Board Regular Meeting Notice

Pflugerville Independent School District
August 28, 2025
Administration Building Board Room
1401 Pecan St W
Pflugerville, TX 78660
6:00 PM

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. 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, discussion of any items on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [*See* BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:
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For the Board of Trustees

I. Opening

A. Moment of Silence

B. Pledge of Allegiance

C. Awards and Recognitions 6

D. Public Comment (May Address Items Not Listed on the Agenda)

II. President's Report

III. Administration Report 8

IV. Consideration and Possible Approval of Ordinance to Set the 2025 Pflugerville ISD Tax Rate 74

V. First Reading of Policy CDH (Local)- Workforce Housing Public Facility Corporation 77

VI. Consent Agenda

A. Consideration and Possible Approval of Meeting Minutes

1. July 17, 2025 Regular Meeting Minutes 79

2. July 29, 2025 Special Meeting Minutes 84

B. Consideration and Possible Approval of the 2025-2026 Budget Amendment for the General Fund 86

C. Consideration and Possible Approval of Third Quarter Investment Report and Annual Investment Report for 2024-2025 88

D. Consideration and Possible Approval of Agreement for the Purchase of Attendance Credit (Chapter 49 – Recapture) 115

E. Consideration and Possible Approval of a Contract for a Transportation Services Optimization Study 119

F. Consideration and Possible Approval of a Resolution Authorizing the Access and Utility Coordination Agreement between Vanterra Capital Group, LLC and Pflugerville Independent School District and Related Right of Way Agreement. 147

G. Consideration and Possible Approval of Graduation 2026 Facility Contract 162

H. Consideration and Possible Approval of Audio/Visual Installation for the Learning and Technology Center 165

I. Consideration and Possible Approval of Contract for Copier Equipment and Impressions 167

J. Consideration and Possible Approval of Eichelbaum Wardell Hansen Powell & Muñoz, P.C. Special Education Consultation Agreement 169

K. Consideration and Possible Approval of the Adoption of an Order Authorizing 172

Redemption of Certain of the District's Outstanding Bonds

L. Consideration and Possible Approval of the Travis County 4-H Organization as an Approved Extracurricular Activity and Their Agents as Adjunct Faculty Members 173

M. Consideration and Possible Approval of Student Code of Conduct for the 2025-2026 Academic Year 175

VII. Consideration and Possible Approval of Purchases in Excess of $50,000 231

A. EveryDay Labs Inc. - Student Attendance Services

B. Erban Construction Group - PMS Flooring

C. ESA Energy Systems Associates, Inc. - HVAC Renovations

D. GRM Information Management Services of Austin - Records Retention Services

E. Insurance Fund - Worker's Compensation Excess Stop Loss Coverage

F. Tristar Risk Management - Workers Compensation Claims Administrator

G. TASB Risk Management Fund (Unemployment) - Unemployment Insurance Claims

H. SchooLinks - Digital College and Career Readiness Platform

I. CSG - CSG and PfISD Optimization Process

J. The PlayWell Group Inc. DBA PlayWorks - Playscape Shade Structure

K. YMCA of Central Texas - YMCA Childcare

L. SchoolStatus - Communication Platform

M. Instructure Inc. dba Canvas - Canvas Renewal

N. BrainPop - BrainPop Subscription Renewal

O. OverDrive - SORO OverDrive Subscription Renewal

P. Hubert Company - District Kitchen Smallwares

Q. Instruction Partners - Instruction Partners

R. Caldwell Country Chevrolet - Police Vehicles

S. GT Distributors, Inc. - Police Shields

T. Carroll Systems - Athletics Facilities Fiber

U. Astound - LTC Fiber

V. Red River - Network Support Agreement Contract

W. Astound - PfISD PD to City - Fiber Relocation

X. SHI - System Operation License Renewal

Y. Reliance Architecture - Elementary Campus Modernization - Summer 2026

Z. VLK Architects - Secondary Campus Modernizations - Summer 2026

AA. Energy Systems Associates (ESA) - HVAC Upgrades (Engineering) - Summer 2026

BB. EMA Engineering & Consulting Inc. - CTE Commissioning & TAB Services (Engineering)

CC. Learning.com - Learning.com Subscription Renewal

DD. The Stacer Group - Work Based Learning Programs

EE. TransfrVR - Lease Virtual Reality Headsets

FF. AVID - AVID Program

GG. TST360 - Connally High School Gate Camera

HH. BSN - Football and Softball Scoreboards at HHS

II. Travis County Clerk - Elections Division - May 2025 Board Elections

VIII. Discussion Regarding Personnel Employment (551.074)

A. Consideration and Possible Ratification of Personnel- Director of Fine Arts (551.074) 241

B. Consideration and Possible Ratification of Personnel- Executive Director, Student Services (551.074) 242

IX. Discussion Regarding the Purchase, Exchange, Lease, or Value of Real Property (551.072)

A. Discussion of Land Acquisition (551.072, 551.071)

X. Closing

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Awards and Recognitions

AGENDA PLACEMENT

R - Recognition

BACKGROUND INFORMATION

Over the summer, the Hendrickson Speech and Debate team competed at the NSDA National Tournament, where the team saw immense success. This year's national tournament had over 7,000 competitors and schools from all 50 states, plus 7 different countries. Three of our students placed among the top in the nation, a result of their hard work, effort, and dedication.

Waleed Haider placed 3rd in International Extemporaneous speaking, Natalie Mathews placed 9th in Extemporaneous Debate and Rin Moore made it to quarterfinals of Congressional Debate.

In addition to the student's individual success, they also received a School of Honor award, given to the top 50 teams competing at the national tournament. This was the first time in over 10 years Hendrickson Speech and Debate won a team award at nationals, and the first time they have received this specific award.

At the beginning of each school year, we take time to introduce the newly named principals.

From the Elementary schools, Robert Herrera (Interim) at Pflugerville Elementary; Tiffany Greene at Spring Hill Elementary; Amanda MacAllister at Jessica Carpenter Elementary, Reece Weirich, Timmerman Elementary.

From the Secondary campuses, Emily Delgado at Westview Middle School; Dana Wilcott at PACE and Natasha Hayes at Provan Opportunity Center.

FISCAL IMPACT STATEMENT

COST: NA

Recurring or One-Time: NA

Funding Source (General/Grant/Other-Specify): NA

Fiscal Year: NA
Amendment Required: NA
Bond Funds (Program Year): NA

RECOMMENDATION

Information only; no action required

Submitted By: Tamra Spence
Cabinet Member's Approval: Brandy Baker

August
2025

Pflugerville Independent School District

ADMINISTRATION REPORT

Purpose Statement

- Radical Transparency - unprecedented levels of accessibility to information.
- Keeping trustees and stakeholders connected with the work of administration.
- Staying cohesive from the Boardroom to the Classroom.
- Keeping us open and learning, together!
- Continuous Improvement in all that we do.

ADMINISTRATION REPORT

August 2025

The new Pflugerville ISD Administrative Report is a groundbreaking initiative designed to promote transparency and create an unprecedented level of accessibility to information. This report is strategically aligned with the district's mission and goals, ensuring that every stakeholder is informed about the administrative decisions, board meeting outcomes, and district-wide initiatives that impact the educational environment.

The report aims to align the district's strategic efforts seamlessly across all levels by bridging the gap between the boardroom and the classroom to support student success and community trust. It serves as a comprehensive resource for parents, students, teachers, and community members, reflecting Pflugerville ISD's commitment to open communication and collaborative governance. Through this initiative, the district seeks to support student success and foster a sense of community trust by keeping all parties well-informed and engaged in the educational process.

Table of contents

1: Planning for The Future, pg. 4

2: Student Learning Experiences, pg. 10

3: Recruit, Develop and Retain Teachers and Staff, pg. 15

4: Community, pg. 26

5: Safety, Belonging and Mental/Social Wellness, pg. 33

6: Communications, pg. 38

7: Finance, pg. 43

8: Facilities, pg. 47

Board Agenda Focus Points, pg. 53

Board, pg. 64



Pflugerville ISD

1: Planning for The Future



1: Planning for the Future

1.1 Preparing students to discover their dreams and passions with confidence and a sense of responsibility enables them to choose their best path forward.

- 1.1.1 Provide career exploration opportunities for all students.
- 1.1.2 Introduce work ethic such as responsibility, approachability, coexistence, honesty and growth mindset.
- 1.1.3 Foster community business/industry partners and further develop their role to enhance career exploration and pathways.
- 1.1.4 Identify student interests; include students, parents and counselors in planning for pathways and course selection.
- 1.1.5 Create on-ramps and off-ramps for students to transition between pathways.

1.2 Preparing students to develop core values, master essential life skills, and communicate confidently and effectively.

- 1.2.1 Equip students with essential skills and strategies to navigate and succeed in real-world situations.
- 1.2.2 Incorporate resilience-building activities to help students navigate disappointment and foster adaptability.
- 1.2.3 Foster effective communication skills to support success in various contexts.
- 1.2.4 Encourage personal growth and social understanding through meaningful learning experiences.
- 1.2.5 Incorporate opportunities for developing critical thinking, practical skills, and well-being into learning experiences.

1.3 Fostering a sense of individual worth, community connection, and collaboration helps students thrive and innovate.

- 1.3.1 Recognize and celebrate the uniqueness of every individual in order to promote creativity and innovation.
- 1.3.2 Establish a safe and inclusive environment where connection and belonging are prioritized.
- 1.3.3 Foster civic responsibility by encouraging collaborative and community-focused activities.
- 1.3.4 Incorporate practices that develop self-regulation, networking, and empathy as foundational skills for life and career success.

1.1.1 Provide career exploration opportunities for all students.

PHS Becomes Home to Pflugerville ISD's First Early College High School

Pflugerville ISD is proud to announce the launch of its first-ever Early College High School (ECHS) cohort, now home at Pflugerville High School (PHS). This innovative program provides students with the opportunity to earn both a high school diploma and a no-cost Associate of General Studies degree from Austin Community College—helping families save time and money on the path to a Bachelor's degree.

This year, 97 motivated freshmen began their ECHS journey at PHS, stepping confidently into a future filled with opportunity, academic achievement, and career readiness.

Summer Bridge Success
To prepare for this exciting opportunity, students participated in the district's first ECHS Summer Bridge program, held at PHS. With an impressive 85% voluntary attendance, the program gave students a strong foundation for success. Many achieved early progress in reading and writing skills, setting them up for success in their upcoming college-level courses.

Community Celebration
On August 20, Pflugerville High School proudly welcomed ECHS families to a special celebration in the PHS Cafeteria. The event highlighted the pride of the Panther community, the dedication of PfISD educators, and the district's commitment to ensuring every student has access to pathways that open doors to higher education and brighter futures.

Why Families Choose Pflugerville ISD and Pflugerville High School:

- Home of the Early College High School program—a first for PfISD
- Free Associate degree through Austin Community College partnership
- Academic supports that build confidence and college readiness
- A welcoming, tradition-rich school community that celebrates every achievement

With Pflugerville High School as the proud home of Early College High School, Pflugerville ISD is preparing students for the future while keeping education accessible, affordable, and inspiring.









1.1.3 Foster community business/industry partners and further develop their role to enhance career exploration and pathways.

PfISD Awarded $105K Grant to Bridge Education and Workforce Development

Pflugerville ISD secured a $105,000 Community Engagement Grant from the Pflugerville Community Development Corporation (PCDC) to contract with the Stacer Group for a new work-based learning initiative. This project, set to begin in September, will support the district's "Three E's Promise" to provide every graduate with a plan for employment, enlistment, or enrollment by 2029. The initial phase will focus on three areas: strategic and work-based learning planning, work-based learning mapping, and industry partner networking and management. These efforts aim to bridge the gap between academic learning and practical application by providing students with career exploration, professional skills, and valuable experience through internships, apprenticeships, and other real-world projects. This project will also assist local employers in developing talent pipelines and will provide PfISD staff with a technology-based dashboard to track progress and measure student and partner outcomes.

1.2.1 Equip students with essential skills and strategies to navigate and succeed in real-world situations.

Leading the Way: Principals in Action!

Northwest Elementary Principal Rachael Juro and Spring Hill Principal Dr. Tiffany Greene are setting the bar high for instructional leadership! Fresh from their professional development, they rolled up their sleeves and modeled powerful teaching strategies right alongside their teachers. By leading from the front, they proved that campus leaders don't just talk about high-quality instruction—they live it. Their hands-on leadership shows a bold commitment to empowering teachers and ensuring every student thrives.





1.2.2 Incorporate practices that develop self-regulation, networking, and empathy as foundational skills for life and career success.

Smart Strategies, Strong Results: STAAR EOC Success in Pflugerville ISD

Pflugerville ISD continues to put students first with innovative approaches that boost participation, raise achievement, and save valuable resources. This summer, the district implemented a bold new plan for the June STAAR End-of-Course (EOC) administration and the results speak for themselves.

More Students, More Success

With a streamlined program and stronger communication, 545 students participated in the June 2025 EOC tests, up nearly 20% from 2024. This remarkable increase reflects the commitment of our teachers, administrators, and families to ensuring every student has the chance to succeed.

- English I & II: Over 150 students attended focused prep sessions, leading to 113 passing scores—a dramatic jump from 71 in 2024.
- Algebra I: 107 students prepared in one intensive day, with 78 students passing the exam.
- Biology & U.S. History: Smaller groups benefited from targeted prep, raising overall results.

Across all subjects, performance climbed 5%, proving that strategic support and confidence-building make a real difference for students.

Smarter Prep, Bigger Impact

Instead of the traditional extended prep schedule, the Curriculum & Instruction team condensed the process into eight powerful days of test prep within the testing window. Teachers zeroed in on the most frequently tested TEKS, paired with effective test-taking strategies. The focus wasn't just about knowledge, it was about building student confidence and helping them reach new levels of achievement.

A Win for Families and the District

By restructuring the program, Pflugerville ISD also realized a $20,000 cost savings, allowing more resources to be directed back into classrooms. Families can feel confident that the district is not only helping students succeed academically but also being a strong steward of taxpayer dollars.

June STAAR EOC Program Details Here

1.2.5 Incorporate opportunities for developing critical thinking, practical skills, and well-being into learning experiences.

Texas Mobile STEM Lab Ignites Future Pathways

The Texas Mobile STEM Lab is rolling into Parmer Lane Elementary from September 30–October 3, bringing the future of innovation directly to our students!

Thanks to support from the Texas Education Agency (TEA) and Learning Undefeated, this state-of-the-art mobile lab transforms into a hands-on STEM learning hub where Kindergarten through 5th grade students will become problem solvers, engineers, and innovators. Students will tackle real-world design challenges, collaborate as teams, and apply STEM skills aligned to the Texas Essential Knowledge and Skills (TEKS).

More than just an exciting experience, the Mobile STEM Lab connects directly to PfISD's mission of preparing students for life beyond graduation. By sparking curiosity in science, technology, engineering, and math, we are planting the seeds for future pathways, whether students choose to be **Enrolled** in college, **Enlisted** in service to their country, or **Employed** in high-demand, high-skill careers.

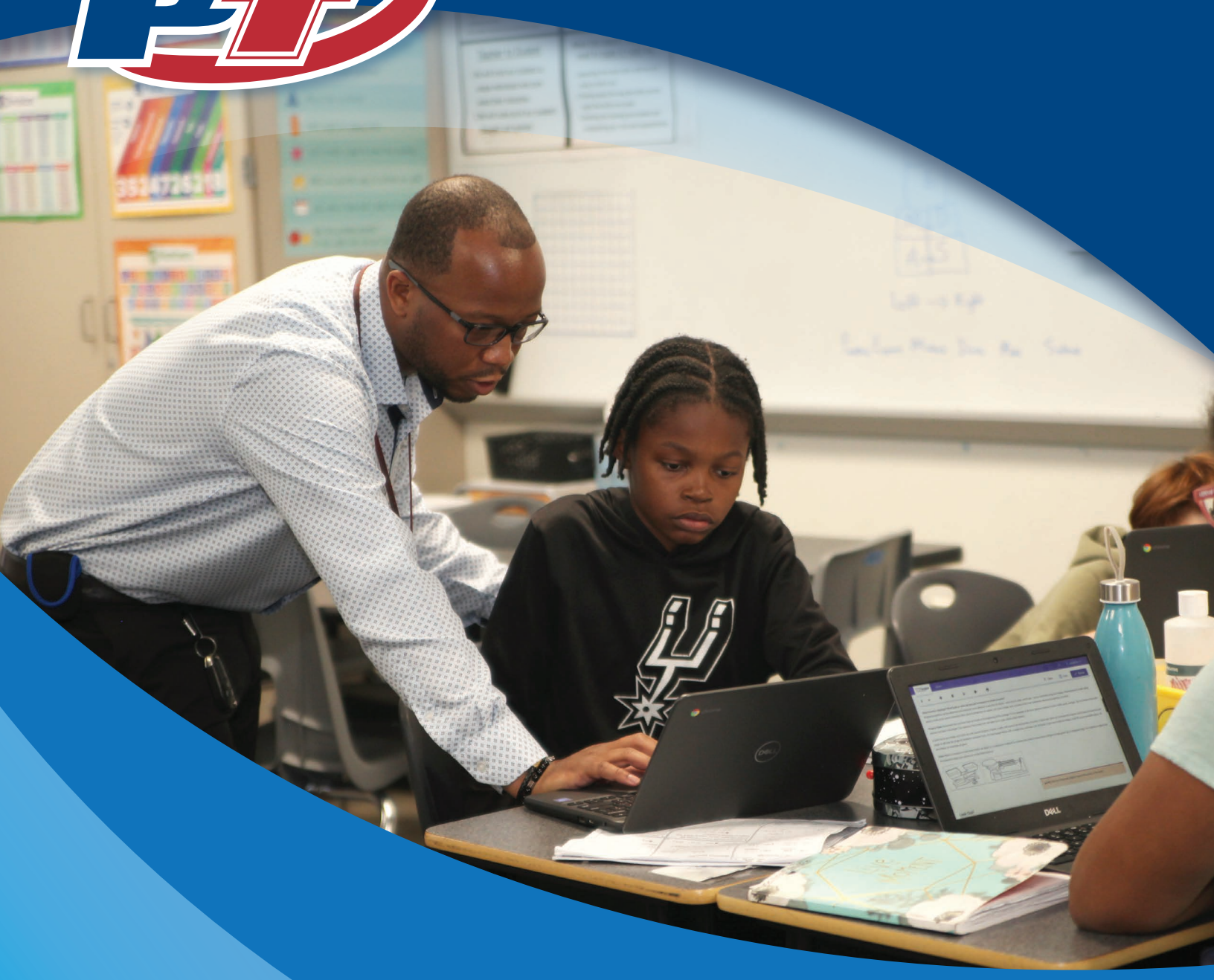
And the best part? This transformative program is offered at no cost to our schools.



First Day of School, River Oaks ES



First Day of School, Connally HS



Pflugerville ISD

2: Student Learning Experiences



2: Student Learning Experiences

2.1 Creating an environment of connection and trust, where passionate teachers inspire a joy of learning and help students discover their purpose.

- 2.1.1 Foster strong connections between students and educators by creating supportive environments that promote trust, engagement, and a sense of belonging.

2.2 Fostering a culture where students are encouraged to be risk takers and innovators, challenged to think critically, and empowered to embrace courage and a growth mindset to navigate challenges, seize opportunities, and thrive.

- 2.2.1 Integrate critical thinking and student-led discussions by allowing students to analyze real-world problems and safely express their ideas in a collaborative environment
- 2.2.2 Provide guidance and support to encourage student growth, resilience, and a mindset that embraces both success and learning from challenges.
- 2.2.3 Offer guidance and support that highlights individual strengths, encourages improvement, and nurtures a growth mindset.

2.1.1 Foster strong connections between students and educators by creating supportive environments that promote trust, engagement, and a sense of belonging.

Dessau Middle School Held Annual House Induction Ceremony

Dessau Middle School attributes much of its recent success to its dedicated commitment to building a strong learning community. On Friday, August 15th, the Rattlesnakes did just that, engaging in a tradition that celebrates the dawn of a new year while building a "belonging" culture. The ceremony, a cornerstone of the school's culture, emphasized teamwork, community, and friendly competition. Students proudly wore their house colors, showcasing a strong sense of belonging and camaraderie that will undoubtedly carry them through the 25-2 school year. 6th grade students as well as invited staff were inducted in a celebratory fashion. The energy in the gymnasium was palpable, as cheers erupted for each house, setting a positive and enthusiastic tone for the months ahead.

The house system at Dessau Middle School is designed to foster a supportive and inclusive environment, and the induction ceremony served as the perfect kickoff. It was a day filled with fun activities and house chants, designed to help students connect with their peers and mentors. The event successfully highlighted the school's commitment to creating a vibrant and engaging educational experience beyond the classroom. With this great start, Dessau Middle School is well-positioned for a successful year, filled with academic achievements, personal growth, and a strong sense of community spirit.

2.2.1 Integrate critical thinking and student-led discussions by allowing students to analyze real-world problems and safely express their ideas in a collaborative environment

National Math Stars Finalists!

Two students from Pflugerville ISD have been selected as National Math Stars 2025 Finalists!

National Math Stars is a ten-year, fully funded program that supports and inspires our Stars' love of mathematics from as early as third grade through the end of high school. Every Star is unique, so we work in close partnership with them and their families to design a journey that aligns with their strengths and interests. Over the ten years, we invest more than $100,000 in support and resources in each Star to create a pathway for them to reach the frontiers of mathematics, science, and technology. This is a tremendous accomplishment. Out of more than 4,500 applicants from across Texas, these students stood out as some of just 200 selected as finalists. In August, NMS will announce which finalists are selected to become National Math Stars.

PfISD Finalists:
Payton A., *Highland Park ES*
Tristan S., *Hidden Lake ES*

2.2.2 Provide guidance and support to encourage student growth, resilience, and a mindset that embraces both success and learning from challenges.

Transforming Math Instruction: Early Success with the Bluebonnet Curriculum

This year, seven PfISD campuses are piloting Bluebonnet Math, bringing a new level of focus on deep conceptual mathematics learning for students. Six elementary schools, Delco, Dessau, Northwest, River Oaks, Spring Hill, and Timmerman launched their work with two days of professional learning led by Region 13, followed by ongoing implementation sessions during district professional learning days and on their campuses. At the secondary level, Westview Middle School is diving into Bluebonnet Math to strengthen students' conceptual understanding as they prepare for high school and beyond. Across all campuses, Curriculum & Instruction and the Office of School Leadership are providing wraparound support to ensure a strong launch. We are excited to see the impact this innovative approach will have on student learning.

Leadership and Teacher Development

Since the summer, district and campus leaders have engaged in targeted professional learning designed to build instructional leadership capacity around the Bluebonnet curriculum. Teachers have received intensive training to ensure lessons are delivered with fidelity and aligned to research-based best practices. This intentional support structure has helped lay the foundation for consistent, high-quality instruction across classrooms.

Dr. Alma Gonzalez de Castillo, Assistant Superintendent of Schools, reflected on this momentum:

> *"It has been inspiring to witness the transformation of Pflugerville Pfirst leaders and teachers—from the launch of leadership training, to teacher professional learning, and now to students actively engaging with the Math Bluebonnet curriculum. Classrooms are alive with research-based instructional practices that give every student access to high-quality curriculum and instruction, sparking curiosity and deeper learning. The impact has been so evident that principals outside of Pflugerville Pfirst have requested to bring the Math Bluebonnet curriculum to their own schools—a true testament to the power of engaging, evidence-based teaching and learning."*

Principal Perspective

Campus leaders are observing positive shifts in student learning and culture as a direct result of the Bluebonnet implementation. One principal noted:

> *"The Bluebonnet program has been a win for our students. It not only strengthens their problem-solving skills but also builds confidence, teamwork, and a genuine love for learning math. We're seeing students challenge themselves in new ways and it aligns with our vision of using HQIM and our commitment to providing rigorous, engaging experiences that prepare our students for success."*

Teacher Perspective

Teachers are reporting that the structure and intentional design of the curriculum is supporting both their instructional delivery and student growth. A first-grade teacher shared:

> *"I'm really enjoying using the new Bluebonnet math curriculum in my first grade classroom. The structured PowerPoints help keep both me and my students on track, providing clear expectations and transitions. I especially appreciate the fluency practice, as it holds my first graders accountable for their learning. My students are taking ownership in their math abilities. I have noticed my students are grasping concepts at a much faster rate compared to the previous curriculum, which is due to the very thought-out lessons and skills we are teaching them."*



First Day of School, River Oaks ES



First Day of School, Connally HS



Pflugerville ISD

3: Recruit, Develop and Retain Teachers and Staff



3: Recruit, Develop and Retain Teacher and Staff

3.1 Developing quality staff members who are equipped, experienced, and constantly learning is crucial for fostering student achievement and growth.

- 3.1.1 Provide differentiated professional development for staff based on experience and proficiency, and provide opportunities for individual choice
- 3.1.2 Establish collaborative support systems to enhance instructional development and professional growth for educators.
- 3.1.3 Offer leadership development opportunities to support administrators in their professional growth.

3.2 Retaining quality teachers allows us to develop the purpose, joy and love of learning for staff and students.

- 3.2.1 Consider creative and competitive compensation ideas as they become possible.
- 3.2.2 Expand employee recognition options.
- 3.2.3 Explore ways to provide balanced and dedicated teacher collaboration and planning time.
- 3.2.4 Explore housing incentives to attract and retain quality staff

3.3 Recruiting highly effective teachers and staff are crucial for fostering student achievement and growth.

- 3.3.1 Collaborate with higher education institutions to recruit and prepare highly effective teachers.
- 3.3.2 Consider incentives to attract experienced educators to the district
- 3.3.3 Continuously assess and refine compensation and benefits to attract and retain talent while maintaining financial sustainability.
- 3.3.4 Explore pathways to support career growth and advancement for substitutes, paraprofessionals, and volunteers pursuing teaching roles.
- 3.3.5 Explore opportunities to develop students as future educators and encourage them to return home to teach.

3.1.1 Provide differentiated professional development for staff based on experience and proficiency, and provide opportunities for individual choice

PfISD + Playlab AI PLC Updates

PfISD is partnering with Playlab to equip leaders and teachers with AI literacy and the skills to create custom AI tools for their classrooms. These tools directly align with our PfISD Learner Profile and strategic priorities–helping educators save time, personalize learning, and improve student outcomes in measurable ways. This work starts with AI literacy so that teachers are prepared to use AI tools responsibly.

This initiative aligns directly with our PfISD Profile of a Learner and our strategic priorities by:

Building Leadership AI Capacity: Ensuring principals, instructional leaders, and central office staff understand AI's role in decision-making, curriculum alignment, and student readiness.

Professional Development in Emerging Technologies: Providing structured, hands-on learning in AI, automation, and digital tools to help educators stay current, competitive, and innovative.

Driving Student Success: Empowering teachers to save time, personalize learning, and amplify student engagement by using AI responsibly and ethically.

Future-Ready Skills: Preparing PfISD graduates for Enlistment, Enrollment, and Employment (3Es) by modeling how to use emerging technologies with integrity and adaptability.

PLC Overview & Key Dates

PLC 1 & 2 (Leaders) – September 4

- AI Foundations: Building baseline literacy in artificial intelligence, ethics, and responsible use.
- Problem Ideation: Identifying PfISD-specific challenges that AI tools can address (lesson planning, coaching feedback, data reflection, student support).
- App Building: Guided training on designing simple custom AI applications aligned to district goals.

Future PLC Sessions (Teachers & Staff) – (Dates TBD)

- Classroom Applications: Exploring how AI can support differentiation, student feedback, and authentic assessments aligned to the Profile of a Learner.
- Emerging Technologies Integration: Professional learning on using AI, cloud-based platforms, and digital collaboration tools to future-proof instruction.
- Showcase & Reflection: Sharing prototypes, piloting tools, and reflecting on their impact on student learning and teacher capacity.

Building Future-Ready Classrooms: Mott ES Engages in Deeper Learning Professional Development

Mott Elementary attended the New Tech Network's Individual Services for Deeper Learning Capacity training, a professional development program designed to strengthen instruction, culture, assessment, and college and career readiness through targeted leadership and educator skill-building. The selected pathway for Mott ES and Cele MS includes workshops on problem-based and project-based learning, learner-centered assessment, and instructional practices. These sessions, ranging from two to three days, focused on designing engaging,

equitable lessons and projects, integrating purposeful assessments, and fostering essential skills such as collaboration, communication, and critical thinking. During the training, participants also created project-based learning projects using Inkwire. Mott staff will share their learning from this training in December with other schools from around Texas.

Investing in Excellence: AVID, AP, and OnRamps Summer Learning

AVID Summer Institute--PfISD sent another 32 AVID educators to Summer Institute in Dallas June 15th through 18th. Similarly, another 26 AP teachers completed workshops at AP Summer Institute at UT-Austin or online at a variety of locations. Finally, all OnRamps teachers have worked to complete their required summer Professional Learning course through UT-Austin. These intensive professional learning opportunities provide instructional coherence within each course and are key to elevating student outcomes district-wide.

We proudly welcomed our newest teachers and staff to the Pfamily during New Teacher Orientation at Weiss High School. Over two meaningful days, these educators experienced the heart of PfISD—centered on connection, culture, and student-focused learning.

Day 1 kicked off with an energizing activity grounded in our district beliefs:
- Diversity is our strength – superhero stance
- All individuals have worth – open hand gesture
- Relationships are foundational to success – sign language for “relationships”
- A safe and nurturing environment is non-negotiable – hand heart

This shared experience brought our beliefs to life and reminded us that these values shape how we serve students each day.

Day 1 also included:
- Technology onboarding
- Introduction to district systems and support resources

Day 2 Highlights:
- A warm welcome and message from Superintendent
- A crowd-sourced AI activity where teachers co-created and personalized their own professional pledge
- Classroom culture and behavior support sessions
- Role-specific curriculum and instruction sessions
- Rotations focused on Special Education best practices and supporting Emergent Bilingual learners
- Lunch with time to explore district information tables and connect with various departments. We’re thrilled to have these passionate professionals joining us and can’t wait to see the impact they’ll make across our campuses.





Advancing Instructional Leadership and Vertical Alignment in Science at River Oaks Elementary

River Oaks Elementary has made significant progress in advancing instructional leadership and strengthening vertical alignment in science education. Targeted coaching supported the campus leadership team and the science instructional lead in developing a shared understanding of how the Texas Essential Knowledge and Skills (TEKS) progress across grade levels and how this alignment ensures rigorous, coherent science instruction.

Through a series of coaching sessions, campus leaders analyzed the vertical progression of the TEKS, identified instructional gaps, and clarified expectations for student performance. A key outcome of this initiative was the science lead's successful development and delivery of a campuswide professional development session, which enhanced teacher capacity and reinforced the importance of coherence in science instruction from grade to grade.

This work equips leaders and teachers to deliver science instruction that not only prepares students for success on STAAR (State of Texas Assessments of Academic Readiness) but also builds a strong foundation for future opportunities. By strengthening scientific literacy and problem-solving skills, River Oaks students are being better prepared for PfISD's 3Es vision; to graduate ready to be Enrolled in college, Enlisted in service, or Employed in a career. Strengthening vertical alignment in science ensures students build the knowledge and skills needed for advanced coursework, college pathways, STEM careers, and opportunities in service fields.

Cele Middle School – Language-Rich Classrooms Professional Learning

The Office of School Leadership designed and facilitated professional learning experiences tailored to meet educators at their current level of experience and proficiency. At Cele Middle School, teachers participated in a Language-Rich Classrooms session focused on practical strategies to increase student discourse and language development across all content areas.

The session was designed to actively engage teachers in working together, exploring new ideas, and tackling instructional challenges as a team. This approach built a shared commitment to improving practice and created a solid foundation for ongoing collaboration and coaching among colleagues. Initial feedback shows these interactive moments are already boosting teacher confidence and sharpening instructional planning.

3.1.2 Establish collaborative support systems to enhance instructional development and professional growth for educators.

Investing in Excellence: Special Education Professional Learning Summer 2025

Pflugerville ISD is committed to ensuring every student thrives, and that begins with investing in the educators who serve them. This summer, the Special Education Department delivered targeted professional learning designed to align with staff needs and district priorities. The goal was to strengthen certification pathways, enhance instructional practices, and deepen understanding of inclusive education.

Key Summer Highlights

- **Special Education Test Prep Academy (3 Days):** In partnership with Region 13, PfISD supported Pre-K teachers and Dyslexia Providers preparing for the Special Education TExES certification exam.
- **Empowering ECSE Classrooms Grant: Professional Learning Series:** Funded by a TEA grant, this series included a two-day STAR curriculum training and a one-day Conscious Discipline session for ECSE and Pre-K special education staff.
- **Summer SpEd Institute (1 Day):** Open to all special education staff, the institute featured the keynote "The Heart of Change" along with breakout sessions on behavior, inclusion, instruction, and wellness.

Positive Impact
Participants praised the sessions for being relevant, practical, and directly connected to classroom needs. Educators left with tools and strategies they can use immediately, along with renewed confidence in their ability to meet the needs of every learner. By investing in its educators, Pflugerville ISD is investing in students. Together, we are building classrooms where every learner is valued, supported, and empowered.

Building Collaborative Capacity at Dessau Elementary

In alignment with Finding 3.1 and Direction 3.1.2 of the strategic plan, Dessau Elementary is fostering professional growth through strong collaborative support systems that enhance instructional practice and promote student success.

On the second day of school, Dessau's staff engaged in purposeful Professional Learning Community (PLC) meetings to set the tone for a year of shared learning and collective responsibility. The meetings began with a data celebration, highlighting student growth. Principal Ms. Guardiola then facilitated a live practice of the Time, Voice, Body protocol, a strategy that helps teachers deliver clear, concise directions while establishing consistent expectations for students. This practice is foundational for creating a positive and focused classroom culture.

Teachers actively participated, sharing their own approaches, refining techniques, and collaborating to strengthen schoolwide systems. These intentional, early-year PLCs exemplify how Dessau Elementary is building a culture of continuous improvement—equipping educators with the skills and strategies to positively impact student achievement throughout the year.



Westview Middle School – Carnegie Learning Bluebonnet Math Training

The Office of School Leadership recently hosted a Lunch and Learn for Westview Middle School teachers to support the implementation of the Bluebonnet Math curriculum. The session, led in partnership with Carnegie Learning, introduced the online component purchased by the district to enhance the use of these high-quality instructional materials.

Teachers explored how the interactive platform allows them to monitor student performance in real time, providing actionable insights to inform instruction. Engagement was high, with participants expressing enthusiasm for how the tool can make learning more personalized and responsive to student needs. This training marked an exciting step forward in equipping teachers with resources that strengthen instruction and support student success in mathematics.

Pflugerville Elementary – Know It/Show It Professional Development

The Office of School Leadership provided targeted professional development at Pflugerville Elementary focused on creating Know It/Show It charts and using teacher-created exemplars to deepen understanding of grade-level standards. The session emphasized identifying what students should know and be able to do upon mastering the standard, ensuring clarity and alignment in instructional planning.

Teachers engaged in hands-on work to develop their own Know It/Show It charts for an upcoming unit, applying the strategies in real time. Many began making meaningful connections between this process and the district's focus on instructional coherence, recognizing how these tools can strengthen alignment across lessons, assessments, and student outcomes. The session fostered collaboration, clarity, and enthusiasm for refining instructional practices to support student mastery.

Pflugerville Middle School – Eduphoria Training

At Pflugerville Middle School, teachers participated in training on Eduphoria Basics and the Premium Upgrade, building confidence in using the platform's planning, assessment, and data tools. The professional learning was intentionally designed with multiple entry points, enabling participants to connect the content directly to their classroom needs and instructional goals.

The training emphasized meaningful teacher-to-teacher interaction, giving participants time to trade best practices, discuss classroom applications, and work through solutions collectively. This emphasis on teamwork nurtured a collaborative spirit and set a forward-moving pace for continuous professional growth across the campus.

3.1.3 Offer leadership development opportunities to support administrators in their professional growth.

Empowering Instructional Growth Through the "Waterfall" Framework at Dessau Elementary

To support instructional improvement goals at Dessau Elementary, a tailored professional learning presentation and practice clinic was developed to guide administrators and instructional coaches through the Waterfall Sequence from the Get Better Faster in 90 Days framework. This sequence provides a carefully prioritized pathway for developing new teachers, ensuring that the most high-impact practices are mastered first.

The presentation emphasized the importance of clarity and coherence in instructional leadership coaching. By breaking down the Waterfall into progressive phases, beginning with culture-building and classroom management and moving toward rigorous instructional strategies, leaders gained a structured approach for guiding teacher development Each phase included coaching actions, modeled practices, and real-time feedback techniques, giving instructional leaders a clear and consistent framework to support teachers.

This approach not only strengthened clarity around coaching priorities but also promoted coherence across the leadership team. With a shared language and structure, administrators and coaches were able to deliver support in a way that builds teacher capacity, accelerates growth, and ensures alignment in instructional expectations across the campus.

3.2.1 Consider creative and competitive compensation ideas as they become possible.

25-26 Board Approved Compensation Approval

Pflugerville ISD has announced its 2025–26 compensation plan following approval by the Board of Trustees at the July 17th PfISD School Board Meeting. While much of the planning process took place behind the scenes, the decision directly impacts the dedicated educators and staff who serve more than 25,000 students each day.

This year's plan was shaped by House Bill 2 (HB 2), legislation that provides dedicated funding for many teachers. While the district welcomes this investment, HB 2 also comes with limitations—excluding some newer educators and other staff who are essential to student success. District leaders took additional time to review the state guidelines to ensure the plan is both fair and financially responsible.

Highlights of the plan include:

- **HB 2 Qualified Teachers**
    - New starting salary: $58,300
    - 1–2 years of experience: $800 increase
    - 3–4 years of experience: $2,500 increase*
    - 5+ years of experience: $5,000 increase*

      *Flat amounts per HB 2
- **Non-HB 2 Qualified Teachers**
    - New starting salary: $58,100 and 1% general pay increase for returning teachers.
- **All Other Staff**
    - 1% general pay increase, plus stipend and targeted market adjustments

Retroactive pay adjustments will be implemented in September, with new teacher pay rates taking effect in August.

Thank you to the Board of Trustees for their commitment and support to Pflugerville ISD educators. The Pflugerville ISD staff are the foundation of high-quality learning for every student, every day.

PfISD Retains 94% of TIA-Designated Teachers, Strengthening Instructional Excellence

On July 31, PfISD proudly paid $5.4 million in stipends to our Teacher Incentive Allotment (TIA)-Designated teachers, honoring their dedication to excellence and student success. As we begin the 2025–2026 school year, 493 designated teachers will return to PfISD classrooms, ensuring that students are taught by some of the most effective educators in the state. With an impressive 94% retention rate, PfISD has achieved the core goal of the TIA program—keeping highly effective teachers in front of students, where they have the greatest impact. This investment not only rewards and retains outstanding educators, but also strengthens our ability to prepare students for success in the 3E's—whether they choose to be Enrolled in higher education, Enlisted in military service, or Employed in a rewarding career. By sustaining instructional excellence, PfISD ensures more students graduate ready for their next step.

