support the complaint should be attached to included with the complaint form. If the student or parent-complainant does not have copies of these documents at the time of filing , copies may be presented at the Level One conference-hearing . After the Level One conference , no new documents may be submitted by the student or parent, unless the student or parent did not know the documents existed before the Level One conference, or unless requested by the administrator hearing the complaint hearing, the complainant may supplement the record with additional documents or include additional claims.
Record	A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.
Remand	A complaint or appeal form that is incomplete in any material aspect may shall be dismissed but may be refiled with all the required information if the re-filing is within the designated time for filing -refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint. If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.
Assignment of Hearing Officer	When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Level One Complaint forms must be filed:

- ~~1. Within ten days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~
- ~~2. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~All complaints shall be filed at Level One. Upon review, the Superintendent or designee, at his or her sole discretion, shall assign the appropriate administrator to hear the complaint, and shall determine whether the complaint can be more appropriately addressed at Level Two based on the information submitted and relief sought.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may, at the Superintendent or designee's discretion, begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~
Complaint Levels
Level One
Level Two
Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~student or parent~~ complainant did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired ~~and an extension due to extenuating circumstances has not been agreed upon, the employee may request a conference with the Superintendent or designee, the complainant may request a hearing at Level Two~~ to appeal the Level One decision.

The appeal notice must be filed in writing ~~to the Superintendent or designee~~, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received and no extension was agreed upon, within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The student or parent may request~~ hearing officer and provide a copy of the Level One record ~~to the complainant~~.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~student or parent~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administra-~~ tor hearing officer in reaching the Level One decision.

The ~~Level Two administrator shall schedule a conference within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Level Two administrator may set reasonable time limits for the conference. The Level Two administrator shall not be required to consider documentation not submitted or issues not presented at Level One~~ hearing officer may set reasonable time limits for the hearing.

The ~~Level Two administrator~~ hearing officer shall provide the ~~student or parent a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference. The written response shall set forth the basis of the decision~~ hearing. In reaching a decision, the ~~Level Two administrator~~ hearing officer may consider the Level One record, any additional information provided ~~at~~ prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Level Two administrator~~ hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two ~~conferences~~ hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the ~~student or parent~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired ~~and an extension due to extenuating circumstances has not been agreed upon, the student or parent, the complainant~~ may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form ~~provide~~ provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written response, Level Two decision~~ or, if no ~~response was received and no extension was agreed upon, within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Level Two administrator shall prepare and forward to the Superintendent or designee the record of the Level Two appeal. The Superintendent or designee shall provide a copy of the Level Two appeal to the Board. The student or parent~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 cal-

endar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~ Any other documents submitted by the complainant at Level Two.
- ~~3.4.~~ ~~The decision~~ issued at Level Two and any attachments.
- ~~4.5.~~ All other documents relied upon by the administration in reaching the Level Two decision.

~~The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.~~

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing. The Board shall not be required to consider documentation not previously submitted or issues not previously presented.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law~~ complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the ~~Board's discretion, the Board may hear the complaint based on an oral presentation or upon written submission. If the complaint is heard on oral presentation~~meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the ~~student or parent~~complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by ~~the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~meeting required by law, the Board ~~or Board committee~~ shall prepare a separate record of the Level Three presentation ~~if the complaint is heard on oral presentation~~. The Level Three presentation, including the presentation by the ~~student~~complainant or ~~parent or the student's~~the complainant's representative, any presentation from the administration, and questions from ~~the Board~~ members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

~~If the complaint is heard on oral presentation, the Board~~The Board ~~or Board committee~~ shall then consider the complaint. It ~~may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.~~

~~If the complaint is heard on written submission, the Board shall consider the complaint based on written submission at a scheduled Board meeting. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting after the Board considers the complaint. The written submission shall serve as the record of the Level Three proceeding before the Board, except that the Board is not required to consider documentation not previously submitted or issues not previously addressed~~shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

~~Innovation Plan: <https://www.ltidschools.org/>~~

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and director of extracurricular programs, a sponsor, a coach of an extracurricular activity, or another staff member responsible for supervision shall develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards.

A student who elects to participate in extracurricular or cocurricular activities shall be subject to the expectations of the staff member who is responsible for supervising the activity.

"Parent" Defined

Throughout the Student Code of Conduct and discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;

- b. The student's age;
 - c. The frequency of misconduct;
 - d. The student's attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a detention is served, a school staff member shall attempt to contact the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation. The student's parents may be required to provide transportation when the student has been assigned to detention.

**Corporal
Punishment**

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

**Video and Audio
Monitoring**

Video and audio recording equipment may be used for safety purposes to monitor student behavior on District property.

When video and audio recording equipment is in use, the District shall post signs notifying students and parents about the District's

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use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

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

**Students Below
Grade 3**

In accordance with the District's innovation plan, a student who is enrolled in a grade level below grade 3 may be placed in out-of-school suspension in accordance with the District's established protocol to facilitate appropriate student behavior.

¹ Innovation Plan: <https://www.ltidschools.org/>

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

~~In accordance with the District's innovation plan, complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. [See GKA]~~

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be ~~filed-~~ **submitted** in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be ~~filed~~ **submitted** in accordance with the CKE series.

~~Guiding Principles~~ **Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]**

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Filing Deadlines

If a member of the public has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the individual must file a complaint within 15 business days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the individual shall file a Level One complaint with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, ~~including email and fax,~~ or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three **business** days after the deadline.

Scheduling
~~Conferences~~ Hearings

The District shall make reasonable attempts to schedule ~~conferences~~ **hearings** at a mutually agreeable time. If the ~~individual~~ **complainant** fails to appear at a scheduled ~~conference~~ **hearing**, the District may ~~dismiss the complaint. If the complaint is dismissed, it may be refiled, but only within the original time period for filing a complaint~~ **hold the hearing and issue a decision in the complainant's absence.**

Decision

A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

Response

~~At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses~~ **The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.**

A decision may be hand-delivered, sent by electronic communication to the ~~individual's~~ **complainant's** email address of record, or sent by U.S. Mail to the ~~individual's~~ **complainant's** mailing address of record. Mailed ~~responses~~ **decisions** shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

~~"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."~~

Representative “Representative” shall mean any person who or organization that is designated by ~~an individual~~ a complainant to represent the ~~individual~~ complainant in the complaint process.

The ~~individual~~ complainant may designate a representative through written notice to the District at any level of this process. ~~If the individual~~ The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days’ notice to the District before a scheduled ~~conference or~~ hearing, the District may reschedule the ~~conference or~~ hearing to a later date, if desired, in order to include the District’s counsel. ~~A representative shall not represent the complainant/grievant without the complainant present unless the complainant has designated the representative through written notice to the District.~~ The District may be represented by counsel at any level of the process.

Consolidating Complaints ~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file~~ To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from ~~any~~ an event or series of events that have been or could have been addressed in a previous complaint. ~~If the District determines a complaint has been or could have been addressed in a previous complaint, the complaint shall be dismissed by written notice to the individual~~ related events shall be consolidated.

~~When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.~~

Untimely Filings All time limits shall be strictly followed unless modified by mutual written consent.

~~If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.~~

Costs Incurred Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms Complaints and appeals under this policy shall be submitted ~~in~~ writing on a form provided by the District.

Copies of any documents that support the complaint should be ~~at-~~ tached to included with the complaint form. If the ~~individual~~ com-

complainant does not have copies of these documents ~~at the time of filing, they, copies~~ may be presented at the Level One conference-hearing. After the Level One conference, ~~no new documents may be submitted, unless the individual did not know the documents existed before the Level One conference, or unless requested by the administrator hearing the complaint~~hearing, the complainant may supplement the record with additional documents or include additional claims.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect ~~may~~shall be ~~dismissed but may be refiled with all the required information if the re-filing is within the designated time for filing~~re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Level One

~~Complaint forms must be filed:~~

- ~~3. Within ten days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~
- ~~4. With the lowest level administrator who has the authority to remedy the alleged problem.~~
- ~~5. All complaints shall be filed at Level One. Upon review, the Superintendent or designee, at his or her sole discretion, shall assign an administrator to hear the complaint, and shall determine whether the complaint can be more appropriately addressed at Level Two based on the information submitted and relief sought.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the com-~~

~~plaint may, at the Superintendent or designee's discretion, begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may collect information provided at the Level One conference and any other relevant documents or information the administrator~~
Complaint Levels
Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~individual~~complainant did not receive the relief requested at Level One or if the time for a ~~response~~decision has expired ~~and an extension due to extenuating circumstances has not been agreed upon,~~ the individual may request a conference with the Superintendent or designee, the complainant may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing ~~with the Superintendent or designee,~~ on a form provided by the District, within ~~ten~~20 calendar days of the date of the ~~written~~Level One ~~response~~decision or, if no ~~response was received and no extension was agreed upon,~~ within ~~ten~~decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator.~~The individual may ~~request~~hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~Any other documents submitted by the ~~individual~~complainant at Level One.
3. ~~The~~If the complaint is against a District employee, the written response of the ~~District employee~~, if any.
- ~~3.4.~~ The decision issued at Level One and any attachments.
- ~~4.5.~~ All other documents relied upon by the Level One ~~administra-~~tor~~hearing officer~~ in reaching the Level One decision.

The ~~Level Two administrator shall schedule a conference within ten~~hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Level Two administrator may set reasonable time limits for the conference. The Level Two administrator shall not be required to consider documentation not submitted or issues not presented at Level One~~hearing officer may set reasonable time limits for the hearing.

The ~~Level Two administrator~~hearing officer shall provide the ~~individual a written response within ten~~complainant a decision within 20 calendar days following the ~~conference. The written response shall set forth the basis of the decision~~hearing. In reaching a decision, the ~~Level Two administrator~~hearing officer may consider the Level One record, any additional information provided ~~at~~prior to the Level Two ~~conference~~hearing, and any other relevant documents or information the ~~administrator or designee~~hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two ~~conferences~~hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the ~~individual~~complainant did not receive the relief requested at Level Two or if the time for a ~~response~~decision has expired ~~and an extension due to extenuating circumstances has not been agreed upon, the individual, he or she~~ may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~20 calendar days of the date of the ~~written response, Level Two decision~~ or, if no ~~response was received and no extension was agreed upon, within ten~~decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~decision deadline.

~~The Level Two administrator shall prepare and forward to the Superintendent or designee the record of the Level Two appeal. The Superintendent or designee shall provide a copy of the Level Two appeal to the Board. The individual~~Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
- ~~3. The written response issued at Level Two and any attachments.~~
- ~~4.3. All~~Any other documents ~~relied upon~~submitted by the ~~administration in reaching the~~complainant at Level Two ~~decision.~~
- ~~5.4. The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board decision issued at Level Two and any attachments.~~
- ~~6.5. The appeal shall be limited to the issues and~~All other documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing. The Board shall not be required to consider documentation not previously submitted

~~or issues not previously presented~~relied upon by the administration in reaching the Level Two decision.

The ~~District shall determine whether~~complainant may request that the complaint ~~will be presented~~heard in open or closed meeting. ~~in accordance with~~The District shall honor that request unless the Texas Open Meetings Act ~~and~~or other applicable law ~~requires otherwise~~. [See BE]

~~The Board may, at its discretion, hear the complaint on an oral presentation or upon written submission. If the complaint is heard on oral presentation~~At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the ~~individual~~complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by ~~the~~Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~meeting required by law, the Board ~~or Board committee~~ shall prepare a separate record of the Level Three presentation ~~if the complaint is heard on oral presentation~~. The Level Three presentation, including the presentation by the ~~individual~~complainant or ~~his or her~~the complainant's representative, any presentation from the administration, and questions from ~~the~~Board ~~members~~ with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

~~If the complaint is heard on oral presentation, the Board~~The Board ~~or Board committee~~ shall then consider the complaint. It ~~may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.~~

~~If the complaint is heard on written submission, the Board shall consider the complaint based on written submission at a scheduled Board meeting. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting after the Board considers the complaint. The written submission shall serve as the record of the Level Three proceeding before the Board, except that the Board is not required to consider documentation not previously submitted or issues not previously addressed~~shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Innovation Plan: <https://www.ltisdschools.org/>

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

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion from District Property under Education Code 37.105

In accordance with ~~the District's innovation plan, the District is exempt from the state law regarding refusal of entry to or ejection from District property. A District official shall not be required to~~ Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control ~~prior verbal warning or~~ written information explaining the right to appeal such refusal of entry or ejection ~~under the District's grievance process.~~

A person ~~may appeal refusal of entry to or ejection from District property in accordance with the District's grievance process~~ appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products, e-cigarettes, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when:

1. ~~A Texas~~ An individual who holds a handgun license holder in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or

2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

~~i~~Innovation Plan: <https://www.ltisdschools.org/>



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Approval of 2026-2027 Lake Travis ISD Proposed Instructional Calendar

RECOMMENDED ACTION

Administration recommends approval of the 2026-2027 Lake Travis ISD Proposed Instructional Calendar, as presented.

RATIONALE

The proposed 2026-2027 instructional calendar satisfies state requirements by delivering at least 75,600 operational minutes for students and aligning with the 187-day work calendar for professional staff. It preserves core instructional time, balances semesters to the extent possible, and provides built-in flexibility to manage unforeseen disruptions.

The calendar banks sufficient additional minutes to absorb up to two full bad-weather days without extending the school year. It also anticipates the Texas Education Agency's spring waiver process for staff development minutes; upon approval, the District will allocate up to 2,100 waiver minutes for high-quality professional learning that supports student outcomes, using the following full-day dates: September 21, 2026; October 30, 2026; January 5, 2027; and February 11, 2027. These staff development days preserve instructional continuity while investing in teacher effectiveness.

Overall, the calendar protects instructional time, supports staff development, and maintains operational flexibility, with no additional budget impact.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Stefani Vickery – Assistant Superintendent, Curriculum & Instruction
Dr. Lyndsaie Benton – Executive Director of Curriculum & Instruction
Kathy Burbank – Director of Accountability & Achievement

ATTACHMENTS

2026-2027 LTISD Proposed Instructional Calendar

MEETING DATE

November 19, 2025

Lake Travis ISD Instructional Calendar Parameters

Factors	Considerations
Top Priority	The instructional calendar is based on what is instructional best for students. The instructional calendar contains elements that best support instruction and academic achievement, and then take into account parent and staff considerations and preferences.
State Law	Start Date: State law does not allow a school district to begin before the fourth Monday in August. <i>DOI Option</i> Number of Operational Minutes: State law requires 75,600 minutes Waiver Availability 2,100 total waiver minutes to use for professional development. This waiver has to be submitted each year and requires board approval. It is usually available in the Spring. Number of Teacher Days: State law requires 187 days for teachers and it is not based on minutes. Inclement Weather Days: State law requires the inclusion of time for inclement weather days (880 minutes) in the calendar. Memorial Day: Texas Education Code 25.081(f) states that A school district may not provide student instruction on Memorial Day.
Semesters	Balancing of Semesters: The number of days in each semester should be as close in number to each other as possible. This consideration is essential for single-semester courses. However, the second semester may be longer as all major tests, STAAR/EOC, Advanced Placement, etc., are administered in the spring. First Semester Exams: The timing of exams (before or after winter break) impacts one-semester courses, dual credit courses, graduation and college start for December graduates, and grade reporting and transcripts submission for college applications. University Summer School: The start of University summer school sessions is a factor for graduating seniors and teachers who wish to take summer courses. College coursework typically begins the first Monday in June.
Professional Development	Professional development days were strategically placed in order to maximize positive impact on instruction, align with the state testing schedule, and spread throughout the school year. The requirements and guidelines for the content and delivery of staff development are more specifically addressed in Texas Education Code (TEC) Chapter 21, subchapter J, Section 21.451 , and 19 Tex. Admin. Code Ch. 153, subchapter BB .
Testing Schedules	The calendar design takes into account state STAAR/EOC test days and any others (Advanced Placement test days). Student holidays are not scheduled during testing weeks. http://tea.texas.gov/student-assessment/calendars/ https://apcentral.collegeboard.org/exam-administration-ordering-scores/exam-dates
Holidays	The calendar design takes into account national holidays. Spring Break is usually aligned with the University of Texas (Austin Community College) and surrounding districts.
UIL	Considerations of UIL events and calendar options will be considered. http://www.uil.texas.org/calendar
Surrounding Districts	Other surrounding school districts' calendars were reviewed for information, spring break, examples, and new or different options.
Student Attendance Data	Examination of Student Attendance Data: Student data was examined to establish patterns that may affect the calendar. Attendance near holidays is closely monitored. The number of partial weeks is minimized in an effort to maximize attendance.
Summer Programs	Consideration was given to the timing of summer programs.

Procedures and Discussion of Options

Cabinet, ELT, ACE, Principals, Campus Feedback

Board of Trustees

Dates	Details
August 3rd-11th	Beginning of Year Staff Days
August 12th	First Day of School
September 7th	Labor Day, No School for Students or Staff
September 21st	Yom Kippur, Student Holiday/Staff PD Day
October 9th	Student Holiday/Staff Day, Parent Teacher Conferences
October 12th	Columbus Day, No School for Students or Staff
October 30th	Student Holiday/Staff PD Day
November 2nd	Student Holiday/Staff Day, Parent Teacher Conferences
November 23rd-27th	Thanksgiving, No School for Students or Staff
December 1st-4th	EOC Retesting
December 17th	Last Day of 1st Semester, <i>Early Release for High School Campus ONLY</i>
Dec 18th-Jan 1st	Winter Break, No School for Students or Staff
January 4th	Student Holiday/Staff Day
January 5th	Student Holiday/Staff PD Day
January 18th	MLK Day, No School for Students or Staff
February 11th	Student Holiday/Staff PD Day
February 12th	Student Holiday/Staff Day, Parent Teacher Conferences
February 15th	Presidents' Day, No School for Students or Staff
March 15th	Spring Break, No School for Students or Staff
March 26th	Good Friday, No School for Students or Staff
April 7th	Gr 3-8 RLA, English I, English II STAAR
April 13th	8th Social Studies STAAR
April 14th	5th Science, Biology, US History STAAR
April 15th	8th Science
April 20th	Gr 3-8 Math, Algebra 1 STAAR
April 23rd	No School for Students or Staff
April 26th	No School for Students or Staff
May 3rd-14th	CollegeBoard Advanced Placement (AP) Testing
May 26th	<i>Early Release for High School Campus ONLY</i>
May 27th	Last day of School, Early Release District-wide
May 28th	Student Holiday/Staff Day
May 31st	Memorial Day

Additional Considerations:

- ✓ Senate Bill 12 requires schools to offer at least two in-person parent-teacher conferences per year.
- ✓ At the request of instructional staff, the calendar includes a few non-instructional days to support teacher well-being and personal or family needs.
- ✓ In the Spring of 2025, new Math Instructional Materials will be adopted. Time needs to be dedicated throughout the 2026-2027 school year for training on the new materials.
- ✓ Attendance rates on days surrounding holidays and staff development days were reviewed to identify and address patterns of decreased attendance.

2026-2027 Lake Travis ISD Proposed Instructional Calendar

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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August 2026						
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September 2026						
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October 2026						
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November 2026						
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December 2026						
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January 2027						
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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June 2027						
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440 Minutes in a day
Early Release 200 minutes

First Semester: 81
Second Semester: 90

First/Last Day of School	Holiday Students/Staff	Student Holiday/Staff Day	Green outline - start grading
STAAR Window	Early Release District-wide 05/27/2026		Red outline - end grading
PD Waiver Minutes	LTHS Only Early Release 12/17 & 05/26		Early Release Times Elementary 11:40 p.m. Secondary 12:50 p.m.
Request for Approval November 2025			

2026-2027 Instructional Calendar

November 19, 2025



2026-2027 Lake Travis ISD Proposed Instructional Calendar

July 2026						
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August 2026						
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September 2026						
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October 2026						
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November 2026						
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December 2026						
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January 2027						
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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June 2027						
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Calendar Highlights 2026-2027 vs 2025-2026

- **Full day districtwide on Wednesday in October.** (previously early release PSAT)
- **No Classes for Students / Staff Day:** Oct. 30 & Nov. 2
- **Spring Break:** Friday before Spring Break is now instructional. (25-26 No classes for students/Staff Day)
- **Good Friday:** 25-26 early April; 26-27 late March
- **All Staff and Students Off:** April 23–26
- **Early Release:** Districtwide only on the last day; LTHS also on the last day of the first semester and the day before the last day at the end of the year.
- **Semester/Year End:** The first semester concludes on the Thursday before Winter Break, and the school year concludes on a Thursday.
- **STAAR Dates:** Adjusted 8th Gr Social Studies (13th) and 8th Gr Science (15th); **Math & Algebra I:** Date (20th)



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Approval of the 2025-2026 District and Campus Improvement Plan Goals and Performance Objectives

RECOMMENDED ACTION

Administration recommends approval of the District and Campus Improvement Plan Goals and Performance Objectives, as presented.

RATIONALE

School Board Policies BQ (LEGAL) and BQ (LOCAL) establish that the District will create a District Improvement Plan with the district's vision, mission, and goals to improve student performance. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the district-level committee. Using the district's goals as a guide, district and campus leadership created priorities in the form of performance objectives for each of the six goals. These goals and performance objectives are consistent in the District Improvement Plan and every Campus Improvement Plan.

According to School Board Policy BQA (LOCAL), the District shall establish an Advisory Committee for Education (ACE) to review the District Improvement Plan (DIP). The ACE met and added suggestions and edits to the District Improvement Plan. Campus Advisory Teams (CAT) review Campus Improvement Plans.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Dr. Bethany Medford – Assistant Superintendent for School Leadership
Tasha Barker – Assistant Superintendent for Organizational Services

ATTACHMENTS

2025-2026 Campus and District Improvement Plans

MEETING DATE

November 19, 2025

Lake Travis Independent School District

District Improvement Plan

2025-2026 Goals/Performance Objectives



Mission Statement

The mission of the Lake Travis ISD is to educate all students by teaching a comprehensive curriculum which emphasizes scholastic excellence. The District will serve as a model of educational excellence by making use of the combined skills of students, teachers, support staff, involved parents and citizens through the efficient use of resources. Our graduates will have lifelong problem-solving skills. They will understand that responsibilities accompany the privileges of citizenship and will have the foundation to be successful in their chosen endeavors.

Value Statement

Learner-Centric Model

Pillar 1: Learning is Social *#LearningTogether*
Learning engages community.

Outcome: Learners intentionally develop meaningful, healthy relationships and partnerships with the larger learning community by connecting, collaborating, and communicating. Lake Travis learners engage in the continuous learning process.
Essential Conditions: LTISD creates and continuously improves structures supporting reciprocal partnerships among school, family, and community. Educators provide real-world opportunities through authentic learning experiences.

Pillar 2: Learning is Inspiring *#DesignThinking*
Learning sparks authentic solutions.

Outcome: Learners embrace a positive outlook toward learning, view challenges and failures as opportunities to improve, and share their love of learning. Lake Travis learners engage in the continuous learning process.
Essential Conditions: LTISD provides personal connections and challenges for all learners to apply a deeper understanding of relevant and authentic problems. Learning is deepened and reinforced through authentic learning experiences.

Pillar 3: Learning is Dynamic *#Twenty4Seven*
Learning continues anytime and anywhere.

Outcome: Learners strategically manipulate time, space and resources to optimize learning.
Essential Conditions: LTISD supports the design of flexible learning resources for personalized learning through leveraging time, space, and instructional strategies that are flexible based on the needs of the learner.

Pillar 4: Learning is Empowering *#LifeReady*
Learning fosters a growth mindset and socio-emotional independence.

Outcome: Learners capitalize on multiple opportunities, choosing both how they learn and how they demonstrate mastery. Lake Travis learners are self-aware, self-directed, and respectful of themselves and others.
Essential Conditions: LTISD equips all learners to view challenges as opportunities and mistakes as learning. Learners develop habits of persistence, resilience, and grit as they take risks to make connections and learn from their experiences.

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District Improvement Plan Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: By May 2026, LTISD will ensure 100% of campuses and district facilities demonstrate improved safety readiness by conducting biannual Safe Schools Audits, completing 100% of required emergency drills, and revising and aligning Multi-Hazard Emergency Operations Plans with local agencies annually.

Performance Objective 2: By the end of the 2025-2026 school year, LTISD will implement a comprehensive counseling program at 100% of campuses, with school counselors devoting at least 80% of their work time to direct student support, while all district staff will complete professional learning in SEL, PBIS, and trauma-informed practices.

Performance Objective 3: By December 2025, 100% of staff will complete annual professional development in suicide prevention, bullying, sexual abuse/trafficking, conflict resolution, and crisis prevention.

Performance Objective 4: By June 2026, LTISD will expand equitable access to health, wellness, and specialized services by reducing disproportionate disciplinary placements among student groups (at least 10% annually), ensuring that all eligible students receive pregnancy-related academic, counseling, and health services, and showing measurable improvements in student health, wellness, or achievement. Progress will be measured through OnData Suite disaggregation reports, program participation records, and annual evaluations.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: By June 2026, LTISD will strengthen family and community partnerships by fully implementing ESSA requirements for parental engagement, increasing participation in district and campus outreach opportunities (literacy, math, SEL, FAFSA, college readiness, and other supports) by at least 10% annually, and raising the districtwide student attendance rate to 96% or higher. Progress will be measured through ESSA compliance reports, parent participation logs, event evaluations, quarterly attendance reviews, and PEIMS coding accuracy for homebound services.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: LTISD will provide rigorous instruction and appropriate supports for success so that 100% of Emergent Bilingual students in grades 1-12 will demonstrate growth from the previous year by at least one proficiency level in one domain on TELPAS.

HB3 Goal

Performance Objective 2: LTISD will implement a continuous improvement planning model that utilizes multiple modalities of qualitative and quantitative data to respond to the needs of all learners and inform instructional practices, resulting in improved student achievement in reading and math that shows closing of achieving gaps across all grade levels.

HB3 Goal

Performance Objective 3: Maintain dropout rates at or below 1% for students in grades 7-12, across all demographic groups.

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment, and professional practices and responsibilities.

Performance Objective 1: By June 2026, 100% of math teachers will receive professional learning on Research-Based Instructional Strategies and High Quality Instructional Materials implementation, and student performance in underperforming subgroups will increase to reach or maintain interim or long-range performance targets as defined in the Closing the Gaps Domain for both math achievement and growth.

HB3 Goal

Performance Objective 2: By June 2026, Title II funds will be equitably allocated to ensure 100% of Title I campuses and all campuses with high percentages of economically disadvantaged students receive prioritized professional development opportunities.

Performance Objective 3: By June 2026, LTISD will strengthen the DAEP program by ensuring 100% of staff are trained in de-escalation strategies, increasing counseling access, and reducing recidivism rates by at least 5% annually.

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career, and life ready.

Performance Objective 1: Increase the number of students meeting college, career and military readiness requirements as specified by HB3.

HB3 Goal

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: By June 2026, LTISD will strengthen educator pipelines by attending at least 10 regional and state job fairs annually, building formal partnerships with at least five Educator Preparation Programs (EPPs), and utilizing third-party platforms to ensure 100% of posted vacancies are widely publicized. Progress will be measured through applicant pools, time-to-fill metrics, and vacancy reports.

Performance Objective 2: By June 2026, LTISD will ensure that 100% of professional and paraprofessional staff hold appropriate certifications and will expand opportunities for staff to pursue additional certifications in high-need areas. The district will provide incentives to support certification in shortage fields (Special Education, Bilingual/ESL, STEM) and monitor staffing patterns to ensure alignment with mission, goals, and highest areas of need. Progress will be measured through certification audits, HR staffing reports, and Title II fund allocations.

Performance Objective 3: By June 2026, LTISD will improve teacher retention rates--particularly among early-career teachers--by fully implementing the Trailblazers induction program, scaling mentoring and coaching supports, and considering implementation of the Teacher Incentive Allotment (TIA) to reward highly effective teachers. Progress will be measured by new teacher retention data, teacher satisfaction surveys, and TIA feasibility/implementation reports.

Performance Objective 4: By June 2026, LTISD will maintain a compensation plan that is reviewed annually and remains competitive with surrounding districts, with adjustments made as needed to support recruitment and retention in critical shortage areas. Progress will be measured through annual compensation studies, staffing reports, and retention data.

Bee Cave Elementary Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: By the end of the 2025-2026 school year, Bee Cave Elementary will implement the Emergent Tree framework to strengthen Tier 1 systems by embedding the school's Matrix and Core Values into daily routines, instruction, and behavior support, resulting in a decrease in discipline referrals.

Performance Objective 2: By the end of the 2025-2026 school year, the Bee Cave Elementary school counseling program will be fully implemented across all grade levels through guidance lessons, classroom morning meetings, Ducky Days, school-wide celebrations of district initiatives (e.g., Kindness Week, Unity Day), themed dress-up days aligned with SEL monthly themes, and integration of Capturing Kids' Hearts and the Emergent Tree framework.

Performance Objective 3: By the end of the 2025-2026 school year, Bee Cave Elementary will enhance safety and security by fully implementing the Centegix emergency communication system and conducting regular safety drills and door checks aligned with district protocols.

Performance Objective 4: By the end of the 2025-2026 school year, Bee Cave Elementary will strengthen student health, well-being, and academic readiness through full implementation of the School Health and Wellness Program aligned with district wellness policy. The campus will ensure that 100% of students participate in nutrition education and physical activity opportunities each grading period through coordinated health lessons, adherence to competitive food guidelines, and consistent delivery of physical education and movement-based activities, as evidenced by lesson plans, PE attendance records, and campus wellness documentation.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: By the end of the 2025-2026 school year, Bee Cave Elementary will effectively inform and engage students, parents, and the community about district educational priorities, processes, initiatives, and challenges by utilizing multiple communication platforms, including the campus newsletter, PTO Facebook page, Blackboard Blasts, Peachjar, the campus webpage, campus marquee, and office scrolling TVs. The campus will ensure that at least 90% of families receive and acknowledge campus communications monthly, as measured by newsletter open rates, social media engagement metrics, website analytics, and ongoing feedback.

Performance Objective 2: By the end of the 2025-2026 school year, Bee Cave Elementary will increase student attendance and engage students, parents,

and the community regarding district attendance priorities, processes, initiatives, and accountability measures. The campus will utilize newsletters, district information sharing, phone calls home, parent conferences, individual student awards, classroom rewards, and state accountability reporting to ensure that student attendance improves to 97%, as measured by daily attendance records, parent engagement logs, and recognition participation tracking.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: By the end of the 2025-2026 school year, Bee Cave Elementary will increase the percentage of students "Meeting" 3rd grade level STAAR mastery for reading from 81% to 91% for all learners in order to continue to surpass the state requirement percentage by 2028, as set by HB3. This will be done by working towards mastering our reading growth goal as we implement research-based instructional practices and targeted interventions.

HB3 Goal

Performance Objective 2: By the end of the 2025-2026 school year, Bee Cave Elementary will increase the percentage of students "Meeting" 3rd-grade level STAAR mastery for math from 61% to 71% for all learners to meet the state requirement percentage by 2028, as set by HB3. This will be done by working towards mastering our math growth goal as we implement research-based instructional practices and targeted interventions.

HB3 Goal

Performance Objective 3: By the end of the 2025-2026 school year, Bee Cave Elementary will increase the Texas English Language Proficiency Assessment System (TELPAS) growth by moving one proficiency level in 3 out of the four categories (listening, speaking, reading, writing) by implementing ESL support, research-based instructional practices, and targeted interventions.

Performance Objective 4: By the end of the 2025-2026 school year, Bee Cave Elementary will increase academic growth in reading for all learners and close achievement gaps between student populations by implementing research-based instructional practices and targeted interventions. The campus will reduce the percentage of students performing in the "Did Not Pass" and "Approaches" categories by at least 10% and increase the percentage of students in the "Meets" and "Masters" categories by at least 10% on the state reading assessment.

Performance Objective 5: By the end of the 2025-2026 school year, Bee Cave Elementary will increase academic growth in math for all learners and close achievement gaps between student populations through the consistent use of research-based instructional practices, targeted interventions, and data-driven instruction. The campus will decrease the percentage of students in the "Did Not Pass" and "Approaches" categories by at least 10% and increase the percentage of students in the "Meets" and "Masters" categories by at least 10% on the state math assessment.

