

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Notice is hereby given that a meeting of the Board of Trustees of the Hays Consolidated Independent School District will be held on Monday, March 1, 2021 beginning at 5:30 PM at Kunkel Room at the Historic Buda Upper Campus, 300 San Marcos St., Buda, TX 78610.

If during the course of the meeting, discussion of any item on the agenda should be held in a closed session, the Board will adjourn to a closed session in accordance with the Texas Open Meetings Act, Texas Government Code Section 551, Subchapters D and E or Texas Government Code Section 418.183(f). Before any closed session 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. Policy BEC Legal attached.

The subjects to be discussed, 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.

Pursuant to the March 16, 2020 proclamation issued by Governor Abbott, this meeting may be held in-person and by videoconference in order to advance the public health goal of limiting face-to-face meetings to slow the spread of COVID-19. Some School Board members will be present in the meeting location while others may attend the meeting via videoconferencing. The meeting can be viewed live on line at <https://www.hayscisid.net/site/Default.aspx?PageID=196>

Members of the public who wish to provide citizen comment have the following options:

1. In-person - Kunkel Room at the Historic Buda Upper Campus, 300 San Antonio Street, Buda, Texas 78610.
2. On-Line - submit on line comment form found at <https://www.hayscisid.net/boardcomment> Comments must be submitted between the hours of 8:00 AM and 12:00 noon on the day of this meeting. All of such comments will be made available to all Board Members prior to this meeting.
 - A. **CALL TO ORDER:** Establish a quorum
 - B. **CLOSED SESSION**
 1. Superintendent's Formative Evaluation - Quarterly Progress Report on the Board and Superintendent Goals - Tx. Gov't Code Sec. 551.074
 - C. **RECONVENE IN OPEN SESSION (immediately following closed session)**
 - D. **PLEDGE OF ALLEGIANCE TO UNITED STATES AND TEXAS FLAGS**

United States Flag Pledge:
I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

Texas Flag Pledge:
Honor the Texas flag, I pledge allegiance to thee, Texas, one state under God, one and indivisible.
 - E. **MISSION STATEMENT**

The mission of Hays CISD is to nurture students to become extraordinary citizens through unique, personal educational experiences through an innovative community of learners while celebrating our diversity and legacy.
 - F. **SOCIAL CONTRACT**

The Board will:

 1. Serve as District Ambassadors
 2. Be Professional
 3. Collaborate as a Team and Respect the Body Corporate
 4. Promote Discussion and Respect Each Other
 5. Assume Positive and Noble Intentions
 - G. **PUBLIC FORUM**

It is the policy of the Board that, if members of the public wish to address the Board in Public Forum, they must complete and submit the Request to Address the Board of Trustees form (green

sheet). This form may be obtained and at the entrance to the Board room and must be submitted to Tim Savoy, Chief Information Officer at the entrance prior to reconvening in open session. Public participation in Board meetings is limited to the Public Forum portion of the meeting agenda, as is provided in Board policy.

If you would like to leave comments with the Board but do not wish to attend the meeting, you can submit such comments at <https://www.hayscisd.net/boardcomment>. Those comments must be submitted between the hours of 8:00 and 12:00 noon on the day of this meeting. All of such comments will be made available to all Board Members prior to this meeting.

Please be aware that the audio of Public Forum is recorded as part of the recording of the entire meeting and is published on the District's website without alteration. A person who chooses to speak in Public Forum is consenting to the online publication of their comments.

H. **REQUESTS FOR INFORMATION FROM THE BOARD OF TRUSTEES**

I. **STUDENT ACHIEVEMENT REPORT**

Student Goal - Hays CISD believes in the achievement of every student. The District will evaluate and address the individual needs of each student. Students and parents/guardians will receive academic advising and will utilize data, based upon aptitude, ability and career inventory data, to formulate their plan of study for high school credit beginning in the spring semester of their 7th grade year. Student performance will be evaluated in academics, college, career, and military readiness. Our staff believes in the education of the whole child and believes that success is based on more than the results of a single test, including social and emotional learning, strong interpersonal skills, and the development of positive members of society.

- | | |
|---|-----|
| 1. Updated data for CBAs, mCLASS, TPEIR Kindergarten Readiness Report, PreK, and DreamBox
Kevin Malandrucolo | 7 |
| 2. High School Recovery Plans
Derek McDaniel | 52 |
| a. Lehman High School | 60 |
| b. Hays High School | 103 |
| c. Johnson High School | 113 |

J. **CONSENT AGENDA** **115**

Per Board Policy BE all items listed as consent items are considered to be routine by the Board and shall be enacted with one motion. There shall be no separate discussion unless a Board member so requests, in which event the item shall be removed as a consent item and considered as an individual item on the regular agenda.

- | | |
|--|-----|
| 1. Minutes of Board of Trustees Meetings
Dr. Eric Wright | 116 |
| 2. Budget Amendments
Randy Rau | 121 |
| 3. Procurements | 125 |
| a. Cleaning and Sanitation Services District Wide - The Steam Team; Aqua One, LLC; ATI
Restoration & GermBlast
Max Cleaver | 126 |
| b. Athletic Equipment and Supplies - District Wide - Riddell All American
Sandra Dowdy | 128 |
| c. Online Intervention Program: Reading Plus - Southwest Education
Sandra Dowdy | 129 |

K. **ACTION ITEMS**

- | | |
|--|-----|
| 1. Consideration and possible approval of Missed School Days Waiver
Dr. Eric Wright | 131 |
| 2. Consideration and possible approval of resolution regarding compensation of staff affected by inclement weather during February, 2021 winter storm
Marivel Sedillo | 136 |
| 3. Consideration and possible approval of design for Sunfield Elementary School
Max Cleaver | 139 |
| 4. Consideration and possible approval of Design to Date for initial O'Connell Robertson Projects | 162 |

	Max Cleaver	
5.	Consideration and possible approval of final plat for Elm Grove Elementary School Max Cleaver	191
6.	Consideration and possible approval of final plat for Dahlstrom Middle School Max Cleaver	195
7.	Consideration and possible approval of Hays County Right-of-Way request on FM 967 at Beacon Hill Road Max Cleaver	199
L.	<u>INFORMATION ITEMS</u>	
1.	Finance Report Randy Rau	217
2.	TASB Policy Update 116 Affecting Local Policies - First Reading Dr. Eric Wright CQB(LOCAL): Technology Resources: - Cybersecurity DCD(LOCAL): Employment Practices: - At-Will Employment DCE(LOCAL): Employment Practices: - Other Types of Contracts FFAC(LOCAL): Wellness and Health Services: - Medical Treatment GKA(LOCAL): Community Relations: - Conduct on School Premises	232
3.	Update on 2021-2022 Budget Activities Randy Rau	244
4.	Superintendent update on the 2020-2021 school year <ul style="list-style-type: none"> • Covid-19 and Vaccine • GPA/Class Rank Update • Weather Event Dr. Eric Wright	245
M.	<u>RECAP OF BOARD MEMBERS' REQUESTS FOR INFORMATION</u> Board Secretary	
N.	<u>BOARD REFERENCE DOCUMENTS</u>	246
O.	<u>UPCOMING BOARD MEETINGS</u> March 29, 2021 @ Kunkel Room at Historic Buda Elementary April 19, 2021 @ Kunkel Room at Historic Buda Elementary April 26, 2021 @ Kunkel Room at Historic Buda Elementary May 17, 2021 @ Kunkel Room at Historic Buda Elementary May 24, 2021 @ Kunkel Room at Historic Buda Elementary June 21, 2021 @ Kunkel Room at Historic Buda Elementary June 28, 2021 @ Kunkel Room at Historic Buda Elementary <i>Official Board of Trustees information may be obtained at www.hayscisd.net</i>	
P.	<u>ADJOURN</u>	

This notice was posted in compliance with the Texas Open Meetings act on: February 26, 2021 at 3:30 PM

EXCEPTIONS FOR CLOSED MEETINGS	The Board may conduct a closed meeting for the purpose described in the following provisions.
ATTORNEY CONSULTATION	1. The Board may conduct a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings. <i>Gov't Code 551.071</i> [See BE for permissible methods of communication for attorney consultations.
REAL PROPERTY	2. The Board may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person. <i>Gov't Code 551.072</i>
PROSPECTIVE GIFT	3. The Board may conduct a closed meeting to deliberate a negotiated contract for a prospective gift or donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person. <i>Gov't Code 551.073</i>
PERSONNEL MATTERS	4. The Board is not required to conduct an open meeting to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing. <i>Gov't Code 551.074</i> The closed meeting exception for personnel matters does not apply when the Board discusses an independent contractor who is not a school employee, such as an engineering, architectural, or consultant firm, or when the Board discusses a class or group of employees, not a particular employee. <i>Atty. Gen. Op. MW-129 (1980), Atty. Gen. Op. H-496 (1975)</i>
EMPLOYEE- EMPLOYEE COMPLAINTS	The Board is not required to conduct an open meeting to deliberate in a case in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing. <i>Gov't Code 551.082</i>
STUDENT DISCIPLINE	5. The Board is not required to conduct an open meeting to deliberate in a case involving discipline of a public school child. However, the Board may not conduct a closed meeting for this purpose if the child's parent or guardian makes a written request for an open hearing. <i>Gov't Code 551.082</i>
PERSONALLY IDENTIFIABLE STUDENT INFORMATION	6. The Board is not required to conduct an open meeting to deliberate a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. Directory information about a public school student is considered to be personally identifiable information about the student for this purpose only if a parent or guardian of the student, or the student if the student has attained 18 years of age, has informed the District that the directory information should not be released without prior consent. [See FL] This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age. <i>Gov't Code 551.0821</i>
MEDICAL OR PSYCHIATRIC RECORDS	7. A board that administers a public insurance, health, or retirement plan is not required to conduct an open meeting to deliberate: <ul style="list-style-type: none">a. The medical records or psychiatric records of an individual applicant for a benefit from the plan; orb. A matter that includes a consideration of information in the medical or psychiatric records of an individual applicant for a benefit from the plan. <i>Gov't Code 551.0785</i>
SECURITY	8. The Board is not required to conduct an open meeting to deliberate: <ul style="list-style-type: none">a. The deployment, or specific occasions for implementation, of security personnel or devices; orb. A security audit. <i>Gov't Code 551.076</i>

ASSESSMENT INSTRUMENTS	9. The Board shall conduct a closed meeting to discuss or adopt individual assessment instruments or assessment instrument items. <i>Education Code 39.030(a)</i>
EMERGENCY MANAGEMENT	10. The Board is not required to conduct an open meeting to deliberate information confidential under Government Code 418.175–418.182, relating to Homeland Security. However, the Board must make a tape recording of the proceedings of a closed meeting held to deliberate the information. <i>Gov’t Code 418.183(f)</i>
ECONOMIC DEVELOPMENT NEGOTIATIONS	11. The Board is not required to conduct an open meeting: <ul style="list-style-type: none"> a. To discuss or deliberate regarding commercial or financial information that the Board has received from a business prospect that the Board seeks to have locate, stay, or expand in or near the District and with which the Board is conducting economic development negotiations; or b. To deliberate the offer of a financial or other incentive to such a business prospect. <i>Gov’t Code 551.087</i>
PROCEDURES FOR CLOSED MEETINGS	If a closed meeting is allowed, the Board shall not conduct the closed meeting unless a quorum of the Board first convenes in an open meeting for which proper notice has been given [see BE] and the presiding officer has publicly announced that a closed meeting will be held and has identified the section or sections of the Open Meetings Act or other applicable law under which the closed meeting is held. <i>Gov’t Code 551.101</i>
VOTE OR FINAL ACTION	A final action, decision, or vote on a matter deliberated in a closed meeting shall be made only in an open meeting for which proper notice has been given. <i>Gov’t Code 551.102</i> [See BE]
CERTIFIED AGENDA OR TAPE RECORDING	The Board shall either keep a certified agenda or make a recording of the proceedings of each closed meeting, except for private consultation with the District’s attorney. The certified agenda must include a statement of the subject matter of each deliberation, a record of any further action taken, and an announcement by the presiding officer at the beginning and end of the closed meeting indicating the date and time. A presiding officer shall certify that a certified agenda is a true and correct record of the proceedings. If a recording is made, it must include announcements by the presiding officer at the beginning and end of the meeting indicating the date and time. <i>Gov’t Code 551.103</i> “Recording” means a tangible medium on which audio or a combination of audio and video is recorded, including a disc, tape, wire, film, electronic storage drive, or other medium now existing or later developed. <i>Gov’t Code 551.001(7)</i> Closed meetings may not be recorded by an individual trustee against the wishes of a majority of the Board. <i>Zamora v. Edgewood ISD, 592 S.W.2d 649 (Tex. App.—San Antonio, 1979, writ ref’d n.r.e.)</i>
PRESERVATION	The Board shall preserve the certified agenda or recording of a closed meeting for at least two years after the date of the meeting. If a legal action involving the meeting is brought within that period, the Board shall preserve the certified agenda or recording while the action is pending. <i>Gov’t Code 551.104(a)</i>
PUBLIC ACCESS	A certified agenda or recording of a closed meeting is available for public inspection and copying only under a court order issued as a result of litigation involving an alleged violation of the Open Meetings Act. <i>Gov’t Code 551.104(b), (c)</i>
PROHIBITIONS	No Board member shall participate in a closed meeting knowing that neither a certified agenda nor a recording of the closed meeting is being made. <i>Gov’t Code 551.145</i> No individual, corporation, or partnership shall without lawful authority disclose to a member of the public the certified agenda or recording of a meeting that was lawfully closed to the public. <i>Gov’t Code 551.146</i> No Board member shall knowingly call or aid in calling or organizing a closed meeting that is not permitted under the Open Meetings Act, close or aid in closing a regular meeting to the public except as permitted under the Open Meetings Act, or participate in a closed meeting that is not permitted under the Open Meetings Act. <i>Gov’t Code 551.144(a)</i>
AFFIRMATIVE DEFENSE	It is an affirmative defense to prosecution under Government Code 551.144(a) that a Board member acted in reasonable reliance on a court order or a written interpretation of the open meetings law contained in an opinion of a court of record, the attorney general, or the Board’s attorney. <i>Gov’t Code 551.144(c)</i>

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: March 1, 2021

Subject: Public Forum

Administrator Responsible/Position: Dr. Eric Wright, Superintendent

A. Purpose of Agenda Item

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy BED

Law or Rule

N/A

The Board encourages comments from citizens of the District and from District employees.

Policy BED local states that audience participation at a Board Meeting is limited to the public comment portion of the meeting designated for that purpose. At all other times during a Board Meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer. An open forum will be conducted at each meeting. The Board shall allot approximately 30 minutes for comments from members of the public about school district concerns.

Any member of the public who wishes to address the Board in Public Forum must complete and submit the Request to Address the Board of Trustees form (green sheet). This form may be obtained and at the entrance to the Board room and must be submitted to Tim Savoy, Chief Information Officer at the entrance prior to reconvening in open session. Public participation in Board meetings is limited to the Public Forum portion of the meeting agenda, as is provided in Board policy.

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**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: February 22, 2021

Subject: Student Achievement Report

Administrator Responsible/Position: Sandra Dowdy, Chief Academic Officer
Kevin Malandrucolo, Director of Assessment and Accountability

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action:

Local Policy Law or Rule NA

C. Goal or Need Addressed:

Student Goal: Hays CISD believes in the achievement of every student. The District will evaluate and address the individual needs of each student. Students and parents/guardians will receive academic advising and will utilize data, based upon aptitude, ability, and career inventory data, to formulate their plan of study for high school credit beginning in the spring semester of their 7th grade year. Student performance will be evaluated in academics, college, career, and military readiness. Our staff believes in the education of the whole child and believes that success is based on more than the results of a single test, including social and emotional learning, strong interpersonal skills, and the development of positive members of society.

D. Summary:

Previous board action relating to this item –

Future action anticipated –

Background information –

- Curriculum Based Assessment (CBA) 2 Comparison
- In our initial year of the mCLASS TEA-approved screener, C&I will provide updates for BOY, MOY, and EOY.
- Kindergarten Ready TPEIR Results and PreK Data Update
- DreamBox predictive data will also be shared for informational purposes.

E. Monitoring and Reporting Timeline:

Person responsible for evaluating this decision or action – Sandra Dowdy

Evaluation method and timeline –

Next report to the board –

Student Achievement Update February 2021

Hays CISD Board of Trustees Meeting
2/22/21

Kevin Malandrucolo
Director of Assessment & Accountability



Student Achievement Update Summary

Strengths:

- There are celebrations in each set of data, for both In-Person and Virtual Students, grade levels, and campuses.
- We continue to streamline our assessment processes as it pertains to all learners (In-Person, Virtual, meeting student accommodations needs, etc.)

Challenges:

- It is still challenging for campuses to get to 100% participation on our district assessments as well as other daily assignments, quizzes, etc.
- The overall number of students requiring additional interventions and academic support.

Plan of Action:

- PLCs are continuing to utilize data analysis to meet individual students needs and adjust instruction accordingly.
- C&I will continue to provide learning opportunities, especially for our newer platforms, mCLASS and DreamBox.
- Continuing to listen to teachers and their needs and provide support.

Overview

- District CBA 2 Update
- mCLASS MOY Comparison
- Kinder Readiness Results & PreK Update
- DreamBox Comparison

Thanks to Debbie Brown, Patty Santoyo, and Mimi Salmon for their help in gathering the needed information. **#StrongerTogether**



CBA 2 Comparison

Strengths:

- Increases in many areas similar to in previous year. In a ‘typical’ year, our main goal is for the Domain I number to keep increasing even if only a slight increase.
- Streamlining systems to make testing easier for all learners (i.e. Virtual Learners, students with accommodations, etc.)

Challenges:

- It is still challenging for campuses to get to 100% participation on our CBAs as well as other daily assignments, quizzes, etc.
- The overall number of students requiring additional interventions and academic support.
- The uncertainty of the Spring STAAR administration and results is still largely unknown.

Plan of Action:

- PLCs are continuing to utilize data analysis to meet individual students needs and adjust instruction accordingly.
- Campuses utilizing student support teams to reach out to underperforming students and develop individualized plans of action.

CBA Comparison - How We Analyze the Data

Domain I - Student Achievement

- Domain I is calculated by averaging the percentages of the 3 performance levels
- For example: 4th Grade Math assessment
 - 87% Approaches, 52% Meets, and 26% Masters
 - Domain I Raw Score = $(87 + 52 + 26) \div 3 = 55$
- TEA Scaling Tool for Domain I Elementary: A 55 scales to an 83 or a B.
- The color coding indicates the scaled grade score. The breakdown is below:

	Raw Scores		
	Elementary	Middle	High
A	60-100	60-100	60-100
B	53-59	49-59	53-59
C	41-52	39-48	41-52
D	35-40	32-38	35-40
F	0-34	0-31	0-34

District Assessment Data - Elementary

DISTRICT	Reading												Math											
	2019-2020						2020-2021						2019-2020						2020-2021					
	3rd		4th		5th		3rd		4th		5th		3rd		4th		5th		3rd		4th		5th	
	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2
Blanco Vista	35	48	47	46	48	48	31	35	42	40	42	39	41	40	48	50	51	51	42	34	49	45	45	54
Buda	33	43	44	53	52	50	23	28	40	48	51	48	29	44	35	51	43	33	27	38	52	36	41	55
Camino Real	43	56	55	52	50	48	42	35	54	45	45	35	51	49	43	41	47	45	49	38	49	50	41	47
Carpenter Hill	23	46	36	34	41	32	27	28	22	25	20	17	35	40	44	43	49	41	39	26	40	31	22	29
Elm Grove	42	53	59	62	62	64	36	41	65	54	55	57	53	48	71	59	70	74	51	45	71	65	63	78
Fuentes	49	64	61	63	61	60	42	47	54	51	60	55	50	45	54	65	56	58	54	38	63	54	62	68
Hemphill	33	46	37	41	49	43	36	35	40	37	30	28	42	44	54	46	58	49	45	30	48	41	37	41
Kyle	24	38	43	31	35	34	20	14	30	21	23	29	25	34	57	52	40	59	29	24	40	33	35	44
Negley	45	49	40	32	46	47	42	39	39	45	34	33	50	51	44	60	46	52	58	45	50	47	45	53
Pfluger	47	58	61	60	54	57	31	37	57	50	54	47	52	36	52	50	58	58	40	33	49	38	53	72
Science Hall	28	46	47	51	58	59	32	39	51	50	39	45	38	44	47	41	61	54	43	41	43	54	32	48
Tobias	33	37	40	37	42	35	24	35	20	32	44	45	38	41	61	62	48	62	34	32	32	22	55	65
Tom Green	35	57	55	53	45	51	33	36	40	42	44	36	38	32	54	65	39	34	42	31	62	64	37	49
Uhland	30	48	40	40	37	36	28	30	36	27	36	33	38	27	46	47	54	63	43	35	52	61	53	55
	22	29	21	22	29	32	10	15	21	25	24	26	28	25	18	21	29	33	17	13	24	19	32	32

District Assessment Data - Middle School

	Reading												Math															
	2019-2020						2020-2021						2019-2020							2020-2021								
	6th		7th		8th		6th		7th		8th		6th		7th		8th		Algebra I		6th		7th		8th		Algebra I	
	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2
DISTRICT	45	36	38	39	50	53	42	35	39	48	55	56	40	60	42	44	58	60	53	48	38	44	40	46	54	56	52	52
Barton	48	37	48	51	62	61	54	50	45	58	62	62	55	72	43	49	68	71	90	88	57	61	41	52	57	56	69	79
Chapa	48	32	34	35	48	49	36	24	34	44	43	49	31	55	25	38	43	54	63	78	29	36	37	37	38	45	70	69
Dahlstrom	60	51	56	54	69	60	53	47	51	62	73	73	52	72	65	61	81	78	71	83	39	49	60	54	83	74	83	84
McCormick	38	32	29	37	48	47	35	29	36	39	48	53	37	50	43	41	58	52	64	78	32	37	41	46	54	64	75	87
Simon	33	22	23	24	37	33	28	21	20	32	38	40	33	50	33	30	48	45	72	68	24	32	24	33	34	28	59	48
Wallace	47	35	41	37	51	48	38	30	39	46	56	55	31	61	49	53	55	61	86	95	37	44	36	53	46	53	82	76

Math CBA data is combined as follows:

6th Grade - 6th Math and 6th Advanced Math

7th Grade - 7th Math Only

8th Grade - 7th Advanced Math and 8th Math.

District Assessment Data - 5/8 Sci & 8 SS

	5th Science			
	19-20		20-21	
	CBA 1	CBA 2	CBA 1	CBA 2
DISTRICT	59	59	44	52
Blanco Vista	41	60	53	68
Buda	59	54	47	47
Camino Real	50	52	25	20
Carpenter Hill	74	78	64	64
Elm Grove	67	57	51	66
Fuentes	72	51	34	45
Hemphill	48	40	22	41
Kyle	58	58	38	38
Negley	60	64	57	61
Pflugger	75	77	50	68
Science Hall	69	80	56	67
Tobias	41	39	40	46
Tom Green	56	67	40	51
Uhland	44	49	26	37

	8th Science				8th Social Studies			
	19-20		20-21		18-19		20-21	
	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2
DISTRICT	56	46	39	51	50	50	60	62
Barton	67	57	46	56	73	74	63	67
Chapa	55	39	30	45	43	35	61	59
Dahlstrom	52	44	51	66	59	60	85	75
McCormick	76	61	38	58	42	40	53	63
Simon	28	32	31	27	47	44	45	43
Wallace	54	41	41	49	39	45	52	58

District Assessment Data - High School

	English I				English II				Algebra I				Biology				US History			
	19-20		20-21		19-20		20-21		19-20		20-21		19-20		20-21		19-20		20-21	
	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2	CBA 1	CBA 2
DISTRICT	61	Did Not Complete	39	57	60	Did Not Complete	46	60	53	48	52	52	61	60	70	67	56	74	59	76
Hays	66	Did Not Complete	39	59	65	Did Not Complete	48	66	57	45	43	51	71	63	73	72	49	67	66	80
Johnson	62	Did Not Complete	39	59	63	Did Not Complete	47	60	53	31	53	49	59	66	73	72	NA	NA	61	82
Lehman	55	Did Not Complete	38	51	54	Did Not Complete	41	54	32	35	31	28	54	55	63	57	66	84	52	66

mCLASS MOY Update

Strengths:

- Better understanding of the mCLASS system making MOY testing smoother for teachers and students.
- Increases in the Red and Yellow for certain grade levels does pop out, but we did have areas where we increased in the Blue and Green.

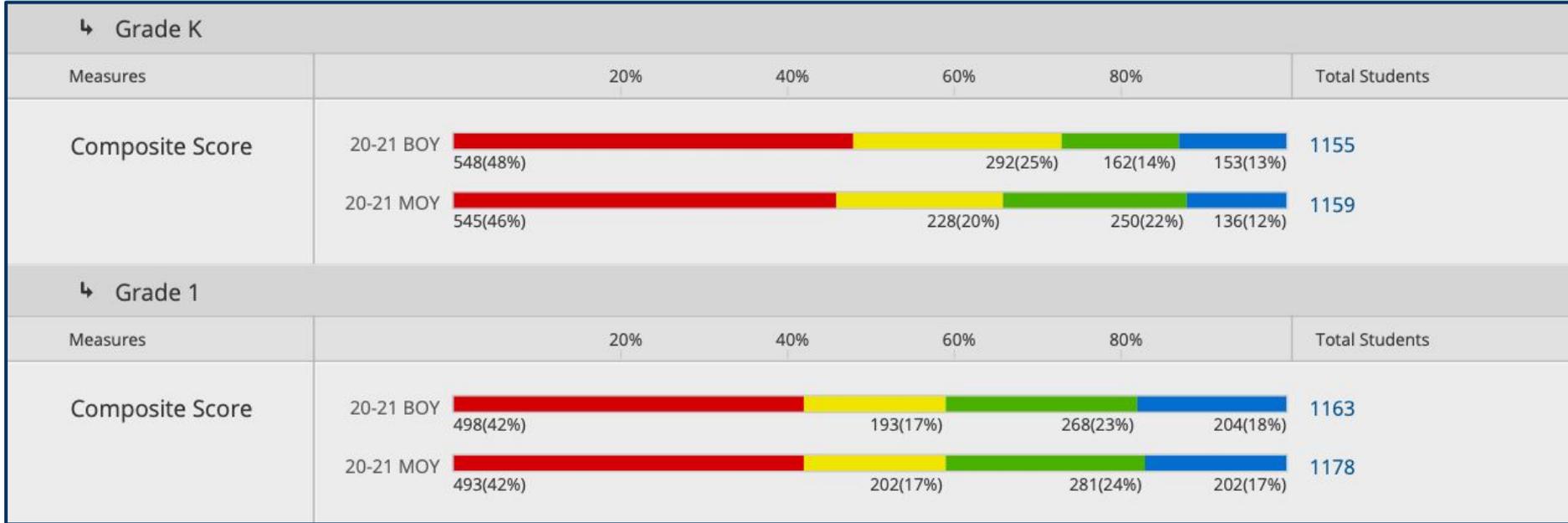
Challenges:

- With this being our baseline year for mCLASS, we have nothing to accurately compare, but there are concerns when we see that the number of students rose in the Red and Yellow.
- Similar to our CBAs, the overall number of students requiring additional interventions and academic support is a challenge.

Plan of Action:

- Continue to offer PD for teachers on how to utilize tools within mCLASS to assist with interventions.
- PLCs are continuing to utilize data analysis to meet individual students needs and adjust instruction accordingly.

mCLASS English DIBELS (K-5)

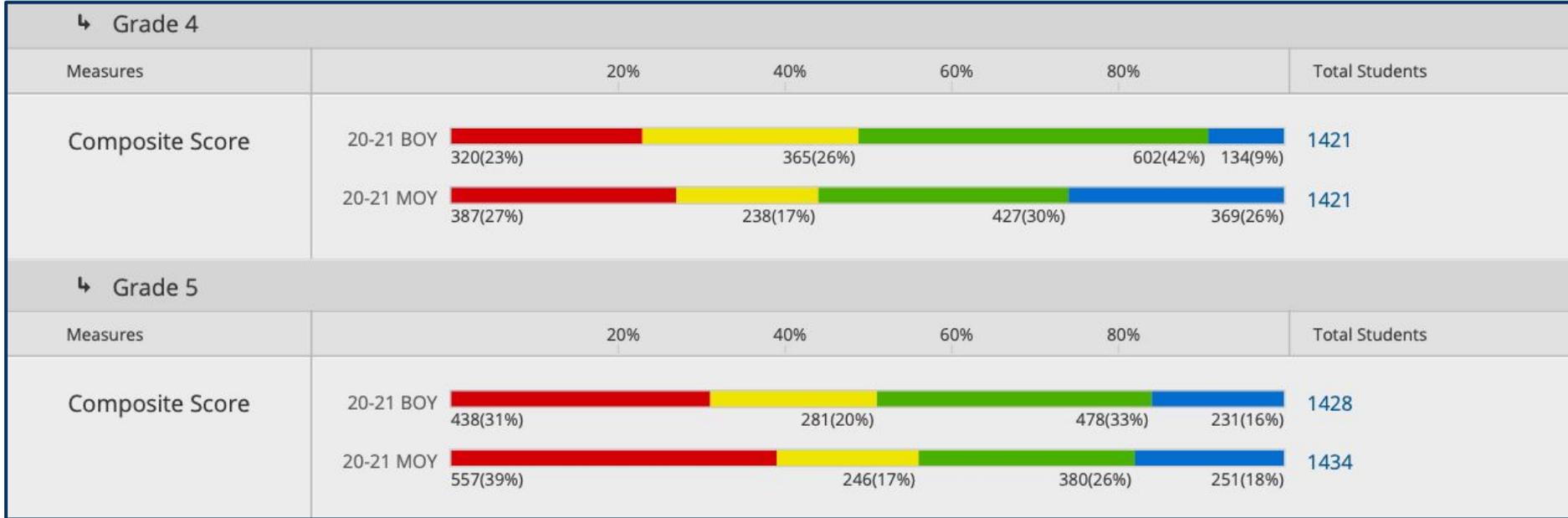


mCLASS English DIBELS (K-5)

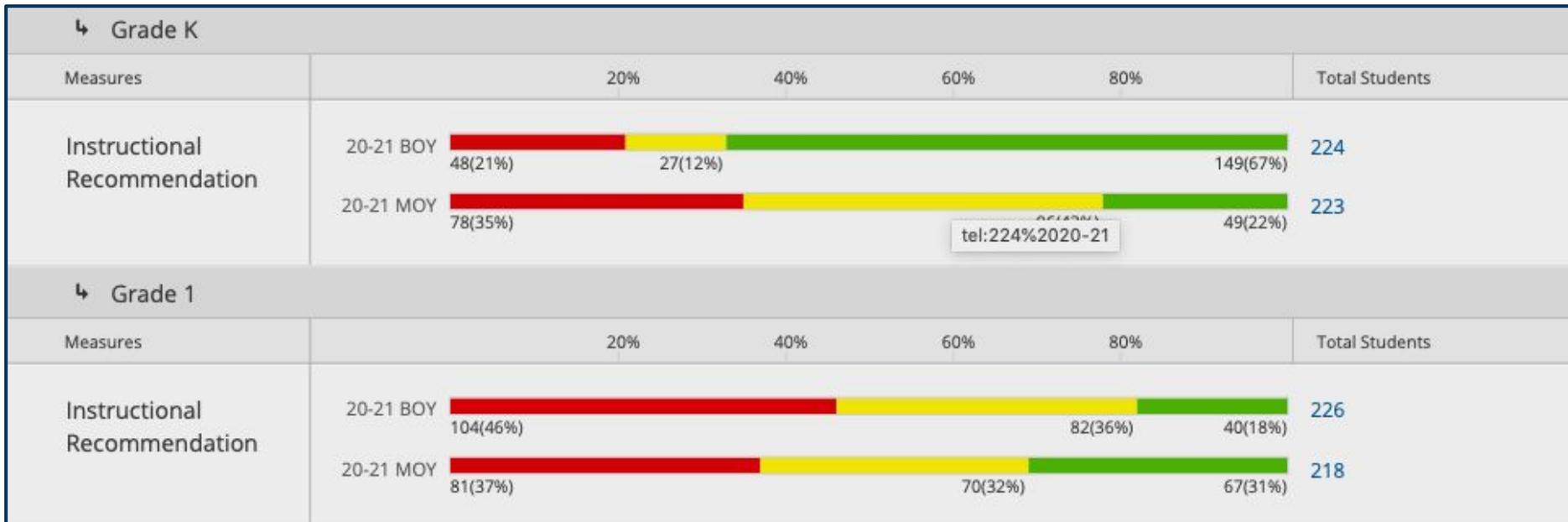


Grade 2						
Measures	20%	40%	60%	80%	Total Students	
Composite Score	20-21 BOY	377(33%)	164(15%)	345(31%)	242(21%)	1128
	20-21 MOY	389(34%)	183(16%)	334(29%)	244(21%)	1150
Grade 3						
Measures	20%	40%	60%	80%	Total Students	
Composite Score	20-21 BOY	340(28%)	273(23%)	332(27%)	268(22%)	1213
	20-21 MOY	394(32%)	203(17%)	372(31%)	237(20%)	1206

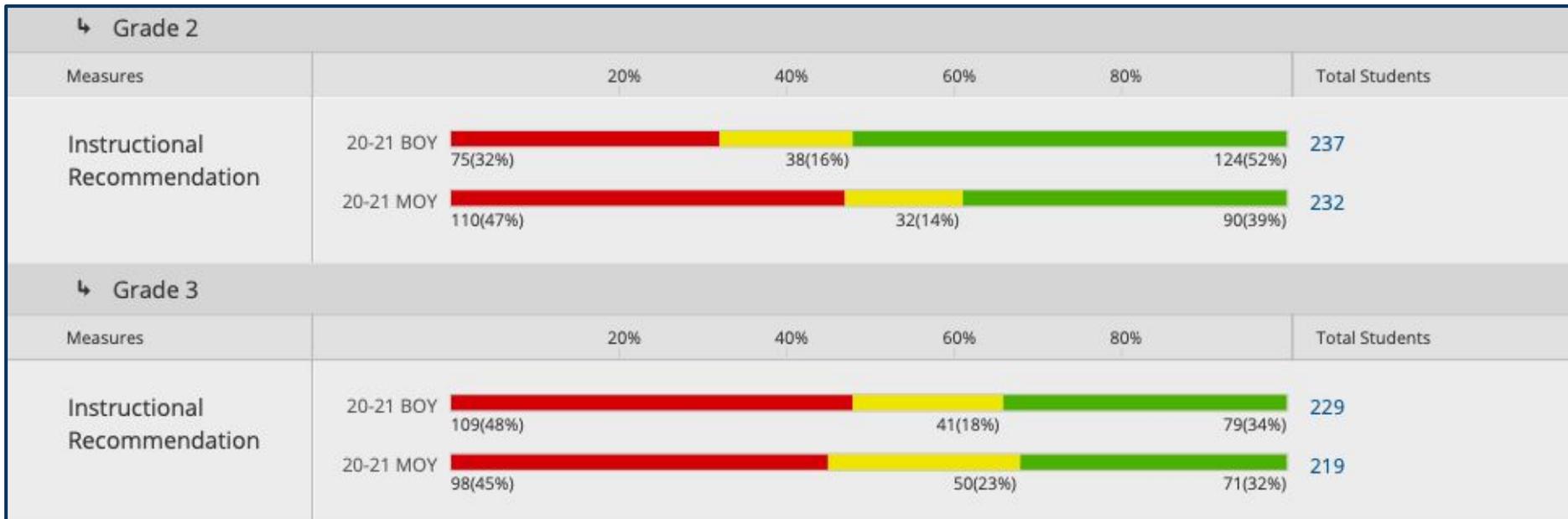
mCLASS English DIBELS (K-5)



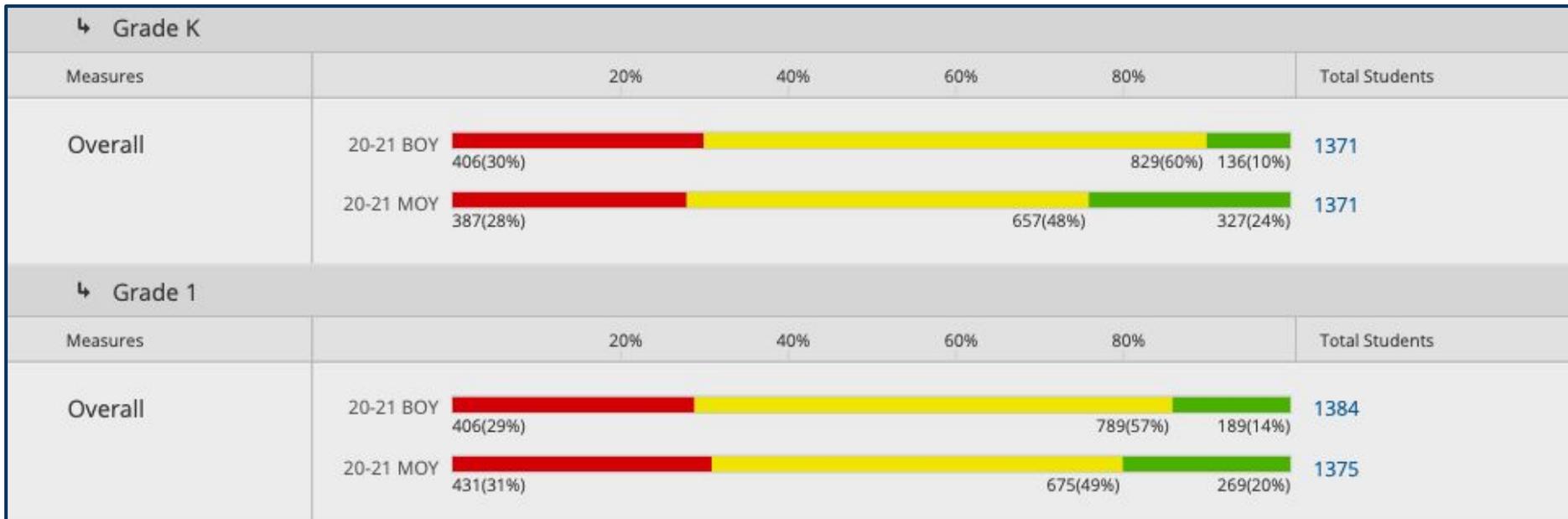
mCLASS Spanish IDEL (K-3*)



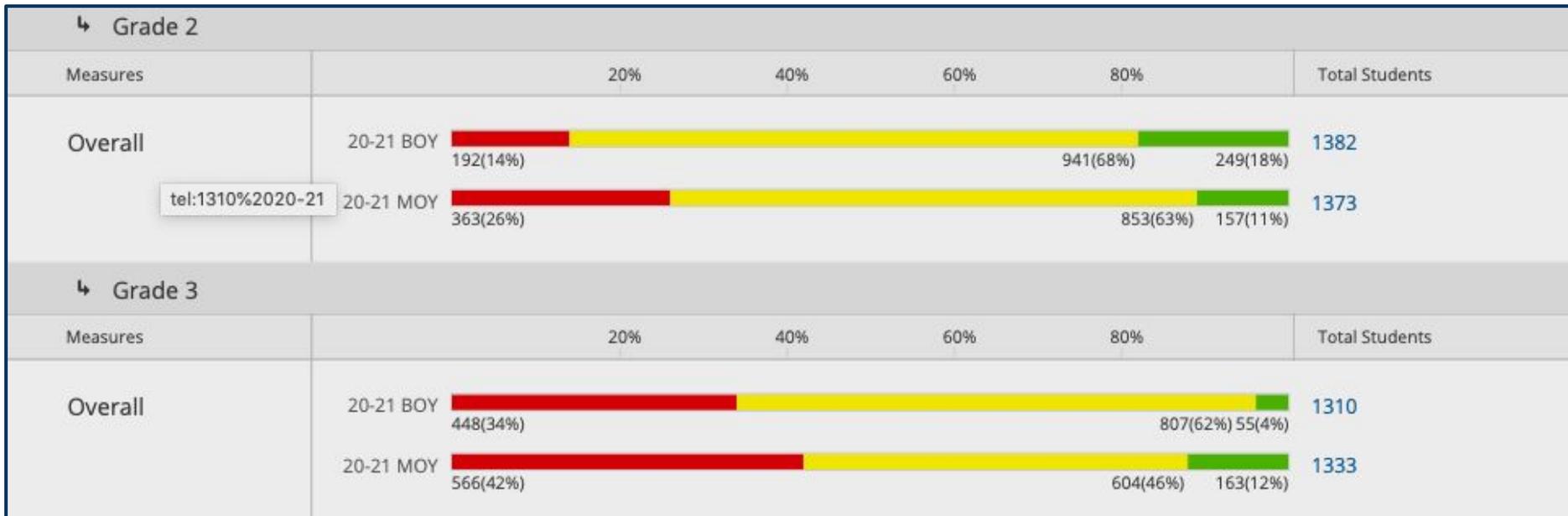
mCLASS Spanish IDEL (K-3*)



mCLASS Math (K-3)



mCLASS Math (K-3)



mCLASS Comparison to AIMSweb

	AIMSweb		mCLASS DIBELS	
	2019-2020 BOY Tier 1	2019-2020 MOY Tier 1	2020-2021 BOY Tier 1	2020-2021 MOY Tier 1
English Literacy - K	45%	47%	27%	34%
English Literacy - 1	42%	55%	41%	41%
English Literacy - 2	46%	59%	52%	50%
English Literacy - 3	60%	66%	49%	51%
English Literacy - 4	61%	65%	51%	56%
English Literacy - 5	65%	72%	49%	44%

DISCLAIMER: We are providing this comparison with the disclaimer that AIMSweb and mCLASS are two different types of screeners. AIMSweb 19-20 BOY and MOY data were not impacted by Covid and we are yet to fully see the impacts of Covid in our current Spring testing season. Math and IDEL comparisons were far less accurate.

2019-2020 Kindergarten Readiness

- The Texas Public Education Information Resource (TPEIR) typically releases their yearly Kindergarten Readiness report in the summer. Due to Covid, we received received the report for 2019-2020.
- BOY AIMSweb data from Fall 2019 used to collect data and would not be impacted by Covid.
- Even though the percentage of all Kinder-Ready students dropped by .8% to 59%, our percentage for Kinder-Ready students that participated in PreK the prior year, rose by 3% to 76%. We would have met our 2019-2020 Board Goal! Great job, Patty Santoyo and to all of our PreK teachers.
- Full report linked [HERE](#).

2019-2020 Kinder Readiness & PreK Data Update

Strengths:

- We would have met our 19-20 Board Goal of 76% of our 18-19 Pre-K students (where we were still half-day) being Kinder-Ready.
- All-Day Pre-K will continue to grow our students and have them ready for Kinder.

Challenges:

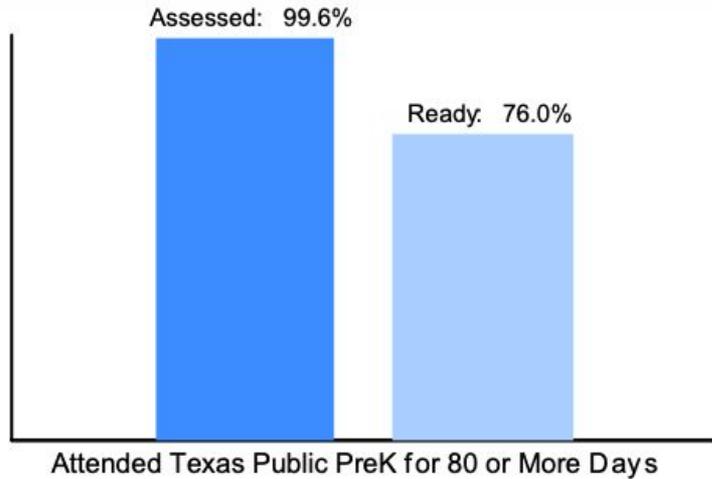
- With our current Kinder students not being able to complete their PreK last Spring in-person due to Covid and mCLASS being our new tool for this report, we would anticipate a lower percentage in the TPEIR 20-21 report.