3.3.1 Collaborate with higher education institutions to recruit and prepare highly effective teachers

7 Visiting Teachers from Spain arrive at PfISD Elementaries

Arrival of Spain Visiting International Teachers (ND) Seven teachers, through the Region 13 visiting teacher program, arrived from Spain during July 15- July 25, 2025. These teachers are all assigned to teach at Elementary campuses serving our district bilingual students. The district will also be welcoming two other Spanish teachers in late August, one from Columbia and one from Honduras, through the Spirit Exchange program.



Staff Marketing Report

In July, the Communications Department advanced its efforts to support staff recruitment by leveraging targeted digital strategies designed to attract educators and potential employees from across Pflugerville and surrounding communities, including Austin, Manor, Hutto, Round Rock, and Del Valle. The department focused on driving applications for open positions and boosting attendance at job fairs, while also broadening outreach to prospective educators from charter schools, other districts, and recent graduates.

A major component of this work was a teacher recruitment ad campaign run through social media. The campaign targeted local audiences and reached more than 5,000 individuals, generating 9,306 impressions and 295 link clicks with an ad spend of 350 dollars. A second teacher recruitment campaign, launched with an additional 250 dollars in investment, extended the district's reach even further, producing 47,870 impressions, 1,369 clicks, and connecting with nearly 25,000 people. Both campaigns were still active at the end of the month, continuing to build momentum in the weeks leading up to the start of the school year.

The department also promoted the Teacher and Education Associates Job Fair, which had less than one week of marketing but achieved strong results. Social media ads for the event reached candidates across targeted areas and generated more than 190 RSVPs, with more than 100 attendees participating in person. This reflects the growing effectiveness of short-term, high-impact campaigns in generating meaningful engagement with potential applicants.

These initiatives underscore PfISD's commitment to ensuring that recruitment efforts are visible, engaging, and cost-effective. By combining long-term digital campaigns with event-specific promotions, the Communications Department is continuing to provide strong support to Human Resources in building a diverse and talented workforce for the upcoming school year.

3.3.3 Continuously assess and refine compensation and benefits to attract and retain talent while maintaining financial sustainability.

Medical Benefits and Leave Updates

We're happy to announce that there will be no significant changes to our medical plan for 2026. Thanks to a promising new pharmacy vendor, we are able to keep our rates and benefit structure—including deductibles and co-insurance—the same. Additionally, all other supplemental product rates for dental, vision, and disability will not increase.

In July, the Board approved several changes to the district's leave program for 2025-2026. Below are the key updates:

- **Local Leave**: Local leave can now be used for any purpose, including personal use, not just for sick days or bereavement.
- **Personal Leave:** Employees can now take a maximum of five consecutive workdays of personal leave, an increase from the previous limit of three days.
- **Paid Bereavement Leave:** The district has added a new paid bereavement leave benefit. Employees can now take up to three paid days per school year for the loss of an immediate family member (spouse, child, or parent). Additionally, employees who need to travel internationally for a death can take up to 15 paid days.

3.3.4 Explore pathways to support career growth and advancement for substitutes, paraprofessionals, and volunteers pursuing teaching roles.

New partnership to increase Teacher Certifications

As part of our Pfirst Class HR Initiative, Pflugerville ISD is proud to announce a new partnership with TX Teachers of Tomorrow, joining our existing collaboration with iTeach Texas. These strategic alliances are designed to empower our Teacher Facilitators 2.0 enrolled in these programs by providing sponsorship of ACP fees, discounted program rates, and ongoing support sessions and community informationals. Together, we are building a strong, sustainable network of well-prepared teachers who are ready to make a lasting impact in PFISD classrooms.

Teacher Job Fair

The district hosted a job fair event for all positions in the district on July 10, 2025. We had approximately 231 employees attend with multiple candidates being offered a position on the spot.











Pflugerville ISD

4: Community



4: Community

4.1 Collaboration between the Pflugerville community and the PfISD will promote resources that benefit families and students and foster a value for learning.

- 4.1.1 Explore opportunities to strengthen connections between the district and the community through meaningful engagement and collaboration.
- 4.1.2 Provide resources and support to families that enhance access, engagement, and connections between the district and the community.
- 4.1.3 Develop opportunities that engage students, families, and the district in meaningful discussions about the importance of learning.

4.1.1 Explore opportunities to strengthen connections between the district and the community through meaningful engagement and collaboration.

Convocation Sponsorships a Sweet Success

This year marks PfISD's first-ever Convocation at Kalahari Resort, and our first time soliciting sponsorships to support the event. We're excited to share that thanks to the incredible generosity of our community partners, we've successfully covered the full cost of the event through sponsorships totaling $29,100.

A special thank you goes to our Presenting Sponsor, A+ Federal Credit Union, which contributed $15,000 to make the event possible.

In addition to financial sponsorships, we've also collected more than $5,000 in gift cards and certificates from local businesses to surprise our teachers throughout the event. Our largest "Freebie" donor is Nothing Bundt Cakes, which generously provided 500 free Bundtini coupons, valued at $3,000.

We're grateful for the strong community support as we celebrate and uplift our incredible staff to kick off the new school year!

Building Community Connections at River Oaks Elementary

Aligned with Finding 4.1 and Direction 4.1.3 of the strategic plan, River Oaks Elementary is strengthening the bond between school and community through events that celebrate the value of learning and foster meaningful engagement.

To kick off the 2025–2026 school year, River Oaks hosted its annual Popsicles in the Park event. Staff members visited four locations within the community to welcome students and families, share information, and build excitement for the year ahead. This outreach event provided an opportunity to connect with both current and prospective students, answer questions, and personally invite families to the upcoming Meet the Teacher Night.

By meeting families where they are, River Oaks staff created an approachable and welcoming environment that underscores the school's commitment to partnership. Events like Popsicle in the Park not only generate enthusiasm for the start of school, but also lay the foundation for strong relationships that support student success throughout the year.





4.1.2 Provide resources and support to families that enhance access, engagement, and connections between the district and the community.

Simplifying School Meal Payments

Families across PfISD are responding positively to the new MySchoolBucks “One-Pay” annual fee option for meal pre-payments made by e-check. This convenient choice provides parents and students with peace of mind and flexibility.

In addition to One-Pay, households can still choose to:

- Make individual transactions through MySchoolBucks (with standard fees), or
- Pay directly at campuses with check or cash (no fee).

By offering multiple options, PfISD makes it easier for families to manage meal payments in the way that works best for them.

Expanding Free Meals for Students

PfISD is proud to announce the expansion of the Community Eligibility Provision (CEP) program, ensuring more students have access to healthy, nutritious meals at no cost.

The Texas Department of Agriculture recently approved five additional campuses for CEP, bringing PfISD’s total to 12 campuses:

- Connally High School
- Dessau Middle School
- Westview Middle School
- Ruth Barron Elementary School
- Copperfield Elementary School
- W. Delco Elementary School
- Dessau Elementary School
- Northwest Elementary School
- River Oaks Elementary School
- Spring Hill Elementary School
- Timmerman Elementary School
- Wieland Elementary School

Starting in the 2025–2026 school year, every student at these campuses will receive free breakfast and lunch, regardless of socio-economic status. Per USDA regulations, families at CEP campuses will not complete free/reduced meal applications; instead, campuses will use PfISD’s socio-economic forms.

This expansion reflects PfISD’s commitment to supporting student wellness, reducing barriers to learning, and fostering equity across our schools.

Starting September 1: Reduced-Price Lunch Becomes Free

Beginning September 1, 2025, Pflugerville ISD will take another important step in supporting families by ensuring all students have access to healthy, nutritious meals at no cost. Thanks to a two-year state grant, the district will eliminate the reduced-price meal category for lunch.

This change means that students who previously paid a reduced rate will now receive both breakfast and lunch free of charge. Since 2020, PfISD has already provided free breakfast to all students, and this expansion continues the district's commitment to removing barriers and promoting student wellness.

What Families Need to Know

- No more reduced lunch fees. Students who were on the reduced-price program will now eat free.
- Breakfast remains free for everyone. All PfISD students continue to start the day with a no-cost meal.
- Lunch is now free for more students. Families who once paid a reduced rate no longer have that expense.

Why It Matters

When children have consistent access to nutritious meals, they are more focused, energized, and ready to learn. This initiative reflects PfISD's dedication to student success, family support, and equity across the district.

Pflugerville ISD is proud to provide this relief for families and to continue building a school community where every child can learn, grow, and thrive.

No Increase in Student Meal Prices for 2025–26

PfISD is proud to continue its commitment to affordability and access for families. Thanks to sound financial management and a strong fund balance, Pflugerville ISD Food Services, in partnership with the United States Department of Agriculture (USDA) and the Texas Department of Agriculture (TDA), will not raise student meal prices for the 2025–26 school year. Remarkably, PfISD has maintained the same student meal pricing since the 2018–19 school year which is a seven-year period of stability that reflects the district's ongoing efforts to support families while navigating rising food, labor, and supply costs.

4.1.3 Develop opportunities that engage students, families, and the district in meaningful discussions about the importance of learning.

Rising Together: Every Day Counts in PfISD

Pflugerville ISD is making attendance a districtwide and community-wide priority this school year because every day in class counts toward student success. Already, encouraging signs are emerging: the district's overall attendance rate has improved compared to last year, and several campuses are leading the way with significant gains.

To keep the momentum going, PfISD launched the Attendance Incentive Contest, which rewards campuses that improve attendance compared to the previous year. Schools can use their awards for student incentives, celebrations, and recognition for both students and staff. The contest is sparking creativity and energy across the district, from morning shout-outs to family engagement campaigns, and we look forward to highlighting top-performing campuses throughout the year in this publication!

The district has also launched a robust social media campaign that will run attendance-focused messages twice each week throughout the year. These posts are designed to educate parents on the importance of good attendance, how attendance impacts state funding, reinforce the Every Day Counts message, and keep families engaged in supporting student success.

Celebrating Attendance Gains

PfISD's overall attendance rate improved by 0.5% this year, reaching 93.4%. Several campuses showed exceptional growth:

- **Connally High School:** +2.3% (83.9% ➔ 86.2%)
- **Weiss High School**: +1.1% (91.7% ➔ 92.8%)
- **Murchison Elementary:** +1.1% (95.0% ➔ 96.1%)
- **Northwest Elementary:** +1.4% (91.3% ➔ 92.7%)
- **River Oaks Elementary:** +1.4% (92.2% ➔ 93.6%)

Campuses are also making significant strides in reducing chronic absenteeism, ensuring more students are present to learn every day:

- **Ruth Barron Elementary:** –9.5%
- **River Oaks Elementary:** –8.6%
- **Delco Elementary:** –7.5%
- **Northwest Elementary:** –6.5%
- **Wieland Elementary:** –6.1%

These improvements reflect the dedication of campus leaders, teachers, families, and students working together to build a culture of consistency and belonging.

How Families Can Help

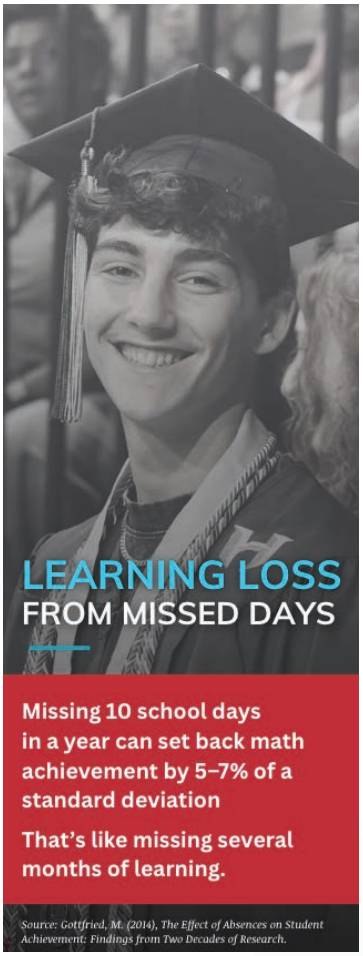
But the real impact comes when families and community partners join in. Here are three ways parents and guardians can help:

1. **Send students to school every day possible.** Even one or two missed days add up to lost learning time.
2. **Schedule appointments wisely.** Plan doctor or dentist visits outside school hours or late in the day so students don't miss valuable instruction.
3. **Ask for support when needed.** Campus administrators and counselors are ready to help remove barriers to attendance, whether related to transportation, health, or family needs.

Did You Know?

Strong attendance is directly linked to academic performance, graduation, and opportunities beyond high school. Each day in class helps students build knowledge, relationships, and routines that prepare them for PfISD's 3Es vision: graduates who are Enrolled in college, Enlisted in the military, or Employed in a career.

Thank you to our families, staff, and community partners for making attendance a shared priority. Together, we are creating a culture of belonging where every student feels welcome, supported, and inspired to show up, RISE, and shine.



Source: Gottfried, M. (2014), The Effect of Absences on Student Achievement: Findings from Two Decades of Research.



First Day of School, Westview MS



Pflugerville ISD

5: Safety, Belonging and Mental/Social Wellness



5: Safety, Belonging and Mental/Social Wellness

5.1 Supporting mental and social wellness enhances resilience, performance, and relationships for students and staff.

- 5.1.1 Incorporate mental, emotional, physical, and social wellness into daily routines.
- 5.1.2 Cultivate a positive campus culture and strengthen community partnerships to support student and staff wellness.
- 5.1.3 Expand opportunities for students to develop self-advocacy and self-determination skills.
- 5.1.4 Expand opportunities for students to explore their potential and mentor them in navigating challenges and achieving positive outcomes.
- 5.1.5 Prioritize staff well-being, professional growth, and a positive campus culture.

5.2 A culture of safety, collaboration and connection empowers learners to fully engage in the learning process.

- 5.2.1 Implement peer programs to foster connections, support, and a welcoming environment.
- 5.2.2 Build a support network that addresses students' mental, emotional, and social health needs.
- 5.2.3 Expand access to counseling services, embed well-being practices, and use restorative approaches to promote belonging and resilience.
- 5.2.4 Upgrade security measures, emergency preparedness, and compliance ensures student and staff safety.

5.3 Focusing on a culture of dignity ensures everyone in our community feels welcome, respected, and able to be their true self.

- 5.3.1 Assess and identify barriers to access and opportunities through data collection and stakeholder engagement.
- 5.3.2 Set clear expectations for respectful interactions to ensure everyone's dignity is valued.
- 5.3.3 Strengthen connections and shared responsibility by partnering with families, alumni, community organizations, and local businesses.

5.1.2 Cultivate a positive campus culture and strengthen community partnerships to support student and staff wellness.

PfISD Spirit Shines during Summer events

The spirit of Pflugerville ISD was on full display this summer!

On July 30–31, Weiss High School band, dance, and choir members rolled out a warm and energetic welcome for our newest PfISD staff during the 2025 District New Teacher Orientation. Their performances showcased the incredible talent of our students while reminding us all of the power of the arts to inspire and connect.

That same week, the PfISD Dance Department came together for its 3rd Annual PfISD Team Day on July 30. Dancers from across the district spent the day building relationships, collaborating across campuses, and strengthening the PfISD dance community. The energy, camaraderie, and joy in the room reflected the very best of our district's spirit in which students and staff uniting around passion, teamwork, and excellence.

Together, these moments highlight how the arts in PfISD do more than entertain—they create connections, build community, and set the stage for an exciting year ahead.

Smiles, Safety & Strong Starts!

The first day of school was filled with joy as our District Police Department welcomed students at Dearing Elementary, while the beloved H-E-B Buddy mascot cheered on students at Hidden Lake Elementary with smiles, high-fives, and encouragement. Rowe Lane administrators Hillary Waggoner (Principal) and Stephanie Latorre (Asst. Principal) made a cheerful presence as they welcomed parents and students. Their presence sent a powerful message: our schools are places of Safety, Belonging, and Wellness. By teaming up with parents and community partners, we're creating campuses where students feel supported, staff feel empowered, and families feel connected. This heartwarming kickoff reminded us that safety and wellness set the stage for a thriving school year!









5.2.4 Upgrade security measures, emergency preparedness, and compliance ensures student and staff safety.

School Zone Signage

We are pleased to announce that three of our campuses started the 2025-2026 school year with newly implemented pedestrian safety measures. Staff has diligently collaborated with various representatives from Travis County, the City of Austin, and Dunaway engineering to secure funding for the installation of flashing school zone signs at locations that do not fall under the jurisdiction of either the City of Pflugerville or the City of Austin.

These new signs were installed near Dearing Elementary, Riojas Elementary, and Rowe Lane Elementary. Although these schools are within the City of Pflugerville ETJ, the City of Pflugerville is unable to provide assistance to the district for this undertaking. The most recent round of discussions commenced in February 2024, involving months of assessments regarding eligibility, funding, feasibility, and other critical considerations.

In June, the City of Austin issued purchase orders for the initiation of work at three sites, specifically Dearing, Riojas, and Rowe Lane Elementary Schools. Over the past few months, the City of Austin has installed a total of ten flashing school zone signs across these designated sites. We are enthusiastic about the new signage at these schools. However, our work is not done. Discussions are ongoing with regards to the need for signs at Vernagene Mott Elementary and Cele Middle School and we will continue to endeavor diligently to enhance safety at both of these schools.

School Zone Signs near Riojas Elementary and Dearing Elementary



Safe Routes

In collaboration with a developer, PfISD is implementing enhancements to traffic and pedestrian safety in the vicinity of Mott Elementary and Cele Middle School. These improvements required right-of-way acquisition to rectify the “S-curve roadway” near Mott and to establish secure pedestrian access between PfISD schools and the communities in the area.

Newly constructed sidewalks will link current developments to the south and east of the Mott/Cele site, with provisions for future connections to northern developments as they emerge. Ongoing work encompasses the installation of new sidewalks between Cele Middle School and the future development situated to the east of the school.





5.3.3 Strengthen connections and shared responsibility by partnering with families, alumni, community organizations, and local businesses

PfISD Food Services Earns Local & National Recognition

Excellence in service and innovation is on the menu in Pflugerville ISD!

- Local Spotlight: The Pflugerville Chamber of Commerce honored PfISD/Aramark Food Services with its annual “Best of the Best” – Best Managed Service award. This recognition highlights the team’s dedication to serving our students and community with care and quality every day.
- National Recognition: PfISD/Aramark Food Services also received the prestigious USDA Innovation of School Meals Award for introducing a signature dish this year—Cajun Biscuits and Gravy—a creative and student-favorite addition that demonstrates our commitment to providing nutritious, exciting meal options.

Together, these awards showcase PfISD’s commitment to quality, innovation, and community partnership, ensuring our students are fueled for success.





Pflugerville ISD

6: Communication



6: Communication

6.1 Transparent and proactive communication builds trust and allows for understanding and collaborative problem-solving.

- 6.1.1 Create communication protocols tailored to multiple audiences, which includes tool kits for maintaining consistency, establish standards for response times, and ensure information is kept up to date.
- 6.1.2 Provide training to staff, including strategies for developing a communication plan to solicit feedback and how to handle tough conversations.

6.2 Sharing the meaningful work students are accomplishing with the community builds connections, fosters pride, and ensures a lasting impact beyond the classroom.

- 6.2.1 Identify new ways to showcase student progress and successes.
- 6.2.2 Identify ways to publicize collaborative and innovative partnerships.
- 6.2.3 Encourage community involvement through unique service opportunities and engaging initiatives.

6.3 The value of listening is a key component of communicating because every voice deserves to be heard.

- 6.3.1 Develop and implement protocols for receiving, and responding to, regular feedback from staff, parents, students, and the community.

6.1.1 Create communication protocols tailored to multiple audiences, which includes tool kits for maintaining consistency, establishing standards for response times, and ensure information is kept up to date.

SchoolStatus Connect Platform Launch

In August, Pflugerville ISD officially launched the new SchoolStatus Connect platform as our districtwide communication tool for families. This rollout is a significant step forward in ensuring consistent, timely, and transparent communication between campuses and parents.

The platform is designed to streamline how teachers, principals, and district leaders share important updates. Families receive notifications directly through email, text, or the mobile app, helping us meet our goal of strengthening school-to-home connections.

During the initial weeks, teachers were asked to send all communications as Public Announcements to ensure parents could view them without needing accounts. However, we quickly learned that some messages were not being marked public, which confused families. In response, we have moved forward with activating parent accounts and sending invitations to families so they can access the app directly and view all past and current communications.

We recognize that launching a new system comes with challenges, especially without the ability to provide in-depth training ahead of the school year due to staff calendars. We appreciate the patience of our teachers, principals, and parents as we work through these growing pains. Our Communications team is closely monitoring implementation and supporting staff and families as needed.

Overall, the launch of SchoolStatus Connect marks an important milestone in modernizing district communication, and we are confident this platform will significantly improve the family experience once fully implemented.

Student Recruitment Marketing Update

In July, the Communications Department continued its comprehensive student recruitment campaign, focusing on Pre-K through 12th grade enrollment with an emphasis on early engagement and sustained visibility leading into the 2024–2025 school year. The department used a combination of email campaigns, social media advertising, and Google Ads to reach prospective families across Pflugerville, Austin, Manor, Hutto, and surrounding areas.

Pre-K marketing remained a top priority, with a new email sent on July 21 to 555 Pre-K parents as part of the ongoing drip campaign. The email provided parents with information on preparing their children for school and reinforcing the benefits of starting early in PfISD. The campaign achieved a strong 52.7 percent open rate, with 292 opens and four clicks. As of the end of July, more than 630 Pre-K parents were signed up to receive regular communications, ensuring they remain informed and connected throughout the enrollment process.

Social media advertising also played a key role in driving awareness and engagement. A two-month Pre-K Meta ad campaign with a $2,000 investment generated 556,122 impressions and 5,544 clicks, while a separate month-long Pre-K 4 ad targeting parents of three- to five-year-olds in Austin, Pflugerville, Manor, and Hutto helped address lower enrollment in that grade level. In addition, a broad enrollment-focused Meta ad campaign produced 722,418 impressions and 6,744 clicks with a $3,000 investment. Video-based ads continued to outperform static graphics, underscoring the importance of using dynamic content such as testimonials and program highlights to capture attention.

To complement social media, the department also invested in Google Ads to promote Pre-K through 12th-grade enrollment across key neighboring communities. This targeted approach helped drive traffic to enrollment pages and reinforced the district's visibility in competitive markets. Plans were also finalized to expand outreach through connected TV platforms such as Roku, Disney, Peacock, and HBO in the fall, building on the success of digital strategies to extend the district's reach even further.

Overall, July's efforts reflect a coordinated, multi-channel approach to student recruitment that leverages both direct communication with families and broad advertising strategies. These initiatives are helping PfISD strengthen relationships with parents, drive enrollment, and position the district as a top choice for families across Central Texas.

6.2.1 Identify new ways to showcase student progress and successes

Fall athletics, fine arts take spotlight at Media Days

The Communications team hosted Media Days at all four district high schools during August. These sessions provided opportunities to photograph athletes and fine arts students participating in fall sports and activities.

The professional photos captured will be used throughout the semester to support social media campaigns, website features, and promotional stories. The images highlight student involvement and achievement, helping the district promote upcoming events, celebrate student awards, and showcase the vibrant extracurricular opportunities available across Pflugerville ISD.

By investing in proactive media coverage, the district continues to strengthen community engagement, highlight student success, and ensure broad visibility for our programs and events.

6.3.1 Develop and implement protocols for receiving, and responding to, regular feedback from staff, parents, students, and the community.

PfISD Leaders Collaborate to Address New Student Discipline Changes

The recent implementation of Texas House Bill 6, not only brought about changes regarding the use of personal communication devices (cell phones), but also added several more impactful actions on student discipline. In order to effectively navigate the complexities as the school year was approaching, department and campus leaders forged a partnership focused on preparedness and a need to ensure clarity amongst all stakeholders. This effort began with a foundational phase of information gathering and policy development, where a spirit of shared responsibility was essential. This initial phase of collective input and document refinement laid the groundwork for a unified and adaptable approach.

As part of our commitment to ensuring that we improve the school experience, district leaders took care to understand the implications of the changes and their role in educating the students and families they serve. School leaders convened virtually multiple times to discuss survey feedback, workshop different policy scenarios, and meticulously review every detail of the new legislative changes. We continued open dialogue and a willingness to work for resolution and new approaches key to achieving a robust and equitable system for all students. The attention and execution of the new changes had to be managed quickly; it was an impressive turnaround for a group dealing with multiple timelines and demands lurking as the start of another school year began. We may be in the midst of unchartered territory; however, challenges are nothing new to school leaders. We believe in addressing this opportunity to show collective responsibility while demonstrating and maintaining a sense of belonging and nurturing for our students and the communities we serve.





Pflugerville ISD

7: Finance



7: Finance

7.1 Transparent and intentional financial planning paves the way for student and staff achievement.

- 7.1.1 Explore grants, partnerships, and cost-saving measures to strengthen district financial sustainability.
- 7.1.2 Utilize multi-year financial forecasting to support long-term sustainability and strategic growth.
- 7.1.3 Provide ongoing financial literacy training for campus and department staff to foster an understanding of budgeting practices.
- 7.1.4 Enhance financial transparency with all stakeholders.

7.2 Finances are the pathway, not the barrier, to achieving equitable access to education for every student.

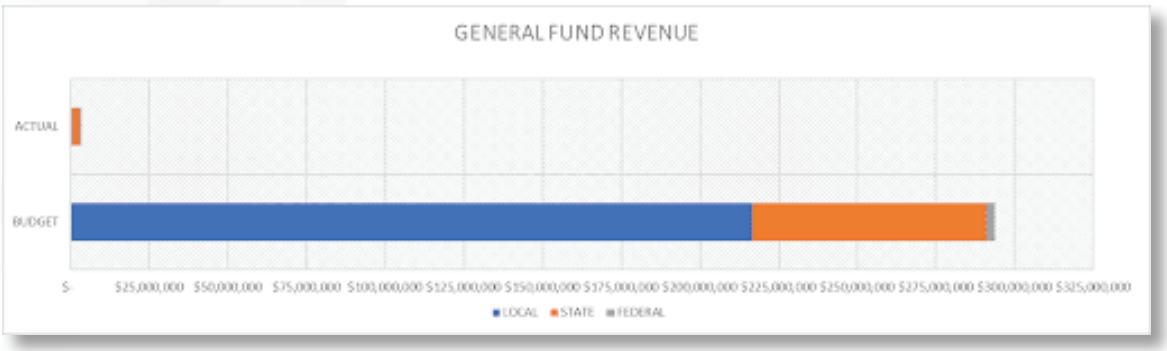
- 7.2.1 Support legislative and policy discussions that promote adequate and sustainable school funding.
- 7.2.2 Regularly assess and adjust financial strategies to remove obstacles to student success.

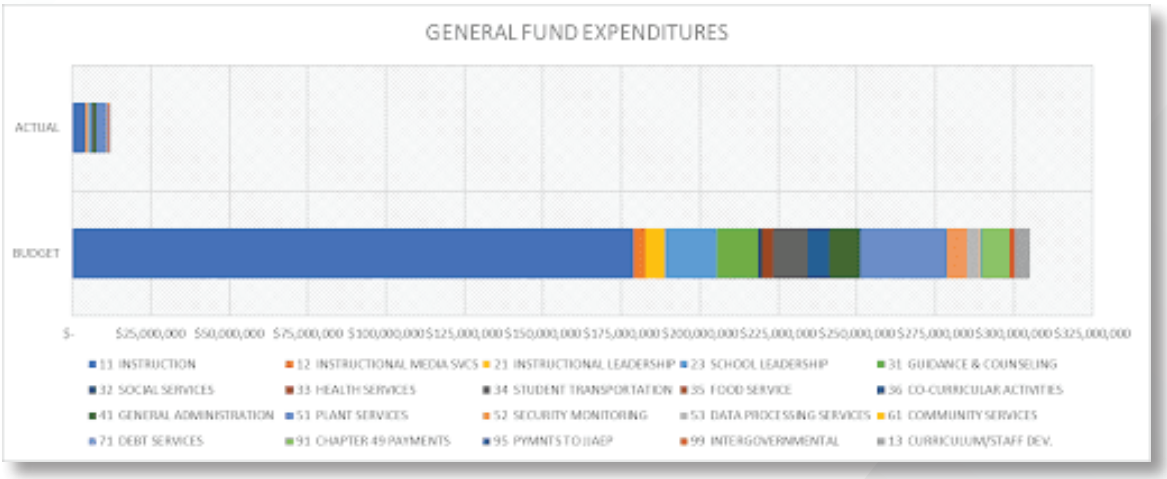
July Financials and Tax Collections

General Fund

The 2025-2026 budget began in July, and the district collected $3.2 million in general fund revenue, which represents 1% of the $293.7 million revenue budget.

On the expenditure side, the district spent $12.3 million, bringing total year-to-date expenditures to 4% of the $305 million budget. July will reflect the lowest monthly expenditures of the fiscal year. The majority of July payroll costs were applied to the prior fiscal year, as required by accounting standards to align with employee service contracts.





Food Service

In July, the Food Service department generated $75,635 in revenue and recorded $31,847 in expenditures. For the fiscal year to date, the department has achieved 1% of its $14.9 million revenue budget and 0.2% of its $14.8 million expenditure budget.

Debt Service

In July, the Debt Service Fund received $144,612 in revenue from interest earnings, demonstrating the district's continued focus on maximizing investment returns. There were not any debt expenditures for July. The next scheduled debt payments will be processed in August.

Tax Collections

As of July, tax collections remain unchanged from the prior month, with 97.95% of the $290.8 million total levy. Although only a small amount of deposits were received in July, county tax offices are still processing payments and making necessary adjustments for amounts owed back to the county due to property value protests.

Bond Funds

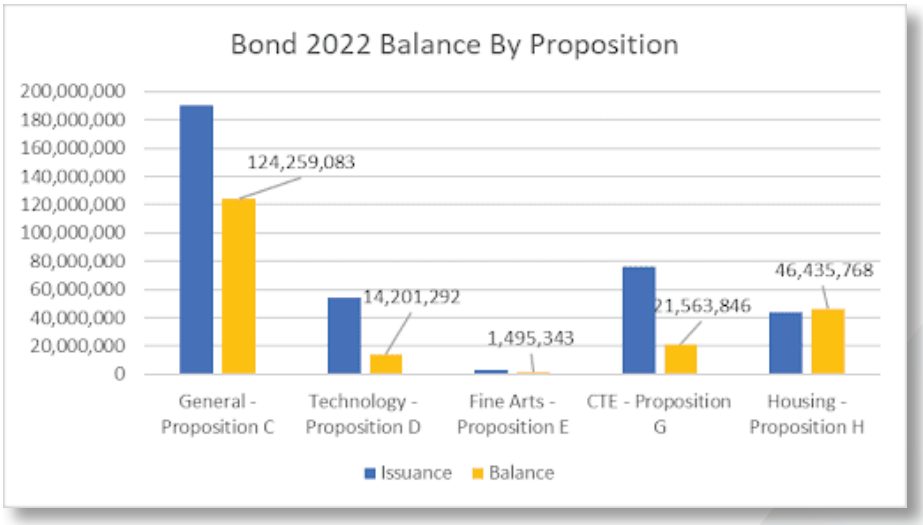
2008 Bond: The 2008 bond program is nearly complete, with only approximately $5,563 in remaining project costs to be finalized. Once these final items are closed out, the bond will officially be concluded.

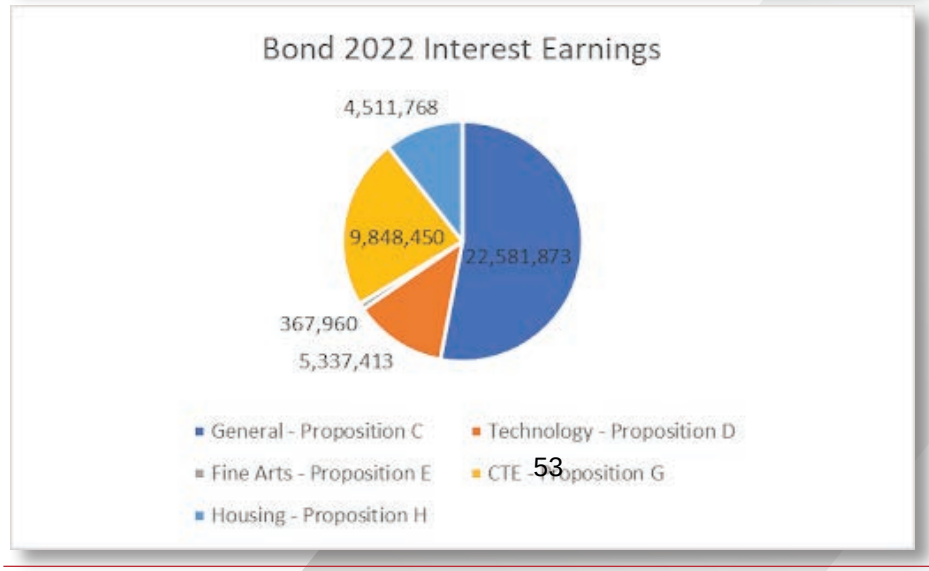
Bond	Issue Amount	Interest and Other Revenue	Cumulative Expenditures	Balance
2008	125,935,319	6,833,167	132,762,921	5,565
2018	332,000,000	17,395,587	337,866,223	11,529,363
2022	367,204,000	42,647,464	201,896,131	207,955,333

2018 Bond: There is still approximately $11.5 million available for general project use from the 2018 Bond. This includes:

- $4 million in unspent interest earnings
- $183,845 in COVID reimbursement funds, specifically reserved for technology needs
- $447,941 from the sale of surplus school buses, which will be used to support the Transportation Department

2022 Bond: As of July, the 2022 Bond program has a remaining balance of $207.9 million across all voter-approved propositions. Since its issuance, the bond has also generated $42.6 million in interest earnings. These funds are being reinvested to support additional projects and initiatives outlined in the bond package, with a portion reserved to pay required arbitrage.







Pflugerville ISD

8: Facilities



8: Facilities

8.1 Monitoring, Reviewing, and Addressing Facilities and Infrastructure is Critical for Fostering a Welcoming Culture

- 8.1.1 Develop a comprehensive facilities master plan for proactive maintenance and sustainability of district facilities.
- 8.1.2 Create a five to ten-year strategic vision for facility efficiencies and improvements.
- 8.1.3 Ensure responsible oversight of bond-funded projects.

8.2 Integrating Sustainable, Energy-Efficient and Beautification Solutions Leads to More Cost-Effective and Welcoming Campuses.

- 8.2.1 Invest in energy-efficient building upgrades to reduce operational costs and align with long-term environmental goals.
- 8.2.2 Explore alternative design concepts to create aesthetically pleasing environments.

Summer Renovation and Construction Progress

The Facilities and Construction team has begun oversight of the renovation and upgrade project scheduled for 2025 summer months. These projects range from renovations of restrooms and classrooms through full Heating, Ventilation, and Air Conditioning (HVAC) replacements.

The district has seven campuses under HVAC repairs or replacements:

Westview Middle School (Minor - Completion from 2024)
- Installation 100% Complete
- Finalizing Control Systems

Pflugerville High School (Minor - Auxiliary Buildings / Control Systems)
- Control System Upgrades Through September 30, 2025
- Ancillary Building Upgrades (6 Units) - Complete

Wieland Elementary (Major - Site Closed – Full Replacement)
- Installation 100% Complete
- Finalizing Control Systems

Kelly Lane Middle School (Major - Site Closed – Full Replacement)
- Installation 100% Complete
- Finalizing Control Systems

Windermere Elementary (Major - Site Closed – Full Replacement)
- Installation 100% Complete
- Finalizing Control Systems
- Second Chiller Unit & MAU's To Be Installed November 2025

Northwest Elementary (Major - Site Closed – Full Replacement)
- Summer Installation 100% Complete
- Second Chiller Unit To Be Installed November 2025

Provan Opportunity Center (Major - Full Replacement)
- Equipment Delivery Delays
- Upgrades Commence Late July Through November 2025

Campus Renovations Completed Over 2025 Summer:

Rowe Lane Elementary (Full Campus)
- 100% Complete

Dessau Middle School (Admin, Classrooms, Restrooms, Library)
- 100% Complete

Highland Park Elementary (Restrooms)
- 100% Complete

Park Crest Middle School (Restrooms)
- 100% Complete

Connally High School (Data Cabling, Restrooms)
- Cabling 100% Complete
- Competition Gym Restrooms
  85% Complete. Completion expected 8/31/2025

Performing Arts Center Upgrades

Connally High School
- On Schedule - 85% Complete
- Audio Upgrades Ongoing

Hendrickson High School
- On Schedule - 85% Complete
- Audio Upgrades Ongoing

Pflugerville High School
- On Schedule - 25% Complete
- Completion Schedule September 2025

Technology Upgrades

Projector Replacements
- Elementary - Phase 1 Complete
- Elementary - Phase 2 Ongoing - 100% Complete
- Weiss High School - 100%Complete

2025 Summer Computer Replacement Cycle
- On Schedule - 100% Complete

New Construction

Weiss High School Weight Room
- On Schedule
- Completion Fall 2025

Gymnasium Flooring Upgrades
While PfISD is significantly upgrading student facilities, additional improvements were seen across some campus gymnasiums. This includes comprehensive flooring overhauls: sanding, refinishing, and waxing. The new floors also feature campus colors and logos, enhancing school spirit and providing a superior environment for physical education, athletics, and community events


Pflugerville High School Small Gym


Park Crest Middle School


Cele Middle School

Summer 2026 Projects

As summer 2025 ends, the PfISD Operations team is already planning for extensive 2026 summer projects. This proactive approach ensures continuous district-wide facility enhancement.

The following list outlines critical proposed upgrades from the voter-approved 2022 Bond, focusing on improving infrastructure and facility modernization.

During the upcoming August Board of Trustees meeting, firms and their proposals will be presented for approval on a number of projects. This will initiate design and execution of these vital upgrades, maintaining PfISD's commitment to exceptional education.

Summer 2026 Projects

HVAC & Controls
- **Hendrickson HS,** Full Campus
- **Delco ES,** Full Campus
- **River Oaks ES,** Full Campus
- **Highland Park ES,** Full Campus
- **Rowe Lane ES,** Full Campus

Modernization
- **Connally HS**, Restrooms, Gymnasium, Skylight Addition
- **Copperfield ES,** Full Campus
- **Dessau MS**, Hallway Corridor
- **Kelly Lane MS**, Hallway Corridors, Walls, Restrooms
- **Park Crest MS**, Classrooms, Hallway Corridors
- **Pflugerville MS**, Restrooms, Classroom
- **Riojas ES,** Full Campus
- **Westview MS,** Full Campus
- **Wieland ES,** Full Campus
- **Windermere ES,** Full Campus

New Construction
- **Teacher Housing**, Full Site
- **CTE Center**, Full Campus

High School Campus Athletic Turf

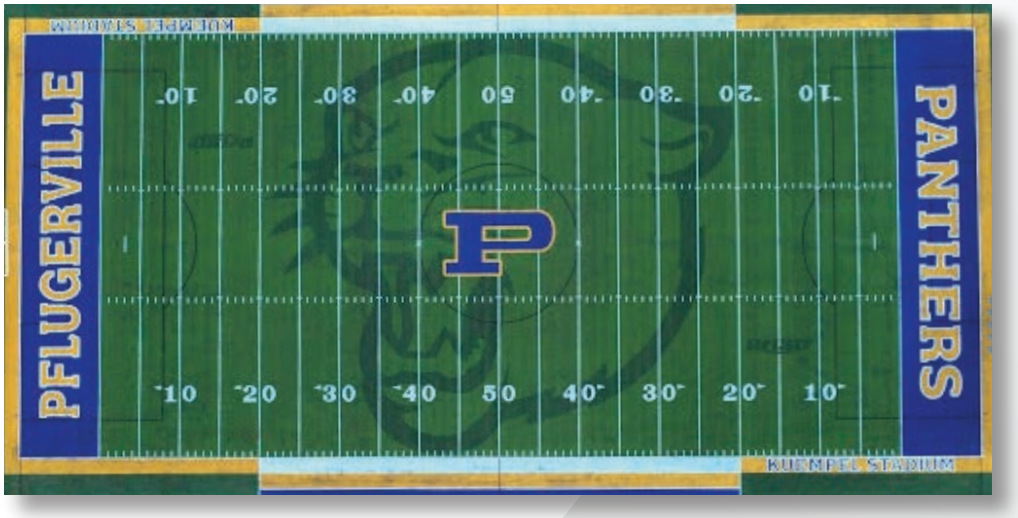
Pflugerville and Connally High Schools received athletic turf upgrades during the 2025 summer months. The new turf, installed by PSC (Paragon Sports Construction) provided the latest technology for both printing, design, comfort and cooling.