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: By the end of the 2025-2026 school year, Bee Cave Elementary will develop, implement, assess, and support the full LTISD curriculum, focusing on closing achievement gaps for economically disadvantaged students through the PLC and MTSS process. Teachers will utilize a high-quality, vertically aligned curriculum framework to guide planning, instruction, and professional practices, ensuring that at least 80% of targeted economically disadvantaged students meet or exceed grade-level expectations.

Performance Objective 2: By the end of the 2025-2026 school year, Bee Cave Elementary will fully implement the LTISD curriculum using a high-quality, vertically aligned framework while integrating Emergent Tree Tier One behavior supports to promote positive student behavior. The campus will ensure that all classroom teachers implement Tier One strategies consistently, resulting in at least 10% reduction in office discipline referrals compared to the previous school year, as measured by referral data, classroom behavior tracking, and fidelity checks of Emergent Tree implementation.

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: By the end of the 2025-2026 school year, Bee Cave Elementary will implement programs and activities that equip all learners to develop their voice, growth mindset, resiliency, and grit, fostering social, emotional, and college and career readiness. The campus will host at least one Career Day and provide targeted instructional support to increase the number of students achieving the Masters level on state assessments by 10%, as measured by state assessment results.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: By the end of the 2025-2026 school year, Bee Cave Elementary will recruit, hire, develop, and retain highly qualified faculty and staff by actively participating in district and local college job fairs, collaborating with the Human Resources department, and incorporating teacher input in candidate selection and interviews. The campus will ensure that 100% of teaching vacancies are filled with qualified candidates, and that teacher retention increases by at least 5% compared to the previous school year, as measured by hiring records, HR data, and staff feedback surveys.

Performance Objective 2: By the end of the 2025-2026 school year, Bee Cave Elementary will retain and support high-quality faculty and staff by implementing strategies that foster recognition, professional growth, and well-being. This will include teacher recognition programs, growth opportunities on campus or district-wide, learning walks, micro professional development sessions, honoring teacher input, and providing small appreciation events such as coffee bars, snack bars, or luncheons. The campus will aim to increase teacher retention by at least 5% compared to the previous school year, as measured by HR retention data, teacher participation in growth opportunities, and staff satisfaction surveys.

Bee Cave Middle School Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: By May 2026, Bee Cave Middle School will reduce discretionary disciplinary placements (ISS, OSS, DAEP) by 10% through consistent implementation of Tier I behavior supports and Positive Behavioral Interventions and Supports (PBIS) strategies.

Performance Objective 2: By the end of the 2025-2026 school year, Bee Cave Middle School will ensure the comprehensive counseling program meets 100% of TEA program components, with counselors devoting at least 80% of their time to direct student services (academic, career, and social-emotional).

Performance Objective 3: By May 2026, Bee Cave Middle School will achieve 100% compliance with all safety protocols, including completion of required emergency drills, staff training in crisis prevention and response, and updated emergency operations plans aligned with district and local agency standards.

Performance Objective 4: By June 2026, Bee Cave Middle School will increase student participation in wellness initiatives and demonstrate improvement in student health indicators--such as attendance, nurse visits for preventable issues, and physical fitness results by 5% over the previous year.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: By June 2026, Bee Cave Middle School will increase family and community engagement by at least 10% through implementation of a targeted communication plan that includes consistent use of digital platforms (website, newsletters, social media) and two or more annual family engagement events (academic nights, SEL workshops, or cultural celebrations).

Performance Objective 2: By the end of the 2025-2026 school year, Bee Cave Middle School will increase the overall student attendance rate to 96% or higher and reduce chronic absenteeism by 5% through proactive monitoring, parent communication, and targeted interventions for students at risk of poor attendance.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: By May 2026, Bee Cave Middle School will increase the percentage of students meeting or exceeding grade-level standards in Reading/Language Arts from 85% to 88% at the "Meets" level, and from 60% to 63% at the "Masters" level on STAAR.

Performance Objective 2: By May 2026, Bee Cave Middle School will increase the percentage of students meeting or exceeding grade-level standards in Mathematics from 76% to 80% at the "Meets" level, and from 46% to 50% at the "Masters" level on STAAR.

Performance Objective 3: By May 2026, 100% of Emergent Bilingual students at Bee Cave Middle School will demonstrate at least one proficiency level of growth on TELPAS in one or more language domains (listening, speaking, reading, or writing).

Performance Objective 4: By May 2026, Bee Cave Middle School will increase the Reading Academic Growth score from 83% to 86%, with targeted support for students in the Econ Disadvantaged and High Focus groups, ensuring at least 70% of these students meet their individual growth targets.

Performance Objective 5: By May 2026, Bee Cave Middle School will increase the Math Academic Growth score from 79% to 82%, with emphasis on closing achievement gaps for Emergent Bilingual and Special Education students so that at least 65% meet or exceed expected growth.

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: By May 2026, Bee Cave Middle School will increase the percentage of students in identified student groups (Economically Disadvantaged, Emergent Bilingual, Special Education, and High Focus students) meeting or exceeding grade-level expectations in Reading and Math to meet or surpass the 2025 interim performance targets in the Closing the Gaps domain (RLA: 85% - 88%; Math: 76% - 80%).

Performance Objective 2: By May 2026, Bee Cave Middle School will reduce DAEP assignments by at least 10% through consistent implementation of Tier I Positive Behavior Interventions and Supports (PBIS), increased access to counseling services, and targeted social-emotional learning (SEL) instruction.

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: By May 2026, Bee Cave Middle School will increase student enrollment in advanced coursework (Pre-AP/Honors or accelerated pathways) by 10% overall and ensure equitable representation of Emergent Bilingual, Special Education, and Economically Disadvantaged students in advanced classes.

Performance Objective 2: By May 2026, Bee Cave Middle School will increase student participation in Career and Technical Education (CTE) exploratory courses by 10% and implement at least two new career-connected learning experiences (e.g., guest speaker series, field-based learning, or career exploration events) to promote awareness of career pathways.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: By June 2026, Bee Cave Middle School will strengthen educator recruitment pipelines by ensuring 100% of campus vacancies are filled prior to the first day of school and by expanding outreach efforts through participation in at least three district or regional job fairs and partnerships with educator preparation programs (EPPs).

Performance Objective 2: By May 2026, Bee Cave Middle School will improve teacher retention by at least 5% through intentional support for early-career teachers, implementation of mentoring and coaching programs, and recognition initiatives that promote staff morale and professional growth.

Hudson Bend Middle School Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: Hudson Bend Middle School will reduce the total number of discretionary disciplinary placements (ISS, OSS, DAEP) by 10% from the 2024-2025 school year to the 2025-2026 school year through the full implementation of the Emergent Tree framework.

Performance Objective 2: By the end of the 2025-2026 school year, Hudson Bend Middle School will ensure the comprehensive counseling program meets 100% of TEA program components, with counselors devoting at least 80% of their time to direct student services (academic, career, and social-emotional).

Performance Objective 3: Hudson Bend Middle School will create a Student Support Team (SST) to systematically monitor and review all behavioral threat and suicide assessments, ensuring that 100% of identified students receive timely and documented support interventions.

Performance Objective 4: By the end of the 2025-2026 school year, Hudson Bend Middle School students will demonstrate knowledge and application of health and physical education TEKS by participating in regular physical activity, making informed nutrition choices, and practicing personal health and safety skills, with at least 80% of students meeting grade-level expectations on related assessments and activities.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: Hudson Bend Middle School will increase parent engagement by ensuring weekly communication is sent through The Buccaneer Bulletin during the 2025-2026 school year, with at least 90% of weeks containing a published update by May 2026.

Performance Objective 2: By the end of the 2025-2026 school year, Hudson Bend Middle School will increase the daily student attendance rate by 1% compared to the 2024-2025 school year.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: Hudson Bend Middle School will reduce the overall student dropout rate by 0.1% by the end of the 2025-2026 school year, as measured by the Texas Education Agency (TEA) annual dropout data.

Performance Objective 2: During the 2025-2026 school year, Hudson Bend Middle School will increase the percentage of English learners advancing at least one proficiency level on TELPAS by 30%.

Performance Objective 3: During the 2025-2026 school year, Hudson Bend Middle School will increase the percentage of students in the High Focus accountability group (Special Education, Emergent Bilingual, Economically Disadvantaged, and Highly Mobile) who meet grade-level expectations on STAAR Reading by 10% through targeted interventions, differentiated instruction, and progress monitoring.

Performance Objective 4: During the 2025-2026 school year, Hudson Bend Middle School will increase the percentage of students in the High Focus accountability group (Special Education, Emergent Bilingual, Economically Disadvantaged, and Highly Mobile) who meet grade-level expectations on STAAR Math by 10% through targeted interventions, differentiated instruction, and progress monitoring.

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: By the end of the 2025-2026 school year, Hudson Bend Middle School will increase the percentage of Economically Disadvantaged students who meet the interim target (set for school years 2027-2032) for both reading and math growth, using targeted interventions, progress monitoring, and individualized support plans by 5%.

Performance Objective 2: Hudson Bend Middle School will provide timely, targeted behavior instruction to address students' skill deficits and reduce the number of DAEP (Disciplinary Alternative Education Program) placements by 30% from the 2024-2025 school year baseline, as measured by end-of-year discipline data in 2025-2026.

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: By May 2026, Hudson Bend Middle School will increase student enrollment in advanced coursework (Pre-AP/Honors or accelerated pathways) by 10% overall from the 2024-2025 school year.

Performance Objective 2: By May 2026, Hudson Bend Middle School will increase student participation in Career and Technical Education (CTE) courses by 10% and implement at least two new career-connected learning experiences (e.g., guest speaker series, field-based learning, or career

exploration events) to promote awareness of career pathways.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: By August 2026, Hudson Bend Middle School will fill 100% of campus positions with highly qualified staff, with at least 90% of hires meeting or exceeding district certification and experience standards.

Performance Objective 2: By May 2026, Hudson Bend Middle School will improve teacher retention by at least 5% through intentional support for early-career teachers, implementation of mentoring and coaching programs, and initiatives that promote staff morale and professional growth.

Lake Pointe Elementary Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: Social and Emotional Well-being & Safety: The percentage of students (Grades 3-5) reporting a positive response (scoring "Agree" or "Strongly Agree") to survey items related to "feeling safe at school" and having a strong "sense of belonging" on the annual District School Climate Survey will increase by 10 percentage points over the baseline scores from the previous year.

Performance Objective 2: Orderliness and High Standards of Citizenship: The total number of Level 1 and Level 2 disciplinary incidents (referrals for minor conflict, disrespect, and non-compliance) recorded in the campus data system will be reduced by 15% compared to the annual total from the previous academic year.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: Average attendance at school-sponsored information and engagement events (e.g., Curriculum Night, Parent-Teacher Organization meetings, informational workshops) will increase by 20% compared to the average attendance rate of the previous academic year.

Performance Objective 2: Inform and Welcome: The percentage of parents/guardians responding positively (scoring "Agree" or "Strongly Agree") to survey items related to "feeling welcome in the school environment" and "feeling well-informed about academic initiatives" on the annual Parent and Community Survey will increase by 12 percentage points over the baseline scores from the previous year.

Performance Objective 3: Chronic Absenteeism Reduction: The overall percentage of students identified as chronically absent (missing 10% or more instructional days) will be reduced by 20% compared to the final recorded rate of the previous academic year.

Performance Objective 4: Average Daily Attendance (ADA) Increase: The school's overall Average Daily Attendance (ADA) rate will increase to and be maintained at a minimum of 97.5% for the of the school year.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: By the end of the 2025-2026 school year, our campus will increase the percentage of economically disadvantaged students achieving the "Meets Grade Level" standard on all core subject STAAR tests from 60% to 75%, thereby improving their relative performance. In many subjects, there's a significant drop between "Approaches" and "Masters" levels, indicating room for improvement in advanced proficiency.

Rationale: This goal is essential for ensuring educational equity and closing the achievement gap. By providing targeted support and resources to our economically disadvantaged students, we will foster a campus culture of high expectations and prepare all students for future academic success.

Performance Objective 2: LPE will increase 3-5 grade level performance on STAAR RLA from 77% Meets or Above to 82%.

Performance Objective 3: LPE will increase 3-5 grade level performance on STAAR Math from 78% Meets or above to 83%.

Performance Objective 4: LPE EB students taking TELPAS will improve scores from 68% Meets or above to 73%.

Performance Objective 5: 90% of Kinder - 2nd grade students will perform at grade level or above in math.

Performance Objective 6: 50% of Kinder - 2nd grade will demonstrate "Above Benchmark" in Reading

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: By the end of the 2025-2026 school year, our campus will increase the percentage of 5th-grade students achieving the "Meets Grade Level" standard on the State of Texas Assessments of Academic Readiness (STAAR) Science test from 85% to 90%.

Performance Objective 2: By the end of the 2025-2026 school year, our campus will increase the percentage of economically disadvantaged students achieving the "Meets Grade Level" standard on all core subject STAAR tests from 60% to 75%, thereby improving their relative performance.

Performance Objective 3: By the end of the school year, the staff-managed resolution rate for all minor, non-aggressive behavior incidents will decrease from 70% to 65% of referrals. This decrease will be driven by and documented as a result of staff demonstrating fidelity to the established Emergent Tree Instructional Behavior protocol when responding to minor infractions, effectively reducing the reliance on formal Office Discipline Referrals (ODRs).

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: Continue to maintain the distinction of College and Career Readiness by promoting resilient and independent problem-solving and exploration with the intention of preparing students for college and career success.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: We're strategically investing in our future by ensuring we recruit, hire, develop, and retain the absolute best faculty and staff. Our approach is two-fold: integrating our top-performing staff (Master Teachers) directly into the hiring process to ensure the best fit, and actively fostering a positive culture where everyone feels valued and motivated to stay employed long-term. We want 90% of our staff to return.

Lake Travis Elementary Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: By May 2026, LTE will demonstrate improved safety readiness by fully implementing the new Centegix campus visitor protocols, conducting 100% of weekly required door checks, completing 100% of required emergency drills, and revising and updating the Threat Assessment Team per district regulations.

Performance Objective 2: By the end of the 2025-2026 school year, LTE will implement a comprehensive counseling program campus-wide in 100% of our classrooms, with school counselors devoting at least 80% of their work time to direct student support, while all staff will complete professional learning in SEL, Emergent Tree, and trauma-informed practices.

Performance Objective 3: By December 2025, 100% of staff will complete annual professional development in suicide prevention, bullying, sexual abuse/trafficking, conflict resolution, crisis prevention and health-related training modules offered through our Eduhero platform.

Performance Objective 4: By May 2026, Lake Travis Elementary will reduce the number of student discipline referrals resulting in in-school or out-of-school suspension by 10% compared to the 2024-2025 school year baseline, through implementation of proactive, restorative practices and increased SEL lesson integration.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: By the end of the 2025-2026 school year, Lake Travis Elementary will increase its ADA to 95.3% from 93.7%.

Performance Objective 2: At LTE, 61% of families will indicate they feel all members of the community are encouraged to participate in school-related programs, up from 56% in 2025.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: LTE will provide rigorous instruction and appropriate supports for success so that 78% of Emergent Bilingual students in grades 1-5 will progress one proficiency level in TELPAS by the end of the 25-26 school year. 2025 - 70% increase in learners progressing 1 level, 18.6% increase in learners progressing 2 or more levels.

HB3 Goal

Performance Objective 2: The percent of 3rd grade students that score MEETS grade level or above on STAAR reading will increase to 60% (English) and to 25% (Spanish) by 2026. 2025- 53% (ELAR) and 2025 - 6% (SLAR)

HB3 Goal

Performance Objective 3: The percent of 3rd-grade students who score MEETS grade level or above on STAAR Math will increase to 40% (English) and to 25% (Spanish) by 2026.

HB3 Goal

Performance Objective 4: The percent of 4th grade students that score MEETS grade level or above on STAAR reading will increase to 70% (English) and to 30% (Spanish) by 2026.

HB3 Goal

Performance Objective 5: The percent of 4th grade students that score MEETS grade level or above on STAAR Math will increase to 50% (English) and to 15% (Spanish) by 2026.

HB3 Goal

Performance Objective 6: The percent of 5th grade students that score MEETS grade level or above on STAAR reading will increase to 70% (English) and to 40% (Spanish) by 2026.

HB3 Goal

Performance Objective 7: The percent of 5th grade students that score MEETS grade level or above on STAAR Math will increase to 60% (English) and to 20% (Spanish) by 2026.

HB3 Goal

Performance Objective 8: 70% of KG-2nd Grade Students will demonstrate 'At' Benchmark or 'Above' in IXL Math and mCLASS Reading by EOY.

HB3 Goal

Performance Objective 9: 75% of 4th and 5th Graders will show annual growth on the 2026 RLA STAAR.

HB3 Goal

Performance Objective 10: 70% of 4th and 5th Graders will show annual growth on the 2026 Math STAAR.

HB3 Goal

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: LTE staff members take measures to address and effectively manage bullying incidents, demonstrating a 5% increase in Family Responses, up from 33% reported in the 2024-2025 school year.

Performance Objective 2: LTE will meet Targets or Above in Academic Achievement for Math, RLA, and Student Success for our Economically Disadvantaged student population.

Eco Dis 31/35% for RLA Target in Academic Achievement

Eco Dis 26/40% for Math Target in Academic Achievement

Eco Dis 29/38 Component Score for Student Success (combined Math and RLA)

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: At LTE, 50% of students in grades 3rd-5th, will achieve Meets Grade Level or Above (all subjects), from 42% in 2025.

Performance Objective 2: A minimum of 50% (4% increase) of LTE students will report confidence that the education they receive at school helps prepare them for future success.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: By June 18, 2026, Lake Travis Elementary will fill 95% of vacancies of highly-qualified, full-time campus staff for the 26-27 school year, including hard to fill bilingual and special education positions.

Performance Objective 2: By June 2026, LTE will ensure that 90% of professional and paraprofessional staff hold appropriate certifications and will expand opportunities for staff to pursue additional certifications in high-need areas. The campus will ensure that 100% of bilingual stipends are allocated to staff members serving our Emergent Bilingual student population.

Lake Travis High School Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: By June 2026, Lake Travis High School will reduce discretionary DAEP assignments by at least 10% through the consistent implementation of a proactive, Tier I behavior management system grounded in PBIS (Positive Behavioral Interventions and Supports) and restorative practices.

Performance Objective 2: By May 2026, Lake Travis High School will ensure 100% implementation of the district's comprehensive school counseling program, with counselors spending at least 80% of their time on direct student services, including academic advising, social-emotional learning, and crisis response. The counseling team will also increase parent outreach sessions by 15% over 2025 levels to support SEL and college/career readiness.

Performance Objective 3: By June 2026, Lake Travis High School will achieve 100% compliance with all state-mandated safety drills and emergency operations plan updates, and will demonstrate measurable improvement in school climate and perceived safety as measured by the district's annual student and staff surveys.

Performance Objective 4: By June 2026, Lake Travis High School will increase student participation in health and wellness programs or student organizations by 10%, focusing on mental health awareness, nutrition, and physical activity initiatives.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: By June 2026, Lake Travis High School will increase family and community engagement participation by 15% through enhanced two-way communication, multilingual outreach, and expanded community partnerships that support student academic and social-emotional growth. The campus will strengthen stakeholder awareness of key initiatives (attendance, academic supports, CCMR readiness, and safety) through monthly newsletters, social media updates, and stakeholder events.

Performance Objective 2: By June 2026, Lake Travis High School will raise the overall student attendance rate by reducing chronic absenteeism by 10%, with targeted interventions for identified student groups. The campus will implement early-warning attendance reports, parent notification protocols, and student incentive programs to promote consistent attendance and engagement.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: By June 2026, Lake Travis High School will maintain a dropout rate at or below 1% across all student groups by implementing early warning systems, individualized graduation plans, and targeted academic and social-emotional supports for at-risk students.

Performance Objective 2: By June 2026, at least 70% of Emergent Bilingual students will demonstrate progress of one or more proficiency levels in at least one domain on TELPAS, exceeding the 2025 TELPAS progress rate of 54%

Performance Objective 3: By June 2026, the percentage of students demonstrating academic growth in Reading/Language Arts will increase from 72% to 78%, with a specific focus on closing gaps for Hispanic, Economically Disadvantaged, and EB students who scored below the Meets Grade Level standard.

Performance Objective 4: By June 2026, the percentage of students demonstrating academic growth in Mathematics will increase from 66% to 73%, with targeted interventions for Hispanic, EB, and Economically Disadvantaged students, as identified in the 2025 Closing the Gaps data.

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: By June 2026, Lake Travis High School will increase student performance for identified student groups in Reading and Mathematics to meet or exceed 2027 interim targets in the Closing the Gaps domain -- specifically raising:

Reading/Language Arts Meets Grade Level from 81% to 85%, and

Mathematics Meets Grade Level from 64% to 70%.

Performance Objective 2: By June 2026, Lake Travis High School will reduce discretionary DAEP assignments by at least 10% through the implementation of consistent Tier I Positive Behavior Interventions and Supports (PBIS), enhanced classroom management training, and integration of social-emotional learning (SEL) practices into instruction. Campus leaders will monitor discipline trends quarterly, disaggregated by student group, to ensure equity and alignment between academic and behavioral supports.

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: By June 2026, Lake Travis High School will increase the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators from 87% to 90%, with a specific emphasis on expanding Dual Credit (DC) and Advanced Placement (AP) participation among Economically Disadvantaged and At-Risk students.

Performance Objective 2: By June 2026, Lake Travis High School will increase college readiness assessment participation and performance by ensuring that 100% of students take at least one college readiness exam (PSAT, SAT, ACT, or TSIA2) and that the percentage of students meeting TSI criteria in both RLA and Math rises from 70% to 75%. In addition, the campus will ensure 100% of CTE-identified at-risk students are enrolled in an aligned coherent sequence of courses leading to industry-based certification (IBC) or postsecondary credit.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: By June 2026, Lake Travis High School will improve teacher retention rates by 5%, with a particular focus on early-career and high-need-area teachers, through increased mentoring, recognition, and professional growth opportunities. The campus will fully implement the Trailblazers induction and mentoring program, conduct midyear and end-of-year staff feedback surveys, and provide targeted professional learning tied to teacher needs.

Performance Objective 2: By June 2026, Lake Travis High School will increase the number of qualified applicants for campus vacancies by 10% through expanded partnerships with Educator Preparation Programs (EPPs), enhanced visibility on recruitment platforms, and proactive participation in district and regional job fairs.

Lake Travis Middle School Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: Increase the number of positive referrals by 15% to recognize and reinforce exemplary student behavior, citizenship, and contributions to a safe and supportive school environment

Performance Objective 2: Implement bullying prevention assemblies that educate students on recognizing, reporting, and preventing bullying, thereby fostering a culture of respect, inclusion, and safety across the campus, resulting in a 10% reduction in bullying-related referrals by 2025.

Performance Objective 3: Conduct 100% of required campus safety drills and evaluate protocols to ensure compliance with district and state requirements.

Performance Objective 4: Promote a healthy school environment by supporting initiatives that promote physical, nutritional, and mental well-being, in accordance with the Local Wellness Policy created by the School Health Advisory Committee (SHAC). This initiative aims to increase student participation in health and wellness programs by 10%.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: Increase student daily attendance from 95.1% in 2025 to 96.5% in 2026 by implementing grade-level attendance challenges that engage students, foster friendly competition, and encourage consistent school participation.

Performance Objective 2: Increase school communication engagement by 10% by providing consistent, transparent, and engaging updates across multiple platforms, including weekly campus newsletters, grade-level newsletters, and social media, to ensure all stakeholders are informed and connected to the school's priorities, events, and initiatives.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: Increase student performance in Math STAAR assessments from 74% to 78% at the Meets level by implementing research-based instructional strategies that target skill gaps and support mastery for all learners.

Performance Objective 2: "Increase student performance on ELA STAAR assessments from 78% to 82% at the Meets level by implementing research-based instructional strategies that target literacy skill development and support mastery for all learners.

Performance Objective 3: Increase growth in our EB student performance on TELPAS to 70% from 60% in 2025.

Performance Objective 4: Reduce the number of students who are chronically absent to prevent dropout from 7% in 2025 to 5% in 2026.

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: Increase academic performance and progress for students receiving special education services by 5% through targeted instructional supports and data-driven interventions aligned with Tier I instruction.

Performance Objective 2: Reduce DAEP assignments by 10% by strengthening Tier I behavior supports that reinforce positive student behavior, engagement, and connection to the learning environment.

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: Expand Career and Technical Education (CTE) participation by 5% to prepare students for meaningful careers aligned with their interests and local workforce needs.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: Attract and hire 100% highly qualified candidates to meet campus staffing needs and support student success.

Performance Objective 2: Enhance staff retention by 5% through targeted professional development, mentoring, and supportive workplace culture.

Lakeway Elementary Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: By the end of the 2025-2026 school year, the campus will implement the Emergent Tree framework to strengthen Tier 1 systems by embedding the school's Matrix and Core Values into daily routines, instruction, and behavior support, resulting in a 5% decrease in discipline referrals.

Performance Objective 2: By the end of the 2025-2026 school year, the school counseling program will be fully implemented across all grade levels through guidance lessons, classroom morning meetings, Ducky Days, school-wide celebrations, character (Mighty Mustang Awards) of district initiatives, themed dress-up days aligned with SEL monthly themes, and integration of the Emergent Tree framework.

Performance Objective 3: By May 2026, the campus will enhance safety and security by fully implementing the Centegix emergency communication system and conducting regular safety drills and door checks aligned with district protocols.

Performance Objective 4: By the end of the 2025-2026 school year, the campus will strengthen student health, well-being, and academic readiness through full implementation of the School Health and Wellness Program aligned with the district wellness policy. The campus will ensure that 100% of students participate in nutrition education and physical activity opportunities each grading period. This will be achieved through coordinated health lessons, adherence to competitive food guidelines, and consistent delivery of physical education and movement-based activities, as evidenced by lesson plans, PE attendance records, and campus wellness documentation.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: By May 2026, the campus will increase family and community engagement by 30% compared to the 2024-2025 school year, as measured by event attendance, volunteer participation, and engagement analytics from the school newsletter and communication platforms.

Performance Objective 2: By May 2026, the campus will increase the overall student attendance rate from 94% to 96%, as measured by the district's official attendance reports.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices

Performance Objective 1: By May 2026, increase the percentage of 3rd, 4th, and 5th grade students meeting grade level in reading from the current baseline 75% to 80%.

HB3 Goal

Performance Objective 2: By May 2026, increase the percentage of 3rd, 4th, and 5th grade students meeting grade level in math from the current baseline 65% to 70%.

Performance Objective 3: By May 2026, 3rd, 4th, and 5th grade students will increase from a baseline of 35% Masters in Reading to at or above the LTISD district average of 40% Masters.

Performance Objective 4: By May 2026, 3rd, 4th, and 5th grade students will increase from a baseline of 35% Masters in Math to at or above the LTISD district average of 37% Masters.

Performance Objective 5: By May 2026, the campus will increase TELAPS growth by advancing proficiency by 1 level in 3 of the 4 categories (listening, speaking, reading, writing) through ESL support, research-based instructional practices, and targeted interventions.

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: By May 2026, the campus will develop, implement, assess, and support the full LTISD curriculum with a focus on closing achievement gaps for economically disadvantaged students, including those who regressed on state assessments, did not pass state assessments, or did not show growth through the PLC and MTSS process. Teachers will utilize a high-quality, vertically aligned curriculum framework to guide planning, instruction, and professional practices, ensuring that at least 80% of targeted economically disadvantaged students meet or exceed grade-level expectations as measured by state assessment results, benchmark assessments, and campus progress monitoring tools

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: By May 2026, 100% of students will participate in at least one college and career readiness activity and demonstrate growth in targeted character traits (e.g., responsibility, perseverance, and teamwork) as measured by teacher observations, student reflections, and participation logs.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: By May 2026, the campus will increase the percentage of highly qualified staff to 100%

Performance Objective 2: By May 2026, the campus will retain at least 95% of current staff.

Rough Hollow Elementary Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: By May of 2026, Rough Hollow Elementary will complete 100% of their weekly door checks and expected campus safety drills. We will partner with our community to reinforce clear, positive expectations and outcomes for our safety drills and procedures.

Performance Objective 2: By May of 2026, we will decrease the total number of discipline referrals recorded in the campus disciplinary system by 15% compared to the annual total from the previous academic year.

Performance Objective 3: Using the District Climate Survey, we aim to increase the number of students, family, and staff members who feel a strong sense of belonging at Rough Hollow Elementary by 10 percentage points, building on the previous score of 4.12.

Performance Objective 4: By May 2026, 100% of students will participate in at least one kindness or community-giving activity, such as service projects, "Kindness Week," or classroom-based outreach efforts. Success will be measured through participation records, teacher feedback, and student reflection surveys

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: By May of 2026, Rough Hollow Elementary will raise its overall attendance to 97% for the school year.

Performance Objective 2: By May 2026, at least 90% of families will report feeling informed and connected to the school community, as measured by district communication surveys, and family participation in school events will increase by 10% compared to the previous year.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: Rough Hollow Elementary will increase 3-5 grade level performance on the STAAR RLA from 77% Meets or Above to 85%.

Performance Objective 2: Rough Hollow Elementary will increase 3-5 grade level performance on the STAAR Math from 69% Meets or Above to 81%.

Performance Objective 3: Rough Hollow Elementary Emergent Bilingual students taking the TELPAS will improve their TELPAS scores of Advanced High or Advanced by 5% from the previous school year.

Performance Objective 4: Rough Hollow Elementary will decrease the number of 4th and 5th grade students required by HB3 to receive accelerated instruction in Math by 15% from the previous school year.

Performance Objective 5: Rough Hollow Elementary will decrease the number of 4th and 5th grade students required by HB3 to receive accelerated instruction in Reading by 10% from the previous school year.

Performance Objective 6: By May of 2026, 90% of Rough Hollow Elementary kindergarten through 2nd-grade students will demonstrate "Above Benchmark" in Reading.

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: Rough Hollow Elementary will increase fifth-grade Science STAAR scores to at least 90% approaches by May 2026.

Performance Objective 2: By May 2026, Rough Hollow Elementary will increase the percentage of economically disadvantaged students achieving the "Meets Grade Level" standard on all core subject STAAR tests from 59% to 75%, thereby increasing our school's relative performance.

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: Rough Hollow Elementary will promote college and career readiness by fostering resilience and problem-solving skills through bi-monthly STEM lab opportunities for 100% of students.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: Rough Hollow Elementary will ensure that 100% of new hires meet "highly qualified" LTISD standards and demonstrate

alignment with campus values.

Performance Objective 2: By May 2026, Rough Hollow Elementary will retain 90% of their current teaching staff for the 2026-2027 school year.

Serene Hills Elementary Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: The total number of Level 1 and Level 2 disciplinary incidents (referrals for minor conflict, disrespect, and non-compliance) recorded in the campus data system will be reduced by 15% compared to the annual total from the previous academic year.

Performance Objective 2: By the end of the 2025-2026 school year, the Serene Hills campus will implement the Emergent Tree framework to strengthen Tier 1, Tier 2, and Tier 3 systems.

Performance Objective 3: By the end of the 2025-2026 school year, the school counseling program will be fully implemented across all grade levels through guidance lessons, classroom morning meetings, positive student recognitions, and school-wide celebrations of district initiatives (e.g., Kindness Week, Unity Day).

Performance Objective 4: By the end of the 2025-2026 school year, the campus will enhance safety and security by fully implementing the Centegix emergency communication system and conducting regular safety drills and door checks aligned with district protocols.

Performance Objective 5: By the end of the 2025-2026 school year, the campus will strengthen student health, well-being, and academic readiness through full implementation of the School Health and Wellness Program aligned with district wellness policy. The campus will ensure that 100% of students participate in nutrition education and physical activity opportunities each grading period through coordinated health lessons, adherence to competitive food guidelines, and consistent delivery of physical education and movement-based activities, as evidenced by lesson plans, PE attendance records, and campus wellness documentation.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: By the end of the 2025-2026 school year, Serene Hills Elementary will increase its ADA to 96.3% from 95.1%.