Plan of Action:

- Focusing on teacher development and implementation of phonological awareness to support and increase students' phonemic awareness.
- District wide tracking of student letter name and letter sound. Providing specific and targeted interventions to student growth and development in phonemic awareness.

2019-2020 Kindergarten Readiness Assessments and Results for 2019-20 Kindergarten Students Who Attended Texas Public PreK in the 2018-19 School Year for 80 or More Days

Public Kindergarten Readiness Assessments and Results for 2019-20 Kindergarten Students Who Attended Texas Public PreK in the 2018-19 School Year for 80 or More Days



Kindergarten **students assessed** in 2019-20 increased by 0.6 percentage points from the previous school year



Kindergarten **ready students** in 2019-20 increased by 3.1 percentage points from the previous school year

	Attended Texas Public PreK for 80 or More Days in 2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
All Assessments	459 ₂₈	99.6%	349	76.0%

PreK Second 9 Weeks Update

	Total Students	Pre-K LN/LS First Nine Weeks: English			Pre-K LN/LS Second Nine Weeks: English			Comparison		
		Letter Names Lowercase	Letter Names Uppercase	Letter Sounds	Letter Names Lowercase	Letter Names Uppercase	Letter Sounds	Letter Names Lowercase	Letter Names Uppercase	Letter Sounds
		Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds
Blanco Vista	21	71%	71%	57%	67%	86%	62%	-5%	14%	5%
Buda	30	70%	73%	53%	74%	71%	71%	4%	-3%	17%
Camino Real	22	50%	50%	32%	50%	82%	45%	0%	32%	14%
Carpenter Hill	15	87%	87%	67%	73%	73%	73%	-13%	-13%	7%
Elm Grove	13	54%	77%	38%	69%	85%	69%	15%	8%	31%
Fuentes	30	80%	83%	67%	81%	90%	77%	1%	7%	11%
Hemphill	48	52%	75%	38%	67%	73%	63%	15%	-2%	25%
Kyle	27	52%	78%	37%	89%	93%	75%	37%	15%	38%
Negley	22	86%	91%	91%	95%	95%	95%	9%	5%	5%
Pflugger	39	85%	92%	69%	89%	95%	84%	5%	2%	15%
Science Hall	52	50%	65%	37%	63%	70%	55%	13%	5%	18%
Tobias	36	69%	81%	75%	73%	84%	78%	4%	3%	3%

	Total Students	Pre-K LN/LS First Nine Weeks: Spanish			Pre-K LN/LS Second Nine Weeks: Spanish			Comparison		
		Letter Names Lowercase	Letter Names Uppercase	Letter Sounds	Letter Names Lowercase	Letter Names Uppercase	Letter Sounds	Letter Names Lowercase	Letter Names Uppercase	Letter Sounds
		Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds	Meets or Exceeds
Blanco Vista	21	63%	63%	46%	87%	78%	70%	24%	16%	24%
Camino Real	30	63%	74%	63%	74%	68%	76%	11%	-5%	13%
Hemphill	22	67%	71%	49%	82%	85%	81%	19%	15%	32%
Science Hall	15	65%	71%	47%	94%	97%	71%	29%	26%	24%

To Meet or Exceed in the First Nine Weeks, students must know at least 3 Letter Names and Letter Sounds.

To Meet or Exceed in the Second Nine Weeks, students must know at least 6 Letter Names and Letter Sounds.

DreamBox

Strengths:

- January 2021 Contest - 92% of Hays CISD K-5 students participated!
- Predictive Insight Data - shows an increase in student usage and percentage of 3rd-5th grade students “on track” to pass end of year standards-based assessment.
- Provides necessary data for Rtl.

Challenges:

- Virtual Learners still showing less participation than our In-Person Learners.
- Similar to other district assessment data, the overall number of students requiring additional interventions and academic support is a challenge.

Plan of Action:

- Continued professional development opportunities for teachers.
- Continued training for administrators to monitor student and teacher usage.
- Additional motivational activities planned.

DreamBox Math (K-5)

Kindergarten (November Update)

Total Students 1,403 students

Predicted Performance Based on Current Usage

■ No Usage ■ Insufficient Usage ■ Not On Track ■ Potentially On Track ■ On Track



Kindergarten (February Update)

Total Students 1,407 students

Predicted Performance Based on Current Usage

■ No Usage ■ Insufficient Usage ■ Not On Track ■ Potentially On Track ■ On Track



DreamBox Math (K-5)

First Grade (November Update)

Total Students 1,424 students

Predicted Performance Based on Current Usage

■ No Usage ■ Insufficient Usage ■ Not On Track ■ Potentially On Track ■ On Track



First Grade (February Update)

Total Students 1,439 students

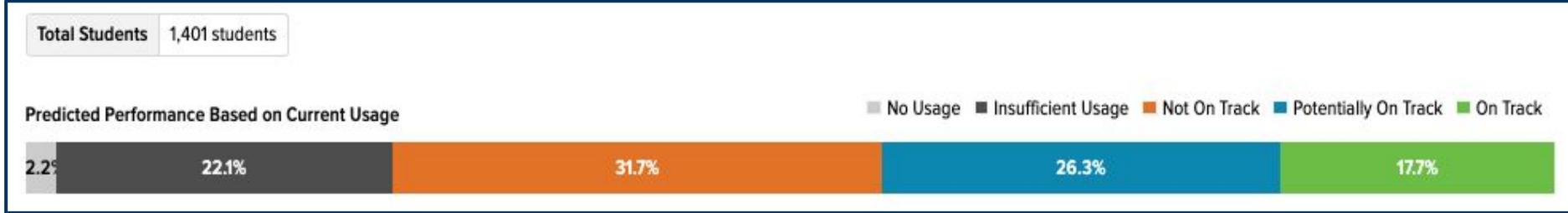
Predicted Performance Based on Current Usage

■ No Usage ■ Insufficient Usage ■ Not On Track ■ Potentially On Track ■ On Track

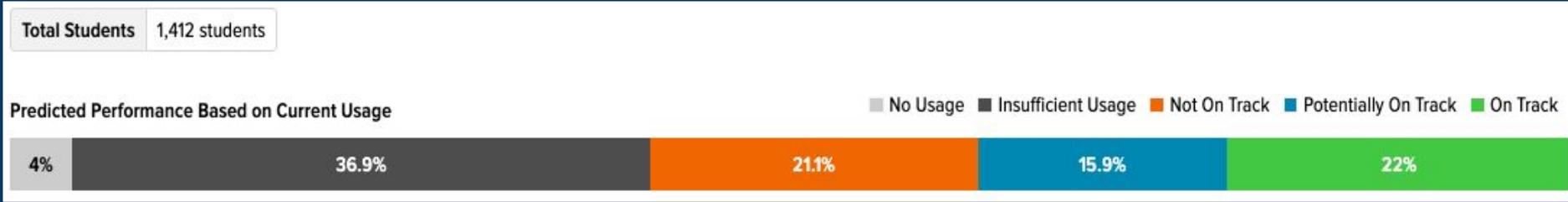


DreamBox Math (K-5)

Second Grade (November Update)

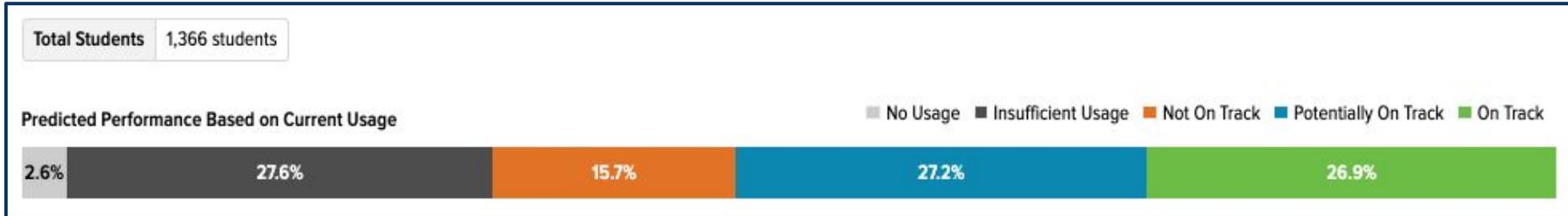


Second Grade (February Update)

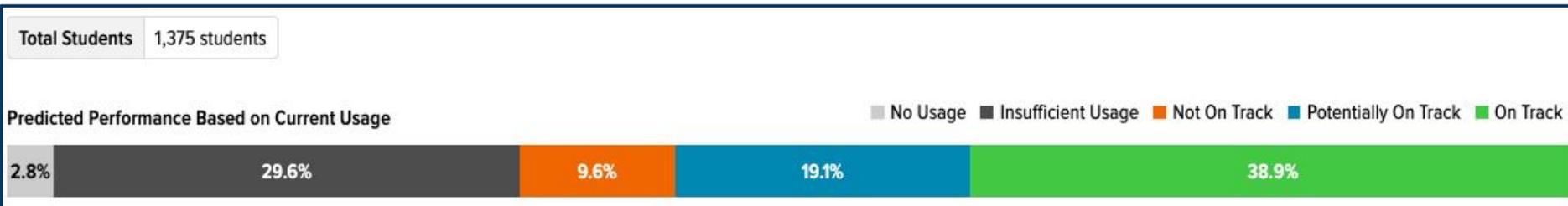


DreamBox Math (K-5)

Third Grade (November Update)

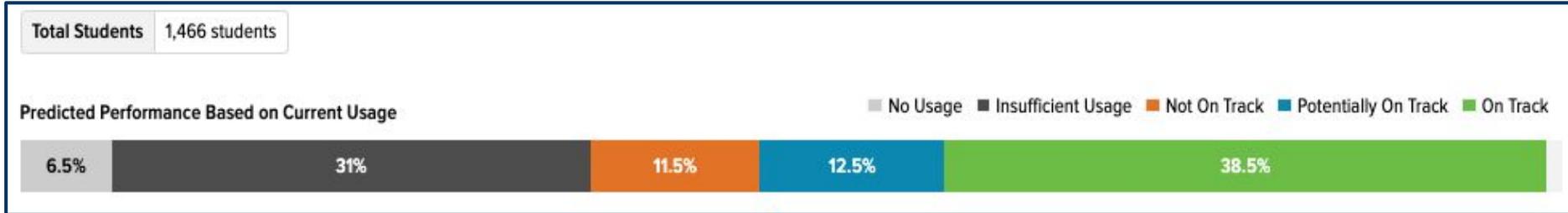


Third Grade (February Update)



DreamBox Math (K-5)

Fourth Grade (November Update)

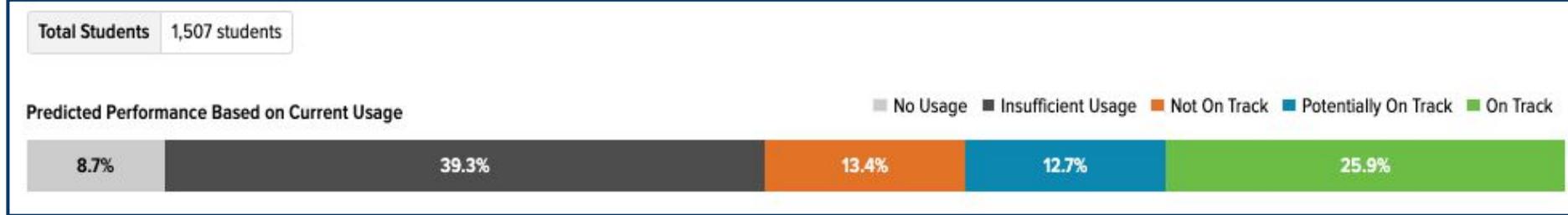


Fourth Grade (February Update)

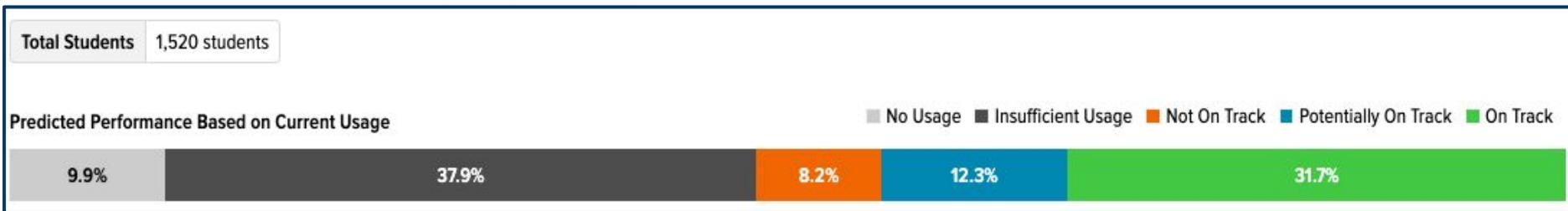


DreamBox Math (K-5)

Fifth Grade (November Update)



Fifth Grade (February Update)





MEMORANDUM Early Childhood Program

Dr. Eric Wright
Superintendent of Schools

2019-2020 Kinder Readiness as per
Texas Public Education Information Resource (TPEIR) Report

RE: Kinder Readiness Results for 2018-2019 PK Cohort

As part of the state required reporting on Kinder Readiness, Hays CISD collects and submits Kinder Entry data for the beginning of each school year. Data is required to be submitted no later than January of the assessment year. In a typical school year, non-pandemic, the data is analyzed by the state and results released in late July. Due to the pandemic, results were delayed and released January 2021 instead of July 2020.

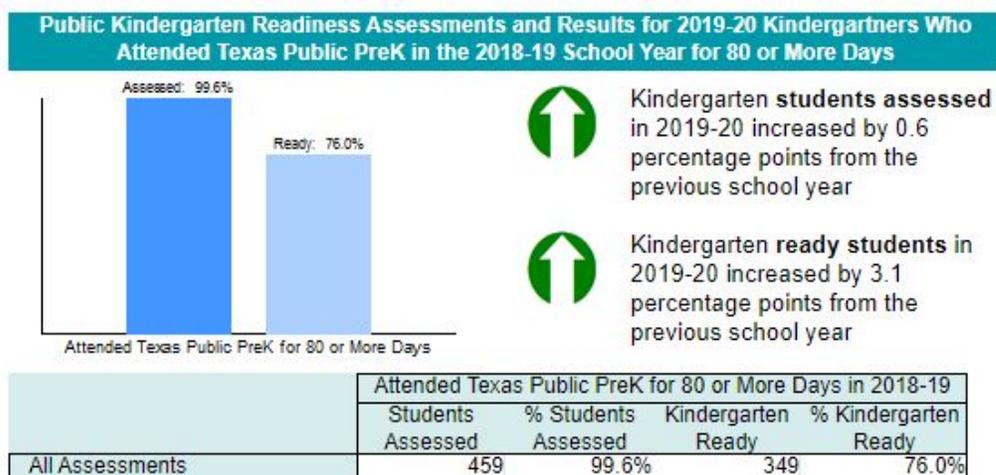
For the 2019-2020 school year, Kindergarten students were assessed using the AIMSweb English or AIMSweb Spanish assessment tool. The tool assessed students in alphabetic knowledge and math rote counting/number identification.

Our current Prekindergarten program makes instructional adjustments and provides targeted support based in part on the TPEIR report data.

Overall Kinder Readiness Results in English (AIMS-E) and Spanish (AIMS-S):

	All Kindergartners				
	Schools Reporting	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
AIMS-E	14	1,194	82.3%	635	53.2%
AIMS-S	5	221	15.2%	199	90.1%
All Assessments	14	1,414	97.5%	834	59.0%

Kinder Readiness for students that Attended PK Increased by **3%**:





MEMORANDUM Early Childhood Program

Dr. Eric Wright
Superintendent of Schools

The Kinder Readiness of Hays CISD students that attended PK has increased by more than 10% in the past three reporting years.

	Attended Public PreK for 80 or More Days in the Previous School Year				
	Students Enrolled	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
2017-18	526	520	98.9%	324	62.3%
2018-19	490	485	99.0%	354	73.0%
2019-20	461	459	99.6%	349	76.0%

We are excited to share that we reached Dr. Wright’s goal of kindergarten readiness a year early. This is a testament to the hard work and dedication that our PK teachers and campus administrators have for the program and our students.

Who do we compare?

	All Kinder Students	Students that attended PK
State Wide	53%	57%
Hays CISD	59%	76%
Round Rock ISD	56.4%	58.9%
Pflugerville ISD	45.1%	45.9%

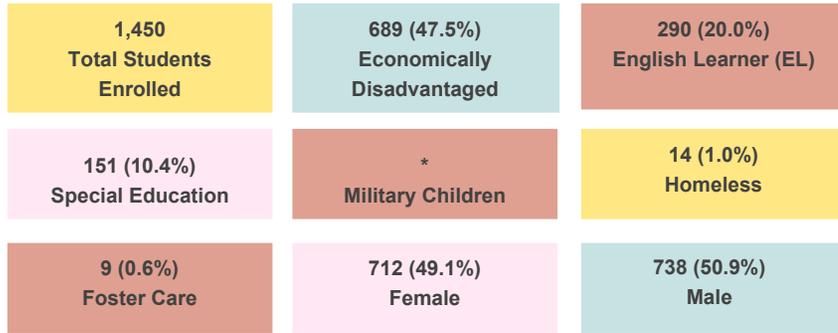
We will continue to develop the PK program and monitor student data and performance in order to continue to meet the needs of our students. Our goal is to ensure students have a strong foundation, beginning of school experience and are ready for Kindergarten.

Sandra Dowdy, Chief Academic Officer
 Dr. Jennifer Garcia, Deputy Academic Officer
 Patty Santoyo, Director of Early Childhood and Extended Day Programs

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX

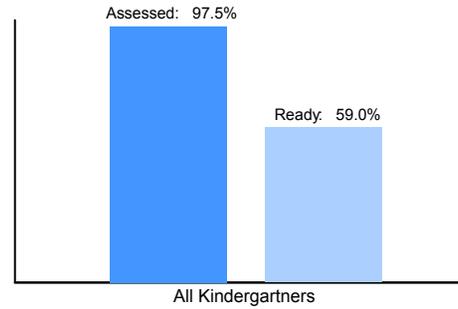
Public Kindergarten Enrollment for 2019-20 School Year



517 (35.7%) Kindergartners Attended Texas Public PreK in 2018-19	407 (28.1%) Kindergartners Attended Texas Public PreK in Same District	288 (19.9%) Kindergartners Attended Texas Public PreK in Same School
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461 (31.8%) Kindergartners Attended Texas Public PreK for 80 or More Days in 2018-19 School Year

Public Kindergarten Readiness Assessments and Results for 2019-20 School Year



Kindergarten **students assessed** in 2019-20 decreased by 0.04 percentage points from the previous school year

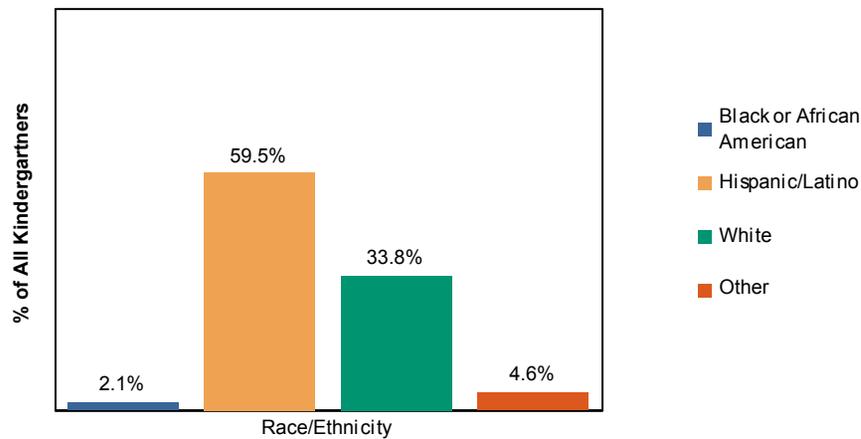


Kindergarten **ready students** in 2019-20 decreased by 0.8 percentage points from the previous school year

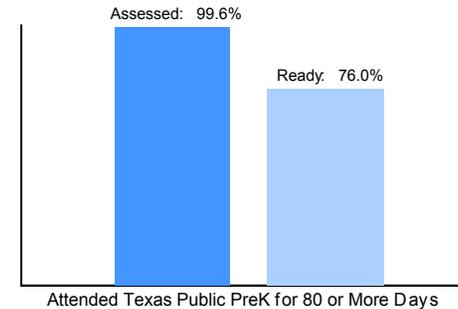
	All Kindergartners				
	Schools Reporting	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
AIMS-E	14	1,194	82.3%	635	53.2%
AIMS-S	5	221	15.2%	199	90.1%
All Assessments	14	1,414	97.5%	834	59.0%

Notes: 1. Students may take multiple assessments. 2. Readiness is based on literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Public Kindergarten Enrollment by Race/Ethnicity for 2019-20 School Year



Public Kindergarten Readiness Assessments and Results for 2019-20 Kindergartners Who Attended Texas Public PreK in the 2018-19 School Year for 80 or More Days



Kindergarten **students assessed** in 2019-20 increased by 0.6 percentage points from the previous school year



Kindergarten **ready students** in 2019-20 increased by 3.1 percentage points from the previous school year

	Attended Texas Public PreK for 80 or More Days in 2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
All Assessments	459	99.6%	349	76.0%

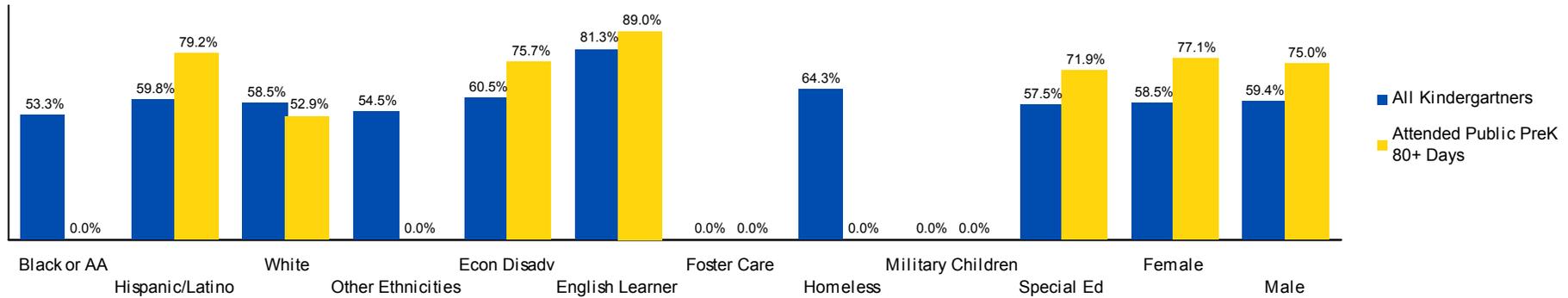
Notes: 1. Data values shown as asterisks (*) in data tables are masked and graphed as zeros in charts, but not all zeros in charts represent masked data. 2. Data are masked to protect the confidentiality of student data. 3. Enrollment and Students Assessed percentages are calculated using total students enrolled.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



2019-20 Kindergarten Readiness for All Kindergartners and Kindergartners Who Attended Texas Public PreK 80 or More Days in the 2018-19 School Year



Notes: 1. Data values shown as asterisks (*) in data tables are masked and graphed as zeros in charts, but not all zeros in charts represent masked data. 2. Data are masked to protect the confidentiality of student data.

Public Kindergarten Enrollment, Readiness Assessments and Results by Kindergarten School Year

	All Kindergarten Students				
	Students Enrolled	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
2017-18	1,411	1,381	97.9%	720	52.1%
2018-19	1,310	1,278	97.6%	764	59.8%
2019-20	1,450	1,414	97.5%	834	59.0%

	Attended Public PreK for 80 or More Days in the Previous School Year				
	Students Enrolled	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
2017-18	526	520	98.9%	324	62.3%
2018-19	490	485	99.0%	354	73.0%
2019-20	461	459	99.6%	349	76.0%

Kindergarten Enrollment by Full or Half-Day and School Year

	Full-Day Students	Half-Day Students
2017-18	1,410	0
2018-19	1,307	*
2019-20	1,448	0

Kindergartners Who Attended Public PreK the Previous Year by Kindergarten School Year

	Students Enrolled	Attended PreK	% Attended PreK	Attended PreK in Same District	Attended PreK in Same School
2017-18	1,411	566	40.1%	465	318
2018-19	1,310	519	39.6%	447	224
2019-20	1,450	517	35.7%	407	288

Schools Reporting Assessments by School Year

	Number of Schools Reporting
2017-18	13
2018-19	14
2019-20	14

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



Public Kindergarten Enrollment, Readiness Assessments and Results by Race/Ethnicity and School Year

	Enrolled Kindergartners by Race/Ethnicity								
	2017-18			2018-19			2019-20		
	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days
Black or African American	29	2.1%	11	28	2.1%	15	30	2.1%	12
Hispanic/Latino	851	60.3%	436	810	61.8%	410	863	59.5%	381
White	476	33.7%	62	423	32.3%	55	490	33.8%	52
Other	55	3.9%	17	49	3.7%	10	67	4.6%	16
Total	1,411	100.0%	526	1,310	100.0%	490	1,450	100.0%	461

	Assessments and Results for All Kindergartners											
	2017-18				2018-19				2019-20			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Black or African American	29	100.0%	14	48.3%	28	100.0%	12	42.9%	30	100.0%	16	53.3%
Hispanic/Latino	833	97.9%	422	50.7%	791	97.7%	463	58.5%	839	97.2%	502	59.8%
White	465	97.7%	258	55.5%	414	97.9%	263	63.5%	479	97.8%	280	58.5%
Other	54	98.2%	26	48.1%	45	91.8%	26	57.8%	66	98.5%	36	54.5%
Total	1,381		720	52.1%	1,278		764	59.8%	1,414		834	59.0%

	Assessments and Results for Kindergartners Who Attended Texas Public PreK for 80 or More Days											
	2017-18				2018-19				2019-20			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Black or African American	11	100.0%	5	45.5%	15	100.0%	9	60.0%	12	100.0%	*	*
Hispanic/Latino	431	98.9%	274	63.6%	407	99.3%	304	74.7%	380	99.7%	301	79.2%
White	61	98.4%	34	55.7%	53	96.4%	33	62.3%	51	98.1%	27	52.9%
Other	17	100.0%	11	64.7%	10	100.0%	*	*	16	100.0%	*	*
Total	520		324	62.3%	485		354	73.0%	459		349	76.0%

Notes: 1. Due to rounding, percentages may not add to 100%. 2. Students Assessed percentages are calculated using students enrolled. 3. Other race/ethnicity is a person belonging to either Asian, American Indian or Alaska Native, Hawaiian/Other Pacific Islander or two or more races racial categories.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



Public Kindergarten Enrollment, Readiness Assessments and Results by Subpopulation and School Year

	Enrolled Kindergartners								
	2017-18			2018-19			2019-20		
	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days	All Kindergartners	% All Kindergartners	Attended PreK 80+ Days
Econ Disadv	651	46.1%	429	657	50.2%	408	689	47.5%	371
English Learner	287	20.3%	228	271	20.7%	211	290	20.0%	219
Foster Care	*	*	0	11	0.8%	7	9	0.6%	*
Homeless	19	1.3%	7	14	1.1%	9	14	1.0%	9
Military Children	22	1.6%	17	34	2.6%	15	*	*	*
Special Education	139	9.9%	65	146	11.1%	64	151	10.4%	65
Female	719	51.0%	278	628	47.9%	229	712	49.1%	232
Male	692	49.0%	248	682	52.1%	261	738	50.9%	229

	Assessments and Results for All Kindergartners											
	2017-18				2018-19				2019-20			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Econ Disadv	637	97.8%	327	51.3%	637	97.0%	379	59.5%	671	97.4%	406	60.5%
English Learner	283	98.6%	169	59.7%	263	97.0%	200	76.0%	284	97.9%	231	81.3%
Foster Care	*	*	*	*	11	100.0%	6	54.5%	6	66.7%	*	*
Homeless	18	94.7%	10	55.6%	12	85.7%	5	41.7%	14	100.0%	9	64.3%
Military Children	22	100.0%	13	59.1%	33	97.1%	23	69.7%	*	*	*	*
Special Education	124	89.2%	52	41.9%	124	84.9%	62	50.0%	120	79.5%	69	57.5%
Female	702	97.6%	387	55.1%	619	98.6%	371	59.9%	704	98.9%	412	58.5%
Male	679	98.1%	333	49.0%	659	96.6%	393	59.6%	710	96.2%	422	59.4%

	Assessments and Results for Kindergartners Who Attended Texas Public PreK for 80 or More Days											
	2017-18				2018-19				2019-20			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Econ Disadv	424	98.8%	259	61.1%	405	99.3%	295	72.8%	370	99.7%	280	75.7%
English Learner	225	98.7%	151	67.1%	207	98.1%	179	86.5%	218	99.5%	194	89.0%
Foster Care	0	0.0%	0	0.0%	7	100.0%	*	*	*	*	*	*
Homeless	7	100.0%	*	*	9	100.0%	*	*	9	100.0%	*	*
Military Children	17	100.0%	11	64.7%	15	100.0%	*	*	*	*	*	*
Special Education	62	95.4%	30	48.4%	63	98.4%	34	54.0%	64	98.5%	46	71.9%
Female	274	98.6%	176	64.2%	228	99.6%	160	70.2%	231	99.6%	178	77.1%
Male	246	99.2%	148	60.2%	257	98.5%	194	75.5%	228	99.6%	171	75.0%

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



HAYS CISD (105906) Public Kindergarten Programs and Kindergarten Readiness by School of Enrollment for the 2019-20 School Year

	Total Students Enrolled	Students Assessed	Kindergarten Ready	Percent Students Assessed	Percent Kindergarten Ready	Public Kindergarten Readiness Assessment Instrument(s) (Note: n/a means no information available)	Half-Day Students Enrolled	Full-Day Students Enrolled	Attended Texas Public PreK in 2018-19	Attended Texas Public PreK in Same District 2018-19	Attended Texas Public PreK in Same School 2018-19	Economically Disadvantaged	English Learner	Foster Care or Military Children or Homeless	Black or African American	Hispanic	White	Other Races
BLANCO VISTA EL (105906113)	97	91	65	93.8%	71.4%	AIMS-E, AIMS-S	0	97	36	29	21	54	38	*	*	66	27	*
BUDA EL (105906106)	104	100	60	96.2%	60.0%	AIMS-E	0	103	31	22	18	35	*	*	*	50	47	*
CAMINO REAL EL (105906114)	123	117	89	95.1%	76.1%	AIMS-E, AIMS-S	0	123	85	74	72	103	74	*	0	116	7	0
CARPENTER HILL EL (105906115)	88	87	43	98.9%	49.4%	AIMS-E	0	88	12	*	0	13	0	0	*	22	58	*
ELM GROVE EL (105906107)	131	128	62	97.7%	48.4%	AIMS-E	0	131	5	*	0	12	0	*	*	37	82	*
HEMPHILL EL (105906109)	32	32	13	100.0%	40.6%	AIMS-E	0	32	16	10	10	25	*	*	*	27	*	0
KYLE EL (105906101)	106	105	54	99.1%	51.4%	AIMS-E	0	106	29	25	20	46	*	*	0	56	46	*
LAURA B NEGLEY EL (105906111)	130	127	79	97.7%	62.2%	AIMS-E	0	130	11	*	0	31	*	*	6	45	71	8
RALPH PFLUGER EL (105906116)	126	125	89	99.2%	71.2%	AIMS-E	0	126	38	27	0	56	6	*	7	68	44	7
							43											

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



HAYS CISD (105906) Public Kindergarten Programs and Kindergarten Readiness by School of Enrollment for the 2019-20 School Year

	Total Students Enrolled	Students Assessed	Kindergarten Ready	Percent Students Assessed	Percent Kindergarten Ready	Public Kindergarten Readiness Assessment Instrument(s) (Note: n/a means no information available)	Half-Day Students Enrolled	Full-Day Students Enrolled	Attended Texas Public PreK in 2018-19	Attended Texas Public PreK in Same District 2018-19	Attended Texas Public PreK in Same School 2018-19	Economically Disadvantaged	English Learner	Foster Care or Military Children or Homeless	Black or African American	Hispanic	White	Other Races
SCIENCE HALL EL (105906112)	67	67	40	100.0%	59.7%	AIMS-E, AIMS-S	0	67	46	41	30	42	37	*	0	54	13	0
SUSIE FUENTES EL (105906108)	85	80	29	94.1%	36.3%	AIMS-E	0	85	26	18	0	44	*	*	*	49	28	*
TOBIAS EL (105906110)	105	105	47	100.0%	44.8%	AIMS-E	0	105	37	22	0	49	*	*	6	67	28	*
TOM GREEN EL (105906103)	130	126	62	96.9%	49.2%	AIMS-E, AIMS-S	0	129	45	37	33	61	26	*	*	85	32	*
UHLAND EL (105906118)	126	124	102	98.4%	82.3%	AIMS-E, AIMS-S	0	126	100	92	84	118	92	*	*	121	*	*

About the Data

Purpose	<p>This report provides information on Texas public school kindergarten enrollment and beginning of year reading assessments. Enrollment in kindergarten is shown for students by race/ethnicity, gender, economically disadvantaged, English learner (EL), and other student programs. Counts are provided of kindergartners who attended Texas public prekindergarten in the same district or school as they enrolled for kindergarten. Additionally, this report provides high-level information on enrolled kindergartners administered a reading assessment and assessment results. Kindergarten readiness information is provided for all kindergartners and for those kindergartners who attended Texas public prekindergarten the previous school year for eighty or more days. The state level report also compares kindergarten readiness for those kindergartners who were eligible for and attended Texas public prekindergarten the previous school year for one or more days to kindergartners who were eligible for Texas public prekindergarten but did not attend. This report is available at the state level and by individual school districts.</p>
Data Source	<p>Data in this report for Texas public school district kindergarten enrollment come from the Texas Student Data Systems (TSDS) Public Education Information Management System (PEIMS). Data for kindergarten reading assessments in Texas public schools come from the Early Childhood Data System (ECDS). In this report, public kindergarten student enrollment is defined as the number of kindergarten enrollees who were reported enrolled as of the Fall Snapshot date (last Friday in October) of each year. Kindergarten reading assessment data are reported for those kindergartners enrolled as of the Fall Snapshot date who took a beginning of year reading assessment on the Commissioner's List of Reading Instruments. In order to protect student confidentiality, small data numbers in this report are shown as asterisks (*) in data tables and graphed as zeros in charts, but not all zeros in charts represent masked data. Data in this report are updated annually.</p>
Data Elements	
Commissioner's List of Reading Instruments	<p>For information about the Commissioner's List of Reading Instruments, see documents at the bottom of the TEA website English Language Arts and Reading page:</p> <p>https://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/.</p> <p>For information about the Commissioner's List of Reading Instruments and the TSDS Early Childhood Data System collection of both prekindergarten and kindergarten data, see the TEA website at:</p> <p>https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Section_10_-_TSDS_Core_Collections/.</p>
Economically Disadvantaged	<p>A student is designated as economically disadvantaged if he/she is eligible for free or reduced-price lunch or eligible for other public assistance.</p>

English Learner (EL)	English learner (EL) refers to students who have limited English language skills. A student is identified as EL by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code.
Foster Care	Students who are in or who have ever been in the conservatorship of the Texas Department of Family and Protective Services (DFPS) (i.e., in foster care) following an adversary hearing are eligible for free prekindergarten. These students include not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship.
Homeless	The Texas Education Code, Section 25.001, adheres to the McKinney-Vento Act's definition of homeless children and youth. The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. For more information about homeless students in Texas public schools see: https://www.lbb.state.tx.us/Documents/Publications/Issue_Briefs/3088_Homeless_Students.pdf .
Military Child	A student who is the child of an active duty, injured or killed member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces.
Prekindergarten (PK or PreK)	<p>A public school district is required to offer a prekindergarten program if it identifies 15 or more eligible students who are at least four years of age by September 1 of the school year. A school district may offer prekindergarten if the district identifies 15 or more eligible children who are at least three years of age. To be eligible to attend a state funded prekindergarten program, the child must meet one of the following prekindergarten eligibility criteria:</p> <ul style="list-style-type: none"> • is unable to speak and comprehend the English language; • is educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program; • is homeless; • is the child of an active duty member of the armed forces of the United States; • is the child of a member of the armed forces who was injured or killed while on active duty; • is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder; or • is or ever has been in foster care. <p>A school district may offer a tuition-based program for an additional half day of prekindergarten classes to those children who are eligible for free prekindergarten classes or half-day and full-day prekindergarten classes to children who are ineligible for free prekindergarten classes.</p>

Race/Ethnicity	<p>Race/ethnicity is one of the demographic characteristics reported for each student at the time of enrollment. The categories used in this report are described in the PEIMS Data Standards as:</p> <ul style="list-style-type: none"> • Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. • Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. • American Indian or Alaska Native (AI/AN) - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment. • White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. • Native Hawaiian/Other Pacific Islander (NH/PI) - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. • Two or more races - A person having origins in any two, or more than two, non-Hispanic racial categories, e.g., Black or African American and White. • Other - In the district report, a person belonging to either Asian, American Indian or Alaska Native, Hawaiian/Other Pacific Islander or two or more races racial categories.
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Special Education	Special education is a program that serves students with disabilities. It provides instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.
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Calculated Data Elements

Total Students Enrolled or All Kindergartners	The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year). Kindergarten enrollment of all ages includes any student served by a public school district including charter schools but not including the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Juvenile Justice Department (TJJD) schools.
Percentage (%) Enrolled	The percentage of All Kindergartners who attended prekindergarten in the previous year or belong to a particular race/ethnicity or subpopulation.
Students Assessed	The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



Students Assessed who were PreK Eligible	<p>The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments. Kindergarten students are determined to have been eligible for prekindergarten the prior year if they were reported through PEIMS their kindergarten year as economically disadvantaged, as an English learner (EL), in foster care, homeless, or as a qualifying military child.</p> <p>Kindergarten students who did not attend public prekindergarten are determined to have been eligible for prekindergarten the prior year if they were reported through PEIMS their kindergarten year as economically disadvantaged, as an English learner (EL), in foster care, homeless, or as a qualifying military child.</p>
Assessed Students who were PreK Eligible and Attended PreK	The number of Students Assessed who were Prek Eligible and attended Texas public prekindergarten the prior year for one or more days.
Assessed Students who were PreK Eligible and Did Not Attend PreK	The number of Students Assessed who were Prek Eligible and did not attend Texas public prekindergarten the prior year.
Assessed Students who were Not PreK Eligible	The number of kindergartners enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were not eligible for Texas public prekindergarten the prior year and who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.
Percentage (%) of Assessed	The percentage of all kindergartners who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments.
Percentage (%) of Students Not Assessed	The percentage of all kindergartners who were not reported by a Texas public school district or school reporting assessments, for the beginning of year administration, on the Commissioner's List of Reading Instruments.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX

Kindergarten Ready	<p>The number of Students Assessed who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013-14 through 2016-17, readiness is based on literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains. For information about the Commissioner's List of Reading Instruments, see documents at the bottom of the TEA website English Language Arts and Reading page:</p> <p>https://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/.</p>
Percentage (%) Kindergarten Ready	The percentage of Students Assessed who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Percentage (%) Total Eligible Kindergarten Ready	The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Percentage (%) PreK Eligible & Attended PreK	The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year, attended Texas public prekindergarten the prior year for one or more days, and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Percentage (%) PreK Eligible & Did Not Attend PreK	The percentage of kindergartners who were eligible for Texas public prekindergarten the prior year, did not attend Texas public prekindergarten the prior year, and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Change in Students Assessed	The change in Students Assessed is the percentage point difference calculated as percentage of students assessed in the current year minus percentage of students assessed in the previous year.
Change in Kindergarten Ready Students	The change in Kindergarten Ready Students is the percentage point difference calculated as percentage of kindergarten ready students in the current year minus percentage of kindergarten ready students in the previous year.
Percentage (%) Not Kindergarten Ready	The percentage of Students Assessed who did not meet the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments.
Students Enrolled who Attended Texas Public PreK	The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year and enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year.

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



Students Enrolled who Attended Texas Public PreK for 80 or More Days	The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year, enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year and attended a Texas Public Prekindergarten half-day or full-day program the previous year for 80 or more days.
Students Enrolled who Attended Texas Public PreK in the Same District or School	The number of students enrolled in kindergarten in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were four years old as of September 1 the previous year and enrolled in a Texas Public Prekindergarten program as of the Fall Snapshot date the previous year in the same district or same school as they enrolled in kindergarten.
Students Assessed who Attended Texas Public PreK for 80 or More Days	The number of kindergarten Students Enrolled who Attended Texas Public PreK for 80 or More Days who took a beginning of year assessment on the Commissioner’s List of Reading Instruments.
Percentage (%) of Students Assessed who Attended Texas Public PreK for 80 or More Days	The percentage of kindergarten Students Enrolled who Attended Texas Public PreK for 80 or More Days and who took a beginning of year assessment on the Commissioner’s List of Reading Instruments.
Percentage (%) of Kindergarten Ready who Attended Texas Public PreK for 80 or More Days	The percentage of kindergarten Students Assessed who Attended Texas Public PreK for 80 or More Days who met or exceeded the cut-off score for a particular assessment on the Commissioner’s List of Reading Instruments.
Districts (or Schools) Reporting Assessments	The number of districts (or schools) with enrolled kindergartners as of the Fall Snapshot date (the last Friday in October of each year) and reported results for at least one assessment on the Commissioner’s List of Reading Instruments for the beginning of year administration.
Percentage (%) of Districts (or Schools) Reporting Assessments	The percentage of all Districts Reporting Assessment results for a particular assessment on the Commissioner’s List of Reading Instruments for the beginning of year administration, e.g., percentage of all districts who reported Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next).

Texas Public Kindergarten Programs and Kindergarten Readiness

District: HAYS CISD (105906), KYLE, TX



Percentage (%) of Students Assessed by Readiness Assessment	At the state level, the percentage of all Students Assessed who took a particular assessment on the Commissioner’s List of Reading Instruments, e.g., percentage of assessed students who took Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next). At the district level, the percentage of all enrolled students who took a particular assessment on the Commissioner’s List.
Percentage (%) Kindergarten Ready by Readiness Assessment	The percentage of Students Assessed who took a particular assessment, e.g., Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next), on the Commissioner’s List of Reading Instruments and met or exceeded the cut-off score for the assessment.
Full-Day Students	Enrolled kindergartners who are provided instruction for at least four hours each school day.
Half-Day Students	Enrolled kindergartners who are provided instruction for at least two hours but fewer than four hours each school day.
Not in Membership	Enrolled kindergartners who are provided fewer than two hours of instruction each school day.

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: February 22, 2021

Subject: High School Academic Recovery Update

Administrator Responsible/Position:

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action:

Local Policy Law or Rule NA

C. Goal or Need Addressed:

Hays CISD believes in the achievement of every student. The District will evaluate and address the individual needs of each student. Students and parents/guardians will receive academic advising and will utilize data, based upon aptitude, ability, and career inventory data, to formulate their plan of study for high school credit beginning in the spring semester of their 7th grade year. Student performance will be evaluated in academics, college, career, and military readiness. Our staff believes in the education of the whole child and believes that success is based on more than the results of a single test, including social and emotional learning, strong interpersonal skills, and the development of positive members of society.