During the summer months of 2025, significant athletic turf upgrades were completed at both Pflugerville High School and Connally High School. The installation, expertly carried out by PSC (Paragon Sports Construction), incorporated the latest advancements in sports surfacing technology. This new turf system offers a multitude of benefits, including cutting-edge capabilities for vibrant printing and intricate design, enhanced comfort for athletes, and innovative cooling properties to mitigate heat on the field.

These improvements are expected to provide a superior playing surface, contributing to athlete safety and performance across various sports.



Connally High School (CHS) Turf Design



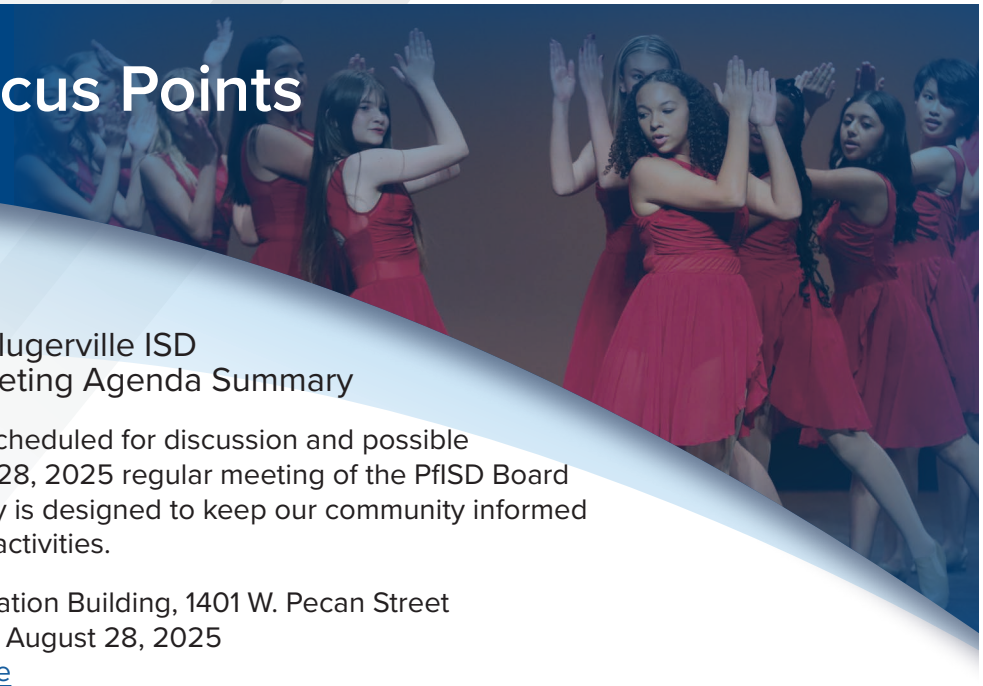
Keumpel Stadium (PHS) Turf Design



Pflugerville ISD

Board of Trustees

Board Agenda Focus Points



August 28, 2025 – Pflugerville ISD
Board of Trustees Meeting Agenda Summary

The following items are scheduled for discussion and possible action during the August 28, 2025 regular meeting of the PfISD Board of Trustees. This summary is designed to keep our community informed about key decisions and activities.

Location: PfISD Administration Building, 1401 W. Pecan Street
Time: 6:00 PM, Thursday, August 28, 2025
Livestream: Available here

We invite families, staff, and community members to attend or tune in to this important meeting as we continue building a bright future for every student in Pflugerville ISD.

I.C. Awards and Recognitions

- Hendrickson High School Speech & Debate Team will be honored for outstanding achievements at the NSDA National Tournament, with students placing in the top 10 nationally and the team earning a School of Honor award for the first time in over a decade.
- Newly appointed principals for the 2025–26 school year will be introduced, including leaders for Pflugerville Elementary, Spring Hill Elementary, Jessica Carpenter Elementary, Timmerman Elementary, Westview Middle, PACE, and Provan Opportunity Center.

I.D. Public Comment Related to Items Listed on the Agenda

II. President's Report

- Updates and remarks from the Board President.

III. Administration Report

- Updates from district administration.

IV. Consent Agenda

IV.A. Consideration and Possible Approval of Meeting Minutes

- Approval of July 17, 2025 Regular Meeting Minutes.
- Approval of July 29, 2025 Special Meeting Minutes.

IV.B. Graduation 2026 Facility Contract

- Approval of a $90,000 contract with the H-E-B Center in Cedar Park to host 2026 graduation ceremonies for Hendrickson, Pflugerville, Weiss, and Connally High Schools.

IV.C. Transportation Services Optimization Study

- Proposal of a $100,000 study with TransPar to review routes, fleet management, staffing, and facility needs. The study aims to improve safety, efficiency, and cost-effectiveness of student transportation.

IV.D. Resolution Authorizing Access & Utility Agreement with Vanterra Capital Group

- Agreement provides natural gas service, sidewalks, and roadway access for the new CTE Center. Partnership is expected to save the district over $650,000 in infrastructure costs.

IV.E. Agreement for the Purchase of Attendance Credit (Chapter 49 – Recapture)

- Annual state-required action for Pflugerville ISD to send $7.86 million in recapture payments because local property tax collections exceed state thresholds. Each year, the Board of Trustees entrusts the Superintendent with the authority to manage Pflugerville ISD's obligations under Chapter 49, which requires districts with local tax collections above the state's threshold to share revenue with the state. Now in our third year of participation, PfISD's 2025–2026 recapture payment is projected at $7.86 million.
- To best serve our students and community, PfISD has submitted the intent to purchase attendance credits (Option 3). This strategic approach reduces our district's revenue level in excess of entitlement while ensuring compliance with state law. By carefully navigating these financial requirements, PfISD continues to prioritize resources for classrooms, teachers, and student opportunities.

IV.F. Audio/Visual Installation – Learning & Technology Center

- Approval of a $1.35 million contract for advanced AV systems at the new LTC, which will include interactive displays, large projection screens, sound systems, and video conferencing. The facility will serve staff and provide 10,000 sq. ft. of professional development space.

IV.G. Copier Equipment & Impressions Contract

- Renewal of copier services with Ricoh. The $900,000 annual contract covers 141 devices, 64 million copies, supplies, and support staff, with Ricoh chosen for cost-effectiveness and strong service history.

IV.H. Special Education Legal Services Agreement

- Proposal to retain Eichelbaum Wardell Hansen Powell & Muñoz, P.C. for consultation on Special Education matters, increasing flexibility and expertise while potentially lowering costs.

IV.I. Ordinance to Set the 2025 Pflugerville ISD Tax Rate

- Recommendation to adopt a total property tax rate of $1.1069 per $100 valuation ($0.7869 for operations, $0.3200 for debt service). This matches last year's rate but requires a supermajority vote. This steady rate allows us to fund classrooms, staff, and voter-approved debt while protecting our taxpayers.
  - $0.7869 for classrooms, staff, and daily operations (M&O)
  - $0.3200 for paying down voter-approved debt (I&S)
  - $1.1069 Total Tax Rate (unchanged from last year)

- Why the State Calls It an "Increase"
  - The state compares PfISD's proposed tax rate ($1.1069) to the No-New-Revenue (NNR) rate ($1.0448). The NNR rate is a "what if" number - the rate that would generate the same amount of revenue as last year, before considering rising property values.
  - Since property values have increased, the proposed rate generates about 5.9% more revenue that's driven by higher property values, not a higher tax rate, even though the tax rate didn't change.

- In short, tax bills may go up because property values increased, not because PfISD raised the tax rate. The bottom line is that PfISD is keeping the tax rate steady while continuing to responsibly fund schools, staff, and student opportunities.

IV.J. 2025–2026 Budget Amendment (General Fund)

- Updates reflect $15.7M increase in revenues and $8.8M increase in expenditures. Recapture payments decrease by $1.2M, reducing the district's budget deficit by nearly $7M.In Pflugerville ISD, every dollar is managed with transparency and care. In line with Texas Education Agency requirements, PfISD ensures that expenditures in the General Fund, Food Service Fund, and Debt Service Fund remain within budgeted limits. This year, the General Fund was updated to reflect changes from Texas House Bill 2, and revise revenue and expenditure projections to align with state funding adjustments and our Board-approved compensation plan. These adjustments not only keep PfISD in compliance, but also demonstrate our commitment to investing in our staff and students while planning responsibly for the future.

- **General Fund:**
  - Revenue: Increased by $15.7 million
  - Expenditures: Increased by $8.8 million
  - Net Impact: The amendment reduces the budget deficit to $4.3 million which is a $6.9 million improvement compared to the adopted budget.

IV.K. Adoption of an Order Authorizing Redemption of Outstanding Bonds

- Board will consider approving redemption of $24.9M in Series 2019A bonds. This lowers long-term debt costs and maintains stability in the debt service tax rate.

- Pflugerville ISD is taking proactive steps to manage debt responsibly and protect taxpayers. The District intends to refund $24.9 million of the Series 2019A Bonds, which become callable on February 15, 2026.

- This refunding strategy serves two important purposes:
    - Maintaining Stability: It supports the District's ability to keep the current debt service tax rate steady by aligning the refunded bonds with the minimum required debt service for FY 2026.
    - Saving Money: By refunding the bonds early, PfISD expects to reduce overall debt service costs and provide flexibility for future bond planning.
- This action reflects PfISD's ongoing commitment to fiscal stewardship and long-term financial planning. By carefully managing debt, the District ensures obligations are met responsibly while preserving financial flexibility to prepare for future investment in classroom and staff.

IV.L. Travis County 4-H Organization Recognition

- Approval to continue recognizing 4-H as an extracurricular activity, allowing student absences to count as school-related. County extension agents will be designated as adjunct faculty (no pay or benefits).

IV.M. Third Quarter & Annual Investment Reports (2024–25)

- District investment portfolio totaled $505M as of June 30, 2025, generating $19.9M in interest for the year. Reports highlight strong liquidity and compliance with state law.
- Quarterly Reporting Period: March 1, 2025 - May 31, 2025
- Annual Reporting Period: September 1, 2024 - June 30, 2025
- Portfolio Overview:
    - High Liquidity: 90% of the portfolio remains in government pools and the district's bank, ensuring that funds are readily available when needed.
    - Strong Returns: Investments delivered a 4.3% yield with an average maturity of just 3 days demonstrating both security and efficiency.
    - Strategic Diversification: During the last quarter, PfISD broadened its portfolio by adding certificates of deposit, commercial paper, and long-term securities. While this slightly reduced liquidity, it strengthened overall diversification, positioning the district for stability and long-term success.

Financial Performance:

- Investment Income: The district realized $6.5 million in investment income this quarter and $19.8 million for the fiscal year.
- Portfolio Growth: The portfolio began the year at $484.3 million and closed at $504.9 million.
- What's Driving Growth: This increase is primarily fueled by investing local tax collections, ensuring resources remain available when needed.

IV.N. First Reading – Policy CDH (Local): Workforce Housing Public Facility Corporation

- Discussion of creating a Public Facility Corporation to oversee affordable housing for PfISD teachers (approved by voters in 2022). First reading only—no vote will be taken.

IV.O. Student Code of Conduct for 2025–26

- Adoption of updated Student Code of Conduct, revised to reflect changes from the most recent legislative session. Draft SCOC can be viewed here.

V. Consideration and Possible Approval of Purchases in Excess of $50,000

The Board will consider approving major purchases from approved vendors across various operational areas, including HVAC, curriculum, legal services, pest control, and special education services.

In compliance with District policy CH(Local), any single, budgeted purchase of goods or services costing $50,000 or more requires Board approval before a transaction may take place. The following items are presented for consideration:

1. **Student Attendance Services**
   - Purpose: Expand and strengthen district-wide attendance efforts by providing additional campuses with data-driven tools and outreach strategies to reduce chronic absenteeism and improve student engagement.
   - Cost: $82,109
   - Funding Source: General Fund
   - Vendor: EveryDay Labs Inc..
   - Rationale: This expansion will target 15 campuses with the lowest ADA and highest chronic absenteeism rates. EveryDay Labs provides multilingual outreach, professional development, and actionable data shown to significantly improve attendance. This investment supports equitable access by directing resources to campuses with the greatest need.

2. **PMS Flooring**
   - Purpose: Replace kitchen tile flooring.
   - Cost: $215,272
   - Funding Source: 2022 Bond
   - Vendor: Erban Construction Group
   - Rationale: Erban Construction Group will complete demolition, installation, and clean-up of the new kitchen flooring at Pflugerville Middle School.

3. **HVAC Renovations**
   - Purpose: Provide professional engineering design services at five campuses for the 2026 Mechanical Systems Renovation Project.
   - Cost: $458,500
   - Funding Source: 2022 Bond
   - Vendor: ESA Energy Systems Associates, Inc.
   - Rationale: ESA will deliver engineering design services for HVAC renovations at River Oaks ES, Highland Park ES, Rowe Lane ES, Delco ES, and Hendrickson HS.

4. **Records Retention Services**
   - Purpose: Provide district-wide records retention services.
   - Cost: $135,000
   - Funding Source: General Fund
   - Vendor: GRM Information Management Services of Austin
   - Rationale: Records retention services ensure proper management, security, and compliance with legal requirements district-wide for the 2025–26 school year.

5. **Worker's Compensation Excess Stop Loss Coverage**
   - Purpose: Provide coverage for claims exceeding $450,000.
   - Cost: $79,793
   - Funding Source: Insurance Fund
   - Vendor: Midwest Employees
   - Rationale: Stop loss coverage mitigates the financial impact of catastrophic workers' compensation claims.

6. **Workers Compensation Claims Administrator**
   - Purpose: Administer the district's workers' compensation program.
   - Cost: $622,566
   - Funding Source: Insurance Fund
   - Vendor: Tristar Risk Management
   - Rationale: Tristar manages claims to ensure employees receive legally entitled benefits while protecting district interests. Contract period: 9/1/2025 – 8/31/2026.

7. **Unemployment Insurance Claims**
   - Purpose: Cover unemployment claims and related services.
   - Cost: $150,000
   - Funding Source: Insurance Fund
   - Vendor: TASB Risk Management Fund (Unemployment)
   - Rationale: TASB administers PfISD's self-funded unemployment program, provides legal support, processes TWC payments, and ensures compliance. Contract period: 10/1/2025 – 9/30/2026.

8. **Digital College and Career Readiness Platform**
   - Purpose: Continue use of College and Career Readiness tracking software for secondary students.
   - Cost: $93,536
   - Funding Source: General Fund
   - Vendor: SchooLinks
   - Rationale: SchooLinks tracks CCMR outcomes, integrates with PfISD testing and accountability systems, and supports student achievement in CTE and college readiness.

9. **CSG and PfISD Optimization Process**
   - Purpose: Provide consultation and support for district demographic and optimization planning.
   - Cost: $239,800
   - Funding Source: 2022 Bond
   - Vendor: CSG
   - Rationale: CSG will partner with PfISD to analyze demographic trends, engage stakeholders, develop frameworks for decisions, produce school profile reports, and establish a phased, multi-year optimization plan.

     OR
   - CSG support for Pflugerville's district optimization processes will include advising and partnering with Pflugerville staff on community engagement, board engagement, developing a framework for optimization decisions, conducting research and gathering feedback on innovative school models, creating initial and final recommendations based on data analysis, producing detailed school profile reports for every PfISD school, and partnering to establish a multi-year phased approach to address ongoing demographic trends in the district.

10. **Playscape Shade Structure**
    - Purpose: Install a new shade structure at Highland Park Elementary.
    - Cost: $55,711
    - Funding Source: 2022 Bond
    - Vendor: The PlayWell Group Inc. DBA PlayWorks
    - Rationale: Replace the aging and damaged shade structure to provide a safe and functional play environment.

11. **YMCA Childcare**
    - Purpose: Provide YMCA child care services for preschool-aged children in FY2025–26.
    - Cost: $137,280
    - Funding Source: General Fund
    - Vendor: YMCA of Central Texas
    - Rationale:The district subsidizes child care fees to support employee retention and family stability.

12. **Communication Platform**
    - Purpose: Support district-wide communication, attendance, and student success initiatives..
    - Cost: $104,94
    - Funding Source: General Fund
    - Vendor: SchoolStatus
    - Rationale: SchoolStatus provides tools for two-way communication, attendance management, and data-driven insights that improve engagement and reduce absenteeism.

13. **Canvas Renewal**
    - Purpose: Renew subscription for grades 2–12.
    - Cost: $147,360
    - Funding Source: General Fund
    - Vendor: Instructure Inc. DBA Canvas
    - Rationale: Annual renewal provides continued access to the Canvas learning management system for instruction and professional learning.

14. **BrainPOP Subscription Renewal**
    - Purpose: Renew subscription for grades K–8.
    - Cost: $95,220
    - Funding Source: General Fund
    - Vendor: BrainPOP
    - Rationale: BrainPOP offers over 1,000 standards-aligned topics across core content and SEL, available in English, Spanish, and French, supporting curriculum and student engagement.

15. **SORO OverDrive Subscription Renewal**
    - Purpose: Renew subscription for grades K–12.
    - Cost: $150,000
    - Funding Source: General Fund
    - Vendor: OverDrive
    - Rationale: Sora by OverDrive provides students and staff with access to ebooks, audiobooks, and curriculum titles, supporting literacy, leisure reading, and professional development.

16. **District Kitchen Smallwares**
    - Purpose: Purchase and replenish smallwares for district kitchens.
    - Cost: $57,475
    - Funding Source: Food Service Fund
    - Vendor: Hubert Company
    - Rationale: Smallwares replenishment ensures kitchens are properly equipped for 2025–26 operations.

17. **Instruction Partners**
    - Purpose: Partner with a technical assistance provider for the 2025–26 Strong Foundations Planning Grant.
    - Cost: $100,000
    - Funding Source: Strong Foundation Planning Grant
    - Vendor: Instruction Partners
    - Rationale: Instruction Partners will support development of a mathematics instructional framework and planning for future curriculum adoption.

18. **Police Vehicles**
    - Purpose: Purchase six 2025 Tahoes for the district police department.
    - Cost: $578,744
    - Funding Source: 2022 Bond
    - Vendor: Caldwell Country Chevrolet
    - Rationale: Acquisition includes four sergeant vehicles and two patrol vehicles with Cap Fleet upfitting to support district police operations.

19. **Police Shields**
    - Purpose: Purchase 22 ballistic shields to comply with HB 33.
    - Cost: $95,738
    - Funding Source: 2022 Bond
    - Vendor: GT Distributors, Inc.
    - Rationale: HB 33 requires each campus to maintain at least one ballistic shield and one breaching tool. This purchase adds 22 shields to the district's current inventory of 16, ensuring coverage for all campuses with three additional spare units available.

20. **Athletics Facilities Fiber**
    - Purpose: Install fiber connectivity at three high school athletic facilities.
    - Cost: $195,000
    - Funding Source: 2022 Bond
    - Vendor: Carroll Systems
    - Rationale: Installation will provide network connectivity to football, baseball, and softball press boxes and concession stands at PHS, HHS, and CHS.

21. **LTC Fiber**
    - Purpose: Install primary fiber connection for the Learning & Technology Center (LTC).
    - Cost: $355,000
    - Funding Source: 2022 Bond
    - Vendor: Asound
    - Rationale: The project establishes the LTC Network Operations Center as the central data hub for all schools, facilities, and the Support Services building.

22. **Network Support Agreement Contract**
    - Purpose: Renew annual support agreement for Cisco network equipment.
    - Cost: $111,408
    - Funding Source: General Fund
    - Vendor: Red River
    - Rationale: Renewal ensures ongoing support, software licensing, and upgrades for Cisco network equipment, including telephone systems.

23. PfISD PD to City - Fiber Relocation

- Purpose: Relocate fiber connection to the City of Pflugerville's new data center.
- Cost: $149,715
- Funding Source: 2022 Bond
- Vendor: Astound
- Rationale: With the City's Network Operations Center relocating in 2026, new fiber will connect PfISD PD to the Justice Center on E. Pfenning Lane for continued systems access and IT support.

24. System Operation License Renewal

- Purpose: Renew VMware licenses.
- Cost: $71,000
- Funding Source: General Fund
- Vendor: SHI
- Rationale: VMware licenses are required to manage system performance across physical and virtual platforms, supporting all district servers.

25. Elementary Campus Modernization - Summer 2026

- Purpose: Provide architectural design services for elementary campus renovations.
- Cost: $345,500
- Funding Source: 2022 Bond
- Vendor: RelianceVLK Architects
- Rationale: As part of the 2022 Bond, Reliance Architects will design renovations for Kelly Lane MS, Copperfield ES, Riojas ES, and Wieland ES, building on prior successful district projects.

26. Secondary Campuses Modernization - Summer 2026

- Purpose: Provide architectural design services for secondary campus renovations.
- Cost: $568,220
- Funding Source: 2022 Bond
- Vendor: VLK Architecture
- Rationale: VLK Architecture will design renovations for Park Crest MS, Westview MS, and Windermere ES, scheduled for summer 2026 as part of the 2022 Bond.

27. HVAC Upgrades (Engineering) - Summer 2026

- Purpose: Provide engineering design services for HVAC upgrades.
- Cost: $458,500
- Funding Source: 2022 Bond
- Vendor: Energy Systems Associates (ESA)
- Rationale: ESA will design HVAC equipment and controls upgrades at Hendrickson HS, Delco ES, River Oaks ES, Rowe Lane ES, and Highland Park ES.

28. CTE Commissioning & TAB Services (Engineering)

- Purpose: Provide commissioning and Testing and Balance (TAB) services for the new CTE Center.
- Cost: $181,250
- Funding Source: 2022 Bond
- Vendor: EMA Engineering & Consulting Inc.
- Rationale: Commissioning and TAB services are required for occupancy of the new CTE Center. EMA has provided successful services on prior district projects.

29. Learning.com Subscription Renewal

- Purpose: Renew subscription for grades K–8.
- Cost: $112,808
- Funding Source: Instructional Materials Allotment (IMA) Fund
- Vendor: Learning.com
- Rationale: Learning.com is the district's adopted Technology Applications instructional material, aligned with TEKS. Renewal supports digital literacy, coding, productivity tools, online safety, and computational thinking, ensuring equitable access and instructional continuity.

30. Work Based Learning Programs

- Purpose: Contract with The Stacer Group to coordinate work-based learning programs.
- Cost: $105,000
- Funding Source: Community Engagement Grant from Pflugerville Economic Development Corporation.
- Vendor: The Stacer Group
- Rationale: The Stacer Group will develop and implement partnerships with businesses to expand student work-based learning. Services include assessment and planning (Year 1), implementation (Years 2–3), and maintenance (Year 4).

31. Lease Virtual Reality Headsets

- Purpose: Continue lease of virtual reality headsets with pre-installed curriculum.
- Cost: $61,000
- Funding Source: Perkins Federal Grant
- Vendor: TransfrVR
- Rationale: VR headsets support career exploration in skilled trades, healthcare, and manufacturing for middle and high school CTE courses.

32. AVID Program

- Purpose: Continue AVID college readiness program at nine campuses.
- Cost: $61,396
- Funding Source: General Fund
- Vendor: AVID
- Rationale: AVID prepares students for four-year colleges through rigorous coursework, academic support, organizational skills, and college planning resources. Program sites include nine campuses: Bohls MS, Dessau MS, Park Crest MS, Pflugerville MS, Westview MS, John B. Connally HS, Hendrickson HS, Pflugerville HS, and Weiss HS.

33. Connally High School Gate Camera

- Purpose: Install vandal-resistant cameras with AI at Connally HS gate.
- Cost: $59,651
- Funding Source: 2022 Bond
- Vendor: STS360
- Rationale: Installation includes two new vehicle gate pedestals with keypad readers, two 4K AI-enabled dome cameras, cabling, and configuration to enhance security.

34. Football and Softball Scoreboards at HHS

- Purpose: Replace football and softball scoreboards at Hendrickson HS.
- Cost: $69,795
- Funding Source: 2022 Bond
- Vendor: BSN
- Rationale: Replacement of aging and non-functional scoreboards will improve game-day operations and safety.

35. May 2025 Board Elections

- Purpose: Pay the remaining balance for May 2025 Board elections.
- Cost: $135,062
- Funding Source: General Fund (2024-2025 Fiscal Year)
- Vendor: Travis County Clerk - Elections Division
- Rationale: In April 2025, the Board approved an initial allocation of $101,737 for election costs. Following reconciliation, the final expense totaled $236,799, requiring an additional payment of $135,062.







Board of Trustees



Policy Committee Meeting – August 15, 2025

On August 15, 2025, the policy committee met with
Jacob Woolston, General Counsel,
Dr. Quintin Shepherd, Superintendent of Schools,
Alex Okafor, Board Member, and
Charlie Torres Board Member.

The committee discussed proposed changes to two local policies: CDH (Local) and BBB (Local). Under Policy CDH (Local), the district is exploring the creation of a Public Facility Corporation (PFC) dedicated to providing workforce housing for teachers. The goal is to present the policy for a first reading at the August regular meeting. A separate policy committee meeting will be scheduled to review the Articles of Incorporation and Bylaws for the proposed PFC, which require Board approval.

Regarding Policy BBB (Local), the committee considered shifting school board elections from May to November and changing board member terms from three to four years in an effort to reduce increasing election costs. Board Member Alex Okafor requested clarification on how this change might affect current board terms and the plan to transition to the new election cycle. Mr. Woolston will provide additional information to clarify the impact on existing terms, and how other districts have handled the transition. Mr. Woolston is also preparing estimates on the potential cost savings and will provide that information once available.

Governmental and Community Relations Committee

Federal Funding Update

Federal education funds that had previously been withheld have now been released. Of particular importance, Special Education funding will continue to be administered under the oversight of the U.S. Department of Education, not through block grant funding. This ensures stability and continuity for critical services.

Dr. Shepherd, through his advocacy with AASA (The School Superintendents Association), played a pivotal role in advancing this outcome. Members of our committee also contributed by sending letters to federal figures to reinforce the district's position. This layered advocacy helped ensure our students with disabilities are not subjected to interruptions in services due to funding structures.

Special Session Update – Sine Die and Refiling

The first special legislative session adjourned Sine Die on Friday, August 15th. Immediately following, the second special session was gaveled in. Nearly all bills from the first session were quickly refiled and passed through the Senate, with only a small handful left unaddressed. Of notable concern, SB 12 (Taxpayer-Funded Lobbying Ban) does not appear to be receiving a hearing in the House this session. If that remains the case, the bill will not advance, though monitoring continues.

Recent Priority Legislation – SB 9 & HB 8

Most recently, SB 9 and HB 8 were heard. The Governmental and Community Relations Committee, working with district leadership, submitted collective testimony—neither in full support nor in outright opposition, but on the bill, raising substantive concerns and recommendations.

- HB 8 passed out of committee on Thursday, August 21st and now moves to the House floor.
- Importantly, this bill does not eliminate STAAR testing. Instead, it maintains the current structure while increasing requirements and burdens, particularly around accountability and compliance.
- Key items flagged in testimony include the need for reduced redundancy, alignment to student outcomes rather than compliance metrics, and consideration for impacts on districts with high percentages of special education and emergent bilingual students.

SB 12 and Advocacy Access

- The committee's ongoing work on SB 12 remains a cornerstone of this reporting cycle. As previously shared:
- Trustees Yanez and Mayer engaged directly in advocacy, with Trustee Yanez serving as one of only two trustees statewide to testify when the bill was heard.
- Recommended amendment language was submitted, developed in coordination with district leadership and counsel.
- While some senators acknowledged concerns and narrowed the language, the bill continues to present new liabilities and ambiguities for school boards regarding contracting and advocacy services.

Next Steps

- Monitor HB 8 as it proceeds to the House floor, ensuring amendments and concerns raised in testimony remain part of legislative dialogue.
- Continue preparing for potential re-emergence of SB 12 or similar language in future sessions.
- Track SBOE developments around the School Board Development Framework, particularly the protection of the Advocacy pillar.
- Preserve alignment between federal advocacy gains (e.g., Special Education funding protections) and state-level strategy.

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of Ordinance to Set the 2025 Pflugerville ISD Tax Rate

AGENDA PLACEMENT

CA- Consent Agenda

BACKGROUND INFORMATION

The 2025 proposed maintenance and operations (M&O), and interest and sinking (I&S or debt service) tax rates were calculated based on certified property values received from the Travis Central Appraisal District and Williamson Central Appraisal District.

Pflugerville ISD is recommending a total tax rate of $1.1069, to be assessed and collected by the duly specified assessor and collector as follows:

$0.7869	for the purpose of maintenance and operations (M&O)
$0.3200	for the purpose of payment of principal and interest on debts (I&S)
$1.1069	Total Tax Rate

The proposed tax rate is the same as last year's total tax rate.

When the proposed M&O tax rate exceeds the district's no-new-revenue (NNR) tax rate there is a required motion that must be presented to adopt the tax rate. Additionally, if the M&O tax rate exceeds rate to maintain M&O revenue, there must be a record vote of at least 60% of board members (5 of 7 members regardless of meeting attendance).

The NNR tax rate has been calculated as $1.0448 and the M&O rate to maintain is $.69416. As a result, the motion outlined below is required to adopt a tax rate and the tax rate can only pass with a supermajority vote.

FISCAL IMPACT STATEMENT

COST: NA

Recurring or One-Time: NA
Funding Source (General/Grant/Other-Specify): NA
Fiscal Year: NA
Amendment Required: No

Bond Funds (Program Year): NA

RECOMMENDATION

Staff recommends that the Board of Trustees adopt the 2025 total tax rate of $1.1069 per $100 valuation, with $0.7869 designated for Maintenance and Operations (M&O) and $0.3200 designated for Interest and Sinking (I&S), as calculated based on certified property values from Travis Central and Williamson Central Appraisal Districts. This rate is equal to last year's total tax rate.

Motion:
I move that the property tax rate be increased by the adoption of a tax rate of $1.1069, which is effectively a 5.9 percent increase in the tax rate.

Submitted By: Jennifer Land, Chief Financial Officer
Cabinet Member's Approval: Brandy Baker, Chief of Staff

Script for Adoption of Tax Rate

When the proposed total tax rate exceeds the total no-new-revenue (NNR) tax rate, specific language must be used in the tax rate adoption motion.

Following the remarks and recommendation of District administration, the Board President will introduce the following agenda item:

Consideration and Possible Adoption of an Ordinance to Set the 2025 Pflugerville ISD Tax Rate

MOVANT: "I move that the property tax rate be increased by the adoption of a tax rate of $1.1069, which is effectively a 5.9 percent increase in the tax rate."

SECOND: I second the motion.

The Board President may allow discussion of the item and, following any remarks of the Board members, the Board President should call for a vote on the tax rate.

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

First Reading of Policy CDH (Local)- Workforce Housing Public Facility Corporation

AGENDA PLACEMENT

ID - Information/Discussion

BACKGROUND INFORMATION

In November 2022, voters approved Proposition H, for the purchase of land and the construction of affordable housing for PfISD teachers.

As the project progresses into the next stage of planning and development, Administration recommends the formation of a Public Facility Corporation (PFC) to oversee management of the housing.

FISCAL IMPACT STATEMENT

COST: N/A

Recurring or One-Time: NA
Funding Source (General/Grant/Other-Specify): NA
Fiscal Year: NA
Amendment Required: NA
Bond Funds (Program Year): NA

RECOMMENDATION

This is first reading and no action is required.

Submitted By: Jacob Woolston, General Counsel
Cabinet Member's Approval: Brandy J. Baker, Chief of Staff

WORKFORCE HOUSING PUBLIC FACILITY CORPORATION

CDH
(LOCAL)

Workforce Housing PFC

The Board shall establish a Workforce Housing Public Facility Corporation (PFC) to assist the District manage affordable housing for District personnel. The PFC shall operate in accordance with its Articles of Incorporation and PFC Bylaws, both of which are subject to Board approval.

Board Regular Meeting Notice

Pflugerville Independent School District
July 17, 2025
Administration Building Board Room
1401 Pecan St W
Pflugerville, TX 78660
6:00 PM

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

A Regular Meeting of the Board of Trustees of Pflugerville ISD was held Thursday, July 17th, 2025, beginning at 6:00 pm in the Administration Building Board Room, 1401 W. Pecan Street, Pflugerville, Tx 78660.
Trustees Charlie Torres, Chevonne Lorigo-Johst, Alex Okafor, Jean Mayer, Renae Mitchell, Claudia Yañez, and Kelly Daniel were present.

I. Opening

A. Moment of Silence

B. Pledge of Allegiance

C. Public Comment (May Address Items Not Listed on the Agenda)

- Jerry Jones, New Executive Director for the PCDC, expressed gratitude and commended Traci Hendrix for her work in securing new funding opportunities.
- August Plock, Vice President of the PfEA, discussed the need for policy adjustments and the 25-26 general pay increase for staff, emphasizing the importance of timely information for employees.

II. President's Report

- Chevonne Lorigo-Johst proved updated on the board's collection process for suggested edits to committee charges and rules, with a timeline for review.
- The board is encouraged to submit any suggested edits for the Board Operating Procedures, Section 1-8 by August 1st, 2025.

- Trustees shared their takeaways from the SLI conference in San Antonio, highlighting various sessions on Special Education Legislation, Board Officer training, and leadership development.

III. Administration Report

- Dr. Quintin Shepherd highlighted the TWC grant for immersive virtual reality technology, increased AOP exam performance at Hendrickson High School, and the launch of the 3E initiative.

IV. Consideration and Possible Approval of a 2025-2026 General Pay Increase for Staff

- Jennifer Land presented the compensation plan, detailing the impact of House Bill 2 on teacher and support staff retention allotments and the proposed pay increases for various employee groups.
- The fiscal impact of the proposed increases is discussed, showing a significant reduction in the budget deficit from $10.3 million to $4.3 million.
- The board is encouraged to approve the administrative recommendation to implement the pay increases and begin work on retroactive payments for staff.
- Renae Mitchell motions to approve and Jean Mayer seconds.
- Motion carries 7-0.

V. Consideration of TASB's Recommended Changes to Local Policy EFB, FD, FM, and FNCE – First Reading

- Jacob Woolston, General Counsel, discussed the challenges and solutions for Homebound instruction and the implementation of personal communication devices in classrooms.
- No action is needed.

VI. Consideration and Possible Approval of District Local Policy Adjustments to DEC – Second Reading

- Jacob Woolston, General Counsel, presented the second reading of the district local policy adjustments to DEC.
- Renae Mitchel motioned to approve, and Charlie Torres seconded.
- Motion carried 7-0.

VII. Consideration and Possible Approval of a Resolution Recognizing the Impact of the Central Texas Hill Country Floods and Expressing Solidarity with Affected Communities

- Chevonne Lorigo-Johst reads the resolution acknowledging the impact of the Central Texas Hill Country floods and expressing solidarity with affected communities.
- Jean Mayer motions to approve the resolution with Claudia Yañez seconded.
- Motion carried 7-0.

VIII. Consent Agenda

A. Consideration and Possible Approval of Meeting Minutes

1. June 5, 2025 Workshop Meeting
2. June 24, 2025 Special Meeting
3. June 26, 2025 Regular Meeting

B. Consideration and Possible Approval of PfISD Application for Optional Flexible School Day Program (OSFDP) for the 2025-2026 School Year

C. Consideration and Possible Approval of a Credit by Exam (CBE) for the Equine Science and Small Animal Management Courses

D. 2025-2026 Federal Grant Application Notification for Title I, Part A; Title II, Part A; Title III, Part A (English Language Acquisition and Immigrant); Title IV, Part A; Texas Education of Homeless Children and Youth, and Individuals with Disabilities Education Act, Part B

E. Consideration and Possible Approval of the Hendrickson High School Theatre Program to Travel to New York City, New York, and Participate in a Broadway Master Class, March 20th – 24th of 2026

F. Consideration and Possible Approval of Design Build as a Delivery Method for Construction Projects Included in the 2022 Bond Program

G. Consideration and Possible Approval of Outside Employment Between Pflugerville ISD Employees and Region 13

H. Consideration and Possible Approval of the Pflugerville Area Youth Baseball and Softball (PAYBAS) Baseball Lease Agreement

I. Consideration and Possible Approval of Purchases in Excess of $50,000

1. Walsh Gallegos Kyle Robinson & Roalson P.C. - Legal Services
2. Abescape Group LLC - Mowing Services
3. Southern Tire Mart LLC - Bus Tires Mount and Dismount Services
4. Buck's Wheels and Equipment Company - Purchase of Bus Parts & SPED Equipment
5. Propio LS LLC - Translation and Interpretation Services
6. Curriculum Associates dba Ellevation - Emergent Bilingual Student Services Platform
7. Anchor Ventana Glass - Window Repairs
8. Commercial Kitchen Parts and Service - HVAC Parts and Services
9. Home Depot - Equipment and Supplies
10. Johnston Supply of Austin - HVAC Equipment and Supplies
11. Nolan Pest Service LLC DBA Pestmaster - Pest Services
12. O'Reilly Auto Parts - Vehicle Parts and Equipment
13. Winston Water Cooler of Austin LTD - Plumbing Equipment
14. TCP (TimeClock Plus) (TIPS210502) - Time Keeping Licenses
15. Brinks (SCUCISD 21-02V) - Armored Courier Services
16. Perdue Brandon Gielder Collins & Mott LLP - Property Value Audit Services
17. Whitley Penn (22-008CCP) - Financial Audit Services
18. Verizon Wireless - Bus Radio Installation Kits

19. Emergent Tree - SPED Contracted Services

20. Candor - Contracted Evaluation Support

21. McGraw-Hill - Textbooks

- Claudia Yañez calls for a motion to approve the consent agenda and seconded by Charlie Torres.
- Motion carried 7-0.

IX. Discussion Regarding Personnel Employment (551.074)

- Meeting goes into closed session at 8:20 pm.

A. Consideration and Possible Ratification of Personnel - Principal PACE (551.074)

- Charlie Torres makes a motion to approve the ratification of personnel for Dr. Dana Wilcott, Principal for PACE. Jean Mayer seconded.
- Motion carried 7-0.