Performance Objective 2: At SHE, 64% of families will indicate they feel all members of the community are encouraged to participate in school-related programs, up from 59% in 2025.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: 79% of 3rd-5th grade students will meet the grade-level standard or above in RLA, up from 74% in 2025.

HB3 Goal

Performance Objective 2: 45% of 3rd- to 5th-grade students will master the grade-level standard in RLA, up from 40% in 2025.

Performance Objective 3: 71% of 3rd-5th students will meet the grade-level standard or above in math, up from 66% in 2025.

HB3 Goal

Performance Objective 4: 41% of 3rd-5th students will master the grade-level standard in math, up from 36% in 2025.

Performance Objective 5: 80% of KG-2nd Ss will demonstrate 'At' Benchmark or 'Above' in reading, up from 70% in 2025.

Performance Objective 6: 42% of KG-2nd Ss will demonstrate 'Above Benchmark' in reading, up from 37% in 2025.

Performance Objective 7: 40% of KG-2nd Ss will demonstrate 'Above Grade Level' in math, up from 35% in 2025.

Performance Objective 8: 85% of KG-2nd Ss will demonstrate 'On Grade Level' or above in math, up from 80% in 2025.

Performance Objective 9: 80% of 4th and 5th Graders will show annual growth on the 2026 RLA STAAR, up from 76.4% in 2025.

Performance Objective 10: 75% of 4th and 5th Graders will show annual growth on the 2026 Math STAAR, up from 71.3% in 2025.

Performance Objective 11: 90% of eligible EB students will show progress in achieving English Language Proficiency on TELPAS, up from 86% in 2025.

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: SHE will increase the number of students in the 'Low Risk' category from 81.5% (BOY) to 85% (EOY).

Performance Objective 2: SHE will meet Interim Targets (76% compared to 60% in 2025) or Above in Growth Rate for Math for our High Focus Group (Emergent Bilingual, Eco. Dis., Highly Mobile, Current SpEd).

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: At SHE, 77% of students in grades 3rd-5th, will achieve Meets Grade Level or Above (all subjects), from 70% in 2025.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: SHE will improve full-time staff retention rates to 85%, up from 82% in 2025.

Performance Objective 2: By June 18, 2026, SHE will fill 95% of vacancies of highly-qualified, full-time campus staff for the 26-27 school year.

West Cypress Hills Elementary Goals 2025-2026

Goal 1: School Environment: At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objective 1: By May 2026, West Cypress Hills Elementary will demonstrate improved safety readiness by fully implementing the new Centigex campus visitor protocols, conducting 100% of weekly required door checks, completing 100% of required emergency drills, and revising and updating the Threat Assessment Team per district regulations.

Performance Objective 2: By the end of the 2025-2026 school year, West Cypress Hills Elementary School will implement the Emergent Tree framework to strengthen Tier 1 by embedding the school's Matrix and Core Values into daily routines, instruction, and behavior support.

Performance Objective 3: By the end of the 2025-2026 school year, the West Cypress Hills Elementary school counseling program will be fully implemented across all grade levels through guidance lessons, classroom morning meetings, WoW Board Shout Outs, PAWS-I-TIVE office referrals, school-wide celebrations of district initiatives (e.g., Kindness Week, Unity Day, Red Ribbon Spirit week), themed dress-up days aligned with SEL monthly themes, and the Emergent Tree framework.

Performance Objective 4: By the end of the 2025-2026 school year, West Cypress Hills Elementary School will strengthen student health, well-being, and academic readiness through full implementation of the School Health and Wellness Program aligned with the district wellness policy. WCHE campus will ensure that 100% of students participate in nutrition education and physical activity opportunities each grading period through coordinated health lessons, adherence to competitive food guidelines, and consistent delivery of physical education and movement-based activities, as evidenced by lesson plans, PE attendance records, and campus wellness documentation.

Goal 2: Community Investment and Support: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Performance Objective 1: By the end of the 2025-2026 school year, West Cypress Hills Elementary School will increase its ADA to 96% up from 94.7% in 2025.

Performance Objective 2: At WCHE, 80% of families will participate in school-related programs to foster a sense of connectedness between home and school.

Goal 3: Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

Performance Objective 1: 75% of 3rd-5th students will meet grade-level standard or above in RLA, up from 70% in 2025.

HB3 Goal

Performance Objective 2: 35% of 3rd-5th students will master grade-level standard in RLA, up from 28% in 2025.

HB3 Goal

Performance Objective 3: 67% of 3rd-5th students will meet GL standard or above in math, up from 62% in 2025.

HB3 Goal

Performance Objective 4: 34% of 3rd-5th students will master GL standard in math, up from 29% in 2025.

HB3 Goal

Performance Objective 5: 100% of eligible EB students will show progress in achieving English Language Proficiency on TELPAS, up from 89% in 2025.

Performance Objective 6: 78% of 4th and 5th Graders will show annual growth on the 2026 RLA STAAR, up from 75% in 2025.

Performance Objective 7: 75% of 4th and 5th Graders will show annual growth on the 2026 Math STAAR, up from 70% in 2025.

Performance Objective 8: WCHE will increase academic achievement in science by increasing the percentage of students who meet grade level from 54% to 65% in 2026.

Goal 4: Curriculum: Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

Performance Objective 1: By May 2026, West Cypress Hills Elementary will increase the percentage of high focus students achieving the "Meets Grade Level" standard on all core subject STAAR tests from 34% to 50%, thereby increasing our school's relative performance.

Performance Objective 2: WCHE will decrease the number of students in the 'Well Below' category from 16% (BOY) to 8% (EOY).

Performance Objective 3: By the end of the 2025-2026 school year, WCHE will fully implement the LTISD curriculum, utilizing a high-quality, vertically aligned framework, while integrating Emergent Tree Tier One behavior supports to promote positive student behavior. The campus will ensure that all classroom teachers consistently implement Tier One strategies, resulting in a 10% reduction in office discipline referrals compared to the previous school year, as measured by referral data, classroom behavior tracking, and fidelity checks of Emergent Tree implementation.

Goal 5: College and Career Readiness (P-16): Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career and life ready.

Performance Objective 1: By the end of the 2025-2026 school year, West Cypress Hills Elementary will implement programs and activities that equip all learners to develop their voice, growth mindset, resiliency, and grit, fostering social, emotional, and college and career readiness. The campus will host at least one Career Day and provide targeted instructional support to increase the number of students achieving the Masters level on state assessments by 5%, as measured by state assessment results.

Goal 6: Highest Quality Staff: Recruit, hire, develop, and retain the highest quality faculty and staff.

Performance Objective 1: West Cypress Hills Elementary will ensure that 100% of new hires meet "highly qualified" LTISD standards and demonstrate alignment with campus values.

Performance Objective 2: By May 2026, WCHE will retain 90% of its current teaching staff for the 2026-2027 school year.

District & Campus Improvement Plans



District Improvement Plan



District Improvement Plan



❖ **Goal 1- School Environment:** At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

- Safety Audits
- Comprehensive school counseling program
- Suicide prevention, bullying, sexual abuse/ trafficking, conflict resolution, and crisis prevention
- Health, wellness, and specialized services

❖ **Goal 2- Community Investment and Support:** Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

- Parent engagement
- Attendance

District Improvement Plan



❖ **Goal 3- Student Achievement:** Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

- Emergent Bilingual growth in language proficiency
- Closing achievement gaps
- Dropout rates

❖ **Goal 4- Curriculum:** Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment, and professional practices and responsibilities.

- Research-Based Instructional Strategies
- Title I campus professional development focused on economically disadvantaged students
- Behavior supports and training

District Improvement Plan



❖ **Goal 5- College and Career Readiness (P-16):** Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career, and life ready.

➤ College, career, and military readiness

❖ **Goal 6- Highest Quality Staff:** Recruit, hire, develop, and retain the highest quality faculty and staff.

➤ Job fairs

➤ Certifications

➤ Teacher retention

➤ Compensation plan

Campus Improvement Plans



Campus Improvement Plans



❖ **Goal 1- School Environment:** At all campuses and District facilities, provide an educational environment that reflects a commitment to student social and emotional, safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

- Safety Audits
- Comprehensive school counseling program
- Suicide prevention, bullying, sexual abuse/ trafficking, conflict resolution, and crisis prevention
- Wellness Plan

❖ **Goal 2- Community Investment and Support:** Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

- Communication or Community Relations
- Attendance

Campus Improvement Plans



❖ **Goal 3- Student Achievement:** Increase academic achievement for all learners while closing the gap between student populations in pursuit of masters performance using research-based practices.

- Emergent Bilingual growth in language proficiency
- Reading and Math growth
- House Bill 3 Goals (Elementary)
- Dropout rates (Secondary)

❖ **Goal 4- Curriculum:** Develop, implement, assess, and support full implementation of the LTISD curriculum, which includes a high quality, vertically aligned framework that supports planning, instruction, learning environment, and professional practices and responsibilities.

- Closing achievement gaps
- Tier I Behavior supports and training

Campus Improvement Plans



❖ **Goal 5- College and Career Readiness (P-16):** Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college and career, and life ready.

- Elementary- College & Career activities, Meets & Masters achievement
- Middle- Advanced course work/ CTE enrollment
- High- House Bill 3, Dual Credit/ AP/ CTE enrollment, TSIA

❖ **Goal 6- Highest Quality Staff:** Recruit, hire, develop, and retain the highest quality faculty and staff.

- Recruitment
- Retention

DIP/ CIPs Review Timeline



Formative Reviews

- November
- February
- May



Summative Review

- June

DIP/ CIPs Review Timeline



Formative Reviews

- November
- February
- May



Summative Review

- June
-

Questions?





AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Approval for Innovative Courses Offerings for the 2026-2027 School Year

RECOMMENDED ACTION

Administration recommends approval of the Innovative Course Offerings for 2026-2027, as presented.

RATIONALE

The Texas Administrative Code, Section 74.27, Innovative Courses and Programs, allows districts to offer state-approved innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.

With the approval of the local Board of Trustees, school districts may offer any state-approved innovative course for state elective credit only. Innovative courses may not meet any other specific graduation requirement. No application is required for a district or school to offer one of these courses. Currently, with the approval of the Board of Trustees, students enrolled in the courses listed below would earn state elective credit which would be applied toward these graduation requirements.

Course Name	PEIMS #	Course Name	PEIMS #
Advanced Legal Skills & Professions	N1303016	Methodology of Academic and Personal Success	N1130021
Forensic Psychology	N1303012	Multivariable Calculus	N1110018
Fundamentals of Real Estate	N1301120	Path College Career I-IV	N1290051 N1290052 N1290053 N1290054
General Employability Skills	N1270153	Peer Assistance & Leadership I-II	N1290005 N1290006
Human Body Systems	N1302093	Principles of Biomedical Science	N1302092
Internetworking Technologies I	N1302803	Principles of Exercise & Wellness	N1303107
Introduction to C# Programming Applications	N1302812	Retail Management	N1303420
Kinesiology I	N1302104	Sports & Entertainment Marketing II	N1303422
Kinesiology II	N1302124	Sports Medicine I	N1150040
Linear Algebra	N1110021	Strategic Learning for High School Math	N1110030
Making Connections I	N1290332	Student Leadership	N1290010
Making Connections II	N1290333	Team Sport Officiating	N1160012
Marketing	N1303424		
Medical Interventions	N1302094		

BUDGET PROVISIONS

None



RESOURCE PERSONNEL

Dr. Lyndsaie Benton – Executive Director of Curriculum and Instruction
Stefani Vickery – Assistant Superintendent of Curriculum and Instruction

ATTACHMENTS

None

MEETING DATE

November 19, 2025



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Approval of Updates to the Locally Approved Course List for UIL No Pass/No Play Exemptions (2025-2026)

RECOMMENDED ACTION

Administration recommends approval of the updated list of locally approved courses for UIL No Pass/No Play Exemptions for the 2025-2026 school year, as presented.

RATIONALE

Certain advanced courses are identified under TEC §33.081(d-1) as exempt from the UIL No-Pass/No-Play regulations concerning extracurricular activities. Local school districts are permitted to establish additional honors courses in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English to be considered exempt from UIL No-Pass/No-Play regulations. These locally-determined courses must be approved by the Board of Trustees prior to the semester in which any exemptions related to extracurricular activities occur.

On January 15, 2025, the LTISD Board of Trustees approved a list of locally identified courses for UIL No-Pass/No-Play exempt status for the 2025-2026 school year. However, updates to the Texas Education Agency's list of approved innovative courses available for state elective credit included the removal of course codes for the courses AP Seminar and AP Research. This change occurred after the school year began, requiring districts across the state of Texas to make significant adjustments related to courses that were already underway for students.

LTISD administration elected to follow the College Board recommendation of using the Special Topics course code for Independent Study in English (19 TAC §110.46). While the use of College Board curriculum for AP Seminar and AP Research is still allowable using the course codes for Independent Study in English, this change requires an update to the previously approved list of courses exempt from UIL No-Pass/No-Play regulations.

The attached document includes updates to the list of courses that the Board of Trustees approved for UIL No-Pass/No-Play exempt status for the 2025-2026 school year. The updated list notes the reclassification of the courses AP Seminar and AP Research as "Advanced Honors" courses for the 2025-2026 school year and includes language clarifying them as Independent Study in English. These courses will retain their current weighted grade multiplier under Policy EIC (LOCAL). Administration has verified that no UIL exemptions related to AP Seminar nor AP Research were utilized by any student during the first marking period of 2025-2026.

BUDGET PROVISIONS

None



RESOURCE PERSONNEL

Dr. Lyndsa M. Benton – Executive Director of Curriculum and Instruction
Stefani Vickery – Assistant Superintendent of Curriculum and Instruction

ATTACHMENTS

Updated Course List for UIL No Pass/No Play Local Exemptions 2025-2026

MEETING DATE

November 19, 2025

Course List for UIL No Pass/No Play Local Exemptions 2025-26

Approved by LTISD Board of Trustees January 15, 2025

Updated pending LTISD Board of Trustees Board Approval November 19, 2026

Per Texas Education Code 33.081(d), the following courses as identified as advanced, and as such, eligible for exemption from UIL No Pass/No Play:

- Any College Board Advanced Placement (AP) course or International Baccalaureate (IB) course and;
- High school/college concurrent enrollment classes that are included in Part 1 of the Community College General Academic Course Guide Manual in the subject areas of English Language Arts, Mathematics, Science, Social Studies, Economics, or languages other than English.

Local school districts are permitted to establish other courses in the subject areas of English language arts, mathematics, science, social studies, economics, or languages other than English that are also exempt from UIL No Pass/No Play regulations, if approved by the Board of Trustees.

The list below includes the list of all courses approved to be exempt from UIL No Pass/No Play regulations for the 2025-26 school year.

	PreAP/Honors Course	AP Course	Dual Credit/Dual Enrollment Course	Honors Elective Course	Advanced Honors Course
Algebra I Pre-AP	X				
Algebra II Honors	X				
American Sign Language Honors (all levels)	X				
Anatomy & Physiology (Science Credit)				X	
ANTH 2351 Cultural Anthropology (ACC Dual-Credit)			X		
AP Art 2D Drawing and Painting		X			
AP Art 3D Art and Design		X			
AP Art History		X			
AP Biology		X			
AP Calculus AB		X			
AP Calculus BC		X			
AP Chemistry		X			
AP Computer Science A		X			
AP Computer Science Principles		X			
AP English III		X			

	PreAP/Honors Course	AP Course	Dual Credit/Dual Enrollment Course	Honors Elective Course	Advanced Honors Course
AP English IV		X			
AP Environmental Science		X			
AP European History		X			
AP Human Geography		X			
AP Latin IV		X			
AP Macroeconomics		X			
AP Microeconomics		X			
AP Music Theory		X			
AP Physics 1		X			
AP Physics 2		X			
AP Physics C		X			
AP PreCalculus		X			
AP Psychology		X			
AP Research / Independent Study in English 2nd time taken					X
AP Seminar / Independent Study in English 1st time taken					X
AP Spanish IV Language		X			
AP Spanish V Literature		X			
AP Statistics		X			
AP United States Government		X			
AP United States History		X			
AP World History		X			
Aquatic Science Honors (Science Credit)				X	
Biology Pre-AP	X				
Chemistry Pre-AP	X				
College Algebra A Bridge to Abstraction: A College Algebra Course Containing Algebra II (University of Texas OnRamps Dual-Enrollment) (Algebra II OnRamps)			X		
Digital Electronics (Math Credit)				X	
Discovery Precalculus: Preparation for Calculus (University of Texas OnRamps Dual-Enrollment) (OnRamps PreCalculus)			X		
Elementary Statistical Methods (University of Texas OnRamps Dual-Enrollment) OnRamps statistics			X		
English 1 Pre-AP	X				

	PreAP/Honors Course	AP Course	Dual Credit/Dual Enrollment Course	Honors Elective Course	Advanced Honors Course
English 1301 English Composition I (ACC Dual-Credit)			X		
English 1302 English Composition II (ACC Dual-Credit)			X		
English 2 Pre-AP	X				
English 2323 British Literature 18th Century to the Present (ACC Dual-Credit)			X		
English IV: Literary Criticism 19th Century British Literature Honors				X	
English IV: Literary Criticism 20th Century British Literature Honors				X	
English IV: Shakespeare Selected Plays Honors				X	
French Honors (all levels)	X				
French V					X
GEOL 1301 Natural Hazards & Disasters (ACC Dual-Credit)			X		
Geometry Pre-AP	X				
Geoscience: Earth, Wind, and Fire (University of Texas OnRamps Dual-Enrollment) (Earth & Space Science OnRamps)			X		
German Honors (all levels)	X				
GOVT 2305 United States Government (ACC Dual-Credit)			X		
GOVT 2306 Texas State and Local Government (ACC Dual-Credit)			X		
HIST 1301 United States History (ACC Dual-Credit)			X		
Independent Study in English 1st time taken / AP Seminar					X
Independent Study in English 2nd time taken / AP Research					X
Latin III Honors	X				
Latin V					X
Linear Algebra					X
Math 1314 College Algebra (ACC Dual-Credit)			X		
Math 1324 Mathematics for Business and Economics (ACC Dual-Credit)			X		

	PreAP/Honors Course	AP Course	Dual Credit/Dual Enrollment Course	Honors Elective Course	Advanced Honors Course
Math 1332 Contemporary Mathematics (ACC Dual-Credit)			X		
Multivariable Calculus					X
Pathophysiology (Science Credit)				X	
Physics I: Mechanics, Heat, and Sound + Lab (University of Texas OnRamps Dual-Enrollment) (OnRamps Physics)			X		
Principles of Engineering (High School Only), also called Engineering Science (HS only) (Science Credit)				X	
Rhetoric and Writing RHE306 & RHE309K (University of Texas OnRamps Dual-Enrollment) (English III OnRamps)			X		
Robotics II (Math Credit)				X	
Science Research and Design for Chemistry (Science Credit)				X	
Science Research and Design for STEM (Science Credit)				X	
SOCI 1301 Introduction to Sociology (ACC Dual-Credit)			X		
Spanish Honors (all levels)	X				
United States History 1492-1865 and U.S. Since 1865 (University of Texas OnRamps Dual-Enrollment) (US History OnRamps)			X		
World Geography Pre-AP	X				

The list below indicates middle school courses exempt from UIL No Pass/No Play regulations for the 2025-2026 school year.

	PreAP/Honors Course	AP Course	Dual Credit/Dual Enrollment Course	Honors Elective Course	Advanced Honors Course
Algebra I Honors (HS credit)	X				
ELA Honors (6, 7, 8)	X				

Geometry Honors (HS credit)	x				
Math Honors (6, 7)	x				
Science Honors (7,8)	x				
Social Studies Honors (7,8)	x				



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Potential Adoption of Resolution 111925-01 regarding Travis Central Appraisal District Board of Directors Election

RECOMMENDED ACTION

Administration recommends the adoption of Resolution No. 111925-01 to assign 70 votes to one or more of the candidates listed on the official Travis Central Appraisal District ballot.

RATIONALE

Lake Travis Independent School District is located in the western part of Travis County. This jurisdiction votes for candidates to serve on the Board of Directors of the Travis Central Appraisal District. The terms of two appointed members will expire at the end of this year. Accordingly, the election of two members to the Board must be conducted this fall to select the individuals who will serve in that capacity for a term beginning January 1, 2026, serving a four-year term.

Lake Travis ISD is entitled to 70 votes that can be split among any of the nominees on the ballot. Votes must be formalized by resolution approved by the school district's Board of Trustees. The resolution with voting allotment must be approved and received by the Chief Appraiser of the Travis Central Appraisal District by December 14, 2025.

Before December 31, 2025, the Chief Appraiser will count the votes submitted by participating entities, declare the results, and submit the results to both the school district and each of the nominated candidates.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services

Brad Goerke – Director of Finance

ATTACHMENTS

Travis Central Appraisal District Board of Directors Election Ballot

Resolution No. 111925-01

MEETING DATE

November 19, 2025

TRAVIS CENTRAL APPRAISAL DISTRICT

BOARD OFFICERS

JAMES VALADEZ
CHAIRPERSON
DEBORAH CARTWRIGHT
VICE CHAIRPERSON
NICOLE CONLEY
SECRETARY/TREASURER



LEANA MANN
CHIEF APPRAISER

BOARD MEMBERS

JETT HANNA
JOHN HAVENSTRITE
CELIA ISRAEL
DICK LAVINE
SHENGHAO "DANIEL" WANG
BLANCA ZAMORA-GARCIA

October 15, 2025

LAKE TRAVIS ISD
ATTN: LAUREN WHITE, PRESIDENT
3322 RR 620 SOUTH
AUSTIN, TX 78738

The deadline has passed for jurisdictions to make nominations for the Board of Directors of the Travis Central Appraisal District. The following are the nominations, in alphabetical order by last name, and sponsoring jurisdiction:

Deborah Cartwright	Austin ISD, City of Austin, Eanes ISD
Bruce Elfant	Travis County, City of Austin, Del Valle ISD
Elizabeth Montoya	Pflugerville ISD, Leander ISD, Round Rock ISD, City of Pflugerville
Paul Roberts	City of Lago Vista
Melody Ryan	City of Pflugerville

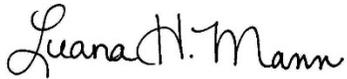
This letter serves as a ballot and is being sent to the presiding officer of each taxing unit entitled to vote in the appointment of the Travis Central Appraisal District Board of Directors. Enclosed, you will also find biographies for each nominee. Your entity is entitled to **70** votes that can be split among any of the nominees on the ballot. Votes must be formalized by resolution of the taxing unit's governing body. Please include the name and number of votes allotted to the nominee(s) in your resolution. The resolution with voting allotment must be returned to the Chief Appraiser of the appraisal district by **December 14, 2025**, at the following mailing address or email address:

Travis Central Appraisal District
ATTN: Leana Mann
PO Box 149012
Austin, TX 78714-9012
Lmann@tcadcentral.org

Before December 31, 2025, the Chief Appraiser will count the votes submitted by each entity, declare the results, and submit the results to both the governing bodies of each entity and each of the nominated candidates. According to the Property Tax Code, any ties will be resolved by a method of chance by the Chief Appraiser.

Should you have any questions, please do not hesitate to contact me by phone at (512) 834-9317 Ext. 405 or by email at Lmann@tcadcentral.org.

Sincerely,

A handwritten signature in cursive script that reads "Leana H. Mann".

Leana Mann, RPA, CCA, CGFO
Chief Appraiser
Travis Central Appraisal District

Taxing Unit ID	Taxing Unit Code	Taxing Unit Name	Number of Votes
1001	01	AUSTIN ISD	616
1003	03	TRAVIS COUNTY	390
1002	02	CITY OF AUSTIN	372
1026	19	PFLUGERVILLE ISD	100
1097	68	AUSTIN COMM COLL DIST	100
1005	06	DEL VALLE ISD	70
1006	07	LAKE TRAVIS ISD	70
1007	08	EANES ISD	66
1098	69	LEANDER ISD	58
1053	34	MANOR ISD	44
1072	5A	ROUND ROCK ISD	36
1035	20	CITY OF PFLUGERVILLE	22
1023	16	LAGO VISTA ISD	12
1004	05	CITY OF MANOR	8
1027	2A	ELGIN ISD	4
1036	21	CITY OF LAKEWAY	4
1042	3A	MARBLE FALLS ISD	4
1071	49	CITY OF LAGO VISTA	4
1090	6F	CITY OF LEANDER	4
1008	09	CITY OF WEST LAKE HILLS	2
1009	1A	HAYS CONSOLIDATED ISD	2
1018	11	CITY OF ROLLINGWOOD	2
1046	3F	CITY OF CEDAR PARK	2
1078	50	CITY OF JONESTOWN	2

Deborah Cartwright

Debbie Cartwright received her law degree from the University of Houston and a master's degree from the LBJ School of Public Affairs at The University of Texas at Austin. Her undergraduate degree in secondary education music and history is from Howard Payne University in Brownwood, Texas.

Debbie enjoyed a lengthy career as an attorney and administrator in the field of property taxation. She worked for four property tax law firms representing appraisal districts in litigation and providing advice on public law and property tax administration. In addition to work in private law practice, Debbie served the State of Texas by working for two Comptrollers of Public Accounts for about ten years.

During much of this time, Debbie was involved in charitable endeavors. A native of Elgin, Texas, Debbie worked with the Elgin Historical Association in the late-1990's to raise money to restore the Union Depot, which became a museum. Debbie was a member of the Texas Historical Foundation from 2020 to 2022 and served as co-chair of the Elgin Sesquicentennial Committee in 2022. She was actively involved in the activities of the city's celebration and assisted in the preparation of an updated history book entitled "Milestones: History of Elgin, Texas."

Debbie is a member of the State Bar of Texas and the International Association of Assessing Officers. She served as a trustee for her alma mater Howard Payne University from 2015 through 2023. Debbie currently serves on the board of directors for the Travis Central Appraisal District and is a member of the Bastrop County Historical Society. She is an officer of the Elgin Oral History Project, a non-profit organization created in 2021, to record audio stories from residents and former residents of Elgin.

Bruce Elfant

Education

Graduate, Leadership Austin (1997-1998)

Associate's Degree, Criminal Justice, Austin Community College (1994)

Bachelor of Science, Communications, University of Texas at Austin (1980)

Certifications

Texas Registered Election Official (2017)

Professional County Assessor-Collector (2017)

Certified Elections/Registration Administrator (2016)

County Tax Office Professional (2016)

Professional County Collector (PCC) (2013)

Texas Peace Officer License (1993)

Professional

Travis County Tax Assessor Collector & Voter Registrar, (2013 - 2024)

Texas Association of Tax Assessor Collectors

Vice Chair, Legislative Committee (2016 - 2018)

Legislative Committee (2013 - 2024)

Board Member, Travis County Central Appraisal District (2013 - 2024)

Travis County Constable, Precinct Five (1993 – 2012)

Justices of the Peace and Constables Association of Texas

President (2001-2002)

Chair, Legislative Committee (2001 – 2005, 2007, 2009, 2011)

Board Member (1998 – 2003)

Member, Attorney General Child Support Work Group (2001 – 2012)

Board Member, Texas Association of Domestic Relations Offices (1991-2002)

Chair, Austin/Travis County Family Violence Task Force (1989-1991)

Family Unit Director, Office of Travis County Constable Precinct Five (1986 – 1992)

Director, Travis County Sesquicentennial Committee (1985 -1986)

Research Associate, Office of the Attorney General (1983 -1985)

Clerk, Texas Legislative Council (1981-1983)

Texas Association of Counties

Vice President (2007 – 2011)

Member, Board of Directors (2000 – 2003, 2007)

Planning Analysis Group (1995 – 2000, 2007 – 2011)

Delegate and Speaker, White House Leadership Conference on Youth Drug Use and Violence (1996)

Community Activities

Board Member, Austin Community College Center for Public Policy and Political Studies 2015 - 2020)

Alumni Advisory Council, Austin Community College (2013 - 2015)

Co-chair, Austin-Travis County U. S. Census Complete Count Committee (2009)
Co-chair, Veterans Intervention Project of Travis County (2007- 2012)
Austin Community Action Network Chair, Community Council (2002 - 2003)
Member Community Council (1997 - 2008)
Member, CAN Marketing Committee (2003 - 2008)
Chair, Butler Awards Selection Committee (2009 - 2012)
Task Force Member, Austin Independent School District Dropout Prevention and Reduction Task Force (1999-2002)
Board Member, Austin Kids Exchange (1994 -1998)
Board Member, Metropolitan Volunteer Center (1988-1992)
Chair, Public Responsibility Committee, Austin State Hospital (1987-1992)

Awards and Recognitions

Commendation for 38 Years of Public Service to the Citizens of Travis County, Travis County Commissioners Court (2024)
Commitment to Civic Engagement, TX Votes (2023)
Torch Bearer Community Partnership, Delta Sigma Theta Sorority, Inc., (2023)
PACEsetter Award, PACE Nation (2021)
Standout Local Elected Official, National All In (2020)
Recognition of Leadership, 2020 Complete Count Committee, U, S. Census Bureau (2020)
Legacy of Building Tomorrow's Leaders Award, Austin Community College Center for Public Policy and Political Studies (2018)
Purple and Gold Award, The Men of Epsilon Iota Chapter, Omega Psi Fraternity (2018)
Tax Assessor of the Year, Tax Assessor Collectors Association of Texas (2017)
Outstanding Leadership, Veterans Intervention Project (2016)
Trailblazer Award, Indian American Coalition of Texas (2016)
Commendation, Texas Property Assessed Clean Energy Project (2016)
Commendation for Outstanding Voter Registration efforts, Austin League of Women Voters (2014)
Legacy Award, Austin/Travis County Family Violence Task Force (2014)
Public Official of the Year, Capital Area Asian American Democrats (2014)
Commendation, Travis County Veterans Services Office (2014)
Distinguished Alumni, Austin Community College (2013)
Constable of the Year, Justices of the Peace and Constables Association of Texas (2012)
Commendation for Outstanding Service to the Child Support Division of the Office of Attorney General (2011)
Commendation by Austin City Council and Travis County Commissioners Court for Service as Co-Chair, Austin -Travis County Complete Count Committee (2010)
Partnership Award, City of Austin Mayor's Committee for People with Disabilities (2009)
T. A. Vines Award, Justices of the Peace and Constable's Association of Texas (2009)
Public Innovation Award, Centex Chapter of the American Society for Public Administrators (2009)
Distinguished Service Award, Community Action Network (2008)

Best Practices Award for Exceptional Delivery of Services, Texas Association of Counties (2008)

Best Practices Award for Exceptional Delivery of Services, Texas Association of Counties (2005)

Outstanding Alumnus, Westbury High School Foundation, (2005)

Person of the Year, Women's Advocacy Project (2004)

Certificate of Appreciation, Texas Attorney General (2003)

Service Above Self Public Safety Award, Rotary Clubs of Austin (2003)

Elected Official of the Year, Central Texas Society of Professional Administrators (2001)

Liberty Bell Award, Austin Young Lawyers Association (2000)

Commendation, Texas Women in Law Enforcement (1999)

Commendation, Mayor's Committee on People with Disabilities (1997)

Constable of the Year, Justices of the Peace and Constables Association of Texas (1997)

Governor's Community Achievement Award-Keep Austin Beautiful (1996)

Commendation, ADAPT of Texas (1996)

Spirit of Cooperation Award, United East Austin Coalition (1995)

Golden Heart Award, Texas Association for the Enforcement of Child Support (1993)

Person of the Year, Austin Center for Battered Women (now Safe Place) (1991)

Outstanding Leadership and Initiative, Austin Women's Political Caucus (1991)

Commendation, Austin Police Department, Victim Services Division (1991)

Commendation, Texas Association of Domestic Relations Offices (1991)

Outstanding Service and Leadership, Texas Attorney General (1990)

Elizabeth Montoya

Elizabeth has been a Certified Public Accountant since 1998 and is licensed in Texas. She joined Blakeslee, Monzingo & Co. in 2016 to form Montoya, Monzingo & Blakeslee, LLP and is the Managing Partner with Montoya & Monzingo, LLP. Using her decades of experience as a financial executive, Elizabeth's focus is to help her business clients align effective tax planning with best practice business process strategies to achieve their organizational goals. She serves on several local non-profit and government boards and is a TCU Horned Frog fan. She holds a MS from the University of Oklahoma and is the proud mom of two daughters and a son.