D. Summary:

Previous board action relating to this item –

Future action anticipated –

Background information –

- Covid-19 and nationwide pandemic has significantly increased the need for multiple Academic Recovery opportunities for students

E. Monitoring and Reporting Timeline:

Person responsible for evaluating this decision or action – Sandra Dowdy, Chief Academic Officer

Evaluation method and timeline –

Next report to the board – Conclusion of 2020-21 academic school year



High School Academic Recovery Update

Hays CISD Board of Trustees Meeting
February 22, 2021

Derek McDaniel
Director of Curriculum and Instruction

Overview

- Proactive Measures
- Identification and Communication
- Multiple Opportunities for Academic Recovery
- Moving Forward with Spring 2021

Proactive Measures - Fall 2020



- Campuses and teachers provided multiple student trainings on how to navigate and utilize Schoology, our new Learning Management System
- Curriculum and Instruction department offered parent trainings on Schoology and TEAMS
- Created “Hybrid Teacher Toolkit” website and trainings to provide teachers with instructional strategies and resources for virtual and blended learning
- Developed “Grading Recommendations” document and training for teachers that better supports the new learning environments
- Revised “Hays CISD Grading Guidelines” with 2020-21 addendums:
 - No grade penalty for late work during the first nine weeks
 - Raised maximum grade for late or missing assignment to 75
 - Revised late work procedures to reflect an A/B block schedule
- Professional Learning Communities and teachers continue to utilize formative and summative assessment data to identify and support underperforming students

Identification and Communication Efforts - Fall 2020



As students began to struggle academically, campus administrative teams led coordinated efforts to identify and communicate with students and parents:

- Utilizing advisory and homeroom periods to provide students with academic support
- Teachers, administrators, counselors, and attendance specialists reaching out to parents through email, Schoology messaging, phone calls, and home visits to:
 - Communicate current academic struggles and performance
 - Provide parents with Schoology data analytics showing the student's time on task
 - Offer in-person instruction and support for virtual learners
 - Offer paper and hard copy instructional resources for learning or assignment submission
 - Ask all parent and students “What support is needed for you or your child to be academically successful?”

Multiple Opportunities for Recovery - Fall 2020



Opportunity	Timeline	Facilitator	Curriculum Focus	Support
Assignment Repair	Within the 9 weeks grading period	Classroom teacher	Missing or alternative assignments	Small group instruction, Schoology, tutoring, advisory, and homeroom periods
Grade Repair	After a failed 9 weeks grading period, but before the end of the semester	Classroom teacher	Individualized assignments customized to address specific learning gaps	Schoology, tutoring, advisory, and homeroom periods
Credit Recovery	After a failed semester, credit has not been earned	Classroom and / or EDGE Lab teacher	Edgenuity course (HCISD)	Edgenuity support, tutoring, advisory and homeroom periods

Moving Forward - Spring 2021



- Continue massive outreach and communication efforts to students and parents to:
 - Explain the multiple opportunities available to students and the benefits of recovering assignments/grades and earning credits as soon as possible
 - Encourage regular and consistent participation, both in-person and virtual
- Identify students within reach of year-long grade averaging and ensuring they receive additional instructional support 2nd semester
- Increase emphasis and additional support for short cycle “Assignment Recovery,” every 3 weeks or instructional unit to help prevent assignment backlog
- Increase usage of “Credit Recovery” at 9th and 10th grade
- Begin “Credit Recovery” as soon as first semester ends
- Teachers implement consistent “Schoology Instructional Expectations” districtwide to provide students with a more uniform learning experience
- Provide student trainings for time management and developing a consistent student schedule



**Thank you for
your support.**

Lehman High School Learning Recovery Plan

Lobo Time and Advisory Plan

2020-2021

Mission: Lehman High School, the heart of a proud and dynamic community, empowers learners for lifelong achievement.

Vision Statement: Developing habits of excellence that create opportunities for ALL students AND adults while maintaining a growth mindset and culture of continuous improvement.

Objective of the Departments: Departments will meet with department chairs, Instructional Coaches and Administrators to discuss grade repair for each department and create a plan of action for grade/credit recovery. Based on the 4 PLC questions, we need to address the following:

- How do we respond when students don't learn?
- What is best for students?

Learning Recovery Plan:

Lehman High School will implement a core-content-focused, multi-tiered intervention plan. The degree of intervention will be determined by the number of courses failed by the student during the Nine Weeks/Semester. In order to ensure the authenticity of learning, each department PLC will utilize recovery activities designed by the grade level content teams, department chairs and administrators. These activities will cover readiness standards and essential concepts from the Nine Weeks/Semester. By successfully completing these activities, students will have demonstrated mastery of the previously taught content and qualify for a grade change.

These recovery activities will be supplemented by additional interventions to promote re-engagement with school and prevent future non-success. Our failure mitigation strategies include:

- Recovery and alternative assignments based on mastery of TEKS/SEs
- Purposeful and targeted placement in Lobo Time and Advisory for recovery plan
- Restorative Practices with families such as:
 - Counselors will contact students and families for Independent Graduation plans and provide support for credit recovery. .
 - Counselors will provide support and resources to the families.
 - Counselors will update their contact with students on a spreadsheet.
- Student case management teams (counselors, administrators, teacher, attendance office, ARD Facilitator, etc),
- Academic support classes (PATH, Edge, Read 180, Lobo Time, Advisory, FOCUS, Inclusion Teachers, Special Education Teachers, etc)
- After school Study Hall with Administrator and teachers
- Advisory lessons (personal time management skills, Social Emotional Learning lessons, counseling lessons, senior recovery lesson)
- Adjusting ABC schedule as we put [Asynchronous Guidelines](#) in place.

- Extracurricular (Athletics, Fine Arts and Band) will continue to support students during LoboTime and Advisory with tutorials for students, parent communication and grade checks throughout the school year
- Teachers will continue to have students work on other assignments when students have completed their work
- ICs will help teachers develop academic recovery plans
- ICs will help teachers with grading assignments
- Paraprofessionals will work with administrators and teachers to make phone calls home
- Admin will continue to contact students with 5, 6, and 7 failing classes (adding 5) and
- Administrators will reach out to students and their families when failing 5-7 classes to communicate the grade repair information from below department notes. Administrators use a google sheet to document supports, follow up with student's teachers.
- Principal Zuniga will continue to approve students to return in person after looking at safety.

Fully Virtual Learning Recovery Option

Students who failed any number of core courses and who prefer to work solely online can recover 1st Semester grades using Edgenuity (Learning Recovery). Students will remain enrolled in the course they failed while simultaneously completing content they did not master in the first semester. Learning Recovery courses are self-paced outside of the school day with online support from their teachers. Counselors will utilize this as a plan when communicating with parents for solutions.

Freshman Students

- 1st Nine Weeks:
 - Students packets for grade repair are provided to all students via curbside pickup on several evenings and available in the office for pickup at any time.
 - [Grade Repair Packet Example](#)
 - [Letter home to parents](#)
 - [Parent/Student Contract](#)
- 2nd Nine Weeks:
 - Teachers are trained on Edgenuity to create courses based on essential TEKS and Lessons for students. Instructional Coaches are assisting teachers to create courses and monitor progress.
 - Students are assigned to Advisory classes with trained teachers to complete Edgenuity credit recovery during advisory.

Sophomore/Junior Students

- 1st Nine Weeks:

- English II and III students are assigned grade recovery Edgenuity courses that are completed during Lobo Time and Advisory periods. Instructional Coach monitors and informs individual teachers on student progress.
- Essential TEKS and Lessons for recovery are created by Instructional Coaches for Social Studies. The lessons are based on Performance Assessments and students have assignment choices to recover credit.
- Math Courses are allowing students to complete previous work, if they are up to date on all current 9 week assignments, to recover 1st NW grades up to a 75.
- Science Courses have agreed to create recovery work within their PLCs. Details of each department can be found below. All Science Courses agree that students can earn a maximum of a 75 if all recovery work is completed and the student is actively engaged in the current grading period.

Senior Students

- Students are assigned to an Edgenuity teacher to complete Edgenuity credit recovery during advisory.
- Virtual Seniors who are in a current Edge class will work on their edge classes during their advisory classes.
- Seniors needing additional credit recovery will be placed in a new Advisory 2nd semester focusing on grades and edge recovery.
- English IV students are assigned grade recovery Edgenuity courses that are completed during Lobo Time and Advisory periods. Instructional Coach monitors and informs individual teachers on student progress.
- Essential TEKS and Lessons for recovery are created by Instructional Coaches for Social Studies. The lessons are based on Performance Assessments and students have assignment choices to recover credits.
- Math Courses are allowing students to complete previous work, if they are up to date on all current 9 week assignments, to recover 1st NW grades up to a 75.

Department Specific Plans	
Department	Notes (add your link to your solutions/ideas/plan/etc here):
English:	<p>English I--Edgenuity course; will differentiate for PreAP and on-level. Recommend for below 60, but for the 60-69 group also. Students will receive direct instruction in writing for using Edgenuity. Maximum grade of a 70 for grade recovery for 1st and 2nd nine weeks.</p> <p>ESOL I and II-- Individual student packets delivered to homes; In-Person students work on packets during</p>

	<p>Lobo Time and Advisory.</p> <p>English II-IV--Edgenuity Grade Repair course for 1st 9 weeks--recommend 59 and below, Gomez will enroll and monitor; Maximum grade of a 70 for grade recovery.</p> <p>PreAP English II--novel study and Edgenuity Grade Recovery course for PreAP first 9 weeks; Maximum grade of a 70 grade recovery.</p> <p>AP English III and IV--15-20 hours developed through AP Classroom and by each teacher (Guinn and Schmidt submit plans to Lytle for approval); Max grade of a 60 grade recovery for first 9 weeks; dependent on NW2 participation.</p>
Math:	<p>ALL: students must show participation in current 9wks; max grade of 75; will focus on students with a grade of 0-59.</p> <p>Algebra I: created packets for students, due on Jan 8.</p> <p>Everybody Else: will allow students to turn in old work IF they are caught up on current work.</p>
Science:	<p>Chemistry-make an online document with collection of activities for students to complete to demonstrate mastery of previous content.</p> <p>Biology- created paper packets for parents to pick up</p> <p>Physics- utilize resources in Edge and Notes Packets for previously taught content.</p> <p>Singletons will develop their own grade recovery (aquatics, envi. sci. IPC)</p> <p>Recommend:</p> <ul style="list-style-type: none"> - All students who complete the requirements for Credit Recovery in their science class will earn up to a 75 - Credit Recovery options will be prioritized to students who have a grade below 60, but will also be available for students with a grade of 61-69 as well. - Teachers will include a Contract with for the student and parent to complete outlining the specific requirements of the course. - Students have to be actively working in current 9wks to recover grade for previous 9 wks
Social Studies:	<ul style="list-style-type: none"> ● Communicate with Case Manager for students on Grade Recovery ● Contact 504/SPED failures & document ● Singletons need time to contact parents and create Grade Recovery/contract ● Options discussed <ul style="list-style-type: none"> ○ Completing PAs & NW2 participation for max grade ○ Averaging out NW2 and Semester Exam ● US History <ul style="list-style-type: none"> ○ Complete 4 PAs for non-participating students from 1st NW. ○ Complete 2 PAs for some participation from 1st NW ○ Max Grade of a 70 and only if they participate in 2nd NW ○ Marlow is contacting every SPED student ○ Due Jan 8th ○ Snead will grade ● World History <ul style="list-style-type: none"> ○ Grade Recovery packet/Schoology ○ Max grade of 70 with 2nd NW participation

	<ul style="list-style-type: none"> ○ Due Jan 8th ● World Geography <ul style="list-style-type: none"> ○ Have a grade repair packet. ○ Due Jan 8th ○ Max grade of 75 With 2nd NW participation ○ Snead will grade
Fine Arts:	<ul style="list-style-type: none"> ● Blended Grade Recovery; must include: <ul style="list-style-type: none"> ○ NW2 work completion ○ Some NW1 material re-taken (scaffolding) ● Grade Contract with Student, Parent, Teacher, Admin ● Max grade of 60 for NW1 ● Student based. We would like to see what each students reason for not completing work in the NW1 was, and how we can help them stay engaged in the NW2
LOTE:	<p>Students and parents will be contacted and presented the opportunity to take part in an Improvement Contract.</p> <p>Students will be given the opportunity to show academic improvement by working hard during the NW2 and earning at least a 75.</p> <p>Students will also participate in the semester exam in order to help us determine their level of mastery concerning the materials covered in NW1.</p> <p>Students that have demonstrated academic improvement during NW2 by earning at least a 75 and have shown mastery of NW1 materials from the semester exam will earn an improved NW1 grade based on their NW2 and EX1 average, up to a 65.</p>
CTE:	<p>Would like example from LOTE on the process they planned to implement.</p> <p>Would like it to be up to each individual teacher on how/if they offer grade recovery.</p> <ul style="list-style-type: none"> ● For example- Instead of alternate assignments, some may require students to complete the original assignment needed to earn their course certification. <p>CTE teachers cannot implement the same process across the board due to the differing nature of their classes.</p> <p>Some, but not all, would like to implement the following:</p> <ul style="list-style-type: none"> ● Max grade of a 60 for NW1 ● Required conference or meeting to address the lack of response issue with failing students. ● Required % participation for NW2/or NW2 minimum grade requirement to accept grade repair.

Lobo Time and Advisory

Lobo Time is a morning class that meets every day. Teachers hold their “office hours” and tutorials during this time for virtual and in person learners. Clubs and organizations will also meet during Lobo Time.

To ensure their own success, students will...

- check grades
- email their teachers
- schedule and attend Zoom tutorials with their teachers
- update their Lobo Weekly Planner (time management guidance)
- work on assignments

To support students, teachers will...

- conference with individual students about grades and absences
- help students keep up with their Lobo Weekly Planner
- have tutorials through Zoom for students who need assistance, need makeup work, or need to redo an assignment/test.

Advisory is a full 90 minute class on A days.

To ensure their own success, students will...

- complete a short 30 minute Social and Emotional Learning (SEL), personal management, campus business, counseling, etc lesson.
- have the opportunity to email their teachers
- schedule and attend Zoom tutorials with their teachers
- update their Lobo Weekly Planner
- work on assignments

To support students, teachers will...

- teach a targeted instruction mini-lesson to review what is being taught in class or
- have tutorials through Zoom for students who need assistance, need makeup work, or need to redo an assignment/test.
- EOC advisory teachers will conduct targeted instruction with a focus on reteaching knowledge and skills for the upcoming EOC test.

Algebra 1

Grade Repair

Quarter 1
(2020-2021)

Name: _____

STAAR ALGEBRA I REFERENCE MATERIALS



GENERAL FORMULAS

Slope of a line

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

Pythagorean theorem

$$a^2 + b^2 = c^2$$

Quadratic formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

FORMS OF LINEAR EQUATIONS

Slope-intercept form

$$y = mx + b$$

Point-slope form

$$y - y_1 = m(x - x_1)$$

Standard form

$$Ax + By = C$$

STAAR ALGEBRA I REFERENCE MATERIALS

CIRCUMFERENCE

Circle	$C = 2\pi r$	or	$C = \pi d$
--------	--------------	----	-------------

AREA

Triangle	$A = \frac{1}{2}bh$
----------	---------------------

Rectangle or parallelogram	$A = bh$
----------------------------	----------

Rhombus	$A = \frac{1}{2}d_1d_2$
---------	-------------------------

Trapezoid	$A = \frac{1}{2}(b_1 + b_2)h$
-----------	-------------------------------

Regular polygon	$A = \frac{1}{2}aP$
-----------------	---------------------

Circle	$A = \pi r^2$
--------	---------------

SURFACE AREA

	Lateral	Total
Prism	$S = Ph$	$S = Ph + 2B$
Pyramid	$S = \frac{1}{2}Pl$	$S = \frac{1}{2}Pl + B$
Cylinder	$S = 2\pi rh$	$S = 2\pi rh + 2\pi r^2$
Cone	$S = \pi rl$	$S = \pi rl + \pi r^2$
Sphere		$S = 4\pi r^2$

VOLUME

Prism or cylinder	$V = Bh$
-------------------	----------

Pyramid or cone	$V = \frac{1}{3}Bh$
-----------------	---------------------

Sphere	$V = \frac{4}{3}\pi r^3$
--------	--------------------------

How to Use This Booklet

TEXAS TEK is here

This box will always have what TEKE you are working on. Each section is dedicated to a specific TEKE for Algebra 1 that we covered during this quarter.



This box will always have a QR code to access a youtube video which is a “lesson” on the given Texas TEK.

Unit

This box will contain a Unit number when the material was originally covered.

EXAMPLES:

This box will always have examples that show how to appropriately solve problems concerning this Texas TEK.

Independent Practice:

The pages that follow will always have worksheets that you are expected to complete independently. If you need additional support, you can always use the following:

1. The youtube video which is linked above in the QR code.
2. Research on your own (either by watching youtube videos, khan academy videos or by doing a google search).
3. Ask a friend or family member who is enrolled in Algebra 1 or who has already passed Algebra 1.
4. Email your teacher with a specific question.
5. Come to your teachers tutorials during lobotime or Advisory (depending on your teacher).
6. Attend after school study hall in the cafeteria at LHS from 4:30 - 5:30, on Tuesdays and Thursdays.

A.5(A)

Solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides.



Unit 2

EXAMPLE 1:

What value of x makes the equation $-3(-4x + 2) - 3x = 2(x - 2) - 8$ true?

$$\textcircled{12x} - 6 - \textcircled{3x} = 2x - 4 - 8$$

$$9x - 6 = 2x - 12$$

$$-2x \quad -2x$$

$$7x - 6 = -12$$

$$+6 \quad +6$$

$$\frac{7x}{7} = \frac{-6}{7}$$

$$x = \frac{-6}{7}$$

EXAMPLE 2:

What is the solution to $-3(x + 5) + 5x = 2(x - 6)$?

$$\textcircled{-3x} - 15 + \textcircled{5x} = 2x - 12$$

$$2x - 15 = 2x - 12$$

$$-2x \quad -2x$$

$$-15 = -12$$

← NOT TRUE SO THIS MEANS "No solution"

What is the solution to $-2(x - 3) + 4x = 2(x + 3)$?

$$\textcircled{-2x} + 6 + \textcircled{4x} = 2x + 6$$

$$2x + 6 = 2x + 6$$

$$-2x \quad -2x$$

$6 = 6$ ← TRUE SO THIS MEANS THERE ARE

"Infinite" solutions

1.) Which value of x makes the equation $0.75(x + 20) = 2 + 0.5(x - 2)$ true?

F 64 **H** 56

G -64 **J** -56

2.) What is the solution to $8x - 3(2x - 4) = 3(x - 6)$?

A 6 **C** 30

B 2 **D** No solution

3.) What value of x makes the equation $-5x - (-7 - 4x) = -2(3x - 4)$ true?

F $x = 3$ **H** $x = \frac{1}{3}$

G $x = 5$ **J** $x = \frac{1}{5}$

4.) What is the solution to $0.3(12x - 16) = 0.4(12 - 3x)$?

F -2

G 4

H 2

J -4

Two-Step Equations

$$3x - 7 = 11$$

$$\frac{x}{4} + 8 = 3$$

$$\frac{2}{5}x - 3 = -17$$

$$9 - 7x = 16$$

$$9 - \frac{3}{4}x = 57$$

$$\frac{x-17}{3} = -3$$

Equations & Inequalities

Name: _____

Date: _____ Block: _____

Topic 1: Multi-Step Equations

1. $-5(x - 2) - (x + 2) = 50$

2. $8 - 3(k + 2) = 2 - 3k$

3. $3w - (7w + 12) = 2(w - 3)$

4. $-7(a - 3) = 11 - 7a$

5. $9(n - 4) - 7n = 32 - 2(n + 8)$

6. $4(4y - 3) - (y - 5) = -52$

A.5(B)

solve linear inequalities in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides



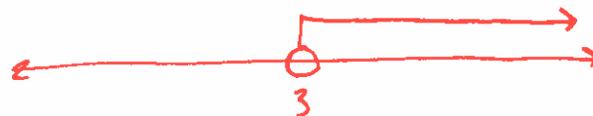
Unit 1

EXAMPLE 1:

What are the solutions of $9 + 4t > 21$?

$$\begin{array}{r} \cancel{9} - 9 \\ \hline \frac{4t}{4} > \frac{12}{4} \end{array}$$

$t > 3$



EXAMPLE 2:

What are the solutions to $3(t+1) - 4t \geq -5$?

* Divide/Mult.
by negative,
flip sign

$$\begin{aligned} 3t + 3 - 4t &\geq -5 \\ -t + 3 &\geq -5 \\ \frac{-t + 3}{-1} &\geq \frac{-5}{-1} \\ -t + 3 &\leq 5 \\ -t &\leq 2 \\ t &\geq -2 \end{aligned}$$

$t \leq 8$



What is the solution to $10 - 8a \geq 2(5 - 4a)$?

$$\frac{10 - 8a}{+8a} \geq \frac{10 - 8a}{+8a}$$

$$10 \geq 10 \rightarrow \text{True} \Rightarrow a = \mathbb{R}$$

1.)

What is the solution set for $-4x + 10 \geq 5x + 55$?

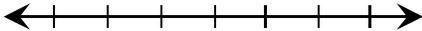
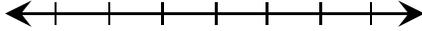
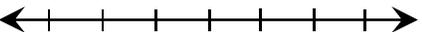
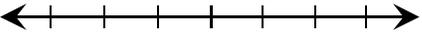
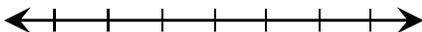
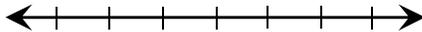
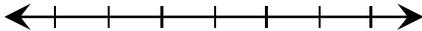
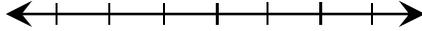
F $x \geq 5$

G $x \geq 45$

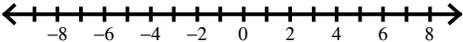
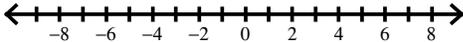
H $x \leq -5$

J $x \leq -45$

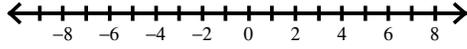
Solving & Graphing Inequalities

<p>48. $3x + 5 < 14$</p> 	<p>49. $-5x + 2 \geq 52$</p> 
<p>50. $\frac{x}{-2} + 11 \leq 15$</p> 	<p>51. $4x - 1 \leq -37$</p> 
<p>52. $\frac{5}{8}x - 1 \leq 9$</p> 	<p>53. $4 - \frac{x}{7} < 5$</p> 
<p>54. $18 - 2x > 4$</p> 	<p>55. $8 - \frac{3}{2}x \geq -13$</p> 

Multi-Step Inequalities

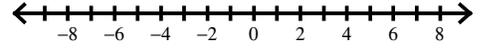
<p>19. $2(x + 3) \geq 4(x - 1)$</p>  <p>Interval Notation:</p>	<p>20. $5x + 24 > 2(x - 9) - 3x$</p>  <p>Interval Notation:</p>
---	---

21. $-9(x - 5) + 9 < 3x + 42$



Interval Notation:

22. $2(x + 1) \leq -13 - 3x$



Interval Notation:

A.10(A)

Add and subtract polynomials of degree one and degree two.



Unit 6

EXAMPLE 1:

Simplify the expression $(3x+2) + (5x+3)$

$$\begin{array}{r} \underline{3x+2} + \underline{5x+3} \\ 8x+5 \end{array}$$

EXAMPLE 2:

EXAMPLE 2:

Simplify the expression $(3x+5) - (2x+3)$

$$\begin{array}{r} \underline{3x+5} - \underline{2x-3} \\ 1x+2 \end{array}$$

1.) A shoe store company is going to close one of its two stores and combine all the inventory from both stores. These polynomials represent the inventory in each store:

Store A: $\frac{1}{2}g^2 + \frac{7}{2}$

Store B: $3g^2 - \frac{4}{5}g + \frac{1}{4}$

Which expression represents the combined inventory of the two stores?

A $\frac{7}{2}g^2 - \frac{4}{5}g + \frac{15}{4}$

B $\frac{7}{2}g^2 - \frac{4}{5}g + \frac{4}{3}$

C $\frac{7}{2}g^2 + \frac{4}{5}g + \frac{15}{4}$

D $\frac{7}{2}g^2 + \frac{4}{5}g + \frac{4}{3}$

2.) Which expression is equivalent to $2x^2 + (4x - 6x^2) + 9 - (6x - 3)$?

A $-4x^2 - 2x + 12$

B $-4x^2 - 2x + 6$

C $-10x + 6$

D $-18x + 12$

3.) Which expression is equivalent to $(3p^2 - 2p + 3) - (p^2 - 7p + 7)$?

A $4p^2 - 9p + 10$

B $2p^2 + 5p - 4$

C $4p^2 - 9p - 4$

D $2p^2 + 5p + 10$

4.) Which expression is equivalent to $(5a^2x + 3ax^2 - 5x) + (2a^2x - 5ax^2 + 7x)$?

A $5a^2x + 2x$

B $7a^2x - 2ax^2 + 2x$

C $11a^2x - 12x$

D $3a^2x + 8ax^2 - 12x$

5.) Which expression is equivalent to $(x^3 - 3x^2y + 4xy^2 + y^3) - (7x^3 - 9x^2y + xy^2 + y^3)$?

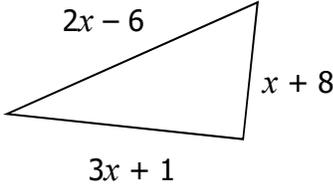
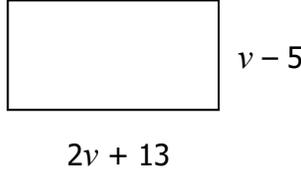
A $-6x^3 + 9x^2y + 2y^3$

B $-6x^3 + 12x^2y + 5xy^2$

C $8x^3 + 12x^2y + 3xy^2 + 2y^3$

D $-6x^3 + 6x^2y + 3xy^2$

Simplifying Expressions

$n + 4 - 9 - 5n$	$7x - 4y - 8 - 3x - 8y + 12$
$18 - 2(4x + 7) + 5x$	$9(x - 3) - (x + 2)$
<p>Write the perimeter of the triangle in simplest form.</p>  <p>The diagram shows a triangle with three sides. The top side is labeled $2x - 6$, the right side is labeled $x + 8$, and the bottom side is labeled $3x + 1$.</p>	<p>Write the perimeter of the triangle in simplest form.</p>  <p>The diagram shows a rectangle. The bottom side is labeled $2v + 13$ and the right side is labeled $v - 5$.</p>

A.10(D)

Rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property.

Unit 6



EXAMPLES:

Directions: Simplify each expression by distributing.	
1. $8(x + 5) = (8)(x) + (8)(5)$ $= 8x + 40$	2. $3(2y - 7) = (3)(2y) - (3)(-7)$ $6y - (-21) = 6y + 21$
3. $-2(3m + 9) = (-2)(3m) + (-2)(9)$ $-6m + -18 = -6m - 18$	4. $-6(z - 1) = (-6)(z) - (-6)(-1)$ $-6z - +6 = -6z + 6$
5. $-(5x + 1) = (-1)(5x) + (-1)(+1)$ $-5x + -1 = -5x - 1$	6. $-(x + 4) = (-1)(x) + (-1)(4)$ $-x + -4 = -x - 4$
7. $b(a - 6) = (b)(a) - (b)(6)$ $ab - 6b$	8. $7a(3b - 2c + 4) = (7a)(3b) - (7a)(2c) + (7a)(4)$ $21ab - 14ac + 28a = 21ab + 14ac + 28a$
9. $\frac{1}{2}(8x + 2) = (\frac{1}{2})(8x) + (\frac{1}{2})(2)$ $4x + 1 = 4x + 1$	10. $\frac{2}{3}(\frac{1}{4}x - 6) = (\frac{2}{3})(\frac{1}{4}x) - (\frac{2}{3})(-6)$ $\frac{2}{12}x - (\frac{2}{3})(-\frac{6}{1})$ $\frac{1}{6}x - -\frac{12}{3}$ $\frac{1}{6}x + 4$

Name:

Date:

Topic:

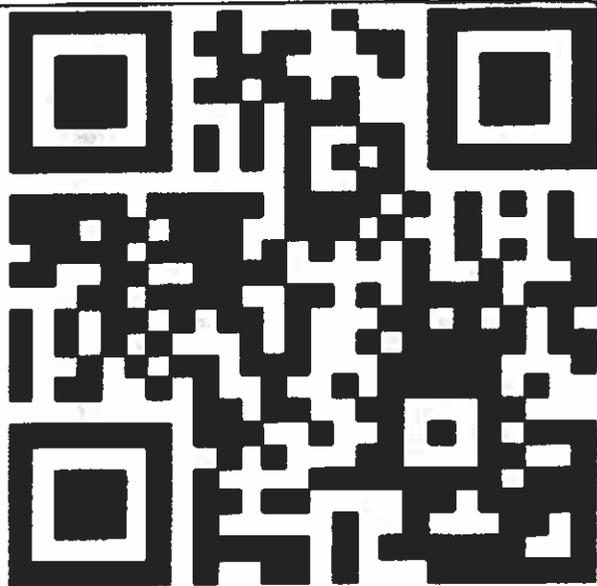
Class:

Main Ideas/Questions	Notes/Examples		
<p style="text-align: center;">Distributive Property</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Recall:</p> $a(b + c) =$ <p style="text-align: center;">or $a(b - c) =$</p> </div>	1. $7(x + 4)$	2. $2(b - 3)$	3. $-4(y + 3)$
	4. $-5(m - 2)$	5. $-(y - 9)$	6. $8(4 - b)$
	7. $-4(-w - 10)$	8. $5(2m - 3)$	9. $-3(2x - 4)$
	10. $3(m + n)$	11. $x(y + 4)$	12. $d(c - 4)$
	13. $6a(b + 2c)$	14. $2(x - y + 8)$	15. $x(2y - 5z + 1)$
	16. $\frac{1}{4}(8x - 4)$	17. $\frac{1}{6}\left(\frac{3}{5}x + 18\right)$	18. $-\frac{1}{8}\left(\frac{4}{5}x - 24\right)$
<p style="text-align: center;">Distribute AND Combine!</p>	<p>To simplify an expression means to ensure there are no parentheses and no like terms. In order to do this, distribute first (if needed), then combine like terms.</p>		
<p style="text-align: center;">Examples</p>	19. $8(2x - 3) - 6x$		20. $9(2k - 4) - 2(7k - 12)$
	21. $10 - (y - 6) - y$		22. $6 + 8(4w - 7) - (2w + 1)$
	23. $\frac{9}{4}\left(\frac{10}{3}x - 4\right) - \frac{1}{4}(2x - 8)$		24. $\frac{7}{8}\left(\frac{4}{5}x + 16\right) + \frac{3}{5}\left(\frac{1}{2}x - 10\right)$

A.2(A)

Determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities.

Unit 1



EXAMPLE 1:

A taxi company charges \$2.50 plus \$1.10 for every mile driven. This situation is represented by the equation $y = 1.10x + 2.50$ where x stands for the number of miles and y stands for the profit made. If the taxi driver can drive no more than 300 miles a day, determine the domain and range of this problem.

Domain: $0 \leq x \leq 300$

Range: $2.50 \leq y \leq 332.50$

x (miles)	y (profit)
0	2.50
↓	↓
300	332.50

EXAMPLE 2:

Victor's service club is raising money by wrapping presents in the mall. The function $f(x) = 3x$ describes the amount of money, in dollars, the club will earn for wrapping x presents. They only have wrapping paper to wrap 1000 presents.

Domain: $\{0, 1, 2, 3, \dots, 1000\}$

Range: $\{0, 3, 6, 9, \dots, 3000\}$

x (presents)	$f(x)$ money
0	0
1	3
2	6
3	9
⋮	⋮
1000	3000

- 1.) The student council sent its members on four field trips during the school year. The number of buses needed to transport the members on each trip is a function of the number of members who went on each trip. This function consists of only the ordered pairs (52, 3), (72, 4), (86, 5), and (105, 6). What is the domain for this situation?

- F {52, 105}
 G {3, 4, 5, 6}
 H {52, 72, 86, 105}
 J {3, 4, 5, 6, 52, 72, 86, 105}

- 2.) The total cost in dollars to buy uniforms for the players on a volleyball team can be found using the function $c = 34.95u + 6.25$, where u is the number of uniforms bought. If there are at least 8 players but not more than 12 players on the volleyball team, what is the domain of the function for this situation?

- F $0 < u \leq 12$
 G $0 < c \leq 425.65$
 H {8, 9, 10, 11, 12}
 J {285.85, 320.80, 355.75, 390.70, 425.65}

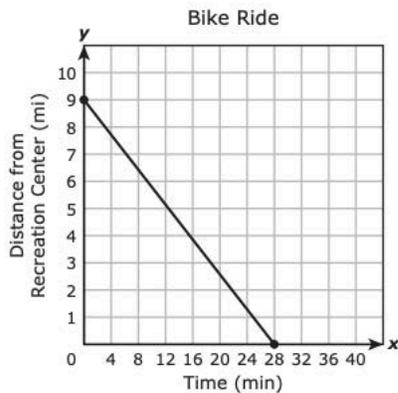
- 3.) A set of weights includes a 4 lb barbell and 6 pairs of weight plates. Each pair of plates weighs 20 lb. If x pairs of plates are added to the barbell, the total weight of the barbell and plates in pounds can be represented by $f(x) = 20x + 4$.

What is the range of the function for this situation?

- A {0, 1, 2, 3, 4, 5, 6}
 B {4, 24, 44, 64, 84, 104, 124}
 C {0, 2, 4, 6}
 D {4, 44, 84, 124}

4.)

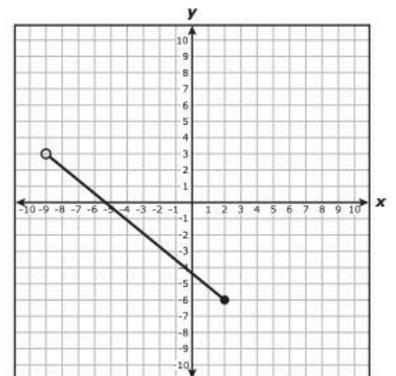
A student rode a bike from school to a recreation center. The graph shows the student's distance in miles from the recreation center after riding the bike for x minutes.



What is the range of the function for this situation?

- F All real numbers greater than or equal to 0 and less than or equal to 28
 G All real numbers greater than or equal to 0 and less than or equal to 9
 H All real numbers less than or equal to 28
 J All real numbers less than or equal to 9

- 5.) The graph of part of linear function g is shown on the grid.



Which inequality best represents the domain of the part shown?

- F $-9 < x \leq 2$
 G $-9 \leq x < 2$
 H $-6 < g(x) \leq 3$
 J $-6 \leq g(x) < 3$

6.)

What are the domain and range of $f(x) = -37$?

- A** Domain: All real numbers greater than or equal to -37
Range: All real numbers
- B** Domain: $\{-37\}$
Range: All real numbers
- C** Domain: All real numbers
Range: All real numbers greater than or equal to -37
- D** Domain: All real numbers
Range: $\{-37\}$

7.)

The daily cost of hiring a plumber, y , to work x hours on a repair project can be modeled using a linear function. The plumber charges a fixed cost of \$80 plus an additional cost of \$45 per hour. The plumber works a maximum of 8 hours per day.

For one day of work, what is the range of the function for this situation?

- A** $0 \leq x \leq 8$
- B** $80 \leq y \leq 440$
- C** $0 \leq x \leq 10$
- D** $45 \leq y \leq 685$

Relations and Functions

Name: _____

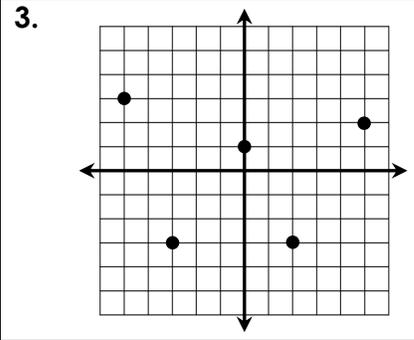
Date: _____ Per: _____

Directions: Identify the domain and range of each of relation. Then, determine whether the relation is a function.

1. $\{(-6, 4), (5, -1), (0, 3), (-2, 4)\}$

2.

x	y
-4	8
-3	1
0	-5
-3	2



Domain:

Domain:

Domain:

Range:

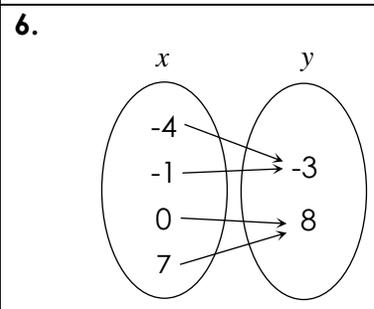
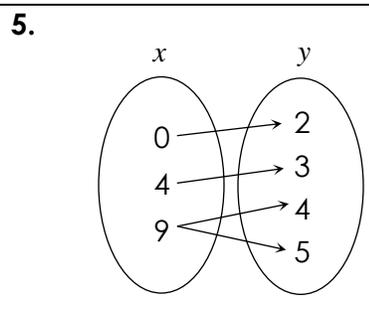
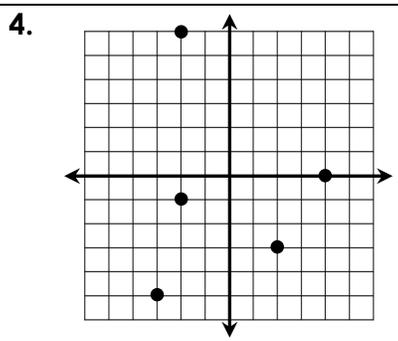
Range:

Range:

Function?

Function?

Function?



Domain:

Domain:

Domain:

Range:

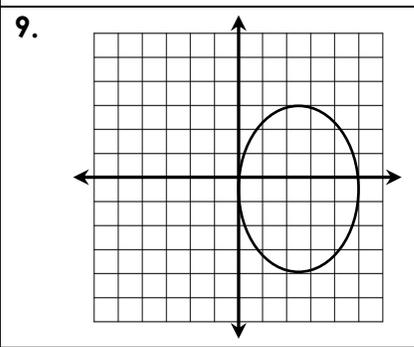
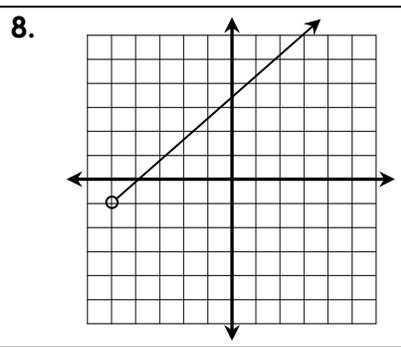
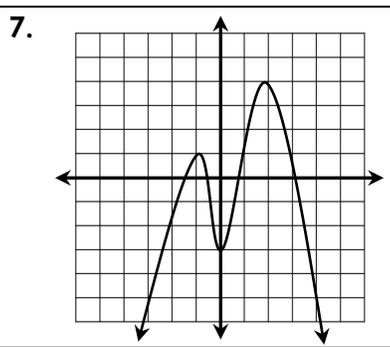
Range:

Range:

Function?

Function?

Function?



Domain:

Domain:

Domain:

Range:

Range:

Range:

Function?

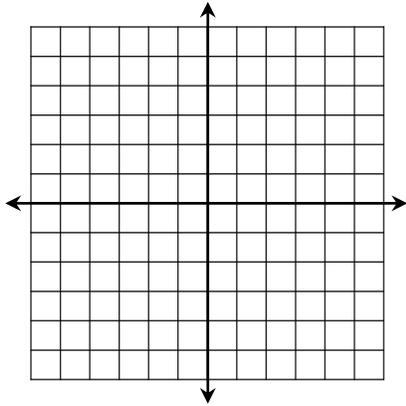
Function?

Equations as Functions/Graphing Functions using Tables

Directions: Complete the table, then graph the function.

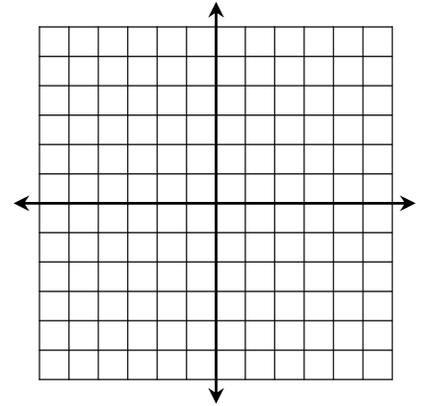
13. $y = -2x + 5$

x	y
0	
1	
3	
5	



14. $y = \frac{3}{2}x - 1$

x	y
-2	
0	
2	
4	



15. Find the range of the function $y = \frac{3}{4}x + 17$ when the domain is $\{-12, -4, 8\}$.

16. Find the range of the function $y = -x^2 - 3x$ when the domain is $\{-5, 0, 2\}$.

A.12(A)

Decide whether relations represented verbally, tabularly, graphically, and symbolically define a function.



Unit 2

EXAMPLE 1:

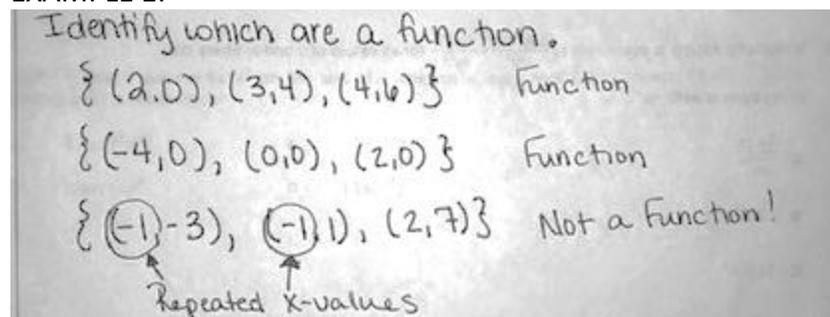
Identify which are a function.

$\{(2,0), (3,4), (4,6)\}$ Function

$\{(-4,0), (0,0), (2,0)\}$ Function

$\{(-1,-3), (-1,1), (2,7)\}$ Not a Function!

Repeated X-values



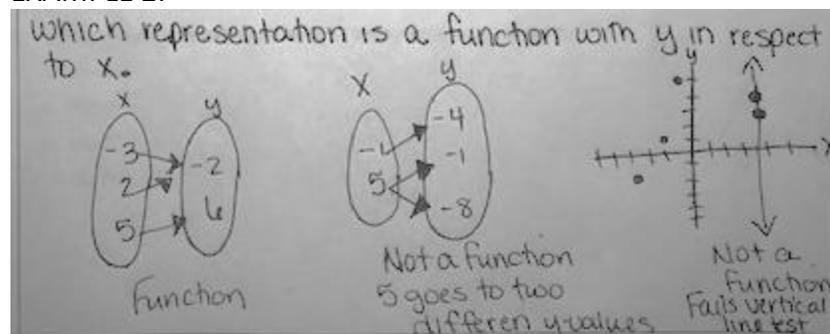
EXAMPLE 2:

Which representation is a function with y in respect to x .

Function

Not a function
5 goes to two different y -values.

Not a function
Fails vertical line test



1.) Which set of ordered pairs represents y as a function of x ?

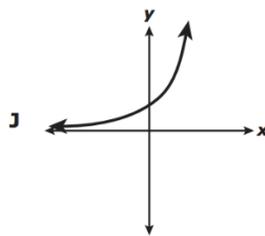
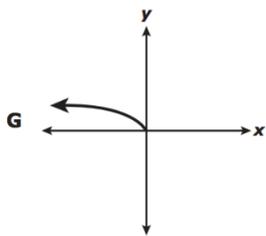
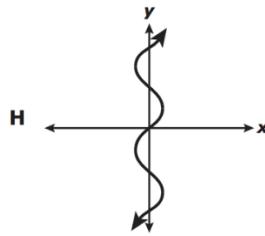
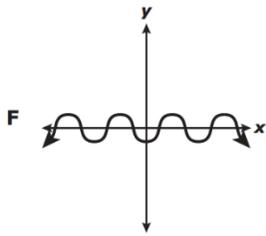
A $\{(-9, 2), (0, 6), (1, -2), (-3, 6)\}$

B $\{(-1, 0), (4, 3), (-7, -3), (-1, -8)\}$

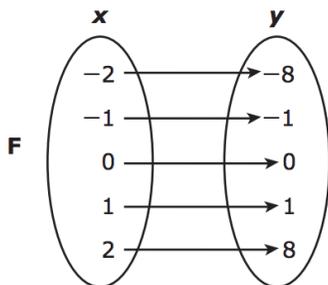
C $\{(3, 2), (-4, -2), (3, 1), (-4, 1)\}$

D $\{(5, 4), (2, 3), (1, 1), (2, 4)\}$

2.) Which graph does not represent y as a function of x ?



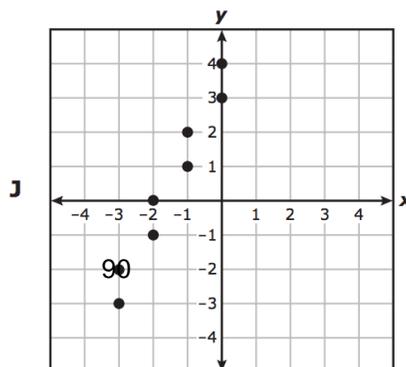
3.) Which representation does not show y as a function of x ?