B. Consideration and Possible Ratification of Personnel - Principal Opportunity Center (551.074)

- Charlie Torres makes a motion to approve the ratification of personnel for Natasha Hayes, Principal for the Opportunity Center. Jean Mayer seconded.
- Motion carried 7-0.

C. Consideration and Possible Ratification of Personnel- Executive Director, Pflugerville Education Foundation (551.074)

- Item was not discussed, and no action was taken.

X. Discussion Regarding the Purchase, Exchange, Lease, or Value of Real Property (551.072)

A. Discussion of Land Acquisition (551.072)

B. Discussion of Easements Related to CTE Center (551.072)

XI. Consideration and Possible Approval of Electrical Easement Requested by the City of Austin, Necessary to Provide Electricity Service to the District-Wide CTE Facility

- Jean Mayer motions to approve with Charlie Torres seconded.
- Motion carried 7-0.

XII. Closing

- Motion was made by Alex Okafor and seconded by Renae Mitchell to adjourn meeting.
- Meeting adjourned at 9:00 pm.

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

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

_____

_____

For the Board of Trustees

Board Special Meeting Notice

Pflugerville Independent School District
July 29, 2025
Administration Building Board Room
1401 Pecan St W
Pflugerville, TX 78660
6:00 PM

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

A Workshop Meeting of the Board of Trustees of Pflugerville ISD was held Tuesday, July 29, 2025, beginning at 6:00 pm in the Administration Building Board Room, 1401 W. Pecan Street, Pflugerville, Tx 78660.

Trustees Charlie Torres, Chevonne Lorigo-Johst, Jean Mayer, Renae Mitchell, and Claudia Yañez were present. Alex Okafor and Kelly Daniel were not present.

I. Opening

II. Public Comment Related to Items Listed on the Agenda

- No Public Comment

The Board went into closed session at 6:01 pm.

III. Consideration and Possible Action Related to a Level III Parent Complaint (551.074, 551.0821, and 551.071)

The Board went into closed session at 6:54 pm.

IV. Consideration and Possible Action Related to a Level III Parent Complaint (551.074, 551.0821 and 551.071)

The Board went into closed session at 7:07 pm.

V. Consideration and Possible Action Regarding the Decision of the Expulsion Hearing Officer in Grievance Filed by Parent Regarding Student Discipline (Texas Gov't Code 551.082, 551.0821, and 551.071)

The Board came back into open session at 7:16 pm.

VI. Closing

- Charlie Torres motioned to adjourn the meeting, and Renae Mitchell seconded. Motion carried 5-0.
- Meeting adjourned at 7:16 pm.

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

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:
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For the Board of Trustees

1

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of the 2025-2026 Budget Amendment for the General Fund

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

The General Fund budget has been amended to reflect the impact of Texas House Bill 2. Updated revenue and expenditure projections incorporate state funding adjustments and PfISD's approved compensation plan. Revenue is projected to increase by $15.7 million, while expenditures will rise by $8.8 million.

Due to declining property values resulting from the proposed increase to the homestead exemption, the recapture payment (Function 91) is expected to decrease by $1.2 million. Overall, the amendment reduces the budget deficit to $4,321,675 — a $6.9 million improvement compared to the adopted budget.

FISCAL IMPACT STATEMENT

COST: NA

Recurring or One-Time: NA
Funding Source (General/Grant/Other-Specify): NA
Fiscal Year: 2025-2026
Amendment Required: NA
Bond Funds (Program Year): NA

RECOMMENDATION

Approve the 2025-26 amended budget as presented.

Motion:
I move that the Board of Trustees approve the 2025–2026 General Fund budget amendment, as presented.

Submitted By: Carla Gonzalez, Executive Director of Finance
Cabinet Member's Approval: Jennifer Land, Chief Financial Officer

PROPOSED BUDGET AMENDMENT
Thursday, August 28, 2025
General Operating Fund

REVENUE	Current BUDGET	Proposed Amended	Change
LOCAL - TAXES - M&O	$ 208,786,835	199,558,453	**(9,228,382)**
LOCAL - OTHER	7,812,161	7,812,161	**-**
STATE	58,185,890	83,195,903	**25,010,013**
OTHER STATE AND ON-BEHALF	16,257,960	16,257,960	**-**
FEDERAL	2,710,000	2,710,000	**-**
TOTAL OPERATING REVENUE	**$ 293,752,846**	**$ 309,534,477**	**$ 15,781,631**
EXPENDITURES			
11 INSTRUCTION	$ 178,930,474	$ 187,826,975	**8,896,501**
12 INSTRUCTIONAL MEDIA SVCS	3,706,873	3,741,893	**35,020**
13 CURRICULUM/STAFF DEV.	4,780,848	4,897,613	**116,765**
21 INSTRUCTIONAL LEADERSHIP	6,145,411	6,239,927	**94,516**
23 SCHOOL LEADERSHIP	16,530,150	16,714,774	**184,624**
31 GUIDANCE & COUNSELING	13,203,747	13,332,819	**129,072**
32 SOCIAL SERVICES	1,331,070	1,345,760	**14,690**
33 HEALTH SERVICES	3,409,680	3,444,753	**35,073**
34 STUDENT TRANSPORTATION	11,214,120	11,289,163	**75,044**
35 FOOD SERVICE	0	785	**785**
36 CO-CURRICULAR ACTIVITIES	6,541,539	6,733,463	**191,925**
41 GENERAL ADMINISTRATION	9,962,827	10,022,016	**59,189**
51 PLANT SERVICES	27,757,999	27,922,429	**164,430**
52 SECURITY MONITORING	6,184,398	6,229,056	**44,658**
53 DATA PROCESSING SERVICES	4,324,536	4,354,411	**29,875**
61 COMMUNITY SERVICES	132,358	144,720	**12,362**
71 DEBT SERVICES	165,000	165,000	**-**
91 CHAPTER 49 PAYMENTS	9,142,044	7,858,594	**(1,283,450)**
95 PAYMENTS TO JJAEP	36,000	36,000	**-**
99 INTERGOVERNMENTAL	1,556,000	1,556,000	**-**
TOTAL OPERATING EXPENDITURES	**$ 305,055,072**	**$ 313,856,151**	**$ 8,801,079**
REVENUE OVER (UNDER) EXPENDITURES	**$ (11,302,226)**	**$ (4,321,674)**	**$ 6,980,552**
Other Sources - EDP	**$ 1,000,000**	**$ 1,000,000**	**$ -**
Net Change In Fund Balance	**$ (10,302,226)**	**$ (3,321,674)**	**$ 6,980,552**

SUMMARY: This budget amendment reflects adjustments required by Texas House Bill 2 and aligns budgeted expenditures to actuals, to include the district approved compensation plan. Function 91 was decreased to reflect the projected 2025-26 recapture payment. The net impact of the budget amendment amendment reduces the overall budget deficit to $4,321,675.

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Approval of Third Quarter Investment Report and Annual Investment Report for 2024-2025

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

The Third Quarter and Annual 2024-2025 investment reports for the period ending June 30, 2025 are attached. The quarterly report covers the three-month period of March 1,2025 to May 31, 2025. The annual report presents activity from September 1, 2024 to June 30, 2025. Due to the District's fiscal year change, a fourth quarter investment report will not be presented. As part of the Public Funds Investment Act (PFIA), quarterly and annual investment reports shall be presented to the school board for approval.

As of June 30, 2025, the district's investment portfolio was made up of instruments tied to the general fund, bonds, debt service, food service, and the Public Facilities Corporation (PFC). Due to shifting market conditions favoring liquidity in investment pools, the portfolio is less diversified in terms of the types of investment instruments.

The portfolio remains highly liquid, with an average day to maturity of 3 days.
The third quarter report shows that $15 million in securities matured in commercial paper securities. The weighted average yield 4.31% with interest income of $6,501,447 for the quarter.

The annual investment report shows that the district closed the fiscal year with $504,969,787 in total investments. Bank and pool accounts made up 90% of the portfolio. The weighted average yield to maturity was 4.30%, generating $19,889,986 in investment income for the fiscal year.

Pflugerville ISD partners with Meeder Public Funds and TCG Advisory Services to maximize investment returns and ensure compliance with governmental regulations.

FISCAL IMPACT STATEMENT

COST: NA

Recurring or One-Time: NA

Funding Source (General/Grant/Other-Specify): General, Grant, Bond
Fiscal Year: 2024-2025
Amendment Required: No
Bond Funds (Program Year): NA

RECOMMENDATION

Approve the Third Quarter Investment Report and Annual Investment Report for 2024-25 as presented.

Motion:
I move that the Board of Trustees approve the Third Quarter Investment Report and the Annual Investment Report for the 2024–2025 fiscal year, as presented.

Submitted By: Carla Gonzalez, Executive Director of Finance
Cabinet Member's Approval: Jennifer Land, Chief Financial Officer

PFLUGERVILLE ISD

Quarterly Investment Report

AS OF MAY 31, 2025



MEEDER
PUBLIC FUNDS

MEEDER
PUBLIC FUNDS

Compliance Certification

The undersigned acknowledge they have reviewed thisquarterlyinvestment report for theperiod endingMay31,2025. Officials designated as investment officersby this entity'sInvestment Policy attest that allinvestments comply with the Texas Public FundsInvestment Act and thisentity·sInvestment Policy.

Jennifer Land, Chief Financial Officer

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TreseMiller, Assistant Director-Accounting &CashManage ment

Evonny Ortiz, Assistant Director of Budget

MEEDER PUBLIC FUNDS

Portfolio Statistics

4.31
Weighted Average Yield to Maturity

0.01
Weighted Average Maturity (Years)

0.00
Portfolio Effective Duration (Years)

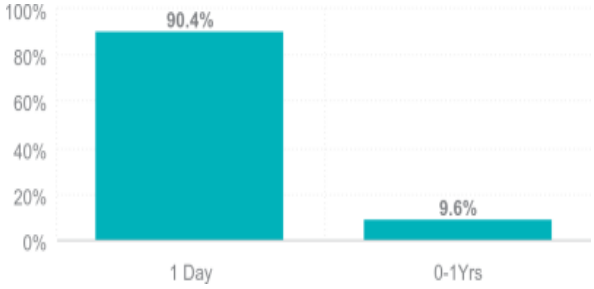
0.01
Weighted Average Life (Years)

AAA
Average Credit Rating

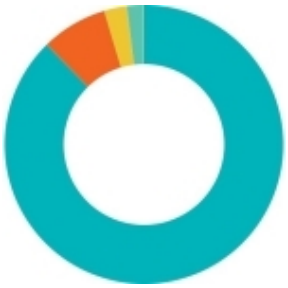
Portfolio Position

Par Value	$524,035,261
Principal Cost	$523,926,483
Book Value	$523,974,150
Market Value	$523,974,150
Unrealized Gain/Loss	$0
Accrued Interest	$285,712

Maturity Distribution



Sector Allocation



LGIP	87.71%
Certificate of Deposits	7.69%
Bank Deposits	2.64%
Commercial Paper	1.90%
Money Market Funds	0.06%

MEEDER PUBLIC FUNDS

Quarterly Portfolio Summary

This quarterly report is prepared in compliance with the Investment Policy and the Strategy of this entity and the Public Funds Investment Act (Chapter 2256, Texas Government Code).

Portfolio as of February 28, 2025

BEGINNING BOOK VALUE	$607,817,221.20
BEGINNING MARKET VALUE	$607,817,198.73
UNREALIZED GAIN/(LOSS)	($22.47)
WEIGHTED AVERAGE MATURITY (YEARS)	0.00
WEIGHTED AVERAGE YIELD	4.33

Portfolio as of May 31, 2025

ENDING BOOK VALUE	$523,974,150.07
ENDING MARKET VALUE	$523,974,150.07
INVESTMENT INCOME FOR THE PERIOD	$6,501,446.82
UNREALIZED GAIN/(LOSS)	$0.00
CHANGE IN UNREALIZED GAIN/(LOSS)	$22.47
WEIGHTED AVERAGE MATURITY (YEARS)	0.01
WEIGHTED AVERAGE YIELD	4.31

MEEDER PUBLIC FUNDS

Quarterly Portfolio Summary By Fund

PORTFOLIO MARKET VALUE BY FUND	02/28/2025	05/31/2025	CHANGE	INTEREST EARNED
COMBINED FUNDS	159,366,186.12	134,810,259.27	-24,555,926.85	1,676,907.99
CONSTRUCTION 2022 ISSUE PROP C	170,273,610.18	167,110,769.42	-3,162,840.76	2,102,672.57
CONSTRUCTION 2022 ISSUE PROP D	29,510,740.22	24,900,303.01	-4,610,437.21	318,187.41
CONSTRUCTION 2022 ISSUE PROP E	3,043,998.80	2,496,063.01	-547,935.79	33,039.02
CONSTRUCTION 2022 ISSUE PROP G	81,118,270.63	81,669,623.95	551,353.32	907,326.76
CONSTRUCTION 2022 ISSUE PROP H	48,520,827.95	48,972,267.72	451,439.77	613,742.77
CONSTRUCTION BOND 2008	399,889.15	399,730.49	-158.66	4,461.34
CONSTRUCTION BOND 2018	20,381,308.04	19,017,220.90	-1,364,087.14	221,060.66
DEBT SERVICE	34,518,902.03	38,195,519.23	3,676,617.20	488,582.86
FOOD SERVICE	6,445,963.78	5,735,226.85	-710,736.93	51,017.83
PUBLIC FACILITIES CORP	380,751.52	383,686.01	2,934.49	2,934.49
TAX FUND	53,844,434.52	283,169.41	-53,561,265.11	81,513.12
UNEMPLOYMENT INS	12,315.79	310.80	-12,004.99	0.00
TOTAL	**607,817,198.73**	**523,974,150.07**	**-83,843,048.66**	**6,501,446.82**

MEEDER PUBLIC FUNDS

Portfolio Overview

SECURITY TYPE	PAR VALUE	MARKET VALUE	BOOK VALUE	% OF PORTFOLIO	DAYS TO MATURITY	YIELD
Bank Deposits	13,840,427.57	13,840,427.57	13,840,427.57	2.64%	1	0.02
LGIP	459,588,506.44	459,588,506.44	459,588,506.44	87.71%	1	4.44
Money Market Funds	321,642.50	321,642.50	321,642.50	0.06%	1	3.68
Commercial Paper	10,000,000.00	9,938,888.89	9,938,888.89	1.90%	51	4.45
Certificate of Deposits	40,284,684.67	40,284,684.67	40,284,684.67	7.69%	55	4.31
TOTAL	**524,035,261.18**	**523,974,150.07**	**523,974,150.07**	**100.00%**	**6**	**4.31**

CASH AND ACCRUED INTEREST						
Purchased Accrued Interest		0.00	0.00			
TOTAL CASH AND INVESTMENTS	**524,035,261.18**	**523,974,150.07**	**523,974,150.07**		**6**	**4.31**

TOTAL EARNINGS

CURRENT QUARTER
6,501,446.82

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
COMBINED FUNDS												
BANK DEPOSITS												
936772318	JPM Chase Commercial Checking	05/31/2025 05/31/2025	9,557,932.11	9,557,932.11 0.00	9,557,932.11	0.00		1	1.00 9,557,932.11	0.00 9,557,932.11	1.82	NA NA
936772300MEED	JPM Chase Commercial Checking	05/31/2025 05/31/2025	619,639.83	619,639.83 0.00	619,639.83	0.00		1	1.00 619,639.83	0.00 619,639.83	0.12	NA NA
686901976	JPM Chase Commercial Checking	05/31/2025 05/31/2025	181,978.97	181,978.97 0.00	181,978.97	1.87		1	1.00 181,978.97	0.00 181,978.97	0.03	NA NA
935515882	JPM Chase Commercial Checking	05/31/2025 05/31/2025	1,635,060.20	1,635,060.20 0.00	1,635,060.20	0.00		1	1.00 1,635,060.20	0.00 1,635,060.20	0.31	NA NA
CCYUSD	US DOLLAR	05/31/2025 05/31/2025	1,566,259.80	1,566,259.80 0.00	1,566,259.80	0.00		1	1.00 1,566,259.80	0.00 1,566,259.80	0.30	Aaa AAA
BANK DEPOSITS TOTAL			**13,560,870.91**	**13,560,870.91 0.00**	**13,560,870.91**	**0.03**		**1**	**1.00 13,560,870.91**	**0.00 13,560,870.91**	**2.59**	**AAA**
LGIP												
LOGIC	LOGIC	05/31/2025 05/31/2025	1,482,603.62	1,482,603.62 0.00	1,482,603.62	4.43		1	1.00 1,482,603.62	0.00 1,482,603.62	0.28	AAA
TXCLASS	Texas CLASS	05/31/2025 05/31/2025	3,372,051.03	3,372,051.03 0.00	3,372,051.03	4.42		1	1.00 3,372,051.03	0.00 3,372,051.03	0.64	AAA
TXRANGE	Texas Range TexasDAILY Fund	05/31/2025 05/31/2025	2,885,332.07	2,885,332.07 0.00	2,885,332.07	4.31		1	1.00 2,885,332.07	0.00 2,885,332.07	0.55	AAA
LSCO	Lone Star Invest Pool - Corporate Overnight Fund	05/31/2025 05/31/2025	43,488,549.99	43,488,549.99 0.00	43,488,549.99	4.42		1	1.00 43,488,549.99	0.00 43,488,549.99	8.30	AAA
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	05/31/2025 05/31/2025	60,081,962.76	60,081,962.76 0.00	60,081,962.76	4.45		1	1.00 60,081,962.76	0.00 60,081,962.76	11.47	AAA
LGIP TOTAL			**111,310,499.47**	**111,310,499.47 0.00**	**111,310,499.47**	**4.43**		**1**	**1.00 111,310,499.47**	**0.00 111,310,499.47**	**21.24**	**AAA**
COMMERCIAL PAPER												
62479LUM5	MUFG BANK NY 07/21/25	04/22/2025 04/23/2025	10,000,000.00	9,891,222.22 0.00	9,891,222.22	4.45	07/21/2025	51	99.39 9,938,888.89	0.00 9,938,888.89	1.90	P-1 A-1
COMMERCIAL PAPER TOTAL			**10,000,000.00**	**9,891,222.22 0.00**	**9,891,222.22**	**4.45**		**51**	**99.39 9,938,888.89**	**0.00 9,938,888.89**	**1.90**	**A-1**
COMBINED FUNDS TOTAL			**134,871,370.38**	**134,762,592.60 0.00**	**134,762,592.60**	**3.99**		**5**	**134,810,259.27**	**0.00 134,810,259.27**	**25.73**	**AA+**
CONSTRUCTION 2022 ISSUE PROP C												
LGIP												

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	05/31/2025 05/31/2025	136,897,595.25	136,897,595.25 0.00	136,897,595.25	4.45		1	1.00 136,897,595.25	0.00 136,897,595.25	26.13	AAA
LGIP TOTAL			**136,897,595.25**	**136,897,595.25** **0.00**	**136,897,595.25**	**4.45**		**1**	**1.00** **136,897,595.25**	**0.00** **136,897,595.25**	**26.13**	**AAA**
CERTIFICATE OF DEPOSITS												
72263806	East West Bank Public CD 4.335% 07/02/2025	04/02/2025 04/02/2025	20,143,021.01	20,143,021.01 0.00	20,143,021.01	4.34	07/02/2025	32	100.00 20,143,021.01	0.00 20,143,021.01	3.84	NA NA
72122634	East West Bank Public CD 4.253% 10/02/2025	04/02/2025 04/02/2025	10,070,153.16	10,070,153.16 0.00	10,070,153.16	4.25	10/02/2025	124	100.00 10,070,153.16	0.00 10,070,153.16	1.92	NA NA
CERTIFICATE OF DEPOSITS TOTAL			**30,213,174.17**	**30,213,174.17** **0.00**	**30,213,174.17**	**4.31**		**63**	**100.00** **30,213,174.17**	**0.00** **30,213,174.17**	**5.77**	**NA**
CONSTRUCTION 2022 ISSUE PROP C TOTAL			**167,110,769.42**	**167,110,769.42** **0.00**	**167,110,769.42**	**4.42**		**12**	**167,110,769.42**	**0.00** **167,110,769.42**	**31.89**	**AAA**
CONSTRUCTION 2022 ISSUE PROP D												
LGIP												
LOGIC	LOGIC	05/31/2025 05/31/2025	24,900,303.01	24,900,303.01 0.00	24,900,303.01	4.43		1	1.00 24,900,303.01	0.00 24,900,303.01	4.75	AAA
LGIP TOTAL			**24,900,303.01**	**24,900,303.01** **0.00**	**24,900,303.01**	**4.43**		**1**	**1.00** **24,900,303.01**	**0.00** **24,900,303.01**	**4.75**	**AAA**
CONSTRUCTION 2022 ISSUE PROP D TOTAL			**24,900,303.01**	**24,900,303.01** **0.00**	**24,900,303.01**	**4.43**		**1**	**24,900,303.01**	**0.00** **24,900,303.01**	**4.75**	**AAA**
CONSTRUCTION 2022 ISSUE PROP E												
LGIP												
TXCLASS	Texas CLASS	05/31/2025 05/31/2025	2,496,063.01	2,496,063.01 0.00	2,496,063.01	4.42		1	1.00 2,496,063.01	0.00 2,496,063.01	0.48	AAA
LGIP TOTAL			**2,496,063.01**	**2,496,063.01** **0.00**	**2,496,063.01**	**4.42**		**1**	**1.00** **2,496,063.01**	**0.00** **2,496,063.01**	**0.48**	**AAA**
CONSTRUCTION 2022 ISSUE PROP E TOTAL			**2,496,063.01**	**2,496,063.01** **0.00**	**2,496,063.01**	**4.42**		**1**	**2,496,063.01**	**0.00** **2,496,063.01**	**0.48**	**AAA**
CONSTRUCTION 2022 ISSUE PROP G												

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
LGIP												
TXCLASS	Texas CLASS	05/31/2025 05/31/2025	81,669,623.95	81,669,623.95 0.00	81,669,623.95	4.42		1	1.00 81,669,623.95	0.00 81,669,623.95	15.59	 AAA
LGIP TOTAL			**81,669,623.95**	**81,669,623.95** **0.00**	**81,669,623.95**	**4.42**		**1**	**1.00** **81,669,623.95**	**0.00** **81,669,623.95**	**15.59**	**AAA**
CONSTRUCTION 2022 ISSUE PROP G TOTAL			**81,669,623.95**	**81,669,623.95** **0.00**	**81,669,623.95**	**4.42**		**1**	**81,669,623.95**	**0.00** **81,669,623.95**	**15.59**	**AAA**
CONSTRUCTION 2022 ISSUE PROP H												
LGIP												
TXRANGE	Texas Range TexasDAI-LY Fund	05/31/2025 05/31/2025	18.56	18.56 0.00	18.56	4.31		1	1.00 18.56	0.00 18.56	0.00	 AAA
TXRANGSE	Texas Range TexasDAI-LY Select Fund	05/31/2025 05/31/2025	38,900,738.66	38,900,738.66 0.00	38,900,738.66	4.42		1	1.00 38,900,738.66	0.00 38,900,738.66	7.42	 AAA
LGIP TOTAL			**38,900,757.22**	**38,900,757.22** **0.00**	**38,900,757.22**	**4.42**		**1**	**1.00** **38,900,757.22**	**0.00** **38,900,757.22**	**7.42**	**AAA**
CERTIFICATE OF DEPOSITS												
72570248	East West Bank Public CD 4.335% 07/02/2025	04/02/2025 04/02/2025	10,071,510.50	10,071,510.50 0.00	10,071,510.50	4.34	07/02/2025	32	100.00 10,071,510.50	0.00 10,071,510.50	1.92	NA NA
CERTIFICATE OF DEPOSITS TOTAL			**10,071,510.50**	**10,071,510.50** **0.00**	**10,071,510.50**	**4.34**		**32**	**100.00** **10,071,510.50**	**0.00** **10,071,510.50**	**1.92**	**NA**
CONSTRUCTION 2022 ISSUE PROP H TOTAL			**48,972,267.72**	**48,972,267.72** **0.00**	**48,972,267.72**	**4.40**		**7**	**48,972,267.72**	**0.00** **48,972,267.72**	**9.35**	**AAA**
CONSTRUCTION BOND 2008												
LGIP												
LOGIC	LOGIC	05/31/2025 05/31/2025	115,984.25	115,984.25 0.00	115,984.25	4.43		1	1.00 115,984.25	0.00 115,984.25	0.02	 AAA
TXCLASS	Texas CLASS	05/31/2025 05/31/2025	283,746.24	283,746.24 0.00	283,746.24	4.42		1	1.00 283,746.24	0.00 283,746.24	0.05	 AAA
LGIP TOTAL			**399,730.49**	**399,730.49** **0.00**	**399,730.49**	**4.42**		**1**	**1.00** **399,730.49**	**0.00** **399,730.49**	**0.08**	**AAA**
CONSTRUCTION BOND 2008 TOTAL			**399,730.49**	**399,730.49** **0.00**	**399,730.49**	**4.42**		**1**	**399,730.49**	**0.00** **399,730.49**	**0.08**	**AAA**

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
CONSTRUCTION BOND 2018												
LGIP												
TEXASFIT	Texas Fixed Income Trust Cash Pool	05/31/2025 05/31/2025	1,408,013.46	1,408,013.46 0.00	1,408,013.46	4.48		1	1.00 1,408,013.46	0.00 1,408,013.46	0.27	AAA
LOGIC	LOGIC	05/31/2025 05/31/2025	242,675.45	242,675.45 0.00	242,675.45	4.43		1	1.00 242,675.45	0.00 242,675.45	0.05	AAA
TEXPOOL	TexPool	05/31/2025 05/31/2025	731,075.57	731,075.57 0.00	731,075.57	4.33		1	1.00 731,075.57	0.00 731,075.57	0.14	AAA
TXRANGE	Texas Range TexasDAILY Fund	05/31/2025 05/31/2025	516,526.36	516,526.36 0.00	516,526.36	4.31		1	1.00 516,526.36	0.00 516,526.36	0.10	AAA
TXFITGP	Texas Fixed Income Trust Government Pool	05/31/2025 05/31/2025	122,914.35	122,914.35 0.00	122,914.35	4.28		1	1.00 122,914.35	0.00 122,914.35	0.02	AAA
TXCLASS	Texas CLASS	05/31/2025 05/31/2025	1,041,887.54	1,041,887.54 0.00	1,041,887.54	4.42		1	1.00 1,041,887.54	0.00 1,041,887.54	0.20	AAA
LSCO	Lone Star Invest Pool - Corporate Overnight Fund	05/31/2025 05/31/2025	3,142,056.66	3,142,056.66 0.00	3,142,056.66	4.42		1	1.00 3,142,056.66	0.00 3,142,056.66	0.60	AAA
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	05/31/2025 05/31/2025	11,812,065.88	11,812,065.88 0.00	11,812,065.88	4.45		1	1.00 11,812,065.88	0.00 11,812,065.88	2.25	AAA
LGIP TOTAL			**19,017,215.27**	**19,017,215.27 0.00**	**19,017,215.27**	**4.44**		**1**	**1.00 19,017,215.27**	**0.00 19,017,215.27**	**3.63**	**AAA**
MONEY MARKET FUNDS												
SCHWABSWGXX	Schwab Govt Money Fund Sweep	05/31/2025 05/31/2025	5.63	5.63 0.00	5.63	0.00		1	1.00 5.63	0.00 5.63	0.00	NA NA
MONEY MARKET FUNDS TOTAL			**5.63**	**5.63 0.00**	**5.63**	**0.00**		**1**	**1.00 5.63**	**0.00 5.63**	**0.00**	**NA**
CONSTRUCTION BOND 2018 TOTAL			**19,017,220.90**	**19,017,220.90 0.00**	**19,017,220.90**	**4.44**		**1**	**19,017,220.90**	**0.00 19,017,220.90**	**3.63**	**AAA**
DEBT SERVICE												
LGIP												
LOGIC	LOGIC	05/31/2025 05/31/2025	3,129,447.88	3,129,447.88 0.00	3,129,447.88	4.43		1	1.00 3,129,447.88	0.00 3,129,447.88	0.60	AAA
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	05/31/2025 05/31/2025	27,055,943.91	27,055,943.91 0.00	27,055,943.91	4.45		1	1.00 27,055,943.91	0.00 27,055,943.91	5.16	AAA
LSCO	Lone Star Invest Pool - Corporate Overnight Fund	05/31/2025 05/31/2025	8,010,127.44	8,010,127.44 0.00	8,010,127.44	4.42		1	1.00 8,010,127.44	0.00 8,010,127.44	1.53	AAA

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
LGIP TOTAL			**38,195,519.23**	**38,195,519.23** **0.00**	**38,195,519.23**	**4.44**		**1**	**1.00** **38,195,519.23**	**0.00** **38,195,519.23**	**7.29**	**AAA**
DEBT SERVICE TOTAL			**38,195,519.23**	**38,195,519.23** **0.00**	**38,195,519.23**	**4.44**		**1**	**38,195,519.23**	**0.00** **38,195,519.23**	**7.29**	**AAA**

FOOD SERVICE

BANK DEPOSITS

686901968	JPM Chase Commercial Checking	05/31/2025 05/31/2025	217,196.72	217,196.72 0.00	217,196.72	0.00		1	1.00 217,196.72	0.00 217,196.72	0.04	NA NA
BANK DEPOSITS TOTAL			**217,196.72**	**217,196.72** **0.00**	**217,196.72**	**0.00**		**1**	**1.00** **217,196.72**	**0.00** **217,196.72**	**0.04**	**NA**

LGIP

LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	05/31/2025 05/31/2025	2,402,763.35	2,402,763.35 0.00	2,402,763.35	4.45		1	1.00 2,402,763.35	0.00 2,402,763.35	0.46	AAA
LSCO	Lone Star Invest Pool - Corporate Overnight Fund	05/31/2025 05/31/2025	3,115,266.78	3,115,266.78 0.00	3,115,266.78	4.42		1	1.00 3,115,266.78	0.00 3,115,266.78	0.59	AAA
LGIP TOTAL			**5,518,030.13**	**5,518,030.13** **0.00**	**5,518,030.13**	**4.43**		**1**	**1.00** **5,518,030.13**	**0.00** **5,518,030.13**	**1.05**	**AAA**
FOOD SERVICE TOTAL			**5,735,226.85**	**5,735,226.85** **0.00**	**5,735,226.85**	**4.27**		**1**	**5,735,226.85**	**0.00** **5,735,226.85**	**1.09**	**AAA**

PUBLIC FACILITIES CORP

BANK DEPOSITS

717865908	JPM Chase Commercial Checking	05/31/2025 05/31/2025	62,049.14	62,049.14 0.00	62,049.14	0.00		1	1.00 62,049.14	0.00 62,049.14	0.01	NA NA
BANK DEPOSITS TOTAL			**62,049.14**	**62,049.14** **0.00**	**62,049.14**	**0.00**		**1**	**1.00** **62,049.14**	**0.00** **62,049.14**	**0.01**	**NA**

MONEY MARKET FUNDS

61747C889	MORG STAN I LQ:GV;PAR	05/31/2025 05/31/2025	321,636.87	321,636.87 0.00	321,636.87	3.68		1	1.00 321,636.87	0.00 321,636.87	0.06	Aaa AAA
MONEY MARKET FUNDS TOTAL			**321,636.87**	**321,636.87** **0.00**	**321,636.87**	**3.68**		**1**	**1.00** **321,636.87**	**0.00** **321,636.87**	**0.06**	**AAA**
PUBLIC FACILITIES CORP TOTAL			**383,686.01**	**383,686.01** **0.00**	**383,686.01**	**3.08**		**1**	**383,686.01**	**0.00** **383,686.01**	**0.07**	**AAA**

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
TAX FUND												
LGIP												
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	05/31/2025 05/31/2025	283,169.41	283,169.41 0.00	283,169.41	4.45		1	1.00 283,169.41	0.00 283,169.41	0.05	AAA
LGIP TOTAL			**283,169.41**	**283,169.41** **0.00**	**283,169.41**	**4.45**		**1**	**1.00** **283,169.41**	**0.00** **283,169.41**	**0.05**	**AAA**
TAX FUND TOTAL			**283,169.41**	**283,169.41** **0.00**	**283,169.41**	**4.45**		**1**	 **283,169.41**	**0.00** **283,169.41**	**0.05**	**AAA**
UNEMPLOYMENT INS												
BANK DEPOSITS												
3670MEED	JPM Chase Commercial Checking	05/31/2025 05/31/2025	310.80	310.80 0.00	310.80	0.00		1	1.00 310.80	0.00 310.80	0.00	NA NA
BANK DEPOSITS TOTAL			**310.80**	**310.80** **0.00**	**310.80**	**0.00**		**1**	**1.00** **310.80**	**0.00** **310.80**	**0.00**	**NA**
UNEMPLOYMENT INS TOTAL			**310.80**	**310.80** **0.00**	**310.80**	**0.00**		**1**	 **310.80**	**0.00** **310.80**	**0.00**	**NA**
GRAND TOTAL			**524,035,261.18**	**523,926,483.40** **0.00**	**523,926,483.40**	**4.31**		**6**	 **523,974,150.07**	**0.00** **523,974,150.07**	**100.00**	**AAA**

Disclosure

Meeder provides monthly statements for its investment management clients to provide information about the investment portfolio. The information should not be used for audit or confirmation purposes. Please review your custodial statements and report any inaccuracies or discrepancies.

Certain information and data has been supplied by unaffiliated third parties. Although Meeder believes the information is reliable, it cannot warrant the accuracy of information offered by third parties. Market value may reflect prices received from pricing vendors when current market quotations are not available. Prices may not reflect firm bids or offers and may differ from the value at which the security can be sold.

Statements may include positions from unmanaged accounts provided for reporting purposes. Unmanaged accounts are managed directly by the client and are not included in the accounts managed by Meeder. This information is provided as a client convenience and Meeder assumes no responsibility for performance of these accounts or the accuracy of the data reported.

Investing involves risk. Past performance is no guarantee of future results. Debt and fixed income securities are subject to credit and interest rate risk. The investment return and principal value of an investment will fluctuate so that an investors shares, when redeemed, may be worth more or less than their original cost. Current performance may be lower or higher than the performance data quoted.

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PFLUGERVILLE ISD

Annual Investment Report

AS OF JUNE 30, 2025



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PUBLIC FUNDS

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PUBLIC FUNDS

Compliance Certification

The undersigned acknowledge they have reviewed this quarterly investment report for theperiod ending May 31,2025. Officialsdesignated asinvestment officers by thisentity's Investment Policy attest that allinvestments comply with the TexasPublic FundsInvestment Act and thisentity's Investment Policy.

Jennifer Land, Chief Financial Officer

Carla Gonzalez, Executive Director of Finance

Trese Miller, Assistant Director-Accounting & Cash Management

Evonny Ortiz, Assistant Director of Budget

MEEDER PUBLIC FUNDS

Portfolio Statistics

4.30
Weighted Average Yield to Maturity

0.01
Weighted Average Maturity (Years)

0.00
Portfolio Effective Duration (Years)

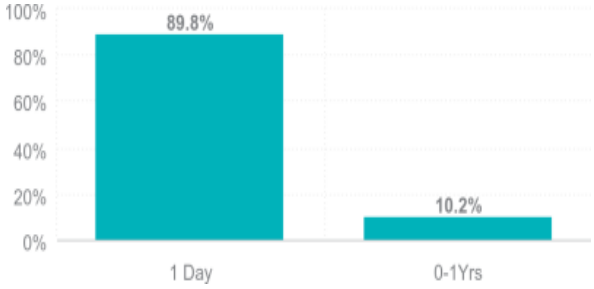
0.01
Weighted Average Life (Years)

AAA
Average Credit Rating

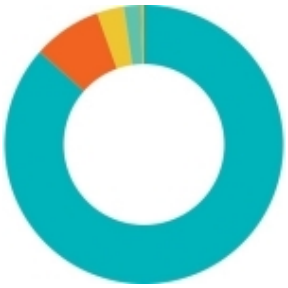
Portfolio Position

Par Value	$504,994,231
Principal Cost	$504,885,454
Book Value	$504,969,787
Market Value	$504,969,787
Unrealized Gain/Loss	$0
Accrued Interest	$428,938

Maturity Distribution



Sector Allocation



LGIP	86.54%
Certificate of Deposits	7.98%
Bank Deposits	3.15%
Commercial Paper	1.98%
LGIP Term	0.28%
Money Market Funds	0.06%

MEEDER PUBLIC FUNDS

Annual Portfolio Summary

This report is prepared in compliance with the Investment Policy and the Strategy of this entity and the Public Funds Investment Act (Chapter 2256, Texas Government Code).