Paul Roberts

Paul Roberts is a fourth-generation Texan, business owner, and public servant dedicated to transparency, fiscal discipline, and responsible governance. He serves on the Lago Vista City Council (Place 5), where he has led initiatives centered on *better planning and smarter growth* to align development with infrastructure capacity, community priorities, and long-term sustainability.

Prior to his election, Mr. Roberts served as Chair of the Economic Development Advisory Committee, a member of the Building and Standards Commission, and a member of the 2021 Charter Review Committee. He is also active in community service as a member of the Knights of Columbus and the Lions Club.

Mr. Roberts is the founder and President of Solid Technology Solutions, Inc. (STS), a certified electronic component distributor serving OEMs and manufacturers worldwide. With more than 25 years of experience in business leadership, contract management, and financial oversight, he brings a pragmatic, results-driven perspective to public service.

Since moving to Lago Vista in 2016 with his wife and three children, Mr. Roberts has worked to enhance transparency, preserve open space, strengthen infrastructure, and ensure that growth occurs responsibly and sustainably. His leadership reflects a deep commitment to the community and to prudent, data-driven decision-making on behalf of taxpayers.

Melody Ryan

Melody Ryan has been a resident of Pflugerville since 2007. A graduate of UCLA with a degree in Business Economics and a minor in Accounting, Melody is a Certified Public Accountant (CPA) who brings financial expertise and nearly two decades of dedicated service to the Pflugerville community. Her contributions include serving on the Parks and Recreation Commission, Finance and Budget Committee, multiple bond committees, and the Pflugerville Community Development Corporation (PCDC), where she focused on evaluating projects for community impact and return on investment. She served as Treasurer for her Homeowners Association for 15 years, where she upheld fiscal responsibility by maintaining dues at the same level for over 17 years while successfully overseeing the development of a new park and a 1.2-mile trail. As a mother of students in the Pflugerville Independent School District, Melody has been deeply involved in supporting local schools. She has volunteered extensively for campus events, fundraising efforts, and classroom activities, and she has served as a mentor to students, providing guidance and encouragement to help them succeed. During the COVID-19 pandemic, she signed up as a guest educator, helping to ensure students and staff had the resources they needed during a challenging time. Melody is a strong advocate for community engagement and believes in empowering residents with a voice on critical projects and issues. She is dedicated to ensuring citizens have the opportunity to vote on major initiatives and prioritizes listening to diverse perspectives to make the best decisions for Pflugerville's future. Committed to ensuring Pflugerville remains a thriving, safe, and welcoming city, Melody is a strong supporter of essential services like roads, water, and parks. Her experience on the Aspire 2040 and 2030 comprehensive plans guides her prioritization of projects that support the city's growth. Dedicated to collaboration and fiscal responsibility, Melody strives to create a balanced approach to governance that benefits residents and businesses.

RESOLUTION NO. 111925-01

A RESOLUTION OF THE BOARD OF TRUSTEES OF LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT TO ELECT BOARD OF DIRECTORS FOR THE TRAVIS CENTRAL APPRAISAL DISTRICT

WHEREAS, Section 6.03 (c) of the Property Tax Code provides for the governing body of taxing units to cast all its assigned votes for one candidate or distribute them among candidates for each position to be filled on the Travis Central Appraisal District Board of Directors, and

WHEREAS, the Lake Travis Independent School District wishes to cast its assigned **70 votes** as follows:

- _____ (number of votes, name of candidate)

NOW THEREFORE, be it resolved by the Board of Trustees that the Lake Travis Independent School District hereby casts its assigned votes in the manner listed above for the Travis Central Appraisal District Board of Directors.

RESOLVED this 19th day of November, 2025 by the Board of Trustees of the Lake Travis Independent School District.

Lauren White, Board President

Erin Archer, Board Secretary



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Approval of Amendment No.1 to the 2025-2026 Budget

RECOMMENDED ACTION

Administration recommends approval of Amendment No. 1 to the 2025-2026 Budget, as presented.

RATIONALE

The general operating revenue budget amendment includes:

- Increase in Available School Fund of \$216,981 to account for an increase of \$21.19 per prior year student in attendance.
- Increase in Foundation School Program of \$241,674 due to hold harmless adjustment for the new increase in homestead exemptions from the 89th Legislative Session.

The general operating expenditures budget amendment includes:

- The preliminary PEIMS enrollment snapshot data of 10,772 is a decline of 236 students from snapshot last year and budgeted enrollment for 2025-26. The decline in students results in an increase of \$726,914 in State Recapture payment. The overall impact to budget is an increase to the deficit of \$268,259.

The overall impact to the General Fund is an increase in the budget deficit of \$268,259, resulting in an estimated deficit of \$4,496,637 for the 2025-2026 fiscal year.

BUDGET PROVISIONS

2025-2026 Budget

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services

Brad Goerke – Director of Finance

ATTACHMENTS

2025-2026 Budget Amendment No. 1 – General Fund

MEETING DATE

November 19, 2025

Lake Travis ISD
General Operating Fund-Budget Amendment #1
2025-2026

		2025-2026	Recommended	2025-2026
<u>Revenues</u>		<u>Original Budget</u>	<u>Amendments</u>	<u>Amended Budget</u>
5711	Current Year Taxes	\$ 127,165,000	\$ -	\$ 127,165,000
5700	Other Local Revenues	\$ 6,663,000	\$ -	\$ 6,663,000
5800	State Program Revenues	\$ 11,928,188	\$ 458,655	\$ 12,386,843
5900	<u>Federal Revenue</u>	<u>\$ 158,500</u>	<u>\$ -</u>	<u>\$ 158,500</u>
	TOTAL REVENUES	\$ 145,914,688	\$ 458,655	\$ 146,373,343

<u>Expenditures</u>				
11	Instruction	\$ 68,524,148	\$ -	\$ 68,524,148
12	Instructional Resources	\$ 1,073,267	\$ -	\$ 1,073,267
13	Staff Development	\$ 1,109,437	\$ -	\$ 1,109,437
21	Instructional Administration	\$ 2,163,620	\$ -	\$ 2,163,620
23	School Administration	\$ 6,118,653	\$ -	\$ 6,118,653
31	Guidance & Counseling	\$ 5,543,707	\$ -	\$ 5,543,707
32	Social Work Services	\$ 331,186	\$ -	\$ 331,186
33	Health Services	\$ 1,077,410	\$ -	\$ 1,077,410
34	Transportation	\$ 4,835,415	\$ -	\$ 4,835,415
35	Food Service	\$ 122,601	\$ -	\$ 122,601
36	Co-Curricular Activities	\$ 2,663,157	\$ -	\$ 2,663,157
41	General Administration	\$ 4,305,742	\$ -	\$ 4,305,742
51	Plant & Maintenance	\$ 13,041,493	\$ -	\$ 13,041,493
52	Safety & Security	\$ 1,699,736	\$ -	\$ 1,699,736
53	Non-Instructional Data Processing	\$ 2,849,451	\$ -	\$ 2,849,451
61	Community Services	\$ 537,010	\$ -	\$ 537,010
71	Debt Service	\$ 150,000	\$ -	\$ 150,000
81	Facilities/Construction	\$ 40,867	\$ -	\$ 40,867
91	State Transfers (Recapture)	\$ 32,724,406	\$ 726,914	\$ 33,451,320
93	Sp. Ed. Transfer Payments	\$ 116,760	\$ -	\$ 116,760
95	JJAEP Transfer Payments	\$ 15,000	\$ -	\$ 15,000
99	<u>Travis County Appraisal District</u>	<u>\$ 1,100,000</u>	<u>\$ -</u>	<u>\$ 1,100,000</u>
	TOTAL EXPENDITURES	\$ 150,143,066	\$ 726,914	\$ 150,869,980

<u>Other Resources and (Uses)</u>				
7990	Other Resources	\$ -		\$ -
8990	<u>Other Uses</u>	<u>\$ -</u>		<u>\$ -</u>
	TOTAL RESOURCES & USES	\$ -	\$ -	\$ -

	Excess (Deficiency) Of Revenues Over			
1200	Expenditures	\$ (4,228,378)	\$ (268,259)	\$ (4,496,637)
3000	Beginning Fund Balance-9/1	\$ 31,845,909		\$ 31,845,909
3600	Ending Fund Balance-8/31	\$ 27,617,531		\$ 27,349,272

Note: The general operating revenue budget amendment includes an increase in Available School Fund of \$216,981 to account for an increase of \$21.19 per prior year student in attendance and an increase in Foundation School Program of \$241,674 due to hold harmless adjustment for new increase in homestead exemptions from the 89th Legislative Session. The preliminary PEIMS enrollment snapshot data of 10,772 is a decline of 236 students from snapshot last year and budgeted enrollment for 2025-26. The decline in students results in an increase of \$726,914 in State Recapture payment. The overall impact to budget is an increase to the deficit of \$268,259.



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Award of RFP #26-004 – Construction Manager At-Risk for Millwork Replacement at Various Campuses

RECOMMENDED ACTION

Administration recommends award of a Construction Manager At-Risk contract for the replacement of millwork at various campuses to Braun & Butler Construction, and to authorize the Superintendent or designee to negotiate and execute the contract.

RATIONALE

Per Board Policy CV (LOCAL), the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$100,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that provides the best value to the District. The Business Office, Purchasing, Facilities & Construction and Legal Departments work to ensure that all bond projects have been competitively procured and meet all legal and local purchasing policies and guidelines.

Lake Travis ISD issued RFP #26-004 for Construction Manager At-Risk (CMR) for the replacement of millwork at various campuses and received four responses. Based on the total points scored in the evaluation process, Braun & Butler Construction ranks highest among the respondents.

After considering the scale and complexity of the project scope, along with relevant experience, capability to manage work at multiple sites, established working relationship with the District and demonstrated performance, Administration recommends awarding the construction manager contract for the millwork replacement project to Braun & Butler Construction.

BUDGET PROVISIONS

2023 Bond Program

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services

Robert Winovitch – Director of Facilities and Construction

Cristy Soares – Director of Purchasing

ATTACHMENTS

Evaluation Summary for RFP #26-004 – CMR for Millwork Replacement at Various Campuses

MEETING DATE

November 19, 2025

Lake Travis ISD
 CMR Millwork At Various Campuses
 Bid #26-004

Board Agenda - Tabulation

Step 1A - Qualifications

		Braun & Butler Construction Leander, TX 78641	Joeris Austin, TX 78758	Lott Brothers Round Rock, TX 78664	Trimbuilt Construction Austin, TX 78753
Item #	Description	Total Eval Points		Total Eval Points	
1	Qualifications				
Total Points		100	97.0	85.8	96.0

Comments:
 Points based on Qualifications and Past Experience.

Step 2 - Price Proposal

		Braun & Butler Construction Leander, TX 78641	Joeris Austin, TX 78758	Lott Brothers Round Rock, TX 78664	Trimbuilt Construction Austin, TX 78753
Item #	Description	A		A	
2	CMR Fee %	4.00%	3.00%	3.50%	5.00%
	Pre Construction Costs	\$17,500	\$10,000	\$7,500	\$18,600

AWARD - The District Purchasing and Construction Departments are making a recommendation to the Board of Trustees on November 19, 2025 to award to Braun & Bulter Construction based on highest points scored.

BID #26-004 CMR MILLWORK AT VARIOUS CAMPUSES	Total Eligible Points
Years in Business	10
Claims and Suits	10
Organization Chart/Company & Team Resumes	20
Project Audit Procedures	10
System Approach	20
Experience and References	30
Total	100
Attachment A: Request for Competitive Sealed Proposal Certification	Pass/Fail
Attachment B: CMR Qualifications Questionnaire	Pass/Fail
Attachment C: Price Proposal Form	Pass/Fail
Attachment D: Proof of Financial Status	Pass/Fail
Attachment F: Felony Conviction Notice	Pass/Fail
Attachment G: Federal Compliance for Use of Federal Funds and EDGAR Regulations	Pass/Fail
Attachment H: Conflict of Interest	Pass/Fail



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Request for Award of RFP #26-006 – Construction Manager At-Risk for Lake Travis High School Baseball Field, Softball Field, and Track Stadium Renovations

RECOMMENDED ACTION

Administration recommends award of a Construction Manager At-Risk contract for the baseball field, softball field, and track stadium renovations to Lott Brothers Construction, and to authorize the Superintendent or designee to negotiate and execute the contract.

RATIONALE

Per Board Policy CV (LOCAL), the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$100,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that provides the best value to the District. The Business Office, Purchasing, Facilities & Construction and Legal Departments work to ensure that all bond projects have been competitively procured and meet all legal and local purchasing policies and guidelines.

Lake Travis ISD issued RFP #26-006 for Construction Manager At-Risk (CMR) for the replacement of the Lake Travis High School baseball field press box, concession stand and restrooms, softball field restrooms, track stadium restrooms and fencing, and cabinets in the men's field house. Based on the total points scored in the evaluation process and the experience in K-12 renovation and addition projects, Lott Brothers Construction ranks highest among the seven responses.

Administration recommends awarding the construction manager contract for the baseball field, softball field and track stadium renovations project to Lott Brothers Construction.

BUDGET PROVISIONS

2024 Bond Program

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services

Robert Winovitch – Director of Facilities and Construction

Cristy Soares – Director of Purchasing

ATTACHMENTS

Evaluation Summary for RFP #26-006 – CMR for Baseball Field, Softball Field, and Track Stadium Renovations

MEETING DATE

November 19, 2025

Lake Travis ISD
 CMR Baseball, Track, and Softball Renovations
 Bid #26-006

Board Agenda - Tabulation

Step 1A - Qualifications

			Core Construction	Joeris	Lott Brothers	Muckleroy & Falls	Noble General Contractors	STR Constructors	Trimbuilt	
			Georgetown, TX 78626	Austin, TX 78758	Round Rock, TX 78664	Fort Worth, TX 76107	Wimberley, TX 78676	Liberty Hill, TX 78642	Austin, TX 78753	
Item #	Description	Group Points Available	Total Eval Points	Total Eval Points	Total Eval Points	Total Eval Points	Total Eval Points	Total Eval Points	Total Eval Points	
1A	Qualifications	100								
Total Points			100	90.5	88.0	91.8	85.0	84.0	89.3	90.8

Comments:
 Points based on Qualifications and Past Experience.

Step 2 - Price Proposal

			Core Construction	Joeris	Lott Brothers	Muckleroy & Falls	Noble General Contractors	STR Constructors	TrimBuilt Construction
			Georgetown, TX 78626	Austin, TX 78758	Round Rock, TX 78664	Fort Worth, TX 76107	Wimberley, TX 78676	Liberty Hill, TX 78642	Austin, TX 78753
Item #	Description		A	A	A	A	A	A	A
2	CMR Fee %		3.50%	5.00%	3.25%	4.50%	4.25%	7.50%	3.50%
	Pre Construction Costs		\$12,500	\$7,500	\$10,000	\$11,250	\$37,000	\$8,500	\$4,500

AWARD - The District Purchasing and Construction Departments are making a recommendation to the Board of Trustees on November 19, 2025 to award to Lott Brothers based on highest points scored.

BID #26-006 CMR Baseball, Track, and Softball Renovations	Total Eligible Points
Years in Business	10
Claims and Suits	10
Organization Chart/Company & Team Resumes	20
Project Audit Procedures	10
System Approach	20
Experience and References	30
Total	100
Attachment A: Request for Competitive Sealed Proposal Certification	Pass/Fail
Attachment B: CMR Qualifications Questionnaire	Pass/Fail
Attachment C: Price Proposal Form	Pass/Fail
Attachment D: Proof of Financial Status	Pass/Fail
Attachment F: Felony Conviction Notice	Pass/Fail
Attachment G: Federal Compliance for Use of Federal Funds and EDGAR Regulations	Pass/Fail
Attachment H: Conflict of Interest	Pass/Fail



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Consideration of and Potential Adoption of Resolution 111925-02 regarding the Sale of Surplus Real Property

RECOMMENDED ACTION

Administration recommends the adoption of Resolution No. 111925-02 declaring approximately 20 acres of land located at 1701 Lohmans Crossing Road, Austin, TX as real property surplus and approving sale of the land.

RATIONALE

The Lake Travis ISD Board of Trustees is required, by resolution, to authorize the sale of district-owned property prior to offering the property for bid as outlined in Sections 11.151 and 11.154 of the Texas Education Code. The District owns approximately 20 acres of unimproved land located at 1701 Lohmans Crossing Road, Austin, Texas, adjacent to Lakeway Elementary. The Board may determine that the property is no longer needed for school district purposes and is therefore considered surplus.

Once the property is declared surplus and approved for sale, the District's administration is authorized, under Section 272.001 of the Texas Local Government Code, to publish notice of the proposed sale, solicit sealed bids, and take all further actions as permitted by law.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services
Robert Winovitch – Director of Facilities and Construction
Chad Crowson – General Counsel

ATTACHMENTS

Resolution No. 111925-02

MEETING DATE

November 19, 2025

RESOLUTION NO. 111925-02

THE BOARD OF TRUSTEES OF THE LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT RESOLUTION DECLARING REAL PROPERTY AS SURPLUS AND APPROVING SALE OF REAL PROPERTY

WHEREAS, Section 11.151 of the Texas Education Code provides that the trustees of an independent school district may convey property that is no longer necessary for the operation of the school district; and

WHEREAS, Section 11.154 of the Texas Education Code permits a school district to authorize a sale of any property by resolution; and

WHEREAS, the Lake Travis Independent School District ("District") Board of Trustees ("Board") is the governing body of the District, a public school district and political subdivision of the State of Texas; and

WHEREAS, the District owns a certain parcel of land located in Travis County, Texas, as more particularly described on the attached "Exhibit A" ("Property"); and

WHEREAS, the Board hereby determines that ownership of the Property is no longer necessary for the operation of the District.

THEREFORE, BE IT RESOLVED AND ORDERED BY THE LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES THAT:

1. All of the above paragraphs are incorporated into and made part of this Resolution and Order;
2. That the Property is determined and declared to be surplus property that is not necessary for District operations or purposes; and
3. That the Lake Travis Independent School District Board of Trustees authorizes the Administration of the District to follow the procedures in Section 272.001 of the Texas Local Government Code to publish notice of the proposed sale of the

Property and to solicit and receive sealed bids for the purchase of the Property and to take all further actions authorized by law.

FINALLY PASSED AND ADOPTED this 19th day of November, 2025.

By: _____
Lauren White, President
Board of Trustees
Lake Travis Independent School District

ATTEST:

By: _____
Erin Archer, Secretary
Board of Trustees
Lake Travis Independent School District

Exhibit "A"

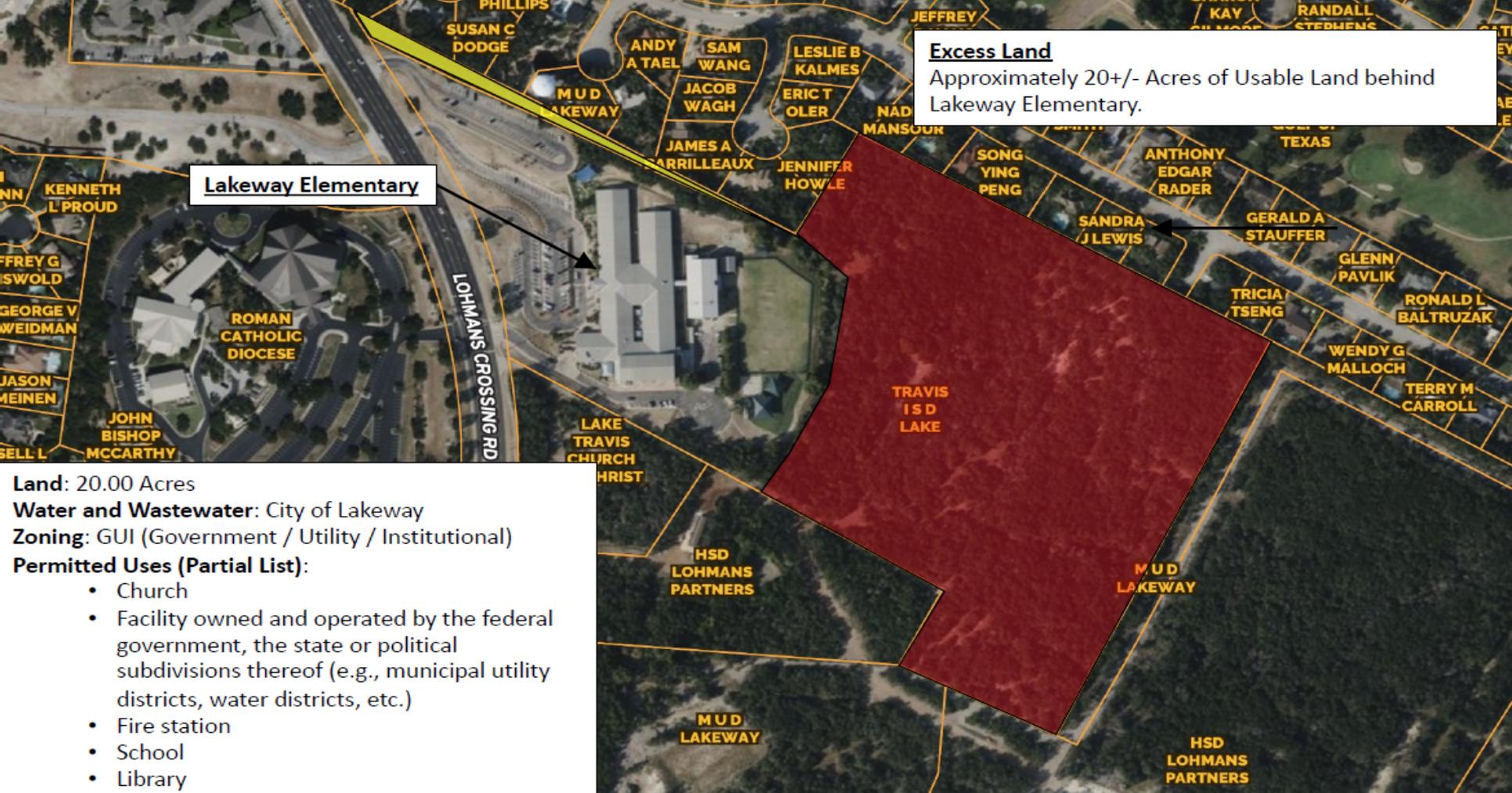
Legal Description of Property

A parcel of land containing approximately 20 acres of unimproved land located at 1701 Lohmans Crossing Road, Austin, TX 78734, Travis County, Texas.

Sale of Surplus Real Property

November 19, 2025





Excess Land
Approximately 20+/- Acres of Usable Land behind Lakeway Elementary.

Lakeway Elementary

Land: 20.00 Acres
Water and Wastewater: City of Lakeway
Zoning: GUI (Government / Utility / Institutional)
Permitted Uses (Partial List):

- Church
- Facility owned and operated by the federal government, the state or political subdivisions thereof (e.g., municipal utility districts, water districts, etc.)
- Fire station
- School
- Library
- Uses required by both public and private utilities



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of the Advisory Committee on Education (ACE) to begin the Renewal Process for LTISD's District of Innovation Plan

RECOMMENDED ACTION

Administration recommends approval to authorize the Advisory Committee on Education (ACE) to commence the renewal process for the Lake Travis ISD District of Innovation Plan in accordance with Texas Education Code Chapter 12A.

RATIONALE

The District of Innovation (DOI) designation, authorized under HB 1842 (84th Texas Legislative Session) and Texas Education Code Chapter 12A, provides LTISD with the flexibility to make locally driven decisions that best meet the needs of our students, staff, and community. An approved DOI plan allows the District to tailor its calendar, staffing, and instructional models, remove barriers that inhibit innovation, and remain responsive to changing educational and workforce needs, all while maintaining the high standards of accountability required of public schools. Renewing LTISD's DOI status ensures continued local control and alignment with district priorities. The Board's action will authorize the Advisory Committee on Education (ACE) to initiate the renewal process and develop a proposed plan for future Board consideration.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Tasha Barker – Assistant Superintendent of Organizational Services

ATTACHMENTS

None

MEETING DATE

November 19, 2025



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of Locally Approved Courses for UIL No Pass/No Play Exemptions 2026-2027

RECOMMENDED ACTION

Administration recommends approval of the list of locally approved courses for UIL No Pass/No Play Exemptions for the 2026-2027 school year.

RATIONALE

The following courses are identified by the Texas Education Code as eligible for exemption as noted in TEC §33.081(d-1)33.081(d)(1) concerning extracurricular activities:

- Any College Board Advanced Placement (AP) Course or International Baccalaureate (IB) Course;
- High school/college concurrent enrollment classes (that are included in Part One of the “Community College General Academic Course Guide Manual”) in the subject areas of English language arts, mathematics, science, social studies, economics, or languages other than English;
- Languages other than English (LOTE) courses in levels IV-VII; and
- Pre-Calculus

Local districts are permitted to establish additional honors courses in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English that are also exempt from UIL No-Pass/No-Play regulations. The locally-determined courses must be approved by the Board of Trustees prior to the semester in which any exemptions related to extracurricular activities occur.

The attached list includes the courses that the administration recommends for UIL No-Pass/No-Play exempt status for the 2026-27 school year.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Dr. Lyndsa M. Benton - Executive Director of Curriculum and Instruction
Stefani Vickery - Assistant Superintendent of Curriculum and Instruction

ATTACHMENTS

Course List for UIL No Pass/No Play Local Exemptions 2026-2027

MEETING DATE

November 19, 2025

Course List for UIL No Pass/No Play Local Exemptions 2026-27

Pending approval by LTISD Board of Trustees in November 2025

Per Texas Education Code 33.081(d)(1), the following courses as identified as eligible for exemption from UIL No Pass/No Play:

- Any College Board Advanced Placement (AP) course or International Baccalaureate (IB) course;
- High school/college concurrent enrollment classes that are included in Part 1 of the Community College General Academic Course Guide Manual in the subject areas of English Language Arts, Mathematics, Science, Social Studies, Economics, or languages other than English;
- Languages other than English (LOTE) courses in levels IV-VII; and
- Pre-Calculus

Local school districts are permitted to establish additional courses in the subject areas of English language arts, mathematics, science, social studies, economics, or languages other than English that are also exempt from UIL No Pass/No Play regulations, if approved by the Board of Trustees.

The list below includes the list of all courses approved to be exempt from UIL No Pass/No Play regulations for the 2026-27 school year.

	PreAP/Honors Course	AP Course	Dual Credit/Dual Enrollment Course	Honors Elective Course	Advanced Honors Course
Algebra I Pre-AP	X				
Algebra II Honors	X				
American Sign Language Honors (all levels)	X				
Anatomy & Physiology (Science Credit)				X	
ANTH 2351 Cultural Anthropology (ACC Dual-Credit)			X		
AP Art 2D Drawing and Painting		X			
AP Art 3D Art and Design		X			
AP Art History		X			
AP Biology		X			
AP Calculus AB		X			
AP Calculus BC		X			

	PreAP/Honors Course	AP Course	Dual Credit/Dual Enrollment Course	Honors Elective Course	Advanced Honors Course
AP Chemistry		X			
AP Computer Science A		X			
AP Computer Science Principles		X			
AP English III		X			
AP English IV		X			
AP Environmental Science		X			
AP European History		X			
AP Human Geography		X			
AP Latin IV		X			
AP Macroeconomics		X			
AP Microeconomics		X			
AP Music Theory		X			
AP Physics 1		X			
AP Physics 2		X			
AP Physics C		X			
AP PreCalculus		X			
AP Psychology		X			
AP Research / Independent Study in English 2nd time taken					X
AP Seminar / Independent Study in English 1st time taken					X
AP Spanish IV Language		X			
AP Spanish V Literature		X			
AP Statistics		X			
AP United States Government		X			
AP United States History		X			
AP World History		X			
Aquatic Science Honors (Science Credit)				X	
Biology Pre-AP	X				
Chemistry Pre-AP	X				
College Algebra A Bridge to Abstraction: A College Algebra Course Containing Algebra II (University of Texas OnRamps Dual-Enrollment) (Algebra II OnRamps)			X		
Digital Electronics (Math Credit)				X	
Discovery Precalculus: Preparation for Calculus (University of Texas OnRamps Dual-Enrollment) (OnRamps PreCalculus)			X		

	PreAP/Honors Course	AP Course	Dual Credit/Dual Enrollment Course	Honors Elective Course	Advanced Honors Course
Elementary Statistical Methods (University of Texas OnRamps Dual-Enrollment) OnRamps statistics			X		
English 1 Pre-AP	X				
English 1301 English Composition I (ACC Dual-Credit)			X		
English 1302 English Composition II (ACC Dual-Credit)			X		
English 2 Pre-AP	X				
English 2323 British Literature 18th Century to the Present (ACC Dual-Credit)			X		
English IV: Literary Criticism 19th Century British Literature Honors				X	
English IV: Literary Criticism 20th Century British Literature Honors				X	
English IV: Shakespeare Selected Plays Honors				X	
French Honors (all levels)	X				
French V					X
GEOL 1301 Natural Hazards & Disasters (ACC Dual-Credit)			X		
Geometry Pre-AP	X				
Geoscience: Earth, Wind, and Fire (University of Texas OnRamps Dual-Enrollment) (Earth & Space Science OnRamps)			X		
German Honors (all levels)	X				
GOVT 2305 United States Government (ACC Dual-Credit)			X		
GOVT 2306 Texas State and Local Government (ACC Dual-Credit)			X		
HIST 1301 United States History (ACC Dual-Credit)			X		
Independent Study in English 1st time taken / AP Seminar					X
Independent Study in English 2nd time taken / AP Research					X
Latin III Honors	X				
Latin V					X
Linear Algebra					X

	PreAP/Honors Course	AP Course	Dual Credit/Dual Enrollment Course	Honors Elective Course	Advanced Honors Course
Math 1314 College Algebra (ACC Dual-Credit)			X		
Math 1324 Mathematics for Business and Economics (ACC Dual-Credit)			X		
Math 1332 Contemporary Mathematics (ACC Dual-Credit)			X		
Multivariable Calculus					X
Pathophysiology (Science Credit)				X	
Physics I: Mechanics, Heat, and Sound + Lab (University of Texas OnRamps Dual-Enrollment) (OnRamps Physics)			X		
Pre-Calculus	X				
Principles of Engineering (High School Only), also called Engineering Science (HS only) (Science Credit)				X	
Rhetoric and Writing RHE306 & RHE309K (University of Texas OnRamps Dual-Enrollment) (English III OnRamps)			X		
Robotics II (Math Credit)				X	
Science Research and Design for Chemistry (Science Credit)				X	
Science Research and Design for STEM (Science Credit)				X	
SOCI 1301 Introduction to Sociology (ACC Dual-Credit)			X		
Spanish Honors (all levels)	X				
United States History 1492-1865 and U.S. Since 1865 (University of Texas OnRamps Dual-Enrollment) (US History OnRamps)			X		
World Geography Pre-AP	X				

The list below indicates middle school courses exempt from UIL No Pass/No Play regulations for the 2026-2027 school year.

	PreAP/Honors Course	AP Course	Dual Credit/Dual Enrollment Course	Honors Elective Course	Advanced Honors Course
--	---------------------	-----------	------------------------------------	------------------------	------------------------

			Enrollment Course		
Algebra I Honors (HS credit)	X				
ELA Honors (6, 7, 8)	X				
Geometry Honors (HS credit)	X				
Math Honors (6, 7)	X				
Science Honors (7,8)	X				
Social Studies Honors (7,8)	X				



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of the 2025-2026 TEA Application for Bilingual Exception / ESL Waiver

RECOMMENDED ACTION

Administration recommends approval for the 2025-2026 TEA Application for Bilingual Exception / ESL Waiver.

RATIONALE

Lake Travis ISD is requesting approval to apply for the Bilingual Exception and/or English as a Second Language (ESL) Waiver for the 2025-2026 school year. School districts that are unable to provide the appropriately-certified ESL teachers to implement the District's bilingual and ESL programs must submit a request to the Commissioner of Education for approval to offer temporary alternative methods per 19 TAC §89.1207.