H

x	y
2	-6
5	-1
7	-1
8	3

G $\{(-1, -2), (0, 1), (2, 4), (7, 7)\}$



4.) Which table does NOT show y as a function of x ?

F

x	$\frac{1}{10}$	$\frac{1}{8}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{2}$
y	9	11	9	14	7

G

x	14	15	16	17	18
y	100	80	110	100	90

H

x	-0.2	0.6	-1.3	1.0	-0.2
y	5.8	-3.7	4.4	-0.9	8.1

J

x	-24	21	24	-27	29
y	2.7	2.8	2.7	2.5	2.5

A.12(B)

Evaluate functions, expressed in function notation, given one or more elements in their domains.

Unit 2



EXAMPLE 1:

EXAMPLE 1:
 $f(x) = 2x + 3$, evaluate the function for $f(2)$ and $f(-3)$

$f(2) = 2(2) + 3 \Rightarrow 7$
 $f(-3) = 2(-3) + 3 \Rightarrow -3$

Solve $f(x) = 15$
 $2x + 3 = 15$
 $-3 \quad -3$
 $2x = 12$

$\frac{2x}{2} = \frac{12}{2}$
 $x = 6$

Handwritten mathematical work for Example 1. It shows the function f(x) = 2x + 3 and asks to evaluate it at x=2 and x=-3. The calculations are f(2) = 2(2) + 3 = 7 and f(-3) = 2(-3) + 3 = -3. Then, it shows solving for x when f(x) = 15. The steps are: 2x + 3 = 15, subtract 3 from both sides to get 2x = 12, and then divide both sides by 2 to get x = 6. The final answer x = 6 is boxed.

EXAMPLE 2:

Evaluate the function $g(x) = 5x - 3$ for $g(2)$ and $g(-3)$

$g(2) = 5(2) - 3 \Rightarrow 7$
 $g(-3) = 5(-3) - 3 \Rightarrow -18$

Solve $g(x) = 22$
 $5x - 3 = 22$
 $+3 \quad +3$
 $5x = 25$

$\frac{5x}{5} = \frac{25}{5}$
 $x = 5$

Handwritten mathematical work for Example 2. It shows the function g(x) = 5x - 3 and asks to evaluate it at x=2 and x=-3. The calculations are g(2) = 5(2) - 3 = 7 and g(-3) = 5(-3) - 3 = -18. Then, it shows solving for x when g(x) = 22. The steps are: 5x - 3 = 22, add 3 to both sides to get 5x = 25, and then divide both sides by 5 to get x = 5. The final answer x = 5 is boxed.

1.) If $f(x) = \frac{2}{3}x^2 + 8x$, what is the value of $f(6)$?

2.) If $p(x) = 5(x^2 + 1) + 16$, what is the value of $p(11)$?

A 690

B 622

C 736

D 626

3.) If $f(x) = (x - 3)^2 + 4$ and $g(x) = x^3 + 2$, which statement is true?

A $f(-2) = g(-3)$

B $f(0) = g(-1)$

C $f(8) = g(3)$

D $f(2) = g(1)$

4.) Given $f(x) = 6(1 - x)$, what is the value of $f(-8)$?

5.) For the function w , $w(9) = -7$, and $w(-7) = 9$. If $y = w(x)$, what is the value of y when $x = -7$?

6.) If 5 is an element in the domain of $f(x) = \frac{7x-22}{4}$, what is the corresponding element in the range?

7.) Given $f(x) = \frac{1}{3}(4-x)^2$, what is the value of $f(16)$?

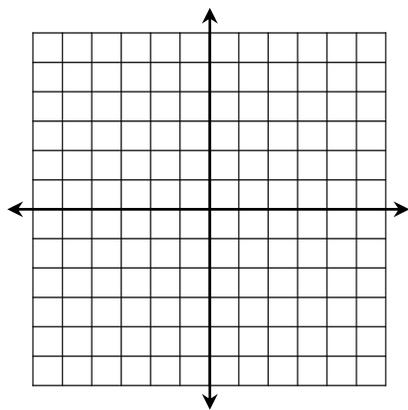
Record your answer and fill in the bubbles on your answer document.

Equations as Functions/Graphing Functions using Tables

Directions: Complete the table, then graph the function.

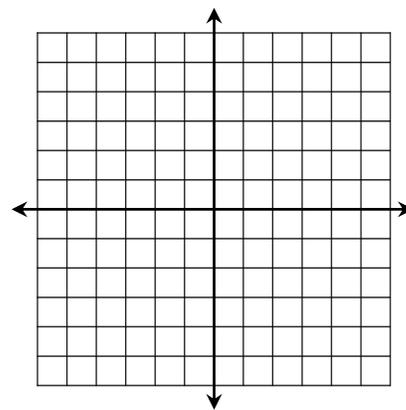
13. $y = -2x + 5$

x	y
0	
1	
3	
5	



14. $y = \frac{3}{2}x - 1$

x	y
-2	
0	
2	
4	



15. Find the range of the function $y = \frac{3}{4}x + 17$ when the domain is $\{-12, -4, 8\}$.

16. Find the range of the function $y = -x^2 - 3x$ when the domain is $\{-5, 0, 2\}$.

Function Notation

Directions: For questions 17-22, find the function values using the given functions below.

$$f(x) = 5x - 20$$

$$g(x) = x^2 + 5x - 11$$

$$h(x) = |2x + 7|$$

17. $f(6)$

18. $g(-3)$

19. $h(-8)$

20. $g(7) - 15$

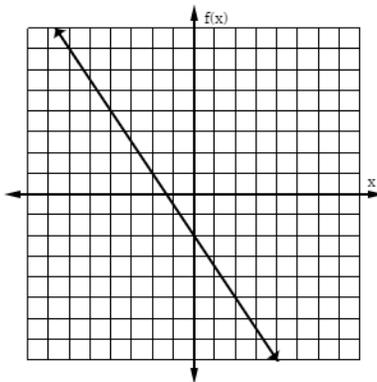
21. $-4 \cdot h(-13)$

22. $f(-1) + g(-2)$

23. Given $f(x) = 5 - 3x$, if $f(x) = -19$, find x .

24. Given $g(x) = \frac{5}{2}x - 1$, if $g(x) = -16$, find x .

Use the graph below for questions 25-28.



25. Find $f(-6)$.

26. Find $f(0)$.

27. If $f(x) = -5$, what is x ?

28. If $f(x) = 4$, what is x ?



LEHMAN HIGH SCHOOL

- ACHIEVING EXCELLENCE AS ONE WITH INTEGRITY, WISDOM AND PRIDE -

November 11, 2020

Dear Parent/Guardian,

You are receiving this letter because your child has failed the first 9 weeks of their Algebra course. To graduate from Lehman High School, among other things, students must earn a sufficient number of credits. By failing this class your child may be in jeopardy of not graduating on time.

One option for making up the loss of credit is to sign up for our Algebra Grade Repair Program. Grade Repair will begin November 18 and will run until Friday January 8, 2021.

In order to complete the Grade Repair Program, your child will be required to attend a **minimum** of one tutorial session per week during Advisory or Lobo Time as determined by your teacher. LHS is also hosting an after school study hall in the cafeteria from 4:30 - 5:30, on Tuesdays and Thursdays. This is available to both Virtual and In Person learners. If your child needs after school transportation they need to sign up for the late bus. Use this link to fill in the form- <https://tinyurl.com/afterschooltransport> If you need a ride, you MUST sign up by 9:00 am that day to reserve a spot.

To complete the program, you and your child will need to pick up the physical copy of the program as well as sign up for the Schoology course. This Program is available for students who are attending both Virtually and/or In Person. Physical copies of all materials can be provided and can be picked up on November 18 and 19 at the Main Entrance of LHS from 5:30 - 7:30.

Any questions may be directed to your child's Algebra teacher or an administrator. A Grade Repair Course has been created in Schoology. Your student will NOT be automatically enrolled in this course. He/She must sign up using the following course code: VT6V-T9RG-SFJSW.

. Thank you for taking an active role in your child's education and being proactive in helping to recover low grades..

Sincerely,

Your Lehman Algebra Team
Lehman HS
512-268-8454



LEHMAN HIGH SCHOOL

- ACHIEVING EXCELLENCE AS ONE WITH INTEGRITY, WISDOM AND PRIDE -

11 de noviembre de 2020

Estimado Padre / Tutor,

Está recibiendo esta carta porque su hijo no aprobó las primeras 9 semanas de su curso de Álgebra. Para graduarse de Lehman High School, entre otras cosas, los estudiantes deben obtener una cantidad suficiente de créditos. Al reprobado esta clase, su hijo puede estar en peligro de no graduarse a tiempo.

Una opción para recuperar la pérdida de crédito es inscribirse en nuestro Programa de reparación de calificaciones de álgebra.

La reparación de calificaciones comenzará el 18 de noviembre y se extenderá hasta el viernes 8 de enero de 2021.

Para completar el Programa de Reparación de Calificaciones, se requerirá que su hijo asista a un mínimo de una sesión de tutoría por semana durante el Tiempo de Asesoramiento o Lobo según lo determine su maestro. LHS también tiene un salón de estudio después de la escuela en la cafetería de 4:30 a 5:30, los martes y jueves. Esto está disponible para estudiantes virtuales y presenciales. Si su hijo necesita transporte después de la escuela, debe inscribirse en el autobús que llega tarde. Use este enlace para completar el formulario:

<https://tinyurl.com/afterschooltransport> Si necesita transporte, DEBE registrarse antes de las 9:00 am de ese día para reservar un lugar.

Para completar el programa, usted y su hijo deberán recoger la copia física del programa y registrarse en el curso de Schoology. Este programa está disponible para estudiantes que asisten tanto en forma virtual como presencial. Se pueden proporcionar copias físicas de todos los materiales y se pueden recoger el 18 y 19 de noviembre en la entrada principal de LHS de 5:30 a 7:30.

Se ha creado un curso de reparación de calificaciones en Schoology. Su estudiante NO se inscribirá automáticamente en este curso. Debe inscribirse utilizando el siguiente código de curso: VT6V-T9RG-SFJSW.

Cualquier pregunta puede dirigirse al maestro de álgebra de su hijo o al administrador. Gracias por tomar un papel activo en la educación de su hijo y ser proactivo para ayudar a recuperar las bajas calificaciones.

Sinceramente,

Su equipo de álgebra de Lehman
Lehman HS
512-268-8454



LEHMAN HIGH SCHOOL

- ACHIEVING EXCELLENCE AS ONE WITH INTEGRITY, WISDOM AND PRIDE -

1st Nine Weeks Grade Repair Contract

We understand that there have been obstacles to your learning this year and we want to give everyone the opportunity to recover their grade. Lehman High School will be participating in credit recovery through working with students who scored between a 0 and 69 on their 1st Nine Weeks Report Card. The work can be done online or through a paper assignment for each class. The work will need to be completed by January 8, 2021 to allow for grading to occur before the end of the first semester. This is a contract between the student, parent/guardian, and school. We want you to be successful and will help you repair your grade. This process is only for the 1st Nine Weeks.

Procedures for Grade Repair

1. The **Student** and **Parent/Guardian** will sign this contract.
2. The student will work with their teacher and instructional coach for the content to complete the work.
3. The student will participate and complete work in current Nine Weeks classes while working on this assignment.
4. Once the student completes the assignment, it will be graded and the process for a grade change will begin.

I _____ will participate and complete work in my classes for the first nine weeks, while completing the grade repair assignment. I understand that this grade repair contract will help me to recover my grade. I will do my best in completing my work.

_____ Student Signature
_____ Date

I _____ will help my student participate and complete work in my classes for the first nine weeks and help with the grade repair assignment. I understand that this grade repair contract will help my student to recover their grade. I will do my best in helping my child complete their work.

_____ Parent Signature
_____ Date



LEHMAN HIGH SCHOOL

- ACHIEVING EXCELLENCE AS ONE WITH INTEGRITY, WISDOM AND PRIDE -

Greetings Parents/Guardians of Lobo Students,

This school year is very unique and has presented several challenges for everyone. We know that each student and their family are in a different situation and we will treat it as so. We hope you know that this 1st Nine Weeks is over, but it is not too late to recover your child's grade. We want every student to repair their grade so they can be successful this year. Each student will have the opportunity to repair their grades for any subject. It will not be easy, but worth it. Each teacher will have an assignment to repair the grade in their class. Once the assignment is completed, an Instructional Coach or teacher will grade it. It will take some time to grade and make the grade change request. Please be patient with us as we are grading several assignments.

What we need is for your child to participate in school. Every teacher is willing to work with your child but they need to know what obstacles are in their way. As long as you start attending school, virtually or in-person, and completing work, we will help repair your grade from the 1st Nine Weeks. Please read, review, and sign the contract to begin the process of repairing your child's grade.

We are here for you and will help you along the way. It is not too late to repair your grade, let us help you.

Primer contrato de reparación de grado de nueve semanas

Entendemos que ha habido obstáculos para su aprendizaje este año y queremos darles a todos la oportunidad de recuperar su calificación. La escuela preparatoria Lehman participará en la recuperación de

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LEHMAN HIGH SCHOOL

- ACHIEVING EXCELLENCE AS ONE WITH INTEGRITY, WISDOM AND PRIDE -

créditos trabajando con estudiantes que obtuvieron entre 0 y 69 en su boleta de calificaciones de las primeras nueve semanas. El trabajo se puede hacer en línea o mediante una tarea en papel para cada clase. El trabajo deberá completarse antes del 8 de enero de 2021 para permitir que la calificación ocurra antes del final del primer semestre. Este es un contrato entre el estudiante, los padres y la escuela. Queremos que tenga éxito y le ayudaremos a reparar su nota. Este proceso es solo para las primeras nueve semanas.

Procedimientos para la reparación de pendientes

1. **El estudiante y el padre** firmarán este contrato.
2. El estudiante trabajará con su maestro y entrenador de instrucción para que el contenido complete el trabajo.
3. El estudiante participará y completará el trabajo en las clases actuales de Nine Weeks mientras trabaja en esta tarea.
4. Una vez que el estudiante completa la tarea, se calificará y comenzará el proceso de cambio de calificación.

Yo _____ participaré y completaré el trabajo en mis clases durante las primeras nueve semanas, mientras completa la tarea de reparación de calificaciones. Entiendo que este contrato de reparación de calificaciones me ayudará a recuperar mi calificación. Haré todo lo posible para completar mi trabajo.

_____ Firma del alumno

_____ Fecha

Yo _____ ayudaré a mi estudiante a participar y completar el trabajo en mis clases durante las primeras nueve semanas y ayudaré con la tarea de reparación de calificaciones. Entiendo que este contrato de reparación de calificaciones ayudará a mi estudiante a recuperar su calificación. Haré todo lo posible para ayudar a mi hijo a completar su trabajo.

_____ Firma de los padres

_____ Fecha



LEHMAN HIGH SCHOOL

- ACHIEVING EXCELLENCE AS ONE WITH INTEGRITY, WISDOM AND PRIDE -

Saludos a los padres / tutores de los estudiantes de Lobo,

Este año escolar es único y ha presentado varios desafíos para todos. Sabemos que cada alumno y su familia se encuentran en una situación diferente y la trataremos como tal. Esperamos que sepa que estas primeras nueve semanas ha terminado, pero no es demasiado tarde para recuperar la calificación de su hijo. Queremos que cada estudiante repare su calificación para que pueda tener éxito este año.

Cada estudiante tendrá la oportunidad de reparar sus calificaciones en cualquier materia. No será fácil, pero valdrá la pena. Cada maestro tendrá una tarea para reparar la calificación en su clase. Una vez que se complete la tarea, un instructor o maestro de instrucción la calificará. Tomará algún tiempo calificar y hacer la solicitud de cambio de calificación. Tenga paciencia con nosotros ya que estamos calificando varias tareas.

Lo que necesitamos es que su hijo participe en la escuela. Todos los maestros están dispuestos a trabajar con su hijo, pero necesitan saber qué obstáculos se encuentran en su camino. Siempre que comience a asistir a la escuela, virtualmente o en persona, y complete el trabajo, lo ayudaremos a reparar su calificación desde las primeras nueve semanas. Lea, revise y firme el contrato para comenzar el proceso de reparación de la calificación de su hijo.

Estamos aquí para ti y te ayudaremos en el camino. No es demasiado tarde para reparar su calificación, permítanos ayudarlo.



Hays High School Academic Recovery and Prevention Plan 2021-22

Fall 2020

- October/November 2020 HHS administrators and other staff members visited homes of students who were failing 3+ core classes. We were able to get over 50 back to “in person” learning
- October -December 2020 - HHS Administrators/Counselors regularly called all assigned kids/families of “virtual learners” who were failing 3+ classes. We offered all the options to return to “in person” learning, we had about 15% success rate.
- “Asynchronous” planning days/PD days - each classroom teacher was required to contact 10 kids “on the bubble” to help get them over the line & passing.

Spring 2021 Proactive Measures/other actions taken

Counselor Outreach has been extensive for both IPL and VRL students

Fidelity to EIA requirements and completion of the Student Success Forms (aka “below 60 forms”) for all staff. Sent out well ahead of grades each grading period. If staff submit grades below a 60, triggers a conference with T TESS Appraiser.

- Positives: deters grades of below 60, gives kids a fighting chance the next grading period so they could actually recover
- Negatives: some staff don’t like the “gift” of a 60
- Copy of form [Below 60](#)
- Link to data [below 60 yes or no](#)

Assignment Recovery- Starting 2nd 9 weeks (Feb. 16th) we are pulling kids in 9th and 10th grade core classes during advisory and Hays Time. Teachers can submit any IPLs with “M’s” in the gradebook. We are keeping them in an alternate location (with support) until they clear the “M’s” for that week. We will continue to run the cycle through the end of the year. Goal is to keep them from making the progress failure list for PR 6, PR 7 and 9W3 & pass semester 2.

- Assignment Recovery Program
<https://docs.google.com/document/d/1zSE3MSyNTpcPA-7LARJ2PIIm0rAXJk84ZucKbnSnNO-8/edit?usp=sharin>

Final exam recovery-We contacted any any student who missed a final exam (we had over 1500 total missed finals) Make ups extended to Feb. 1-5 to work with their teachers to complete the final & get credit during advisory (IPL) or online (VRL) We held a Saturday session on Feb. 6, 2021 as a “last call”. We had over 180 students complete their finals and earn course credit who would have failed semester 1 had we not intervened. We have another 110 we are working with (as of 2/8/21). UPDATE: We completed 341 grade changes for the Fall semester.

Credit Recovery-any senior who failed a core content class fall 2020 is being offered the opportunity to recover the fall credit in hopes they can earn credit at the end of semester 2. This may extend to juniors later in the spring.

Senior “hybrid” schedule- we plan to offer VRL students who failed multiple core classes the opportunity to attend IPL on just either “red” or “blue” days to attempt passing some classes in spring 2021. Our goal is to get them back on campus, in good routines and working on their grades. Secondary goal is to reduce the number of credits they may need to graduate summer school 2021. Offered to all failing VRLs. Starting Week of February 15.

Grade repair/recovery plans Spring 2021 [Spring 2021 grade repair/recovery](#)

Student Name & Grade

List student name & grade level

David Pierce

Course title

Enter the course title for student receiving a grade of below 60% (example: Algebra 2, Art I, etc.)

W. Geography

1. Reasons student is failing

Please discuss the reasons that the student is failing. Remember that all student grades must be based on mastery of the Hays CISD curriculum.

of 2 major grades, 3 were failing, student did not take advantage of extra times to work on the assignment.

2. Strategies employed by the teacher

How were different teaching strategies, classroom structures, and instructional materials used to support the student's unique learning needs? Examples might include Kagan Structures, Marzano's instructional strategies, RTI methodology, word walls, reflective journals, graphic organizers, and any modifications called for by the student's unique learning needs or IEP/504 modifications.

Lots of different strategies

3. Were parents directly contacted by you?

check the appropriate box or boxes

Yes

4. parent contacts - additional information

Your documentation should include meeting times, issues discussed, and a summary of any support plan developed with the student's parents. Also make sure to keep Parent Self Serve updated.

Contacted 10/01, 10/18 and 11/17- spoke to mom

5. Student misconceptions & skills

How were student misconceptions, skill deficits, and curricular gaps addressed? These deficits could be addressed during regular class time, through structured tutoring opportunities, by campus PLCs, or by accessing campus and district resources.

Answer here

6. Additional Opportunities

What additional opportunities were provided for the student to show mastery of the district curriculum? This could include formative, non-traditional, or performance based assessments.

Answer here

7. Student support plan for next grading period

Please be prepared to describe your student support plan for this student for the upcoming nine weeks.

What can be done to prevent below 60 next time around?

History

Started by David Pierce at 8/30/2019 12:22 PM

Received by Robert Hensarling at 8/30/2019 12:22 PM

Received by Ricardo (Richard) Ramirez at 8/30/2019 12:22 PM

Received by David Pierce at 8/30/2019 12:22 PM

Received by Earrick Stigall at 8/30/2019 12:22 PM

Received by Timothy (Tim) Jacobson at 8/30/2019 12:22 PM

Received by Megan Zembik at 8/30/2019 12:22 PM

Received by Tonya Kallfelz at 8/30/2019 12:22 PM

Completed at 8/30/2019 12:22 PM

Remaining

Barasch	Email Address	Select one of the statements below		
1/14/2021 12:07:01	pierced@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/20/2021 17:45:58	pierced@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/20/2021 17:46:05	pierced@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/21/2021 6:29:37	preussd@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 6:50:33	rauschuberj@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 7:27:05	reedw@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 7:30:58	collinsaa@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 7:51:28	noblek@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 7:59:29	mooneys@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/21/2021 8:16:25	bohna@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 8:21:23	frazerm@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 8:33:05	kooncea@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/21/2021 8:41:08	tegmeyerj@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/21/2021 8:42:07	glaisterj@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/21/2021 8:44:21	jonesr@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 9:00:42	zertuchec@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 9:06:04	lopezn@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 9:17:04	delgadoe@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 10:03:33	gwinj@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 10:24:39	knippas@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 11:22:02	ethridgec@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/21/2021 11:27:25	reteriad@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 12:10:10	avilad@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 12:27:00	halenzam@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 12:48:14	avilak@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/21/2021 13:14:02	zaratek@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/22/2021 10:16:26	summersj@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/22/2021 10:26:37	coppedgeg@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/22/2021 10:50:30	claryl@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/22/2021 12:04:02	poludniakd@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/22/2021 13:51:49	wimpd@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/22/2021 17:03:12	sultenfussc@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/25/2021 8:42:13	zschiesched@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/25/2021 13:00:58	earpm@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/25/2021 16:44:05	zschiesched@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/26/2021 14:55:56	matthewsn@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/27/2021 7:34:02	dobbinsa@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/27/2021 11:12:23	henniganj@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		

Barasch	Email Address	Select one of the statements below		
1/27/2021 14:04:30	smithlo@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/28/2021 7:01:01	colemanl@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 7:39:48	obriena@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 7:47:49	kenneyb@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 8:05:39	weathersj@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 8:10:31	delapaza@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 8:11:36	frazierm@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 8:12:26	brownm@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 8:16:53	baraschs@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 8:32:56	lizcanoj@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/28/2021 8:38:39	zemanz@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/28/2021 8:39:37	sernaa@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 8:50:08	weinbergr@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 9:07:04	keenank@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 9:09:02	holcombb@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 9:13:05	izardd@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 9:13:19	hughesa@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 9:15:16	mcmillanj@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 9:15:24	ramona@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 9:38:39	talleyh@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 9:52:03	hightowert@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 10:09:56	plumleys@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/28/2021 10:10:05	leoss@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/28/2021 10:32:09	malinovskye@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 10:49:05	martinr@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 11:07:24	perezk@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 11:13:22	stewartl@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 11:14:20	taylorj@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 11:23:38	jonesa@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 11:31:11	davidsg@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 11:53:15	lozanog@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 11:54:51	amingj@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 12:06:29	wallsle@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/28/2021 12:18:18	jessien@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 12:49:40	erwinm@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 13:01:33	baileyc@g.hayscisd.net	I will not have any student grades below 60 for my students		
1/28/2021 14:00:39	campm@g.hayscisd.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser		
1/28/2021 14:11:34	brownc@g.hayscisd.net	I will not have any student grades below 60 for my students		

Barasch	Email Address	Select one of the statements below			
1/29/2021 9:20:17	fainj@g.hayscisid.net	I will not have any student grades below 60 for my students			
1/29/2021 9:46:05	perezman@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 11:49:03	burtond@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 12:01:26	gottschalkc@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 12:35:28	wensmannm@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 13:57:20	dowellm@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 15:39:21	burrhusm@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 15:39:27	nienstedtk@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 15:39:52	burrhusm@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 15:40:05	burrhusm@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 15:41:21	anzuresf@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 15:50:49	burgessa@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 17:03:40	bankse@g.hayscisid.net	I will have some student grades below 60 (requires you to schedule a conference Jan.29-Feb.1 with your T TESS Appraiser			
2/1/2021 18:16:45	dahlstroms@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/1/2021 18:24:02	dahlstroms@g.hayscisid.net	I will not have any student grades below 60 for my students			
2/2/2021 12:29:41	duggann@g.hayscisid.net	I will not have any student grades below 60 for my students			



Hays High School Assignment Recovery Program

Goal: to reduce missing work, increase passing grades for 9th & 10th grade IPL students before they receive a failing progress report (*get ahead of it*).

ARP is Always week 3 of the grading period (Starts Feb. 16, 2021)

ARP is only for 9th & 10th core (4x4 courses only no LOTE, electives at this time)

ARP is only offered during Advisory (may expand to Hays Time if needed)

It is recommended that teachers provide paper assignments (limited technology during ARP)

Location(s): Cafeteria, Library

Windows/times teachers can refer-during Advisory

Feb. 16-19 (PR 2/19 grades due 2/23)

March 8-12 (PR 3/12 grades due 3/23)

March 29-April 2 (PR 4/2 9W3 grades due 4/6)

April 19-23 (PR 4/23 grades due 4/27)

May 10-14 (PR grades due 5/14)

May 17-21 (Finals start 5/25-Final grades due 6/1)

Data to determine if program is successful

Reduction in the amount of missing work (M's) in the gradebook

Fewer kids on the 3 week progress report list (9th & 10th grade)

May extend to "virtual" students Saturday / after school hours

Hays High School Credit Recovery / Grade Repair Plans Spring 2021

Hays High School Administrator directions: For your assigned department(s), outline what steps your PLC;s are taking to help kids recover/repair grades.

English Department (Kalfelz)

Courses: English 1, 2, 3, 4, Read 180 and Reading Intervention

Start date: January 15, 2021

Teachers assigned: All Individual ELAR Department Teachers

Persons responsible for monitoring: All Individual ELAR Department Teachers and Second Verifier Lisa Girard ELAR IC for each teacher.

Timeline for completion: On Going as needed until May 14th 2021 per student / teacher agreement. Rosters of credit recovery remain flexible and reducing in participants.

Overview of plan: Individual teachers create a remediation plan including academic contracts for students that are not progressing and earning credit as needed. Student Academic Improvement Plan (AIP) includes performance data reflections, assignments required to show mastery of skills and timeline for adequate completion. Some assignments may be Studysync originated and others may be teacher created and streamlined to cluster struggling standards and give credit for skill specific mastery based on individual student needs. Supplemental proof of mastery may include TEKS focussed project based assignments for more comprehensive proof of work needed to earn credit recovery if the student has missed a significant amount of time and effort towards grades.

How was / is your plan being communicated?: All teachers are communicating this department plan with all students individually needing an AIP for effective credit recovery. Parent & student communication is documented with start and end dates and expectations. Communication is consistent and effective according to ELAR AIP outlined criteria.

*Entire Department Jumpstart on January 21st in the cafeteria during advisory. Teachers created individualized authentic work that will be given to each student by their teacher.

Math Department (Zembik)

Courses: Algebra 1, Geometry, Algebra 2, PreCalculus, Statistics, Calculus (all course levels: on-level, survey, preAP, AP)

Start date: Week of January 11 (varies by course, all within 1/15 - 1/18)

Teachers assigned: All Math Department Teachers

Persons responsible for monitoring: Individual Math Department Teachers

Timeline for completion: Student Deadline for completion NLT 9:00am 1/27

Overview of plan: Most courses offered an alternate assignment composed of previous assessment questions that students could complete to recoup points for 1st and 2nd nine-weeks grades. Some required an additional interview with students, others asked for video

responses. Assignments are generally individually assigned to students who need it (as opposed to available for all students) and in a folder at the top of Schoology pages just below current work assignments.

How was / is your plan being communicated? Individual student/teacher conferences and parents have been emailed, texted and called by teachers to discuss the plan.

Social Studies Dept. (Jacobson)

Courses: World Geography, Wld History, US History, Economics, Sociology, Psychology (survey, on-level, Pre AP, AP).

Start date: 11/18/2020 (discussions with IC's, SS teachers, Counselors & Admin started mid October) This plan is currently in effect (with successes) and will continue into Spring 2021.

Teachers assigned: All Social studies teachers

Persons responsible for monitoring: Adam Short & Tim Jacobson including Danielle Gwin

Timeline for completion: Week of 1/18 - assigned and due by 12:00am 1/29/2021

Overview of plan: Comprehensive assignment over the full semester that would replace a students lowest major grade. This was done due to all levels of students form Low to High including SPED/504. Spring Semester will follow the same plan.

How was / is your plan being communicated? Plan was articulated through each PLC. Communicated to students via Schoology/email and in person for all SS courses and levels.

Science Dept. (Hensarling)

Courses: Bio, Chem, Physics, Aquatics, Astronomy

Start date: 2/8/21

Teachers assigned: All

Persons responsible for monitoring: Individual dept teachers and Hensarling

Timeline for completion:

Overview of plan: Keep it brief, but do not leave me wondering

Students that attempted work but did not demonstrate mastery (failed 1st semester) will be given the opportunity to repair grade. Students that made no effort to turn in work 1st semester will repeat the course (cannot demonstrate that the student ever received ANY instruction- nearly all are virtual, have not attempted any work, not attended a zoom)

How was / is your plan being communicated?

LOTE Dept/Health/PE/other (Ramirez)

Courses: *Levels 1 & 2*

Start date: *February 1, 2021*

Teachers assigned: *Delapaz, Delgado, Brown, Garza, Perez, & Mooney, Hennigan*

Persons responsible for monitoring: *see above*

Timeline for completion: *March 12, 2021*

Overview of plan: Keep it brief, but do not leave me wondering

Overview of plan:

- Office - Run Grade report determine eligibility for recovery / repair
- Teachers assigned - Provide access to recovery / repair materials to eligible individuals

- Teachers assigned - Communicate requirements to stakeholders (parents / students - what to do and when to turn it in
- Teachers assigned - grade assignments / requirements and submit grades / changes

How was / is your plan being communicated? ***Via Schoology, email, phone calls***

Health / PE Dept. (Ramirez)

Courses: ***PE & Health***

Start date: ***February 1, 2021***

Teachers assigned: Stigall, Rivera, Holmgreen, Lopez

Persons responsible for monitoring: Ramirez

Timeline for completion: ***March 12, 2021***

Overview of plan: Keep it brief -

- Office - Run Grade report determine eligibility for recovery / repair
- Teachers assigned - Provide access to recovery / repair materials to eligible individuals
- Teachers assigned - Communicate requirements to stakeholders (parents / students - what to do and when to turn it in
- Teachers assigned - grade assignments / requirements and submit grades / changes

How was / is your plan being communicated? ***Via Schoology, email, phone calls***

CTE (Stigall)

Courses: **All CTE Designated Courses**

Start date: **1-22-21**

Teachers assigned: **All CTE Department Teachers**

Persons responsible for monitoring: **CTE Staff and Mr. Stigall**

Timeline for completion: **3-1-21**

Overview of plan: **If the student completes the major assignments successfully from the 9 weeks to show they have mastered the material, they will receive a 70 for the 9 weeks. If a majority of the 9 weeks was focused on obtaining a certification and the student passes the certification exam, they will obtain a 70.**

How was / is your plan being communicated? **Via Schoology, email, and parent phone calls.**

Johnson High School Recovery Plan

Fall 2020

- **October/November 2020**
 - JHS Administrators and other staff members visited homes of students who were failing 3+ core classes.
 - Teachers contacted students who were failing their classes and/or those they had not “seen” yet to discuss any issues they were having with the class, technology, Schoology, TEAMS, etc.
- **October/November 2020**
 - JHS Counselors called home to **all students** who were failing 3+ classes after the first 9 wks
 - Students failing courses were moved to the Advisory and/or JAG Time period of the class they were failing to receive additional instruction
- **November/December 2020**
 - JHS Administrators/Counselors regularly called all assigned kids/families of “virtual learners” who were failing 3+ classes. Those students were strongly encouraged to return to In Person Learning.
 - Teachers continued to reach out to students who were failing their classes and/or those they had not “seen” yet to discuss any issues they were having with the class, technology, Schoology, TEAMS, etc.
 - EDGE grade repair was offered to students who failed the first 9 weeks in a core class. Student progress was checked weekly and teachers submitted grade change forms when a student successfully completed the EDGE program for the first 9 weeks.
 - The result was over 50% of those students regained credit.
 - We learned that when we broke the 9 weeks into units students were more successful
 - Per district mandate, late work was accepted until the end of the semester
- **“Asynchronous” Days**
 - Classroom teachers contacted the families of failing students to discuss the EDGE Grade Repair option for the first 9 weeks

Spring 2021

- EDGE Credit Recovery for students who failed the 2nd 9weeks in Core Classes
- EDGE Credit Recovery for students who failed the 1st Semester
 - Content is “chunked” to promote student progress
- IC’s are taking on an Advisory class to pull students who failed the 1st semester core classes to reteach
 - Science and Math IC’s will team up and work with a group of common students who need to be retaught first semester content and assist with EDGE grade repair
 - Issue is that those who need reteach are not on campus nor do they show up for zoom meetings

Johnson High School Recovery Plan

- The ELA IC will be pulling their students for 1st semester content reteach and Assist with EDGE grade repair
- Administration and Counselor will continue to reach out to students failing 3 or more courses and encourage them to return to In Person Learning and/or ask how they can assist students to become academically successful.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: March 1, 2021

Subject: Consideration and Possible Approval of Consent Agenda

Administrator Responsible/Position: Dr. Eric Wright, Superintendent

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy BE

Law or Rule

N/A

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

C. Goal or Need Addressed:

As listed on attached pages

D. Summary:

Previous board action relating to this item - Ongoing

Future action anticipated - Monthly

Background information – The following items are presented for approval

1. Board Meeting Minutes
2. Budget Amendments
3. Procurements

E. Comments Received:

Cabinet

DLT

FBOC

Teacher Org. Reps.

Other _____

All agenda items have been reviewed by the Superintendent's Cabinet

F. Administrative Recommendation:

The Superintendent recommends the Board approve consent agenda items as presented.

G. Fiscal Impact and Cost:

Amount: Per individual items attached

H. Suggested Motion:

I move that the Board approve the consent agenda as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: March 1, 2021

Subject: Consideration and possible approval of meeting minutes

Administrator Responsible/Position: Dr. Eric Wright, Superintendent

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy

Law or Rule

N/A

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

C. Goal or Need Addressed: N/A

D. Summary:

Previous board action relating to this item - Ongoing

Future action anticipated - Monthly

Background information – Minutes from the January 19, 2021 and January 25, 2021 meetings are presented for approval

E. Comments Received:

Cabinet

DLT

FBOC

Teacher Org. Reps.

Other _____

All agenda items have been reviewed by the Superintendent's Cabinet.

F. Administrative Recommendation:

The Superintendent recommends the Board approve minutes from the November 30, 2020 Board meeting as presented.

G. Fiscal Impact and Cost: Amount: N/A

Budget

Bond

Grant/Special Funds

Other _____

H. Suggested Motion:

I move that the Board approve the January 19, 2021 and January 25, 2021 Board meeting minutes as presented.

**Minutes of Regular Meeting
January 19, 2021**

Hays CISD Board of Trustees

These minutes are a record of the actions taken by the Hays CISD Board of Trustees in the meeting held on the above date. The complete video of this meeting is accessible at www.hayscisd.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

CALL TO ORDER: Establish a quorum

Board President, Esperanza Orosco, called the meeting to order at 6:00 PM. Board members, Raul Vela, Merideth Keller, Will McManus, Esperanza Orosco, Michael Sanchez, and Willie Tenorio were present at the meeting location, and Board Member Vanessa Petrea joined via Zoom.

PLEDGE OF ALLEGIANCE TO UNITED STATES AND TEXAS FLAGS

MISSION STATEMENT

SOCIAL CONTRACT

PUBLIC HEARING - TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Kevin Malandrucolo, Director of Assessment and Accountability, presented information to the board regarding the TAPR report and conducted the public hearing. No one from the public addressed the board during the public hearing. Discussion ensued and administration answered questions from the Board Members.

PUBLIC HEARING - DISCUSS THE HAYS CISD RATING ON THE STATE'S FINANCIAL ACCOUNTABILITY SYSTEM (FIRST) - scheduled for January 25, 2020

PUBLIC FORUM

There were several on-line comments received from the public and all of those comment sheets were presented to the Board Members prior to the beginning of the meeting.

The purpose of this meeting is an agenda workshop. Board members will have the opportunity to discuss agenda items and ask questions of the administration in preparation of the January 25, 2021 Hays CISD Board of Trustees Business Meeting.

REVIEW OF CONSENT AGENDA - for action on January 25, 2020

Minutes of Board of Trustees Meetings

Budget Amendments

Procurements

- Domestic Boiler Replacement - SI Mechanical

Contracts. Memorandums of Understanding and/or Agreements

- Contract with Hays County for Election Services
- Contract with Travis County for Election Services
- Joint Election Agreement with Hays County
- Joint Election Agreement with Travis County

REVIEW OF ACTION ITEMS - for action on January 25, 2020

Consider and possibly take action to adopt an order calling school building bond election to be held on May 1, 2021

The Board charged the Facilities and Bond Oversight Committee (FBOC) to consider a potential bond election for May 2, 2020. That election was postponed and subsequently canceled because of the COVID-19 pandemic. The 2020 FBOC work product has been presented to the Board and the Board has conducted public forums related to consideration of a bond election. Additional items are under consideration that were not originally scheduled for the 2020 bond. The FBOC sentiment surveys regarding these potential new 2021 items have been provided to the Board. Rigorous discussion took place between Board Members and administrators. Administration answered questions from Board Members.

Consideration and possible adoption of the election order for the May 1, 2021 trustee election

The Board is required by state law to conduct trustee elections. Hays CISD conducts elections annually and trustees are elected for three year terms.

Consideration and possible approval of amendment to compensation plan

Marivel Sedillo presented the following possible amendments to the compensation plan
Update Athletic Coordinator and Band Director Secretary paygrade from PP06 to PP07.

Amend the following on the compensation plan:

- Reclassify the SPED Director AP7 position to Executive Officer of Special Education AP8
- Reclassify Assistant Athletic Secretary, HS from PP06 to PP07 due to adding ticketing responsibilities and volume of financial duties comparable of HS Bookkeeper.
- Reclassify Energy Management Electrician AU09 to Supervisor of Energy Management AU10.
Create/Add an HVAC III on AU 9

Discussion ensued.

Consideration and possible approval of the financial audit for the fiscal year ended June 30, 2020

The Texas Education Agency requires an annual independent audit to be performed by an external auditor. The audit must be approved by the Board of Trustees and submitted to the TEA within 150 days of the close of the prior fiscal year.

INFORMATION ITEMS

Finance Report

Quarterly Investment Report

Budget Timeline

Superintendent update on the 2020-2021 school year

COVID-19 and vaccine

GPA/Class Rank Process

Dr. Wright updated the Board on both of these items. Discussion ensued and questions were answered by administration.

ADJOURN

No further business was conducted and the meeting adjourned at 9:48 PM.

**Minutes of Regular Meeting
January 25, 2021**

Hays CISD Board of Trustees

These minutes are a record of the actions taken by the Hays CISD Board of Trustees in the meeting held on the above date. The complete video of this meeting is accessible at www.hayscisid.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

CALL TO ORDER: Establish a quorum

Board President, Esperanza Orosco, called the meeting to order at 5:39 PM. Board members, Raul Vela, Merideth Keller, Will McManus, Esperanza Orosco, Michael Sanchez, and Willie Tenorio were present at the meeting location, and Board Member Vanessa Petrea joined via Zoom.

CLOSED SESSION

The Board adjourned to closed session at 5:39 PM to review superintendent's recommendations regarding employment, resignations, extended leaves, additional positions and other personnel matters, including administrative recommendation for Executive Officer of Special Education under Tex. Gov't Code Sec. 551.074.

RECONVENE IN OPEN SESSION

The Board reconvened in open session at 6:08 PM.

PLEDGE OF ALLEGIANCE TO UNITED STATES AND TEXAS FLAGS

MISSION STATEMENT

SOCIAL CONTRACT

PUBLIC HEARING - TEXAS ACADEMIC PERFORMANCE REPORT (TAPR) - held January 19, 2020

PUBLIC HEARING - DISCUSS THE HAYS CISD RATING ON THE STATE'S FINANCIAL ACCOUNTABILITY SYSTEM (FIRST)

Chief Financial Officer, Randy Rau, presented information to the Board on the 2019-20 Financial Integrity Rating System of Texas. This is the 18th year of School FIRST, a financial accountability rating system for Texas school districts. Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes certain mandated information.

PUBLIC FORUM

No comments were received

REQUESTS FOR INFORMATION FROM THE BOARD OF TRUSTEES

CONSENT AGENDA

Minutes of Board of Trustees Meetings

Budget Amendments

Procurements

- Domestic Boiler Replacement - SI Mechanical

Contracts. Memorandums of Understanding and/or Agreements

- Contract with Hays County for Election Services
- Contract with Travis County for Election Services

- Joint Election Agreement with Hays County
- Joint Election Agreement with Travis County

Mr. Vela moved and Mr. McManus seconded the motion that the Board approve the Consent Agenda items as presented. The motion passed with a 7-0 vote.

REVIEW OF ACTION ITEMS

Consideration and possible action, if any, resulting from closed session

Personnel: Consideration and Possible Action, if any, on Superintendent's recommendation regarding employment and contract status of Executive Officer of Special Education, as presented

Mr. McManus moved and Mr. Vela seconded the motion that the Board approve the hiring of Dr. Bonita Teasley as the Executive Officer of Special Education, as presented. The motion passed with a 7-0 vote.

Consider and possibly take action to adopt an order calling school building bond election to be held on May 1, 2021
Tim Savoy and Max Cleaver answered questions from the Board. Discussion ensued. Dr. Sanchez moved and Mr. Tenorio seconded the motion that the Board adopt the presented order calling for a school building bond election to be held on May 1, 2021. The motion passed with a 7-0 vote.

Consideration and possible adoption of the election order for the May 1, 2021 trustee election

Mr. Tenorio moved and Dr. Sanchez seconded the motion that the Board adopt the election order for the May 1, 2021 trustee election. The motion passed with a 7-0 vote.

Consideration and possible approval of amendment to compensation plan

The recommended amendments to the compensation plan including:

Updating Athletic Coordinator and Band Director Secretary paygrade from PP06 to PP07 and amending the following on the compensation plan:

- Reclassify the SPED Director AP7 position to Executive Officer of Special Education AP8
- Reclassify Assistant Athletic Secretary, HS from PP06 to PP07 due to adding ticketing responsibilities and volume of financial duties comparable of HS Bookkeeper.
- Reclassify Energy Management Electrician AU09 to Supervisor of Energy Management AU10.
Create/Add an HVAC III on AU 9

Mr. McManus moved and Mr. Vela seconded the motion that the recommended amendments to the compensation plan be approved, as presented. The motion passed with a 7-0 vote.

Consideration and possible approval of the financial audit for the fiscal year ended June 30, 2020

Mr. McManus moved and Mr. Vela seconded the motion that the Board approve the 2019-2020 Comprehensive Annual Financial Report as presented. The motion passed with a 7-0 vote.