Portfolio as of August 31, 2024

BEGINNING BOOK VALUE	$484,331,958.29
BEGINNING MARKET VALUE	$484,331,958.29
UNREALIZED GAIN/(LOSS)	$0.00
WEIGHTED AVERAGE MATURITY (YEARS)	0.00
WEIGHTED AVERAGE YIELD	5.18

Portfolio as of June 30, 2025

ENDING BOOK VALUE	$504,969,786.93
ENDING MARKET VALUE	$504,969,786.93
INVESTMENT INCOME FOR THE PERIOD	$19,889,985.56
UNREALIZED GAIN/(LOSS)	$0.00
CHANGE IN UNREALIZED GAIN/(LOSS)	$0.00
WEIGHTED AVERAGE MATURITY (YEARS)	0.01
WEIGHTED AVERAGE YIELD	4.30

MEEDER PUBLIC FUNDS

Portfolio Overview

SECURITY TYPE	PAR VALUE	MARKET VALUE	BOOK VALUE	% OF PORTFOLIO	DAYS TO MATURITY	YIELD
Bank Deposits	15,914,786.16	15,914,786.16	15,914,786.16	3.15%	1	0.04
LGIP	437,023,656.98	437,023,656.98	437,023,656.98	86.54%	1	4.45
LGIP Term	1,413,185.50	1,413,185.50	1,413,185.50	0.28%	0	4.47
Money Market Funds	322,657.15	322,657.15	322,657.15	0.06%	1	3.69
Commercial Paper	10,000,000.00	9,975,555.56	9,975,555.56	1.98%	21	4.45
Certificate of Deposits	40,319,945.58	40,319,945.58	40,319,945.58	7.98%	25	4.31
TOTAL	**504,994,231.37**	**504,969,786.93**	**504,969,786.93**	**100.00%**	**3**	**4.30**

CASH AND ACCRUED INTEREST						
Purchased Accrued Interest		0.00	0.00			
TOTAL CASH AND INVESTMENTS	**504,994,231.37**	**504,969,786.93**	**504,969,786.93**		**3**	**4.30**

TOTAL EARNINGS

	CURRENT PERIOD
	19,889,985.56

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
COMBINED FUNDS												
BANK DEPOSITS												
936772318	JPM Chase Commercial Checking	06/30/2025 06/30/2025	9,755,268.14	9,755,268.14 0.00	9,755,268.14	0.00		1	1.00 9,755,268.14	0.00 9,755,268.14	1.93	NA NA
936772300MEED	JPM Chase Commercial Checking	06/30/2025 06/30/2025	570,546.30	570,546.30 0.00	570,546.30	0.00		1	1.00 570,546.30	0.00 570,546.30	0.11	NA NA
686901976	JPM Chase Commercial Checking	06/30/2025 06/30/2025	299,665.95	299,665.95 0.00	299,665.95	1.87		1	1.00 299,665.95	0.00 299,665.95	0.06	NA NA
935515882	JPM Chase Commercial Checking	06/30/2025 06/30/2025	3,757,053.81	3,757,053.81 0.00	3,757,053.81	0.00		1	1.00 3,757,053.81	0.00 3,757,053.81	0.74	NA NA
1377MEED	Schwab Premier Bank Sweep	06/30/2025 06/30/2025	0.05	0.05 0.00	0.05	0.00		1	1.00 0.05	0.00 0.05	0.00	NA NA
686902032	JPM Chase Commercial Checking	06/30/2025 06/30/2025	83,349.66	83,349.66 0.00	83,349.66	0.00		1	1.00 83,349.66	0.00 83,349.66	0.02	NA NA
CCYUSD	US DOLLAR	06/30/2025 06/30/2025	1,228,548.76	1,228,548.76 0.00	1,228,548.76	0.00		1	1.00 1,228,548.76	0.00 1,228,548.76	0.24	Aaa AAA
BANK DEPOSITS TOTAL			**15,694,432.67**	**15,694,432.67 0.00**	**15,694,432.67**	**0.04**		**1**	**1.00 15,694,432.67**	**0.00 15,694,432.67**	**3.11**	**AAA**
LGIP												
LOGIC	LOGIC	06/30/2025 06/30/2025	1,487,977.78	1,487,977.78 0.00	1,487,977.78	4.44		1	1.00 1,487,977.78	0.00 1,487,977.78	0.29	AAA
TXCLASS	Texas CLASS	06/30/2025 06/30/2025	3,384,272.54	3,384,272.54 0.00	3,384,272.54	4.44		1	1.00 3,384,272.54	0.00 3,384,272.54	0.67	AAA
TXRANGE	Texas Range TexasDAI-LY Fund	06/30/2025 06/30/2025	2,895,513.59	2,895,513.59 0.00	2,895,513.59	4.29		1	1.00 2,895,513.59	0.00 2,895,513.59	0.57	AAA
LSCO	Lone Star Invest Pool - Corporate Overnight Fund	06/30/2025 06/30/2025	41,321,050.60	41,321,050.60 0.00	41,321,050.60	4.45		1	1.00 41,321,050.60	0.00 41,321,050.60	8.18	AAA
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	06/30/2025 06/30/2025	44,589,934.29	44,589,934.29 0.00	44,589,934.29	4.47		1	1.00 44,589,934.29	0.00 44,589,934.29	8.83	AAA
LGIP TOTAL			**93,678,748.80**	**93,678,748.80 0.00**	**93,678,748.80**	**4.45**		**1**	**1.00 93,678,748.80**	**0.00 93,678,748.80**	**18.55**	**AAA**
COMMERCIAL PAPER												
62479LUM5	MUFG BANK NY 07/21/25	04/22/2025 04/23/2025	10,000,000.00	9,891,222.22 0.00	9,891,222.22	4.45	07/21/2025	21	99.76 9,975,555.56	0.00 9,975,555.56	1.98	P-1 A-1
COMMERCIAL PAPER TOTAL			**10,000,000.00**	**9,891,222.22 0.00**	**9,891,222.22**	**4.45**		**21**	**99.76 9,975,555.56**	**0.00 9,975,555.56**	**1.98**	**A-1**
COMBINED FUNDS TOTAL			**119,373,181.47**	**119,264,403.69 0.00**	**119,264,403.69**	**3.87**		**3**	**119,348,737.03**	**0.00 119,348,737.03**	**23.63**	**AA+**

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
CONSTRUCTION 2022 ISSUE PROP C												
LGIP												
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	06/30/2025 06/30/2025	135,885,383.68	135,885,383.68 0.00	135,885,383.68	4.47		1	1.00 135,885,383.68	0.00 135,885,383.68	26.91	AAA
LGIP TOTAL			**135,885,383.68**	**135,885,383.68** **0.00**	**135,885,383.68**	**4.47**		**1**	**1.00** **135,885,383.68**	**0.00** **135,885,383.68**	**26.91**	**AAA**
CERTIFICATE OF DEPOSITS												
72263806	East West Bank Public CD 4.335% 07/02/2025	04/02/2025 04/02/2025	20,143,021.01	20,143,021.01 0.00	20,143,021.01	4.34	07/02/2025	2	100.00 20,143,021.01	0.00 20,143,021.01	3.99	NA NA
72122634	East West Bank Public CD 4.253% 10/02/2025	04/02/2025 04/02/2025	10,105,414.07	10,105,414.07 0.00	10,105,414.07	4.25	10/02/2025	94	100.00 10,105,414.07	0.00 10,105,414.07	2.00	NA NA
CERTIFICATE OF DEPOSITS TOTAL			**30,248,435.08**	**30,248,435.08** **0.00**	**30,248,435.08**	**4.31**		**33**	**100.00** **30,248,435.08**	**0.00** **30,248,435.08**	**5.99**	**NA**
CONSTRUCTION 2022 ISSUE PROP C TOTAL			**166,133,818.76**	**166,133,818.76** **0.00**	**166,133,818.76**	**4.44**		**7**	**166,133,818.76**	**0.00** **166,133,818.76**	**32.90**	**AAA**
CONSTRUCTION 2022 ISSUE PROP D												
LGIP												
LOGIC	LOGIC	06/30/2025 06/30/2025	23,624,602.88	23,624,602.88 0.00	23,624,602.88	4.44		1	1.00 23,624,602.88	0.00 23,624,602.88	4.68	AAA
LGIP TOTAL			**23,624,602.88**	**23,624,602.88** **0.00**	**23,624,602.88**	**4.44**		**1**	**1.00** **23,624,602.88**	**0.00** **23,624,602.88**	**4.68**	**AAA**
CONSTRUCTION 2022 ISSUE PROP D TOTAL			**23,624,602.88**	**23,624,602.88** **0.00**	**23,624,602.88**	**4.44**		**1**	**23,624,602.88**	**0.00** **23,624,602.88**	**4.68**	**AAA**
CONSTRUCTION 2022 ISSUE PROP E												
LGIP												
TXCLASS	Texas CLASS	06/30/2025 06/30/2025	2,500,295.14	2,500,295.14 0.00	2,500,295.14	4.44		1	1.00 2,500,295.14	0.00 2,500,295.14	0.50	AAA
LGIP TOTAL			**2,500,295.14**	**2,500,295.14** **0.00**	**2,500,295.14**	**4.44**		**1**	**1.00** **2,500,295.14**	**0.00** **2,500,295.14**	**0.50**	**AAA**
CONSTRUCTION 2022 ISSUE PROP E TOTAL			**2,500,295.14**	**2,500,295.14** **0.00**	**2,500,295.14**	**4.44**		**1**	**2,500,295.14**	**0.00** **2,500,295.14**	**0.50**	**AAA**

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE / SETTLE DATE	PAR VALUE	PRINCIPAL COST / PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE / MARKET VALUE	UNREALIZED GAIN/LOSS / BOOK VALUE	% OF MV	MOODY'S / S&P RATING
CONSTRUCTION 2022 ISSUE PROP G												
LGIP												
TXCLASS	Texas CLASS	06/30/2025 06/30/2025	81,863,210.64	81,863,210.64 0.00	81,863,210.64	4.44		1	1.00 81,863,210.64	0.00 81,863,210.64	16.21	AAA
LGIP TOTAL			**81,863,210.64**	**81,863,210.64** **0.00**	**81,863,210.64**	**4.44**		**1**	**1.00** **81,863,210.64**	**0.00** **81,863,210.64**	**16.21**	**AAA**
CONSTRUCTION 2022 ISSUE PROP G TOTAL			**81,863,210.64**	**81,863,210.64** **0.00**	**81,863,210.64**	**4.44**		**1**	**81,863,210.64**	**0.00** **81,863,210.64**	**16.21**	**AAA**
CONSTRUCTION 2022 ISSUE PROP H												
LGIP												
TXRANGE	Texas Range TexasDAILY Fund	06/30/2025 06/30/2025	18.63	18.63 0.00	18.63	4.29		1	1.00 18.63	0.00 18.63	0.00	AAA
TXRANGSE	Texas Range TexasDAILY Select Fund	06/30/2025 06/30/2025	39,003,246.99	39,003,246.99 0.00	39,003,246.99	4.42		1	1.00 39,003,246.99	0.00 39,003,246.99	7.72	AAA
LGIP TOTAL			**39,003,265.62**	**39,003,265.62** **0.00**	**39,003,265.62**	**4.42**		**1**	**1.00** **39,003,265.62**	**0.00** **39,003,265.62**	**7.72**	**AAA**
CERTIFICATE OF DEPOSITS												
72570248	East West Bank Public CD 4.335% 07/02/2025	04/02/2025 04/02/2025	10,071,510.50	10,071,510.50 0.00	10,071,510.50	4.34	07/02/2025	2	100.00 10,071,510.50	0.00 10,071,510.50	1.99	NA NA
CERTIFICATE OF DEPOSITS TOTAL			**10,071,510.50**	**10,071,510.50** **0.00**	**10,071,510.50**	**4.34**		**2**	**100.00** **10,071,510.50**	**0.00** **10,071,510.50**	**1.99**	**NA**
CONSTRUCTION 2022 ISSUE PROP H TOTAL			**49,074,776.12**	**49,074,776.12** **0.00**	**49,074,776.12**	**4.40**		**1**	**49,074,776.12**	**0.00** **49,074,776.12**	**9.72**	**AAA**
CONSTRUCTION BOND 2008												
LGIP												
LOGIC	LOGIC	06/30/2025 06/30/2025	116,404.67	116,404.67 0.00	116,404.67	4.44		1	1.00 116,404.67	0.00 116,404.67	0.02	AAA
TXCLASS	Texas CLASS	06/30/2025 06/30/2025	284,774.66	284,774.66 0.00	284,774.66	4.44		1	1.00 284,774.66	0.00 284,774.66	0.06	AAA
LGIP TOTAL			**401,179.33**	**401,179.33** **0.00**	**401,179.33**	**4.44**		**1**	**1.00** **401,179.33**	**0.00** **401,179.33**	**0.08**	**AAA**

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE / SETTLE DATE	PAR VALUE	PRINCIPAL COST / PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE / MARKET VALUE	UNREALIZED GAIN/LOSS / BOOK VALUE	% OF MV	MOODY'S / S&P RATING
CONSTRUCTION BOND 2008 TOTAL			401,179.33	401,179.33 0.00	401,179.33	4.44		1	401,179.33	0.00 401,179.33	0.08	AAA
CONSTRUCTION BOND 2018												
LGIP												
LOGIC	LOGIC	06/30/2025 06/30/2025	243,555.09	243,555.09 0.00	243,555.09	4.44		1	1.00 243,555.09	0.00 243,555.09	0.05	AAA
TEXPOOL	TexPool	06/30/2025 06/30/2025	733,657.57	733,657.57 0.00	733,657.57	4.35		1	1.00 733,657.57	0.00 733,657.57	0.15	AAA
TXRANGE	Texas Range TexasDAILY Fund	06/30/2025 06/30/2025	518,349.04	518,349.04 0.00	518,349.04	4.29		1	1.00 518,349.04	0.00 518,349.04	0.10	AAA
TXFITGP	Texas Fixed Income Trust Government Pool	06/30/2025 06/30/2025	123,340.85	123,340.85 0.00	123,340.85	4.23		1	1.00 123,340.85	0.00 123,340.85	0.02	AAA
TXCLASS	Texas CLASS	06/30/2025 06/30/2025	1,045,663.74	1,045,663.74 0.00	1,045,663.74	4.44		1	1.00 1,045,663.74	0.00 1,045,663.74	0.21	AAA
LSCO	Lone Star Invest Pool - Corporate Overnight Fund	06/30/2025 06/30/2025	3,114,199.28	3,114,199.28 0.00	3,114,199.28	4.45		1	1.00 3,114,199.28	0.00 3,114,199.28	0.62	AAA
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	06/30/2025 06/30/2025	10,820,958.86	10,820,958.86 0.00	10,820,958.86	4.47		1	1.00 10,820,958.86	0.00 10,820,958.86	2.14	AAA
LGIP TOTAL			**16,599,724.43**	**16,599,724.43 0.00**	**16,599,724.43**	**4.45**		**1**	**1.00 16,599,724.43**	**0.00 16,599,724.43**	**3.29**	**AAA**
LGIP TERM												
TEXASFIT	Texas Fixed Income Trust Cash Pool		1,413,185.50	1,413,185.50 0.00	1,413,185.50	4.47	06/30/2025	0	1.00 1,413,185.50	0.00 1,413,185.50	0.28	NA NA
LGIP TERM TOTAL			**1,413,185.50**	**1,413,185.50 0.00**	**1,413,185.50**	**4.47**		**0**	**1.00 1,413,185.50**	**0.00 1,413,185.50**	**0.28**	**AAA**
MONEY MARKET FUNDS												
SCHWABSWGXX	Schwab Govt Money Fund Sweep	06/30/2025 06/30/2025	5.63	5.63 0.00	5.63	0.00		1	1.00 5.63	0.00 5.63	0.00	NA NA
MONEY MARKET FUNDS TOTAL			**5.63**	**5.63 0.00**	**5.63**	**0.00**		**1**	**1.00 5.63**	**0.00 5.63**	**0.00**	**NA**
CONSTRUCTION BOND 2018 TOTAL			18,012,915.56	18,012,915.56 0.00	18,012,915.56	4.45		1	18,012,915.56	0.00 18,012,915.56	3.57	AAA
DEBT SERVICE												
LGIP												

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
LOGIC	LOGIC	06/30/2025 06/30/2025	3,140,791.56	3,140,791.56 0.00	3,140,791.56	4.44		1	1.00 3,140,791.56	0.00 3,140,791.56	0.62	 AAA
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	06/30/2025 06/30/2025	27,193,179.11	27,193,179.11 0.00	27,193,179.11	4.47		1	1.00 27,193,179.11	0.00 27,193,179.11	5.39	 AAA
LSCO	Lone Star Invest Pool - Corporate Overnight Fund	06/30/2025 06/30/2025	8,051,422.53	8,051,422.53 0.00	8,051,422.53	4.45		1	1.00 8,051,422.53	0.00 8,051,422.53	1.59	 AAA
LGIP TOTAL			**38,385,393.20**	**38,385,393.20 0.00**	**38,385,393.20**	**4.46**		**1**	**1.00 38,385,393.20**	**0.00 38,385,393.20**	**7.60**	**AAA**
DEBT SERVICE TOTAL			38,385,393.20	38,385,393.20 0.00	38,385,393.20	4.46		1	38,385,393.20	0.00 38,385,393.20	7.60	AAA
FOOD SERVICE												
BANK DEPOSITS												
686901968	JPM Chase Commercial Checking	06/30/2025 06/30/2025	160,493.55	160,493.55 0.00	160,493.55	0.00		1	1.00 160,493.55	0.00 160,493.55	0.03	NA NA
BANK DEPOSITS TOTAL			**160,493.55**	**160,493.55 0.00**	**160,493.55**	**0.00**		**1**	**1.00 160,493.55**	**0.00 160,493.55**	**0.03**	**NA**
LGIP												
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	06/30/2025 06/30/2025	2,411,520.68	2,411,520.68 0.00	2,411,520.68	4.47		1	1.00 2,411,520.68	0.00 2,411,520.68	0.48	 AAA
LSCO	Lone Star Invest Pool - Corporate Overnight Fund	06/30/2025 06/30/2025	2,564,059.32	2,564,059.32 0.00	2,564,059.32	4.45		1	1.00 2,564,059.32	0.00 2,564,059.32	0.51	 AAA
LGIP TOTAL			**4,975,580.00**	**4,975,580.00 0.00**	**4,975,580.00**	**4.46**		**1**	**1.00 4,975,580.00**	**0.00 4,975,580.00**	**0.99**	**AAA**
FOOD SERVICE TOTAL			5,136,073.55	5,136,073.55 0.00	5,136,073.55	4.32		1	5,136,073.55	0.00 5,136,073.55	1.02	AAA
PUBLIC FACILITIES CORP												
BANK DEPOSITS												
717865908	JPM Chase Commercial Checking	06/30/2025 06/30/2025	59,549.14	59,549.14 0.00	59,549.14	0.00		1	1.00 59,549.14	0.00 59,549.14	0.01	NA NA
BANK DEPOSITS TOTAL			**59,549.14**	**59,549.14 0.00**	**59,549.14**	**0.00**		**1**	**1.00 59,549.14**	**0.00 59,549.14**	**0.01**	**NA**
MONEY MARKET FUNDS												

MEEDER PUBLIC FUNDS

Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
61747C889	MORG STAN I LQ:GV;PAR	06/30/2025 06/30/2025	322,651.52	322,651.52 0.00	322,651.52	3.69		1	1.00 322,651.52	0.00 322,651.52	0.06	Aaa AAA
MONEY MARKET FUNDS TOTAL			**322,651.52**	**322,651.52 0.00**	**322,651.52**	**3.69**		**1**	**1.00 322,651.52**	**0.00 322,651.52**	**0.06**	**AAA**
PUBLIC FACILITIES CORP TOTAL			382,200.66	382,200.66 0.00	382,200.66	3.12		1	382,200.66	0.00 382,200.66	0.08	AAA
TAX FUND												
LGIP												
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	06/30/2025 06/30/2025	106,273.26	106,273.26 0.00	106,273.26	4.47		1	1.00 106,273.26	0.00 106,273.26	0.02	AAA
LGIP TOTAL			**106,273.26**	**106,273.26 0.00**	**106,273.26**	**4.47**		**1**	**1.00 106,273.26**	**0.00 106,273.26**	**0.02**	**AAA**
TAX FUND TOTAL			106,273.26	106,273.26 0.00	106,273.26	4.47		1	106,273.26	0.00 106,273.26	0.02	AAA
UNEMPLOYMENT INS												
BANK DEPOSITS												
3670MEED	JPM Chase Commercial Checking	06/30/2025 06/30/2025	310.80	310.80 0.00	310.80	0.00		1	1.00 310.80	0.00 310.80	0.00	NA NA
BANK DEPOSITS TOTAL			**310.80**	**310.80 0.00**	**310.80**	**0.00**		**1**	**1.00 310.80**	**0.00 310.80**	**0.00**	**NA**
UNEMPLOYMENT INS TOTAL			310.80	310.80 0.00	310.80	0.00		1	310.80	0.00 310.80	0.00	NA
GRAND TOTAL			**504,994,231.37**	**504,885,453.59 0.00**	**504,885,453.59**	**4.30**		**3**	**504,969,786.93**	**0.00 504,969,786.93**	**100.00**	**AAA**

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Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of Agreement for the Purchase of Attendance Credit (Chapter 49 – Recapture)

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

Each year, the Board of Trustees must delegate the authority to obligate the school district under Chapter 49 to the Superintendent. Pflugerville ISD is in the third year of making Chapter 49 excess local revenue payments, due to local tax collections exceeding the state's allowable threshold. The 2025-2026 recapture payment is estimated to be $7,858,594.

Pflugerville ISD has submitted the intent to purchase attendance credits, which is Option 3, in order to reduce the district's revenue level in excess of entitlement for the 2025-2025 school year. The Agreement for the Purchase of Attendance Credit is an additional document required and must be approved by the Board of Trustees and returned to TEA annually.
The language in the recommendation below is required to be recorded in the board minutes.

FISCAL IMPACT STATEMENT

COST: $7,858,594
Recurring or One-Time: One-Time
Funding Source (General/Grant/Other-Specify): General
Fiscal Year: 2025-2026
Amendment Required: No
Bond Funds (Program Year): NA

RECOMMENDATION

Staff recommends that the Board of Trustees approve the Agreement for the Purchase of Attendance Credit for the 2025–2026 school year and delegate contractual authority

under Texas Education Code §11.1511(c)(4) to the Superintendent, solely for the purpose of obligating the district under TEC §48.257 and Chapter 49.

Motion:
I move that the Board of Trustees, for the 2025–2026 school year, delegate contractual authority to obligate the school district under Texas Education Code §11.1511(c)(4) to the Superintendent, solely for the purpose of obligating the district under TEC §48.257 and TEC Chapter 49.

Submitted By: Jennifer Land, Chief Financial Officer
Cabinet Member's Approval: Brandy Baker, Chief of Staff

Agreement for the Purchase of Attendance Credit

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2025-26 (the "school year").

The agreement is for Pflugerville ISD School District ("the district"), with a county-district number of 227-904, to purchase attendance credit from the state for the school year.

This agreement is subject to the approval of the voters of the district as provided by the TEC, §49.156. The board of trustees of the district agrees to submit to the commissioner of education, on request, a certified copy of the board minutes showing the canvass of the election.

Initial payments will be based on the commissioner's estimate of the total cost of credit as determined under TEC, §49.153, using the district's projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year. The district agrees to make the payments in accordance with the schedule specified in the TEC, §49.154.

The total cost of credit will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district's maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year is available. If that amount is less than the amount paid by the district through August 15 of the school year, the difference will be refunded. If that amount is greater than the amount paid, the district shall remit an amount equal to the difference for deposit in the state treasury to be used for the Foundation School Program.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

_____ Date: August 28, 2025

Signature of President, Board of Trustees

_____ Date: August 28, 2025

Signature of Secretary, Board of Trustees

Signature of Superintendent

Quintin Shepherd Date: August 28, 2025

Typed Name of Superintendent

Date:

Signature of Commissioner of Education or Designee

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of a Contract for a Transportation Services Optimization Study

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

In conjunction with additional district optimization studies the district is seeking to perform an in-depth review of Transportation Services. The proposed agenda item seeks authorization to engage TransPar Group, Inc. in conducting a comprehensive assessment of Pflugerville ISD's transportation operations.

The study will evaluate route efficiency, bell time impacts, operational performance, fleet management, staffing, maintenance practices, technology utilization, and the feasibility of a second transportation facility. Using proprietary tools such as RouteYield™, TransPar will analyze time and capacity utilization of all bus runs and routes, identify underutilized resources, and model deployment scenarios to optimize efficiency. The work will also include a benchmarking study comparing PfISD to peer districts, a detailed financial analysis, and the development of actionable recommendations to improve service quality, cost-effectiveness, and operational sustainability.

TransPar's team brings direct experience with PfISD's transportation system along with extensive expertise across Texas and the U.S. The project will be delivered in multiple phases, beginning with data collection, policy and procedure review, and an operations audit, followed by targeted analyses in routing, staffing, fleet utilization, and facility planning. A transportation leadership course will also be provided to new Operations Team leaders to prepare them to interpret and act on the study's findings. The final deliverable will present prioritized recommendations, cost implications, and a clear action plan to enhance safety, reliability, and efficiency in transporting PfISD students

FISCAL IMPACT STATEMENT

COST: $100,000

Recurring or One-Time: One-Time
Funding Source (General/Grant/Other-Specify): Bond
Fiscal Year: 2025-2026
Amendment Required: No

Bond Funds (Program Year): 2022

RECOMMENDATION

Approval of a contract with Transpar for a Transportation Services optimization study.

Motion:
I move that the Board of Trustees approve a contract with Transpar for a Transportation Services optimization study as presented.

Submitted By: Victor Valdez, Chief Operations Officer
Cabinet Member's Approval: Brandy Baker, Chief of Staff

Proposal for Route Efficiency, Bell Time Impact, and Transportation Operations Assessment

Pflugerville Independent School District

August 2025



TRANSPAR GROUP, INC.
186 Seven Farms Drive | Ste. F, PMB #103 | Charleston, SC 29492
transpargroup.com | (888) 518-3377

August 20, 2025

Mr. Victor Valdez
Chief Operations Officer
1401 W. Pecan Street
Pflugerville, TX 78660

Mr. Valdez

Pursuant to our recent conversations, TransPar Group, Inc., is pleased to submit this proposal to Pflugerville Independent School District (PfISD), inclusive of the following tasks:

- Bell Time Impact Analysis and Route Efficiency Study: Utilizing TransPar's proprietary RouteYield™ tool and process, all bus runs and routes will be analyzed to determine whether any are operating under 60% utilization in time and capacity, and the correlating impact of bell times on each run and route, which will immediately highlight possible candidates for enhanced efficiency and/or consolidation
- Benchmarking study: Having recently acquired Benchmark4Excellence LLC's Transportation Benchmarking Module, TransPar will include, at no cost to PfISD, the benchmarking study which will offer a comparative analysis of local and national participating school districts across key transportation metrics and service categories
- Operational Assessment: A comprehensive evaluation and analysis of all aspects of the transportation department, including administrative, dispatch, field trip, fleet management, organizational staffing, policies and procedures, recruiting and retention, safety and training, and technology components, will be performed to identify areas of strength, as well as opportunities for improvement through the incorporation of industry best practices, cross-training, enhanced professional development, implementation of standard operating procedures, and other tailored recommendations
- Satellite Facility Assessment: An analysis of establishing a second transportation/satellite facility will be conducted to determine the benefits and costs/challenges associated with dividing current operations among two facilities, strategically focusing on reducing current deadhead miles and associated costs, while improving overall service quality
- Transportation Education Class: Through a class specifically designed for PfISD leadership, TransPar's Advisory Services and Leadership Team will prepare district leaders for the types of information, recommendations, and outcomes this comprehensive study will yield prior to completion of the final report, so that executive leadership is well-informed and well-versed to take meaningful and actionable steps on the report and recommendations made, while also

TRANSPAR GROUP, INC.
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educating the Board and community on key decisions impacting transportation services

TransPar is ideally suited to serve as a trusted partner to PfISD in its pursuit of improvements to the transportation department because we have sat in your seat – driver, dispatch, router, director, administrator, teacher, parent, student, and citizen. Furthermore, we have directly relevant experience across the state of Texas, including a previous partnership with PfISD. In addition to our previous experience with Pflugerville specifically, we have also partnered with Arlington ISD, Cedar Hill ISD, Garland ISD, Mansfield ISD, Georgetown ISD, and Waco ISD, over the last two years alone. Following the completion of our advisory services project work, Cedar Hill further engaged TransPar to provide full-time management support for their transportation operation in partnership with district staff. We are beginning our 5th year of management support in Cedar Hill.

Additionally, as the largest consulting and management company in North America dedicated to pupil transportation with extensive experience across the state of Texas specifically, TransPar is uniquely qualified to complete this work. Our team has performed more than 500 consulting and management projects of various sizes and types for districts, schools, and state agencies in 42 states, from Rhode Island to Hawai'i, and in 4 Canadian provinces, for over 29 years. Our mission aligns directly with our clients' and the challenges that they face, in that we exist to ensure equitable access to education through Responsible Student Transportation.

Thank you for your consideration of our proposal. If you have any questions or need for further information on any aspect of the proposal, I can be reached at (512) 284-2916 or via e-mail at mbrassfield@transpar.com.

Sincerely,



Micah Brassfield
Vice President of Operations
TransPar Group, Inc.

Table of Contents

TransPar's Background & Expertise 1
Experience and Qualifications of Proposed Staff 1
Additional Corporate and Support Staff 3
Project Approach and Methodology 5
Task 1: Project Initiation, Data Collection, Review, & Quality Control 5
Task 2: Review PfISD Policies and Procedures 5
Task 3: Assess Program Operations 6
Task 3.1 – iAuditor Analysis 6
Task 3.2 – Current Bell Structure Analysis 8
Task 3.3 – Routing Methodology Analysis 8
Task 3.4 – Organizational Structure/Staffing Analysis 9
Task 3.5 – Technology Analysis 10
Task 4: Evaluate Maintenance Shop, Staffing, and Software 11
Task 5: Review Fleet Management Processes and Fleet Utilization 12
Task 6: Conduct Route Efficiency Analysis 13
Task 6.1 – RouteYield™ Time and Capacity Utilization Analysis 13
Task 6.2 – Deployment Model Analysis 14
Task 7: Assess Financial Impact of Implementing the Proposed Changes 15
Task 8: Assessment of the Feasibility of Utilizing a Second Facility 17
Task 9: Transportation Education Class for Executive Leadership 18
Task 10: Develop Final Deliverable 19
Proposed Project Timeline 20
Project Investment 20

TransPar's Background & Expertise

Every TransPar employee is committed to providing the safest, most reliable, and cost-effective services possible for our clients. Our staff also understands, however, that transportation is but one component in a district's ability to deliver high quality educational services to its students. Consequently, we believe that it is critical for our staff to be able to provide flexible options to address transportation concerns. We focus our efforts on considering all the aspects of the district so that our virtual, on-site, and corporate support teams can comprehensively address the needs and strategic objectives of the district as it moves forward. Anticipating the needs of the district rather than reacting to them is a crucial element in the TransPar philosophy of service delivery.

TransPar provides two primary differentiating factors:

1. We have established a long history of successful service to more school districts than any other organization; and
2. No other entity can provide the exact combination of industry-specific knowledge, management experience, and analytical/consultative skills that is being proposed by the TransPar team.

TransPar has over 29 years of experience operating as a transportation solutions advisor, provider, and partner within school districts of all sizes and operating philosophies. As such, TransPar can support a broad range of organizations. This is best demonstrated by the fact that we manage nearly 600 buses in the State of Hawaii and 17 buses at STEM Preparatory Academy near Nashville, while currently operating in nine states and four

Specific to the state of Texas, in the last two years alone, TransPar has provided advisory services to Arlington ISD, Cedar Hill ISD, Garland ISD, Mansfield ISD, Pflugerville ISD, Georgetown ISD, and Waco ISD. Following the completion of our advisory services project work, Cedar Hill and Pflugerville further engaged TransPar to provide full time management support for their transportation operation in partnership with district staff. Our two years of management support concluded with Pflugerville in 2021, and we are in our 5th year for management support in Cedar Hill. TransPar was also recently awarded as an Approved Vendor for Belton ISD, Region One Education Service Center (ESC), and Region One Professional Consulting (ROPC).

Experience and Qualifications of Proposed Staff

The individuals within TransPar have unmatched experience and expertise in the management of student transportation services, with a long history of analytical capability, specifically in the realm of school transportation operations. Furthermore, our consulting staff is solely dedicated to supporting our school district partners in achieving the safest, most efficient, and cost-effective transportation operations possible. Unlike other firms who may hire part-time subject matter experts on an as-needed basis, our

expert full-time staff spends 100% of their time working with and in support of school transportation operations across the country.

Of particular relevance to this project, both Mike and Micah Brassfield, the assigned Project Manager and Project Executive, respectively, previously worked directly for PfISD, granting them a unique and comprehensive understanding of PfISD's operations, challenges, and goals. Dan Walch and Bruce Herrin, who also previously supported TransPar's partnership with PfISD, will be available to support this project as needed.



Mike Brassfield (Project Manager) is the Director of Advisory Services for TransPar Group with a career spanning more than four decades in student transportation. Mike began his transportation career as a bus driver, dispatcher, and payroll specialist in 1983, where he quickly earned subsequent leadership roles culminating in a variety of roles as a Director of Transportation beginning in 2004, leading to his most recent role as an Executive Director of Transportation for Pflugerville Independent School District. Over the course of his career, Mike also gained consulting experience with over a dozen school district transportation operations prior to joining the TransPar team and brings with him this broad perspective of a variety of operations. Mike's expansive and dedicated career as a transportation professional affords him the knowledge and expertise to advise our school district partners in operational efficiency, strategic planning, safety, staffing, and a myriad of other challenges transportation operations are facing across the country.



Micah Brassfield (Project Executive) is TransPar's current Vice President of Operations and former Director of Advisory Services. Micah worked directly for school districts and as a school district consultant for over 15 years before joining TransPar. She oversaw combined operations of more than 450 buses, which collectively served over 75,000 students daily on regular and special education routes, as well as McKinney-Vento, special programs, and extracurricular trips. In her previous roles, she oversaw contracted student transportation services provided by both First Student and National Express (Durham School Services), as well as contracted child nutrition and custodial services. Micah earned her Bachelor of Arts degree in Interdisciplinary Studies and English Language Arts from the University of Texas at Dallas in Richardson, Texas, and her Master of Business Administration from Texas State University in San Marcos, Texas.



Dan Walch serves TransPar Group, Inc. as a Director of Client Services, where he oversees management contracts for Cedar Hill Independent School District (CHISD), Moore Public Schools (OK), Tulsa Public Schools (OK), Normandy Schools Collaborative (MO), STEM Preparatory Academy in Nashville (TN), and Bethlehem Area School District (PA). In this role, he is responsible for leading, supporting, and managing our general managers and TransPar staff in these locations, in addition to ensuring all client needs are met. He is also responsible for conducting internal audits of

TransPar locations and developing strategic plans to enhance operational success. Prior to accepting this role, Dan was the Director and Operations Manager in Pflugerville, Texas, where he managed the student transportation department providing all regular and special education services to the district. This hands-on experience serving as a Director of Transportation allowed Dan to gain insight into the inner workings of a successful transportation operation, as well as to gain an in-depth understanding of best practice regarding efficient operations and critical safety protocols.



Chris Barff serves the TransPar consulting and analytics teams by providing valuable insight gained from his background as a transportation director and supervisor. Prior to accepting a consulting role with TransPar, Chris led one of TransPar's management locations in Pennsylvania as Reading School District's Director of Transportation, overseeing an onsite team of TransPar employees and managing the two transportation vendors. Before relocating to Reading to accept this role with TransPar, Chris was a Routing Supervisor for a school district in Indianapolis, Indiana. Chris also has direct experience as a school bus operator and manager in a variety of fields outside of student transportation. Chris holds a Bachelor of Science degree in Natural Resource Management from Angelo State University and a Master of Science degree in School Business Leadership from Wilkes University.



Bruce Herrin is an Analyst specializing in routing efficiency and operational analyses. Bruce responds to client needs by providing support and analysis to our management locations regarding routing support, bell time studies, boundary analyses, and fleet analyses. Prior to accepting his role with TransPar, Bruce was the Routing Supervisor for Pflugerville ISD. He has also worked as a Lead Coordinator and Field Trip Coordinator for Durham School Services, following his own hands-on experience as a bus driver. Bruce is well versed in VersaTrans, Routefinder Pro, and Routefinder PLUS and familiar with a variety of routing software outside of those systems. Bruce holds a Bachelor of Science degree in Geography from Brigham Young University.

Additional Corporate and Support Staff

As previously mentioned, in addition to the primary project team, and as is our standard practice in order to ensure we are offering our clients the full extent of our team's expertise, this effort will be supported by members of TransPar's Corporate and Advisory Support teams, biographies for whom are provided below.



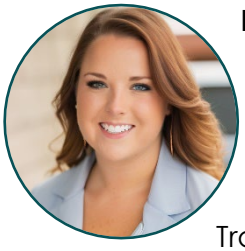
Doug Martin has served as the President of TransPar Group since 2016. He has dedicated TransPar to providing the highest quality of student transportation management and advisory services to schools, districts, state departments of education and private entities across the country. With operations in Hawaii, Rhode Island, and everywhere in between, Doug has focused the TransPar team on delivering innovative and implementable solutions that enhance equitable access to education for all. Prior to joining TransPar in 2011, Doug served as COO/CFO and Managing Partner of ReefPoint Group, LLC, a management consulting firm in Annapolis, Maryland. Doug is a graduate of the United States Naval Academy and served 10 years of active duty as a Naval Flight Officer supporting the Global War on Terrorism. He retired a Commander in the U.S. Navy Reserves in 2020. Doug earned his master's degree in business administration from Regis University in Denver, Colorado.



Kyle Martin co-founded TransPar Group, Inc. in 1995 and continues to be involved in special projects. Before TransPar, Kyle worked in the transportation industry as President of Milepost and Mayflower, in addition to serving in several additional senior leadership positions. He is the former president of the National School Transportation Association and co-founded the American Transit Service Council. Kyle served in the United States Navy as a Naval aviator including serving as an instructor at the Naval Fighter Weapons School (TOPGUN). He holds a bachelor's degree from the US Naval Academy, a Master of Science degree from the University of Southern California and a Master of Business Administration degree from Rockhurst University in Kansas City, Missouri.



Patrick Kneib has over 12 years of experience with TransPar Group in a variety of roles leading to his current role as Director of Client Services. In this role, Patrick oversees TransPar's contracted management locations, including RIDE in addition to the Hawaii Department of Education (HI), Ladue School District (MO), University City School District (MO), Voluntary Interdisciplinary Choice Corporation (MO), Reading School District (PA). In his original role as a Director of Transportation, Patrick oversaw a contracted fleet of over 350 vehicles while managing an operating budget of over $10M. His success in this role led to his role as a Regional Manager, Project Manager, Consultant, and Director, where he served the company by managing projects and mentoring employees for continued career growth and development within the company. Patrick's extensive background in this variety of roles grants him a wealth of knowledge regarding every aspect of a transportation operation. Patrick earned his Bachelor of Science degree in Business Management from Boston College in Chestnut Hill, MA, and his Master of Business Administration degree from Rockhurst University in Kansas City, Missouri.



Erin Reger is TransPar's Business Development Manager specializing in content development in service to the company's Business Development and Advisory Services arms. Erin's primary responsibilities include developing proposals and client deliverables and interfacing with both management and consulting clients to meet a variety of needs and provide optimum customer service. Prior to working for TransPar, Erin worked for Durham School Services as a Safety and Training Supervisor, focusing on driver training and recruitment, and promoting safe driving practices. Before working for Durham School Services, Erin spent five years in public education, working in an educational capacity and gaining valuable perspective of school districts' needs. Erin holds a Bachelor of Fine Arts degree from Millikin University.

Project Approach and Methodology

Task 1: Project Initiation, Data Collection, Review, & Quality Control

In this task, TransPar will set a virtual kick-off call to introduce members of the project team and align next steps with the relevant district leaders and stakeholders to confirm objectives, goals, time frames, and to outline the data required to establish a baseline understanding of the current operational scope.

Prior to and during this initial meeting, our team will request and review data as it pertains to various components of transportation operations, including but not limited to current bell times, routing processes and procedures, approach to route efficiency, key performance indicators (KPIs) and benchmarks, and system constraints. Our approach will also include a review of transportation policies, available fiscal resources, organizational staffing, and the use of technology, all of which will be critical components used to frame our recommendations at the completion of this study. This task is key to initiating the project, aligning the path forward, setting expectations and timelines, and establishing the cadence for the engagement.

Task 2: Review PfISD Policies and Procedures

The manner in which transportation operates is heavily dictated by the federal, state, and local/district policies and procedures which govern transportation operations. Clear and concise policies, procedures, and enforceable practices are essential elements of an effective and efficient transportation operation. Well-defined and documented policies and procedures establish the parameters and expectations for providing transportation services; however, whether policies and procedures exist, and/or whether said policies and procedures are consistently enforced and applied in developing routes, assigning students, and providing transportation services are what dictate the outcome and quality of services.