Lake Travis ISD is not required to apply for the Bilingual Exception in the 2025-2026 school year. LTISD is requesting approval for the ESL Exception Waiver application only.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Dr. Lyndsa M. Benton - Executive Director of Curriculum and Instruction
Christina Shoemate - Emergent Bilingual Programs Coordinator
Stefani Vickery - Assistant Superintendent for Curriculum & Instruction

ATTACHMENTS

2025-2026 ESL TEA Waiver Application
2025-2026 ESL Waiver List

MEETING DATE

November 19, 2025

Lake Travis ISD
TEA ESL Waiver Application
2025 - 2026



ESL Program Alternative Methods Description

Lake Travis ISD's temporary alternative methods closely mirror the required ESL program through a comprehensive, data-driven framework designed to meet the affective, linguistic, and cognitive needs of emergent bilingual (EB) students. The district provides an alternative instructional setting that ensures all EB students receive coordinated ESL services and that instruction remains aligned with the ELPS and TELPAS standards. ESL and content teachers collaborate through ongoing PLCs and professional development to integrate academic language development and scaffolding across all subjects, ensuring equitable access to rigorous, grade-level content.

Activity	Purpose/Goal of this Activity	Frequency of Activity Completion Date
<p>Regular check-ins and individualized goal-setting for EB students will be implemented to monitor progress, support growth, and strengthen students' engagement in their learning.</p>	<p>Affective: Regular check-ins build trust and confidence in students' growth as bilingual learners.</p> <p>Linguistic: Goal-setting provides authentic opportunities to use language for reflection and planning.</p> <p>Cognitive: Tracking goals promotes metacognition, ownership, and academic growth.</p>	<p>Weekly: Implement during pull-out sessions and classroom visits.</p> <p>Aug–Nov: Introduce goal-setting and set baseline goals.</p> <p>Dec–Jan: Check in and adjust goals.</p> <p>Feb–Mar: Review progress and set new goals.</p> <p>Apr–May: Reflect and celebrate growth.</p>
<p>ESL teachers and the EB Coordinator collaborate with content teachers in PLCs to plan instruction that promotes both academic growth and targeted language support for emergent bilingual students.</p>	<p>Affective: Collaboration helps EB students feel supported and confident in their learning.</p> <p>Linguistic: ELPS- and TELPAS-aligned lessons promote language growth through CBLI.</p> <p>Cognitive: Differentiation strengthens comprehension and fosters critical thinking skills.</p>	<p>Every 2 weeks: ESL teachers and the EB Coordinator collaborate with content teachers in PLCs.</p> <p>Aug–Dec: Analyze TELPAS and BOY data.</p> <p>Jan–Feb: Review growth and adjust supports.</p> <p>Mar–Apr: Reflect on progress.</p> <p>May–Jun: Plan next steps for next year.</p>
<p>Professional development opportunities will be provided for teachers on waivers to build their knowledge of language acquisition strategies and support their progress toward ESL certification.</p>	<p>Affective: Builds teacher capacity to create supportive and inclusive classrooms.</p> <p>Linguistic: Strengthens use of language objectives and scaffolds across content areas.</p> <p>Cognitive: Promotes lessons that build content knowledge and critical thinking.</p>	<p>Continuous: PD offered throughout the year.</p> <p>Aug–Dec: CBLI training.</p> <p>Jan–Feb: Focus on formative assessment and student talk.</p> <p>Mar–Apr: Emphasize academic writing and vocabulary.</p> <p>May–Jun: Reflect and review certification progress.</p>
<p>Data-driven instructional reviews will be conducted after each grading period to analyze student progress and adjust supports for emergent bilingual students.</p>	<p>Affective: Reviews highlight student growth and foster a supportive, encouraging culture among learners.</p> <p>Linguistic: Data is used to guide targeted language support and strengthen proficiency across all domains.</p> <p>Cognitive: Ongoing analysis ensures that instruction builds essential skills and addresses learning gaps effectively.</p>	<p>Quarterly: Led by ESL teachers and the EB Coordinator.</p> <p>Aug–Dec: Analyze BOY data.</p> <p>Jan–Feb: Review MOY data and adjust supports.</p> <p>Mar–Apr: Monitor TELPAS progress.</p> <p>May–Jun: Review EOY data and plan next steps.</p>

Action Plan

Lake Travis ISD's plan will focus on recruiting, hiring, and training highly qualified ESL educators to ensure equitable, high quality instruction for emergent bilingual students. The district will participate in local and regional job fairs and advertise across multiple platforms to attract certified teachers who reflect the linguistic and cultural diversity of the community. Newly hired teachers will receive onboarding, mentoring, and coaching aligned with the ELPS and research based practices in language acquisition. The district will provide targeted professional learning, test preparation, and individualized certification support to help teachers strengthen their skills and meet state requirements. Lake Travis ISD will also create ESL teacher leadership opportunities to strengthen retention and foster collaboration and recognition pathways that celebrate educator growth and expertise. These efforts will build a sustainable, skilled ESL teaching force that ensures emergent bilingual students thrive academically and linguistically.

Activity	Goal for the Activity	Activity Tracking (Quarter from Cyclical Process)	Person Responsible for Implementation
The district will attend regional job fairs and host in-district recruitment events to attract and hire certified ESL teachers.	Recruit certified ESL teachers to support emergent bilingual students districtwide.	Aug-Dec: Register for events. Jan-Mar: Attend/host fairs Apr-May: Conduct follow-up interviews. Jun-Jul: Review and plan next steps.	Human Resources Department & Emergent Bilingual Coordinator
The district will support uncertified teachers under ESL waivers by providing guidance, resources, and training to help them complete certification requirements.	Increase the number of ESL-certified teachers by providing targeted test-prep support and access to online coursework.	Aug-Nov: Identify waiver teachers & review requirements. Dec-Jan: Enroll in test-prep. Feb-May: Monitor progress. Jun-Jul: Track results & plan next cycle.	Emergent Bilingual Coordinator
The district will implement a locally designed Comprehensive PD Plan for teachers on waivers.	Strengthen instructional practices of teachers serving EB students by providing professional learning focused on linguistic scaffolds and Content-Based Language Instruction (CBLI) strategies.	Aug-Nov: Finalize PD plan & register waiver teachers for PD. Dec-Feb: Launch sessions on linguistic scaffolds and CBLI strategies. Mar-May: Continue PD & reflect. Jun-Jul: Evaluate and revise for next year.	Emergent Bilingual Coordinator
The district will create ESL teacher leadership opportunities by offering roles such as mentors, PD facilitators, and curriculum collaborators, allowing teachers to share expertise and contribute to program growth.	Retain certified teachers by fostering leadership pathways, collaboration, and recognition opportunities.	Aug-Dec: Identify teacher leaders. Jan-Feb: Implement mentoring or leadership tasks (e.g., PD facilitation). Mar-Apr: Recognize contributions publicly. May-Jul: Gather feedback and refine for next year.	Emergent Bilingual Coordinator & Campus Administration

Comprehensive Professional Development Plan

Lake Travis ISD will provide professional learning to help teachers under the ESL waiver earn certification and strengthen practices that support the affective, linguistic, and cognitive needs of emergent bilingual (EB) students. The 2025 to 2026 plan focuses on building teacher expertise in language acquisition and ESL strategies to reduce future waiver needs and enhance instruction for emergent bilingual students. The district will leverage 10 percent of its Bilingual Education Allotment (BEA) funds to implement a comprehensive professional development plan that includes certification support, targeted ESL pedagogy, and language integrated instructional strategies. Through a series of learning opportunities teachers will engage in sustained, high impact professional learning designed to build confidence, improve instructional quality, and promote academic success for emergent bilingual students across all grade levels.

PD Title	Provided By	Description	Participants	Timeline	Personnel Responsible
ESL Certification Support Series	Emergent Bilingual Coordinator	This series will support ESL certification through goal setting, exam prep, and peer accountability. Participants will receive ongoing check-in meetings with the EB Coordinator to support progress and celebrate milestones.	Teachers on ESL waivers	Sept 2025 - July 2026	Emergent Bilingual Coordinator
ESL Academy or TEALearn ESL 154 modules	Region 13 ESC and TEALearn	Teachers on ESL waivers will complete an ESL exam prep course focusing on ESL foundations, language acquisition, and best practices aligned to the TExES 154 exam.	Teachers on ESL waivers	Nov 2025 - Jul 2026	Emergent Bilingual Coordinator
Content Based Language Instruction (CBLI)	Region 13 ESC	This PD session explores how CBLI integrates language development across all content areas to engage EB students and strengthen both English proficiency and academic achievement.	Teachers on ESL waivers and content teachers serving EB students	Dec 2025 - Mar 2026	Emergent Bilingual Coordinator
ELPS in Action: Strategies for Supporting EBs	Emergent Bilingual Coordinator	This session equips educators with strategies to integrate the ELPS with the TEKS, promoting both content mastery and language development to support the linguistic and academic growth of emergent bilingual students.	Teachers on ESL waivers and content teachers serving EB students	Feb 2026- May 2026	Emergent Bilingual Coordinator

Campus Name	Number Of	All Grades	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Expected Date of Test Completion	Program Models	Explanation	
LAKE TRAVIS H S	Students		0	0	0	0	0	0	0	0	0	0	22	19	13	7		Pull-Out ESL	NA	
	Classrooms		0	0	0	0	0	0	0	0	0	0	12	7	3	4				
	Teachers		0	0	0	0	0	0	0	0	0	0	4	4	2	2				
	Teacher Name	Delaney Stulce												✓	✓	✓	✓			05/31/2026
		Emily Rybarski												✓	✓					05/31/2026
		Jesus Gonzalez												✓						05/31/2026
		Lyda Ballard												✓						05/31/2026
Caitlin Gray														✓	✓	05/31/2026				
Carrie Munnerlyn														✓		05/31/2026				
Brian Milam															✓	05/31/2026				
HUDSON BEND MIDDLE	Students		0	0	0	0	0	0	0	19	6	0	0	0	0	0		Pull-Out ESL	NA	
	Classrooms		0	0	0	0	0	0	0	6	2	0	0	0	0	0				
	Teachers		0	0	0	0	0	0	0	2	1	0	0	0	0	0				
Teacher Name	Hannah Minyard									✓	✓						05/31/2026			
	Robin Ver Steeg									✓							05/31/2026			
LAKE TRAVIS MIDDLE	Students		0	0	0	0	0	0	0	9	4	0	0	0	0	0		Pull-Out ESL	NA	
	Classrooms		0	0	0	0	0	0	0	6	4	0	0	0	0	0				
	Teachers		0	0	0	0	0	0	0	2	1	0	0	0	0	0				
	Teacher Name	Kaitlyn Fernandez									✓									05/31/2026
Leslie Perez										✓							05/31/2026			
Hannah Jones											✓						05/31/2026			
BEE CAVE MIDDLE	Students		0	0	0	0	0	0	0	0	4	0	0	0	0	0		Pull-Out ESL	NA	
	Classrooms		0	0	0	0	0	0	0	0	2	0	0	0	0	0				
	Teachers		0	0	0	0	0	0	0	0	1	0	0	0	0	0				
	Teacher Name	Kendall Fain									✓						05/31/2026			



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of the October 15, 2025, Regular Board Meeting Minutes

RECOMMENDED ACTION

Administration recommends approval of the October 15, 2025.

RATIONALE

Minutes for each Board meeting shall be approved and on file in the Superintendent's office.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Suzanne Kelbaugh - Executive Assistant to the Superintendent of Schools

ATTACHMENTS

October 15, 2025, Regular Board Meeting Minutes

MEETING DATE

November 19, 2025

Minutes of Board Meeting

The Board of Trustees

Lake Travis Independent School District

A meeting of the Board of Trustees of Lake Travis Independent School District was held on October 15, 2025, beginning at 6:00 p.m. in the Educational Development Center, Live Oak Room, 607 RR 620 North, Austin, Texas 78734.

Call to Order

Board President Lauren White called the meeting to order at 6:00 p.m.

Quorum Determination

Trustees in attendance were Erin Archer, Robert Aird, Kristen Woodcock, Lauren White, Jonathan Bove and Phillip Davis. Trustee Keely Cano arrived at the dais at 6:19 p.m.

Pledge of Allegiance and Moment of Silence

Robert Winovitch led the Pledge of Allegiance. A moment of silence was then observed.

Recognition

- **LT High5 Award presented by High5 – Round 1 Recipients**

Five times a year, three district employees will be presented with the "LT High5 Award presented by High5." The award recognizes outstanding service beyond self that positively impacts fellow colleagues, students, parents, and/or the Lake Travis community.

All Lake Travis ISD employees are eligible for this award. There is no official nomination form. At any time throughout the school year, any Lake Travis ISD employee may nominate another employee for the award by simply sending an email directly to the District's Executive Director for Communications & Community Relations. Nominees are reviewed and award recipients are selected by the Superintendent's Cabinet.

The following employees are recipients of the first round of the "LT High5 Award" presented by High5:

- Barth Melhorn - Building Lead, Maintenance
- Merin Rogers - ASL Teacher, Lake Travis High School
- Erin Shore - Administrative Assistant, Athletics

Special Recognition

Public Comments/Citizen Participation

1. Carter Davis – LTHS Parking

Public Hearing

- **Public Hearing regarding the Financial Integrity Rating System of Texas (FIRST)**
Pam Sanchez, Assistant Superintendent of Business Services, presented that Lake Travis ISD has received its 2025 School Financial Integrity Rating System of Texas (FIRST) rating based on financial indicators per 19 Texas Administrative Code (TAC), Section

109.1001(e)(6). The school district's School FIRST rating is based upon an analysis of financial data for fiscal year ended August 31, 2024. If the district does not submit an appeal, the preliminary rating becomes final in November. Within two months of the release of the final ratings, each school district must announce and hold a public meeting to distribute a financial management report that explains the district's rating and its performance under each of the 21 indicators. The first of two required published newspaper notices, to inform taxpayers of the meeting, may not be more than 30 days or less than 10 days prior to the public meeting in accordance with 19 TAC, Section 109.1005. The public hearing will take place at the regular scheduled meeting on October 15, 2025.

Lake Travis ISD scored a rating of "A = Superior Achievement" on the FIRST 2024-2025 ratings based on school year 2023-2024 financial data.

Public Speakers

1. None

Public Hearing.

Discussion/Presentation Items

- **Presentation and Discussion of Counseling and Health Services**

Jennifer Garrigan, Director of Counseling and Health Services presented an update on the district's Counseling and Health Services programs in accordance with Board Policy EHAA (LEGAL) and related provisions of the Texas Education Code. This report summarizes current program implementation, compliance with applicable state and federal requirements, and coordination of services that promote student well-being and readiness to learn. The update also ensures transparency and alignment with district strategic priorities related to student health, safety, and social-emotional support.

Presentation Only.

Consideration Items

- **Consideration of and Request for Approval of the Renewal Application of the 2026-2027 Innovative Course Application - Advanced Legal Skills and Professions**

The Texas Administrative Code, Section 74.27, Innovative Courses and Programs, permits school districts to offer state-approved innovative courses that enable students to acquire knowledge, skills, and competencies beyond the essential curriculum requirements. With the approval of the local Board of Trustees, districts may offer any state-approved innovative course for state elective credit.

Lake Travis ISD was the original applicant for the development of the innovative course Advanced Legal Skills and Professions in 2020. The original application was approved by the Texas Education Agency for implementation statewide and is currently up for renewal. The course has been a valuable addition to the Legal Studies program of study and has benefited other school districts throughout Texas.

A **MOTION** was made by Trustee Erin Archer and seconded by Trustee Rob Aird to approve the Renewal Application for the 2026-2027 Innovative Course Advanced Legal Skills and Professions, as presented.

The motion passed by a vote of 7 - 0.

Consent Agenda

- A. Approval of the September 17, 2025 Regular Board Meeting Minutes and October 6, 2025 Special Called Board Workshop Meeting Minutes
 - B. Adoption of Board-Approved Procedure for Representation on Campus-Level Planning and Decision-Making Committee in accordance with BQB(LOCAL)
 - C. Approval of a Memorandum of Understanding between Lake Travis ISD and Travis County and the Travis County Juvenile Board for the Juvenile Justice Alternative Education Cooperative of Travis County
 - D. Approval of Administrator Personal Services Contracts under HB 3372
 - E. Approval of Library Materials Procurement List Recommended by the School Library Advisory Council (SLAC)
 - F. Approval of 2025-2026 T-TESS Certified Administrators Roster Updates
- Item 8E –Approval of Library Materials Procurement List Recommended by the School Library Advisory Council (SLAC) has been pulled from the consent agenda. Prior to discussion regarding the pulled items, is there a motion on the remainder of the consent agenda?

A **MOTION** was made by Trustee Phillip Davis and seconded by Trustee Keely Cano to approve the remainder consent agenda, as presented.

The motion passed by a vote of 7 - 0.

We now return to Item 8E - Approval of Library Materials Procurement List Recommended by the School Library Advisory Council (SLAC)

A **MOTION** was made by Trustee Jonathan Bove and seconded by Trustee Phil Davis to approve Item 8E–Approval of Library Materials Procurement List Recommended by the School Library Advisory Council (SLAC), as presented/discussed.

The motion passed by a vote of 6- 1. Nay: Trustee Keely Cano

Information Items

- **September 2025 Monthly Financial Reports**
Pam Sanchez, Assistant Superintendent of Business Services, provided a financial update to the Board and community regarding the financial position of the school district.

The financial highlights for the period ending September 30, 2025, include the following:

- The financial reports reflect activity through 8.33% of the fiscal year with recorded General Fund expenditures of 8.60% of the budget.
- The cash and temporary investments balance for all governmental and proprietary funds totals \$302,615,451. Investment instruments, focused on security and liquidity, include Local Government Investment Pools and money market funds approved under the Public Funds Investment Act.
- Monthly tax collections totaled \$138,484 representing prior year taxes (TY 2024).
- The total 2018 bond expenditures are approximately \$260.2 million with remaining funds of approximately \$143,417.
- The total 2023 bond expenditures are approximately \$116.7 million with remaining funds of approximately \$219.7 million.
- The total 2024 bond expenditures are approximately \$5.5 million with remaining funds of approximately \$32.3 million.

Information Only.

- **Board Notification Under Board Policy CH (LOCAL) – Welding Equipment for Lake Travis High School Ag Building Addition**

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$100,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The Superintendent shall not be required to obtain Board approval for the following types of budgeted purchases that cost \$100,000 or more, but shall subsequently report them to the Board:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law.
2. A purchase made through a cooperative purchasing program, in accordance with law.
3. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing;
4. A purchase for produce or fuel.

Lake Travis ISD has a budgeted purchase that requires Board notification for the purchase of new welding equipment in the amount of \$182,341 for the addition to the Lake Travis High Agriculture Building.

Information Only.

- **Board Notification under Board Policy CH(LOCAL) – Relocation of Lake Travis High School Baseball Light Poles**

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$100,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The Superintendent shall not be required to obtain Board approval for the following types of budgeted purchases that cost \$100,000 or more, but shall subsequently report them to the Board:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law.
2. A purchase made through a cooperative purchasing program, in accordance with law.
3. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing;
4. A purchase for produce or fuel.

Lake Travis ISD has a budgeted purchase that requires Board notification for relocation of light poles at the Lake Travis High School baseball field by Hellas Construction in the amount of \$248,300. The scope of work includes:

- Removal and disposal of existing outfield light poles
- Foundation and installation of poles outside of the Cavalier Stadium renovation boundaries
- Assembly of sports lighting system

Information Only.

Closed Session

Trustees recessed into a closed session at 7:08 p.m. in accordance with Texas Government Code Sections 551.071, 551.074 and 551.0821.

Trustees reconvened in open session at 7:58 p.m.

Open Session

- Consideration and Potential Action regarding a Level Three Grievance

A MOTION was made by Trustee Keely Cano and Seconded by Trustee Rob Aird that the Board postpone the Level Three grievance hearing scheduled for tonight's meeting to the Board's regular meeting on November 19, 2025; that the hearing format be by oral presentation if the complainant is physically present at the meeting; that if the complainant is not physically present, the hearing proceed by written submission; that the hearing proceed at that November meeting regardless of the availability of the complainant or complainant's counsel; and direct the Superintendent or designee to provide written notice to the complainant of the date, time, and format conditions for the November hearing consistent with this motion and Policy FNG(LOCAL).

The motion passed by a vote of 7 - 0.

Adjournment

There being no further action, the October 15, 2025 Board of Trustees' meeting adjourned on October 15, 2025 at 7:59 p.m.

Lauren White, President

Erin Archer, Secretary



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of Partnership Agreements and Addendum between Austin Community College District and Lake Travis ISD for Dual Credit and Educational Programs

RECOMMENDED ACTION

Administration recommends approval of the Dual Credit Partnership Agreement, Educational Programs Partnership Agreement, and Consolidated Addendum and Amendment between Austin Community College District and Lake Travis ISD, as presented.

RATIONALE

Lake Travis ISD and Austin Community College District (ACC) have developed updated Partnership Agreements governing (1) dual credit programs and (2) articulated credit and HB5 college preparatory courses in mathematics and English language arts for LTISD students. The agreements establish the roles and responsibilities of each party in providing college-level coursework that may satisfy high school graduation requirements, articulate to college credit, and support college readiness for students who have not yet demonstrated college-ready performance.

The Dual Credit agreement covers all ACC dual credit offerings available to LTISD students, including Early College High School (ECHS), P-TECH, and Career Academy pathways, and incorporates state requirements under 19 TAC Chapter 4 and Chapter 9 for secondary–postsecondary partnerships.

The Educational Programs agreement covers articulated career and technical education (CTE) coursework and HB5 college preparatory courses designed for high school seniors who have not yet met college readiness standards in math or English, with the goal of reducing the need for developmental education and promoting direct college enrollment after graduation.

Both agreements are written for a three-year term from September 1, 2025 through August 31, 2028, and are aligned to applicable requirements of the Texas Education Code and Texas Administrative Code for dual credit, articulated credit, and college preparatory courses.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Chad Crowson – General Counsel

Stefani Vickery – Assistant Superintendent of Curriculum and Instruction

ATTACHMENTS

1. Partnership Agreement for Dual Credit Programs
2. Partnership Agreement for Educational Programs
3. Consolidated Addendum and Amendment



MEETING DATE
November 19, 2025



**PARTNERSHIP AGREEMENT
BETWEEN
AUSTIN COMMUNITY COLLEGE
AND
LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT
FOR
DUAL CREDIT PROGRAMS**

September 1, 2025 – August 31, 2028

PURPOSE

The institutions named above (hereinafter “College or “ACC” and “ISD”) enter into the following partnership¹ agreement for the implementation of dual credit programs, which are designed to enable eligible high school students the opportunity to enroll in college credit courses that also fulfill high school graduation requirements.

The purpose of this Agreement is to outline the roles and responsibilities of ACC and ISD for participation in the dual credit programs. This Agreement encompasses all dual credit programs, including Early College High School (ECHS), Pathways Early College High School (P-TECH), and the Career Academy program as required by the Texas Higher Education Coordinating Board (THECB).

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, ACC and ISD agree as follows:

¹ The term ‘partnership’ as used in this Agreement refers to the dual credit partnerships as described in Title 19, Part 1, Chapter 4, of the Texas Administrative Code and ACC’s Board Policy GH (LEGAL). The Texas Administrative Code (19 TAC), Chapter 9, Subchapter H, *Partnerships between Secondary Schools and Texas Public Two-Year Colleges* establishes authority and rules for two-year associate-degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student’s high school curriculum requirements and college-level credit. 19 TAC § 9.143 requires dual credit programs to comply with the rules set forth in 19 TAC, Chapter 4, Subchapter D, Rule§4.84 for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students.

TERMS AND CONDITIONS

Entire Agreement

This Agreement, including the Appendices attached hereto and incorporated herein, constitutes the entire agreement of the Parties regarding the subject matter described.

- Appendix A: Joining the ACC Faculty
- Appendix B: Dual Credit

Program Definitions

The program partnerships covered under this Agreement include:

Appendix A: Joining the ACC Faculty

ACC's Commitment to High School Faculty

ACC appreciates the efforts of our ISD and high school associates. We look forward to partnering with them to improve education in Central Texas. To that end, we've committed to the following series of steps to facilitate the interview process for credentialed high school instructors who wish to teach dual credit with ACC.

Appendix B: Dual Credit Program

A dual credit program agreement between ACC and the ISD to offer courses that award college credit, which will lead to a college certificate or degree, and may grant credit toward the student's high school curriculum requirements, depending on the ISD.

Compliance and Policies

a. Services for Students with Disabilities

In order for students with disabilities to receive accommodations from ACC, students with disabilities who require accommodations must self-disclose to ACC's Student Accessibility Services (SAS) and provide current (within three years of enrollment at ACC) documentation of a disability. Documentation of a disability consists of a statement or evaluation from a recognized medical professional or the student's current §504 plan or records maintained by the ISD relating to eligibility for special education accommodations that exceed those applicable to ACC, if any, shall be the responsibility of the ISD. Building and information technology access will be the responsibility of the party that owns and provides that infrastructure, including access to web-based curriculum materials.

b. Student Expectations, Rights, and Responsibilities

Students in dual credit classes are College students and are subject to all College policies and procedures. Dual credit students must comply with the standards of conduct required

of all ACC students and have the same rights and responsibilities in all matters related to the dual credit programs. Dual credit students must also follow the ISD Student Code of Conduct.

Unless a conflict arises between the obligations of ISD and ACC under their respective policies and procedures, the ISD and ACC staff and administrators will work together collaboratively to determine the appropriate party to initiate an investigation or resolution process in response to the alleged conduct violation(s). If a conflict arises, refer to Section 4, "Conflict Resolution."

Neither party is prohibited from utilizing its complaint resolution process, separate and apart from the other party's process. Still, both parties shall cooperate to provide the necessary information and access to students and employees necessary to fulfill each party's obligations under its specific policies and procedures.

The ISD and ACC agree to inform each other as soon as reasonably possible (within at least two business days) if a dual credit student is subject to disciplinary action that may affect their enrollment status as a dual credit student.

Regardless of the location of the conduct, if the ISD's Code of Conduct and disciplinary processes could result in removal from the regular education program due to a suspension, placement in a disciplinary alternative education program, or expulsion/removal to a Juvenile Justice Alternative Education Program, the ISD shall notify ACC before the finalization of any disciplinary action in response to the alleged student behavior so that ACC may determine if any potential consequences under applicable College policies or procedures could result in removal from enrollment in a dual credit class.

In addition, as per the ACC Student Standards of Conduct, ACC has the right to immediately remove any student from its premises via the interim suspension process upon a determination by the administrator in charge that the student poses an immediate threat to the safety of ACC's enrolled students, clients, faculty, staff, and patrons or to the orderly functioning of the ACC.

c. Prohibition of Discrimination and Harassment

ACC has policies and procedures in place for receiving, investigating, and resolving complaints from students and employees alleging civil rights violations, including those under Title VI and Title IX. The ISD and ACC shall each comply with their respective policies and any applicable state and federal laws that prohibit discrimination and harassment based on a student's or employee's disability, race, color, national origin, religion, or sex. Each party shall adhere to its obligations under relevant policy and law without regard to the other party's obligations.

The ISD agrees to report to the College's District Title IX/ADA/Title VI Coordinator, within two business days, any allegation of discrimination or harassment involving a College employee or dual credit student, regardless of where the alleged conduct occurred. The College has designated the following individual as its District Title IX/ADA/Title VI Coordinator:

Director
Office of Equal Opportunity Compliance
512-223-7964, compliance@austincc.edu

Conflict Resolution

The Parties agree to a mutual understanding to resolve issues that may arise in the course of this partnership. In the event a conflict or disagreement should arise in the interpretation or implementation of the obligations, terms, and responsibilities of the Parties to this agreement, each Party shall designate administrative liaisons for purposes of resolving concerns at both the campus (liaison must be Principal or other designated campus administrator) and central administrative levels. To be collaborative, ACC must be able to communicate effectively with administrators on campuses where dual credit students/programs are present. If a resolution is not found through those levels, a request may be made that the matter be handled through the Party's respective legal counsel.

Term and Termination

Except as otherwise specified in the individual program agreements in the appendices, the period of this Agreement shall be in effect from September 1, 2025, to August 31, 2028, unless renewed or earlier terminated. This Agreement shall be reviewed by the parties annually at least ninety (90) calendar days before the expiration of the term and any subsequent renewal terms, and this Agreement may be renewed upon approval of the College and the ISD.

Either Party may terminate this Agreement with or without cause upon written notice to the other Party sixty (60) calendar days before the termination date. In the event that there are fewer than 60 calendar days remaining in the semester, unless otherwise agreed by the parties, the date of termination shall be the last day of the current semester or year of the current term so that students enrolled in a dual credit program may complete the session in which the termination becomes effective.

General Obligations of the Parties

In furtherance of the objectives of this Agreement, the Parties agree to the following obligations²:

- a. ACC and ISD are equal parties to this Agreement, and the intent is to allow flexible and creative responses to the organizational, mission, and fiscal needs of both institutions.
- b. ISD campus-level administrators should be familiar with the obligations and responsibilities provided in this Agreement.
- c. ISD will require campus counselors and administrators to attend ACC's training that corresponds to the dual credit program applicable to this Agreement. Any administrative

² The Parties must also adhere to the specific obligations outlined in the applicable programs incorporated into this Agreement in the Appendices.

liaisons designated by the ISD, in accordance with Section 4 above, shall also be required to attend this training.

- d. Collaboration in planning, implementation, and continuous improvement of programs is necessary to successfully fulfill each party's obligations under this Agreement, including but not limited to the provision of faculty, staff, and administration; curriculum development; training; and student services.
- e. Provision of classes/courses in support of the programs applicable to this partnership for which students might qualify.
- f. Financial collaboration that addresses the costs of both Parties and assists each Party in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the programs successfully and at a cost-neutral basis for both parties.
- g. Collaboration in designating appropriate facilities and locations for each program.
- h. Collaboration in the design and execution of challenging and innovative instructional programs.
- i. Compliance with all applicable guidelines, standards, and requirements in the offering of the programs, including but not limited to regulations promulgated by the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools Commission of Colleges and Schools (SACSCOC), and the Texas Education Agency (TEA). If THECB adopts new guidelines for any of the programs during the term of this Agreement, the new guidelines shall prevail.
- j. Recruitment of eligible students.
- k. Evaluation of the program(s) and sharing of student data in order to track and evaluate student and program successes.

Recognition of Higher Education Partners, Promotion, Marketing & Advertising

When reporting and publicizing the completion of high school students' dual credit courses, degrees, or certificates, ISD will recognize Austin Community College as its higher education partner, awarding college credit. All parties agree to provide advance, timely notice of press releases, press conferences, or any program promotion to the public, ensuring that all parties approve of the messaging and have the opportunity to participate. ISD agrees not to use ACC's name, logo, or likeness in any press release, marketing materials, or other public announcement without receiving written approval from the ACC Vice Chancellor, Office of College Relations and Marketing, or designee.

Statewide Goals: HB 1638

House Bill 1638, TEC, Section 28.009 (b-1) and (b-2), requires the Texas Higher Education Board (THECB) and the Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs to provide guidance for institutions of higher education (IHEs) and independent school districts (ISDs). The following are the specific program goals aligned with the statewide goals for the programs covered under this Agreement:

- A. Goal 1: Independent school districts and higher education institutions will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies, as well as the associated costs.
 - i. ACC will host, and ISD will participate in an annual partnership summit for counselors, principals, and other college-going influencers.
 - ii. ISD will promote the college open house programs at ACC to students and families.
 - iii. ACC will attend and present at academic programs hosted by high schools to prepare students for dual credit and college entry.
 - iv. Subject to Section 7 above, ACC and ISD will develop marketing material to inform students and families about endorsement pathways and dual credit programs.
- B. Goal 2: Dual credit programs will help high school students successfully transition to and accelerate through postsecondary education.
 - v. ACC and ISD will share disaggregated data (See Sections 13, 14, and 15 below) related to postsecondary enrollment after high school.
 - vi. ACC and ISD will share data related to workforce employment after high school.
 - vii. ACC and ISD will share data on persistence (after the first year) and degree completion.
- C. Goal 3: All dual credit students will receive academic and college readiness advising, along with access to student support services, to help them successfully transition into college course completion.
 - i. ACC and ISD will develop joint, shared advising and student support systems to ensure successful course completions. The ACC academic success coordinator is responsible for advising students who enroll in a dual credit course under the program before the student begins the course.
 - ii. ACC will provide a dual credit orientation to new students. ACC and ISD will update the new student dual credit orientation as needed.
- D. Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.
 - i. ACC will develop and disseminate to ISD-designated representatives an annual report on student enrollment in subsequent coursework, in accordance with Sections 13, 14, and 15 below.
 - ii. ACC will develop the required training for faculty teaching in dual credit programs.