INFORMATION ITEMS - Review, as necessary, the following informational items presented and discussed at the Board Agenda Workshop held on January 19, 2021

Finance Report

Quarterly Investment Report

Budget Timeline

Superintendent update on the 2020-2021 school year

- COVID-19 and vaccine
- GPA/Class Rank Process

Dr. Wright updated the Board on the most recent COVID numbers and the COVID vaccine distribution in Hays County.

ADJOURN

No further business was conducted and the meeting adjourned at 7:24 PM.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: March 1, 2021

Subject: Budget Amendments

Administrator Responsible/Position:

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy

Law or Rule

N/A

C. Goal or Need Addressed:

D. Summary:

Previous board action relating to this item -

Future action anticipated -

Background information – The 2020-2021 budget has been approved by the Board of Trustees. Amendments to the budget must also be approved by the Board. The amendment involves cross function transfers which have no effect on the budget, and \$148,180 increase in revenues and expenditures for the insurance claim on Barton MS.

E. Scope of Options Reviewed:

Reasons for rejecting alternatives:

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other _____

From public -

G. Administrative Recommendation:

The administration recommends approval of the budget amendment as presented.

H. Fiscal Impact and Cost:

Amount: \$148,180 – increase in revenue; \$148,180 - increase in expenditures

Budget Bond Grant/Special Funds Other _____

(See attached detail)

I. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action—

Randy Rau

J. Suggested Motion:

I move that the Board approve the budget amendment as presented.

BUDGET AMENDMENT 7 – March 1, 2021

RECOMMENDATION:

The Administration recommends the listed budget amendments and transfers be approved.

BACKGROUND INFORMATION:

In accordance with the TEA budget and accounting procedures and guidelines, the District’s official budget includes the General Fund, Food Service Fund, and the Debt Service Fund. The Board of Trustees should approve the adoption of the budgets associated with these funds, and subsequent amendments, at the *Fund Function* level. Other funds such as Special Revenue Funds for grants and capital projects are approved on a *Project Basis*; and consequently, *are* not required to be approved with the same level of detail.

The administration routinely allows transfers of existing budgeted funds within the same fund function in order to accommodate the necessary operations of the requesting department or campus. These transfers usually become necessary due to account coding requirements. Requests for transfers of existing funds between functions are reviewed by the administration to ensure that the related expenditures will not exceed the overall approved budget at the function level. These requests allowed at the administrative level are subject to final approval by the Board of Trustees.

In addition to the transfers of existing budget funds outlined above, the Board of Trustees must approve requests for new appropriations prior to expenditure. These requests include appropriations from fund balance, and reappropriation of designated fund balances.

ADMINISTRATIVE CONSIDERATIONS:

Transfers: The Administration has reviewed the following transfers and determined that there will be **no impact to the budget.**

Cross Function Transfer Summary

Description	Increase (Decrease)
11 - Instruction	\$ 80,599
12 - Instructional Resources and Media Services	\$ 0
13 - Instructional Staff Development	\$ (1,177)
21 - Instructional Administration	\$ 0
23 - Campus Administration	\$ 378
31 - Guidance and Counseling Services	\$ (20,200)
32 - Social Work Services	\$ 0
33 - Health Services	\$ 874
34 - Transportation	\$ 0
36 - Co curricular / Extracurricular	\$ (60,545)
41 - General Administration	\$ 0
51 - Maintenance	\$ 241
52 - Security	\$ 0
53 - Data Services	\$ 0
61 - Community Services	\$ (170)
71 - Debt Service	\$ 0
81 - Facilities Acquisition & Construction	\$ 0
91 - Chapter 41 Payments	\$ 0
93 - Payments to Fiscal Agents	\$ 0
95 - Payments to JJAEP	\$ 0
99 - Other Intergovernmental Charges	\$ 0
Total Net Transfers	\$ 0

REQUESTS for Re-APPROPRIATIONS:

General Operating Fund:

Budget insurance claim for Barton Middle School.

General Operating Fund Re-Appropriations Summary			
Description	Official Budget	Increase/ (Decrease)	Amended Budget
<u>Revenues:</u>			
199-00-5745-00-000-00-0	\$ 421,250	\$ 148,180	\$ 569,430
Total	\$ 421,250	\$ 148,180	\$ 569,430
<u>Expenditures:</u>			
199-51-6249-IR-041-99-5	\$ 0	\$ 148,180	\$ 148,180
Total	\$ 0	\$ 148,180	\$ 148,180
Total Net Appropriations (Revenues minus Expenditures)		\$	

ACTION REQUIRED

Board Approval

SUPPORT INFORMATION

Additional information provided upon request.
Contact: Randall Rau – Chief Financial Officer

Hays Consolidated Independent School District
Budget Amendment 7 Support Information
for the Fiscal Year Ending June 30, 2021

Budget Amendment #7 Support:

<u>Account</u>	<u>Function</u>	<u>Location</u>	<u>Amount</u>	<u>User ID</u>	<u>Status</u>	<u>Original Period</u>	<u>New Period</u>	<u>New JE #</u>	<u>Reason</u>
199-11-6112-00-045-11-1	11	045	\$ (49.00)	torresla	Pending	8	247		Monies were budgeted to function 11 none budgeted for benefits in other functions.
199-23-6141-00-045-99-1	23	045	\$ 12.00	torresla	Pending	8	247		Monies were budgeted to function 11 none budgeted for benefits in other functions.
199-23-6143-00-045-99-1	23	045	\$ 4.00	torresla	Pending	8	247		Monies were budgeted to function 11 none budgeted for benefits in other functions.
199-23-6146-00-045-99-1	23	045	\$ 33.00	torresla	Pending	8	247		Monies were budgeted to function 11 none budgeted for benefits in other functions.
199-13-6411-16-005-99-1	13	005	\$ (1,500.00)	cannonk	Pending	8	198		
199-11-6399-16-005-11-1	11	005	\$ 1,500.00	cannonk	Pending	8	198		
182-36-6412-MA-005-99-1	36	005	\$ (3,770.00)	vargasam	Pending	8	180		
182-11-6399-MA-005-11-1	11	005	\$ 3,770.00	vargasam	Pending	8	180		
182-36-6412-55-005-99-1	36	005	\$ (1,870.00)	vargasam	Pending	8	179		
182-11-6399-55-005-11-1	11	005	\$ 1,870.00	vargasam	Pending	8	179		
199-13-6399-00-921-11-3	13	921	\$ (1,422.00)	riojasr	Pending	8	128		No budget was set up for MS UIL meet(trophies).
199-36-6399-61-041-99-3	36	041	\$ 237.00	riojasr	Pending	8	128		No budget was set up for MS UIL meet(trophies).
199-36-6399-61-043-99-3	36	043	\$ 237.00	riojasr	Pending	8	128		No budget was set up for MS UIL meet(trophies).
199-36-6399-61-044-99-3	36	044	\$ 237.00	riojasr	Pending	8	128		No budget was set up for MS UIL meet(trophies).
199-36-6399-61-045-99-3	36	045	\$ 237.00	riojasr	Pending	8	128		No budget was set up for MS UIL meet(trophies).
199-36-6399-61-046-99-3	36	046	\$ 237.00	riojasr	Pending	8	128		No budget was set up for MS UIL meet(trophies).
199-36-6399-61-047-99-3	36	047	\$ 237.00	riojasr	Pending	8	128		No budget was set up for MS UIL meet(trophies).
199-11-6399-00-006-11-1	11	006	\$ 1,000.00	barrettl	Pending	8	102		
199-11-6399-21-006-11-1	11	006	\$ 500.00	barrettl	Pending	8	102		
199-13-6498-00-006-11-1	13	006	\$ (1,000.00)	barrettl	Pending	8	102		
199-13-6411-21-006-99-1	13	006	\$ (500.00)	barrettl	Pending	8	102		
182-36-6412-55-045-99-1	36	045	\$ (2,512.00)	vargasam	Pending	8	76		
182-11-6399-55-045-11-1	11	045	\$ 2,512.00	vargasam	Pending	8	76		
199-61-6398-00-103-99-1	61	103	\$ (170.00)	benitezmoralesm	Pending	8	72		
199-51-6399-00-103-99-1	51	103	\$ 170.00	benitezmoralesm	Pending	8	72		
182-36-6412-34-045-99-1	36	045	\$ (3,000.00)	vargasam	Pending	8	60		
182-13-6295-34-045-11-1	13	045	\$ 3,000.00	vargasam	Pending	8	60		
182-36-6412-MA-046-99-1	36	046	\$ (3,000.00)	vargasam	Pending	8	50		
182-11-6399-MA-046-11-1	11	046	\$ 3,000.00	vargasam	Pending	8	50		
182-11-6399-55-006-11-1	11	006	\$ (1,000.00)	vargasam	Pending	8	31		
182-13-6295-55-006-11-1	13	006	\$ 1,000.00	vargasam	Pending	8	31		
199-31-6295-00-980-23-3	31	980	\$ (20,000.00)	delgador	Pending	8	15		
199-11-6295-00-980-23-3	11	980	\$ 20,000.00	delgador	Pending	8	15		
182-36-6412-34-005-99-1	36	005	\$ (15,000.00)	vargasam	Pending	7	953		
182-36-6494-34-005-99-1	36	005	\$ (9,000.00)	vargasam	Pending	7	953		
182-36-6498-34-005-99-1	36	005	\$ (850.00)	vargasam	Pending	7	953		
182-11-6399-34-005-11-1	11	005	\$ 24,850.00	vargasam	Pending	7	953		
199-13-6498-00-116-11-1	13	116	\$ (1,401.00)	chavezro	Pending	7	876		
199-13-6411-00-116-11-1	13	116	\$ (500.00)	chavezro	Pending	7	876		
199-23-6411-00-116-99-1	23	116	\$ (171.00)	chavezro	Pending	7	876		
199-31-6411-00-116-99-1	31	116	\$ (200.00)	chavezro	Pending	7	876		
199-11-6399-00-116-11-1	11	116	\$ 2,272.00	chavezro	Pending	7	876		
182-36-6412-55-046-99-1	36	046	\$ (1,765.00)	vargasam	Pending	7	683		
182-11-6399-55-046-11-1	11	046	\$ 1,765.00	vargasam	Pending	7	683		
182-36-6412-34-046-99-1	36	046	\$ (5,700.00)	vargasam	Pending	7	682		
182-11-6399-34-046-11-1	11	046	\$ 5,700.00	vargasam	Pending	7	682		
199-11-6399-TE-005-11-1	11	005	\$ (874.00)	vargasam	Pending	7	651		
199-33-6399-TE-005-99-1	33	005	\$ 874.00	vargasam	Pending	7	651		
199-11-6399-UF-002-24-1	11	002	\$ (71.00)	crutchfieldl	Pending	7	627		
199-51-6399-00-002-99-1	51	002	\$ 71.00	crutchfieldl	Pending	7	627		
199-11-6399-00-112-11-1	11	112	\$ (500.00)	penab	Pending	7	620		
199-23-6399-00-112-99-1	23	112	\$ 500.00	penab	Pending	7	620		
199-11-6398-CC-001-24-3	11	001	\$ (1,146.00)	gotcheya	Pending	7	585		
199-13-6498-CC-001-24-3	13	001	\$ 1,146.00	gotcheya	Pending	7	585		
182-36-6412-34-006-99-1	36	006	\$ (14,000.00)	mendezt	Pending	7	488		
182-11-6399-34-006-11-1	11	006	\$ 14,000.00	mendezt	Pending	7	488		
182-36-6412-55-047-99-1	36	047	\$ (1,500.00)	mendezt	Pending	7	421		
182-11-6399-55-047-11-1	11	047	\$ 1,500.00	mendezt	Pending	7	421		

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: March 1 2021

Subject: Consideration and possible approval of Procurements

Administrator Responsible/Position: Cabinet Members

Purpose of Agenda Item:

Action needed Information only Receive input

Authority for This Action:

Local Policy - BE Law or Rule N/A

Goal or Need Addressed:

Procurement of necessary items for the district.

Summary:

- Previous board action relating to this item - Ongoing
- Future action anticipated - Monthly
- Background information – The following procurements will be presented for approval
 - a. Cleaning & Sanitation Services – Various Vendors – Max Cleaver
 - b. Athletic Equipment & Supplies – District Wide – Riddell All American – Sandra Dowdy
 - c. Online Intervention Program: Reading Plus – Southwest Education – Sandra Dowdy

Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other _____
All agenda items have been reviewed by the Superintendent's Cabinet.

Administrative Recommendation:

The Administration recommends approval of the listed procurement items.

Fiscal Impact and Cost: Amount: as set forth in the procurement item.

Suggested Motion:

I move that the Board approve the procurement item as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: March 1, 2021

Subject: Procurement: Cleaning & Sanitation Services District Wide – The Steam Team, Aqua One, LLC, ATI Restoration & GermBlast

Administrator Responsible/Position: Max Cleaver – Chief Operations Officer

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy

Law or Rule

N/A

C. **Goal or Need Addressed:** The purpose of this agenda item is to procure multiple cleaning & sanitation vendors in order to increase the pool for future needs. The vendors are as follows: The Steam Team, Aqua One, LLC, ATI Restoration & GermBlast

D. Summary:

Previous board action relating to this item –

Future action anticipated –

Background information –

In late January 2021 and early February 2021, COVID related exposures and quarantining of custodial staff members caused a drastic reduction in staffing levels beyond what the Hays custodial team members could manage.

The Steam Team was used to sanitize as needed including Hays High School and Camino Real.

E. Scope of Options Reviewed:

The Steam Team – BuyBoard Cooperative Contract #591-19 General Disaster Recovery & Restoration Services

This is a one-year contract with one (1) option to renew through 9/30/2022

Aqua One LLC, - TIPS/TAPS Cooperative Contract #19050301 Disaster Restoration & Emergency Recovery Services

This is a one-year contract with one (1) option to renew through 07/31/2022

TIPS/TAPS Cooperative Contract #200604 Pathogen & Remediation Supplies & Services

This is a one-year contract with two (2) options to renew through 08/31/2023

ATI Restoration - TIPS/TAPS Cooperative Contract #19050301 Disaster Recovery & Restoration Services

This is a one-year contract with one (1) option to renew through 07/31/2022

TIPS/TAPS Cooperative Contract #19050302 Disaster Restoration & Emergency Services (JOC)

This is a one-year contract through 07/31/2021

TIPS/TAPS Cooperative Contract #19100202 Asbestos & Other Hazardous Contaminant Abatement & Disposal Services (JOC)

This is a one-year contract with one (1) option to renew through 01/31/2022

TIPS/TAPS Cooperative Contract #19100201 Asbestos & Other Hazardous Contaminant Abatement & Disposal Services

This is a one-year contract with one (1) option to renew through 01/31/2022

GermBlast – Choice Partners Cooperative Contract #19/015MR-06 M&O Parts & Equipment

This is a one-year contract with two (2) options to renew through 02/26/2023

F. **Comments Received:**
 Cabinet DLT FBOC Teacher Org. Reps. Other: District Wide
 From public -

G. **Administrative Recommendation:**
The administration recommends approval of cleaning & sanitation services from The Steam Team, Aqua One, LLC, ATI Restoration & GermBlast.

H. **Fiscal Impact and Cost: Total Amount: \$100,000 (Combined Total)**
 Budget – General Operating Fund Bond Grant/Special Funds Other _____
Prior Year Spending:

The Steam Team	\$0.00
Aqua One, LLC	\$0.00
ATI Restoration	\$0.00
GermBlast	\$11,393.35

Future/Ongoing – This procurement will be a recurring cost (annually) – as needed.

I. **Monitoring and Reporting Time Line:**
Person responsible for evaluating this decision or action — Brandon Porter – Director of Custodial Services
Evaluation method and time line -
Next report to the board -

J. **Suggested Motion:**

I move that the Board approve the procurement of cleaning & sanitation services from The Steam Team, Aqua One, LLC, ATI Restoration & GermBlast for a combined total of \$100,000 as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: March 1, 2021

Subject: Procurement: Athletic Supplies & Equipment – District Wide – Riddell All American

Administrator Responsible/Position: Sandra Dowdy – Chief Academic Officer

- A. Purpose of Agenda Item:
 Action needed Information only Receive input
- B. Authority for This Action:
 Local Policy Law or Rule N/A
- C. Goal or Need Addressed: The purpose of this agenda is to procure purchases for elementary physical education and secondary athletic supplies and equipment district wide.
- D. Summary:
 Previous board action relating to this item –
 Future action anticipated -
 Background information - Items purchased from Riddell All American includes equipment for football & basketball including helmet reconditioning. Helmet reconditioning is an annual expense of \$45.00 per helmet for all football teams at each campus.
- E. Scope of Options Reviewed:
Allied States Cooperative ESC 19 #18-7303
This is a one-year contract with three (3) options to renew through 07/31/21.
- F. Comments Received:
 Cabinet DLT FBOC Teacher Org. Reps. Other: Extra & Co-Curricular Activities
- G. Administrative Recommendation:
The administration recommends approval of Riddell All American for purchases of elementary physical education and secondary athletic supplies and equipment district wide.
- H. Fiscal Impact and Cost: Total Amount: \$55,000
 Budget – General Operating Fund Bond Grant/Special Funds Other _____
Prior Year Spending - \$34,783.99
Future/Ongoing – This procurement will be a reoccurring expense (annually)
- I. Monitoring and Reporting Time Line:
Person responsible for evaluating this decision or action — Jesus Gomez – Deputy Academic Officer Area 3 – Athletic Director
Evaluation method and time line -
Next report to the board -
- J. Suggested Motion:
I move that the Board approve Riddell All American for purchases of elementary physical education and secondary athletic supplies and equipment district wide for approximately \$55,000 as presented.

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: March 1, /2021

Subject: Procurement: Online Intervention Program: Reading Plus – Southwest Education

Administrator Responsible/Position: Sandra Dowdy – Chief Academic Officer

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy

Law or Rule

N/A

C. Goal or Need Addressed: The purpose of this agenda is to procure the online intervention program Reading Plus subscription from Southwest Education.

D. Summary:

Previous board action relating to this item –

Future action anticipated –

Background information – Reading Plus is an online reading program that addresses three areas: reading comprehension, fluency and vocabulary. The program places each student on their instructional reading level and individualized instruction based on the three components. The program provides students who have a lower reading level with more instruction on fluency and vocabulary. If students have a higher level, it provides them more reading comprehension and vocabulary.

We wanted an online program for our students so they would have access to a program they could work on at home and at school. It allows students and parents to immediately see their progress. It also allows students to progress at their own level and beyond their grade level. Currently Chapa MS and Wallace MS have been working with the free trial and has found it to be an effective program for our students.

The Reading Plus online program is currently being utilized at Simon MS (unlimited license), Elm Grove ES (unlimited license), and Johnson HS (9th grade only).

E. Scope of Options Reviewed:

TIPS/TAPS Cooperative Contract #180503

This is a one-year contract with three (3) options to renew through 07/31/2021

F. Comments Received:

Cabinet

DLT

FBOC

Teacher Org. Reps.

Other: Curriculum & Instruction

G. Administrative Recommendation:

The administration recommends approval of online intervention program Reading Plus from Southwest Education.

H. Fiscal Impact and Cost:

Simon MS: \$15,900

Elm Grove ES: \$11,700

Johnson HS: \$19,400

Current Vendor Spend Total: **\$47,000**

Chapa MS: \$7,450

Wallace MS: \$4,500

Total Amount: \$58,950

Budget – General Operating Fund

Bond

Grant/Special Funds

Other _____

Prior Year Spending – \$12,024

Future/Ongoing – This procurement will be a recurring cost (annually)

- I. **Monitoring and Reporting Time Line:**
Person responsible for evaluating this decision or action— Sandra Dowdy – Chief Academic Officer
Evaluation method and time line -
Next report to the board -

- J. **Suggested Motion:**
I move that the Board approve the purchase of the online intervention program Reading Plus from Southwest Education for \$58,950 as presented.

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: March 1, 2021

Subject: Consideration and possible approval of request to apply for TEA State Waiver – 2020-2021 Missed School Days Waiver for all campuses in the district, along with granting the Superintendent authority to approve any additional waivers necessary for Fuentes Elementary, Hemphill Elementary and Tom Green Elementary, in connection with this weather related incident

Administrator Responsible/Position: Dr. Eric Wright, Superintendent of Schools

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action:

Local Policy Law or Rule NA

C. Goal or Need Addressed:

Board approval of Application for Missed School Days Waiver

D. Summary:

Previous board action relating to this item –

Future action anticipated –

Background information – The Missed School Days Waiver, pursuant to TEC 25.081, allows the district to request a waiver if instructional days are missed due to weather, health, safety, or other issues.

Ice and snow from the recent winter storm made travel impossible. Along with impassible roads, many of the district's residents were without water and power for extended periods of time. The waiver period is from February 15, 2021 to February 24, 2021.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other _____
 From Public

All agenda items are reviewed by the Superintendent's Cabinet.

F. Administrative Recommendation

The administration recommends the board approve the 2020-2021 Application for Missed School Days Waiver, as presented.

G. Suggested Motion

I move that the Board approve the request to apply for the TEA State Waiver for Missed School Days for all campuses in the district, along with granting the Superintendent authority to approve any additional waivers necessary for Fuentes Elementary, Hemphill Elementary and Tom Green Elementary, in connection with this weather related incident



Waivers

Validation Errors

Board Approval Date: LEA Board of Trustees Approval must be less than today's date.

2020-2021 Application for Missed School Days Waiver

Waiver ID: 59260

Related Waivers (4)

Application Information

Category: Attendance

Creator: Eric Wright, District Superintendent

Status: Draft

Creation Date: 2/9/2021

Approving Superintendent:

Assigned To:

LEA Contact

LEA Information

*First Name:

Eric

*Last Name:

Wright

*Phone:

(512) 268-2141

Ext:

46050

*Email:

eric.wright@hayscisd.net

LEA: HAYS CISD (105906)

Address: 21003 INTERSTATE 35, KYLE, TX 78640-9530

Phone: (512) 268-2141

Date of LEA Board of Trustees Approval

*Date:

03/01/2021



Special Instructions

Missed School Days Waiver, pursuant to TEC 25.081, allows the district or campus to request a waiver if instructional days are missed due to weather, health, safety, or other issues. This application is due no later than July. Refer to the Student Attendance Accounting Handbook 3.8.1.3 for additional information on Missed School Day Waivers.

Note: A district may request this waiver for additional school days missed because of weather, safety, or health issues beyond the two days that must be made up with the district's two designated makeup days or additional minutes built into the originally adopted calendar.

You may enter each campus and the number of minutes attended on that date individually within a single waiver application. Alternatively, if your district was closed you may select "All Campuses". If the number of minutes of operation varies by campus on the missed school day for "All Campuses", please report the greatest number of minutes on the date school was missed in the "Number of Minutes Per Day". Please note that in PEIMS you will claim the actual number of minutes your district was scheduled to operate on the specific date by campus. The waiver minute reporting is used to total the number of attendance related waiver minutes by year. Per Student Attendance Accounting Handbook 3.8.2 Closures for Bad Weather or Other Issues of Health or Safety, you are limited to 4,200 minutes for attendance waivers of any kind.

Related Waivers (4)

^ Campus Details

* Select Campus: All Campuses

Reasons

- Weather
- Health
- Safety
- Other

* At least one reason is required.

* Start Date: 02/15/2021 

* End Date: 02/24/2021 

(Must be on or before today's date.)

* Number of Minutes per Day: 470 *Valid range 1-600*

* Explanation: *0 of 200 characters allowed*

Ice and snow from the recent winter storm made travel impossible. Along with impassible roads, many of our residents were without water and power for extended periods of time.

Save Campus Clear

^ LEA Attachments (0)

There are no LEA attachments.

Add Attachment

*Attachment title

Choose File No file chosen

Add

^ Change History

Click to expand.

Superintendent Affirmation

The submittal of this request by the superintendent reflects the following assurances:

1. the campus- or district-level committee established under TEC §11.251 has reviewed and concurs with this waiver (exception) request or has provided additional comments in an attachment; and
2. the Board of Trustees has officially approved the waiver (exception) request.

Validation Errors

Board Approval Date: LEA Board of Trustees Approval must be less than today's date.

Review and Submit

Save

Cancel Application

Print PDF

Close

Editor:

Assign

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: March 1, 2021

Subject: Consideration and possible approval of resolution regarding compensation of staff affected by inclement weather during the February 2021 winter storm

Administrator Responsible/Position: Marivel Sedillo, Chief Human Resources Officer

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action:

Local Policy Law or Rule NA

C. Goal or Need Addressed:

It is in the best interest of the school district, for appropriate public purposes, and to ensure effective district operations and the best use of public funds for the Board to adopt the proposed resolution.

D. Summary:

Previous board action relating to this item –

Future action anticipated –

Background information – From February 15, 2021 through February 20, 2021, the State of Texas was hit with an unprecedented winter storm which left extreme ice and snow throughout the entire district. This storm made travel impossible and many of the residents were without water and power for extended periods of time. Many facilities in the district suffered extensive water damage from broken pipes. There was no potable water from the City of Kyle Utilities to service many of the campuses. On Monday and Tuesday, February 22 and 23, all available crews were working to repair damage and clean up the facilities in order that students may return by February 24.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other _____

From Public

All agenda items are reviewed by the Superintendent's Cabinet.

G. Administrative Recommendation

The administration recommends the board approve the resolution regarding compensation of staff affected by inclement weather during the February 2021 winter storm, as presented.

H. Fiscal Impact and Cost: Amount \$ Budget Neutral (accounted for in the 20-21 Budget)

Budget – General Operating Fund Bond Grant/Special Funds Other

Prior Year Spending: \$ _____

Future/Ongoing: \$ _____

I. Monitoring and Reporting Timeline:

Person responsible for evaluating this decision or action – Dr. Eric Wright, Randy Rau, Marivel Sedillo

J. Suggested Motion

I move that the Board approve the resolution regarding compensation of staff affected by inclement weather during the February 2021 winter storm, as presented.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**

WHEREAS, due to a severe winter storm which left ice and snow over the entire district, Hays CISD was closed from February 15, 2021 through February 23, 2021 (the “closure”);

WHEREAS, through circumstances beyond their control, Hays CISD employees were forced to miss work at Hays CISD during the school closure;

WHEREAS, Board Policy DEA (Local) allows the Board to authorize payment of employees during a closure for which the workdays are not scheduled to be made up at a later date;

WHEREAS, the Board of Trustees of Hays CISD recognizes its obligation be good stewards of public resources and concludes that payment of employees during the closure, as provided by this resolution, is in the best interest of the school district, serves the appropriate public purpose of positively impacting employee morale, and ensures effective district operations.

NOW THEREFORE BE IT RESOLVED BY THE BOARD THAT:

- 1) The Board determines that the District will not require employees to make up workdays missed as a result of this emergency closure;
- 2) Employees will be compensated for their regular duty schedule during the closure in accordance with the eligibility requirements and restrictions detailed below:
 - a. Any employee who had previously requested and been approved for paid or unpaid leave on any one or more days between February 15, 2021 and February 23, 2021 will be charged the appropriate leave day(s) and/or will have their pay docked for those pre-approved absences during the closure;
 - b. Any employee who was required to work during the closure but was absent from duty for a reason not related to the severe winter storm will be charged a leave day(s) and/or have their pay docked in accordance with District policy;
 - c. All other Hays CISD employees who were not able to work due to the closure or, if required to work during the closure were not able to report to work due to the severe winter storm, will be compensated for their regular duty schedule.
 - d. Eligible nonexempt employees paid on an hourly, not salaried, basis will be paid on an average daily rate of pay, as determined by the Superintendent, even though they did not work those days.
- 3) In accordance with Board Policy DEA (LOCAL), the Superintendent, or designee, is authorized to properly compensate those non-exempt auxiliary employees who reported to work as directed, and who performed duties assigned by their supervisor(s) from February 15 through

February 23, 2021, when the District was closed due to severe weather. Any such additional compensation shall be paid, according to the terms and conditions approved by the Superintendent or designee. This compensation is in recognition of the valuable safety-related duties performed by those employees, despite the district's closure due to bad weather, and the benefits accrued by the District for the same.

4) The Board hereby authorizes the Superintendent or designee to take any steps deemed necessary and appropriate to fulfill the purposes of this resolution.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Hays Consolidated Independent School District during a regularly scheduled meeting on March _____, 2021. 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: _____
Nays: _____
Abstentions: _____

To certify which, witness my hand and the official seal of the District this _____ day of March, 2021.

President, Board of Trustees

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: March 1, 2021

Subject: 2021 Bond – Consideration of Design Approval for Sunfield Elementary School

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

Provide cost-effective, timely facilities.

D. Summary:

Previous board action relating to this item -

Future action anticipated -

Background information:

On December 18, 2019, the Board selected Huckabee Architects to provide architectural services for the design of a new elementary school in the Sunfield Development. On February 24, 2020 the Project Team presented a Sunfield ES schematic design (SD) update to the Board. At the same meeting, the Board approved a reimbursement resolution to provide funding to complete the design of the school in time for a potential May 2020 Bond election.

On April 27, 2020 Huckabee presented an Enhanced SD + DD package to the Board for approval. On March 10, 2020 Huckabee presented the design to the FBOC. On March 13, 2020, the District went on Spring Break and did not resume normal operations until the summer of 2020.

On August 17, 2020 the Board declared the May 2020 Bond election moot for the November 2020 election cycle. At that point, the project design continued, but at a slower pace. The work primarily included making application and completing the paperwork for the various permit and development requirements and completing the construction document (CD) phase cost estimate.

The purpose of this agenda item is to re-familiarize the Board with the project and seek approval of the design-to-date (CD) in order to allow Huckabee Architects to finalize the construction documents and allow the Construction Manager-at-Risk to bid the project.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other:

The virtual design process lends itself to inclusion by the end-user, see presentation for meeting details.

F. Administrative Recommendation:

Consideration and approval of the design-to-date for the five schools presented.

G. Fiscal Impact and Cost: Amount: Estimated

Budget Bond Grant/Special Funds Other

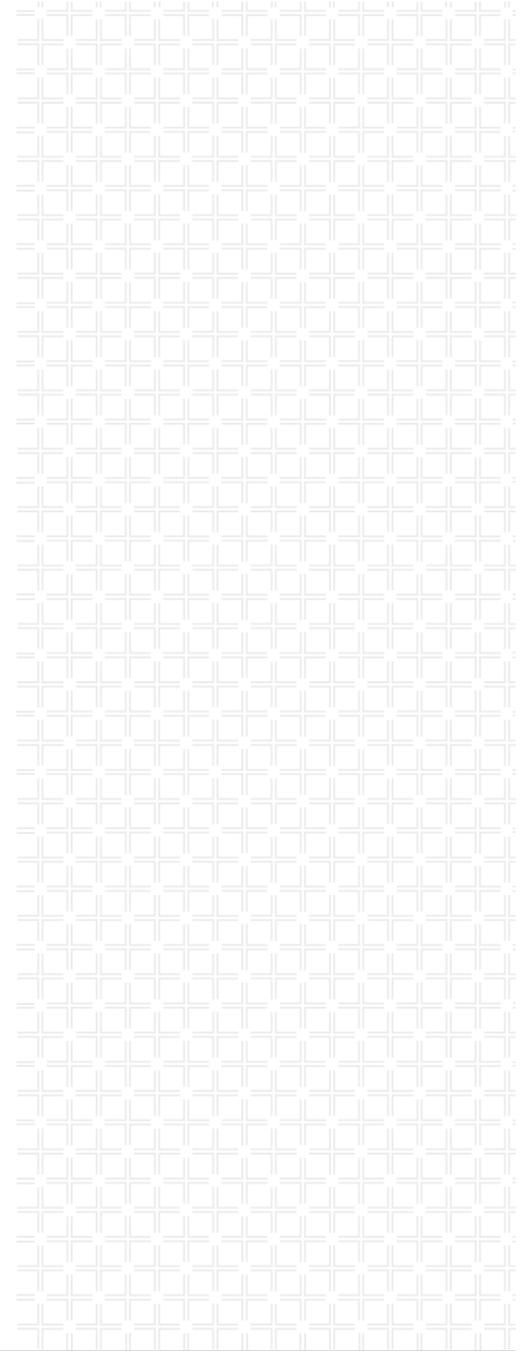
The 2021 Bond project cost estimate is \$38,480,583

Prior Year Spending – not applicable

Future/Ongoing – not applicable

H. Monitoring and Reporting TimeLine:
Person responsible for evaluating this decision or action: Max Cleaver, Chief Operations Officer
Evaluation method and time line -
Next report to the board -

I. Suggested Motion:
I move the Board approve the design-to-date for the Sunfield Elementary School and authorize the Superintendent to finalize construction documents based on the current plans, as presented.



HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
NEW SUNFIELD ELEMENTARY SCHOOL





HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
SUNFIELD NEW ELEMENTARY SCHOOL

ACKNOWLEDGMENTS 01

NARRATIVES + VE LIST 02

PROGRAM COMPARISON 03

MILESTONES + SCHEDULE + **UPDATED SCHEDULE** 04

SITE PLAN 05

FLOOR PLANS 06

INTERIOR PERSEPECTIVES 07

INTERIOR MATERIAL SELECTION 08

EXTERIOR PERSPECTIVES 09

EXTERIOR MATERIAL SELECTIONS 10



HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
SUNFIELD NEW ELEMENTARY SCHOOL

Building Committee and Contributing Staff

Dr. Eric Wright

Max Cleaver

Elijah Casillas

Rod Walls

Fili Bonilla

Anthony Shields

Jeri Skrocki

Dianne Borreson

Kevin Molenaar

Alberto Flores

Mark Timmons

Josh Jurek

Jody Lee

Michael Thibodeaux

Macie Walker

Emily Herrin

Nadine Hogan

Cynthia Vasquez

Tim Robinson

Denise Schweitzer

Mandy Taylor

Patty Moreno

Michael O'Guin

Sandra Dowdy

Jesus Gomez

Jennifer Garcia-Edwardsen

Sami Kinsey

Kathy Noack

Michael Baker

District Board Members

Esperanza Orosco

Will McManus

Vanessa Petrea

Teresa Tobias

Willie Tenorio, Jr.

Dr. Michael Sánchez

Merideth Keller

Board President

Vice President

Secretary

Board Member

Board Member

Board Member

Board Member

Project Design Team

LaShae Baskin, RID

Principal, Huckabee

Tina Alford, AIA

Project Architect, Huckabee

Michael Hall, AIA

Design Director, Huckabee

Sofi Ashraf

Interior Designer Associate, Huckabee

Mike Vermeeren, AIA

Planning, Huckabee

Kerri Ranney, AIA, Esq., REFP

Planning, Huckabee

Construction Manager at Risk

Bartlett Cocke

Civil Engineering & Surveying

Kimley-Horn

Geotechnical

Fugro USA Land, Inc

MEP Engineering

Hendrix Consulting Engineers

Food Service

Foodservice Design Professionals

Structural Engineering

Huckabee

Roofing Consultant

Engineered Exteriors

Technology/Security

True North

Acoustical Consultant

BAI



HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

SUNFIELD NEW ELEMENTARY SCHOOL

Sunfield New Elementary School

Introduction

Sunfield New Elementary School is a new stand-alone facility designed to serve 900 students in grades Pre-Kindergarten through 5th grade. Grade level alignment, the program of spaces, and the project budget were discussed and developed during pre-bond planning. Huckabee worked with HCISD's building committee and contributing staff to confirm and refine the program and design intent. The current design is consistent with planning efforts and subsequent school tours and design charrettes.

Site Development

The site is approximately 16.5 acres within the planned Sunfield Subdivision. The site is bound by Sunbright Blvd to the south, Vista Gardens to the east, Aura Dr and Fire Cracker to the north, and existing single-family homes to the west. The site generally slopes from south to north. Significant earthwork is anticipated to bring the site up to establish a finish floor elevation that works with the surrounding infrastructure and soils.

Access and Site Circulation

The New Sunfield Elementary School will have three curb cuts. The curb cuts north of the school, on Vista Gardens Drive will be dedicated for staff parking and is the exit for parents leaving the pick up/drop off lane. The second curb cut, on Vista Gardens Drive, south of the Elementary School will be for bus loading and unloading and visitor parking. Lastly, the curb cut on Sunbright Blvd will be the entrance for parents picking up and/or dropping off students. All queuing is anticipated to be contained within the school driveways. The service yard will be accessed by the staff lot on the north side of the school.

Drainage

The Sunfield Subdivision has provided an offsite detention pond sized to detain for the proposed school. Onsite stormwater will be captured in inlets and discharged to the existing drainage easement adjacent to the property. Water quality requirements have also been met by the offsite pond.

Pavement

Based on HCISD preferences all onsite drives and parking lots will be concrete. A geotechnical report has provided recommendations for pavement and subgrade thickness.

Utilities

While sanitary sewer has been stubbed to the property, a public water main extension is anticipated to be required to provide adequate fire hydrant coverage.

Building Design

The compact building plan is designed with the two-story high library space as its hub. The two-story classroom wing surrounds and looks onto this central library space. The library's learning stair provides opportunities for presentations and collaboration and creates a strong visual and physical connection to the second floor. Flexible instructional spaces are located between grade-level wings, presenting the opportunity for enhanced learning opportunities. Splayed corridors are designed for collaborative and small group learning. The classroom wing configuration also maximizes opportunities for natural light.

A one-story wing consisting of the gym, cafeteria and Music room is on the east side of the floor plan. The gym, cafeteria and restrooms can be isolated from the remainder of the building for after-hours events and can be accessed from both the front and rear parking lots. The Music room is located directly behind the stage.

Students arriving on foot, by bike, or by car will enter through the main front entrance. Students arriving by bus will enter next to the gym. Visitors will enter through a secure vestibule and be directed through the office. Covered walkways are provided at both front and rear entrances to shelter students. The outdoor play slab can be accessed from the gym or classroom wing. The exact placement and configuration of outdoor spaces will be refined after the topographic survey is complete.

The exterior of the building will be primarily sandstone, with metal panel accents at upper areas and brick accents at the windows. Interior finishes are anticipated to be polished concert, with carpet tile and porcelain tile in select areas. Wall finishes in the corridors will be a durable finish wainscot metal panel.

Structure

The foundation system will likely consist of a suspended 8" thick slab over void boxes with interior drilled piers, as well as grade beams spanning over void boxes between piers at load-bearing walls. Drilled piers will also be present at isolated column locations. The building is comprised of steel framing and load-bearing

masonry walls. Lateral stability of the building will consist of brace frames, moment frames, and masonry shear walls.

The second floor framing consists of 5" total thickness of normal weight concrete on 2" composite steel deck. The second floor slab will be supported by steel beams designed to act compositely with the concrete slab. The roof framing consists of steel bar joists typically spaced at approximately 6'-0" on center. The 1.5" deep, 20 gage (minimum) steel roof deck is supported by the bar joists and serves as the roof diaphragm as part of the lateral support system. There will also be long-span metal deck.

Wind and Seismic analysis are performed in accordance with the design codes listed below. The lateral force resisting design shall be based on the controlling load. Seismic resisting systems and special requirements as prescribed in IBC, ASCE 7, and AISC have been taken into account. Lateral loads are transferred from the roof and second floor diaphragms to the foundation by use of brace frames, moment frames, and masonry shear walls.

Mechanical

The HVAC system shall be designed with energy efficient quality equipment, ease of maintenance and equipment accessibility in mind. The system will be designed to control the interior temperature and humidity to uniform comfort conditions. Large spaces may be zoned separately by exposure and space function. This will allow for controlling a specific area (zone) by temperature and run time to provide maximum energy efficiency.

Mechanical system shall consist of DX high-efficiency gas fired rooftop units and makeup air (MAU) units to pre-condition the outside air for humidity and temperature control. Larger areas will be conditioned using DX high-efficiency multi-stage rooftop units (RTU's). The space will be zoned using separate units for exterior and interior to provide for better space comfort and control. These units will also be provided with hot gas reheat for humidity control as space type dictates. Classrooms shall have a separate RTU unit and thermostat for individual control. All rooftop units will have gas heat. All MDF and IDF data rooms will have separate air conditioning systems for 24/7 control.

Plumbing

A new underground domestic cold-water service will be provided to the building, supplied from a site water main. Where the domestic



HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT SUNFIELD NEW ELEMENTARY SCHOOL

water service enters the building a shut-off valve will be provided. Throughout the building, domestic cold water will be routed to plumbing fixtures. The piping system will be sized based on the Plumbing Code requirements. The piping system will be insulated to prevent condensation from occurring on the exterior of the pipe. All of roof drainage is planned to be handled by collector and downspouts by Architect. There are no internal roof drains or associated piping.

Fire Protection Systems

The building will be provided with an automatic fire protection sprinkler system. A fire water service supply will be extended into the building. Dry type sprinkler systems will be provided for areas where the sprinkler heads and piping will be exposed to freezing conditions external to the buildings. The dry type sprinkler systems will include air compressor, dry pipe valve, air maintenance device, etc. The wet and dry sprinkler systems will be hydraulically designed in accordance with the requirements of all agencies having jurisdiction. System will include piping, sprinklers, wet and dry alarm valve assemblies, tamper switches, flow switches, valves, drains, inspector test, test drains, fire department connections, sprinkler heads, roof manifolds, etc.

Electrical

Power will be brought to the building from the local electric utility company. The service to the building will be 480Y/277V, 3-phase, 4-wire on the secondary of the building pad mount transformer. Main switch bank is located in main electric room. Lighting will be served at 277V and motors larger than 1/2 horsepower will be served at 480V, 3-phase. Energy-efficient, low voltage, indoor, dry-type transformers that are DOE 2016 compliant will be used inside the building electrical rooms to transform down to 208Y/120V for convenience receptacles and other small loads. LED lighting will be utilized throughout the building. All offices and classrooms shall be provided with dual technology occupancy sensors, and switches for a dimming lighting control system. Lighting control schemes will be further discussed with the Owner as the design progresses.

Technology & Security

The Schematic Design (SD) Plan of the Sunfield Elementary School for Hays CISD includes a main entrance and security vestibule that lead to a central hallway of the building from which one can go several directions to reach the cafeteria and gym wing or the two story classroom wings of the building. The outdoor learning and

play areas will be secured by fencing. In general, the technology scope is anticipated to follow the latest District technology standards that were established during the design of both the Lehman HS CTE and Hays HS CTE projects.

Structured Data Cabling

Structured data cabling includes data outlets for computers, wireless access points, phone instruments, data projectors, flat panel displays, and video surveillance cameras. Horizontal data cabling will be comprised of Category 6a unshielded twisted pair (UTP) copper for wireless access points and Category 6 UTP copper for all other devices.

The network rooms (MDF/IDF) will be placed around the building such that no data drop is more than 295 feet from the nearest network room. The MDF will be centrally located in the building with several IDFs located around the building. One IDF will serve the cafeteria and the classroom wings will have four IDFs, 2 on each floor and stacked on top of each other.

The classrooms typically get ten (4) drops per room. This includes one drop for a teacher's workstation area on one side of the marker boards, an additional drop on the other side of the markerboards, a third drop located centrally on the exterior wall, and one drop for a wireless access point. Offices typically get two single-port outlets. Quantity of data in other spaces will depend on the specific layout and functions of the space but will at least include full wireless coverage throughout the building and video surveillance in common areas.

Overhead Paging, Bell, & Clock System

The overhead paging system is an integrated solution that supports scheduled multi-tone bells, multi-zone paging, and two-way intercom to each classroom. The main PA system cabinet will be located in the MDF and includes processing equipment, amplifiers, and a master clock. Synchronized clocks will be provided throughout the building as well.

Classroom A/V Systems

The District standard classroom A/V system is based around a wall-mounted ultra-short throw non-interactive projector that projects onto a markerboard surface specially designed to support projection. The classroom A/V system is based around the Lightspeed Technologies Topcat product. The design

includes an HDMI and 3.5mm AUX input plate at the Teacher's workstation location. Both will connect to the Lightspeed system, the AUX will connect directly to it and the HDMI will be routed to the Projector via an HDBASE-T extender with audio routed out from the projector to the Lightspeed system as well. The Lightspeed media connector (MCA) will be located in a lockable cabinet along with a portable flexmike. All audio will be sent from the lightspeed media connector to a Lightspeed Topcat powered speaker that will also have an input from the paging system that will duck multimedia signals when the paging/intercom system is activated. The District furnishes the projector, while the contractor installs it and provides all other components. This type of system will be included in each classroom location.