In this task we will analyze both the established transportation policies and practices, but more importantly, the enforced and followed policies and practices, and their impact on the effective and efficient operations of the Transportation Department. TransPar will look to review the following policies and procedures, including:

- Transportation eligibility criteria (programs, student location, etc.)
    - Including Special Education, McKinney-Vento, ESSA, and other federal, state, local/district-related regulations and/or guidance
- Non-eligibility criteria (parent responsibility, walk zone, etc.)
- Walk distances to/from, and locations of, bus stops
- Bus loading (capacity and planned loading) standards
- Use of shuttle buses, transfer routes, depot/collector routes serving multiple schools
- Maximum ride time standards
- Acceptable arrival and departure time windows at schools
- Courtesy transportation standards (multiple drop-off locations for students, space-available transportation, ride-along with friends, etc.)
- On-time service requirements
- Transportation requirements for students to and from private and parochial schools, alternative, daycare, early childhood/Pre-K, and/or other non-public programs
- Extra and co-curricular trip scheduling and driver management
- Clock in/clock-out, and pre- and post-trip vehicle inspection requirements
- Driver route and trip bidding or assignment requirements
- Collective bargaining/employee union stipulations of driver, monitors, school staff

Task 3: Assess Program Operations

Following our review of specific policies and procedures as they relate to the operation of the PfISD Transportation Department, we will conduct an assessment of the operating performance of the Transportation Department in an effort to identify areas where operational efficiency is strong, as well as where it can be improved. Our evaluation will culminate in a set of actionable recommendations to improve the efficiency, efficacy, and cost effectiveness of the Transportation Department by comparing current operations to industry best practices.

Task 3.1 – iAuditor Analysis

When conducting a full audit or review of transportation operations, TransPar utilizes a tool called iAuditor. Within iAuditor, TransPar has developed audit templates to assess in-house or self-operated school transportation systems, contracted operations, as well as those with hybrid operations. Upon our initial data collection, our team will determine the most appropriate iAuditor template with which to conduct the review. Additionally, TransPar will conduct what we refer to as a TRACAnalysis, or the "brown paper" process, which consists of investigation, data collection, and artifact collection via a detailed mapping of internal process flows across key operational areas.

TransPar will request a significant amount of data prior to coming onsite for a period of one week to complete interviews with appropriate PfISD and transportation staff and to collect any additional data that has not been sent prior to the onsite visit. At minimum, the iAuditor assessment will review the following areas:

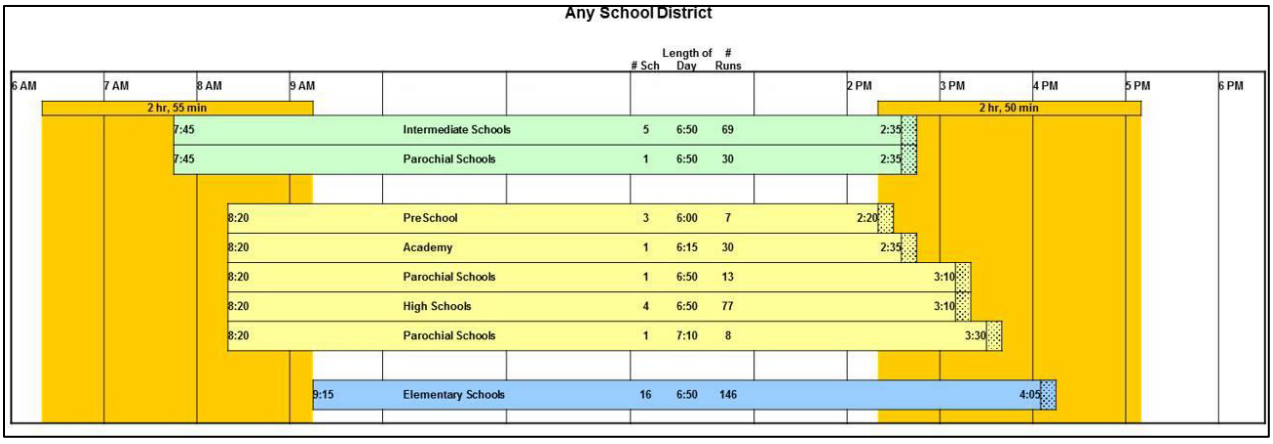
- System Information: location, fleet, and staff
  - Operational performance data
  - Fleet data to include age, condition, route buses, spares, fuel type, etc.
  - Staff organization, size, industry ratios, etc.
- Facility Information
  - Terminal capability and condition
  - Parking and security
  - Fueling capacity and capability
- Human Resources
  - Driver recruiting practices
  - Driver screening
  - Driver selection
  - Driver training and evaluation
  - Driver retention
  - Monitor/attendants hiring, training, and management
  - Staff professional development
  - HR compliance with FMCSA driver qualification file requirements
- Safety
  - Staffing
  - Policies and procedures including drug and alcohol, safety manual, accidents, handbooks, investigations, etc.
  - Driver safety training
  - Facility staff health & safety training
  - Reviewing facility safety policies & procedures
  - Compliance with health & safety legislation – local & national
  - Fueling safety compliance/chemical handling
- Operations
  - Dispatch systems, policies, procedures, and practices
  - Scheduling
  - Organization staffing to include job descriptions, performance reviews, wages/salaries, recognition, etc.
- Routing systems, policies, procedures, and practices
  - Routing software utilization, training, and effectiveness
  - Student information collection and security
- Fleet & Maintenance
  - Preventative/predictive maintenance policies, procedures, and practices
  - Systems and documentation
  - Inventory control and value
  - Regulatory compliance

  - Fleet inspection readiness
  - Fleet replacement planning
  - Staffing levels and ratios
  - Emergency preparedness
- Payroll
  - Processes and frequency
  - Quality assurance and control
  - Accountability
- Technology
  - GPS
  - Cameras
  - Student tracking
  - Operational software
  - Student information system integration
- Customer Service
  - Complaint/incident tracking, processing, and resolution
  - Student discipline and management
  - Client communication

Task 3.2 – Current Bell Structure Analysis

This phase of work will also include a review of the current bell time structure and its impact on existing routes. TransPar will evaluate the current structure to gain an understanding of the separation between bell time tiers, the degree of commonality in the length of the instructional day and the degree to which this constrains efficiency, all of which heavily influence how many times buses can be filled and reused, also known as tiering, to reduce the overall number of buses required to operate the system. Analyzing this time-related resource allocation would begin with a modeling of the current bell scheme similar to the one represented in **Figure 1** below.

Figure 1: Sample Bell Time Grid



Task 3.3 – Routing Methodology Analysis

In addition to a holistic understanding of the routing scheme, and as a precursor to our in-depth routing efficiency analysis in Task 6, further assessment in this phase will include reviewing the strategies, techniques, and processes involved in routing and scheduling. We will begin this process by interviewing appropriate personnel on how bus routes are developed and updated. Our line of questioning allows for the identification of other areas that may be limiting efficiencies and possible new strategies to address in policy or procedural changes.

Examples of some of the questions we will ask include:

- Are bus stops located within defined (and acceptable) walking distance limits; can these be safely consolidated to reduce trip miles and times?
- How are student groups and different schools or programs combined on bus runs where it is advantageous to do so?
- Are inclusion busing strategies employed to transport special education students on general education routes where it is appropriate and cost effective to do so?
- What are the potential benefits or challenges associated with the impact of varying instructional lengths of day by either program or grade level?
- Are bus runs designed such that they maximize the use of available capacity?
- Are alternative routing strategies employed where safe and reasonable to do so?
- How are runs assigned to bus routes to minimize empty running miles and layovers?
- How are non-core (e.g., field and extra-curricular trips) managed and how are resources allocated to these services? To what extent do these trips contribute to the ability to control efficiency and costs?

Task 3.4 – Organizational Structure/Staffing Analysis

In this subtask, TransPar will evaluate the existing organizational structure, including staffing levels, job categories, and span of control ratios. These will be compared to industry norms to see if current structure of the organization is appropriate to the requirements and size of the transportation program. Daily operations of the transportation system will also be observed and reviewed while the TransPar team is onsite. Furthermore, we will assess the standard procedures and departmental guidelines in place for tasks associated with each of the department's job titles and positions to ensure that job functions are appropriately aligned with the expectations of performance for each, making recommendations for any changes where productivity and successful completion of expected tasks can be enhanced.

The goal of this assessment will be to determine the areas of strength, as well as challenges and opportunities within the current organizational structure. Additionally, the assessment will recommend any needed changes to the structure in order to promote sustainable success of the operation given any anticipated changes in areas, including but not limited to, growth or decline in student enrollment, changes to transportation eligibility through PfISD programs or initiatives, increases or decreases in demand for transportation due to rezoning or new campus openings/closures, etc. **Figure 2** on the next page provides an excerpt of industry staffing ratios that will be applied to assess staffing levels in each review conducted.

Figure 2: Sample Staffing Ratio Analysis Table

Management Functions/Title	Primary Duties	Staffing Ratio Guideline	EXAMPLE District Ratio Vs. Suggested
Director of Transportation	Provides the strategic direction for the department and serves as the main point of contact for senior administration or stakeholders on major initiatives or issues	1.0 FTE to 800+ drivers	Suggested: 1 EXAMPLE DISTRICT: 1 (1:~270 routes)
Regular Education Routing	Annual route planning activities and daily route, run, and stop management; completing map updates; gathering regular student counts for state reporting and efficiency management, etc.	1.0 FTE to 50 routes* **Minimum level guidance for a multi-tiered & complex system*	Suggested: 5 (TOTAL) EXAMPLE DISTRICT: 1 (for ~270 total routes) **(Under 4)**
Special Education Routing	Annual route planning activities and daily route, run, and stop management completing map updates; gathering regular student counts for state and Medicaid reporting, efficiency management, etc.	1.0 FTE to 50 routes* **Minimum level guidance for a multi-tiered & complex system*	Suggested: ~1 (within the 5 above) EXAMPLE DISTRICT: 0 dedicated **(Under 1)**

We have not included Mechanics in our Staffing Ratio Analysis Table above because this portion of the staffing analysis will be addressed through the use of our Vehicle Equivalency Unit (VEU) assessment described in Task 4, below. Furthermore, staffing for maintenance staff will be contingent not upon the number of routes run, but on the number and type of vehicles requiring service, which will be impacted by our recommendations relative to the right sizing and right typing of the fleet, further explained in Task 5.

Task 3.5 – Technology Analysis

In this task, TransPar will work with PFISD leadership to review the current technology systems that are in place to determine how the district can maximize their use of current technology. Our goal within the technology analysis is to better understand how and at which points critical data and information flows to and from the transportation department through various operational systems, where gaps may exist, and what analysis is or can be performed on this data to continually improve upon the operation.

This assessment will include, at minimum, a review of the use of the following systems:

- Cameras
- Complaint/incident management software
- Dispatch software
- Driver applicant tracking, credentialing, management software
- Field trip software
- GPS
- Payroll systems

- Routing software
- Safety and training/learning management software
- Student tracking and parent reporting applications
- Student information system and integration with transportation technology

The goal of this task will be to identify opportunities to expand the functionality of existing systems, to incorporate additional or better aligned technologies, to enhance training of staff on existing or needed systems, and to define the benefits and advantages of leveraging each piece of technology to improve upon service to students, parents, and the community.

Task 4: Evaluate Maintenance Shop, Staffing, and Software

For this task, TransPar will conduct a high-level evaluation of the current maintenance shop to determine if there are any efficiencies to be gained in its operation to improve the overall operation of the transportation department. We will begin by evaluating the Maintenance Shop itself, ensuring that technicians have the tools and resources needed to successfully maintain the PfISD fleet.

We will then evaluate, if utilized, the District's fleet management information software (FMIS) to ensure that the system is pulling appropriate key metrics and utilizing the most effective dashboard(s) to align with the District's goals and our recommendations for the remainder of this study. We will ensure that technicians are utilizing the system to its maximum potential to maintain inventory control and repair and preventative maintenance schedules, as we recognize that taking a proactive approach to managing these portions of the fleet are critical to ensuring the efficient operation of the Transportation Department on a daily basis.

Should we encounter that the system is not being effectively utilized to manage the PfISD fleet, we will further evaluate why this is the case by asking questions such as:

1. Are technicians being asked to drive bus routes daily and thus unable to appropriately maintain processes relative to their primary role?
2. Is additional training required to ensure that the maintenance staff is familiar with the full functionality of the system?
3. Are there personal, cultural, or political factors at play that are affecting morale and, subsequently, work ethic?

Our investigation will culminate in a set of recommendations to ensure staff are both supported and held accountable so that the maintenance shop is functioning to the greatest extent possible.

In addition to the tools at their disposal, TransPar recognizes that the performance of any fleet management program is directly affected by the number of personnel employed to deliver services and the way they are organized and deployed to accomplish their mission. Organizational structures should reflect reasonable spans of control and match the workload.

Expanding upon the staffing study conducted as part of Task 3.4, in this task we will calculate the staffing workload (VEUs and demand hours) required to manage and maintain the fleet. Then, using reasonable and appropriate performance standards, we will recommend the required fleet workforce for PFISD, represented by technicians/mechanics, managers, supervisors, administrators, support positions, etc.

The Vehicle Equivalency Unit (VEU) values derived from the VSRS represent a benchmarking technique which allows us to compute and compare certain metrics for different fleets by expressing the size of a fleet comprised of many different types of assets in terms of the equivalent number of passenger vehicles. Each class is given a VEU value that reflects the amount of maintenance and repair labor hours the vehicle is estimated to require in one year proportionate to the maintenance and repair effort typically required by a passenger vehicle (rated at 1.0 VEUs). This provides the baseline for a more accurate staffing calculation. **Figure 3** illustrates how this technique works:

Figure 3: Sample Vehicle Equivalent Unit Values

Vehicle Classification	Sample	VEU Value
Sedan, mid-size, administrative use		1.0
Pickup truck, LD		1.5
Type A school bus (less than 26,000 GVW)		4.0
Type C school bus (greater than 26,000 GVW)		5.0

TransPar will also consider a number of other factors such as age and condition of the fleet, fleet maintenance facility limitations, skill level of technicians, training programs, business and workflow processes, fleet availability requirements, bargaining unit implications, tooling and shop equipment, use of fleet technologies, etc. We will also compare calculated staffing levels to industry standards and those of other high-performing fleet operations and will outline staffing recommendations for PfISD which take into account any needs for right sizing and typing of the fleet, which will impact the number of fleet professionals required to maintain the fleet.

Task 5: Review Fleet Management Processes and Fleet Utilization

In this task, we will evaluate fleet management practices by reviewing current conditions, resources, and fleet maintenance practices in several functional areas as identified in conversations through the previous tasks. The results of this evaluation will serve as the

foundation for developing specific recommendations for reengineering or upgrading current organizational structures, staffing levels, infrastructure, and/or business processes to reduce the costs and/or improve the quality and effectiveness of both fleet management activities and the vehicles and equipment themselves that comprise the fleet.

We will determine *how* processes currently are performed through a combination of documentation review, employee interviews, focus group meetings, and site visits. In doing this, we gain a fuller understand of the ways that employees are *supposed* to perform certain activities versus the ways they *are actually performing* those activities to determine the baseline of compliance. Thus, we will assess the adequacy of both the *definition*, as expressed in regulations, rules, policies, procedures, forms, etc. and the *execution* of fleet management processes in accordance with these requirements and guidelines.

In evaluating the strengths and weaknesses of current fleet management practices, our ultimate objective will be to advise leadership as to how these practices can be improved. Consequently, our evaluation approach will not seek to merely differentiate good practices from bad, but to identify the factors unique to the client – whether political, organizational, managerial, operational, administrative, fiscal, technological, educational, or other – that explain why some practices are strong and others weak. This will allow us to develop recommendations for improvement that are not generic or academic in nature, but of *direct applicability* to the needs, objectives, conditions, and capabilities of the fleet.

As part of this evaluation, we will also review PfISD's current fleet replacement planning processes to determine if there are any efficiencies to be gained in this area. Given that this is not the primary focus of this study, this portion of Task 5 will be conducted only as it pertains to the efficiency and functionality of the fleet. Should the District wish to further maximize cost savings and effectiveness through a formal fleet replacement study, this is a service that our team can provide as a follow-on to this project work.

Task 6: Conduct Route Efficiency Analysis

TransPar has extensive experience with all of the major routing systems, including RouteFinder Plus and the suite of Transfinder products that PfISD uses. As such, our team will be thoroughly prepared to review how each of the systems and software are being utilized in order to assess the effectiveness of each system in its daily use and to make recommendations to ensure that each system continues to be fully utilized as new features and updates are added frequently to simplify and automate tedious routing tasks and processes.

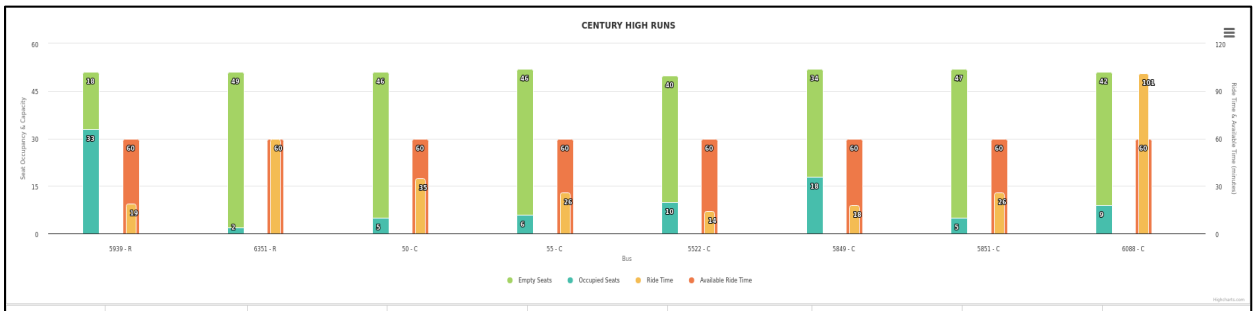
Task 6.1 – RouteYield™ Time and Capacity Utilization Analysis

TransPar will evaluate the efficiency of the routes themselves utilizing one of its proprietary route efficiency tools: RouteYield™ and the bell time and fleet deployment models. During an onsite visit, TransPar will conduct a time and capacity utilization analysis of all the District's bus runs and routes. Each bus driver will be provided with a route data survey

form to complete by filling in pertinent information for their respective routes. TransPar's staff will input the data into the RouteYield™ system and will analyze all runs to identify any that are under 60% utilized in time and capacity.

Figure 4 provides an example of the RouteYield™ output, which provides a graph and table output to highlight capacity available vs. capacity utilized and time available vs. time utilized. The five runs in **Figure 4** that have a red highlight in the bottom row of the table are five that were identified as underutilized in time and capacity. The District would receive an output like this for every one of its schools, programs, and campuses and their associated bus runs. As an example of how impactful this process has been for our clients, our RouteYield™ analysis resulted in a $1.3 million savings for the operation that TransPar manages for the Bethlehem Area School District in Pennsylvania, after RouteYield™ revealed the ability to reduce five (5) bus routes from its system. We anticipate that our team will be able to find similar efficiencies in PfISD's routing system through the use of this tool.

Figure 4: Sample RouteYield™ Time and Capacity Analysis, Runs by Campus

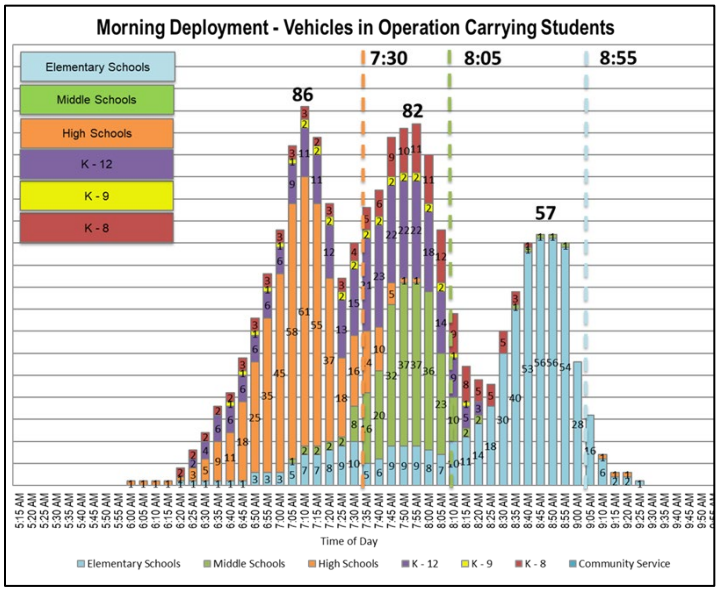


	5939 - R	6351 - R	50 - C	55 - C	5522 - C	5849 - C	5851 - C	6088 - C
Occupied Seats	33	2	5	6	10	18	5	9
Empty Seats	18	49	46	46	40	34	47	42
Seat Capacity	51	51	51	52	50	52	52	51
Capacity Utilized (%)	64	4	10	12	20	35	10	18
Ride Time	19	60	35	26	14	18	26	101
Ride Time Available	60	60	60	60	60	60	60	60
Time Utilized (%)	32	100	58	43	23	30	43	168
Max Utilized (%)	64	100	58	43	23	35	43	168

Task 6.2 – Deployment Model Analysis

The route data will then be used to develop a distribution of bus routes by time tier for the current route structure. The route model will display graphically the distribution of bus runs for each school according to start and dismissal times. This can be illustrative of the current scheme and can assist in discussion of potential schedule challenges within the system. **Figure 5** on the next page shows a three-tier system that does not currently have enough time between the first and second tier for the majority of the buses to be emptied and re-used before the second wave of transportation must begin. While there is more time between the second and third tier, this visual indicates that if more time between tiers could be allotted, that the system could likely operate with 10 to 20 buses less than the 86 that it currently requires.

Figure 5: Sample A.M. Route Deployment Model



Task 7: Assess Financial Impact of Implementing the Proposed Changes

In the financial analysis, we will utilize our cost model to allocate current transportation expenditures and to calculate unit cost metrics for transportation services. For this task, we will incorporate both existing transportation costs and contain a review of how they are allocated, as well as provide an estimation for how transportation expenditures may change if our recommendations are implemented.

The baseline cost model will incorporate the amortized capital cost of facilities and equipment, and the operational costs required to support the transportation program. After the base cost model is constructed, we will apportion these costs according to major categories of transportation such as: regular home-to school, special education, athletic and field trips. **Figure 6** below provides a basic example of the output for this type of analysis.

Figure 6: Sample Cost Allocation Model

Type	2023-2024 Actual	Home to School	Home to School Field Trips	Home to School Athletics & Co Curr	Special Education	Special Education Field Trips
Total Admin Staff	$ 94,860.00	$ 69,551.00	$ 3,616.00	$ 4,738.00	$ 16,560.00	$ 396.00
Total Home to School	$ 331,553.00	$ 331,553.00	$ -	$ -	$ -	$ -
Total Athletics & Co Curr	$ 18,281.00	$ -	$ -	$ 18,281.00	$ -	$ -
Total Home to School Field Trip	$ 26,098.00	$ -	$ 26,098.00	$ -	$ -	$ -
Total Fleet Maintenance &	$ 276,256.00	$ 221,404.00	$ 16,910.00	$ 37,942.00	$ -	$ -
Total SPED Home to School	$ 48,463.00	$ -	$ -	$ -	$ 48,463.00	$ -
Total SPED Misc Costs	$ 55,825.00	$ -	$ -	$ -	$ 55,632.00	$ 193.00
Total Allocated Costs	$ 41,111.00	$ 33,205.00	$ -	$ -	$ 7,906.00	$ -
GRAND TOTAL TRANSPORTATION COSTS	**$ 892,447.00**	**$ 655,713.00**	**$ 46,624.00**	**$ 60,961.00**	**$ 128,561.00**	**$ 589.00**

The cost allocation process will provide a number of critical performance metrics that will be used to assess operational performance. Using available data, we will develop a series of comparative performance indicators.

In this analysis, TransPar will also analyze PfISD's TEA Route Services and Operations Cost report data, while researching and creating a comparable peer group to PfISD based on state reported information of districts for the last three (3) years. The analysis will highlight the following factors, including:

- Total annual miles
- Total regular education annual miles
- Total special education annual miles
- Total daily miles
- Total regular education daily miles
- Total special education daily miles
- Costs per mile
- Cost per regular education mile
- Cost per special education mile
- Cost per student
- Cost per regular education student
- Cost per special education student
- Average three-year historical fuel costs for diesel and gasoline in respective peer district areas

This portion of the analysis will provide insight into where PfISD falls in comparison to operational and cost categories respective to its peer districts, noting similarities and differences among the districts which could be contributing to each district's respective costs.

Following our development of a baseline understanding of the Transportation Department's current expenditures, we will further evaluate the impact of any recommended changes to the system through the use of our KPI Benchmark Analysis, which is described below.

TransPar will work in collaboration with PfISD District and Transportation leadership to identify key performance indicators to use a metrics for possible cost implications of any changes to the system. These indicators will address key aspects of operational performance and provide a reasonable basis for comparing districts' operating strategies to leading industry practices. In addition, it will allow us to establish benchmarks for existing operations before developing comparative models. The financial performance indicators established in the initial part of this task will be used to identify potential changes in costs that may occur in alternatives that are developed. **Figure 7** below provides a partial list of the measures (key performance indicators) we will use in the quantitative analyses.

Figure 7: Sample Key Performance Indicators

Cost Measures	Service Measures
Annual cost per bus	Average buses per 100 students
Daily cost per bus	Average daily capacity utilization
Annual cost per student	Average daily trips per bus
Daily cost per student	Average student ride time
Cost per mile	Earliest and latest bus pick-ups and drops

Task 8: Assessment of the Feasibility of Utilizing a Second Facility

For this task, TransPar will work with District representatives to assess the feasibility and practicality of utilizing a second transportation facility to reduce deadhead miles and, subsequently, overall costs.

To inform our work in this task, TransPar will work with the District to collect the following data and information, which will ultimately inform our recommendations:

- Current land that the District may own, capable of housing a second facility
- Current land which may be available for purchase, capable of housing a second facility
- Campuses that could be best served by a second facility based on geographic proximity
- Current deadhead miles traveled from existing facility to campuses which could be best served by a second facility

The facility analysis will seek to determine:

1. Whether costs can be reduced or services improved by utilizing a second transportation facility;
2. If so, the approximate geographic location in which the District should consider building or establishing a second transportation facility; and,
3. The approximate costs and operational impacts associated with operating out of a facility in this area.

This task will ultimately allow the TransPar team to determine the feasibility, benefits, and challenges associated with establishing a second facility. Should our findings indicate that PfISD would benefit from a second transportation study, this project will need to be followed by a more detailed facility planning analysis with an architecture and engineering firm to develop specifications and blueprints for the facility, once the district has reached the appropriate decision-making phases of the planning process.

Task 9: Transportation Education Class for Executive Leadership

To ensure that Pflugerville ISD's executive leadership is well-prepared to act on the findings of the final transportation study, TransPar will design and deliver a customized student transportation leadership course. This course will be specifically tailored for district leadership and will be delivered prior to the final report. It will include key topics, contextual background, and foundational information to help school district leaders fully understand the rationale behind TransPar's recommendations. The goal is to equip leadership with the knowledge necessary to make informed decisions, align support with the transportation team, and drive lasting improvements. In addition to the course, TransPar will provide targeted mentorship to both the executive and transportation leadership teams, serving as a liaison to bridge understanding between departments. Deliverables will include actionable next steps and clearly explained strategies to support immediate and long-term success for the transportation department and the students it serves. Possible topics and subtopics include:

A. Pflugerville ISD-Specific Transportation Topics

- Overview of PfISD's current transportation structure, staffing, and budget
- Terminology overview from route efficiency analysis (run, route, ridership, run times, bell times, etc.)
- Student eligibility and walk zone parameters for PfISD school/district boundaries
- Alignment between district policies and transportation operations
- Current operational challenges (e.g., driver shortages, late arrivals, maintenance backlog)

B. Texas-Specific Student Transportation Topics

- **Texas Education Agency (TEA) Reimbursement Model**: Funding mechanism, reportable eligible miles, auditing, etc.
- **State Reporting Requirements**: Route Services, Operations Cost, and Bus Accident Reporting System reports
- **TEC Chapter 34**: Texas law on student transportation obligations

- **Texas Minimum Standards for School Buses**: Driver qualifications, inspections, safety equipment, etc.
- Impact of weather and regional growth on transportation planning (specific to Central Texas)
- Coordination with Regional Education Service Centers (ESC Region 13 for PfISD)

C. Federal Student Transportation Topics

- **Federal Motor Carrier Safety Regulations (FMCSR)** affecting school transportation
- **Individuals with Disabilities Education Act (IDEA)**: Requirements for special needs transportation
- **McKinney-Vento Act**: Transportation for homeless students
- **FERPA & Transportation Data**: Student privacy and transportation records
- Overview of NHTSA guidance on safety, lap/shoulder belts, and accident reporting
- Federal grant opportunities and pilot programs (e.g., EV buses, safety upgrades)

D. Industry-Wide Best Practices and Emerging Trends

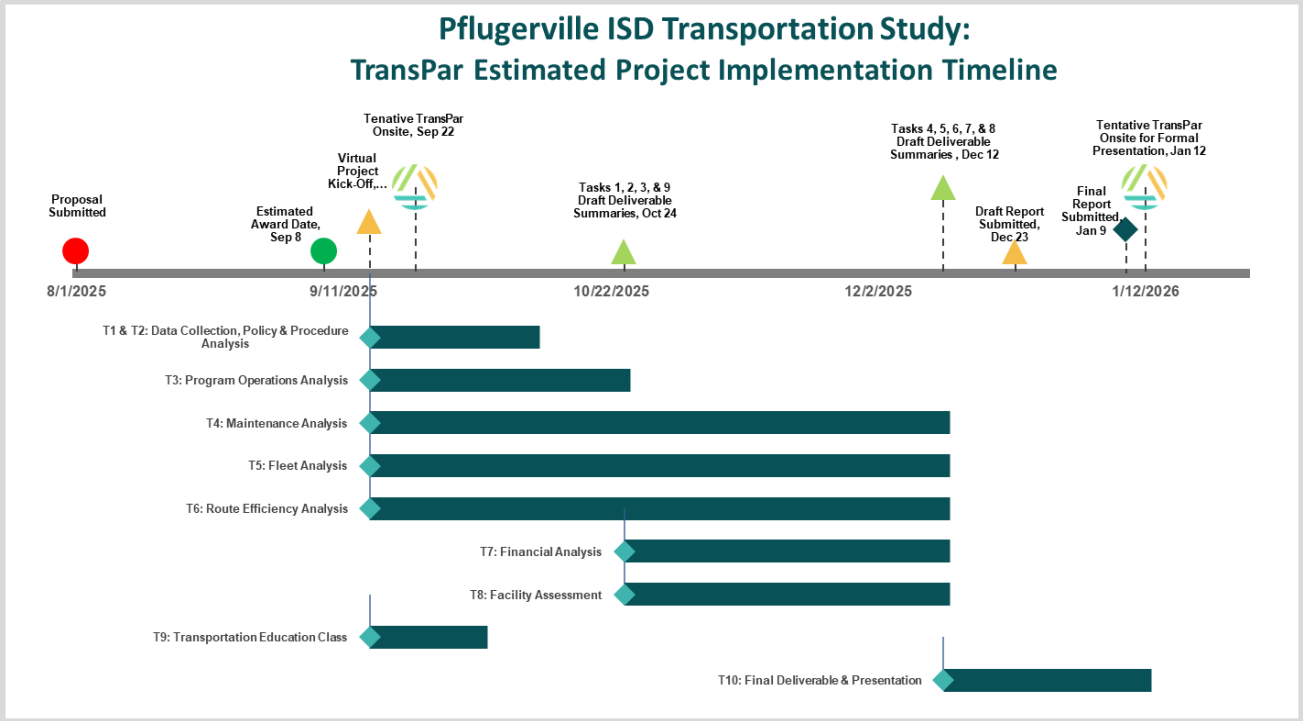
- **Routing Optimization**: Tools, software, and metrics for measuring efficient operations
- **Bell Time Alignment**: Strategies for tiered routing and to maximize resources
- **Driver Recruitment & Retention**: Pay benchmarks, incentives, morale and general working conditions
- **Maintenance Programs**: Preventative maintenance schedules, warranty tracking, and parts/inventory ordering, tracking, and monitoring
- **Key Performance Indicators (KPIs)**: On-time performance, route efficiency, and cost-per benchmarks
- **Fleet Modernization**: Replacement and transition planning, including assessing feasibility of alternative fuel and/or electric vehicles
- **Parent and Community Communication**: Use of tools and technology to track complaints and incidents, and to provide transparency into quality of customer service
- **Risk Management and Safety Culture**: Training protocols, incident tracking, and driver accountability

Task 10: Develop Final Deliverable

This final task will represent the culmination of all previous tasks and the creation of a draft of the report, during which time PfISD District and Transportation leadership will be given the opportunity to review the draft and to provide final feedback ahead of TransPar making any final requested revisions and submitting a final version of the report. The final version of the report will provide detailed recommendations pertaining to each of the areas that have been assessed, along with the necessary action steps that PfISD would need to take to execute on these recommendations.

Proposed Project Timeline

TransPar recognizes that PfISD will need to engage in internal discussions to determine if, and to what extent, it would like to engage in an assessment of its student transportation operations. Furthermore, the district will need to establish the budget and timeframe in which this project is expected to be completed. In an effort to provide the district with an idea of the timeframe it would take to complete the full scope of work, TransPar has provided an estimated timeline based on the assumption that the project would be awarded and a contract executed for a project start date of no later than September 15th, 2025.



Project Investment

TransPar is a supplier member of OMNIA and Pflugerville ISD is a buyer member. As such, TransPar proposes to offer its OMNIA rates via Contract #05-85 at a firm-fixed, all-inclusive price of $89,950.30 to complete all tasks proposed as outlined. The breakout of pricing has been provided below.

Project Roles	Hours	Rate	Cost
Project Executive	35	$ 219.73	$ 7,690.55
Project Manager	75	$ 191.68	$ 14,376.00
Senior Consultant	60	$ 172.98	$ 10,378.80
Consultant	105	$ 154.28	$ 16,199.40
Junior Consultant	255	$ 126.23	$ 32,188.65
Admin Clerical	130	$ 70.13	$ 9,116.90
Total	660		$ 89,950.30

TransPar has also provided a line-item breakout of pricing by task. Included, at no cost to the District, will be a transportation benchmarking study, utilizing the recently acquired Benchmark4Excellence Transportation Module. Should there be areas of this analysis that PfISD does not wish to engage in at this time, TransPar can revise, remove, and update the proposed scope of work and quote accordingly to reflect the areas of prioritized need for the District and/or which fit within a specified District budget.

Project Tasks	Task Cost
Project Initiation, Data Collection, Policy and Procedure Review	$5,075.15
Operations Assessment	$18,257.20
Maintenance Shop, Staffing, and Software Analysis	$7,505.25
Fleet Management Process and Utilization Analysis	$7,505.25
Route Efficiency Analysis	$21,732.22
Financial Analysis	$5,500.00
Satellite Facility Assessment	$14,375.23
Transportation Education Class for Executive Leadership	$7,050.00
Estimated Travel & Other Project Related Costs	$2,950.00
Transportation Benchmarking Study	$8,800.00
Total Cost	**$98,750.30**
Final Cost Less Included Benchmarking Study	***$89,950.30***

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TRANSPAR

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of a Resolution Authorizing the Access and Utility Coordination Agreement between Vanterra Capital Group, LLC and Pflugerville Independent School District and Related Right of Way Agreement.

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

The district has collaborated closely with Vanterra Capital Group, LLC on the development of the area encompassing and adjacent to the District-Wide CTE Center project.

This collaboration includes the provision of gas service to the District-Wide CTE Center and the planned development situated east of the CTE Center. As the district progresses, it has become evident that partnering with Vanterra Capital Group, LLC for natural gas service, roadway, and sidewalk access near the District-Wide CTE site offers mutual benefits.

The proposed agreement is projected to save the district in excess of $650,000 solely on gas line installation. Furthermore, it provides roadway and sidewalk access, which will prove advantageous to the district when future site development is undertaken.

If authorized as recommended, the Superintendent of Schools would be granted the authority to finalize negotiations, thereby ensuring ongoing best value for the district.

FISCAL IMPACT STATEMENT

COST: N/A

Recurring or One-Time: NA
Funding Source (General/Grant/Other-Specify): NA
Fiscal Year: NA
Amendment Required: NA
Bond Funds (Program Year): NA

RECOMMENDATION

Approval of the resolution as recommended by staff.

Motion:
I move that the Board of Trustees approve the Resolution Authorizing the Access and Utility Coordination Agreement between Vanterra Capital Group, LLC and Pflugerville Independent School District, along with the related Right of Way Agreement, as recommended by staff.

Submitted By: Victor Valdez, Chief Operations Officer
Cabinet Member's Approval: Brandy Baker, Chief of Staff

PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES RESOLUTION AUTHORIZING THE ACCESS AND UTILITY COORDINATION AGREEMENT BETWEEN VENTERRA CAPITAL AND PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT AND RELATED RIGHT OF WAY AGREEMENT

WHEREAS, the Board of Trustees of Pflugerville Independent School District (the "District") is the governing body of the District and is authorized by law to manage and control all real property owned or held in the name of the District; and

WHEREAS, pursuant to Texas Education Code section 11.154, the Board of Trustees of the Pflugerville Independent School District ("District") is authorized to acquire, control, and convey real and personal property; and

WHEREAS, PfISD hold legal title to a certain real property located in Travis County, Texas, identified as Parcel ID 258941, more particularly described as a 124.537 acre tract, conveyed to Pflugerville ISD in Volume 9509, Page 234, Deed Records of Travis County, Texas (the "PfISD Property"); and

WHEREAS, Vanterra Capital Group, LLC, a Texas limited liability company, with administrative offices located at 960 Saratoga Avenue, Ste. 206, San Jose, California, 95219-3413 ("Vanterra"), is the owner of the property directly adjacent to the PfISD Property, identified as Parcel ID 258942, located in Travis County, Texas (the "Vanterra Property"); and

WHEREAS, Vanterra desires to obtain a 1.768 acre (76,994 sq. ft) right-of-way dedication and an access point with associated right-of-way across the PfISD Property to connect its development to Kotche Street, as generally depicted in the attached Exhibit A; and

WHEREAS, Vanterra is negotiating a utility agreement with SI Energy, L.P. ("SI Energy"), under which SI Energy will extend natural gas service to the PfISD District Wide CTE Building meter and the Vanterra Property at no infrastructure cost to PfISD; and

WHEREAS, PfISD has determined that granting such right-of-way to Vanterra serves a public educational purpose in the form of the provision of natural gas to the District's facilities and that granting the right-of-way to Vanterra serves as good and valuable consideration in exchange for the provision of natural gas.

NOW, THEREFORE, be it resolved:

1. That the findings in the recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.

2. That the District affirms its authority to take all actions relating to such property deeded to the District as set out above, including but not limited to execution of contracts, conveyances, leases, easements, and other instruments.

3. That it is hereby found, determined, and declared that the compensation in the form of infrastructure for the provision of natural gas is equal or exceeds fair market value for the right-of-way to be granted to Vanterra.

4. That the District will benefit from the provision of natural gas to its facilities.

5. That the Board authorizes the Superintendent to negotiate and execute any agreement(s) and other documents, including amendments, as needed to any agreement(s), necessary for the conveyances of right-of-way, in a form approved by legal counsel.

6. That the Board specifically authorizes the Board President to execute the deed to convey the right-of-way to Vanterra.