Financial Aid For Swift Transfer (FAST) Program

ACC participates in the Financial Aid For Swift Transfer (“FAST”) program. The FAST program provides funding to participating public institutions of higher education so they can offer dual credit courses to educationally disadvantaged students at no cost to these students. The Texas Education Code {TEC} defines "educationally disadvantaged" as those students eligible for the national free/reduced-price lunch program.

Students are

"eligible students" under the FAST program if they (1) are enrolled in a public or charter school; (2) are enrolled in an eligible dual credit course included in this Agreement; and (3) were qualified for free/reduced-price lunch any time during the school year in which the student enrolls in the dual credit course; or any of the four school years preceding the student's enrollment in the dual credit course.

By statute, the FAST program requires that eligible students at participating institutions incur no cost for their dual credit coursework. An eligible student will not pay tuition and fees for an eligible dual credit course. Books, supplies, and other course materials must also be provided at no cost to an eligible student. Dual Credit courses eligible for FAST funding are those offered through either TEC, Section 130.008, Courses for joint high school and junior college credit, or other courses offered by a public institution of higher education for which a high school student may earn credit by satisfying at least one of the following:

- A requirement necessary to obtain an associate degree or an industry-recognized credential or certificate, using the definition of industry-recognized credential or certificate that is established for other parts of House Bill 8.
- A foreign language requirement at an institution of higher education
- A core curriculum requirement
- A field of study requirement

Responsibilities of ACC;

1. ACC will verify FAST-eligible students and dual credit eligibility with the high school official for each student enrolling in the dual credit program.
2. ACC will waive dual credit tuition for FAST-eligible students for courses identified in the dual credit programs in the attached Appendices. ACC will use the allotted FAST dollars to cover any applicable tuition and fees³.
3. ACC will collaborate with ISD school officials to develop and provide information to students and parents about the FAST program and eligibility.

Responsibilities of ISD:

³ The FAST tuition rate is set annually by the end of January. The rate for the 2025-2026 fiscal year is \$58.52 per semester credit hour (or equivalent).

1. ISD will identify and provide ACC with a TSDS Unique ID number for each student enrolling in the dual credit program. This number is required for submission of the certified enrollment roster to the Texas Education Agency and the Texas Higher Education Coordinating Board to verify student FAST eligibility each semester.
2. ISD will collaborate with ACC to develop and provide information to students and parents about the FAST program and verify eligibility.

Understanding of the Parties

- a. Nothing in this Agreement is to be construed as transferring responsibility from one party to the other.
- b. Without limitation of any provision set forth in the Agreement, the Parties expressly agree to abide by all applicable federal and state equal employment opportunity statutes, rules, and regulations.
- c. Subject to the applicable laws and the regulations of the respective organizations, information, data, and reports of cooperative activities carried out under this Agreement may be released by any of the Parties with the consent of the other party, subject to the Data-Sharing and Privacy provisions, infra, FERPA, and any other applicable state or federal privacy law that governs student privacy rights, or as otherwise may be required by conditions and circumstances in connection with the program or as required by law.
- d. Both parties understand the safety and security risks inherent with minors and agree that certain risks may be unforeseeable. Furthermore, the parties agree that the public safety departments from both ACC and ISD will collaborate to develop and/or review safety and security standards and guidelines, including emergency response protocols, within thirty (30) days of both parties executing this Agreement.
- e. In accordance with the Family Educational Rights and Privacy Act (FERPA), ACC and ISD will protect the privacy of ISD students and guard against the unauthorized release of identifying student information and records, while complying with all applicable requirements of FERPA.

Indemnification

To the extent permitted by the Constitution and the laws of the State of Texas, ISD agrees to indemnify, release, and hold ACC and ACC's Trustees, officers, agents, and employees harmless from any and all claims, demands, causes of action, and liabilities (each as used herein shall be referred to as "claim") of any type or nature whatsoever (including costs and reasonable legal and expert fees) for damage to, loss of, or destruction of any tangible property or bodily injury or death to any person, arising from, in connection with, or any way incident to this agreement, to the extent finally determined to have been caused by ISD and its personnel in performance of the services.

Criminal History Background Check and Fingerprinting Requirements

Pursuant to Texas Education Code Section 22.0834, ACC shall ensure that ACC faculty assigned to dual credit sections offered on the high school campus complete a criminal background check and fingerprinting. ACC will initiate the fingerprinting process and provide ISD with a list of

faculty names and their date of birth. Any additional information required by the ISD may be requested in accordance with Section 13: Data Sharing & Privacy.

The ISD is responsible for notifying ACC of any additional requirements that may be necessary in order to comply with the ISD's Board policies with regard to criminal history requirements for employees of entities the ISD contracts.

Clery Act Obligations

If ACC is using space on an ISD campus or facility in a manner that gives ACC control over the space, including the assignment of an ACC employee as an administrator, ISD's law enforcement agency will respond in a timely manner to any requests made by ACC for statistical information of crimes that have been reported at that location so that ACC may fulfill its obligations under the Clery Act (20 U.S.C. § 1092(f)) and its regulations.

School District Data Sharing & Privacy

The ISD will provide the following student information for all students from 6th to 12th grades for the purpose of college readiness and higher education opportunities, and outreach.

Student Data Information 9-12th grade and Certified List of Graduates

- Student name (Last, First, Middle Initial)
- Date of Birth
- Gender
- Grade Level
- High School graduation anticipated year
- High School Endorsements
- ISD identification numbers (TSDS ID, PIEMS ID, and HS ID)
- Mailing address (Street, City, State, Zip)
- Name of School
- Parent / Guardian Name (First, Last)
- Parent/ Guardian Email address
- Parent/ Guardian Phone
- Race/Ethnicity
- College Readiness Scores: SAT, ACT, TSIA, STAAR English III and Algebra II.

The data outlined above will be requested electronically in a template provided by ACC and will be provided in a timely manner as agreed upon by both Parties.

- Upon receipt of student information, ACC may use the student's mailing information for the purpose of outreach and to provide information about ACC programs.
- ACC may use student test scores and endorsement areas to determine student eligibility for enrollment in specialized ACC programs.
- ACC will provide the following information to ISD following its initial entry into the program: postsecondary transition rates from ISD students to Texas institutions of higher education (taken from Texas Higher Education Coordinating Board [THECB])

- data); benchmark data from the prior year to show ISD student enrollment at ACC.
- ACC will provide the following annual reports to the ISD superintendent of schools and dual credit principal(s): Fall, Spring, and Summer ACC dual credit enrollments by high school; Fall, Spring, and Summer; ACC dual credit student success outcomes by high school.
 - Upon written request from an appropriate school district official, ACC will provide information on the attainment of ACC articulated credit and college major selections by individual students. This information is designed to assist school personnel in educational programming and is protected under FERPA; therefore, it may not be published.
 - ACC will collaborate with ISD to develop and implement an early alert system that identifies students at risk of not completing college coursework and provides effective interventions.
 - ACC and ISD will, while maintaining academic standards, implement improvement efforts, as needed, based upon mutual review of the following data:
 - Matriculation of high school students in four-year colleges/universities and level of entry.
 - Enrollment and retention rates based on withdrawal.
 - Additionally, ISD and ACC will provide each other with faculty qualifications and, upon request, conduct criminal history background checks and provide the required documents for the hiring process. They will also agree to full information sharing in the event of an investigation into a personnel matter regarding dual credit faculty.

Any unauthorized disclosure of confidential student information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur. While in possession of this data, the ISD and ACC shall permit only those employees authorized to have access to the data. Both parties agree to store the data in a secure area and to prevent unauthorized access.

Upon request from ISD, ACC may provide reports of student enrollment and course grades to designated ISD officials, as permitted by FERPA. ISD will designate a school district and campus official to request such ACC reports.

This section is not exclusive to all instances in which information may be shared between the parties under FERPA. See Section 15 below on FERPA Compliance and Disclosure for additional examples.

Confidentiality of Data

Both Parties will maintain the confidentiality of any and all student data shared with it in compliance with the Federal Educational Rights and Privacy Act (FERPA) (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) and its associated federal regulations. Both Parties agree not to share information with third parties unless authorized to do so by state or federal law.

Data obtained will be used solely for the purposes described in the Agreement. The College and the District will notify designated individuals authorized to access the individual student or employee data for purposes outlined in the Agreement that they must maintain the confidentiality of all personally identifiable data and confidential information.

The College and ISD will provide a copy of Sections 13, 14, and 15 of this Agreement to any employee who transfers, maintains, accesses, or reviews any confidential data obtained in accordance with the Agreement.

The confidentiality requirements shall survive the termination or expiration of the Agreement.

Security Safeguards

To ensure the continued confidentiality and security of the data, the College and District shall each independently employ industry best practices, both technically and procedurally, to protect the data from unauthorized physical and electronic access. In addition, both Parties shall adhere to the following safeguards when data covered by the Agreement is processed, stored, or transmitted on either Party's information resources:

- i. Procedures and systems ensure that all student records provided by the College and District are kept in secure facilities, and access to these records is exclusively limited to authorized personnel.
- ii. Procedures and systems that require the use of secure passwords to access the data.
- iii. Mandatory training for personnel on information security, at least annually.
- iv. Procedures and systems that ensure all data is maintained in a secure manner that prevents interception, diversion, or other unauthorized access.
- v. The procedures and systems developed and implemented to access the data shall ensure that any data disclosure to third parties in accordance with applicable state law (i.e., under the Texas Public Information Act or in response to an audit or other lawful reason in accordance with the Texas Education Agency or the Texas Higher Education Coordinating Board's rules and regulations) shall comply with all provision under FERPA and Texas laws governing exceptions to disclosure of confidential student information.

Method of Access or Transfer

Individual-level student survey and academic data will be transferred between designated ISD officials and designated ACC officials in a manner that maintains the confidentiality and security of individually identifiable records and data. (Typical approaches use secure File Transfer Protocol, secure cloud-based drop box, and encryption of personally identifiable data.)

Physical Location of Data

Data will be housed in a secure physical or electronic facility accessible only to individuals authorized to access the data for the purposes stated in this document and the Agreement. Data will be stored in a manner that prevents unauthorized access to personally identifiable data. (Secured passwords will be used to access data stored electronically. Personally identifiable data

that resides for any length of time on laptops, desktop computers, CDs, or other media will be encrypted.)

Notification of Security Breach

The College and District both agree that in the event of any breach or compromise of the security, confidentiality, or integrity of shared data where personally identifiable information of a student or employee was, or is reasonably believed to have been acquired and/or accessed by an unauthorized person, the party's information system in which the breach occurs shall notify the other party of the breach within 24 hours and take immediate steps to limit and mitigate the damage, if any, of such security breach to the greatest extent possible. (Tex. Bus. & Com. Code Sections 521.001-152.) Notice shall be provided to the individuals listed in Section 16(B) below.

Disposition of Data

The College and ISD will maintain and destroy any data covered under the Agreement in accordance with each party's respective policies on records retention.

FERPA COMPLIANCE & DISCLOSURE OF EDUCATIONAL RECORDS

Students participating in a dual credit program described herein are enrolled in a post-secondary institution and are thus afforded rights under the Family Educational Rights and Privacy Act (FERPA) as post-secondary students. This means that a high school student enrolled at ACC for the purpose of participating in one of these programs, regardless of age, is granted the right to privacy in their educational records. The College will not disclose information protected under FERPA, even to a student's parent, unless the dual credit student consents to the release in writing or the parent provides proof of dependency in accordance with 34 CFR 99.31(a)(8).

For purposes of this agreement, pursuant to FERPA, the College and ISD designate each other as school officials with legitimate education interests in the educational records of the participating high school students enrolled in the College, to the extent that access to the records is required by either Party to carry out the functions of the program, enforce or comply with discrimination laws, address student safety and discipline, or any matter where a student's participation in a course or program may be affected.

ISD agrees to share disciplinary records that may affect the enrollment of a dual credit student, such as suspension, disciplinary alternative education placement, or expulsion, or that relate to conduct that is under investigation while the student is enrolled in a dual credit class.

The College and ISD will notify students, parents, and employees of applicable policies and procedures related to disclosure of educational records to ensure compliance with FERPA.

Miscellaneous

A. No Personal Liability

Nothing in this Agreement may be construed as creating any personal liability on the part of any officer, director, employee, or agent of ACC or ISD. The parties expressly agree that the execution of this Agreement does not create any personal liability on the part of any officer, director,

employee, or agent of ACC or ISD. The parties shall be responsible for their own acts of negligence.

These provisions are solely for the benefit of the parties hereto and not for the benefit of any person or entity not a party to this Agreement. No provisions shall be deemed a waiver of any defenses available by law, including, but not limited to, governmental immunity.

B. Notice

Any notice required to be given under the provisions of this Agreement shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses:

To: Austin Community College District
Attn: Dr. Russell Lowery-Hart
Chancellor
6101 Highland Campus Drive
Austin, Texas 78752

To: Lake Travis Independent School District
Attn: Curtis Null, Ed.D.
Superintendent
3322 Ranch Road 620 South
Austin, TX 78738

Any party may designate a different address by giving the other party ten (10) calendar days prior written notice in the manner provided above.

C. No Waiver of Immunity

Neither ACC nor ISD waives or relinquishes any defense or right available to it under the doctrine of governmental immunity by entering into this Agreement.

D. Authorization of Agreement

Each party represents and warrants to the other that the execution of this Agreement has been duly authorized and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.

E. Waiver and Breach

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

F. No Assignment

No assignment of this Agreement or of any duty or obligation or performance hereunder shall be made in whole or in part by either party without the prior written consent of the other party.

G. Governing Law

Parties agree that this Agreement will be construed by the laws of the State of Texas (exclusive of its conflict of laws provision).

H. Section Headings

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

I. Complete Agreement

This Agreement, together with the Appendices referred to herein, contains the full understanding of the Parties with respect to the agreed upon services, obligations, and responsibilities and supersedes all existing agreements and all other oral, written, or other communications between the Parties concerning the subject matter hereof. This Agreement will not be amended, modified, or supplemented in any way except in writing and signed by duly authorized representatives of both parties

ACC and ISD have executed and delivered this Agreement, which shall be effective as of September 1, 2025.

Curtis Null, Ed.D., Superintendent
Lake Travis Independent School District

Date



10/30/2025

Russell Lowery-Hart, Ph. D., Chancellor
Austin Community College District

Date

Appendix A

Joining the ACC Faculty as an ISD-qualified Adjunct Faculty

ACC's Commitment to High School Faculty

ACC appreciates the efforts of our ISD and high school associates. We look forward to partnering with them to improve education in central Texas. To that end, we've committed to the following series of steps to facilitate the interview process for high school instructors who wish to teach dual credit with ACC:

- ACC will provide a checklist/document (contained below) that ISDs give interested HS faculty members BEFORE they apply to ACC that clearly explains job expectations and responsibilities and describes the process for interviewing and teaching demonstrations at the college.
- The ISDs will notify ACC of any potentially qualified teacher(s) interested in adjunct faculty assignments focused on teaching dual credit courses. Interested ISD candidates are encouraged to review and apply to openings at ACC if they meet the minimum job requirements. When completing the Job Application, be sure to input their most current job role at an ISD and complete a cover letter explaining their role, interest in teaching for ACC- as an Adjunct for the department or at their high school, and share additional information, such as if they have the support of the school to teach ACC courses on campus.
- Within 60 days of application submission, the appropriate department will schedule an interview and teaching demonstration for the applicant and notify them of acceptance or non-acceptance. If the latter decision is made, an explanation will be provided within 30 days of the decision, along with suggestions for next steps.
- Per ACC's Administrative Rule 4.0401.05, "Exceptions to Eligibility List Administration Procedures," to meet scheduling emergencies within thirty days of the start of the semester, individuals may be added to Eligibility Lists, following a review of teaching credentials, without a formal, in-person interview by the department. Any member of the Adjunct Faculty added by this provision is subsequently subject to all conditions noted in this Administrative Rule." <https://sites.austincc.edu/administrative-rules/?p=1273>

If accepted for hire, the HS faculty member will complete the following training:

- (1) All required ACC compliance training,
 - (2) ACC's Faculty Development asynchronous Boot Camp training, and
 - (3) An orientation and introduction to the specific requirements of the academic department in which the HS faculty member would teach.
- HS faculty who teach dual credit courses for ACC will be compensated with a \$500 stipend per course when taught as a part of their school district teaching load.

Interviewing

Each department determines its own interview format. Some will use a committee, some will interview one-on-one. Many will require a teaching demonstration, but they may not specify the topic to be covered. The department chair will explain the expectations, including the topic, time limits, and available technology. It would be prudent to learn about the departmental expectations for preferred teaching style before scheduling your interview, including whether the interview committee is pretending to be students or not throughout the demonstration.

During the interview, be prepared to discuss the following topics:

- your perceptions of the differences between high school and college course instruction and expectations
- how to establish a sense of belonging and connection in the classroom
- your knowledge of and experience with the course topics and curriculum
- how you would handle scheduling conflicts that arise between high school events and your course syllabus
- your approach to ensuring academic rigor and academic integrity
- how you would handle being contacted by a parent about student work

Checklist for Prospective Dual Credit Instructors

High school faculty who are interested in teaching dual credit courses on their high school campus for Austin Community College need to be aware of expectations from both their high school and the community college. This checklist will help acquaint instructors with the similarities and differences in requirements for teaching across both school levels. Where there are differences between the requirements listed below, an asterisk indicates which rules apply when dual credit courses are being taught. In some cases, the college rules will apply; in some cases, faculty will have to adhere to both the college and high school requirements.

Basic Qualifications:

SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) is the accrediting body for Austin Community College. Every prospective dual credit instructor at ACC must meet these minimum requirements. The requirements are below, and more detailed credentialing requirements by course can be found at <https://www.austincc.edu/jobs/college-transcript-policy/minimum-credential-qualification-requirements/>

To teach:	Faculty must have:
Academic courses toward AA or AS degrees	Master's degree in teaching discipline or Master's plus 18 graduate hours in teaching discipline
Workforce courses toward AAS degree	Bachelor's degree or higher in the discipline or Associate's degree in the discipline plus three years of documented work experience in the field

Courses toward certificate only	High school diploma; plus three years of documented work experience in the field; plus proof of specialized training in the field, e.g., license, certificate, non-credit coursework in the discipline
Developmental courses	Bachelor’s degree in the discipline or a related discipline plus either one year of high school teaching experience in the discipline or one graduate course in teaching under-prepared students

Mission and Values

Community Colleges – General

The mission of community colleges is to support student access to and success in higher education. You can learn more about the goals of community colleges in general by visiting the website for the American Association of Community Colleges:
<https://www.aacc.nche.edu/>

Austin Community College – Mission and Values

Austin Community College District promotes student success and community development by providing affordable access, through traditional and distance learning modes, to higher education and workforce training, including appropriate applied baccalaureate degrees, in its service area. You can learn more about our mission, values, and goals here: <https://www.austincc.edu/about-acc/mission-vision-values/>. More information about the ACC Board of Trustees can be found here: <https://offices.austincc.edu/board-of-trustees/>

Accreditation and Governing Bodies

ACC’s policies are guided by the work of several groups. To help you understand some of the abbreviations in the checklist below, you may be interested in learning more about these groups.

ACC’s accrediting body is SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). ACC must adhere to the requirements set forth by this agency. You can learn more about SACSCOC, including its mission and values here: <http://www.sacscoc.org/>

THECB (Texas Higher Education Coordinating Board) guides the efforts of public colleges and universities in Texas. You can learn more about this organization here: <http://www.highered.texas.gov>.

ACC has a service area designated by the State Legislature consisting of all or portions of eight counties in Central Texas and 26 public school districts. Within the service area, ACC has a taxing district that is comprised of Austin, Round Rock, Leander, Hays, Elgin, Del Valle, Hays, Lockhart, and Manor school districts as well as the parts of other districts that are in the City of Austin. Residents vote themselves into the taxing district. As tax-paying residents, students who attend ACC pay lower tuition and fees than

residents from out-of-district areas. Tuition and fee rates, as all ACC policies, are approved by the elected ACC Board of Trustees.

Coursework Expectations

Course Content

High School	College*
<p>Content is determined by the TEKS (Texas Essential Knowledge and Skills).</p>	<p>Course learning outcomes are established by THECB and ACC department guidelines. Specifically, transfer courses are listed in the Academic Course Guide Manual (ACGM), while workforce classes are listed in the Workforce Education Course Manual (WECM).</p> <p>Focus is on meeting program and course learning outcomes through either curriculum and content that is chosen by the faculty member and approved by the department or selected by the department. Depending on the department and specific course, the faculty member may have high levels of control of the specific content that is covered or how the content is covered. In courses that have additional accreditation standards, there may be less academic freedom.</p>

Academic Freedom

High School	College*
<p>Standards and expectations are guided by the TEKS. Faculty must meet all standards.</p> <p>Freedom is in how you teach content.</p>	<p>Standards are part of accreditation, but so is a high degree of academic freedom.</p> <p>There is more flexibility in what content is taught, and how it is taught in covering department and college-approved learning outcomes.</p>

Grading Policies

High School	College*
<p>Determined by campus and/or ISD policies.</p> <p>Policies may require reteach and retest.</p>	<p>Guided by departmental requirements. Some departments have explicit requirements, others provide more flexibility in grading to the instructor.</p>

<p>Consequences for attendance are determined by State law and district policies.</p>	<p>Faculty may choose to, but are not required to allow multiple attempts on assignments or exams.</p> <p>Consequences for attendance and adherence to course deadlines are determined by the instructor mostly, although some department policies may exist.</p>
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Learning Outcomes and Competencies

High School	College*
<p>Must meet TEKS guidelines.</p> <p>Additional outcomes can be required by campus and/or district.</p> <p>See details here: http://tea.texas.gov/curriculum/teks/</p>	<p>Must meet SACSCOC guidelines, THECB core curriculum requirements, ACC general education competencies, course SLOs (student learning outcomes), and PSLOs (program-level student learning outcomes).</p> <p>See more information here: https://offices.austincc.edu/institutional-effectiveness-and-grant-development/academic-outcomes-assessment/</p> <p>Assessment of student achievement of learning outcomes at ACC is done through the framework of the Discipline Assessment Cycle (DAC). Every department develops its own assessment plan, which is communicated to faculty teaching courses in that discipline. Additional general information about the DAC can be found at: https://offices.austincc.edu/institutional-effectiveness-and-grant-development/discipline-assessment-cycle-dac/</p>

Regulations of Privacy

High School	College*
<p>Follow FERPA - parents and guardians have access to student information.</p>	<p>Employees are required by law to follow FERPA - only the student has access to information, regardless of their age. Students may choose to fill out paperwork to allow parents to have access to their records. See further information here: http://www.austincc.edu/ferpa</p>

Disability Services

High School	College*
<p>Follow ARD paperwork or 504 plans. All accommodations and modifications must be provided.</p>	<p>In the college setting, course and curriculum modifications are not required for students with disabilities. However, <u>accommodations</u> will be approved by the college Student Accessibility Services (SAS) office on a course-by-course, case-by-case basis. Approved accommodations must be implemented by faculty.</p> <p>Faculty will receive a faculty notification letter (FNL or accommodation letter) through the Accessible Information Management (AIM) portal once a student has requested their accommodations. The FNL is a legal document and accommodations must be met so the college stays in compliance with the law. If you have any questions about the letter, or accommodations, please contact the SAS staff member who signed the letter, or email SAS@austincc.edu.</p> <p><u>Accommodations may not be provided before faculty receive a Notice of Approved Accommodations.</u> The provision of accommodations is not retroactive.</p> <p>Learn more here: http://www.austincc.edu/support-and-services/services-for-students/student-accessibility-services-and-assistive-technology</p>

Classroom Details

Syllabus

High School	College*
<p>Syllabus requirements are guided by district and/or campus procedures. Students may or may not be given a syllabus for each class.</p>	<p>All faculty are required to post the course syllabus in the Blackboard Ultra Learning Management System and review it on the first day of class. It is recommended to provide a printed copy, and to post the syllabus online (see details about online submission below</p>

	<p>under Administrative Requirements / Other Requirements - lighthouse).</p> <p>There are specific requirements for syllabus content, which are guided by departments.</p> <p>Master syllabi for courses are available online: https://offices.austincc.edu/institutional-effectiveness-and-grant-development/master-syllabi-repository/</p>
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Contact Hour Requirements

High School	College*
None for faculty.	SACSCOC and THECB have strict requirements for instructional time per course. Courses are scheduled to fulfil these requirements, so ACC does not allow faculty to end class early, or cancel class.

Calendar

High School	College*
Calendar is more flexible to account for student schedules and school activities.	<p>Due to contact hour requirements, there is very little flexibility in the calendar.</p> <p>You may need to work with your ISD and CHSR to adjust class meeting days in advance to maintain required contact hours as necessary.</p> <p>The ACC calendar, including withdrawal deadlines and other important dates, can be found here: https://students.austincc.edu/calendars/academic-calendar/</p>

Administrative Requirements

Evaluation Process

High School	College*
<p>School district evaluation policies will be followed.</p>	<p>All faculty participate in the college-wide faculty evaluation process. The evaluations are conducted at the department level according to department policies and rubric. Each department is required to follow the college-wide system. Faculty must submit various components each year depending on their year in the evaluation cycle. Faculty reflection forms are required each fall and spring semester, with some departments requiring summer submissions. Specific department requirements can be found here: https://instruction.austincc.edu/faceval/</p> <p>Student evaluations must be completed every semester for every course, including dual credit. Course evaluation information is available here: https://tled.austincc.edu/home/faculty-support/course-development/course-evaluation/</p> <p>See evaluation details here: http://www.austincc.edu/hr/eval/faculty.php</p>

Attendance Certification

High School	College*
<p>Daily attendance is required and must be posted for all courses.</p>	<p>Faculty are not required to take daily attendance although it is HIGHLY recommended, Course attendance certification is required by the census date in which a student's attendance is tracked till the 12th class day. If a student receives a failing grade, faculty are also required to submit the last day the student attended or engaged in class activities. See details here: https://offices.austincc.edu/admissions-and-enrollment/attendance-certification-requirements-grade-submission-deadlines/attendance-certification-questions-and-answers/</p>

Grade Submission

High School	College*
Guided by district policy in HS only classes.	Grades are submitted online (https://web7.austincc.edu/myacc/) and deadlines are specified each semester by the academic calendar. Timely grade submission is critical for student financial aid and college transfer purposes.

Required Training

High School	College*
Many required trainings, guided by district and/or campus.	<p>Adjunct faculty are required to complete 4 hours of professional development each academic year, including the annual compliance training:</p> <ul style="list-style-type: none"> • Cybersecurity Awareness • Active Shooter • Preventing Harassment & Discrimination: Non-Supervisors Clery and Title IX • Accommodating People with Disabilities <p>All new dual credit instructors must complete the Dual Credit Faculty Orientation Training, inclusive of Departmental Training as required (four hours in total); all new faculty must be assigned a mentor.</p>

Professional Development

High School	College*
District and SBEC rules apply.	<p>ACC requires 12 clock hours for Full-Time faculty and 4 clock hours for Adjunct faculty each fiscal year.</p> <p>Selections must be approved by your department chair.</p>

Departmental Meetings

High School	College*
Mandatory as determined by campus procedures.	Departments determine meeting frequency. New high school adjuncts are expected to attend at least one generally at the beginning of the Fall or Spring semester. Faculty are encouraged to visit with their department chair if they are unable to attend.

Other Requirements

High School	College*
Varies by District.	<p>Syllabus, Curriculum Vita (Resume), and office hours must be posted on Lighthouse. (https://lighthouse.apps.austincc.edu/)</p> <p>ACCmail (email) is the primary form of communication between the college and faculty members, as well as between students and faculty members. All faculty are expected to access their ACCmail regularly. (http://www.austincc.edu/accmail)</p> <p>All communication with students must be conducted via their ACC Gmail account. Faculty may not communicate with students using their personal or high school email accounts.</p>

How ACC will support you in your teaching

ACCeID

All online resources at ACC are accessed through a secure system. You will need a login and password known as the ACCeID. (<http://www.austincc.edu/acceid>)

Online Learning Management System

High School	College*
Determined by campus and or district.	Blackboard Ultra is the LMS and is required for all courses including in-person and virtual. Blackboard Ultra must be used to provide feedback and grades to students. A welcome message is also required for all classes including in-person and virtual.

	<p>Training is available online through the Office of Distance Education. https://de.austincc.edu/distance-education-training/</p>
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Contact person

High School	College*
High school liaison varies across each campus (i.e. Counselor, Administrator, Coordinator)	<p>High School Programs liaison.</p> <p>Jason Sanchez (jsanche1@austincc.edu) – Director, High School Programs Enrollment and Partnerships</p> <p>Dr. Melissa Biegert (melissa.biegert@austincc.edu) – Director, High School Programs Academic Success</p> <p>Mison Yun (mison.yun@austincc.edu) – Associate Vice Chancellor, College and High School Relations</p>

Support for Students and Faculty

ACC provides many services to support students. Faculty should be aware of these, to ensure that students are given the assistance they need. Learn more about ACC support services here: <http://www.austincc.edu/support-and-services>

Students and faculty can both benefit from ACC Library Services. Learn more about resources here: <http://library.austincc.edu/>

ACC also has employee associations to support faculty. If you are selected as an adjunct, you may wish to consider taking an active role in the Adjunct Faculty Association: <http://sites.austincc.edu/afa/>

The Texas Community College Teachers Association is an organization devoted to all community college teachers. Here, you can learn about teacher’s issues and get legal support. <http://www.tccta.org/>

Additional Resources

This checklist is just the beginning. There is more to learn about becoming a part of the ACC faculty. We encourage you to explore more by reviewing the ACC Faculty Handbook here: <http://www.austincc.edu/offices/human-resources/faculty-handbook>

You will also find helpful information on the ACC website for Faculty and Staff: <http://www.austincc.edu/facstaff/>

Appendix B

Dual Credit Program Agreement

Purpose

ACC and ISD enter into the following program agreement to provide Dual Credit for ISD students. Dual Credit requirements are identified in 19 TAC Chapter 4, Subchapter D, *Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges*, §4.85.

The following conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board Rules and Regulations, §4.84, and ACC Board Policy GH (LEGAL):

Eligible Dual Credit Courses

Eligible dual credit courses are (a) courses identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual and included in ACC's Core Curriculum; **or** (b) be identified as a college-level workforce education course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM) and foreign language courses. Approved courses for the dual credit program are included at the end of this appendix.

GENERAL PROVISIONS FOR DUAL CREDIT

DEFINITIONS

- 1) This Memorandum of Understanding ("Agreement") is entered into by and between Austin Community College District ("ACC") and the Independent School District ("ISD") for the purpose of offering dual credit courses. These courses shall provide eligible high school students the opportunity to earn college credit applicable toward a certificate or associate degree at ACC. Such courses may also fulfill high school curriculum requirements, subject to the discretion and approval of the ISD. This Agreement expressly incorporates by reference all applicable dual credit requirements as set forth in the Texas Administrative Code ("TAC") and the accreditation standards established by the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), including any amendments or revisions made to such requirements or standards during the term of this Agreement.

ELIGIBLE COURSES

- 1) Courses must be identified as college-level academic courses in the current edition of the Lower Division General Academic Course Guide Manual and be included in ACC's Core Curriculum; or be identified as a college-level workforce course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM) and foreign language courses.

- 2) Instruction, instructional materials, and grading will be at the equivalent level of instruction, instructional materials, and grading used for the identical course taught on the main campuses of the College.

STUDENT ELIGIBILITY

- 1) To participate in Dual Credit, students must meet the College's entrance requirements (including satisfactory completion of the Texas Success Initiative (TSI) in the areas required for the course(s) in which they wish to enroll or documentation of exemption status).
- 2) Dual credit students must have successfully completed eighth grade.