Special Space A/V Systems

In addition to the classrooms, there are a few other spaces that will receive AV systems. These spaces include the cafeteria (new stage), gymnasium, planning rooms, conference rooms, and digital signage.

The cafeteria will have a large performance AV system. The video component will include an HDMI extender input plate (HDBaseT), high-lumens video projector, and large motorized projection screen. The audio part will include wired microphone plates on each side of the stage, hanging microphones, wireless microphone system, digital signal processor, audio amplifier, pair of wall-mount program speakers, and assistive listening system. Processing equipment will be housed in a wall-mount equipment cabinet with a power sequencer, rack drawers, etc. The system will be controlled from a touch panel on the wall with a control processor in the rack.

The gymnasium will have an AV system consisting of a wireless microphone system, wall controller, digital signal processor, audio amplifier, centrally located Octasound speaker, assistive listening system, power sequencer, and a wall-mount equipment cabinet.

The planning and conference rooms will consist of a flat panel display with an HDMI input, the location of the HDMI input may vary from location to location. The size of this flat panels in these rooms will be 65".

Digital signage locations will be included throughout the campus and will be 50-60" displays connected to a Viewsonic digital signage player. In the cafeteria, menu boards will be synced to display the daily menu. The reception area will include two digital



HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT SUNFIELD NEW ELEMENTARY SCHOOL

signage displays, one to show campus announcements or other messages determined by the campus Administration and another to show camera views that is easily visible by the Receptionists. Other digital signage will be located throughout the campus at selected locations that also shows campus announcements and other messages determined by the campus Administration.

Security: Video Surveillance & Access Control

The physical security systems will include video surveillance and access control systems. Any cameras and licensing components of the video surveillance system will be owner-furnished, owner-installed, although data cabling and rough-ins for cameras shall be included in the project. The access control system shall be fully included in the project.

The access control system includes a controller, card readers, cabling, door position switches, and other ancillary equipment as necessary. The District standard for access control is current DSX but the District is currently looking at other options moving forward. The technology consultant will stay in contact with the District throughout this process to ensure they have the latest information regarding any changes made to the current District standards. All door position switches will be DPDT so that in the future an intrusion detection system could be easily integrated at these locations if desired.

Network Electronic Devices, Wireless, and VoIP/Telephony

All network switches, UPS, wireless access points, and telephone handsets will be provided and installed by the District. The structured cabling contractor will include data to support these devices where they are required in the new and renovated spaces.

Food Services

Receiving Area receiving door to include a glass view window panel, intercom, doorbell, sufficient lighting and air screen located over the door. A time clock may be required at the receiving door. Security camera may be required and located outside the receiving door. One restroom to be provided with one (1) locker room. Number of lockers and coat hooks to accommodate total amount of employees within the kitchen. Office will have vision panels to be located to allow the manager to view the kitchen and the serving area. Dry Storage Area to be sized to initially accommodate one (1) delivery a week. Cold Storage Assembly to be sized to initially accommodate 7-day inventory.

The production area is to be located across from the Cold Storage Assembly. Production equipment to be sized to accommodate the total student population. Exhaust hoods to be designed to accommodate all production equipment. Exhaust system to be sized to accommodate 300 cfm per linear foot of exhaust hood. Supply air to be sized at 60% of exhaust cfm per linear foot.

The preparation area is to be located across from the walk-in cooler assembly and to be located to minimize any cross traffic from the other kitchen support areas. The servery area is to be located between the seating and the kitchen area. A store front glass wall or roll down door is to be provided between the serving line and the seating area. The serving line to be designed to accommodate the owner's menu as required. Beverages to be located at the beginning of the serving line. Serving lines to be sized to accommodate the student population and number of periods. Each serving line to accommodate approx. 100 students per line per period.

The bakery area is to accommodate scratch or par-baked cooking. A store front glass wall or roll down door is to be provided between the serving line and the seating area. Serving lines to be sized to accommodate the student population and number of periods. Each serving line to accommodate approx. 100 students per line per period. The serving lines are to and to include the following:

- Five (5) hot food wells with and auto-fill feature, recessed to accommodate a sheet pan.
- Non-refrigerated cold pan
- Flat top counter
- Salad bar area
- Cashier station

Dishwash/Scullery area to include three compartment sink with drainboards and pot rack, disposer with pre-rinse, hand sink and drying racks.

VALUE ENGINEERED DESIGN

1. DECREASED OR REMOVED GLAZING
IN DINING (DECREASED)
IN CLASSROOMS (REMOVED)
NO CURTAIN WALL
2. REDUCED HEIGHT OF VOLUMES
CAFETERIA WAS LOWERED BY 14'
ACADEMIC WING LOWERED BY 18"
GYM WAS LOWERED BY 4'
3. DECREASED AMOUNT OF STEEL AND MADE STRUCTURAL GRID MORE EFFICIENT DUE TO FIRE WALL SEPARATION
4. ELIMINATED LEARNING STAIR FOR A THREE TIERED READING AREA
5. SIMPLIFIED MAIN CIRCULATION STAIR
6. CONSOLIDATED AND REDUCED EXTERIOR WALLS AND VOLUMES
7. NO SKYLIGHTS
8. NO RAINWATER OR CONDENSATE HARVESTING
9. NO BANNERS
10. REMOVED ALL MOVEABLE WALLS
12. LOWERED EXTERIOR COVERED ART AREA BY 14'
13. REMOVED ALL CAST STONE TRANSITION PIECES AND CHANGED IT TO BRICK
14. REDUCED THE AMOUNT OF SMOOTH STONE
15. NO SPRAY LOCK IN CONCRETE – ONLY IN GYM

INCLUDED IN SUNFIELD ES

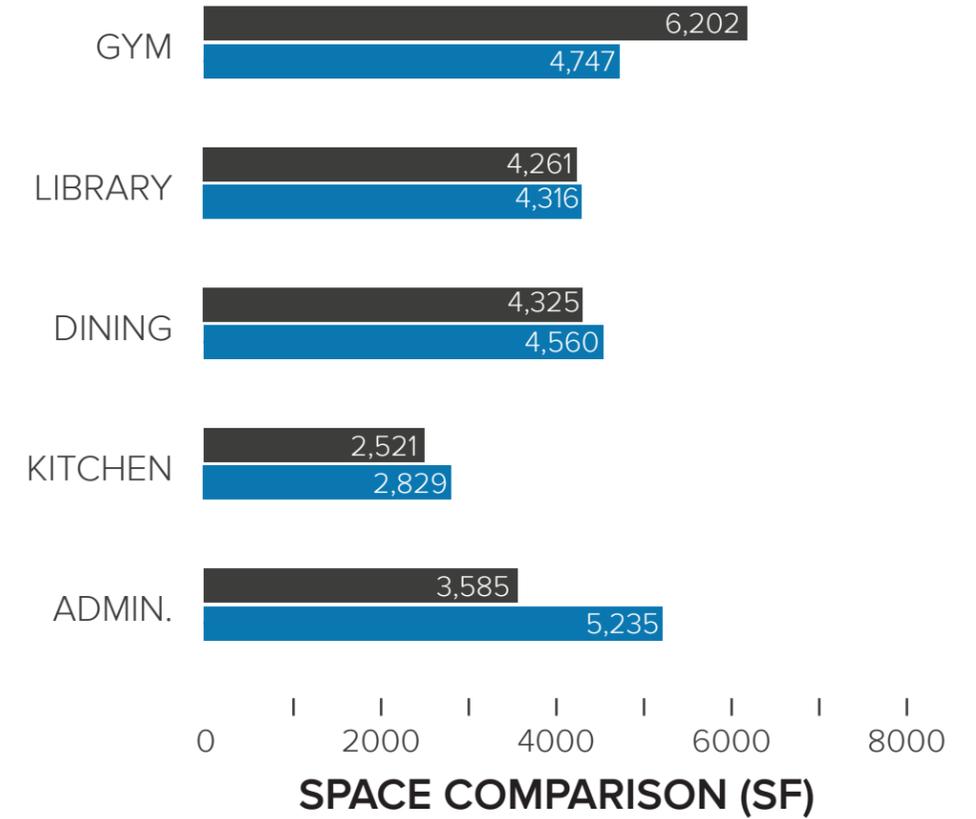
16. LIGHT SPEED - CLASSROOM SOUND
17. WRITABLE SURFACES ON SELECT CASEWORK
18. CONCRETE PAVING
19. SERVICE YARD SCREEN WALL



HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
SUNFIELD NEW ELEMENTARY SCHOOL

	Sunfield ES	Uhland ES
PRE-K - FIRST	19	16
AVERAGE CLASSROOM SIZE	824	804
SECOND - FIFTH	28	32
AVERAGE CLASSROOM SIZE	823	821
LIFE SKILLS (OT/PT + SPED + SENSORY)	4	1
TEACHER PLANNING ROOMS	7	0
STAFF RESTROOMS	11	6
COLLABORATION SPACE	6	2
OUTDOOR CLASSROOM	1	1
MUSIC	1	1
COMPUTER LAB + MAKER SPACE + ART + SCIENCE	5	6
DYSLEXIA + MATH + READING + INSTRUCTIONAL COACH + SPEECH	5	1

ACADEMIC SPACES



Sunfield ES
900 Functional Capacity
1,067 Building Capacity
117,611 SF

Uhland ES
900 Functional Capacity
1,056 Building Capacity
113,000 SF

DECEMBER 2019

17th ■ 8:00 AM - 4:00 PM **PROJECT KICK OFF + FLOOR PLAN CHARRETTE**

JANUARY 2020

18th-Jan 6th ■ HUCKABEE DEVELOPED NEW HAYS CISD SUNFIELD ELEMENTARY FLOOR PLAN

7th ■ 4:00 PM - 4:30 PM FIRST WEEKLY COORDINATION MEETING

9th ■ 8:00 AM - 4:00 PM **DEPARTMENTAL REVIEW - REVIEW NEW FLOOR PLAN**

14th ■ 9:00 AM - 10:30 PM WEEKLY COORDINATION MTG

15th ■ 9:00 AM - 11:00 AM MEP STANDARDS MTG

11:00 AM - 12:30 PM HARDWARE + BUILDING STANDARDS MTG

1:30 PM - 2:30 PM **UHLAND ELEMENTARY TOUR**

3:00 PM - 5:00 PM TECHNOLOGY STANDARDS MTG

21st ■ 9:00 AM - 10:30 AM WEEKLY COORDINATION MTG

22nd ■ 10:00 AM - 12:00 AM MATERIAL STANDARDS MTG

28th ■ 9:00 AM - 10:30 AM WEEKLY COORDINATION MTG

30th ■ 8:00 AM - 9:00 AM BOND 2020 PROCUREMENT PLANNING MTG

10:30 AM - 11:00 PM CITY OF BUDA PRE-DEVELOPMENT MTG

1:00 PM - 4:00 PM PROJECT KICK OFF

FEBRUARY 2020

3rd ■ 1:00 PM - 3:00 PM GEOTECH REVIEW CONFERENCE

4th ■ 9:00 AM - 10:30 AM WEEKLY COORDINATION MTG

5th ■ 1:00 PM - 2:00 PM SD/DD KICK OFF

10th ■ 1:00 PM - 3:00 PM FINAL MATERIAL SELECTION MTG

11th ■ 8:00 AM - 4:00 PM **DEPARTMENTAL REVIEW - FLOOR PLAN REVIEW**

12th ■ 8:30 AM - 5:00 PM MEP, KITCHEN, TECHNOLOGY AND HARDWARE MTG

18th ■ 8:00 AM - 9:30 AM WEEKLY COORDINATION MTG

24th ■ **BOARD PRESENTATION - PROJECT UPDATE**

25th ■ 9:00 AM - 10:30 AM WEEKLY COORDINATION MTG

26th ■ 8:00 AM - 10:00 AM **BUDA ELEMENTARY TOUR**

10:00 AM - 11:00 AM BUDA FIRE DEPARTMENT MTG

MARCH 2020

3rd ■ 9:00 AM - 10:30 AM WEEKLY COORDINATION MTG

4th ■ 11:00 AM - 1:00 PM TOUR IGO

6th ■ SITE PLAN SUBMITTED TO CITY OF BUDA

10th ■ **FBOC MEETING**

APRIL 2020 -----

- 20th ■ **ENHANCED SD/DD BOARD PRESENTATION**
- 28th ■ 8:00 AM - 4:00 PM **DEPARTMENTAL REVIEW - PAGE TURN**

JUNE 2020 -----

- 12th ■ CITY OF BUDA FIRST ROUND SITE COMMENTS RECEIVED
- 22nd ■ INVITATIONS-TO-BID TO SUBCONTRACTORS - 99% CD DOCUMENTS
- 26th ■ PROJECT SUBMITTED TO CITY OF BUDA FIRE MARSHALL

JULY 2020 -----

- 1st ■ SITE PLAN RESUBMITTED TO CITY OF BUDA
- 8th ■ SUBMITTED PERMIT APPLICATION TO HAYS COUNTY
RECEIVED COMMENTS FROM HAYS COUNTY
- 15th ■ SITE SUBMITTAL WAS APPROVED BY HAYS COUNTY
- 19th ■ PROJECT SIGNED & SEALED AND ISSUED FOR PRICING & PERMITTING
- 20th ■ RECEIVED APPROVAL FROM HAYS COUNTY FOR CLASS A BUILDING/DEVELOPMENT PERMIT
- 21st ■ RECEIVED BIDS - 99% CD DOCUMENTS

AUGUST 2020 -----

- 4th ■ CITY OF BUDA SECOND ROUND SITE COMMENTS WAS RECEIVED
- 6th ■ 3:00 PM - 4:00 PM 99% CD ESTIMATE REVIEW
- 14th ■ DRIVEWAY PERMIT WAS RECEIVED FROM HAYS COUNTY
- 27th ■ PROJECT SUBMITTED FOR 3RD PARTY REVIEW (ATS)

SEPTEMBER 2020 -----

- 16th ■ RECEIVED COMMENTS FROM CITY OF BUDA FIRE MARSHALL
- 30th ■ RECEIVED COMMENTS FROM 3RD PARTY REVIEW (ATS)

OCTOBER 2020 -----

- 5th ■ SITE PLAN RESUBMITTED TO CITY OF BUDA
- 14th ■ PROJECT SUBMITTED FOR TAS REVIEW (ABLE 2 ACCESS, INC)
- 19th ■ RECEIVED APPROVAL FROM CITY OF BUDA FIRE MARSHALL

DECEMBER 2020 -----

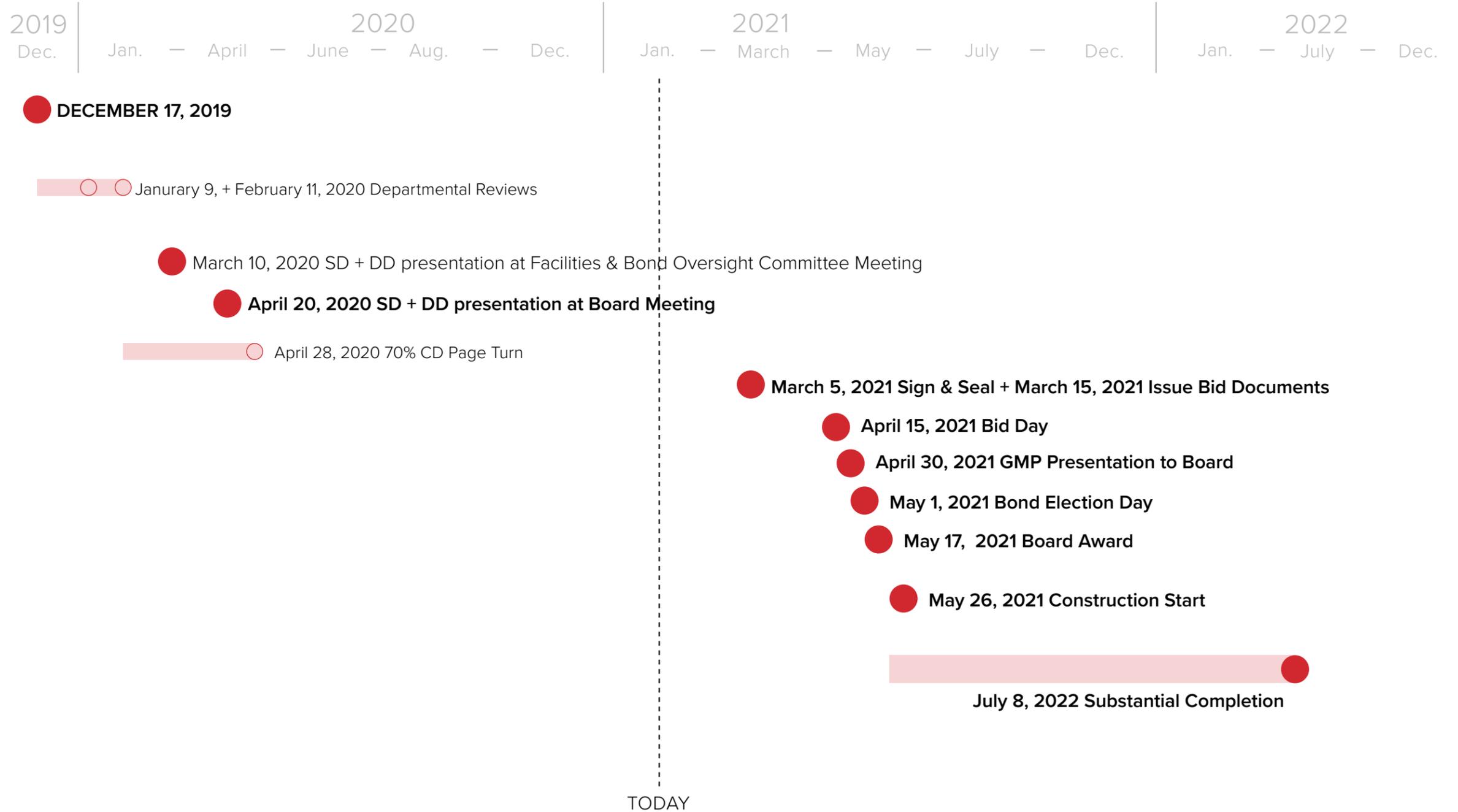
- 7th ■ RECEIVED COMMENTS FROM TAS REVIEW (ABLE 2 ACCESS, INC)

- JANUARY 2021** -----
 - 8th ■ CITY OF BUDA THIRD ROUND SITE COMMENTS RECEIVED
- MARCH 2021** -----
 - 5th ■ PROJECT SIGN & SEAL AND ISSUE FOR BID
 - 15th ■ RELEASE DOCUMENTS TO SUB-CONTRACTORS
- APRIL 2021** -----
 - 15th ■ RECEIVE BIDS
 - 30th ■ GMP TO HAYS C.I.S.D

COST ESTIMATE PER PHASE

• BOND CONSTRUCTION BUDGET (MAY 2020)	\$31,051,424
• ENHANCE SD PHASE CONSTRUCTION ESTIMATE (MARCH 5, 2020)	\$31,041,868
• 99% CD PHASE CONSTRUCTION ESTIMATE (JULY 29, 2020)	\$30,714,897
• ESCALATED SUB-TOTAL (MAY 2021)	\$32,250,642
SOFT COSTS	\$6,229,941
ALL IN PROJECT ESTIMATE	\$38,480,583

PROJECT DATES
Kickoff
Schematic Design
Design Development
Construction Documents
Bid & Award
Construction



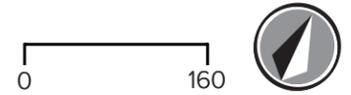


SITE PLAN KEY

- 1 MAIN ENTRY
- 2 VISITOR/STAFF PARKING
- 3 PARENT DRIVE
- 4 PLAY AREA
- 5 OUTDOOR LEARNING
- 6 ART PATIO
- 7 PLAY FIELD
- 8 WALKING TRAIL
- 9 BUS LOOP
- 10 STAFF PARKING
- 11 SERVICE DRIVE
- 12 POTENTIAL PORTABLE LOCATION

LINE TYPE LEGEND

- PARENT DRIVE
- BUS DRIVE
- PROPERTY LINE



COLOR LEGEND

- Administration
- Academic
- Library
- Dining
- Athletics
- Circulation
- Toilet / Support Spaces

PROJECT DATA

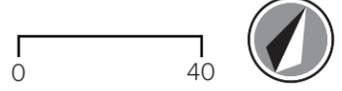
LEVEL 1	72,436
LEVEL 2	45,175
TOTAL GROSS SF	117,611

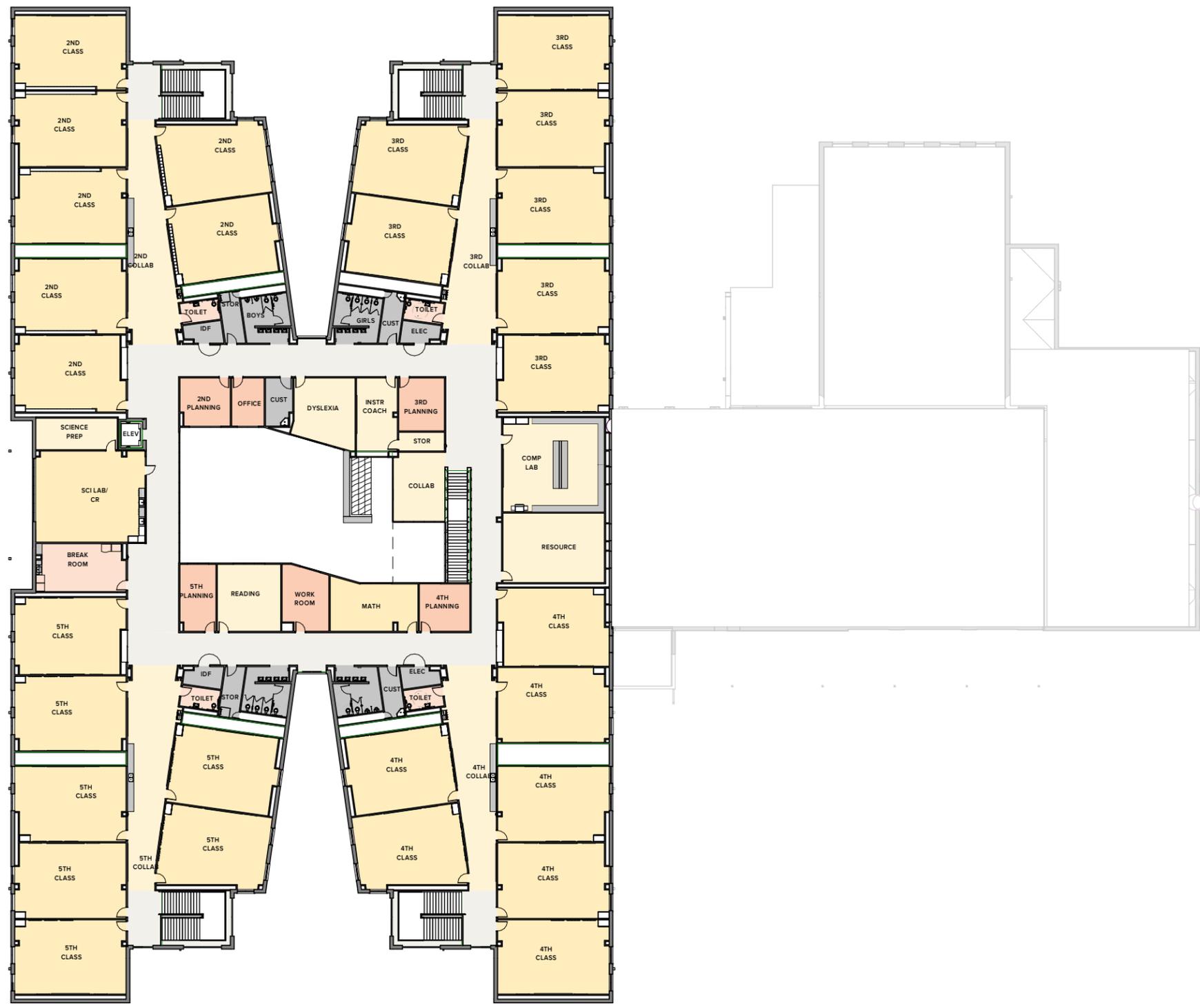
SD CONSTRUCTION COST ESTIMATE

TOTAL	\$31,014,868
	\$264/SF

PREVIOUS PROTOTYPE BUDGET

TOTAL	\$33,486,333
	113,000 SF
	\$296/SF





COLOR LEGEND

- Administration
- Academic
- Circulation
- Toilet / Support Spaces

PROJECT DATA

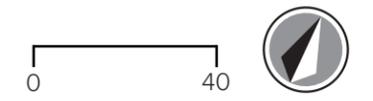
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	\$264/SF

PREVIOUS PROTOTYPE BUDGET

TOTAL	\$33,486,333
	113,000 SF
	\$296/SF







CLASSROOM / CORRIDORS

WOOD DOOR & PARTING & STAIR WOOD FINISH

CLASSROOM CASEWORK
BASE CABINET PLO1

CLASSROOM CASEWORK
UPPER CABINET PLO2

INTERIOR SIGNAGE
BACKGROUND TEXT

DOOR FRAME PAINT PNT02

TALK BOARD TBO1

CLASSROOM ENTRY PORTAL
PLO3 PLO4 PLO5 PLO6

EXPOSED CEILING DECK PAINT PNT08

CASEWORK (WITH SINKS) SP501

INTERIOR WAINSCOT SP503

PAINT COLORS
FIELD PAINT PNT01
ACCENT PAINT PNT03, PNT04, PNT05, PNT06

WALL WAINSCOT
WALL BASE RB01

EXPOSED COLUMN PAINT PNT07

ROLLER SHADE FABRIC & FASCIA

CARPET FIELD: INSTALLATION PHOTOGRAPH

CARPET FIELD: SAMPLE

GYM / DINING

STAGE CURTAIN & PAINT ABOVE

FIELD PAINT PNT01

ACCENT PAINT

ACOUSTIC PANEL

RUBBER ATHLETIC FLOOR TILE RAFT01

RESINOUS FLOORING

KITCHEN SERVING LINE

STAGE PROSCENIUM

RESTROOM

DRINKING FOUNTAIN
TEXTURE

FLOOR TILE

GROUT

TOILET SEATING

RECEPTION / ADMIN

RECEPTION DESK
BASE CABINET - FRONT
BASE CABINET - BACK
HIGH COUNTER
LOW COUNTER

FIELD PAINT PNT01

ACCENT PAINT

PRIVACY CURTAIN FABRIC OVERALL PATTERN

PRIVACY CURTAIN



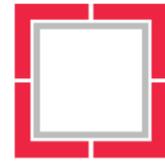
NEW SUNFIELD ELEMENTARY SCHOOL
HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Huckabee









MORE THAN ARCHITECTS

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: March 1, 2021

Subject: 2021 Bond – Consideration of Design Approval for Initial O’Connell-Robertson Projects

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

Provide cost-effective, timely facilities.

D. Summary:

Previous board action relating to this item -

Future action anticipated -

Background information:

On May 28, 2019 the Board approved a reimbursement resolution for design work related to a future, potential 2020 Bond. In October 2019, the Board assigned select 2020 Bond Projects to O’Connell Robertson (OCR) including Dahlstrom MS, McCormick MS, Barton MS, and Elm Grove ES. Design work stopped in May 2020, at approximately 50% Design Development (DD), when the funding from the reimbursement resolution was spent.

In December 2020 The Board approved another reimbursement resolution to continue the design work on the first four projects listed above and to accelerate the design work for the Negley ES project.

At the FBOC meeting on February 4, 2021, OCR presented the design work-to-date for the five schools listed above. Prior to the presentation, staff reviewed the designs with the Committee Chair and Co-chair to ensure they were aware of the project scope.

During the pandemic shut-down, staff provided the Board with written updates to stay informed of project progress. Staff shared that it would require flexibility as we re-engaged the Board for design approval. The Project Team is recommending Board consideration of the “design-to-date”, which is more or less 100% DD for the first four projects, and 95% SD for the Negley ES project. Staff is also requesting authorization to generate construction documents based on the design-to-date for all five projects.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other:

The virtual design process lends itself to inclusion by the end-user, see presentation for meeting details.

F. Administrative Recommendation:

Consideration and approval of the design-to-date for the five schools presented.

G. Fiscal Impact and Cost: Amount: Estimated

Budget Bond Grant/Special Funds Other

The 2021 Bond project cost estimates are contained in the project presentation accompanying this agenda item and available on the District website.

Prior Year Spending – not applicable

Future/Ongoing – not applicable

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Max Cleaver, Chief Operations Officer

Evaluation method and time line -

Next report to the board -

I. Suggested Motion:

I move the Board approve the design-to-date for the five projects included in this agenda item, and authorize the Superintendent to generate construction documents based on the design-to-date, as presented.



Hays CISD

Multi-Campus Improvements

Dahlstrom Middle School
McCormick Middle School
Barton Middle School
Elm Grove Elementary School
Negley Elementary School

Presentation of Schematic Design and
Design Development Progress to Date

February 2021

Owner	Hays Consolidated School District
Architecture, Interiors, and MEP Engineering	O'Connell Robertson
Civil Engineering	Pape-Dawson Engineers
Landscape Architecture	Studio 16:19
Structural Engineering	Dunaway Associates
Foodservice Consultant	Foodservice Design Professional
Datacom Consultant	True North Consulting Group
Land Surveying	Spot on Surveying
Geotechnical Engineering	Raba Kistner
	Fugro
	Intertek-PSI
Construction Manager at Risk	Bartlett Cocke General Contractors

Project Team

Dahlstrom Middle School Improvements - 16 Meetings in 2020 + 2021

- *School Stakeholders (principals, teachers, and staff)*
- *Deputy Academic Officers*
- *Hays CISD Project Managers*
- *Curriculum Directors*
 - *Visual and Performing Arts, Athletics, Special Education, Child Nutrition, Safety and Security, and Technology.*

McCormick Middle School Improvements - 14 Meetings in 2020 + 2021

- *School Stakeholders*
- *Deputy Academic Officers*
- *Hays CISD Project Managers*
- *Curriculum Directors*
 - *Visual and Performing Arts, Digital Learning, Special Education, Child Nutrition, Safety and Security, and Technology*

Barton Middle School Improvements - 15 Meetings in 2020 + 2021

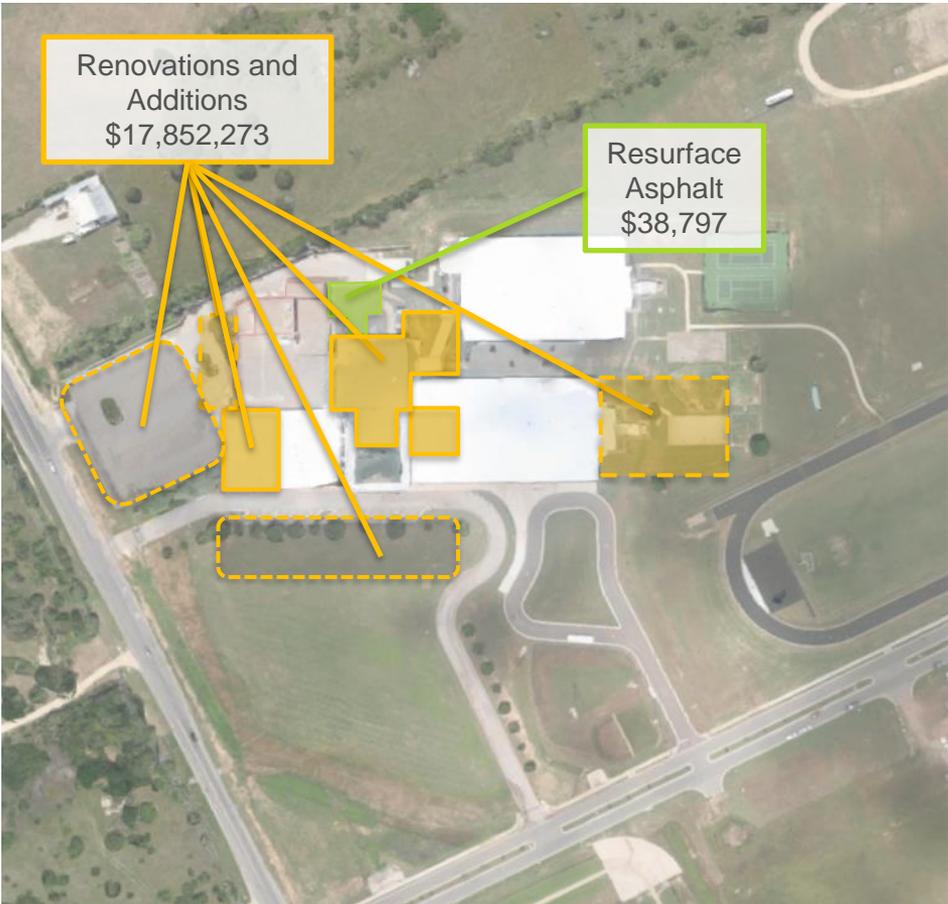
- *School Stakeholders*
- *Deputy Academic Officers*
- *District Project Managers*
- *Curriculum Directors*
 - *Visual and Performing Arts, Athletics, Special Education, Child Nutrition, Safety and Security, and Technology*

Elm Grove Elementary School Improvements - 15 Meetings in 2020 + 2021

- *School Stakeholders*
- *Deputy Academic Officers*
- *District Project Managers*
- *Curriculum Directors*
 - *Visual and Performing Arts, Digital Learning, Special Education, Child Nutrition, Safety and Security, and Technology*

District & School Stakeholder Meetings

Dahlstrom Middle School



Proposition A

Proposition B

Summary of Projects	
Proposition A	
- Renovations and Additions	\$17,852,273
Proposition B	
- Resurface Asphalt	\$38,797
Campus Total Estimate	\$17,891,070

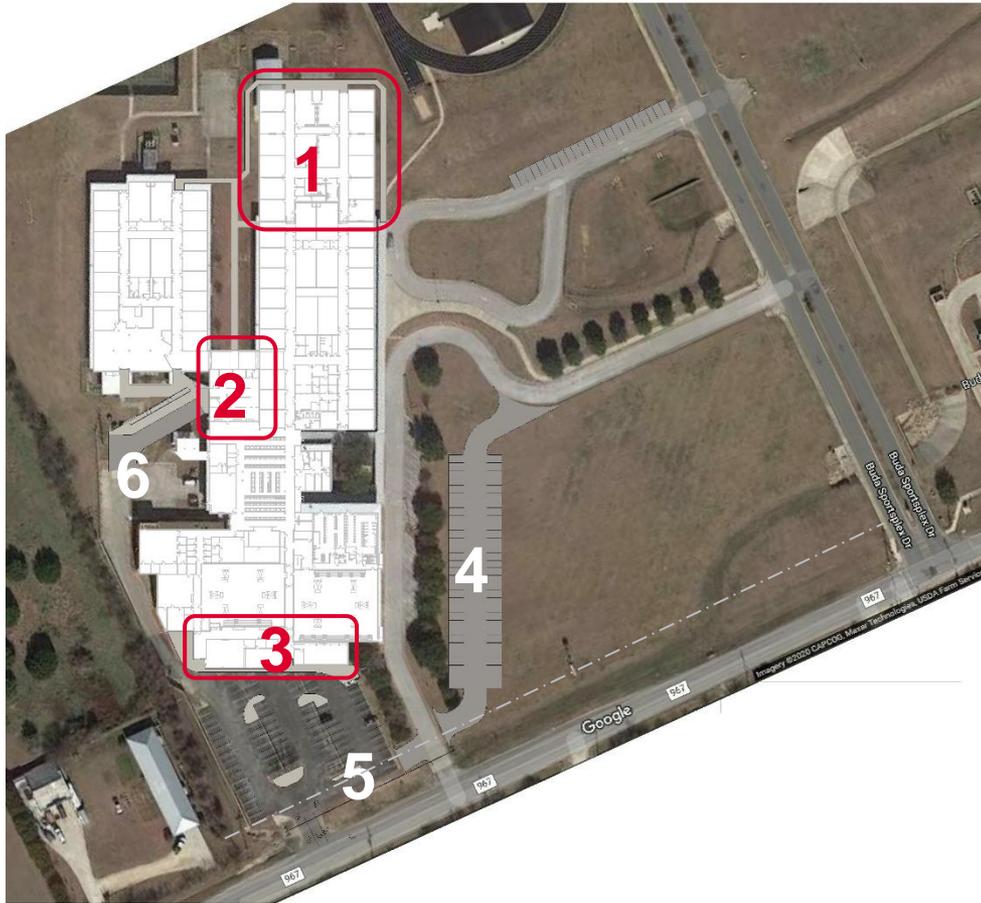


Project Objectives:

- Increase facility student capacity
 - 780 students to 948 students
 - +9 Classrooms
- Kitchen and Administration Spaces increase to match facility growth.
- District goal to provide equity among middle schools in visual and performing arts spaces.
- Provide easier visual monitoring of cafeteria.
- Improve access between classroom wings for student travel between classes.
- Renovate ceiling and replace lighting at competition gymnasium.

Dahlstrom Middle School Improvements

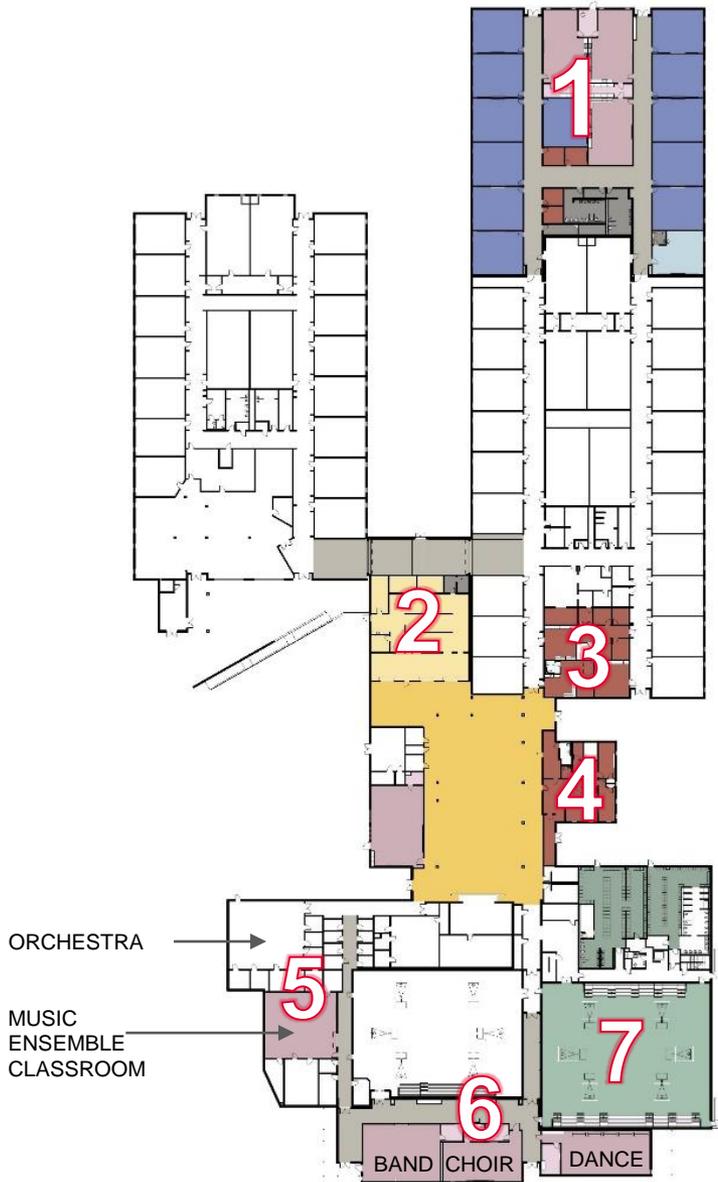
168



Dahlstrom Middle School

1. Classroom Addition
2. Kitchen and Classroom Connection Corridor Addition
3. Visual and Performing Arts Addition
4. New drive and parking in front of school
5. New drive connecting the parking lots (gated)
6. Repave existing parking area

DMS Site Plan



<ul style="list-style-type: none"> • Art • Offices • Restrooms • Classrooms • SPED (Life Skills) 	1
<ul style="list-style-type: none"> • Circulation Connector Corridor • Kitchen addition • Cafeteria renovation • Theater classroom 	2
<ul style="list-style-type: none"> • Work Room • Nurse • Office Suite • Conference Room 	3
<ul style="list-style-type: none"> • Main Administrative Office Renovation • ARD Conference room • Principal's Office • Reception 	4
<ul style="list-style-type: none"> • Orchestra • Music Ensemble Classroom • Corridor Addition 	5
<ul style="list-style-type: none"> • Band Hall Addition • Choir Hall Addition • Dance Studio Addition 	6
<ul style="list-style-type: none"> • Competition Gym • Locker replacement 	7

DMS Floor Plan

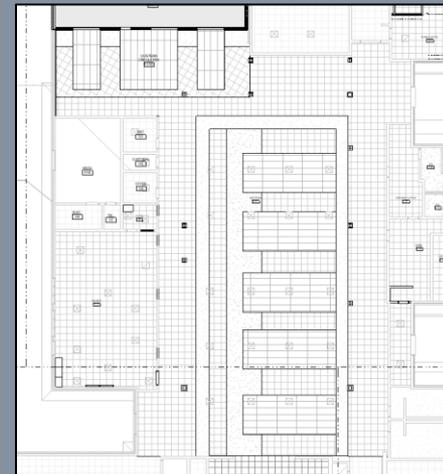


Floor Plan

Dahlstrom Middle School Cafeteria

- Cafeteria Renovation
 - Leveling floor height
 - Removing walls
- New serving and circulation lines
- Full Ceiling Renovation
- Theater Classroom

Reflected Ceiling Plan



DMS Cafeteria



VISUAL AND PERFORMING ARTS ADDITION

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DMS Exterior Design

McCormick Middle School

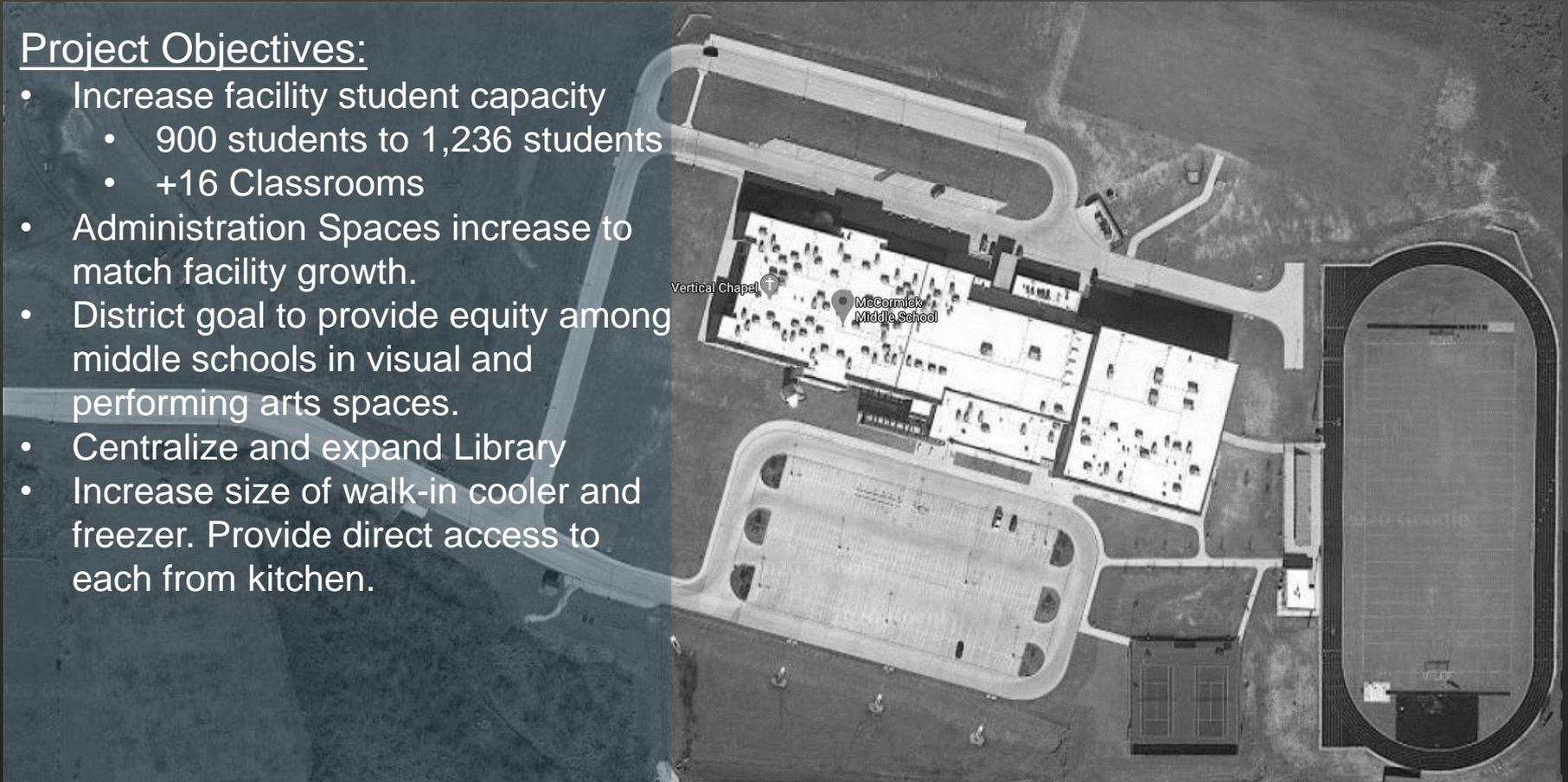


Proposition A

Summary of Projects	
Proposition A	
- Renovations and Additions	\$9,570,099
Campus Total Estimate	\$9,570,099

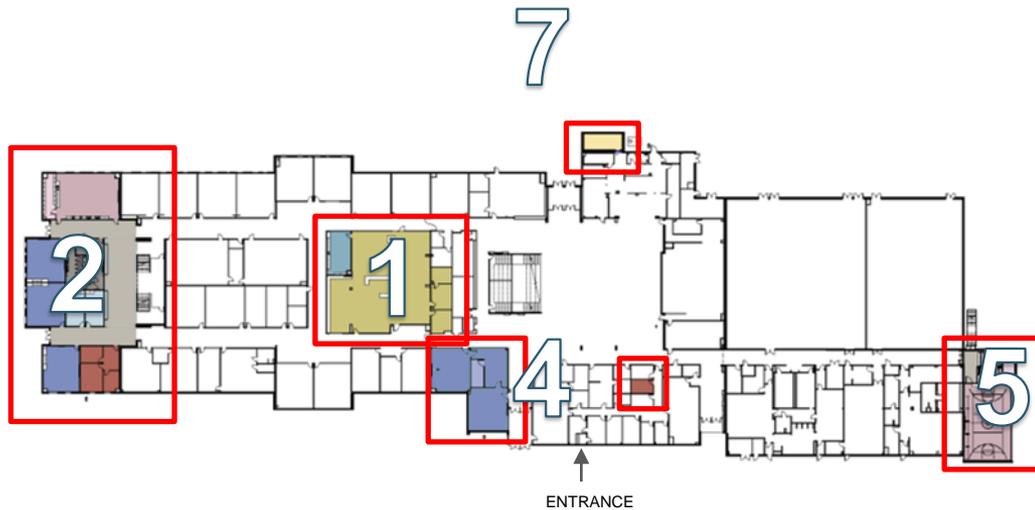
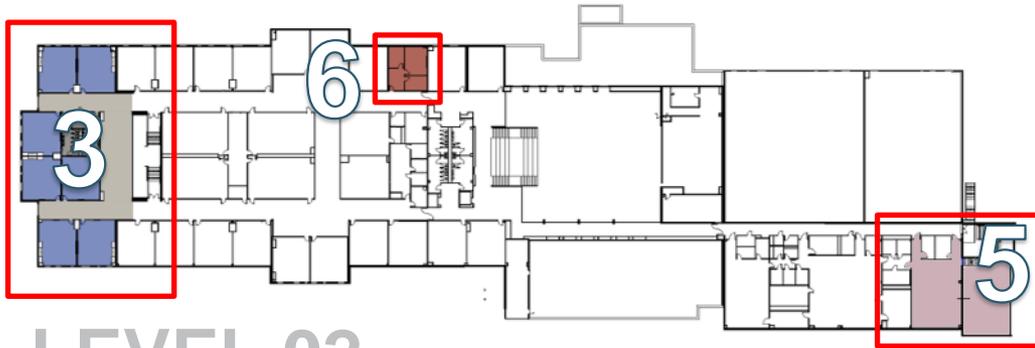
Project Objectives:

- Increase facility student capacity
 - 900 students to 1,236 students
 - +16 Classrooms
- Administration Spaces increase to match facility growth.
- District goal to provide equity among middle schools in visual and performing arts spaces.
- Centralize and expand Library
- Increase size of walk-in cooler and freezer. Provide direct access to each from kitchen.