7. That it is hereby found, determined and declared that sufficient written notice of the date, time, place, and subject of the meeting of the Board of Trustees of the Pflugerville Independent School District at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting, as required by chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered, and formally acted upon. The Board of Trustees further ratifies, approves and confirms such written notice and posting thereof

FINALLY PASSED AND ADOPTED this 28th day of AUGUST, 2025.

By: _____
Ms. Chevonne Lorigo-Johst, President
Board of Trustees of the Pflugerville Independent School District

ATTEST:

_____
Mr. Charlie Torres, Secretary
Board of Trustees of the Pflugerville Independent School District

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing Resolution was presented to the Board of Trustees of the Pflugerville Independent School District during a properly scheduled meeting on _____ ____, 2025. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the Resolution be adopted, and such Resolution was then adopted according to the following vote:

Ayes: _____
Noes: _____
Abstentions: _____

To certify which, witness my hand on the ___ day of _____, 2025.

By: _____
Mr. Charlie Torres, Secretary
Board of Trustees of the Pflugerville Independent School District

THE STATE OF TEXAS §
§ ACKNOWLEDGEMENT
COUNTY OF TRAVIS §

BEFORE ME, a Notary Public, appeared Ms. Chevonne Lorigo-Johst, and having been sworn, upon her oath stated that she is the President of the Board of Trustees of the Pflugerville Independent School District; that she was authorized to execute such instrument pursuant to Resolution of the Board of Trustees adopted on August _____, 2025; and that said instrument is executed as the free and voluntary act and deed of such governmental unit for the purposes expressed therein.

GIVEN UNDER MY HAND AND SEAL OF OFFICE on this the _____ day of _____, 2025.

_____
Notary Public, State of Texas

EXHIBIT A

DISTRICT PROPERTY

Chaparral
Professional Land Surveying, Inc.
Surveying and Mapping
Office: 512-443-1724
Fax: 512-389-0943
5725 West Hwy 290, Suite 103
Austin, Texas 78735

EXHIBIT "__"

RIGHT-OF-WAY DEDICATION

1.768 ACRES
CITY OF PFLUGERVILLE
TRAVIS COUNTY, TEXAS

A DESCRIPTION OF 1.768 ACRES (APPROXIMATELY 76,994 SQ. FT.) IN THE MARIGUITA CASTRO SURVEY NO. 50, ABSTRACT NO. 160, BEING A PORTION OF A CALLED 124.537 ACRE TRACT CONVEYED TO PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT IN VOLUME 9509, PAGE 234, DEED RECORDS OF TRAVIS COUNTY, TEXAS; SAID 1.768 ACRE TRACT BEING MORE PARTICULARLY DESCRIBED BY METES AND BOUNDS AS FOLLOWS:

BEGINNING at a 1/2" rebar found on the northwest line of said called 124.537 acre tract being the northeast corner of Lot 135, Block M, Cantara 1 North, Section 5, a subdivision recorded in Document No. 201800260, Official Public Records of Travis County, Texas, and the most southerly corner at the termination of Kotche Street, dedicated by Catara 1, Section 5 plat, from which a mag nail with "BGE INC" washer found being the southeast corner of said Lot 135 bears South 31°13'14" West a distance of 114.38 feet;

THENCE North 31°13'14" East, with the west line of said called 124.537 acre tract and the east termination line of Kotche Street a distance of 8.63 feet to a calculated point for an angle point in the northwest line of the herein described tract;

THENCE North 27°59'03" East, with the with the west line of said called 124.537 acre tract and the east termination line of Kotche Street a distance of 51.39 feet to a 1/2" rebar with illegible cap found being the most northerly corner at the termination of said Kotche Street and the most southerly corner of Lot 1, Block PP of said Catara 1 North, Section 5;

THENCE over and across said called 124.537 acre tract the following five (5) courses and distances:

1. South 62°18'37" East, a distance of 46.15 feet to a calculated point of curvature of a curve to the right;

2. With said curve to the right having a radius of 330.00 feet, a delta angle of 62°55'25", an arc length of 362.41 feet and a chord which bears South 30°50'55" East, a distance of 344.47 feet to a calculated point;

3. South 00°36'48" East, a distance of 145.86 feet to a calculated point of curvature of a curve to the left;

4. With said curve to the left having a radius of 270.00 feet, a delta angle of 63°26'33", an arc length of 298.97 feet and a chord which bears South 31°06'29" East, a distance of 283.93 feet to a calculated point;

5. South 62°49'45" East, a distance of 429.83 feet to a calculated point on the southeast line of said called 124.537 acre tract, same being the northwest line of a called 284.920 acre tract conveyed to Vanterra Capital Group LLC in Document No. 2020225668, Official Public Records of Travis County, Texas, for the most easterly corner of the herein described tract, from which a 60D nail found in concrete being an angle point in the common line of said called 124.537 acre tract and said called 284.920 acre tract bears North 28°01'14" East a distance of 883.75 feet;

THENCE South 28°01'14" West, with the common line of said called 124.537 acre tract and said called 284.920 acre tract a distance of 60.01 feet to a calculated point for a southeasterly corner of the herein described tract;

THENCE over and across said called 124.537 acre tract following five (5) courses and distances:

1. North 62°49'45" West, a distance of 428.94 feet to a calculated point of curvature of a curve to the right;

2. With said curve to the right having a radius of 330.00 feet, a delta angle of 63°26'33", an arc length of 365.40 feet and a chord which bears North 31°06'29" West, a distance of 347.02 feet to a calculated point;

3. North 00°36'48" West, a distance of 145.86 feet to a calculated point of curvature of a curve to the left;

4. With said curve to the left having a radius of 270.00 feet, a delta angle of 62°55'25", an arc length of 296.52 feet and a chord which bears North 30°50'55" West, a distance of 281.84 feet to a calculated point;

5. North 62°18'37" West, a distance of 46.94 feet to the **POINT OF BEGINNING** and containing 1.768 acre of land, more or less.

Surveyed on the ground on March 15, 2025.

Bearing Basis: The Texas Coordinate System of 1983 (NAD83), Central Zone, based on GPS Solutions from real-time kinematic (RTK) virtual reference station (VRS).

Attachments: Survey Drawing 2111-002-ROW1

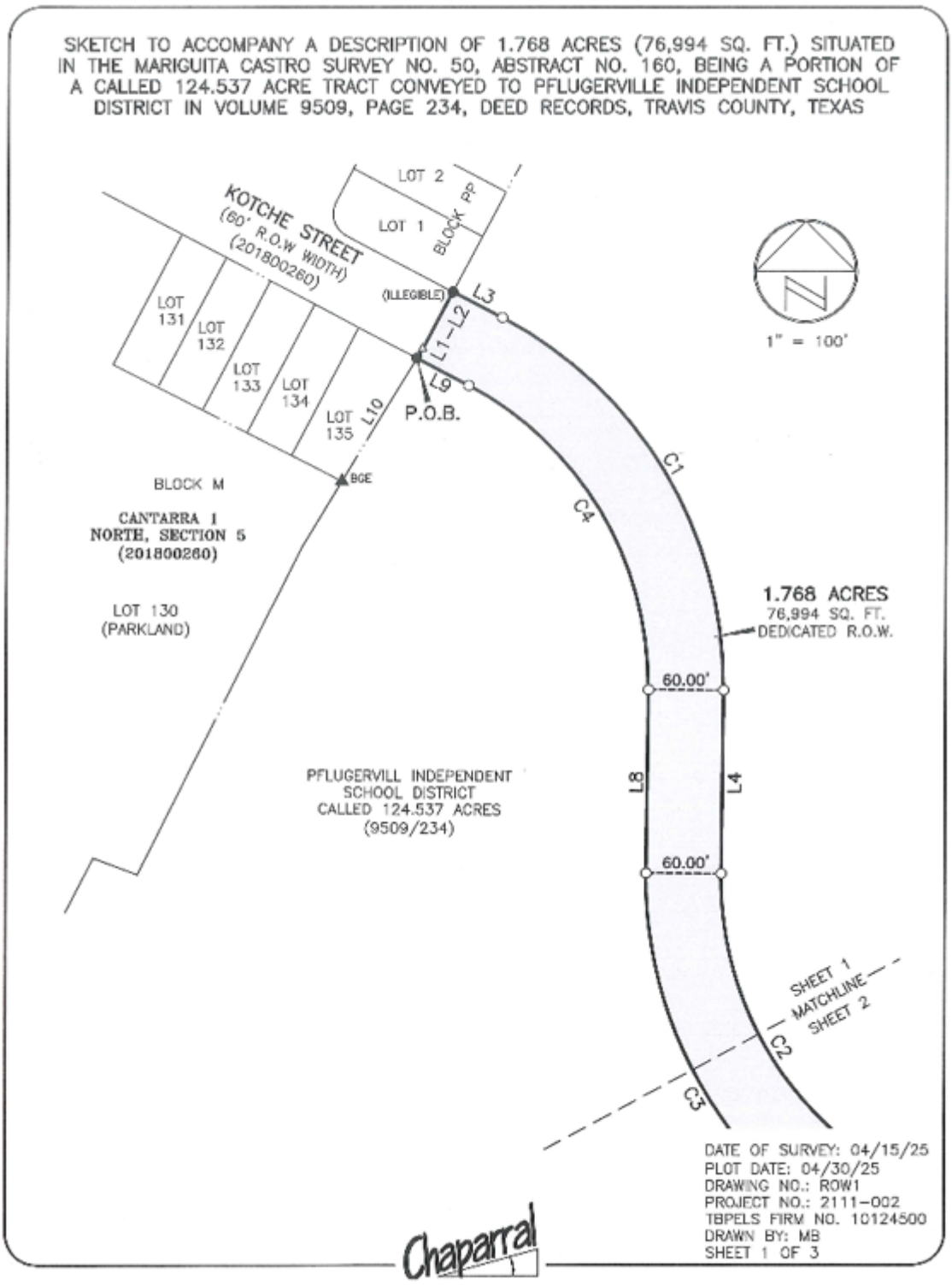
Paul J. Flugel 4-30-2025

Paul J. Flugel Date
Registered Professional Land Surveyor
State of Texas No. 5096
TBPELS Firm No. 10124500



REFERENCES
TCAD Parcel No. 258941

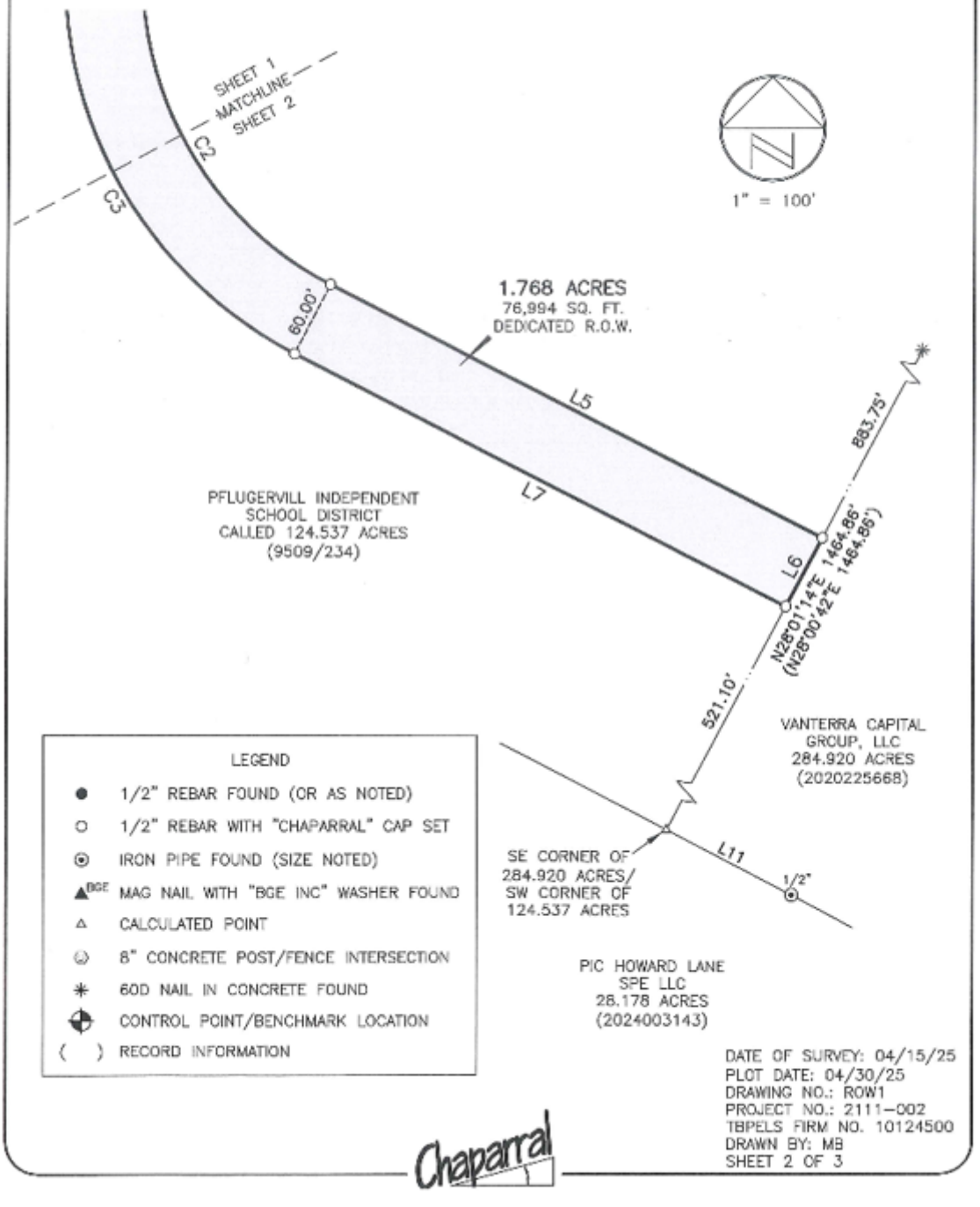
SKETCH TO ACCOMPANY A DESCRIPTION OF 1.768 ACRES (76,994 SQ. FT.) SITUATED IN THE MARIGUITA CASTRO SURVEY NO. 50, ABSTRACT NO. 160, BEING A PORTION OF A CALLED 124.537 ACRE TRACT CONVEYED TO PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT IN VOLUME 9509, PAGE 234, DEED RECORDS, TRAVIS COUNTY, TEXAS



DATE OF SURVEY: 04/15/25
PLOT DATE: 04/30/25
DRAWING NO.: ROW1
PROJECT NO.: 2111-002
TBPELS FIRM NO. 10124500
DRAWN BY: MB
SHEET 1 OF 3

Chaparral

SKETCH TO ACCOMPANY A DESCRIPTION OF 1.768 ACRES (76,994 SQ. FT.) SITUATED IN THE MARIGUITA CASTRO SURVEY NO. 50, ABSTRACT NO. 160, BEING A PORTION OF A CALLED 124.537 ACRE TRACT CONVEYED TO PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT IN VOLUME 9509, PAGE 234, DEED RECORDS, TRAVIS COUNTY, TEXAS



LEGEND

- ● 1/2" REBAR FOUND (OR AS NOTED)
- ○ 1/2" REBAR WITH "CHAPARRAL" CAP SET
- ⊙ IRON PIPE FOUND (SIZE NOTED)
- ▲BGE MAG NAIL WITH "BGE INC" WASHER FOUND
- △ CALCULATED POINT
- ◎ 8" CONCRETE POST/FENCE INTERSECTION
- ✳ 60D NAIL IN CONCRETE FOUND
- ⌖ CONTROL POINT/BENCHMARK LOCATION
- ( ) RECORD INFORMATION

DATE OF SURVEY: 04/15/25
PLOT DATE: 04/30/25
DRAWING NO.: ROW1
PROJECT NO.: 2111-002
TBPELS FIRM NO. 10124500
DRAWN BY: MB
SHEET 2 OF 3

Chaparral

SKETCH TO ACCOMPANY A DESCRIPTION OF 1.768 ACRES (76,994 SQ. FT.) SITUATED IN THE MARIGUITA CASTRO SURVEY NO. 50, ABSTRACT NO. 160, BEING A PORTION OF A CALLED 124.537 ACRE TRACT CONVEYED TO PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT IN VOLUME 9509, PAGE 234, DEED RECORDS, TRAVIS COUNTY, TEXAS

LINE TABLE			
LINE	BEARING	DISTANCE	RECORD
L1	N31°13'14"E	8.63'	(N31°09'00"E)
L2	N27°59'03"E	51.39'	(N27°56'47"E)
L3	S62°18'37"E	46.15'	
L4	S00°36'48"W	145.86'	
L5	S62°49'45"E	429.83'	
L6	S28°01'14"W	60.01'	(N28°00'42"E)
L7	N62°49'45"W	428.94'	
L8	N00°36'48"E	145.86'	
L9	N62°18'37"W	46.94'	
L10	S31°13'14"W	114.38'	(S31°09'00"W 114.20')
L11	N62°28'17"W	109.05'	(N62°33'36"W 109.05')

CURVE TABLE					
CURVE	RADIUS	DELTA	ARC	BEARING	CHORD
C1	330.00'	62°55'25"	362.41'	S30°50'55"E	344.47'
C2	270.00'	63°26'33"	298.97'	S31°06'29"E	283.93'
C3	330.00'	63°26'33"	365.40'	N31°06'29"W	347.02'
C4	270.00'	62°55'25"	296.52'	N30°50'55"W	281.84'



4-30-2025

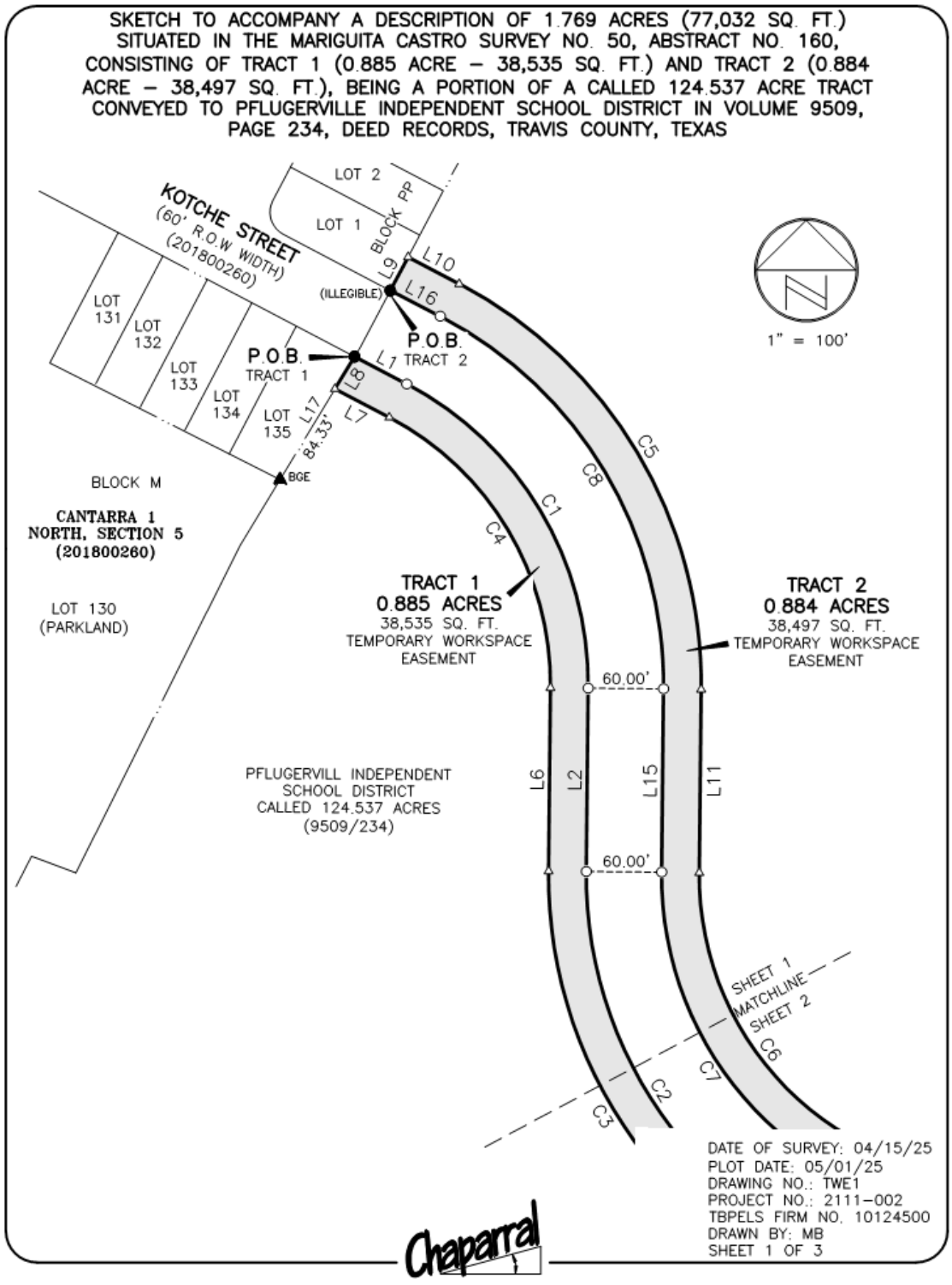
Paul J. Flugel

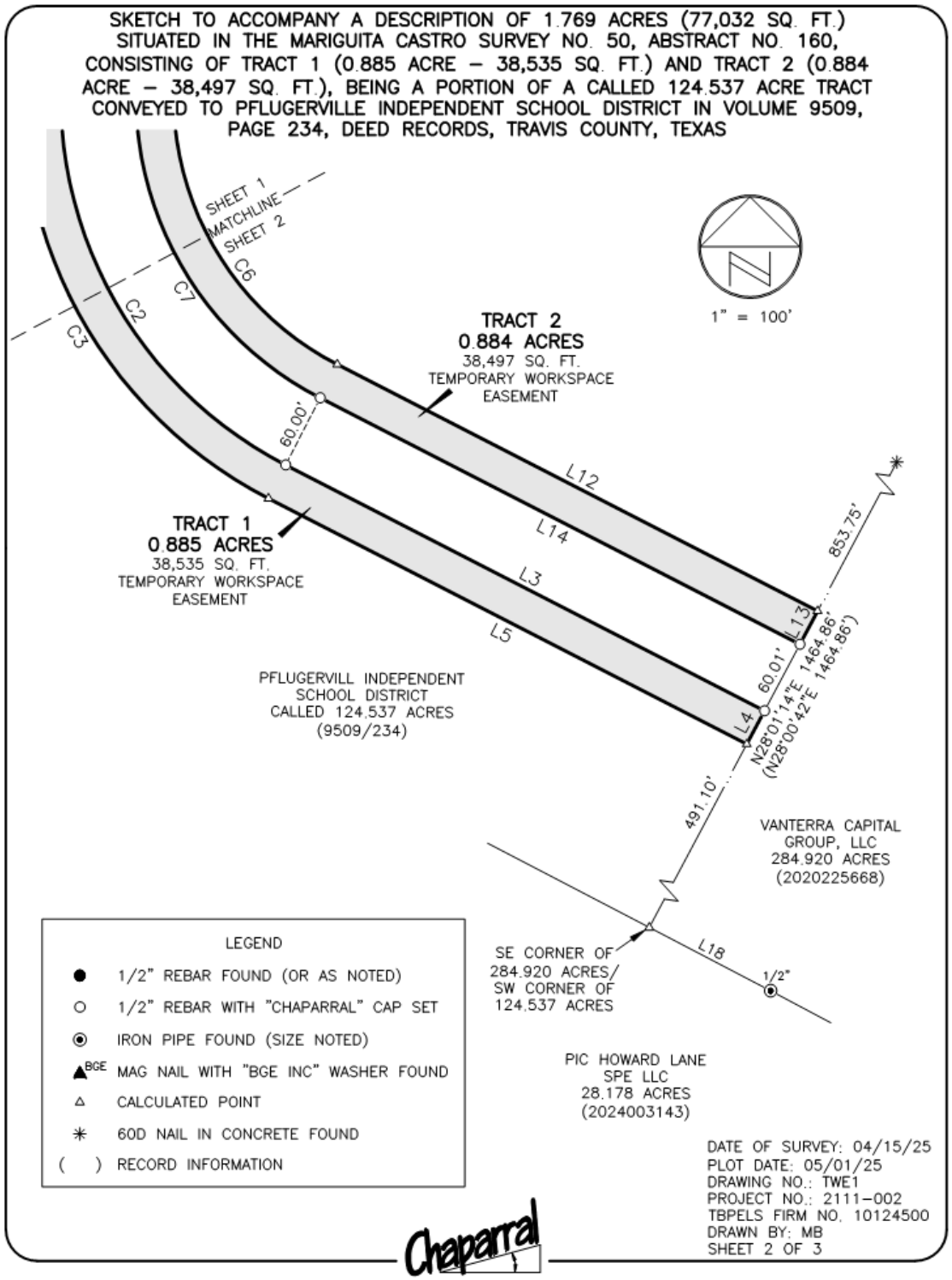
BEARING BASIS: THE TEXAS COORDINATE SYSTEM OF 1983 (NAD83), CENTRAL ZONE, BASED ON GPS SOLUTIONS FROM REAL-TIME KINEMATIC (RTK) VIRTUAL REFERENCE STATION (VRS) FOR CHAPARRAL CONTROL POINT "101".

ATTACHMENTS: METES AND BOUNDS DESCRIPTION 2111-002-ROW1

Chaparral

DATE OF SURVEY: 04/15/25
PLOT DATE: 04/30/25
DRAWING NO.: ROW1
PROJECT NO.: 2111-002
TBPELS FIRM NO. 10124500
DRAWN BY: MB
SHEET 3 OF 3


SKETCH TO ACCOMPANY A DESCRIPTION OF 1.769 ACRES (77,032 SQ. FT.) SITUATED IN THE MARIGUITA CASTRO SURVEY NO. 50, ABSTRACT NO. 160, CONSISTING OF TRACT 1 (0.885 ACRE – 38,535 SQ. FT.) AND TRACT 2 (0.884 ACRE – 38,497 SQ. FT.), BEING A PORTION OF A CALLED 124.537 ACRE TRACT CONVEYED TO PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT IN VOLUME 9509, PAGE 234, DEED RECORDS, TRAVIS COUNTY, TEXAS
KOTCHE STREET
(60' R.O.W WIDTH)
(201800260)
LOT 2
LOT 1
BLOCK PP
(ILLEGIBLE)
LOT 131
LOT 132
LOT 133
LOT 134
LOT 135
P.O.B.
TRACT 1
P.O.B.
TRACT 2
84.33'
BGE
BLOCK M
CANTARRA 1
NORTH, SECTION 5
(201800260)
LOT 130
(PARKLAND)
TRACT 1
0.885 ACRES
38,535 SQ. FT.
TEMPORARY WORKSPACE
EASEMENT
TRACT 2
0.884 ACRES
38,497 SQ. FT.
TEMPORARY WORKSPACE
EASEMENT
60.00'
60.00'
PFLUGERVILL INDEPENDENT
SCHOOL DISTRICT
CALLED 124.537 ACRES
(9509/234)
L1
L2
L6
L7
L8
L9
L10
L11
L15
L16
L17
C1
C2
C3
C4
C5
C6
C7
C8
SHEET 1
MATCHLINE
SHEET 2
1" = 100'
DATE OF SURVEY: 04/15/25
PLOT DATE: 05/01/25
DRAWING NO.: TWE1
PROJECT NO.: 2111-002
TBPELS FIRM NO. 10124500
DRAWN BY: MB
SHEET 1 OF 3
Chaparral


SKETCH TO ACCOMPANY A DESCRIPTION OF 1.769 ACRES (77,032 SQ. FT.) SITUATED IN THE MARIGUITA CASTRO SURVEY NO. 50, ABSTRACT NO. 160, CONSISTING OF TRACT 1 (0.885 ACRE – 38,535 SQ. FT.) AND TRACT 2 (0.884 ACRE – 38,497 SQ. FT.), BEING A PORTION OF A CALLED 124.537 ACRE TRACT CONVEYED TO PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT IN VOLUME 9509, PAGE 234, DEED RECORDS, TRAVIS COUNTY, TEXAS
SHEET 1 MATCHLINE SHEET 2
1" = 100'
TRACT 2
0.884 ACRES
38,497 SQ. FT.
TEMPORARY WORKSPACE EASEMENT
TRACT 1
0.885 ACRES
38,535 SQ. FT.
TEMPORARY WORKSPACE EASEMENT
60.00'
C2
C3
C5
C7
L3
L4
L5
L12
L13
L14
853.75'
60.01'
N28°01'14"E 1464.86'
(N28°00'42"E 1464.86')
491.10'
PFLUGERVILL INDEPENDENT SCHOOL DISTRICT CALLED 124.537 ACRES (9509/234)
VANTERRA CAPITAL GROUP, LLC 284.920 ACRES (2020225668)
SE CORNER OF 284.920 ACRES/ SW CORNER OF 124.537 ACRES
L18
1/2"
PIC HOWARD LANE SPE LLC 28.178 ACRES (2024003143)
LEGEND
1/2" REBAR FOUND (OR AS NOTED)
1/2" REBAR WITH "CHAPARRAL" CAP SET
IRON PIPE FOUND (SIZE NOTED)
BGE MAG NAIL WITH "BGE INC" WASHER FOUND
CALCULATED POINT
60D NAIL IN CONCRETE FOUND
( ) RECORD INFORMATION
DATE OF SURVEY: 04/15/25
PLOT DATE: 05/01/25
DRAWING NO.: TWE1
PROJECT NO.: 2111-002
TBPELS FIRM NO. 10124500
DRAWN BY: MB
SHEET 2 OF 3
Chaparral

SKETCH TO ACCOMPANY A DESCRIPTION OF 1.769 ACRES (77,032 SQ. FT.) SITUATED IN THE MARIGUITA CASTRO SURVEY NO. 50, ABSTRACT NO. 160, CONSISTING OF TRACT 1 (0.885 ACRE – 38,535 SQ. FT.) AND TRACT 2 (0.884 ACRE – 38,497 SQ. FT.), BEING A PORTION OF A CALLED 124.537 ACRE TRACT CONVEYED TO PFLUGERVILLE INDEPENDENT SCHOOL DISTRICT IN VOLUME 9509, PAGE 234, DEED RECORDS, TRAVIS COUNTY, TEXAS

LINE TABLE			
LINE	BEARING	DISTANCE	RECORD
L1	S62°18'37"E	46.94'	
L2	S00°36'48"W	145.86'	
L3	S62°49'45"E	428.94'	
L4	S28°01'14"W	30.00'	(N28°00'42"E)
L5	N62°49'45"W	428.50'	
L6	N00°36'48"E	145.86'	
L7	N62°18'37"W	48.79'	
L8	N31°13'14"E	30.06'	(S31°09'00"W)
L9	N27°59'03"E	30.00'	
L10	S62°18'37"E	45.99'	
L11	S00°36'48"W	145.86'	
L12	S62°49'45"E	430.28'	
L13	S28°01'14"W	30.00'	(N28°00'42"E)
L14	N62°49'45"W	429.83'	
L15	N00°36'48"E	145.86'	
L16	N62°18'37"W	46.15'	
L17	S31°13'14"W	114.38'	(S31°09'00"W 114.20')
L18	N62°28'17"W	109.05'	(N62°33'36"W 109.05')

CURVE TABLE					
CURVE	RADIUS	DELTA	ARC	BEARING	CHORD
C1	270.00'	62°55'25"	296.52'	S30°50'55"E	281.84'
C2	330.00'	63°26'33"	365.40'	S31°06'29"E	347.02'
C3	360.00'	63°26'33"	398.62'	N31°06'29"W	378.57'
C4	240.00'	62°55'25"	263.57'	N30°50'55"W	250.53'
C5	360.00'	62°55'25"	395.36'	S30°50'55"E	375.79'
C6	240.00'	63°26'33"	265.75'	S31°06'29"E	252.38'
C7	270.00'	63°26'33"	298.97'	N31°06'29"W	283.93'
C8	330.00'	62°55'25"	362.41'	N30°50'55"W	344.47'

BEARING BASIS: THE TEXAS COORDINATE SYSTEM OF 1983 (NAD83), CENTRAL ZONE, BASED ON GPS SOLUTIONS FROM REAL–TIME KINEMATIC (RTK) VIRTUAL REFERENCE STATION (VRS) FOR CHAPARRAL CONTROL POINT "101".

ATTACHMENTS: METES AND BOUNDS DESCRIPTION 2111–002–TWE1

Chaparral

DATE OF SURVEY: 04/15/25
PLOT DATE: 05/01/25
DRAWING NO.: TWE1
PROJECT NO.: 2111–002
TBPELS FIRM NO. 10124500
DRAWN BY: MB
SHEET 3 OF 3

EXHIBIT B

ACCESS AND UTILITY COORDINATION AGREEMENT BETWEEN VANTERRA CAPITAL GROUP, LLC AND PFUGERVILLE INDEPENDENT SCHOOL DISTRICT (FINAL AGREEMENT TO BE NEGOTIATED BY SUPERINTENDENT OF SCHOOLS)

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of Graduation 2026 Facility Contract

AGENDA PLACEMENT

CA- Consent Agenda

BACKGROUND INFORMATION

Consideration and Possible Approval of Expenditures for the H-E-B Center at Cedar Park for the Graduation Ceremonies for Hendrickson, Pflugerville, Weiss and Connally High Schools. Scheduled for Wednesday May 27, 2026.

FISCAL IMPACT STATEMENT

COST: $90,000

Recurring or One-Time: One-Time
Funding Source (General/Grant/Other-Specify): General
Fiscal Year: 2025-2026
Amendment Required: NA
Bond Funds (Program Year): NA

RECOMMENDATION

Approval of the H-E-B Center Cedar Park for 2026 Graduation Ceremonies as presented

Motion:
I move that the Board of Trustees approve the contract with the H-E-B Center at Cedar Park for the 2026 graduation ceremonies for Hendrickson, Pflugerville, Weiss, and Connally High Schools, as presented.

Submitted By: Tamra Spence
Cabinet Member's Approval: Brandy Baker

CONTRACT CHECKLIST

Event Date:	Wednesday, May 27, 2026
Event Name:	Pflugerville ISD Senior Commencement Ceremonies
Authorized Areas of Facility for Event Use:	Arena Bowl, Floor, Back of House – Marshalling, Meeting Rooms, Star, Green and Locker Rooms.
Set Up:	Arena Floor Graduation
Load In/Load Out:	Load In: Wednesday, May 27, 2026 starting at TBD Load Out: Wednesday, May 27, 2026 by TBD
Door Time:	7AM / 11AM / 3PM / 7PM
Start Time:	8AM / 12PM / 4PM / 8PM
Event Description:	4 High School Graduations
Primary Act:	N/A
Support Act(s):	N/A
Public or Private:	Private
Ticketed:	TBD
Estimated Attendance	TBD

CONTRACT CONTACT INFO	
Company:	Pflugerville ISD
Contact Name & Title:	Clara Espinosa - Specialist, PfISD Community Relations
Contact Address:	1401 W Pecan St, Pflugerville, TX 78660
Contact Email:	clara.espinosa@pfisd.net
Contact Phone:	512-594-0092
Signatory:	

EXPENSES	
License Fee (Rent):	$74,000.00 flat for four (5) total ceremonies. $18,500.00 per ceremony
Front of House Expense:	Included in rent: ushers, ticket takers, crowd control, security, police, EMT, fire marshal, housekeeping, guest services, conversion/changeover crews, 1 phone line and 1 internet line

Cancellation Fee:	$10,000.00
Production Cost:	TBD
Additional Reimbursable Service Expenses:	At the request of Licensee, the following special facilities, equipment, materials, and extra services will be furnished by TXS for the Event (all prices are estimates and to be settled upon actuals): •Curtain Rental - $3,000.00 (Mandatory - Covers the retractable seating and provides suitable background.) •Stagehands - $1,600.00 •ADA Ramp Rental - $4,100.00 •Big House – Sound & Light Equipment Rental - $8,000.00 •Chiller Fans - $3,200.00 (Cools down marshaling area where graduates line up.) •Video Streaming - $3,500.00 •ASL Interpreter - $2,000.00 •Stage Decorations - $350.00 •Catering - $5,000.00
Deposit Amount:	$20,000.00 - Due upon signing
Deposit Paid?:	No
Merch Rate:	N/A
Facility Fee:	N/A
Sales Tax:	N/A

CONTACT LIST: **Please list only one primary contact for each department. This will be the point person for each department on your team**	
PRODUCTION:	
Production Contact Name:	
Production Contact Email:	
Production Contact Phone:	
SETTLEMENT:	
Settlement Contact Name:	
Settlement Contact Email:	
Settlement Contact Phone:	

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of Audio/Visual Installation for the Learning and Technology Center

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

As part of the construction of the district's new Learning and Technology Center (LTC), the district is seeking approval of a contract for the audio-visual component of the facility. The proposed agenda item seeks approval for an audio-visual (AV) contract for the new LTC, a facility designed to house the District's curriculum and technology departments while also providing 10,000 square feet of professional development meeting space.

The AV system, designed by DSI Tech, focuses on delivering reliable, user-friendly, and budget-conscious technology solutions to support training, meetings, and multipurpose events. The building is divided into three primary zones—administrative and curriculum staff areas, professional development and meeting spaces, and technology support areas—with AV equipment tailored to the functional needs of each.

Systems include networked displays, sound masking for open workspaces, interactive boards, high-capacity projection systems, video conferencing, wired/wireless presentation tools, and integrated audio systems, all centrally managed for flexibility and ease of use.

The professional development area, the centerpiece of the facility, will feature a centralized 200" screen, multiple large-format screens, a fully equipped AV lectern, premium sound reinforcement, and control systems allowing seamless integration with adjacent breakout rooms. Meeting rooms will include interactive displays, localized audio, and the ability to be combined or used independently, while the larger meeting rooms will also have video recording and conferencing capabilities. AV systems in all areas are designed with expansion in mind and will be connected via a central equipment rack to ensure interoperability. This investment will provide state-of-the-art presentation, collaboration, and communication capabilities to enhance instructional support, staff development, and district operations.

The proposal includes the addition of an embedded technical support staff that will provide direct engagement for events as well providing support for preventative maintenance for the LTC and district Performing Arts Centers (PAC). A contract with DSI Tech for the audio visual components within the future Learning and Technology Center listed above is recommended for Board approval.

FISCAL IMPACT STATEMENT

COST: 1,350,000
Recurring or One-Time: One-Time
Funding Source (General/Grant/Other-Specify): Bond
Fiscal Year: 2025-2026
Amendment Required: No
Bond Funds (Program Year): 2022

RECOMMENDATION

Approval of a contract for audio/vision installation in the Learning and Technology Center as presented.

Motion:
I move that the Board of Trustees approve the contract for audio/visual installation in the Learning and Technology Center as presented.

Submitted By: Victor Valdez, Chief Operations Officer
Cabinet Member's Approval: Brandy Baker, Chief of Staff

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of Contract for Copier Equipment and Impressions

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

The district's current copier contract will expire during the Fall 2025 semester. With the current copier lease set to expire in November 2025, an RFP was issued for a new four-year lease to maintain essential printing services.

The District operates 126 multifunction devices across campuses, offices, and support buildings, along with 10 high-capacity production machines at the centralized copy center. The recommended plan calls for leasing 141 devices, adding capacity for the Learning & Technology Center and the Career & Technology Center, and including all necessary copier supplies, an embedded technician, and remote monitoring to automate supply replenishment.