LOCATION AND STUDENT COMPOSITION OF CLASSES

Dual credit college classes must be taught on the college campus, on the high school campus, or via distance learning. Courses taught at the high school may only be composed of dual credit students. Courses taught on the college campus may be composed of students from both dual and regular college credit programs.

As part of this program agreement, ISD will assign ACC faculty to a classroom to carry out the functions of the dual credit program for courses located on an ISD campus. ISD retains control of all classroom space under this agreement. In order to ensure the program is equipped for college-level instruction, ISD will provide the following:

- Adequate board space.
- Computer/Laptop equipment with projection in the classroom.
- Internet access that lifts ISD's firewall restrictions during the delivery of instruction of dual credit courses to ensure comparable delivery of instruction and access to course materials, as found in college-level courses, pending ISD requirements.
- Upon receiving an advanced written request from ACC faculty for multimedia equipment, ISD will provide notice of the equipment's availability and provide it if it is available.
- A classroom that is available and ready within the allotted instructional class time(s).
- Access to the staff/faculty restroom.
- Non-visitor designated parking location for teaching faculty.

ISD will designate an official contact who will facilitate the classroom instructional needs listed above. ISD will notify the ACC High School Programs Office of the name and contact information of the designated liaison.

In addition to Section 9(d) in the Agreement, ISD agrees to provide ACC copies of all documents concerning any applicable rules, regulations, policies, and procedures of ISD related to security or restriction, which would be applicable to ACC faculty while present on ISD campus.

TRANSPORTATION

The College assumes no obligation or responsibility for the transportation of students to or from ACC campuses for the dual credit course provided in this agreement.

Dual credit college classes must be taught on the college campus or on the high school campus or via distance learning.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

- 1) All instructors must meet the minimum faculty requirements as specified by ACC in accordance with the guidelines of the Southern Association of Colleges and Schools Commission on Colleges.
- 2) The College shall select, supervise, and evaluate instructors for courses that result in the award of credit, regardless of the location where the course is offered.
- 3) High school instructors applying to teach dual credit courses should complete the steps specified in the “Joining the ACC Faculty”. See Appendix A.
- 4) ACC will provide each ISD employee teaching a dual credit course with a stipend of \$500 per section for required professional development.
- 5) Instructors, even if employed by and paid by an Independent School District, must be supervised in instructional matters by the ACC Department Chair and must meet all administrative and evaluation requirements, as well as attend required faculty training, including dual credit faculty training.
- 6) Any ISD concerns about faculty will be evaluated by the instructor’s ACC Department Chair and Academic Dean.
- 7) Official college transcripts of instructors must be kept on file at the College.
- 8) The availability of courses structured under Dual Credit is contingent upon the availability of ACC faculty. Students may need to take classes on an ACC campus or via distance learning to continue with a sequence.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

- 1) The curriculum for any course offered by ACC for dual credit shall be the same as the regular college curriculum.
- 2) Instruction of college courses that may be used for dual credit shall be held to the same departmental and curricular standards as all other courses in that discipline.
- 3) The same standards of grading shall apply for all courses taught by ACC, regardless of whether the course is delivered on an ACC campus, high school campus, or via distance learning.

- 4) ACC will ensure the use of the same textbook, to the extent possible, for the same course taught within a two-year cycle.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Academic policies applicable to courses taught at one of the college's campuses also apply to dual credit courses taught at a high school, ACC campus, or via distance learning. Students in dual credit courses are eligible to utilize the same College support services as all other College students.

STUDENT SUPPORTS, SERVICES, AND RESOURCES

ISD and ACC will collaborate to facilitate, as appropriate, the provision of student support services, including electronic resources delivered via technology, for students enrolled in college courses.

ACC will collaborate with ISD to identify students at risk of not completing college coursework and provide effective interventions to support them.

ACC will partner with ISD to develop a process for communicating faculty-initiated withdrawals to students who are not in compliance with course policies or are not meeting the course objectives outlined in the syllabus. ISD shall develop a plan to transition students into a high school credit recovery or other applicable program.

ISD shall be knowledgeable of ACC enrollment, attendance, and conduct policies as specified in the "Student Rights and Responsibilities" of the ACC Catalog and Student Handbook.

ACC will provide ISD with student data in accordance with Section 13: Data Sharing & Privacy, as outlined in the Terms & Conditions of the Agreement, to assist counselors in monitoring and guiding students' academic progress at least once per semester.

ACC and ISD will collaborate to ensure that all students complete an ACC mid-semester grade report.

ACC and ISD will work together to ensure all students who are not meeting Satisfactory Academic Progress meet with an ACC Academic Success team member for academic advising.

GRADES AND TRANSCRIPTING OF CREDIT

College credits will be transcribed upon a student's completion of course(s) each semester.

ACC will ensure designated ISD staff receive grades within three business days of the final grade submission deadline.

ISD will provide ACC with final transcripts for dual credit students who plan to attend ACC post high school graduation.

FUNDING

The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005(g)) and the Board (TEC 61.059(p) and (q)). The College may claim funding for all students getting college credit in core curriculum, foreign language, or career and technical education courses.

TUITION AND FEES WAIVER

Austin Community College will waive tuition and fees for up to 60 semester credit hours.

The dual credit tuition and fees waiver will only be applied to college credit courses that are part of the ACC Core Curriculum or a workforce course included in a certificate or associate of applied science degree, as well as foreign language courses. All remaining ACC courses will be assessed regular tuition and fees according to a student's residency.

The student will be charged full tuition and fees based on residency for courses taken in excess of the 60-semester credit hour limit and non-eligible courses.

The dual credit tuition and fees waiver is subject to change without notice by the ACC Board of Trustees.

Students may begin ACC courses as Juniors or Seniors

LT ACC approved courses are listed below with their LT Equivalent

Summer Course

ACC Course

US History 1302=

LT Course

US History Full Year Credit 1.0

Year 1 sequence = 2 high school credits and 4 college credits/12 college hours

ACC Course

English 1301 /1302 =

English 1301 /1302 =

LT Course

Juniors English 3 = 1.0 credits

Seniors 1st year English 4 = 1.0 credits

US Govt 2305 and Economics 2301=

US Gov't/Econ = 1.0 credits

Year 2 sequence options= 2 high school credits and 4 college credits/12 college hours

ACC Course

British Lit 2323 =

Fall

Music Appreciation 1301 =

Spring

TX Govt 2306 =

credits

Anthropology 2351 =

credits

College Algebra 1314 =

credits

Geology 1301=

US HIST 1301=

LT Course

English 4 = 1.0 credits LTHS completed in

Fine Art = 1.0 credits LTHS completed in

Special Topics in Social Studies =1.0

Special Topics in Social Studies =1.0

Independent Study in math = 1.0

Earth and Space Science = 1.0 credits

Special Topics in Social Studies=1.0 credi



**PARTNERSHIP AGREEMENT
BETWEEN
AUSTIN COMMUNITY COLLEGE DISTRICT
AND
LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT
FOR
EDUCATIONAL PROGRAMS**

September 1, 2025 – August 31, 2028

PURPOSE

The institutions named above (hereinafter "College or "ACC" and "ISD") enter into the following agreement for the implementation of the partnerships identified in 19 Texas Administrative Code §9.143(b) and (e), which involve high school students in ISD who are not enrolled at ACC while participating in these programs.

The purpose of this Agreement is to outline the roles and responsibilities of ACC and ISD in participating in these high school programs. This Agreement encompasses the Articulated Credit Program, as allowed under 19 Texas Administrative Code §4.83, and College Preparatory Courses, as outlined in 19 TAC §9.147 and Texas Education Code §28.014.

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, ACC and ISD agree as follows:

TERMS AND CONDITIONS

Entire Agreement

This Agreement, including the Appendices which are attached hereto and incorporated herein, constitutes the entire agreement of the Parties regarding the subject matter herein described.

Program Definitions

- Appendix A: Articulated Credit
- Appendix B: HB5 College Preparatory Courses

Program Definitions

Appendix A: Articulated Credit

An ACC Articulated Credit program agreement between ACC and the ISD will enable students to earn college credit in escrow through enrollment in a high school-level career and technical education (CTE) course(s) aligned with eligible ACC introductory workforce courses.

Appendix B: HB5 College Preparatory Course

ACC and ISD, or "school district," enter into the following agreement to develop locally tailored college preparatory courses in Mathematics and English Language Arts, specifically designed for high school seniors who have not yet demonstrated college readiness. This Agreement aims to enhance the college readiness of high school students, thereby reducing the need for students to enroll in developmental education courses upon entering an Institution of Higher Education (IHE), and to encourage direct college enrollment immediately after high school.

Confidentiality of Data

Both Parties will maintain the confidentiality of any and all student data shared with it in compliance with the Federal Educational Rights and Privacy Act (FERPA) (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) and its associated federal regulations. Both Parties agree not to share information with third parties unless authorized to do so by state or federal law.

Data obtained will be used solely for the purposes described in the Agreement. The College and the District will notify designated individuals authorized to access the individual student or employee data for purposes outlined in the Agreement that they must maintain the confidentiality of all personally identifiable data and confidential information.

The College and ISD will provide a copy of Sections 13, 14, and 15 of this Agreement to any employee who transfers, maintains, accesses, or reviews any confidential data obtained in accordance with the terms of this Agreement.

The confidentiality requirements shall survive the termination or expiration of the Agreement.

Security Safeguards

To ensure the continued confidentiality and security of the data, the College and District shall each independently employ industry best practices, both technically and procedurally, to protect the data from unauthorized physical and electronic access. In addition, both Parties shall adhere to the following safeguards when data covered by the Agreement is processed, stored, or transmitted on either Party's information resources:

1. Procedures and systems ensure that all student records provided by the College and District are kept in secure facilities, and access to these records is exclusively limited to authorized personnel.

2. Procedures and systems that require the use of secure passwords to access the data.
3. Mandatory training for personnel on information security, at least annually.
4. Procedures and systems that ensure all data is maintained in a secure manner that prevents interception, diversion, or other unauthorized access.
5. The procedures and systems developed and implemented to access the data shall ensure that any data disclosure to third parties in accordance with applicable state law (i.e., under the Texas Public Information Act or in response to an audit or other lawful reason in accordance with the Texas Education Agency or the Texas Higher Education Coordinating Board's rules and regulations) shall comply with all provision under FERPA and Texas laws governing exceptions to disclosure of confidential student information.

Method of Access or Transfer

Individual-level student survey and academic data will be transferred between designated ISD officials and designated ACC officials in a manner that maintains the confidentiality and security of individually identifiable records and data. (Typical approaches use secure File Transfer Protocol, secure cloud-based drop box, and encryption of personally identifiable data.)

Physical Location of Data

Data will be housed in a secure physical or electronic facility accessible only to individuals authorized to access the data for the purposes stated in this document and the Agreement. Data will be stored in a manner that prevents unauthorized access to personally identifiable data. (Secured passwords will be used to access data stored electronically. Personally identifiable data that resides for any length of time on laptops, desktop computers, CDs, or other media will be encrypted.)

Notification of Security Breach

The College and District both agree that in the event of any breach or compromise of the security, confidentiality, or integrity of shared data where personally identifiable information of a student or employee was, or is reasonably believed to have been acquired and/or accessed by an unauthorized person, the party's information system in which the breach occurs shall notify the other party of the breach within 24 hours and take immediate steps to limit and mitigate the damage, if any, of such security breach to the greatest extent possible. (Tex. Bus. & Com. Code Sections 521.001-152.) Notice shall be provided to the individuals listed in Section 16(B) below.

Disposition of Data

The College and ISD will maintain and destroy any data covered under the Agreement in accordance with each party's respective policies on records retention.

FERPA COMPLIANCE & DISCLOSURE OF EDUCATIONAL RECORDS

Students participating in a dual credit program described herein are enrolled in a post-secondary institution and are thus afforded rights under the Family Educational Rights and Privacy Act

(FERPA) as post-secondary students. This means that a high school student enrolled at ACC for the purpose of participating in one of these programs, regardless of age, is granted the right to privacy in their educational records. The College will not disclose information protected under FERPA, even to a student's parent, unless the dual credit student consents to the release in writing or the parent provides proof of dependency in accordance with 34 CFR 99.31(a)(8).

For purposes of this agreement, pursuant to FERPA, the College and ISD designate each other as school officials with legitimate education interests in the educational records of the participating high school students enrolled in the College, to the extent that access to the records is required by either Party to carry out the functions of the program, enforce or comply with discrimination laws, address student safety and discipline, or any matter where a student's participation in a course or program may be affected.

ISD agrees to share disciplinary records that may affect the enrollment of a dual credit student, such as suspension, disciplinary alternative education placement, or expulsion, or that relate to conduct that is under investigation while the student is enrolled in a dual credit class.

The College and ISD will notify students, parents, and employees of applicable policies and procedures related to disclosure of educational records to ensure compliance with FERPA.

Conflict Resolution

The Parties agree to resolve issues that may arise in the course of this partnership. In the event a conflict or disagreement should arise in the interpretation or implementation of the obligations, terms, and responsibilities of the Parties to this agreement, each Party shall designate administrative liaisons for purposes of resolving concerns at both the campus (liaison must be Principal or other designated campus administrator) and central administrative levels. In order to be collaborative, ACC must be able to communicate with administrators on campuses in which dual credit students/programs are present. If resolution is not found through those levels, a request may be made that the matter be handled through the Party's respective legal counsel.

Term and Termination

The term of this agreement is for one year from September 1, 2025 through August 31, 2028. The College reserves the right terminate this agreement upon service of notice to ISD sixty (60) days prior to the expiration of any academic term.

Miscellaneous

A. No Personal Liability

Nothing in this Agreement may be construed as creating any personal liability on the part of any officer, director, employee, or agent of ACC or ISD. The parties expressly agree that the execution of this Agreement does not create any personal liability on the part of any officer, director, employee, or agent of ACC or ISD. The parties shall be responsible for their own acts of negligence.

These provisions are solely for the benefit of the parties hereto and not for the benefit of any person or entity not a party to this Agreement. No provisions shall be deemed a waiver of any defenses available by law, including, but not limited to, governmental immunity.

B. Notice

Any notice required to be given under the provisions of this Agreement shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses:

To: Austin Community College District
Attn: Russell Lowery-Hart, Ph.D.
Chancellor
6101 Highland Campus Dr
Austin, Texas 78752

To: Lake Travis Independent School District
Attn: Curtis Null, Ed.D.
Superintendent
3322 Ranch Road 620 South
Austin, TX 78738

C. No Waiver of Immunity

Neither ACC nor ISD waives or relinquishes any defense or right available to it under the doctrine of governmental immunity by entering into this Agreement.

D. Authorization of Agreement

Each party represents and warrants to the other that the execution of this Agreement has been duly authorized and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.

E. Waiver and Breach

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

F. No Assignment

No assignment of this Agreement or of any duty or obligation or performance hereunder shall be made in whole or in part by either party without the prior written consent of the other party.

G. Governing Law

Parties agree that this Agreement will be construed by the laws of the State of Texas (exclusive of its conflict of laws provision).

H. Section Headings

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

I. Complete Agreement

This Agreement, together with the Appendices referred to herein, contains the full understanding of the Parties with respect to the agreed upon services, obligations, and responsibilities and supersedes all existing agreements and all other oral, written, or other communications between the Parties concerning the subject matter hereof. This Agreement will not be amended, modified, or supplemented in any way except in writing and signed by duly authorized representatives of both parties

ACC and ISD have executed and delivered this Agreement, which shall be effective as of September 1, 2025.

Curtis Null, Ed.D., Superintendent
Lake Travis Independent School District

Date



10/30/2025

Russell Lowery-Hart, Ph.D., Chancellor
Austin Community College District

Date

Appendix A

Articulated Credit Program Agreement

Purpose

The ACC Articulated Credit program is a collaboration between ACC and the ISD that enables high school students to earn college credits-in-escrow through enrollment in high school Career and Technical Education (CTE) courses aligned with ACC workforce courses. The program recognizes career and technical education (CTE) and related academic preparation in a specific career field. The partnership offers an approved sequential pathway that eliminates duplication of coursework, enabling students to earn college credit and pursue a college certificate and or degree.

PURPOSE

The purpose of this program agreement is to offer students in a workforce high school endorsement area an opportunity to receive lower-division college credit toward a certificate or degree. Upon successful completion of the articulated course, high school students earn college credits in escrow. Students can apply their articulated credits in escrow after successfully completing at least one ACC college credit class with a grade of "C" or higher.

ELIGIBLE COURSES

Articulated courses are those specifically identified, aligned, and approved through the articulation process between ACC and the ISD.

This agreement defines each articulated course, based on a set of competencies and assessment methods determined by the ACC Instructional Department chair and the ISD faculty by subject area. Courses available for articulation are determined by ACC instructional departments and the Office of College and High School Relations.

An annual comprehensive review will be conducted, or at the request of either party, at any time, to ensure the industry and performance standards are met and any necessary curriculum changes are made. The courses available for articulation are listed: (SEE ATTACHMENT "A" at the end of Appendix A).

¹ 19 Tex. Admin. Code § 4.83-Articulated College Credit--Credit earned through a high school level course that fulfills specific requirements of an identified college-level course and provides a pathway for high school students to claim credit toward a technical certificate or technical degree at a partnering institution of higher education.

STUDENT ELIGIBILITY

- Students must be in 9th or 10th grade to participate in an articulated class and receive credit in escrow. Some course exceptions may be approved based on external certifications or the sequencing of courses.
- Students must enroll in the ACC HS StARS (High School Student Achievement Reporting System) in order to receive credit in escrow.
- Students must successfully complete each specified high school course with an ACC-created or approved end-of-course assessment grade of 70 or higher and a final overall average of 80 or higher in order for credit-in-escrow to be earned and awarded.

LOCATION AND STUDENT COMPOSITION OF CLASSES

Courses are taught at approved high school locations. Locations are approved by ACC Instructional Departments.

FACULTY SELECTION, SUPERVISION, AND TRAINING

- Articulated courses are designed to recognize quality workforce training. ACC and the ISD will ensure high standards are maintained in the delivery of instruction.
- ISD faculty who teach the ACC courses at the high school for articulated credit granted under this agreement must be approved to teach by the ACC instructional department.
- ISD faculty are required to complete online training offered by ACC annually to ensure that each course is aligned with Articulated Credit requirements.
- ISD faculty will be required to attend ACC scheduled department meetings each Fall.
- ISD faculty will be required to submit a copy of college transcripts and a current resume to be eligible to teach the ACC courses at the high school for articulated credit.
- ISD faculty will be responsible for creating and recording ACC articulated course(s) in the HS StARS (High School Student Achievement Reporting System) by designated deadlines.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

- ACC will provide current course syllabi and course content guides that clearly identify the course objectives, evaluation, student outcomes, and end-of-course assessments.
- The ISD agrees to incorporate all course outcome objectives, TEA Texas Essential Knowledge and Skills (TEKS), Workforce Education Course Manual (WECM) requirements, and course competencies developed and approved under this articulation agreement as part of the high school articulated courses.
- ISD agrees to provide teachers with the college textbooks, materials, and supplies required for ACC courses.

TUITION AND FEES WAIVER

Students will not be charged tuition or fees for enrolling in an articulated course provided at their high school under this agreement, nor for the credit earned under this agreement.

AWARDING OF CREDIT AND TRANSCRIPTING

- Upon enrollment at Austin Community College (ACC), students must meet all ACC admission requirements to be eligible for program continuation or credit via articulation.
- The student must enroll in ACC within 24 months of graduating from high school.
- Students must successfully complete at least one ACC credit course with a C or better before "Credits-in-Escrow" will be applied to their ACC Transcript.
- The ACC Office of College and High School Relations will be responsible for transferring the articulated credit in escrow from HS StARS to the student's transcript.
- This Agreement must be kept on file with the ISD and the ACC Office of College and High School Relations.

ISD RESPONSIBILITIES

- ISD will promote the ACC-ISD articulation agreement program opportunities with students, parents, and ISD personnel.
- ISD will provide registration support to students for the HS StARS platform.
- ISD will report the final course grade in the HS StARS (High School Student Achievement Reporting System) by the last day of high school for that calendar year. This is the responsibility of the articulated course teacher. The ISD is responsible for ensuring this is done by the teacher.
- ISD will ensure all high school instructors teaching an ACC articulated course complete the virtual training modules prior to the first day of instruction.
- ISD will advise students of their eligibility and responsibility to become familiar with the policies, procedures, and registration processes associated with the articulated credit program.

ACC RESPONSIBILITIES

- ACC will meet with ISD personnel (including faculty) to complete the course articulation procedure through the school and college faculty curriculum process for high school articulated credit.
- ACC will provide ISD faculty with an introduction and orientation to the College's articulated credit program.
- ACC will provide registration and enrollment support to ISD faculty and students in the HS StARS platform.
- ACC will coordinate ISD faculty training for each discipline area with approved articulated courses.
- ACC will provide ISD personnel and faculty with a calendar that reflects the articulated program registration, enrollment, and grading timelines.
- ACC will notify articulated credit students of their credits-in-escrow annually.
- If the student enrolls in ACC within 24 months of high school graduation and successfully completes at least one ACC credit course with a grade of C or better, ACC will ensure that college credit is included in the student's ACC transcript.

OTHER/GENERAL

- ACC agrees to support the ACC six-year curriculum plan for the designated discipline to be offered from Grade 9 through the Associate Degree.
- The ISD and ACC will participate in an annual review of this Articulation Agreement and the courses included therein to assist in the continued refinement of the ACC education plan.
- Implementation of ACC courses under this agreement must follow ACC's articulated credit guidelines and procedures.
- Parties involved in this agreement pledge to make every effort possible to support the successful completion of education plans for all ACC enrolled students.

ACC Approved Articulation Courses (subject to change in an academic year)

Appendix B

College Preparatory Courses Agreement

Purpose

ACC and ISD, or "district," enter into the following agreement to develop locally tailored college-prep courses in mathematics and English language arts, specifically designed for high school seniors who have not yet demonstrated college readiness. This Agreement aims to enhance the college and career readiness of high school students, reduce the number of students required to enroll in developmental education courses upon entering an Institution of Higher Education (IHE), and promote college enrollment immediately after high school graduation.

In accordance with the 83rd Legislature of the State of Texas House Bill No. 5, Section 10 and as written into the Texas Education Code (TEC) 28.014. The school district has partnered with ACC to develop and provide courses in College Prep Mathematics and English Language Arts.

The courses must be designed for students in the 12th grade level, whose performance on:

1. An end-of-course instrument does not meet college readiness standards; or
2. A college entrance examination or an assessment instrument indicates that the student is not ready to perform entry-level college coursework; and
3. To prepare students for success in entry-level college courses

Additionally, ACC and the school district agree to collaborate on developing and maintaining courses that meet the terms of the agreement as outlined below. ACC and the school district will meet at least once per year to maintain the integrity and to evaluate the effectiveness of the program.

COURSE DEVELOPMENT AND CURRICULUM

1. ACC and the ISD agree to utilize course outcomes as presented in the Texas College and Career Readiness Standards.
2. ACC agrees to ensure that the Student Learning Outcomes are based upon the college developmental education sequence and prerequisite gateway college mathematics and English courses. The school district will ensure that the TSC Student Learning Outcomes are aligned with the College and Career Readiness Standards (CCRS) and the Texas Essential Knowledge and Skills (TEKS).
3. ACC will develop a basic course syllabus that includes course identifying information, student learning outcomes, instructional materials, and performance measures. ACC will provide the school district with electronic copies of its College Prep Course syllabi.
4. The school district will provide these classes utilizing the Student Learning Outcomes identified in the ACC syllabus for the course. The school district will provide students with

all necessary course materials, including textbooks, syllabi, course packets, and other required materials for enrollment and participation in the College Prep courses.

5. Students enrolled in the College Prep Courses will not earn college credit for the course(s).
6. Faculty Selection, Supervision, and Evaluation:
7. The school district will assign highly qualified faculty to teach the College Prep Courses
8. ISD faculty are required to complete online training offered by ACC annually to ensure that each course is aligned with college readiness expectations.
9. ISD faculty will be required to attend ACC-scheduled department meetings for College Prep courses each Fall and Spring.
10. High School faculty will be required to utilize the HS StARS system to record enrollments, final grades, and waiver recommendations.
11. The College will designate personnel to monitor the quality of instruction in order to ensure compliance with this Agreement.

LOCATION OF CLASSES

College Prep Courses developed under Section 28.014 will be held on the campuses of the school district's high schools offering the course. Each school district must offer the College Prep Courses.

Identifying College Prep Course Students:

ISD will assume responsibility for identifying eligible students. The school district shall provide notice to each eligible student and parent who has not demonstrated college readiness regarding the benefits of enrolling in the College Prep Course(s). The school district will provide support for students to schedule the course(s) into the student's graduation plan.

ACC may collaborate with the school district, as requested, to hold informational sessions for students and their parents.

COURSE SUCCESS AND COLLEGE READINESS

ACC and the school district have agreed that students will be determined to be "college ready" upon meeting the terms defined below:

1. ACC will develop and provide the end-of-course assessment and grading rubrics for the College Prep Course for Math and for the College Prep Course for English.
2. Students must successfully complete the College Prep course with a grade of 70 or better on the ACC-developed end-of-course assessment and a final overall average of 70 or better in order for the TSI Waiver to be recommended.
3. Students are required to enroll in the College's HS StARS platform in order to participate in the college readiness course(s).

TRANSCRIPTION OF CREDIT

Upon enrollment at Austin Community College (ACC), students must meet all ACC admission requirements.

1. The student must enroll in ACC within 24 months of graduating from high school.
2. Students must successfully complete at least one ACC credit course in the subject area of the TSI waiver within 12 months of enrollment.
3. The ACC Office of College and High School Relations will be responsible for uploading TSI waiver data based on HS StARS enrollments and credit recommendations.

Articulation Requests for 2025-2026**District Name: Lake Travis**

College Course	High School Course Name	PEIMS Course Number
DFTG 1405 Technical Drafting	Principles of Architecture	13004210
HPRS 1206 Medical Terminology	Medical Terminology	13020300
CDEC 1354 Child Growth & Development	Child Development	13024700
CJSA 1348 Ethics in Criminal Justice	Law Enforcement I	13029300
ARTC 1302 Digital Imaging	Digital Media	13027800

CONSOLIDATED ADDENDUM AND AMENDMENT

Relating to:

- A. the *“Partnership Agreement between Austin Community College and Lake Travis Independent School District for Dual Credit Programs”* (the “Dual Credit MOU”), term stated as September 1, 2025 – August 31, 2028; and
- B. the *“Partnership Agreement between Austin Community College District and Lake Travis Independent School District for Educational Programs (Articulated Credit; HB5 College Preparatory Courses)”* (the “Educational Programs Agreement”), term stated as September 1, 2025 – August 31, 2028.

Effective as of the date of last signature below (the “Effective Date”), the Austin Community College District (“ACC”) and Lake Travis Independent School District (“LTISD”) (individually, a “Party,” and, together, the “Parties”) agree that the Agreements listed above are amended as set forth in this Consolidated Addendum and Amendment (the “Addendum”). Except as expressly amended herein, all other terms in the above-referenced agreements remain in full force and effect.

1. Term and Termination

1.1 Educational Programs Agreement. Section titled “Term and Termination” is replaced in its entirety with the following:

“Term. This Agreement begins September 1, 2025 and ends August 31, 2028 (the “Term”). Either Party may terminate this Agreement for convenience upon sixty (60) days’ prior written notice. If fewer than sixty (60) days remain in a semester, unless otherwise agreed by the Parties, termination will be effective at the end of the current semester (or school year, as applicable) so that enrolled students may complete in-progress coursework.”

1.2 Dual Credit MOU. The section titled “Term and Termination” is clarified by adding the following sentence at the end of that section:

“Annual program reviews are informational and do not constitute renewal. Renewal, if any, occurs only at the end of the Term by written agreement of both Parties.”

2. Responsibility; Immunity

Each Party is responsible for its own negligent acts or omissions and those of its employees to the extent permitted by Texas law. Nothing herein waives governmental immunity, creates indemnity obligations not authorized by law, or creates any third-party beneficiary rights.

3. Student Data; Minimization; Use Limitations

LTISD will provide only the minimum student information necessary to administer a student's participation in programs under the Agreements, and only for enrolled or actively applying participants. ACC shall use such information solely for eligibility, enrollment, advising, instruction, and legally required reporting for the programs described in the Agreements, and not for general marketing or outreach unrelated to a student's active participation, unless permitted by law and LTISD policy with appropriate notice. Middle-school datasets and parent contact information are excluded unless separately authorized by LTISD in writing for a defined, program-specific need.

4. Security Incidents; Parent/Guardian Notifications

If a security incident or other event requires notification to parents/guardians of LTISD students, LTISD will control the content and delivery of such notifications. ACC will promptly provide all facts and cooperation reasonably requested to support LTISD's notices.

5. Publicity; Marks; Press

Neither Party may use the other Party's name, logo, or marks, nor issue public communications referencing the other Party, without prior written approval from that Party's designated communications office. Joint press must be pre-cleared by both Parties.

6. Venue; Governing Law

Texas law governs. The exclusive venue for any dispute arising under either Agreement or this Addendum is a court of competent jurisdiction in Travis County, Texas.

7. Independent Contractor; Subcontracting

7.1 No Partnership; No Agency; Independent Contractors. The Parties cooperate to deliver educational opportunities but do not form a partnership, joint venture, or agency relationship.

Each Party acts as an independent contractor and has no authority to bind the other. No fiduciary duties arise between the Parties.

7.2 Subcontracting. A Party may not subcontract services that involve access to LTISD students, campuses, or student data without LTISD's prior written consent. Any approved subcontractor must comply with all background-check, safety, confidentiality, and data-protection obligations in this Agreement and applicable law. The hiring Party is responsible for its subcontractors' acts and omissions.

8. Background Checks and Campus Access

ACC will ensure all personnel assigned to LTISD campuses or who will interact with LTISD students satisfy Texas Education Code §22.0834 and LTISD Board Policies CJ (LEGAL/LOCAL), CJA (LEGAL/LOCAL), and DH (LEGAL/LOCAL/EXHIBIT). ACC will remove, at LTISD's request, any individual who fails to meet these requirements or whose presence is reasonably determined by LTISD to be contrary to student safety. Costs associated with ACC personnel's compliance rest with ACC.

9. Changes in Law, Accreditation, or Funding (including FAST)

If changes in applicable law, regulation, accreditation, or funding (including FAST rates/eligibility) materially affect obligations or program feasibility, either Party may request good-faith renegotiation; failing resolution within thirty (30) days, either Party may terminate on thirty (30) days' written notice, effective end-of-term for enrolled students.

10. Operational Reasonableness and Costs

LTISD's provision of facilities, technology, and operational support will be performed within reasonable time and resource constraints consistent with district policy and law. Any new or material cost impacts will be subject to mutual written agreement.

11. Order of Precedence; No Exclusivity

If there is a conflict between this Addendum and the Agreements, this Addendum controls. Nothing in the Agreements or this Addendum grants exclusivity; LTISD may partner with other institutions for similar programs.

12. Counterparts; Electronic Signatures

This Addendum may be executed in counterparts and by electronic signature, each of which will be deemed an original and all of which together constitute one and the same instrument.

[Signature Page follows]

Agreed and accepted by the Parties, effective as of the date last signed below.

LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT

Curtis Null, Ed.D., Superintendent

Date

AUSTIN COMMUNITY COLLEGE DISTRICT

Russell Lowery-Hart, Ph.D., Chancellor

Date



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Approval of the Letter of Agreement between LTISD and AT&T for the Reimer's Road Private Drive Project

RECOMMENDED ACTION

Administration recommends approval of the letter of agreement with AT&T – Project No. A054BJ5 – for relocation of AT&T fiber and related facilities associated with the Reimer's Road project, and to authorize the Superintendent, or designee, to finalize, execute, and deliver the agreement and all related documents, and to take all actions necessary to implement the project.

RATIONALE

The District has a roadway improvement project that extends a driveway from the 242 acre High School No. 2 site on Reimers-Peacock Road to SH 71 W. As a part of the project, the District has requested AT&T relocate existing fiber optic infrastructure that is currently located within the new roadway construction of Reimers-Peacock Road. The current terms of the Letter of Agreement states that the District must provide necessary easements, conduit, and handholes. The cost of the project is \$218,462.39.