McCormick Middle School Improvements

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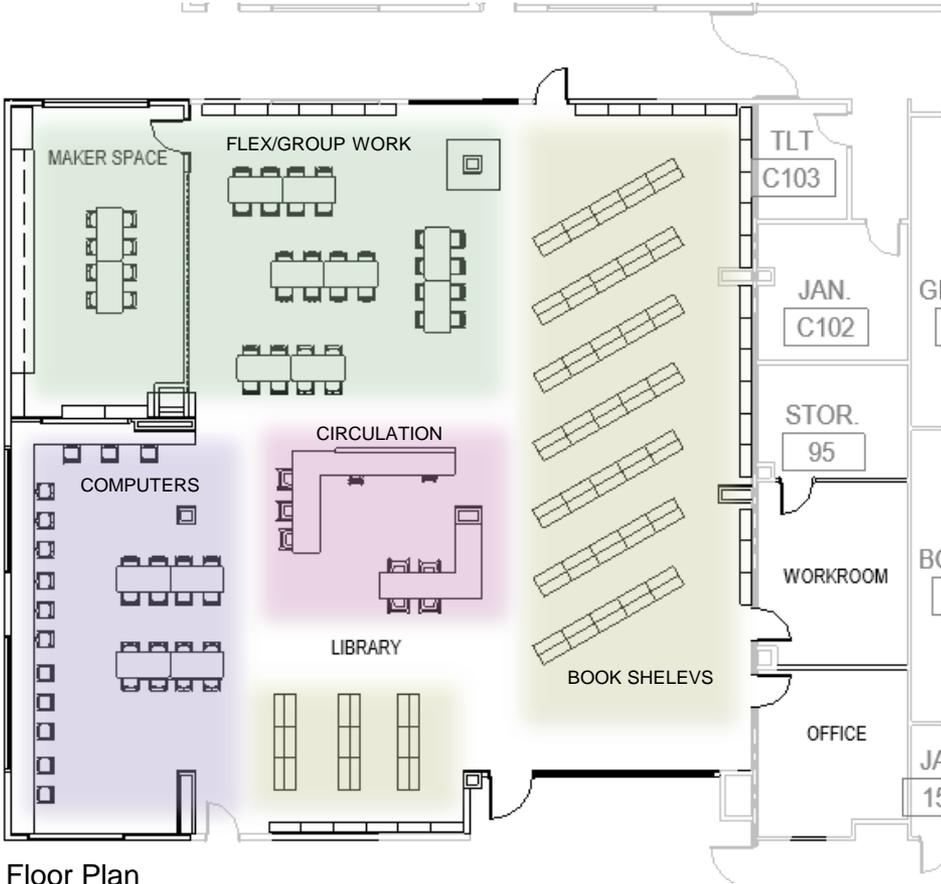


McCormick Middle School	
• Library and maker space	1
• Classrooms • Art • Restrooms • Collaboration space • Offices • Resource rooms	2
• Classrooms • Collaboration space	3
• Gateway to technology labs • GTT 141 & 144 • Testing room casework	4
• Dance • Orchestra stair	5
• Assistant Principal's Office (AP) • Counselor's Office • Reception • Meeting room	6
• Cooler/ freezer addition	7

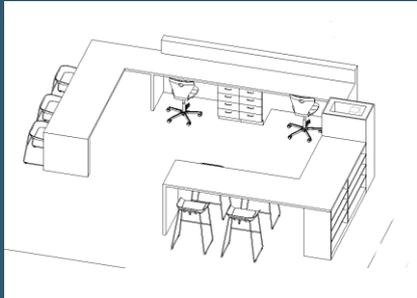
MMS Floor Plan

McCormick Middle School Library

- Library
- Makerspace
- Circulation Desk
- 13 Computers
- Flex/Group Work Area



Floor Plan



Circulation Desk Elevations



West Elevation

North Elevation

South Elevation
176

Outside West Elevation



CLASSROOM ADDITION

MMS Exterior Design

Barton Middle School



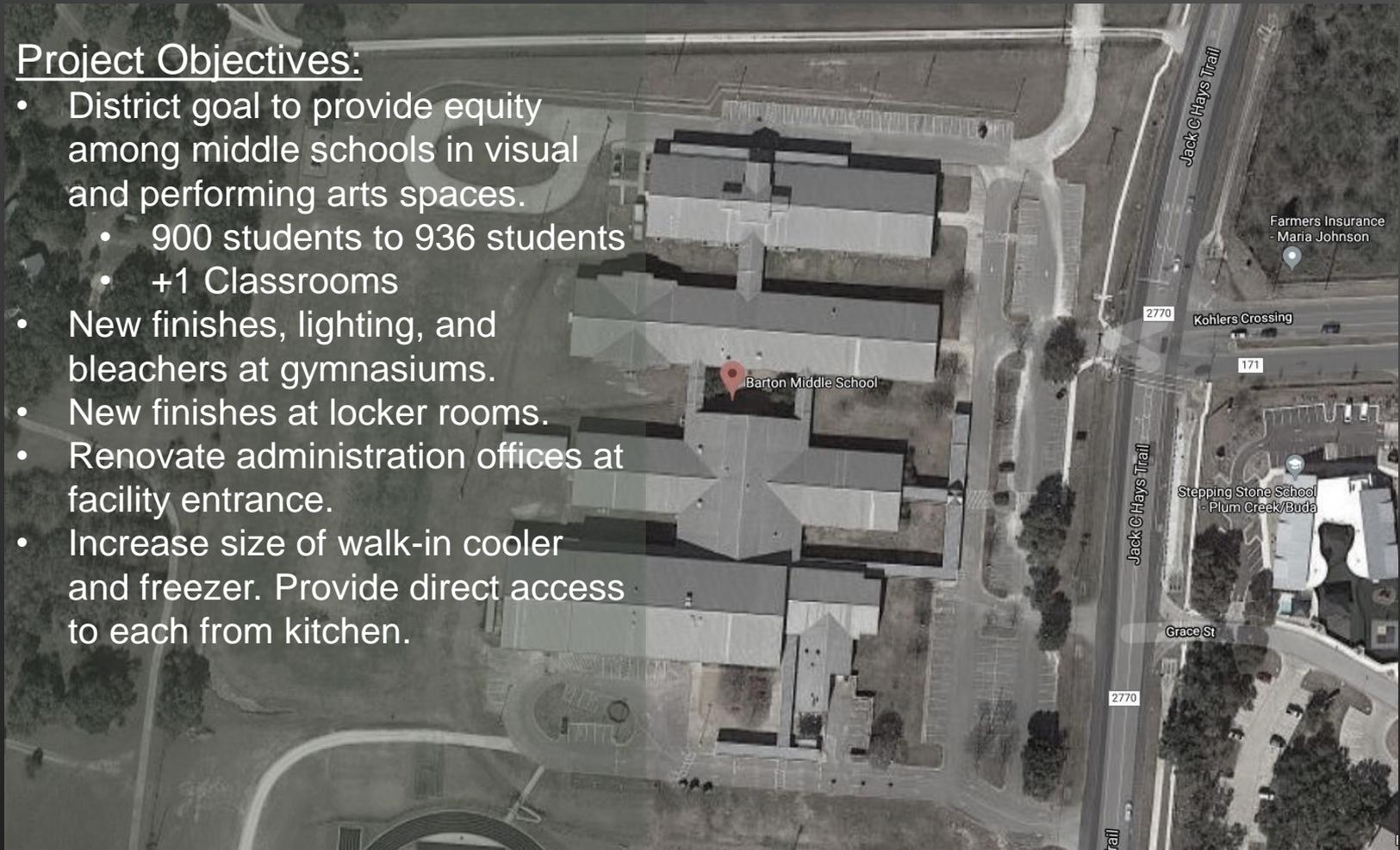
Proposition A

Proposition B

Summary of Projects	
Proposition A	
- Renovations and Performing and Fine Arts Addition	\$6,486,676
Proposition B	
- Gym Bleacher Replacement	\$201,405
Campus Total Estimate	\$6,688,081

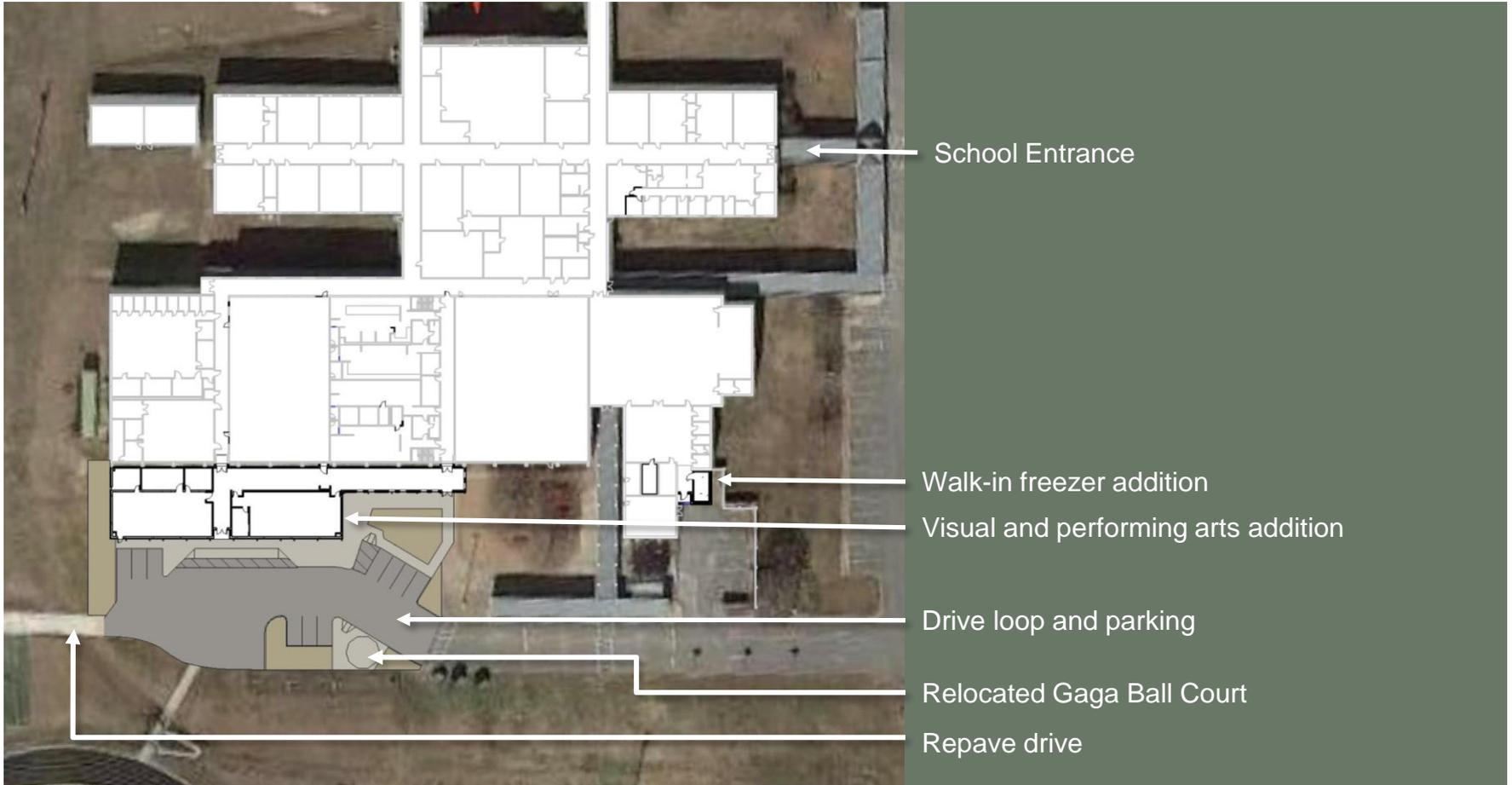
Project Objectives:

- District goal to provide equity among middle schools in visual and performing arts spaces.
 - 900 students to 936 students
 - +1 Classrooms
- New finishes, lighting, and bleachers at gymnasiums.
- New finishes at locker rooms.
- Renovate administration offices at facility entrance.
- Increase size of walk-in cooler and freezer. Provide direct access to each from kitchen.



Barton Middle School Improvements

179



BMS Site Plan



Barton Middle School	
<ul style="list-style-type: none"> • Reception • Workroom 	1
<ul style="list-style-type: none"> • Gym • Locker Rooms 	2
<ul style="list-style-type: none"> • Dance • Orchestra 	3
<ul style="list-style-type: none"> • Freezer • Cooler 	4

BMS Floor Plan

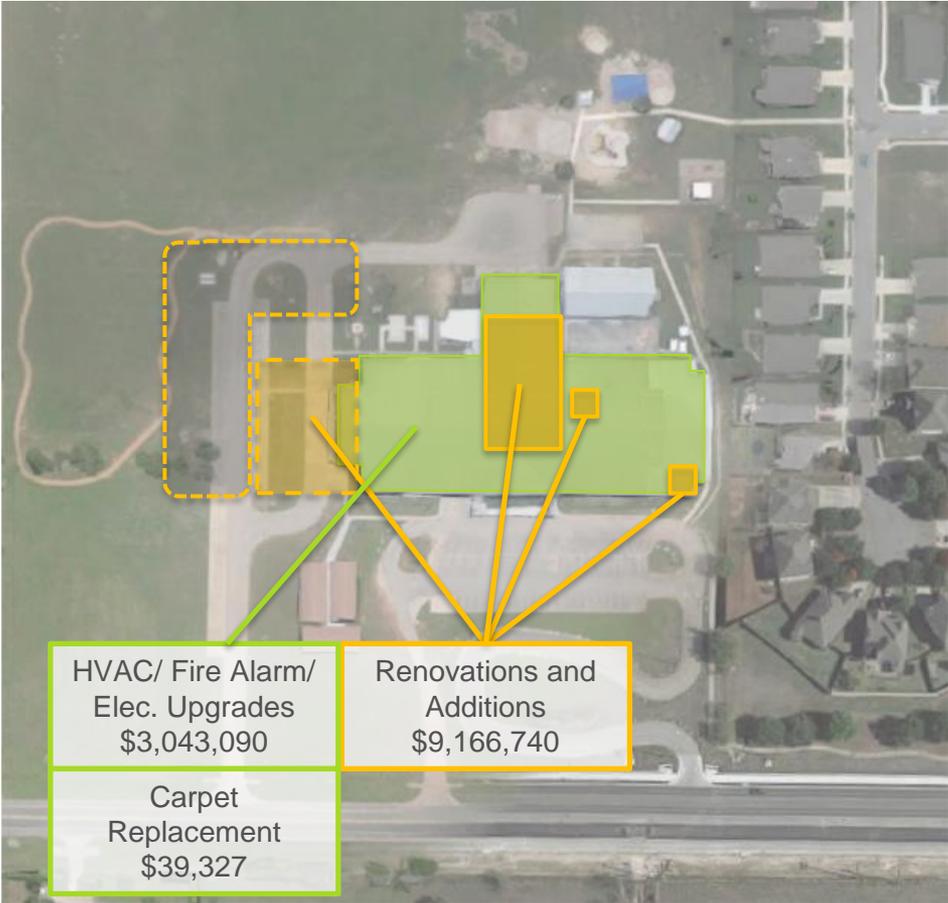


VISUAL AND PERFORMING ARTS ADDITION

182

BMS Exterior Design

Elm Grove Elementary School



Proposition A

Proposition B

Summary of Projects	
Proposition A	
- Renovations and Addition	\$9,166,740
Proposition B	
- HVAC/Fire Alarm/Electrical Upgrades	\$3,043,090
- Carpet Replacement	\$39,327
Campus Total Estimate	\$12,249,157



Project Objectives:

- Increase facility student capacity/ eliminate need for portable buildings.
 - 720 students to 907 students
 - +10 Classrooms
- Library and Administration Spaces increase to match facility growth.
- Provide easier visual monitoring of cafeteria by adjusting layout.
- Provide a corridor connection to gymnasium
- Increase the size of Music and Art rooms for increased student capacity and provide appropriate amount of storage needs
- HVAC Improvements

Project Add Alternates:

#1 Refinish Corridor Flooring

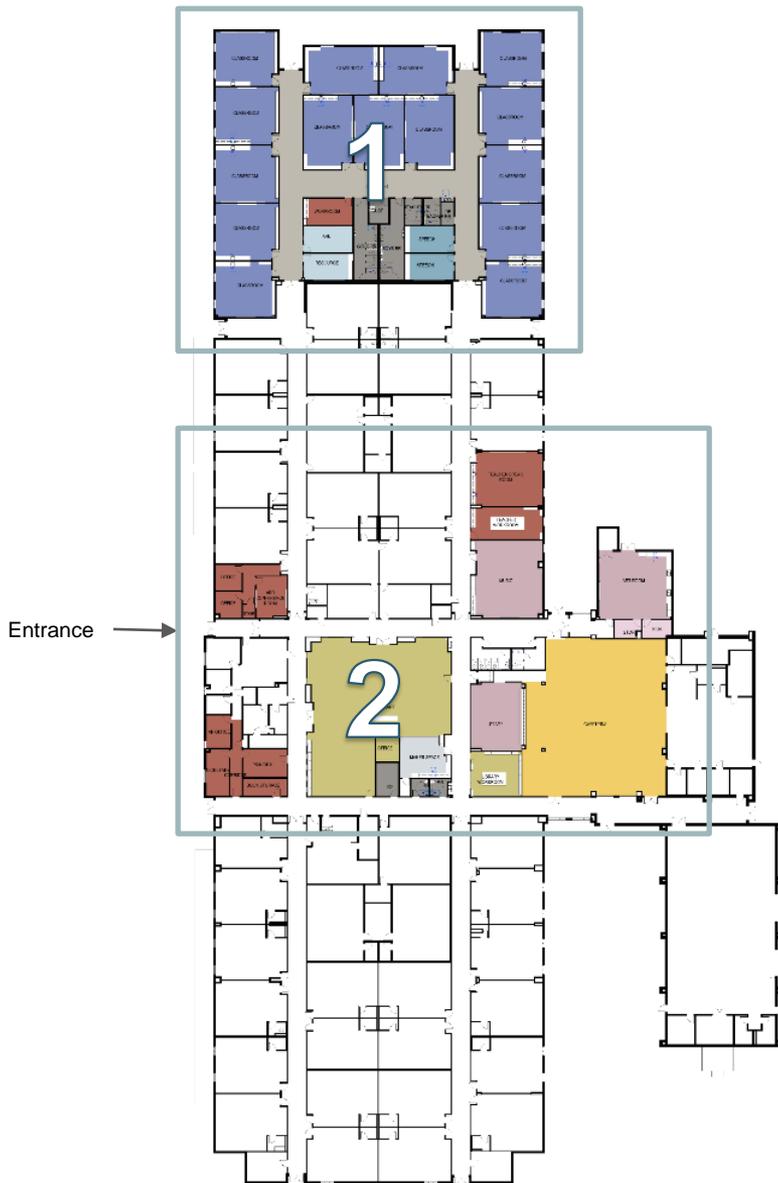
Elm Grove Elementary School Improvements



Elm Grove Elementary School

- Adjust walking path
- Adjust parking and drive for classroom addition
- Classroom addition
- Relocate portables off site
- New site of playgrounds if neighborhood drive is built
- Potential new neighborhood drive/ sidewalk connection
- Stormwater management improvements for existing and new facilities

EGES Site Plan



Elm Grove Elementary School

- Classrooms
- Corridor
- Teacher Workroom
- Admission, Review, and Dismissal (ADR) Office/Meeting Room
- Resource/Speech Rooms

1

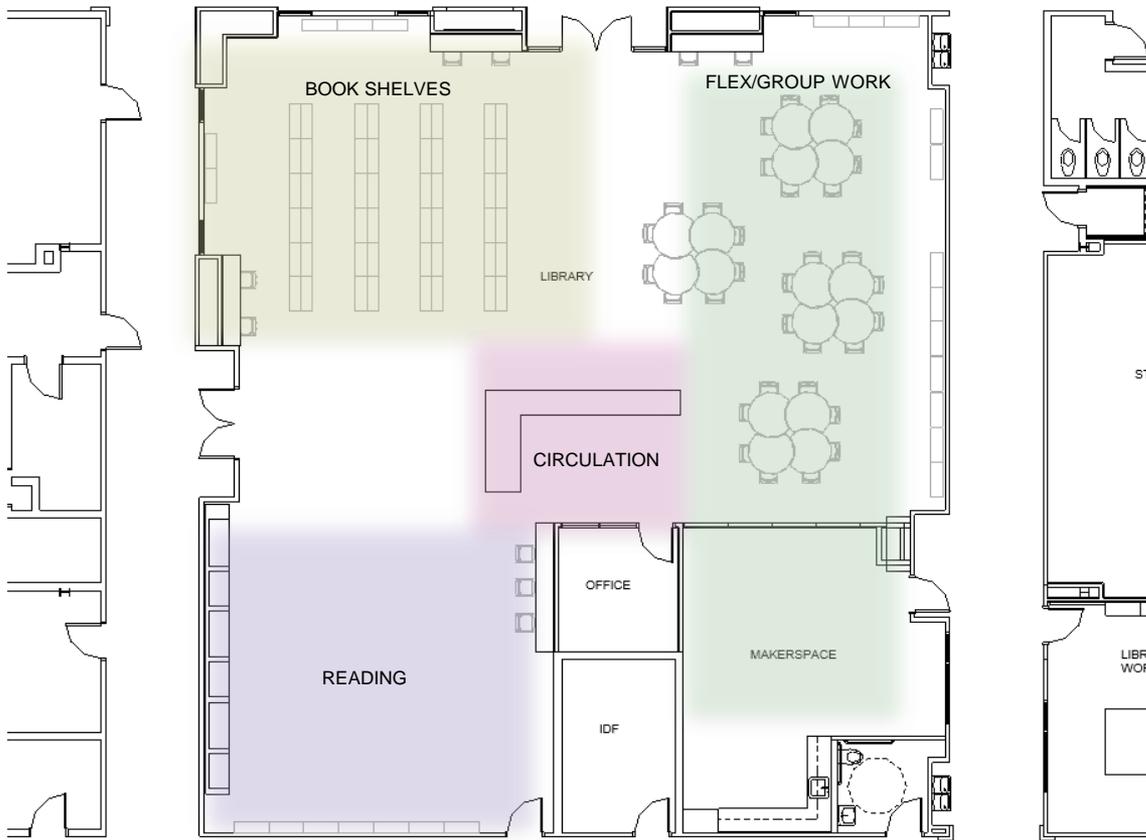
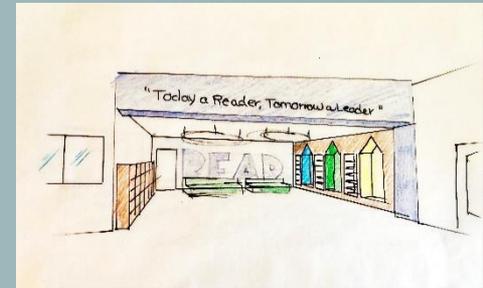
- Teacher Breakroom
- Teacher Workroom
- Administrative Areas
- Music
- Art
- Library
- Maker Space
- Library Workroom
- Restrooms
- Cafeteria
- Performance Platform

2

EGES Floor Plan

Elm Grove Library

- 9 computer stations
- Reading Area
- Flex/Group Area
- Circulation Desk
- Makerspace



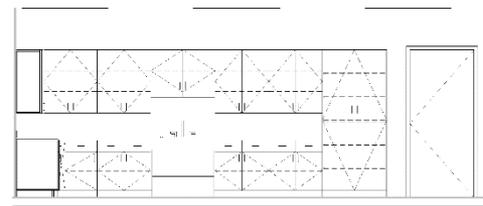
Circulation Desk



West Elevation



East Elevation



Makerspace Storage

EGES Library



CLASSROOM ADDITION

188

EGES Exterior Design

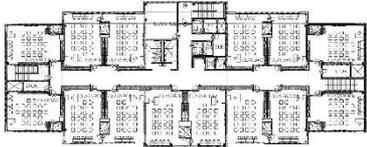
Schedule

- December '20: Board of Trustees Reimbursement Resolution
- Feb '21: Design Development Complete + Civil Permit Submission
- April '21: Contract Document Completion
- May '21: Bidding & Negotiation Phase
- June '21: Board of Trustees Guaranteed Maximum Price Approval
- July / August '21 – Construction Notice to Proceed
- August '22 – Construction Complete

Next Steps

Negley Elementary School

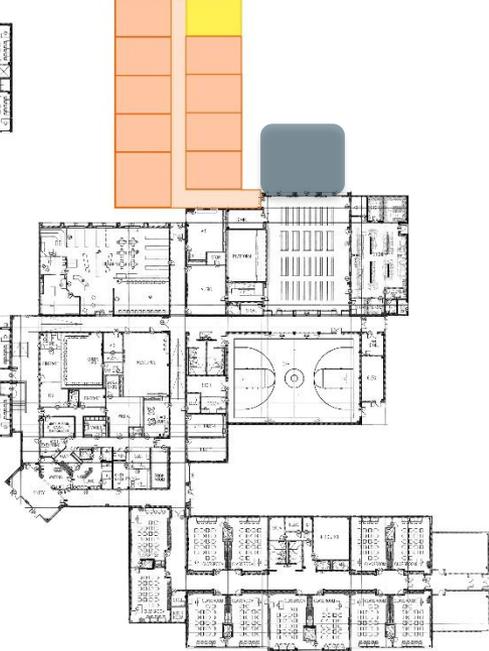
Project Recap



Upper Level



Lower Level



- Classroom Addition
- Admin. Addition
- Cafeteria Expansion

Project Scope of Work:
 Increased Student Capacity (780 students to 935 students -- +9 classrooms)
 3,000 SF cafeteria expansion (+/- 128 seats)
 Administration Expansion (1 AP + 1 Counselor)

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: February 22, 2021

Subject: Final Plat for Elm Grove Elementary School

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

Plat the school site in order to be eligible to apply for future building permits.

D. Summary:

Previous board action relating to this item -

Future action anticipated -

Background information:

Plating provides the framework to adequately record land use-transactions for the development process.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other:

F. Administrative Recommendation:

Consideration and approval of the final plat for Elm Grove Elementary School.

G. Fiscal Impact and Cost: Amount: \$12,138

Budget Bond Grant/Special Funds Other

Cost of Survey: \$10,975

COB Filing Fees: \$ 1,163

Prior Year Spending – not applicable

Future/Ongoing – not applicable

H. Monitoring and Reporting TimeLine:

Person responsible for evaluating this decision or action: Max Cleaver

Evaluation method and time line -

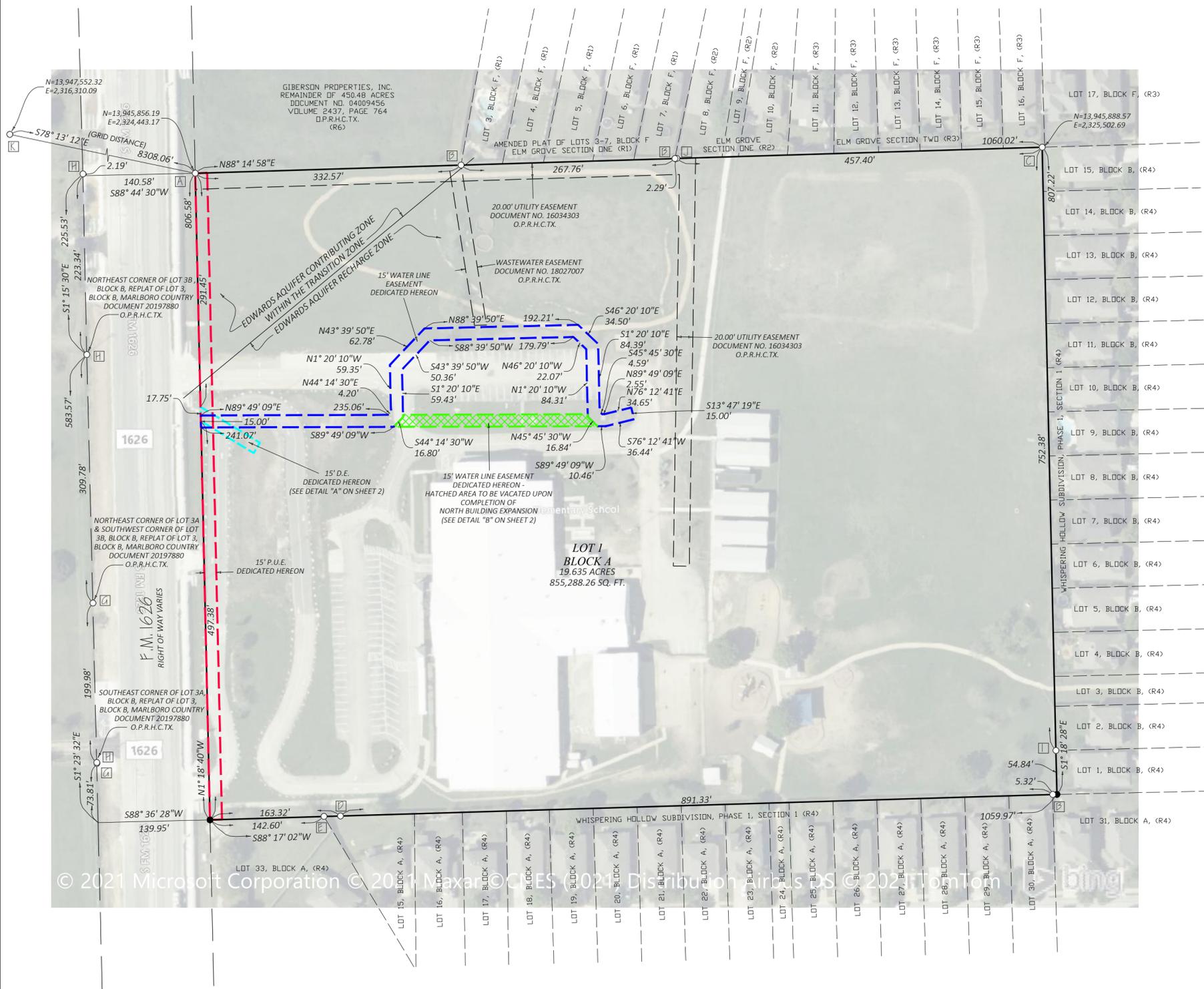
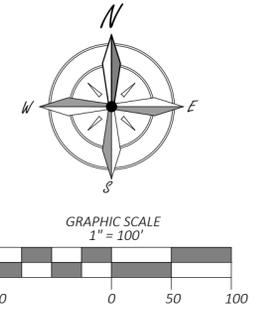
Next report to the board -

I. Suggested Motion:

I move the Board approve the final plat for Elm Grove Elementary School, as presented

FINAL PLAT OF ELM GROVE ELEMENTARY SCHOOL

BEING 19.635 ACRES OUT OF THE PHILLIP J. ALLEN SURVEY NO. 5,
ABSTRACT NO. 1, CITY OF BUDA, HAYS COUNTY, TEXAS



LEGEND:
 D.E. = DRAINAGE EASEMENT
 P.U.E. = PUBLIC UTILITY EASEMENT
 P.R.H.C.TX. = PLAT RECORDS OF HAYS COUNTY, TEXAS
 O.P.R.H.C.TX. = OFFICIAL PUBLIC RECORDS OF HAYS COUNTY, TEXAS

MONUMENT LEGEND / NOTES:
 ○ = FOUND MONUMENT AS DESCRIBED.
 ● = 5/8" IRON ROD WITH CAP STAMPED "SPOT ON SURVEYING" SET.
 [A] FOUND IRON ROD WITH CAP STAMPED "SAM".
 [B] FOUND 1/2" IRON ROD.
 [C] FOUND IRON ROD WITH ALUMINUM CAP STAMPED "KENT MCMILLAN 215".
 [D] FOUND IRON ROD WITH ALUMINUM CAP STAMPED "KENT MCMILLAN 213", 0.62' NORTH OF P.L..
 [E] FOUND IRON ROD WITH CAP - ILLEGIBLE.
 [F] FOUND HUB AND TACK.
 [G] FOUND IRON ROD WITH CAP STAMPED "SPOT ON SURVEYING".
 [H] FOUND TXDOT CONCRETE MONUMENT.
 [I] FOUND IRON ROD WITH CAP - OBLITERATED.
 [J] FOUND IRON ROD WITH RED PLUG.
 [K] FOUND HAYS COUNTY MONUMENT NO. 62.

LINETYPE LEGEND:
 ————— = BOUNDARY
 - - - - - = EASEMENT
 ———— = RIGHT OF WAY
 - · - · - = ADJOINERS

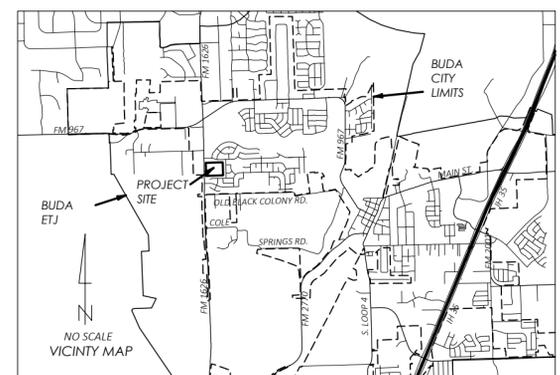
REFERENCE LEGEND:
 (R1) = AMENDED PLAT OF LOTS 3-7, BLOCK F ELM GROVE SECTION ONE, VOLUME 16, PAGE 357, P.R.H.C.TX.
 (R2) = ELM GROVE SECTION ONE, VOLUME 14, PAGE 152, P.R.H.C.TX.
 (R3) = ELM GROVE SECTION TWO, VOLUME 16, PAGE 97, P.R.H.C.TX.
 (R4) = WHISPERING HOLLOW SUBDIVISION, PHASE 1, SECTION 1, VOLUME 12, PAGE 64, P.R.H.C.TX.
 (R5) = DOCUMENT NO. 9810355, O.P.R.H.C.TX.
 (R6) = VOLUME 2437, PAGE 764, O.P.R.H.C.TX.
 (R7) = DOCUMENT NO. 16034303, O.P.R.H.C.TX.

GENERAL INFORMATION BLOCK:
 OWNER: HAYS INDEPENDENT SCHOOL DISTRICT
 ACRES: 19.635
 SURVEYOR: SPOT ON SURVEYING, INC.
 BLOCKS: 1
 LOTS: 1
 1ST SUBMITTAL DATE: JUNE 18, 2020
 PHILLIP J. ALLEN SURVEY NO. 5, ABSTRACT NO. 1
 BENCHMARK: HAYS COUNTY MONUMENT H062
 ELEVATION = 814.41', NAVD88
 DEVELOPMENT LOTS: 19.635 ACRES
 DEVELOPMENT LOTS: 1

FLOOD PLAIN NOTE:
 NO PORTION OF THIS TRACT IS WITHIN THE BOUNDARIES OF THE 100 YEAR FLOOD PLAIN OF ANY WATERWAY THAT IS WITHIN THE LIMITS OF STUDY OF THE NFIP FLOOD INSURANCE RATE MAP 48209C0280F, DATED SEPTEMBER 2, 2005, THIS TRACT FALLS WITHIN ZONE "X". (AREAS DETERMINED TO BE OUTSIDE THE 0.2% ANNUAL CHANCE FLOODPLAIN).

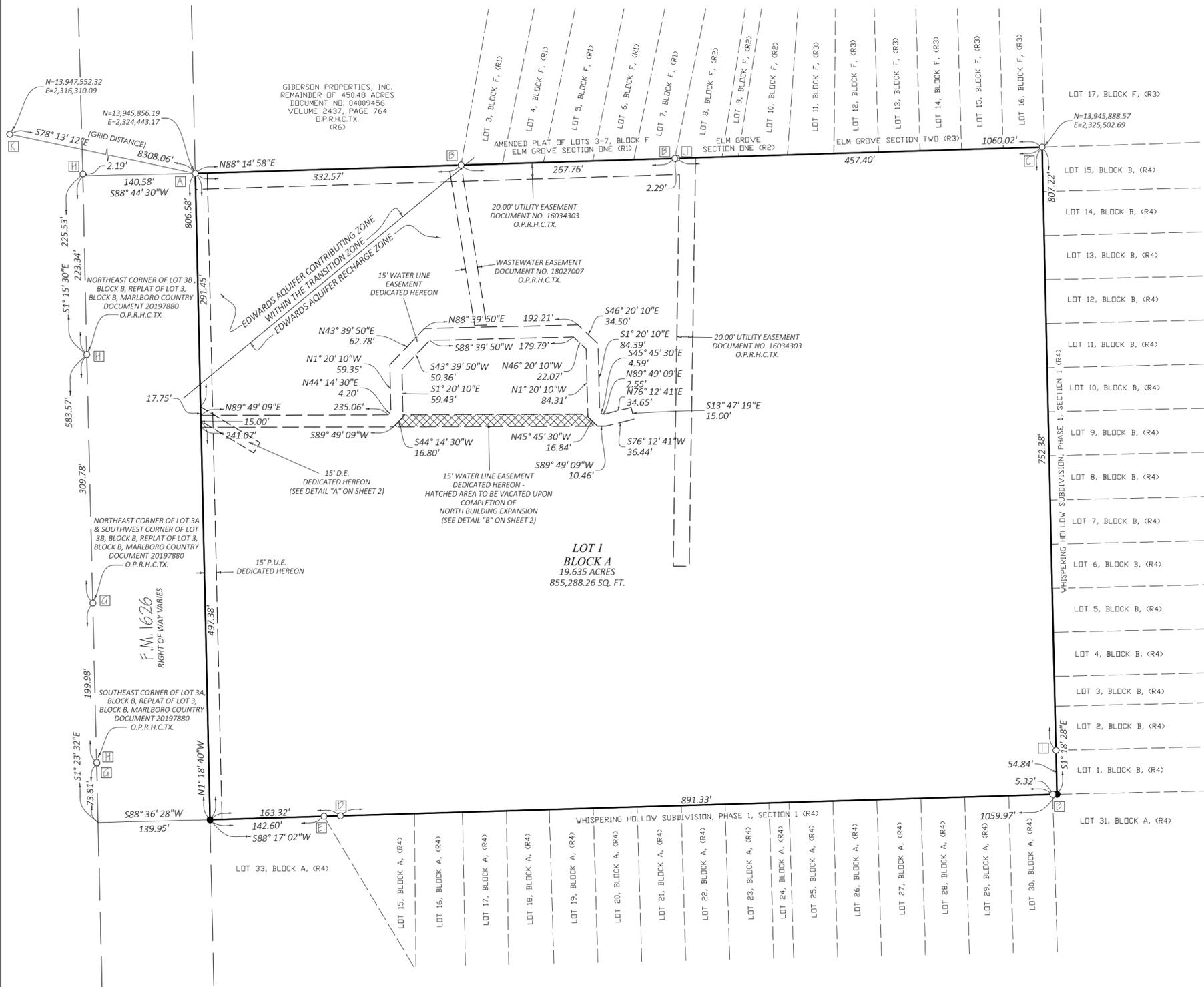
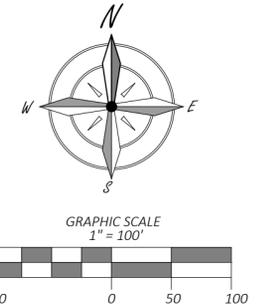
SURVEYORS NOTICE:
 ALL DISTANCES SHOWN HEREON ARE GROUND DISTANCES UNLESS OTHERWISE NOTED.