The proposed contract also provides a district-wide allotment of 64 million copies annually, shared between campus printing and centralized production. After a thorough review and evaluation process, District administration recommends awarding the new contract to the vendor that best meets the District's needs, citing a strong history of service, reliable equipment, long-term cost efficiency, and the potential for additional savings through extended use of certain devices.

In response to the RFP, the District received three competitive proposals from Imagenet, Knight Office Solutions, and Ricoh. The annual costs proposed for the 2025–2026 school year are as follows:

Vendor	Annual Cost	Points Average	Rank
Ricoh	$843,191	93	1
Knight Office	$838,279	49	2
ImageNet	$843,365	43	3

Ricoh has scored the highest of all proposals and is the second lowest cost per year. Ricoh has also provided the district with over 8 years of exceptional service, support,

and hardware for PfISD. District staff recommend continuing our contract with Ricoh given the extensive experience, competitive costs with other vendors, and history of success with PfISD. A small annual contingency has been added in case of overage fees due to excess copies.

FISCAL IMPACT STATEMENT

COST: $900,000
Recurring or One-Time: Reoccurring
Funding Source (General/Grant/Other-Specify): General
Fiscal Year: 2025-2026
Amendment Required: No
Bond Funds (Program Year): NA

RECOMMENDATION

Approval of a contract with Ricoh for continued support of the district's copier services.

Motion:
I move that the Board of Trustees approve the contract with Ricoh for copier equipment and impressions, as recommended by District administration.

Submitted By: Victor Valdez, Chief Operations Officer
Cabinet Member's Approval: Brandy Baker, Chief of Staff

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of Eichelbaum Wardell Hansen Powell & Muñoz, P.C. Special Education Consultation Agreement

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

In alignment with BDD (Local), the administration recommends that the Board retain Eichelbaum Wardell for assistance with Special Education matters. Mr. Woolston has previously collaborated with Heather Rutland, a partner at the firm, who brings extensive experience in resolving complex Special Education issues. Retaining the firm will provide the administration with additional flexibility in assigning outside counsel for these cases.

FISCAL IMPACT STATEMENT

COST: TBD; expected cost-savings

Recurring or One-Time: One-time
Funding Source (General/Grant/Other-Specify): General
Fiscal Year: 2025-2026
Amendment Required: NA
Bond Funds (Program Year): NA

RECOMMENDATION

Staff recommends that the Board of Trustees approve the Special Education Consultation Agreement with Eichelbaum Wardell Hansen Powell & Muñoz, P.C. to provide legal assistance and consultation on Special Education matters, in alignment with Board Policy BDD (Local).

Motion:
I move that the Board of Trustees approve the Special Education Consultation Agreement with Eichelbaum Wardell Hansen Powell & Muñoz, P.C., as presented.

Submitted By: Jacob Woolston, General Counsel
Cabinet Member's Approval: Brandy J. Baker, Chief of Staff

Special Education Consultation Agreement Between
Pflugerville Independent School District
and Eichelbaum Wardell
Hansen Powell & Muñoz, P.C.

It is agreed that Pflugerville Independent School District (hereinafter called "SPED DEPT") and Eichelbaum Wardell Hansen Powell & Muñoz, P.C. (hereinafter called "FIRM"), or its successor firm or assignee, do hereby agree to have FIRM represent the SPED DEPT as its attorneys beginning July 1, 2025.

The SPED DEPT will pay one flat fee per year (September 1 through August 31) that entitles authorized SPED DEPT representatives to contact FIRM attorneys for telephone consultation. Representatives may call as often as they want and the SPED DEPT is not billed additional fees unless work is required beyond the initial .3 hour telephone call. This agreement also entitles the SPED DEPT to client alerts (sent via email) and reduced hourly rates on legal work beyond the initial .3 hour telephone call. If the SPED DEPT engages FIRM for legal matters in the future, the current agreed upon billing rates and costs for out-of-pocket expenses will apply to those matters, unless engaged under a separate agreement for those matters. FIRM fees, rates and cost information are outlined in the attached Exhibit A. FIRM will inform the SPED DEPT of any changes to Exhibit A in writing. Continued use of FIRM services by the SPED DEPT constitutes an agreement by the SPED DEPT to any change in rates. The SPED DEPT will be invoiced the annual flat fee each future September 1st while this agreement remains in effect.

By virtue of execution of this agreement, an attorney-client relationship exists between FIRM and the SPED DEPT. The privilege extends to the Superintendent, Administrators, and Board as a whole and those authorized representatives as designated by the SPED DEPT Under the terms of this agreement, FIRM attorneys will communicate with the authorized representatives of the SPED DEPT. In so doing, the expectation is that the attorney-client privilege remains intact absent action by the Management Board to waive the privilege. FIRM verifies it does not boycott Israel and will not boycott Israel during the term of the contract, pursuant to Tex. Gov't Code § 2270.

This Agreement binds the SPED DEPT, their administrators, trustees, successors, assigns and legal representative to FIRM and to the partners, successors, assigns and legal representatives of FIRM with respect to all covenants stated above or attached to as an exhibit. The SPED DEPT agrees that FIRM may relieve itself from the responsibility of performing further work and, therefore, may withdraw as counsel should the SPED DEPT fail to timely pay FIRM for any fees or expenses incurred in representation of the SPED DEPT in any matter.

If this letter correctly reflects the terms and conditions of our representation of the SPED DEPT, please indicate the Board's approval by the signing below, and return it to us.

Approval by the Board on this the _____ day of _____, 202__.

_____
Board President
Pflugerville Independent School District

_____
Managing Shareholder
Eichelbaum Wardell
Hansen Powell & Muñoz, P.C.

EXHIBIT A

Eichelbaum Wardell
Hansen Powell & Muñoz, P.C.
TELEPHONE CONSULTATION AGREEMENT
Fees, Rates, and Expenses
as of September 1, 2025

FEES

On each September 1, the SPED will be billed one flat fee of $1,000, which entitles authorized SPED representatives to unlimited telephone advice on initial calls under .3 hours related to a single matter.

RATES

For any work conducted on a matter beyond the initial telephone call, the SPED will be charged the following reduced hourly rates:

$345 for Senior Shareholders (30+ Years of Practice)
$330 for Senior Shareholders (20+ Years of Practice)
$315 for Shareholders and Of Counsel
$290 for Senior Associates
$270 for Associates
$220 for Attorneys Pending Licensure and
$135 for Law Clerks and/or Paralegals.

EXPENSES

In addition to fees for legal services, statements will include other charges for expenses and services incurred in relation to providing legal services.

Copying and Printing	$.15 per page for black & white copies $.50 per page for color copies
Delivery charges, Long Distance Charges, Long Distance Cellular, Postage, Electronic Research and Travel	Actual cost
Mileage	IRS standard rate
Court Reporters and other Outside Vendor Fees	Actual cost *Invoices for such services will be sent to the District for direct payment by the District to the vendor involved.*

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of the Adoption of an Order Authorizing Redemption of Certain of the District's Outstanding Bonds

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

The District intends to refund $24.9 million of the Series 2019A Bonds, which are callable on February 15, 2026. This refunding will establish the basis for identifying the bonds called for redemption as part of PfISD's minimum required debt service for FY 2026, supporting the maintenance of the current debt service tax rate. Through this approach, the District anticipates lowering overall debt service costs while preserving financial flexibility. This action demonstrates PfISD's commitment to prudent fiscal stewardship and long-term financial planning, ensuring the District meets its obligations responsibly while optimizing resources to benefit students and the community.

FISCAL IMPACT STATEMENT

COST: 24,905,000

Recurring or One-Time: One-Time
Funding Source (General/Grant/Other-Specify): Debt Service
Fiscal Year: 2025-2026
Amendment Required: No
Bond Funds (Program Year): NA

RECOMMENDATION

Staff recommends that the Board of Trustees adopt the order authorizing and providing for the redemption of certain outstanding bonds of the District, specifically the callable portion of the Series 2019A Bonds, as presented.

Motion:
I move that the Board of Trustees adopt the order authorizing and providing for the redemption of certain outstanding bonds of the District, including $24.9 million of the Series 2019A Bonds, as presented.

Submitted By: Jennifer Land, Chief Financial Officer
Cabinet Member's Approval: Brandy Baker, Chief of Staff

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of the Travis County 4-H Organization as an Approved Extracurricular Activity and Their Agents as Adjunct Faculty Members

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

19 Texas Administrative Code, Chapter 76.1, regarding extracurricular activities, permits local school boards to designate local 4-H organizations as approved extracurricular activities, thereby allowing absences for these activities to be considered school-related.

County Extension Agents must qualify as adjunct faculty and meet requirements to be eligible for the Teacher Retirement System to exercise this option. Adjunct faculty members receive no compensation, salary, benefits, or remuneration from Pflugerville ISD and remain employees of the Texas A&M AgriLife Extension Service.

Adjunct faculty shall be under the direct supervision of either the District Extension Administrator of District 10 or the Travis County Extension Director. Travis County has nine agents who qualify. Appointment by the School District by and through the Board of Trustees is for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation. This appointment is per the provisions of Section 129.21 (k)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

Pflugerville ISD has approved this request in prior years. We recognize that 4-H activities benefit our students and our community and wish to continue the partnership.

FISCAL IMPACT STATEMENT

COST: NA

Recurring or One-Time: NA
Funding Source: NA
Fiscal Year: NA

Amendment Required: NA
Bond Funds (Program Year): NA

RECOMMENDATION

Approval of the Travis County 4-H Organization as an approved extracurricular activity and their agents as adjunct faculty members, as presented.

Motion:
I move that the Board of Trustees approve the Travis County 4-H Organization as an approved extracurricular activity and designate their agents as adjunct faculty members, as presented.

Submitted By: Traci Hendrix, ED of CCMR
Cabinet Member's Approval: Erik Torres, CAIO

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Approval of Student Code of Conduct for the 2025-2026 Academic Year

AGENDA PLACEMENT

CA - Consent Agenda

BACKGROUND INFORMATION

Board Policy FO(LEGAL) requires the Board of Trustees to adopt a Student Code of Conduct (SCOC) for the District. The Assistant Superintendent for School Leadership presented the 2025-2026 SCOC with legislative changes from the 89th Texas Legislative session on August 7, 2025 for the Board's consideration and comment.

Tonight, staff requests that the SCOC be approved and adopted.

FISCAL IMPACT STATEMENT

COST: NA

Recurring or One-Time: NA
Funding Source (General/Grant/Other-Specify): NA
Fiscal Year: NA
Amendment Required: NA
Bond Funds (Program Year): NA

RECOMMENDATION

Staff recommends that the Board of Trustees approve and adopt the Student Code of Conduct for the 2025–2026 academic year, as presented.

Motion:
I move that the Board of Trustees approve and adopt the Student Code of Conduct for the 2025–2026 academic year, as presented.

By: Laila Olivarez, Chief of Schools
Cabinet Member's Approval: Brandy Baker, Chief of Staff

Pflugerville ISD Student Code of Conduct

2025-2026 School Year



If you have difficulty accessing the information in this document because of disability, please

contact us by using the Communications Request Form or

(512) 594-0000

Table of Contents

Student Code of Conduct 1
Accessibility 1
Purpose 1
School District Authority and Jurisdiction 2
Campus Behavior Coordinator 2
Threat Assessment and Safe and Supportive School Team 3
Searches 3
Reporting Crimes 3
Security Personnel 3
“Parent” Defined 4
Participating in Graduation Activities 4
Unauthorized Persons 5
Standards for Student Conduct 6
General Conduct Violations 7
Disregard for Authority 7
Mistreatment of Others 7
Property Offenses 8
Possession of Prohibited Items 8
Possession of Personal Communication Devices 9
Illegal, Prescription, and Over-the-Counter Drugs 9
Misuse of Technology Resources and the Internet 10
Safety Transgressions 11
Miscellaneous Offenses 11
Discipline Management Techniques 12
First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette 12
Students with Disabilities 12
Techniques 12
Prohibited Aversive Techniques 14
Notification 14
Parental Involvement 15
Appeals 15

Removal from the School Bus 16
Removal from the Regular Educational Setting 17
Routine Referral 17
Formal Teacher Removal 17
Returning a Student to the Classroom 18
Appeals of Formal Teacher Removals 18
In-School Suspension 19
Process 19
Out-of-School Suspension 20
Misconduct 20
Process 20
Alternative Assignment 21
Coursework During Suspension 21
Disciplinary Alternative Education Program (DAEP) Placement 22
Discretionary Placement: Misconduct That May Result in DAEP Placement 22
Mandatory Placement: Misconduct That Requires DAEP Placement 23
Sexual Assault and Campus Assignments 25
Process 25
Length of Placement 26
Appeals 27
Restrictions During Placement 28
Placement Review 28
Additional Misconduct 28
Notice of Criminal Proceedings 28
Withdrawal During Process 29
Newly Enrolled Students 29
Emergency Placement Procedure 29
Transition Services 30
Placement and/or Expulsion for Certain Offenses 31
Registered Sex Offenders 31
Expulsion 33
Discretionary Expulsion: Misconduct That May Result in Expulsion 33
Mandatory Expulsion: Misconduct That Requires Expulsion 35

Under Age 10 36
Consideration of Virtual Education as Alternative to Expulsion 36
Process 36
Length of Expulsion 38
Withdrawal During Process 38
Additional Misconduct 38
Restrictions During Expulsion 38
Newly Enrolled Students 39
Emergency Expulsion Procedures 39
DAEP Placement of Expelled Students 39
Transition Services 39
Certain Felonies 39
Hearing and Required Findings 40
Length of Placement 40
Placement Review 41
Glossary 42

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at ***Communications Request Form****(link) or at (512) 594-0000*.

Purpose

The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the ***Pflugerville ISD*** Board of Trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator's office and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006, 37.007, or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at www.pfisd.net/cbc and at PfISD 2025-2026 Student Handbook

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes [police officers ***and/or*** security personnel] to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of district police officers are:

Pflugerville ISD Police Dept: ***School District Police Officers***

- Reduce juvenile delinquency through close personal contact with students on a daily basis.
- Bridge the gap between police officers and young people, while increasing positive attitudes toward law enforcement.
- Teach the value of our legal system.
- Promote respect for people and property.
- Reduce juvenile crime by helping students formulate an awareness of the rules, authority, and justice.
- Take a personal interest in students and their activities.
- Allow students access to the legal system.
- Give students a realistic picture of laws and the legal system so they will have an investment in supporting and improving it.
- Teach students how to avoid becoming a victim through self-awareness and crime prevention.

The law enforcement duties of district security personnel are: *Our security personnel are licensed with the Texas Department of Public Safety (DPS). They assist campus administrators with enforcing general campus rules and expectations. They **are not** responsible for taking any law enforcement actions.*

"Parent" Defined

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

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in a disciplinary placement during any part of the current academic year Board Policy FNA(LOCAL).

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in a disciplinary placement during any part of the current academic year Board Policy FNA(LOCAL).

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

[See Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.]

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See Glossary]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See Glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. [See Glossary]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [See Glossary]
- Coerce an individual to act through the use or threat of force.

- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. [See Placement and/or Expulsion for Certain Offenses for felony criminal mischief.]
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. [See Placement and/or Expulsion for Certain Offenses for felony robbery, aggravated robbery, and theft.]
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;

- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Nicotine products, including nicotine pouches;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any electronic device that can clone, emulate, copy and/or write to another device or card to enable unauthorized access to District-owned property, devices, and any other electronically formatted material
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See Glossary]
- The district may authorize the use of a personal communication device for the following reasons:
    - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
    - With documented need based on a directive from a qualified physician; or
    - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (DAEP) Placement and Expulsion for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for "paraphernalia."]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. [See Glossary for "abuse."]
- Fail to follow established school health procedures for acquisition and use of medication on-campus
- Abuse over-the-counter drugs. [See Glossary for "abuse."]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See Glossary for "under the influence."]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources. **Student Responsible Use Guidelines for Technology**
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or

illegal, **including cyberbullying** and **"sexting,"** either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see Glossary] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.

- Rewards or demerits.
- Behavioral contracts and/or Treatment Agreements.
- Counseling by teachers, school counselors, or administrative personnel, to include: restorative practice/student support facilitators.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of Education Code 37.0012(d).

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Parental Involvement

The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a disciplinary alternative education program (DAEP) or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student.

The behavioral agreement must specify the responsibilities of the student and parent/guardian. If followed, the agreement may result in a reduced disciplinary placement period, as outlined in the agreement. Reduction in the disciplinary placement period does not entitle the student to different disciplinary placement. The decision to reduce, revoke, or amend the disciplinary placement period is at the sole discretion of the school administration. Compliance with the agreement is required for the reduction to remain valid.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at: ***PfISD Grievance Process***.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. [See policies FFH(LEGAL) and (LOCAL)]

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus and at a designated District bus stop. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges. Bus drivers can deny entry onto a bus for any student who is not assigned to their specific bus/bus route.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law. A bus driver shall not have the authority to suspend a student from a bus. Any such decision is to be made through the District's usual discipline and school safety procedures.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.0.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;

3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is **mandatory** or **discretionary**, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see Glossary]

- Involvement in criminal street gang activity. [see Glossary]
- Engaging in Fighting/Scuffling (see General Conduct Violations)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081,Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see Glossary] that the student engaged in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. [see Glossary]
    - Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault [see Glossary] under Penal Code 22.01(a)(1).

- Except as provided by Education Code 37.007(a)(3), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in Expulsion.] [See Glossary for "under the influence," "controlled substance," and "dangerous drug."]
- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person an e-cigarette, as defined by Section 161.081, Health and Safety Code.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see Glossary]
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code sections 42.07(a)(1), (2), (3), or (7).

- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under Title 5;
2. The offense of deadly conduct under Section 22.05;
3. The felony offense of aggravated robbery under Section 29.03;
4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or

5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

Disciplinary Alternative Education Program (DAEP) Placement

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at ***FNG(LOCAL)*****.**

Appeals shall begin at ***Level One*** with the ***either the* CBC**, ***principal, or in very rare instances a Central Office Administrator***.

Disciplinary Alternative Education Program (DAEP) Placement

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

For seniors who are eligible to graduate and are assigned to a DAEP (JJAEP/DAEP) at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication [see Glossary], or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or if the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Disciplinary Alternative Education Program (DAEP) Placement

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. [See policy FOCA(LEGAL) for more information.]

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex

offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. [see Glossary]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and

Safety Code does not violate this provision. [See Glossary for "under the influence."]

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student may be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see Glossary]

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see Glossary] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. [see Glossary]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see Glossary]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Arson. [see Glossary]
    - Murder, capital murder, or criminal attempt to commit murder or capital murder.
    - Indecency with a child.
    - Kidnapping or aggravated kidnapping.

- Burglary, robbery or aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;

2. An opportunity to testify and to present evidence and witnesses in the student's defense; and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the ***Director of Student Affairs or their designee*** authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decision. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the ***Director for Student Affairs*** shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order; and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees; or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated

robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older; or
    b. A disabled person.

Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        (1) Knowing that it is within the limits of an incorporated city or town;
        (2) Knowing that it is insured against damage or destruction;
        (3) Knowing that it is subject to a mortgage or other security interest;
        (4) Knowing that it is located on property belonging to another;
        (5) Knowing that it has located within it property belonging to another; or
        (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or

3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another; or
    b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, "vape", "Juul" or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Fighting is a form of violence/conflict. It can also be defined as two or more students willfully engaging in a mutual act of aggression/combat directed towards each other.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
    d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    e. Making a telephone call and intentionally failing to hang up or disengage the connection;
    f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause

emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or

i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
    a. An explosive weapon; or
    b. A machine gun.
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual

contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself. Self-defense provides a person under imminent harm or danger the opportunity to retreat in such a manner that enables them to escape and find safe harbor.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code Section 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.

- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;

- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to die by suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Board of Trustees
Agenda Item Information Form

SUBJECT **MEETING DATE: 08/28/2025**

Consideration and Possible Approval of Purchases Exceeding $50,000

AGENDA PLACEMENT: CA

CA-Consent Agenda

BACKGROUND INFORMATION

In accordance with Board Policy CH (LOCAL), purchases exceeding $50,000 for the fiscal year are being presented for Board approval.

1. **Student Attendance Services**
   - **Purpose**: To expand and strengthen district-wide attendance efforts by providing additional campuses with proven, data driven tools and outreach strategies that reduce chronic absenteeism and improve student engagement.
   - **Cost:** $82,109
   - **Funding Source**: General Fund
   - **Vendor**: EveryDay Labs Inc.
   - **Rationale**: The expansion of EveryDay Labs will target 15 campuses with the lowest ADA and highest chronic absenteeism rates in the district. By scaling this evidence-based intervention, we aim to provide these campuses with multilingual outreach, professional development, and actionable data that have been shown to significantly improve student attendance and reduce chronic absenteeism. This strategic investment supports our commitment to equitable access to education by focusing resources where the need is the greatest and ensuring all students have the opportunity to thrive through consistent school engagement.

2. **PMS Flooring**
   - **Purpose:** Replace tile flooring in kitchen.
   - **Cost:** $215,272
   - **Funding Source:** 2022 Bond
   - **Vendor:** Erban Construction Group
   - **Rationale:** Erban Construction Group, will be handling the replacement of the tile flooring at the Pflugerville Middle School Kitchen. They will do the demolition, installation and clean-up.

3. **HVAC Renovations**

- **Purpose:** Provide professional engineering design services to five campuses for a 2026 Mechanical System Renovation Project.
- **Cost:** $458,500
- **Funding Source:** 2022 Bond
- **Vendor:** ESA Energy Systems Associates, Inc.
- **Rationale:** ESA will provide professional engineering services to the Contractor in all phases of the 2026 Mechanical Systems Renovation Project that will take place at River Oaks ES, Highland Park ES, Rowe Lane ES, Delco ES and Hendrickson HS.

4. **Records Retention Services**
   - **Purpose:** Service to provide records retention District-wide.
   - **Cost:** $135,000
   - **Funding Source:** General Fund
   - **Vendor:** GRM Information Management Services of Austin
   - **Rationale:** District-wide records retention services for the 2025-26 school year are essential for ensuring proper management, security, and compliance with legal requirements for all district records.

5. **Worker's Compensation Excess Stop Loss Coverage**
   - **Purpose:** To provide coverage for losses when a workers' compensation claim exceeds $450,000.
   - **Cost:** $79,793
   - **Funding Source:** Insurance Fund
   - **Vendor:** Midwest Employees
   - **Rationale:** This acts as a safety net to mitigate the financial impact of catastrophic claims.

6. **Workers Compensation Claims Administrator**
   - **Purpose:** To administer the workers' compensation program.
   - **Cost:** $ 622,566
   - **Funding Source:** Insurance Fund
   - **Vendor:** Tristar Risk Management
   - **Rationale:** Tristar ensures that injured workers receive the benefits they are entitled to under the law, while also protecting the interests of the district. The plan year runs from 9/1/2025 – 8/31/2026.

7. **Unemployment Insurance Claims**
   - **Purpose:** To cover unemployment claims and other services.
   - **Cost:** $ 150,000
   - **Funding Source:** Insurance Fund
   - **Vendor:** TASB Risk Management Fund (Unemployment)
   - **Rationale:** TASB's Risk Management Services offer comprehensive support for PfISD's self-funded unemployment program, providing legal assistance and efficiently handling quarterly payments to the TWC,

significantly reducing administrative burden and ensuring compliance. The plan year runs from 10/1/2025 – 9/30/2026.

8. **Digital College and Career Readiness Platform**
    - **Purpose:** For the continued use of College and Career Readiness tracking software for secondary students.
    - **Cost:** $ 93,536
    - **Funding Source:** General Fund
    - **Vendor:** SchooLinks
    - **Rationale:** SchooLinks is a digital College and Career Readiness platform that helps school districts track CTE information and CCMR outcomes. SchooLinks integrates into many of the testing and accountability systems in use at PfISD to provide near real time tracking to support student achievement of CCMR indicators.

9. **CSG and PfISD Optimization Process**
    - **Purpose:** To help address and advise on ongoing demographic trends.
    - **Cost:** $ 239,800
    - **Funding Source:** 2022 Bond
    - **Vendor:** CSG
    - **Rationale:** CSG support for Pflugerville's district optimization processes will include advising and partnering with Pflugerville staff on community engagement, board engagement, developing a framework for optimization decisions, conducting research and gathering feedback on innovative school models, creating initial and final recommendations based on data analysis, producing detailed school profile reports for every PfISD school, and partnering to establish a multi-year phased approach to address ongoing demographic trends in the district.

10. **Playscape Shade Structure**
    - **Purpose:** Purchase of new shade structure at Highland Park Elementary.
    - **Cost:** $ 55,711
    - **Funding Source:** 2022 Bond
    - **Vendor:** The PlayWell Group Inc. Dba PlayWorks
    - **Rationale:** For the purchase and installation of a new shade structure to replace the aging and ripped shade structure at Highland Park Elementary.

11. **YMCA Childcare**
    - **Purpose:** YMCA Child Care Services, for Pre School-FY2025-26
    - **Cost:** $ 137,280
    - **Funding Source:** General Fund
    - **Vendor:** YMCA of Central Texas

- **Rationale:** The district subsidizes a portion of the child care fees for each child that attends the daycare to help support employee retention.

12. Communication Platform

- **Purpose:** SchoolStatus is used to improve communication, attendance, and overall student success by providing a platform that connects educators, families, and administrators.
- **Cost:** $ 104,944
- **Funding Source:** General Fund
- **Vendor:** SchoolStatus
- **Rationale:** SchoolStatus offers tools for two-way communication, attendance management, and data-driven insights, helping schools address issues like chronic absenteeism and promote positive engagement.

13. Canvas Renewal

- **Purpose:** Subscription Renewal for grades 2-12
- **Cost:** $ 147,360
- **Funding Source:** General Fund
- **Vendor:** Instructure Inc. dba Canvas
- **Rationale:** This is for the Purchase a One-Year Subscription with Instructure to Provide the Canvas Learning Management System for Use as the Online Instructional Platform for Students in Grades 2nd Through 12th Grade and District Staff Professional Learning.

14. BrainPOP Subscription Renewal

- **Purpose:** Subscription renewal request for grades K-8
- **Cost:** $ 95,220.
- **Funding Source:** General Fund
- **Vendor:** BrainPop
- **Rationale:** BrainPOP offers access to more than 1,000 standards-aligned topics intended to build background and deepen learning across curriculum SEL-themed topics, and embedded creative and computational projects on BrainPOP, BrainPOP Jr., BrainPOP Español, and BrainPOP Français.

15. SORO OverDrive Subscription Renewal

- **Purpose:** Subscription renewal request for grades K-12
- **Cost:** $ 150,000
- **Funding Source:** General Fund
- **Vendor:** OverDrive
- **Rationale:** Sora by OverDrive is an award-winning digital reading app that allows K-12 students to discover age-appropriate ebooks, audiobooks,

and more from their school library. Sora boasts a large, diverse catalog of digital books and provides students and educators unified access to curriculum titles, leisure reading, professional development books, and the public library. Students and teachers can access the Sora app 24-7 through their school-issued or personal devices.

16. **District Kitchen Smallwares**
    - **Purpose:** Purchase and replenish kitchen smallwares.
    - **Cost:** $ 57,475
    - **Funding Source:** Food Service Fund
    - **Vendor:** Hubert Company
    - **Rationale:** Purchase and replenish District wide kitchen smallwares for 2025-26 fiscal year**.**

17. **Instruction Partners**
    - **Purpose:** Required partnership with a technical assistance partner for the 25-26 Strong Foundations Planning grant.
    - **Cost:** $ 100,000
    - **Funding Source:** Strong Foundation Planning Grant
    - **Vendor:** Instruction Partners
    - **Rationale:** To support the building of a mathematics instructional framework and planning for future mathematics curriculum implementation and support.

18. **Police Vehicles**
    - **Purpose:** Purchase six 2025 Tahoe's for our District Police Department.
    - **Cost:** $ 548,744
    - **Funding Source:** 2022 Bond
    - **Vendor:** Caldwell Country Chevrolet
    - **Rationale:** Purchase four Sergeant 2025 Tahoes with Cap Fleet Upfit and two Patrol Tahoes with Cap Fleet Upfit for our District Police department.

19. **Police Shields**
    - **Purpose:** Purchase 22 additional Police ballistic shields to comply with new HB 33 law, requiring each campus maintain at least one ballistic shield and one breaching tool.
    - **Cost:** $ 95,738
    - **Funding Source:** 2022 Bond
    - **Vendor:** GT Distributors, Inc.
    - **Rationale:** To comply with HB 33, which requires each campus maintain at least one ballistic shield and one breaching tool, we are purchasing and additional 22 shields to add to the 16 shields we currently have in place.

These would cover all 35 campuses plus give us three extra that would remain mobile to go where needed.

20. Athletics Facilities Fiber

- **Purpose:** Purchase of materials and labor for fiber installation at 3 High School Athletic areas.
- **Cost:** $ 195,000
- **Funding Source:** 2022 Bond
- **Vendor:** Carroll Sytems
- **Rationale:** Purchase of material and labor for fiber installation which will provide network connectivity to the athletics areas at PHS, HHS, and CHS. The athletic areas to receive new network connectivity include the football, baseball, and softball press boxes and concession stands.

21. LTC Fiber

- **Purpose:** Purchase of Fiber connection for the Learning & Technology Center (LTC)
- **Cost:** $ 355,000
- **Funding Source:** 2022 Bond
- **Vendor:** Astound
- **Rationale:** Purchase of material and labor to complete the primary fiber connection to the LTC Network Operations Center, which will serve as the central data hub for all schools, facilities, and the Support Services building.

22. Network Support Agreement Contract

- **Purpose:** Annual renewal of Cisco network equipment support agreement
- **Cost:** $ 111,408
- **Funding Source:** General Fund
- **Vendor:** Red River
- **Rationale:** The Support Agreement Is Necessary To Maintain Ongoing Support And To Receive Software Licensing Upgrades For All Cisco Network Equipment, Including Telephone Systems.

23. PfISD PD to City – Fiber Relocation

- **Purpose:** Purchase of materials and labor to relocate fiber connection to new City Hall Data Center
- **Cost:** $ 149,715
- **Funding Source:** 2022 Bond
- **Vendor:** Astound
- **Rationale:** The City of Pflugerville's Network Operations Center (NOC) will be relocating in 2026. PfISD currently has fiber connections from PfISD PD to the City's NOC for systems access, IT services, and

support. The new fiber will connect the PfISD PD to the Justice Center on E. Pfenning Lane.

24. System Operation License Renewal

- **Purpose:** Purchase of renewal of VmWare Licenses.
- **Cost:** $ 71,000
- **Funding Source:** General Fund
- **Vendor:** SHI
- **Rationale:** The licensing for VMWare manages system performances across traditional and virtual platforms. This software manages all server aspects for the district.

25. Elementary Campus Modernization – Summer 2026

- **Purpose:** Architecture Design Services for Elementary Campus Modernizations
- **Cost:** $ 345,500
- **Funding Source:** 2022 Bond
- **Vendor:** Reliance Architecture
- **Rationale:** As part of the 2022 Bond, the following campuses are scheduled for renovations during the 2026 summer months. VLK Architects has provided extensive and successful services for district renovations and has been selected to work on: Kelly Lane MS, Copperfield ES, Riojas ES, and Wieland ES.

26. Secondary Campus Modernizations – Summer 2026

- **Purpose:** Architecture Design Services for Secondary Campus Modernizations
- **Cost:** $ 568,220
- **Funding Source:** 2022 Bond
- **Vendor:** VLK Architects
- **Rationale:** As part of the 2022 Bond, the following campuses are scheduled for renovations during the 2026 summer months. VLK Architecture has provided extensive and successful services for district renovations and has been selected to work on: Park Crest MS, Westview MS, and Windermere ES.

27. HVAC Upgrades (Engineering) – Summer 2026

- **Purpose:** Architecture Design Services for Campus HVAC Modernizations
- **Cost:** $ 458,500
- **Funding Source:** 2022 Bond
- **Vendor:** Energy Systems Associates (ESA)

- **Rationale:** As part of the 2022 Bond, the following campuses are scheduled for HVAC equipment and controls upgrades during the 2026 summer months. Energy Systems Associates, Inc. (ESA) has provided extensive and successful services for district HVAC and has been selected to work on: Hendrickson HS, Delco ES, River Oaks ES, Rowe Lane ES, and Highland Park ES.

28. CTE Commissioning & TAB Services (Engineering)

- **Purpose:** Commissioning & TAB Services for new CTE Center
- **Cost:** $ 181,250
- **Funding Source:** 2022 Bond
- **Vendor:** EMA Engineering & Consulting Inc
- **Rationale:** As part of the construction of the new CTE Center, Commissioning & Testing and Balance (TAB) services will be necessary for occupancy. EMA Engineering & Consulting, Inc has provided extensive and successful services for the district and has been selected to work on the CTE Center.

29. Learning.com Subscription Renewal

- **Purpose:** Subscription renewal request for grades K-8
- **Cost:** $ 112,808
- **Funding Source:** Instructional Materials Allotment (IMA) Fund
- **Vendor:** Learning.com
- **Rationale:** Learning.com is the district's adopted Technology Applications instructional material for grades K–8 to ensure continued alignment with the Texas Essential Knowledge and Skills (TEKS). Learning.com provides a comprehensive, scaffolded curriculum that supports digital literacy, coding, online safety, productivity tools, and computational thinking skills. It offers ready-to-use lessons, assessments, and reporting tools that help teachers effectively integrate technology instruction into their classrooms, while ensuring students develop the essential skills needed for success in academics and future careers. Renewing the subscription maintains instructional continuity, supports equitable access to resources for all campuses, and ensures compliance with state instructional material requirements.

30. Work Based Learning Programs

- **Purpose:** Approve a contract with the Stacer Group to coordinate work-based learning programs through strategic planning, partner outreach, and progress monitoring.
- **Cost:** $ 105,000
- **Funding Source:** Community Engagement Grant from Pflugerville Economic Development Corporation.

- **Vendor:** The Stacer Group
- **Rationale:** The Stacer Group is a consulting firm that specializes in creating partnerships between school districts and local, regional, and statewide businesses. Throughout the contract, they will provide: Year 1: Assessment and Strategic Planning — A comprehensive review of current CTE programs and partnerships. They will then create a detailed plan for work-based learning, including a platform to connect students and teachers with businesses. Years 2 & 3: Implementation — The firm will actively network and build partnerships, manage communication, and facilitate work-based learning opportunities. Year 4: Maintenance — The final year focuses on maintaining the established system.

31. Lease Virtual Reality Headsets

- **Purpose:** Virtual reality headset lease with installed curriculum
- **Cost:** $ 61,000
- **Funding Source:** Perkins Federal Grant
- **Vendor:** TransfrVR
- **Rationale:** Continue lease of virtual reality headsets with pre-installed curriculum for career exploration in skilled trades, healthcare, manufacturing for use in middle and high school CTE courses.

32. AVID Program

- **Purpose:** AVID (Advancement Via Individual Determination) is a college readiness program that prepares middle and high school students for four-year colleges.
- **Cost:** $ 61,396
- **Funding Source:** General Fund
- **Vendor:** AVID
- **Rationale:** AVID places students in rigorous courses while providing them with academic support, organizational skills, and college-planning resources. This fee allows us to continue offering AVID programming at nine campuses: Bohls MS, Dessau MS, Park Crest MS, Pflugerville MS, Westview MS, John B. Connally HS, Hendrickson HS, Pflugerville HS, and Weiss HS.

33. Connally High School Gate Camera

- **Purpose:** Purchase and install vandal resistant cameras with AI at CHS gate.
- **Cost:** $ 59,651
- **Funding Source:** 2022 Bond
- **Vendor:** STS360

- **Rationale:** Project implementation and installation of two new vehicle gate pedestals with keypad reader, two 4K multi-sensor vandal resistant dome cameras with AI, all the cabling installation and configuration.

34. Football and Softball Scoreboards at HHS

- **Purpose:** Purchase of a Football and a Softball scoreboard for Hendrickson High School.
- **Cost:** $ 69,795
- **Funding Source:** 2018 Bond
- **Vendor:** BSN
- **Rationale:** For the purchase, demolition and installation of aging and not working football and softball scoreboards at Hendrickson High School.

35. May 2025 Board Elections

- **Purpose:** Pay the remaining balance from the 2025 May Board elections.
- **Cost:** $135,062
- **Funding Source:** General Fund (2024-2025 Fiscal Year)
- **Vendor:** Travis County Clerk – Elections Division
- **Rationale:** At the April 2025 regular board meeting, the Board approved an initial allocation of $101,737 for election costs. Following reconciliation, the final total for election expenses amounted to $236,799.

FISCAL IMPACT STATEMENT

Cost: $ 647,864,353
Recurring or One-Time: One time
Funding Source (General/Grant/Other-Specify): General Fund, Insurance Fund, Food Service Fund, Strong Foundation Planning Grant, Instructional Material Allotment (IMA), Community Engagement Grant from Pflugerville Economic Development Corporation, Perkins Federal Grant and 2022 Bond
Bond Funds (Program Year):2018 and 2022

RECOMMENDATION

Approve purchases in excess of $50,000 as presented.

Submitted By: Janie Ornelas
Title: Director of Procurement and Auxiliary Services

Cabinet Member's Approval: Jennifer Land

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Ratification of Personnel- Director of Fine Arts (551.074)

AGENDA PLACEMENT

ES- Executive Session

BACKGROUND INFORMATION

Per Policy DC(LOCAL), the Board retains final authority for the employment of Principals and Central Office Administration at the Director level or above. We have appropriately posted and advertised for the Director of Fine Arts. Applicants were screened and interviews were conducted. Information regarding the selected candidate will be provided under separate cover.

FISCAL IMPACT STATEMENT

COST: None, Already in Budget

Recurring or One-Time: Reoccuring
Funding Source (General/Grant/Other-Specify): General
Fiscal Year: 2025-2026
Amendment Required: No
Bond Funds (Program Year): NA

RECOMMENDATION

Ratification of personnel- Director of Fine Arts as presented.

Submitted By: Willie Watson, Jr., Chief Human Resources Officer
Cabinet Member's Approval: Brandy Baker, Chief of Staff

Board of Trustees
Agenda Item Information

SUBJECT **MEETING DATE: 8/28/2025**

Consideration and Possible Ratification of Personnel- Executive Director, Student Services (551.074)

AGENDA PLACEMENT

ES- Executive Session

BACKGROUND INFORMATION

Per Policy DC(LOCAL), the Board retains final authority for the employment of Principals and Central Office Administration at the Director level or above. We have appropriately posted and advertised for the Executive Director of Student Services. Applicants were screened and interviews were conducted. Information regarding the selected candidate will be provided under separate cover.

FISCAL IMPACT STATEMENT

COST: None, Already in Budget

Recurring or One-Time: Reoccuring
Funding Source (General/Grant/Other-Specify): General
Fiscal Year: 2025-2026
Amendment Required: No
Bond Funds (Program Year): NA

RECOMMENDATION

Ratification of personnel- Executive Director, Student Services as presented.

Submitted By: Willie Watson, Jr., Chief Human Resources Officer
Cabinet Member's Approval: Brandy Baker, Chief of Staff