BUDGET PROVISIONS

2023 Bond Program

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services
Robert Winovitch – Director of Facilities & Construction
Chad Crowson – General Counsel

ATTACHMENTS

Letter of Agreement with AT&T – Project No. A054BJ5

MEETING DATE

November 19, 2025

LETTER OF AGREEMENT FOR CUSTOM WORK ESTIMATE OF ACTUAL COST GOVERNMENT AGREEMENT

10/01/2025

Customer Name: LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT
Billing Address: 3322 RANCH ROAD 620 SOUTH, , AUSTIN, TX 78738

Contact Name: PAM SANCHEZ
Contact Email: SANCHEZP@LTISDSCHOOLS.ORG
Contact Phone Number: (512) 533-6016

Project Number: A054BJ5
Work Order ID: CWO-37927
Site Location: 21103 STATE HWY 71, 5434 REIMERS-PEACOCK RD, SPICEWOOD, TX 78669

AT&T has received a request from you to perform the following work:

LAKE TRAVIS ISD IS CONSTRUCTING A NEW ROAD ON REIMERS-PEACOCK RD AND IS REQUIRING ATT TO RELOCATE EXISTING FIBER THAT IS PLACED ALONG THE CURRENT REIMERS-PEACOCK RD TO ALONG SIDE THE NEW CONSTRUCTED REIMERS-PEACOCK RD. MALONE WHEELER WILL BE PLACING APPROXIMATELY 5000' OF NEW CONDUIT AND HANDHOLES FOR ATT USE TO RELOCATE AN ATT 432 FIBER AND ATT 48 FIBER WITH 162 EXISTING CUSTOMERS ON THESE FIBERS. ATT WILL BEGIN BY PLACING 6000' OF NEW ATT 432 FIBER AND 6000' OF NEW ATT 48 FIBER FROM FH 3736 LOCATED AT REIMERS-PEACOCK RD AND HWY 71 TO THE LAST HANDHOLE PLACED BY MALONE WHEELER SHOWN ON SLEEVING PLAN2 SHEET 75 OF 119 OF DEVELOPER PLAN TO CONSTRUCT NEW ROAD. AT THE LAST HANDHOLE, ATT WILL EXPOSE 150' OF THE OLD EXISTING CONDUIT CONTAINING OLD ATT 432 FIBER AND OLD ATT 48 FIBER BACK TOWARDS HWY 71 AND CUT OLD FIBER CABLES AND PULL 150' BACK INTO THE LAST HANDHOLE TO USE AS SLACK FOR SPLICING TO NEW FIBER CABLES AT THE LAST HANDHOLE. ONCE NEW ATT 432 FIBER AND NEW ATT 48 FIBER IS IN PLACE, ATT WILL SCHEDULE AND ACQUIRE AN AOTS TICKET(ATT SYSTEM) TO PERFORM/WORK/SPLICE IN THE MAINTENANCE WINDOW(11PM-6AM) AND UNSPLICE OLD/EXISTING ATT 432 FIBER AND UNSPLICE OLD/EXISTING ATT 48 FIBER AND SPLICE IN NEW ATT 432 FIBER AND NEW ATT 48 FIBER PUSHING WORKING FIBERS ON NEW FIBER CABLES DOWN TO LAST HANDHOLE PLACED BY MALONE WHEELER ON SLEEVING PLAN2 SHEET 75 OF 119. ATT WILL BE ABANDONING IN PLACE THE OLD ATT 200 PAIR COPPER CABLE AND REMOVE THE OLD ATT 432 FIBER CABLE AND REMOVE THE OLD ATT 48 FIBER CABLE.

Estimated Actual Cost Quote

Engineering Labor	\$44,423.16
Construction Labor	\$89,707.91
Contractor Expense	\$40,657.78
Material Expense	\$24,267.87
Miscellaneous Expense	\$19,905.67
Less Credit/Payments	\$500.00
Total	\$218,462.39

Special construction charges apply. Engineering and Construction will not begin until the attached contract is signed by you or your authorized agent. This signed agreement must be received at the AT&T address shown below before AT&T will proceed with any work.

This quote is only valid for 60 days from the date of this letter.

Payment in full is required within 30 days after the date of the AT&T invoice for the charges associated with the work performed.

CUSTOM WORK AGREEMENT

Project Number: A054BJ5

Work Order ID: CWO-37927

This Custom Work Agreement ("Agreement") is entered into by and between LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT (Customer). And SOUTHWESTERN BELL TELEPHONE COMPANY (hereafter "AT&T") and hereby agree to following terms:

- 1 Tariffs/Guidebooks. This Agreement is subject to and controlled by the provisions of AT&T's tariffs/guidebooks as applicable and all such revisions to said documents as may be made from time to time.
- 2 Special Construction. This Agreement is for the special construction as further described on page 1, attached hereto and incorporated herein by this reference ("Special Construction"). Payment in full based on actual costs is required within thirty days after AT&T issues an invoice to the Customer for the Special Construction charges.
- 3 Price Quote. The price is guaranteed for 60 days from 10/01/2025. If the charges are not accepted within 60 days the request will be canceled and a new request will need to be placed. The second estimate may be higher than the price that was originally quoted.
- 4 Early Termination. Should Customer terminate or cancel this Agreement prior to the completion of construction, Customer shall remain liable for the Special Construction Charges. Customer acknowledges and agrees AT&T shall incur substantial up-front costs in connection with its performance under this Agreement and that damages in the event of such early termination or cancellation are not readily ascertainable and that in such event of early termination payment of the Special Construction charges is reasonable. Customer further acknowledges and agrees that it hereby waives any right to contest such payment of the Special Construction Charges for any reason, including, but not limited to reasonableness of the charges, quality of the work, or timeliness of the work.
- 5 Limitation of Liability. AT&T's maximum liability arising in, out of or in any way connected to this Agreement shall be as set forth in the tariffs and/or guidebooks, as applicable, and in no event shall exceed Special Construction Charges paid by Customer to AT&T.

- 6 Changes in Scope of Work. The parties recognize that this is an 'Actual Cost' contract. "Actual Cost" means that Customer will be provided with a final bill after the completion of all work and agrees to pay that final bill. The final bill will be calculated based on AT&T's billing practices and work performed, which Customer agrees to accept. Customer understands and agrees that the final bill for the Actual Cost may exceed the preliminary cost estimate that has been provided for this work. Consequently, AT&T is not required to provide the Customer with prior notice that the Actual Cost has exceeded the preliminary cost estimate prior to providing the final bill. Further, if the Customer initiates changes in the scope of the work after AT&T has provided the preliminary cost estimate or after executing this contract, the above cost estimate and this contract are null and void. A new cost estimate must be provided based on the new scope of work and a new contract entered. Additionally, if the contractor bid exceeds the estimated contractor costs the applicant will be responsible for additional costs and a change order will be issued for customer approval. Work will not commence until signed change order and additional payment has been received.
- 7 Changes Due to Field Conditions. In the event there exists any conditions in the field that differ from those that existed at the time AT&T provided the quote or from the time the Customer executes the contract, AT&T shall bill and Customer shall pay any additional cost. Field conditions that may alter the cost associated with this work include, but are not limited to, conditions that exist below the surface of the ground and could not have been anticipated at the time of the price quote, above ground barriers, Acts of God affecting the progress or sequencing of the work, labor disputes and other conditions or circumstances that AT&T could not have reasonably anticipated at the time the cost estimate was provided. Differing field conditions are but one example of why the Actual Cost may exceed the preliminary cost estimate. Further, items that Customer has agreed to provide in connection with the Special Construction work, such as (but not limited to) providing conduit and/or handholes, must be suitable to AT&T's purposes. If these items are not suitable or AT&T is forced to acquire or provide them, it will result in increased costs that Customer agrees to pay.
- 8 Customer Obligations. Customer agrees to provide appropriate easements and/or rights of way, as determined by AT&T, to AT&T for its lines and any facilities necessary for the Special Construction work. Further, Customer agrees to provide and place suitable conduit and handholes for AT&T's use in the Special Construction work. Should Customer not provide these items, Customer understands and agrees that it will result in increased costs above the estimate provided, which Customer agrees to pay.
- 9 Time to Complete. Any representation by AT&T, its contractors, or employees that the project will be complete by a certain date or certain time period is strictly an estimate and not binding. All estimated completion dates are subject to changing conditions in the field, changes in the scope of the work, relocation of existing utilities not within AT&T's control, Acts of God, weather delays, labor disputes, contractor disputes, pandemics and other conditions or circumstances could not reasonably anticipate at the time of the estimate.

- 10 Indemnification and Hold Harmless. To the maximum extent allowed by law and the Texas Constitution, both parties, its agents, servants, and employees hereby agree to indemnify and hold harmless each other, and its employees, agents and contractors, from and against any and all claims, costs, expenses, judgments or actions for damage to property or injury or death to persons, and/or arising from or relating to the work that is the subject of this agreement, to the extent any such claims are caused by the negligent acts or omissions of each party, its agents, servants, or employees.
- 11 Miscellaneous.
- A. Counterparts. This Agreement may be executed in one or more counterparts, each of which when so executed shall be deemed to be an original, but all of which when taken together shall constitute one and the same instrument.
 - B. Effect of Waiver. No consent or waiver, express or implied shall be deemed a consent to or waiver of any other breach of the same or any other covenant, condition, or duty.
 - C. Headings. The headings, captions, and arrangements used in this Agreement are for convenience only and shall not affect the interpretation of this Agreement.
 - D. Interpretation. The parties agree that this Agreement shall not be interpreted in favor or against either any party. The parties further agree that they entered into this Agreement after conferring with legal counsel, or after having a reasonable opportunity to confer with legal counsel.
 - E. Applicable Law. This Agreement shall be governed and interpreted in accordance with the laws of the state that the work site location is located without regard to that state conflict of law principles.
 - F. Attorneys' Fees. If either party materially breaches this Agreement and should the non-breaching party seek to enforce its rights through legal action, the prevailing party shall recover from the other party all costs and expenses incurred, including, but not limited to, reasonable attorneys' fees.
 - G. Authority. The signatories to this Agreement represent and warrant that they are duly authorized to execute this Agreement.
 - H. No Precedent. Except for the matters resolved and released herein, this Agreement is of no value and shall not be considered precedent for resolving any dispute that may arise in the future.
 - I. Severability. Any provision of this Agreement held by a court of competent jurisdiction to be invalid or unenforceable shall not impair or invalidate the remainder of this Agreement and the effect thereof shall be confined to the provision so held to be invalid or unenforceable.
 - J. Successors and Assigns. This Agreement is binding upon and shall inure to the benefit of the parties and their respective successors and assigns.
- 12 Final Agreement. THIS AGREEMENT REPRESENTS THE ENTIRE AND FINAL EXPRESSION OF THE PARTIES WITH RESPECT TO THE SUBJECT MATTER HEREOF. EXCEPT AS PROVIDED HEREIN, THIS AGREEMENT MAY NOT BE CONTRADICTED BY EVIDENCE OF PRIOR, CONTEMPORANEOUS OR SUBSEQUENT ORAL AGREEMENTS OF THE PARTIES; THERE ARE NO UNWRITTEN ORAL AGREEMENTS BETWEEN THE PARTIES.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representative on the dates set below. This quote is only valid for 60 days from the date of this letter.

Project Number: A054BJ5
Work Order ID: CWO-37927
Date Quote Expires: 12/01/2025

AT&T Design Engineer: JOAQUIN PEREZ
AT&T Engineer Email: JP1491@att.com

ACCEPTED FOR CUSTOMER:**BY:** _____**Printed Name:** _____**Title:** _____**Date Signed:** _____**ACCEPTED FOR AT&T:****BY:** _____**Printed Name:** _____**Title:** _____**Date Signed:** _____



AGENDA ITEM ACTION SHEET

AGENDA ITEM

October 2025 Monthly Financial Reports

RECOMMENDED ACTION

No action required. Item is provided for the Board's information.

RATIONALE

To provide a financial update to the Board and community regarding the financial position of the school district.

The financial highlights for the period ending October 31, 2025, include the following:

- The financial reports reflect activity through 16.67% of the fiscal year with recorded General Fund expenditures of 17% of the budget.
- The cash and temporary investments balance for all governmental and proprietary funds totals \$288,142,137. Investment instruments, focused on security and liquidity, include Local Government Investment Pools and money market funds approved under the Public Funds Investment Act.
- Monthly tax collections totaled \$203,897 representing prior year taxes (TY 2024).
- The total 2018 bond expenditures are approximately \$260.2 million with remaining funds of approximately \$141,369.
- The total 2023 bond expenditures are approximately \$121 million with remaining funds of approximately \$216.2 million.
- The total 2024 bond expenditures are approximately \$7.4 million with remaining funds of approximately \$30.4 million.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services
Brad Goerke – Director of Finance

ATTACHMENTS

1. Statement of Revenues and Expenditures-October 2025
2. Balance Sheet-October 2025
3. Tax Statement-October 2025



4. 2018 Capital Projects Report-October 2025
5. 2023 Capital Projects Report-October 2025
6. 2024 Capital Projects Report-October 2025

MEETING DATE

November 19, 2025

Lake Travis ISD
STATEMENT OF REVENUE AND EXPENDITURES
GENERAL FUND

10/31/2025

Current Year

Prior Year

<i>Revenues</i>		Current Year				Prior Year	
		Budget	Actual	Balance	Percent of Budget	Cumulative Actual	Percent of Actual
5711	Current Year Tax Revenue	\$ 127,165,000	\$ -	\$ 127,165,000	0.00%	\$ -	0.00%
5700	Other Local Revenues	6,663,000	713,761	5,949,239	10.71%	682,497	11.36%
5800	State Program Revenue	11,928,188	2,837,111	9,091,077	23.78%	3,149,233	23.05%
5900	Federal Revenue	158,500	274	158,226	0.17%	2,144	1.27%
Total Revenue		\$ 145,914,688	\$ 3,551,146	\$ 142,363,542	2.43%	\$ 3,833,874	2.43%

Expenditures

11	Instruction	\$ 68,524,148	\$ 14,996,184	\$ 53,527,964	21.88%	\$ 14,240,408	21.24%
12	Instructional Resources	1,073,267	212,261	861,006	19.78%	227,755	21.52%
13	Staff Development	1,109,437	213,769	895,668	19.27%	280,622	21.93%
21	Instructional Administration	2,163,620	451,254	1,712,366	20.86%	486,541	18.44%
23	School Administration	6,118,653	1,231,929	4,886,724	20.13%	1,156,814	19.19%
31	Guidance & Counseling	5,543,707	963,133	4,580,574	17.37%	910,876	19.16%
32	Social Work Services	331,186	72,518	258,668	21.90%	106,274	28.47%
33	Health Services	1,077,410	233,420	843,990	21.66%	224,085	22.35%
34	Transportation	4,835,415	1,254,567	3,580,848	25.95%	1,300,456	23.49%
35	Food Service	122,601	20,434	102,167	16.67%	20,434	13.48%
36	Co-Curricular Account	2,663,157	535,872	2,127,285	20.12%	507,949	18.83%
41	General Administration	4,305,742	787,638	3,518,104	18.29%	791,969	15.23%
51	Plant & Maint. Operation	13,041,493	3,236,844	9,804,649	24.82%	3,172,608	24.55%
52	Security	1,699,736	302,096	1,397,640	17.77%	312,759	17.64%
53	Non-Inst. Data Processing	2,849,451	667,864	2,181,587	23.44%	692,886	22.08%
61	Community Services	537,010	86,019	450,991	16.02%	81,408	13.15%
71	Debt Service	150,000	-	150,000	0.00%	-	0.00%
81	Facilities/Construction	40,867	6,812	34,055	16.67%	6,812	20.40%
91	State Transfers	32,724,406	-	32,724,406	0.00%	-	0.00%
93	SPED TRF-Regular Day	116,760	-	116,760	0.00%	-	0.00%
95	JJAEF Transfer Payments	15,000	-	15,000	0.00%	-	0.00%
99	Travis County Appraisal	1,100,000	257,409	842,591	23.40%	255,139	24.83%
Total Expenditures		\$ 150,143,066	\$ 25,530,023	\$ 124,613,043	17.00%	\$ 24,775,797	14.82%

Other Resources and (Uses)

7990	Other Resources	-	-	-	-	-	-
8990	Other Uses	-	-	-	-	-	-
8911	Transfers-Out	-	-	-	-	-	-
Total Resources & Uses		\$ -	\$ -	\$ -	-	\$ -	0.00%

Fund Balance

1200	Excess (Deficiency) Of Revenues Over Expenditures	\$ (4,228,378)	\$ (21,978,877)
3000	Beginning Fund Balance 9/1	\$ 31,845,909	
3000	Ending Fund Balance 8/31	\$ 27,617,531	
3590	Committed Fund Balance	\$ 632,162	
3600	Unassigned Fund Balance	\$ 26,985,369	

Lake Travis ISD
COMBINED INTERIM BALANCE SHEET - ALL FUND TYPES
AS OF: October 31, 2025

<i>Assets</i>	General Fund	Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Internal Svc., Trust & Agency Funds	Total Funds
Current Assets:						
1101 Cash	\$ 1,549,943	\$ 2,090,891	\$ 239,941	\$ 2,498,797	\$ 5,785,606	\$ 12,165,178
1103 Temporary Investments	19,128,485	-	11,058,548	245,576,712	213,213	275,976,959
Total Cash and Investments	\$ 20,678,428	\$ 2,090,891	\$ 11,298,490	\$ 248,075,509	\$ 5,998,819	\$ 288,142,137
Receivables:						
1210 Property Taxes-Current	\$ 1,687,166	\$ -	\$ 748,607	\$ -	\$ -	\$ 2,435,773
1220 Property Taxes-Delinquent	4,041,782	-	1,793,366	-	-	5,835,149
1230 Allowance-Uncollected Taxes	(1,072,058)	-	(392,241)	-	-	(1,464,299)
1240 Due From Federal Agencies	-	(8,181)	-	-	-	(8,181)
1250 Sundry Receivables	23,370	2,621	-	-	-	25,991
1260 Due From Funds	1,291,909	-	-	-	-	1,291,909
1280 Due From Other Funds Warehouse Items	-	-	-	-	(590,076)	(590,076)
1290 Other Receivables	659,302	-	-	-	-	659,302
1300 Inventories, At Cost	67,615	174,286	-	-	-	241,901
Total Receivables	\$ 6,699,087	\$ 168,726	\$ 2,149,732	\$ -	\$ (590,076)	\$ 8,427,469
1400 Other Current Assets	-	-	-	-	444,059.44	444,059.44
Total Assets	\$ 27,377,514	\$ 2,259,617	\$ 13,448,222	\$ 248,075,509	\$ 5,852,803	\$ 297,013,665
Resources						
5010 Estimated Revenue	\$ 145,914,688	\$ 11,495,804	\$ 62,700,000	\$ 444,494,997	\$ 17,713,620	\$ 682,319,109
5030 Less: Realized Revenue	3,551,146	1,759,817	180,836	1,763,872	2,536,710	9,792,381
5000 Revenues to be Received	142,363,542	9,735,987	62,519,164	442,731,125	15,176,910	672,526,728
Total Assets & Resources	\$ 169,741,057	\$ 11,995,603	\$ 75,967,386	\$ 690,806,634	\$ 21,029,713	\$ 969,540,393
Liabilities						
Current Liabilities:						
2110 Accounts Payable	\$ 527	\$ 38	\$ -	\$ -	\$ 621,365	\$ 621,929
2160 Accrued Wages Payable	12,223,416	680,787	-	106,507	239,747	13,250,457
2170 Due To Other Funds	(10,159)	(40)	-	(99,083)	803,534	694,253
2180 Due To Other Govt's	2,923	-	-	-	-	2,923
2190 Due To Student Groups	-	-	-	-	-	-
2150 Payroll Deduct & Withhold	-	-	-	-	303,756	303,756
Total Current Payables	\$ 12,216,707	\$ 680,785	\$ -	\$ 7,423	\$ 1,968,402	\$ 14,873,318
2210 Accrued Expenses	-	-	-	1,281,358	691,515	1,972,873
2300 Deferred Revenue	-	422,551	-	-	-	422,551
2400 Payable From Restricted Assets	-	-	-	-	-	-
2600 Deferred Inflows	5,293,775	-	2,141,582	-	-	7,435,357
Total Liabilities	\$ 17,510,483	\$ 1,103,336	\$ 2,141,582	\$ 1,288,781	\$ 2,659,917	\$ 24,704,098
Fund Equity						
6010 Appropriations	\$ 150,143,066	\$ 13,191,632	\$ 61,712,680	\$ 686,213,952	\$ 17,995,011	\$ 929,256,341
6050 Less: Expenditures	(25,530,023)	(2,620,275)	-	(6,912,033)	(2,833,364)	(37,895,695)
6030 Encumbrances	-	-	-	-	-	-
Available Appropriations	\$ 124,613,043	\$ 10,571,357	\$ 61,712,680	\$ 679,301,919	\$ 15,161,647	\$ 891,360,646
4310 Reserve For Encumbrances	-	-	-	-	-	-
3600 Unassigned Fund Balance	26,985,369	320,910	12,113,124	10,215,935	3,208,149	52,843,487
3590 Committed Fund Balance - Accr. Leave	632,162	-	-	-	-	632,162
Total Liability & Fund Equity	\$ 169,741,056	\$ 11,995,603	\$ 75,967,386	\$ 690,806,634	\$ 21,029,713	\$ 969,540,393

SUMMARY OF TAX COLLECTIONS
AS OF OCTOBER 2025

2025-26 Original Tax Levy	\$ 191,818,813.00
Delinquent Taxes as of 8/31/2025	<u>5,835,148.55</u>
 Total Receivables for 2025-26	 \$ 197,653,961.55
Current Year Adjustments	0.00
Prior Year Adjustments	<u>(248,004.60)</u>
 Adjusted Receivables.....	 \$ 197,405,956.95
Total Net Collections To Date	<u>(342,380.99)</u>
 Outstanding Receivables as of 10/31/2025	 \$ <u>197,063,575.96</u>

<u>SUMMARY OF BUDGETED COLLECTIONS</u>	<u>BUDGETED</u>	<u>NET COLLECTED</u>	<u>BUDGETED DIFFERENCE</u>	<u>% OF BUDGET COLLECTED</u>
Maintenance - Current Tax	\$ 127,165,000.00	\$ 0.00	\$ 127,165,000.00	0.00%
Maintenance - Prior Year Tax	200,000.00	161,789.46	38,210.54	80.89%
Maintenance - Penalties & Interest	<u>850,000.00</u>	<u>75,383.79</u>	<u>774,616.21</u>	<u>8.87%</u>
Sub-total	<u>\$ 128,215,000.00</u>	<u>\$ 237,173.25</u>	<u>\$ 127,977,826.75</u>	<u>0.18%</u>
 Debt Service - Current Tax	 \$ 58,500,000.00	 \$ 0.00	 \$ 58,500,000.00	 0.00%
Debt Service - Prior Year Tax	0.00	71,787.10	(71,787.10)	0.00%
Debt Service - Penalties & Interest	<u>300,000.00</u>	<u>33,420.64</u>	<u>266,579.36</u>	<u>11.14%</u>
Sub-total	<u>\$ 58,800,000.00</u>	<u>\$ 105,207.74</u>	<u>\$ 58,694,792.26</u>	<u>0.18%</u>
Total Collections	<u>\$ 187,015,000.00</u>	<u>\$ 342,380.99</u>	<u>\$ 186,672,619.01</u>	<u>0.18%</u>

Tax Collection Comparison with 2025-26: Adjusted Tax Roll

	<u>2025-26</u>	<u>2024-25</u>	<u>2023-24</u>
Percent of Current Year Taxes Collected	0.00%	0.00%	0.00%
Percent of Total Taxes Collected	0.12%	-0.03%	0.03%
Percent of Total Taxes and P & I Collected	0.18%	0.02%	0.08%

Tax Collection Comparison with 2025-26: Original Tax Roll

Percent of Current Year Taxes Collected	0.00%	0.00%	0.00%
Percent of Total Taxes Collected	0.12%	-0.03%	0.03%
Percent of Total Taxes and P & I Collected	0.18%	0.02%	0.08%

**Lake Travis ISD
2018 Bond Program Summary
October 31, 2025**

Resources	Original Budget	Amended Budget	Total Resources	Balance
1 Bond Proceeds	253,000,000.00	236,305,111.00	236,305,111.42	(0.42)
2 Interest Revenue	0.00	5,389,663.00	5,389,126.60	536.40
3 Interest Subject to Arbitrage Rebate	0.00	0.00	0.00	0.00
4 Bond Premiums	0.00	18,631,178.00	18,631,178.35	(0.35)
Total Resources	253,000,000.00	260,325,952.00	260,325,416.37	535.63

Appropriations	Original Budget	Amended Budget	Total Expended	Balance to Complete
10 Elementary School #7	31,511,000.00	34,600,445.00	34,600,444.21	0.79
20 Elementary School (Bee Creek Rd)	3,979,000.00	7,594,145.00	7,594,144.33	0.67
30 Secondary School #2	13,802,000.00	7,225,995.00	7,225,994.01	0.99
40 Middle School #3	75,980,710.00	77,314,012.00	77,314,011.66	0.34
50 FCA Projects	36,610,132.00	60,382,651.00	60,274,054.92	108,596.08
60/70 Small Renovation Improvements	16,927,133.00	11,828,948.00	11,828,947.58	0.42
Construction/Renovation	178,809,975.00	198,946,196.00	198,837,596.71	108,599.29
81 Instructional Materials & Equipment	5,707,000.00	4,169,372.00	4,169,371.01	0.99
82 Technology	29,901,700.00	25,608,118.00	25,608,117.83	0.17
83 Copy Machines	750,000.00	1,093,944.00	1,093,943.97	0.03
84 Maintenance	600,000.00	793,831.00	793,830.93	0.07
85 Food & Nutrition Services	3,950,789.00	1,948,974.00	1,948,973.36	0.64
86 Transportation	13,300,000.00	8,939,816.00	8,939,815.11	0.89
87 District Furniture & Equipment	6,000,000.00	6,959,895.00	6,959,894.41	0.59
88 Police	0.00	590,596.00	590,595.95	0.05
90 Land	1,270,000.00	576,465.00	576,464.50	0.50
91 Bond Closing	2,000,000.00	1,918,024.00	1,918,023.77	0.23
94 Contingency	7,510,536.00	4,400,116.00	4,400,116.00	0.00
95 Program Administration	3,200,000.00	3,918,027.00	3,918,026.83	0.17
97 LTMS Wastewater Expansion	0.00	462,578.00	429,812.48	32,765.52
Other Programs	74,190,025.00	61,379,756.00	61,346,986.15	32,769.85
Total 2018 Bond Program	253,000,000.00	260,325,952.00	260,184,582.86	141,369.14

**Lake Travis ISD
2023 Bond Program
October 31, 2025**

Resources	Original Budget	Amended Budget	Total Resources	Balance
Bond Proceeds -Prop A	548,410,330.00	548,410,330.00	246,715,051.13	301,695,278.87
Bond Proceeds -Prop B	60,790,110.00	60,790,110.00	40,639,386.23	20,150,723.77
Interest Revenue - Prop A	0.00	38,700,000.00	30,188,359.88	8,511,640.12
Interest Revenue - Prop B	0.00	6,300,000.00	4,914,384.16	1,385,615.84
Positive Bond Arbitrage	0.00	(8,064,527.00)	0.00	(8,064,527.00)
Bond Premiums	0.00	14,705,427.00	14,705,427.00	0.00
Total Resources	609,200,440.00	660,841,340.00	337,162,608.40	323,678,731.60

Appropriations	Original Budget	Amended Budget	Total Expended	Balance to Complete
Elementary School (Bee Creek Rd)	50,917,526.00	50,917,526.00	172,706.74	50,744,819.26
Elementary School #8 (HPR)	55,517,521.00	55,517,521.00	5,678,174.03	49,839,346.97
Secondary School #2	179,990,620.00	179,990,620.00	18,464,180.92	161,526,439.08
Campus/District Facilities Projects	177,393,335.00	173,760,436.00	33,254,982.11	140,505,453.89
FCA Projects	36,312,528.00	36,258,577.00	6,907,726.02	29,350,850.98
Technology Improvements	60,790,110.00	60,790,110.00	30,203,673.06	30,586,436.94
Construction/Renovation	560,921,640.00	557,234,790.00	94,681,442.88	462,553,347.12

Curriculum and Instructional Materials	1,800,000.00	5,452,003.00	1,691,816.94	3,760,186.06
Copy Machines	585,300.00	585,300.00	321,827.23	263,472.77
Maintenance	273,500.00	298,500.00	249,746.90	48,753.10
Transportation	9,620,000.00	9,641,850.00	3,304,556.37	6,337,293.63
District Furniture & Equipment	1,500,000.00	1,655,366.00	577,951.33	1,077,414.67
FANS Equipment	0.00	3,879,972.00	348,393.37	3,531,578.63
Land	15,000,000.00	17,095,439.00	16,497,302.46	598,136.54
Bond Closing	4,000,000.00	4,000,000.00	2,059,864.36	1,940,135.64
Contingency	12,000,000.00	56,883,120.00	0.00	56,883,120.00
Program Management	3,500,000.00	3,600,000.00	730,484.59	2,869,515.41
Miscellaneous	0.00	515,000.00	491,468.38	23,531.62

Other Programs	48,278,800.00	103,606,550.00	26,273,411.93	77,333,138.07
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Total 2023 Bond Program	609,200,440.00	660,841,340.00	120,954,854.81	539,886,485.19
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**Lake Travis ISD
2024 Bond Program - Athletics
October 31, 2025**

Resources	Original Budget	Amended Budget	Total Resources	Balance
1 Bond Proceeds -Athletics	143,093,994.00	143,093,994.00	33,440,000.00	109,653,994.00
2 Interest Revenue	0.00	3,000,000.00	2,556,831.52	443,168.48
3 Interest Subject to Arbitrage Rebate	0.00	(663,076.00)	0.00	(663,076.00)
4 Bond Premiums	0.00	1,855,303.00	1,855,303.30	(0.30)
Total Resources	143,093,994.00	147,286,221.00	37,852,134.82	109,434,086.18

Appropriations	Original Budget	Amended Budget	Total Expended	Balance to Complete
10 Lake Travis High School	35,638,190.00	35,638,190.00	6,979,900.66	28,658,289.34
20 High School No. 2	102,748,000.00	102,748,000.00	0.00	102,748,000.00
30 Lake Travis Middle School	1,200,000.00	1,200,000.00	0.00	1,200,000.00
40 Hudson Bend Middle School	2,307,804.00	2,307,804.00	130,080.00	2,177,724.00
50 Bee Cave Middle School	1,200,000.00	1,200,000.00	0.00	1,200,000.00
91 Bond Closing	0.00	500,000.00	295,303.30	204,696.70
94 Contingency	0.00	3,692,227.00	0.00	3,692,227.00
Construction/Renovation	143,093,994.00	147,286,221.00	7,405,283.96	139,880,937.04
Total 2024 Bond Program	143,093,994.00	147,286,221.00	7,405,283.96	139,880,937.04



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Board Notification under Board Policy CH(LOCAL) – Replacement of HVAC Automated System Controls

RECOMMENDED ACTION

No action required. Item is provided for the Board's information.

RATIONALE

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$100,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The Superintendent shall not be required to obtain Board approval for the following types of budgeted purchases that cost \$100,000 or more, but shall subsequently report them to the Board:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law.
2. A purchase made through a cooperative purchasing program, in accordance with law.
3. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing;
4. A purchase for produce or fuel.

Lake Travis ISD has a budgeted purchase that requires Board notification for replacement of District HVAC JACE controllers at multiple facilities by R4 Efficiency Engineering, LLC in the amount of \$110,857.30. The scope of work includes:

- Removal and disposal of existing HVAC JACE controllers.
- Replacement of old controllers with new hardware, and installation.

BUDGET PROVISIONS

2023 Bond Program

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services

Robert Winovitch – Director of Facilities and Construction

Cristy Soares – Director of Purchasing

ATTACHMENTS

None

MEETING DATE

November 19, 2025