BASIS OF BEARINGS:
 THE BASIS OF BEARINGS OF THIS SURVEY SHOWN HEREON, IS THE TEXAS COORDINATE SYSTEM NAD83, TEXAS SOUTH CENTRAL ZONE, UTILIZING STATIC OBSERVATIONS AND CORRECTIONS PERFORMED BY THE NGS-OPUS WEBSITE.



FINAL PLAT OF ELM GROVE ELEMENTARY SCHOOL

BEING 19.635 ACRES OUT OF THE PHILLIP J. ALLEN SURVEY NO. 5,
ABSTRACT NO. 1, CITY OF BUDA, HAYS COUNTY, TEXAS



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OWNER: HAYS INDEPENDENT SCHOOL DISTRICT
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 PHILLIP J. ALLEN SURVEY NO. 5, ABSTRACT NO. 1
 BENCHMARK: HAYS COUNTY MONUMENT H062
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 DEVELOPMENT LOTS: 19.635 ACRES
 DEVELOPMENT LOTS: 1

FLOOD PLAIN NOTE:

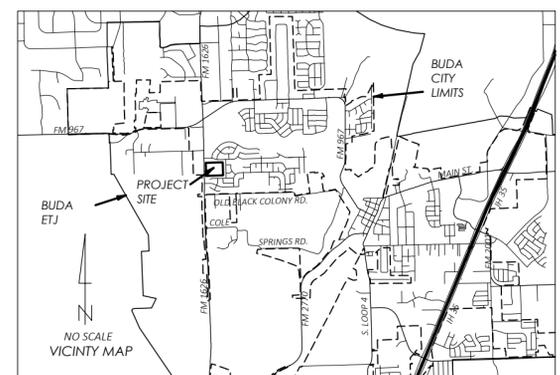
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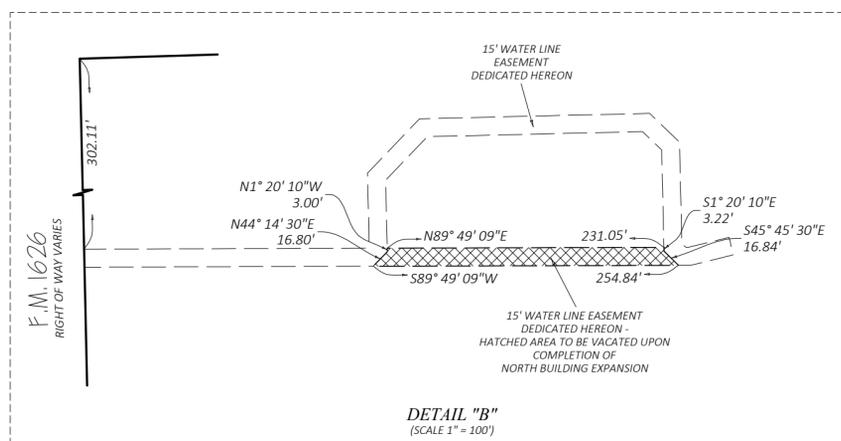
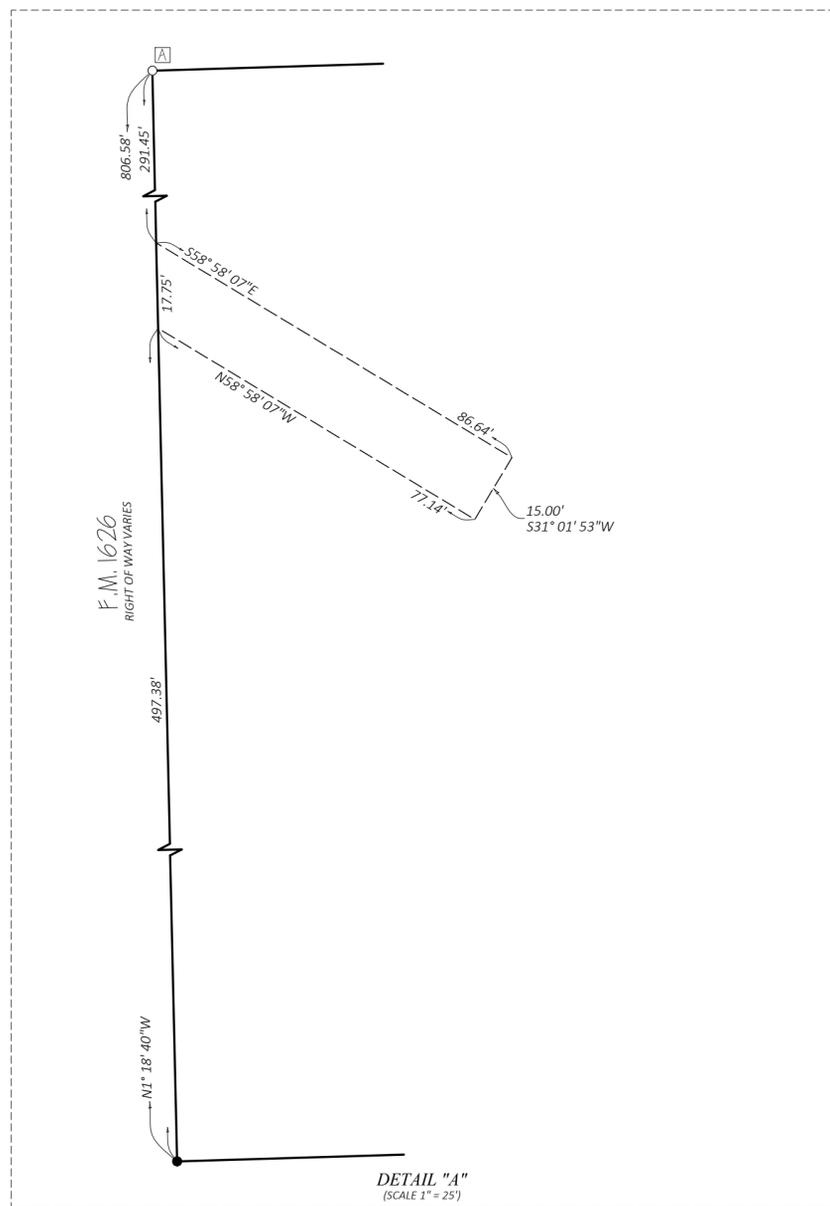
BASIS OF BEARINGS:

THE BASIS OF BEARINGS OF THIS SURVEY SHOWN HEREON, IS THE TEXAS COORDINATE SYSTEM NAD83, TEXAS SOUTH CENTRAL ZONE, UTILIZING STATIC OBSERVATIONS AND CORRECTIONS PERFORMED BY THE NGS-OPUS WEBSITE.



FINAL PLAT OF ELM GROVE ELEMENTARY SCHOOL

BEING 19.635 ACRES OUT OF THE PHILLIP J. ALLEN SURVEY NO. 5,
ABSTRACT NO. 1, CITY OF BUDA, HAYS COUNTY, TEXAS



EASEMENTS:

ANY PUBLIC UTILITY, INCLUDING THE CITY, SHALL HAVE THE RIGHT TO MOVE AND KEEP MOVED ALL OR PART OF ANY BUILDING, FENCES, TREES, SHRUBS, OTHER GROWTHS OR IMPROVEMENTS WHICH IN ANY WAY ENDANGER OR INTERFERE WITH THE CONSTRUCTION, MAINTENANCE, OR EFFICIENCY OF ITS RESPECTIVE SYSTEMS ON ANY OF THE EASEMENTS OR RIGHT-OF-WAY SHOWN ON THE PLAT (OR FILED BY SEPARATE INSTRUMENT THAT IS ASSOCIATED WITH SAID PROPERTY); AND ANY PUBLIC UTILITY, INCLUDING THE CITY, SHALL HAVE THE RIGHT AT ALL TIMES OF INGRESS AND EGRESS TO AND FROM AND UPON SAID EASEMENTS FOR THE PURPOSE OF CONSTRUCTION, RECONSTRUCTION, INSPECTION, PATROLLING, MAINTAINING AND ADDING TO OR REMOVING ALL OR PART OF ITS RESPECTIVE SYSTEMS WITHOUT THE NECESSITY AT ANY TIME OF PROCURING THE PERMISSION OF ANYONE. EASEMENTS SHALL BE MAINTAINED BY PROPERTY OWNERS. THE CITY CAN MOVE TREES OR ANY OTHER IMPROVEMENTS AND DOES NOT HAVE THE RESPONSIBILITY TO REPLACE THEM.

STATE OF TEXAS § **KNOWN ALL MEN BY THESE PRESENTS**
COUNTY OF HAYS §

OWNER'S CERTIFICATION:

THAT THE UNDERSIGNED, HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT (H.C.I.S.D.), OWNER OF A 19.635 ACRE TRACT OF LAND OUT OF THE PHILLIP J. ALLEN SURVEY NO. 5, ABSTRACT NO. 1, IN HAYS COUNTY, TEXAS, BEING THE SAME TRACT OF LAND CONVEYED TO US BY DOCUMENT NO. 9810355, RECORDED IN VOLUME 1415, PAGE 608, OFFICIAL PUBLIC RECORDS OF HAYS COUNTY, TEXAS, EXCEPT THAT 0.365 ACRE TRACT CONVEYED TO HAYS COUNTY, TEXAS BY DEED RECORDED AS DOCUMENT NO. 15036248, IN VOLUME 5373, PAGE 560, OFFICIAL PUBLIC RECORDS, HAYS COUNTY, TEXAS, FOR RIGHT OF WAY PURPOSES, DO HEREBY SUBDIVIDE SAID 19.635 ACRES TO BE KNOWN AS:

FINAL PLAT OF ELM GROVE ELEMENTARY SCHOOL

AS SHOWN HEREON AND DO HEREBY DEDICATE TO THE PUBLIC THE USE OF THE STREETS AND EASEMENTS HEREON, SUBJECT TO ANY EASEMENTS PREVIOUSLY GRANTED AND NOT RELEASED.

_____, REPRESENTATIVE DATE
HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
21003 I.H.-35, KYLE, TEXAS 78640

STATE OF TEXAS § **KNOWN ALL MEN BY THESE PRESENTS**
COUNTY OF HAYS §

BEFORE ME, THE UNDERSIGNED AUTHORITY, ON THIS DAY PERSONALLY APPEARED, _____, KNOWN TO ME TO BE THE PERSON WHOSE NAME IS SUBSCRIBED TO THE FOREGOING INSTRUMENT AND ACKNOWLEDGED TO ME THAT HE EXECUTED THE SAME FOR THE PURPOSES AND CONSIDERATION THEREIN EXPRESSED AND IN THE CAPACITY THEREIN STATED.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, THIS ____ DAY OF _____, 20____, A.D.

NOTARY PUBLIC IN AND FOR THE STATE OF TEXAS

CITY CERTIFICATION:

THIS FINAL PLAT OF ELM GROVE MIDDLE SCHOOL HAS BEEN SUBMITTED TO AND APPROVED ON BEHALF OF THE CITY COUNCIL OF THE CITY OF BUDA ON THE ____ DAY OF _____, 20____.

WITNESS MY HAND AND SEAL OF OFFICE, THIS THE ____ DAY OF _____, 20____, A.D.

ALICIA RAMIREZ, CITY CLERK
CITY OF BUDA, TEXAS

STATE OF TEXAS § **KNOWN ALL MEN BY THESE PRESENTS**
COUNTY OF HAYS §

I, ELAINE H. CARDENAS, COUNTY CLERK OF HAYS COUNTY, TEXAS, DO HEREBY CERTIFY THAT THE FOREGOING INSTRUMENT OF WRITING WITH ITS CERTIFICATE OF AUTHENTICATION WAS FILED FOR RECORD IN MY OFFICE ON THE ____ DAY OF _____, 20____, A.D., AT ____ O'CLOCK ____ M., IN THE PLAT RECORDS OF HAYS COUNTY, TEXAS AS INSTRUMENT NUMBER _____, O.P.R.H.C.TX.

WITNESS MY HAND AND SEAL OF OFFICE OF THE COUNTY CLERK OF SAID COUNTY THE ____ DAY OF _____, 20____, A.D.

ELAINE H. CARDENAS, COUNTY CLERK
HAYS COUNTY, TEXAS

SURVEYOR'S CERTIFICATION:

I, SCOTT A. HAHN, AM REGISTERED IN THE STATE OF TEXAS TO PRACTICE THE PROFESSION OF LAND SURVEYING, AND DO HEREBY CERTIFY THAT THIS PLAT IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND WAS PREPARED FROM AN ACTUAL SURVEY OF THE PROPERTY MADE UNDER MY SUPERVISION AND THAT THE MONUMENTS WERE PROPERLY PLACED UNDER MY SUPERVISION.

_____, DATE
SCOTT A. HAHN
TEXAS REGISTRATION NO. 6375
SPOT ON SURVEYING
614 JERRY'S LANE
BUDA, TX. 78610
TBPLS FIRM NO.: 10193894



ESD NOTE:
THIS SUBDIVISION LIES WITHIN THE HAYS COUNTY ESD #8 AND ESD #2.

GENERAL NOTES:

1. THIS SUBDIVISION FALLS WITHIN THE CITY OF BUDA.
2. THIS SUBDIVISION LIES WITHIN THE HAYS INDEPENDENT SCHOOL DISTRICT.
3. PEDERNALES ELECTRIC HAS THE RIGHT TO PRUNE AND/OR REMOVE TREES, SHRUBBERY AND OTHER OBSTRUCTIONS TO THE EXTENT NECESSARY TO KEEP THESE PUBLIC UTILITY EASEMENTS CLEAR. PEDERNALES ELECTRIC WILL PERFORM ALL TREE WORK IN COMPLIANCE WITH THE CITY OF BUDA UNIFIED DEVELOPMENT CODE.
4. THE OWNER/DEVELOPER OF THIS SUBDIVISION SHALL PROVIDE PEDERNALES ELECTRIC WITH ANY EASEMENT AND/OR ACCESS REQUIRED, IN ADDITION TO THOSE INDICATED, FOR THE INSTALLATION AND ONGOING MAINTENANCE OF ELECTRIC FACILITIES. THESE EASEMENTS AND/OR ACCESS ARE REQUIRED TO PROVIDE ELECTRIC FACILITIES. THESE EASEMENTS AND/OR ACCESS ARE REQUIRED TO PROVIDE ELECTRIC SERVICE TO THE BUILDING AND WILL NOT BE LOCATED SO AS TO CAUSE THE SITE TO BE OUT OF COMPLIANCE WITH THE CITY OF BUDA UNIFIED DEVELOPMENT CODE.
5. A SITE DEVELOPMENT PERMIT ISSUED BY THE CITY OF BUDA SHALL BE REQUIRED PRIOR TO THE DEVELOPMENT ON THESE LOTS.
6. THIS SUBDIVISION LIES WITHIN THE BOUNDARIES OF THE EDWARDS AQUIFER RECHARGE ZONE, AND THE EDWARDS AQUIFER CONTRIBUTING ZONE WITHIN THE TRANSITION ZONE.
7. BUILDING SETBACK LINES SHALL BE IN CONFORMANCE WITH CITY OF BUDA ZONING ORDINANCE REQUIREMENTS.
8. UTILITY SERVICES:
ELECTRIC - PEDERNALES ELECTRIC COOPERATIVE, INC.
WATER - CITY OF BUDA
WASTEWATER - CITY OF BUDA
9. ALL OTHER UTILITIES, GAS, CABLE, INTERNET, ETC. ARE THE OWNER'S RESPONSIBILITY.
10. SIDEWALKS SHALL BE CONSTRUCTED IN ACCORDANCE WITH THE 2017 BUDA UNIFIED DEVELOPMENT CODE AND MAINTAINED BY THE CITY OF BUDA.
11. A 15' PUBLIC UTILITY EASEMENT WILL BE PROVIDED ALONG STREETSIDE PROPERTY LINES.
12. PROPERTY OWNER SHALL PROVIDE ACCESS TO DRAINAGE AND UTILITY EASEMENTS AS MAY BE NECESSARY AND SHALL NOT PROHIBIT ACCESS FOR INSPECTION, OPERATION AND MAINTENANCE.
13. NO PORTION OF THIS TRACT IS WITHIN THE BOUNDARIES OF THE 100 YEAR FLOOD PLAIN OF ANY WATERWAY THAT IS WITHIN THE LIMITS OF STUDY OF THE NFIP FLOOD INSURANCE RATE MAP 48209C0280F, DATED SEPTEMBER 2, 2005. THIS TRACT FALLS WITHIN ZONE "X". (AREAS DETERMINED TO BE OUTSIDE THE 0.2% ANNUAL CHANCE FLOODPLAIN).

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: March 1, 2021

Subject: Final Plat for Dahlstrom Middle School

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

Plat the school site in order to be eligible to apply for future building permits.

D. Summary:

Previous board action relating to this item -

Future action anticipated -

Background information:

Platting provides the framework to adequately record land use-transactions for the development process.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other:

F. Administrative Recommendation:

Consideration and approval of the final plat for Dahlstrom Middle School.

G. Fiscal Impact and Cost: Amount: \$12,306

Budget Bond Grant/Special Funds Other

Cost of Survey: \$10,975

City of Buda Filing Fees: \$ 1,331

Prior Year Spending – not applicable

Future/Ongoing – not applicable

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Max Cleaver

Evaluation method and time line -

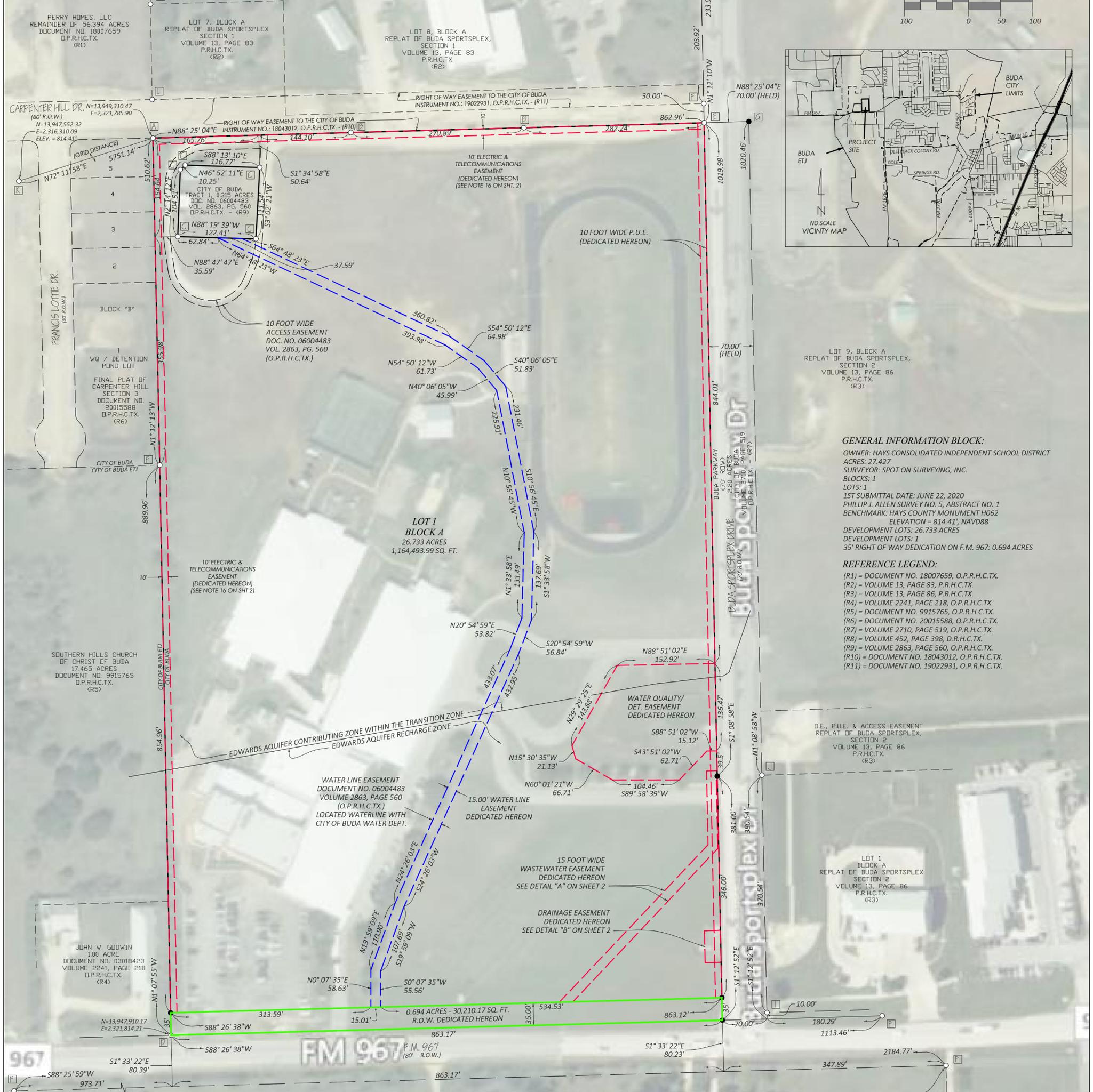
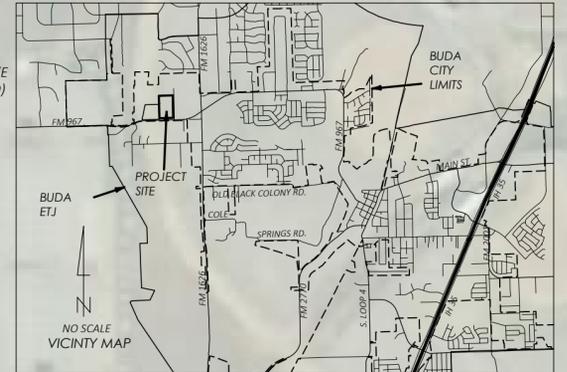
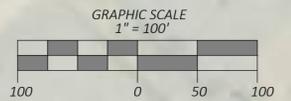
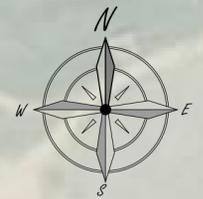
Next report to the board -

I. Suggested Motion:

I move the Board approve the final plat for Dahlstrom Middle School, as presented

FINAL PLAT OF DAHLSTROM MIDDLE SCHOOL

BEING 27.427 ACRES OUT OF THE PHILLIP J. ALLEN SURVEY NO. 5,
ABSTRACT NO. 1, CITY OF BUDA, HAYS COUNTY, TEXAS



GENERAL INFORMATION BLOCK:
OWNER: HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
ACRES: 27.427
SURVEYOR: SPOT ON SURVEYING, INC.
BLOCKS: 1
LOTS: 1
1ST SUBMITTAL DATE: JUNE 22, 2020
PHILLIP J. ALLEN SURVEY NO. 5, ABSTRACT NO. 1
BENCHMARK: HAYS COUNTY MONUMENT H062
ELEVATION = 814.41', NAVD88
DEVELOPMENT LOTS: 26.733 ACRES
DEVELOPMENT LOTS: 1
35' RIGHT OF WAY DEDICATION ON F.M. 967: 0.694 ACRES

REFERENCE LEGEND:
(R1) = DOCUMENT NO. 18007659, O.P.R.H.C.TX.
(R2) = VOLUME 13, PAGE 83, P.R.H.C.TX.
(R3) = VOLUME 13, PAGE 86, P.R.H.C.TX.
(R4) = VOLUME 2241, PAGE 218, O.P.R.H.C.TX.
(R5) = DOCUMENT NO. 9915765, O.P.R.H.C.TX.
(R6) = DOCUMENT NO. 20015588, O.P.R.H.C.TX.
(R7) = VOLUME 2710, PAGE 519, O.P.R.H.C.TX.
(R8) = VOLUME 452, PAGE 398, D.R.H.C.TX.
(R9) = VOLUME 2863, PAGE 560, O.P.R.H.C.TX.
(R10) = DOCUMENT NO. 18043012, O.P.R.H.C.TX.
(R11) = DOCUMENT NO. 19022931, O.P.R.H.C.TX.

- MONUMENT LEGEND / NOTES:**
- FOUND MONUMENT AS DESCRIBED.
 - = 5/8" IRON ROD WITH CAP STAMPED "SPOT ON SURVEYING" SET.
 - ▲ FOUND IRON ROD WITH ALUMINUM CAP STAMPED "1984".
 - FOUND 1/2" IRON PIPE.
 - ⊠ FOUND IRON ROD WITH ALUMINUM CAP STAMPED "KENT MCMILLAN 4341".
 - ⊡ FOUND IRON ROD WITH ALUMINUM CAP STAMPED "WILSON & CO RPLS 6320".
 - ⊞ FOUND COTTON GIN WITH WASHER STAMPED "CHAPARRAL BOUNDARY".
 - ⊟ FOUND 1/2" IRON ROD.
 - ⊠ FOUND PUNCH HOLE IN ASPHALT.
 - ⊡ FOUND MAG NAIL WITH WASHER STAMPED "CHAPARRAL BOUNDARY".
 - ⊞ FOUND IRON ROD WITH CAP STAMPED "HOLT-CARSON".
 - ⊟ FOUND IRON ROD WITH CAP, ILLEGIBLE.
 - ⊠ 2" DISC MONUMENT STAMPED "HAYS COUNTY 1995 GPS CONTROL MONUMENT 62"
 - ⊡ FOUND IRON ROD WITH CAP STAMPED "SPOT ON SURVEYING".

LEGEND:
D.E. DRAINAGE EASEMENT
P.U.E. = PUBLIC UTILITY EASEMENT
O.P.R.H.C.TX. = OFFICIAL PUBLIC RECORDS OF HAYS COUNTY, TEXAS
P.R.H.C.TX. = PLAT RECORDS OF HAYS COUNTY, TEXAS
R.P.R.H.C.TX. = REAL PROPERTY RECORDS OF HAYS COUNTY, TEXAS

LINETYPE LEGEND:
— = BOUNDARY
- - - = RIGHT OF WAY
- · - · = ADJOINERS
- - - - - = EASEMENTS

SURVEYORS NOTICE:
ALL DISTANCES SHOWN HEREON ARE GROUND DISTANCES UNLESS OTHERWISE NOTED.

BASIS OF BEARINGS:
THE BASIS OF BEARINGS OF THIS SURVEY SHOWN HEREON, IS THE TEXAS COORDINATE SYSTEM NAD83, TEXAS SOUTH CENTRAL ZONE, UTILIZING STATIC OBSERVATIONS AND CORRECTIONS PERFORMED BY THE NGS-OPUS WEBSITE.

FLOOD PLAIN NOTE:
NO PORTION OF THIS TRACT IS WITHIN THE BOUNDARIES OF THE 100 YEAR FLOOD PLAIN OF ANY WATERWAY THAT IS WITHIN THE LIMITS OF STUDY OF THE NFIP FLOOD INSURANCE RATE MAP 48209C0260F, DATED SEPTEMBER 2, 2005. THIS TRACT FALLS WITHIN ZONE "X". (AREAS DETERMINED TO BE OUTSIDE THE 0.2% ANNUAL CHANCE FLOODPLAIN).

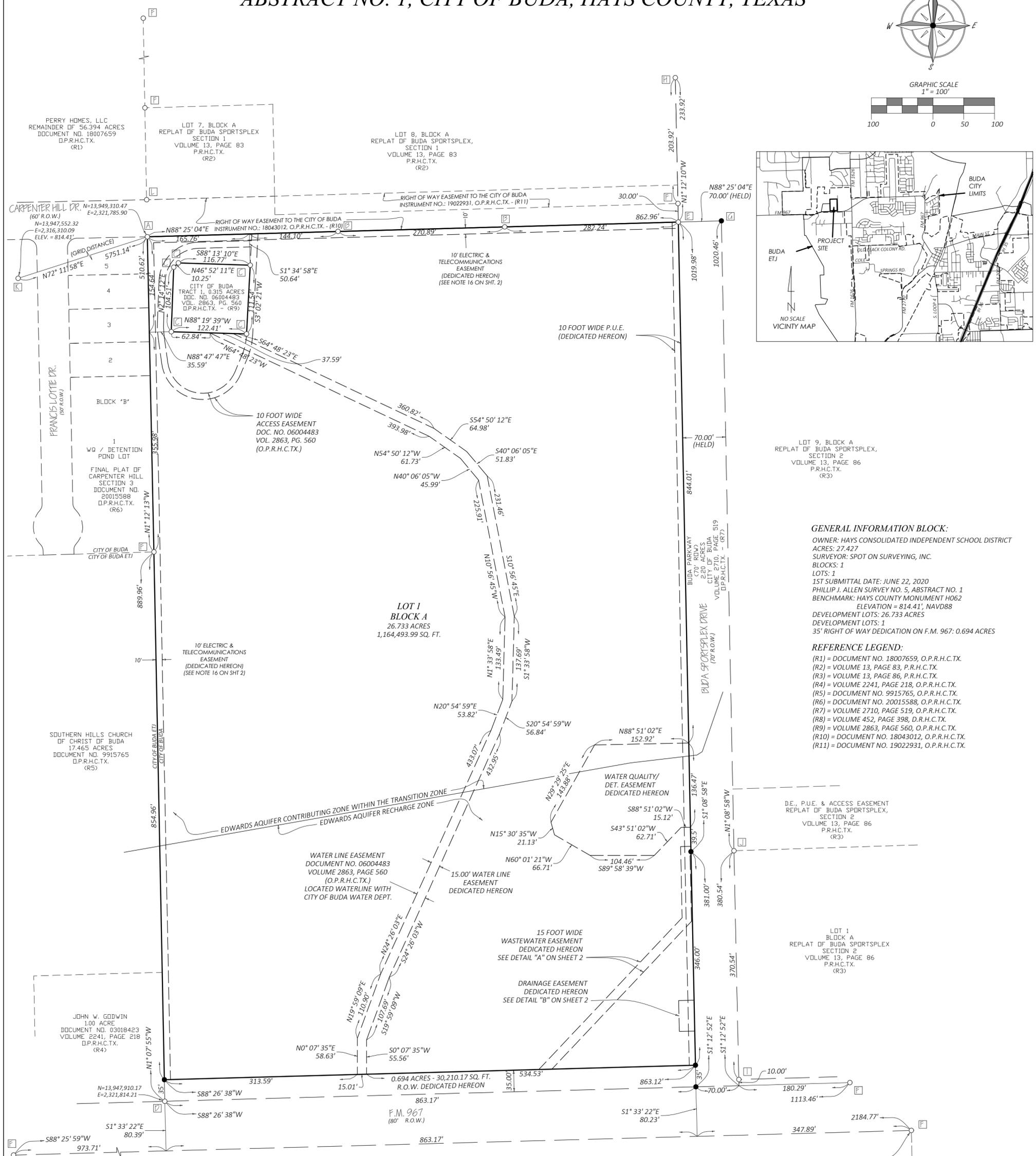
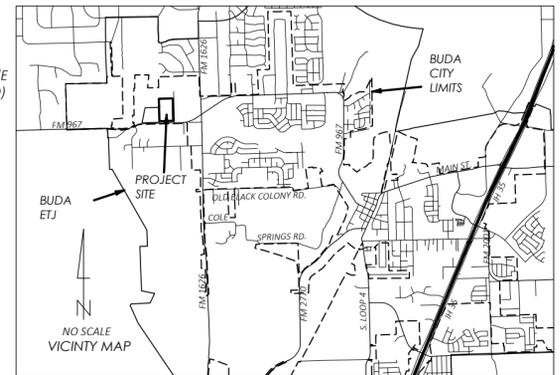
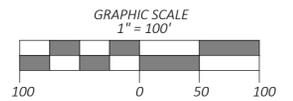
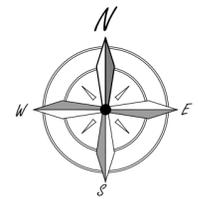


WWW.SPOTONSURVEYING.COM

SOS/J/N: 0013-17-005

FINAL PLAT OF DAHLSTROM MIDDLE SCHOOL

BEING 27.427 ACRES OUT OF THE PHILLIP J. ALLEN SURVEY NO. 5, ABSTRACT NO. 1, CITY OF BUDA, HAYS COUNTY, TEXAS



GENERAL INFORMATION BLOCK:
 OWNER: HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
 ACRES: 27.427
 SURVEYOR: SPOT ON SURVEYING, INC.
 BLOCKS: 1
 LOTS: 1
 1ST SUBMITTAL DATE: JUNE 22, 2020
 PHILLIP J. ALLEN SURVEY NO. 5, ABSTRACT NO. 1
 BENCHMARK: HAYS COUNTY MONUMENT H062
 ELEVATION = 814.41', NAVD88
 DEVELOPMENT LOTS: 26.733 ACRES
 DEVELOPMENT LOTS: 1
 35' RIGHT OF WAY DEDICATION ON F.M. 967: 0.694 ACRES

REFERENCE LEGEND:
 (R1) = DOCUMENT NO. 18007659, O.P.R.H.C.TX.
 (R2) = VOLUME 13, PAGE 83, P.R.H.C.TX.
 (R3) = VOLUME 13, PAGE 86, P.R.H.C.TX.
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LINETYPE LEGEND:
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BASIS OF BEARINGS:
 THE BASIS OF BEARINGS OF THIS SURVEY SHOWN HEREON, IS THE TEXAS COORDINATE SYSTEM NAD83, TEXAS SOUTH CENTRAL ZONE, UTILIZING STATIC OBSERVATIONS AND CORRECTIONS PERFORMED BY THE NGS-OPUS WEBSITE.

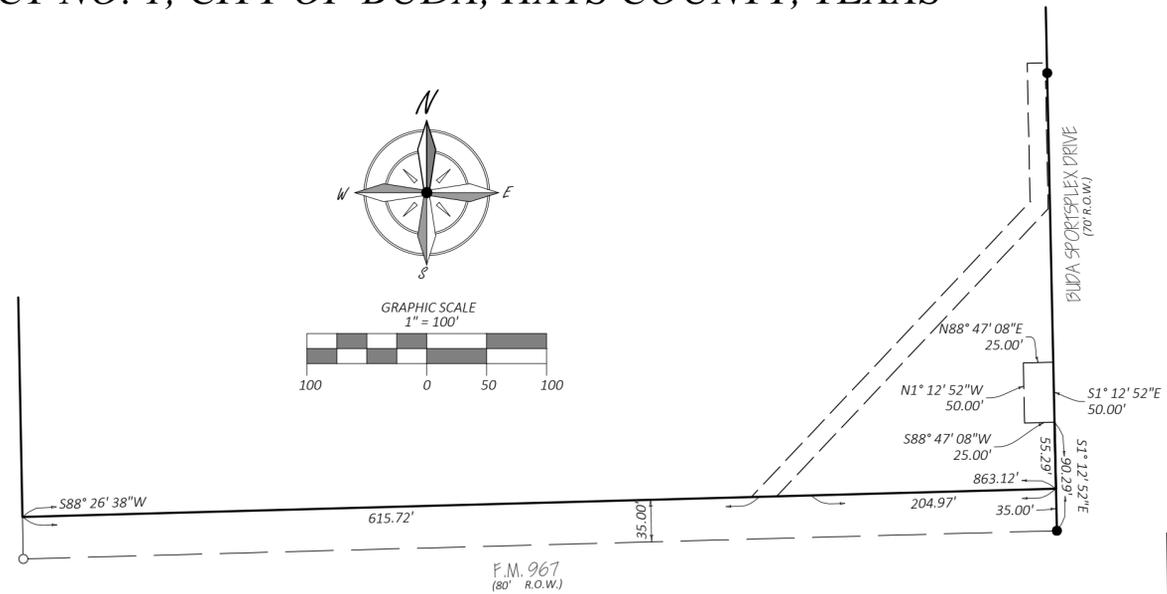
FLOOD PLAIN NOTE:
 NO PORTION OF THIS TRACT IS WITHIN THE BOUNDARIES OF THE 100 YEAR FLOOD PLAIN OF ANY WATERWAY THAT IS WITHIN THE LIMITS OF STUDY OF THE NFIP FLOOD INSURANCE RATE MAP 48209C0260F, DATED SEPTEMBER 2, 2005, THIS TRACT FALLS WITHIN ZONE "X". (AREAS DETERMINED TO BE OUTSIDE THE 0.2% ANNUAL CHANCE FLOODPLAIN).



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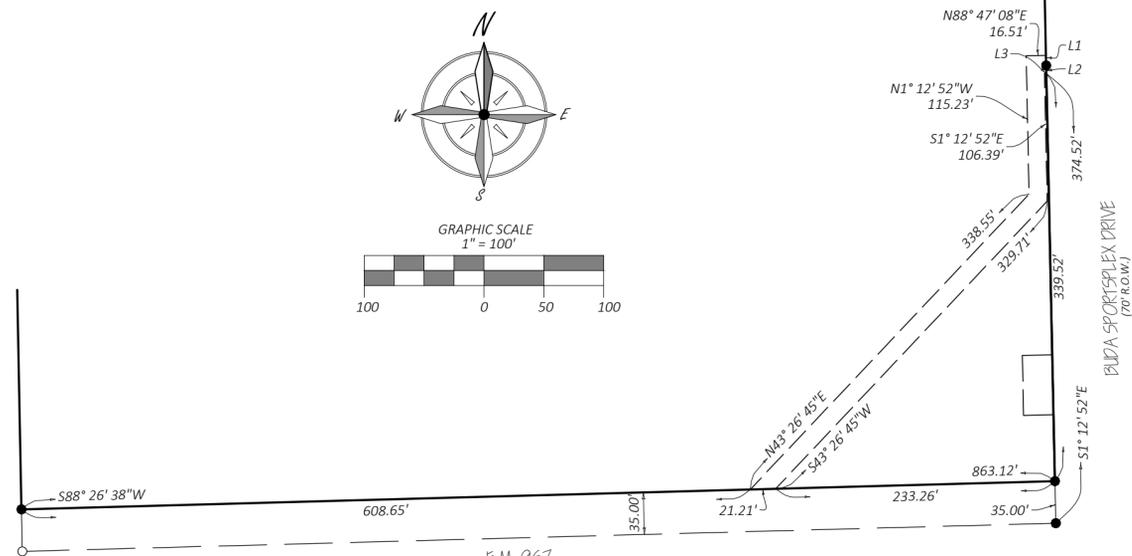
FINAL PLAT OF DAHLSTROM MIDDLE SCHOOL

BEING 27.427 ACRES OUT OF THE PHILLIP J. ALLEN SURVEY NO. 5,
ABSTRACT NO. 1, CITY OF BUDA, HAYS COUNTY, TEXAS



DETAIL "B"
DRAINAGE EASEMENT

LINE TABLE		
L #	BEARING	LENGTH
L1	S1°08'58"E	8.52'
L2	S1°12'52"E	6.48'
L3	S88°47'08"W	1.50'



DETAIL "A"
WASTEWATER LINE EASEMENT

EASEMENT NOTE:

ANY PUBLIC UTILITY, INCLUDING THE CITY, SHALL HAVE THE RIGHT TO MOVE AND KEEP MOVED ALL OR PART OF ANY BUILDING, FENCES, TREES, SHRUBS, OTHER GROWTHS OR IMPROVEMENTS WHICH IN ANY WAY ENDANGER OR INTERFERE WITH THE CONSTRUCTION, MAINTENANCE, OR EFFICIENCY OF ITS RESPECTIVE SYSTEMS ON ANY OF THE EASEMENTS OR RIGHT-OF-WAY SHOWN ON THE PLAT (OR FILED BY SEPARATE INSTRUMENT THAT IS ASSOCIATED WITH SAID PROPERTY); AND ANY PUBLIC UTILITY, INCLUDING THE CITY, SHALL HAVE THE RIGHT AT ALL TIMES OF INGRESS AND EGRESS TO AND FROM AND UPON SAID EASEMENTS FOR THE PURPOSE OF CONSTRUCTION, RECONSTRUCTION, INSPECTION, PATROLLING, MAINTAINING AND ADDING TO OR REMOVING ALL OR PART OF ITS RESPECTIVE SYSTEMS WITHOUT THE NECESSITY AT ANY TIME OF PROCURING THE PERMISSION OF ANYONE. EASEMENTS SHALL BE MAINTAINED BY PROPERTY OWNERS. THE CITY CAN MOVE TREES OR ANY OTHER IMPROVEMENTS AND DOES NOT HAVE THE RESPONSIBILITY TO REPLACE THEM.

SURVEYOR'S CERTIFICATION:

I, SCOTT A. HAHN, AM REGISTERED IN THE STATE OF TEXAS TO PRACTICE THE PROFESSION OF LAND SURVEYING, AND DO HEREBY CERTIFY THAT THIS PLAT IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND WAS PREPARED FROM AN ACTUAL SURVEY OF THE PROPERTY MADE UNDER MY SUPERVISION AND THAT THE MONUMENTS WERE PROPERLY PLACED UNDER MY SUPERVISION.

SCOTT A. HAHN _____ DATE _____
 TEXAS REGISTRATION NO. 6375
 SPOT ON SURVEYING
 614 JERRY'S LANE
 BUDA, TX. 78610
 TBPLS FIRM NO.: 10193894



ESD NOTE:

THIS SUBDIVISION LIES WITHIN THE HAYS COUNTY ESD #8 AND ESD #2.

GENERAL NOTES:

1. THIS SUBDIVISION FALLS WITHIN THE CITY OF BUDA.
2. THIS SUBDIVISION LIES WITHIN THE HAYS INDEPENDENT SCHOOL DISTRICT.
3. PEDERNALES ELECTRIC HAS THE RIGHT TO PRUNE AND/OR REMOVE TREES, SHRUBBERY AND OTHER OBSTRUCTIONS TO THE EXTENT NECESSARY TO KEEP THESE PUBLIC UTILITY EASEMENTS CLEAR. PEDERNALES ELECTRIC WILL PERFORM ALL TREE WORK IN COMPLIANCE WITH THE CITY OF BUDA UNIFIED DEVELOPMENT CODE.
4. THE OWNER/DEVELOPER OF THIS SUBDIVISION SHALL PROVIDE PEDERNALES ELECTRIC WITH ANY EASEMENT AND/OR ACCESS REQUIRED, IN ADDITION TO THOSE INDICATED, FOR THE INSTALLATION AND ONGOING MAINTENANCE OF ELECTRIC FACILITIES. THESE EASEMENTS AND/OR ACCESS ARE REQUIRED TO PROVIDE ELECTRIC FACILITIES. THESE EASEMENTS AND/OR ACCESS ARE REQUIRED TO PROVIDE ELECTRIC SERVICE TO THE BUILDING AND WILL NOT BE LOCATED SO AS TO CAUSE THE SITE TO BE OUT OF COMPLIANCE WITH THE CITY OF BUDA UNIFIED DEVELOPMENT CODE.
5. A SITE DEVELOPMENT PERMIT ISSUED BY THE CITY OF BUDA SHALL BE REQUIRED PRIOR TO THE DEVELOPMENT ON THESE LOTS.
6. THIS SUBDIVISION LIES WITHIN THE BOUNDARIES OF THE EDWARDS AQUIFER RECHARGE ZONE, AND THE EDWARDS AQUIFER CONTRIBUTING ZONE WITHIN THE TRANSITION ZONE.
7. BUILDING SETBACK LINES SHALL BE IN CONFORMANCE WITH CITY OF BUDA ZONING ORDINANCE REQUIREMENTS.
8. UTILITY SERVICES:
 ELECTRIC - PEDERNALES ELECTRIC COOPERATIVE, INC.
 WATER - CITY OF BUDA
 WASTEWATER - CITY OF BUDA
9. ALL OTHER UTILITIES, GAS, CABLE, INTERNET, ETC. ARE THE OWNER'S RESPONSIBILITY.
10. SIDEWALKS SHALL BE CONSTRUCTED IN ACCORDANCE WITH THE 2017 BUDA UNIFIED DEVELOPMENT CODE AND MAINTAINED BY THE CITY OF BUDA.
11. A 10' PUBLIC UTILITY EASEMENT WILL BE PROVIDED ALONG BUDA SPORTSPLEX DRIVE.
12. NO OBJECT INCLUDING BUT NOT LIMITED TO BUILDINGS, FENCES, OR LANDSCAPING SHALL BE ALLOWED IN A DRAINAGE EASEMENT.
13. PROPERTY OWNER SHALL PROVIDE ACCESS TO DRAINAGE AND UTILITY EASEMENTS AS MAY BE NECESSARY AND SHALL NOT PROHIBIT ACCESS FOR INSPECTION, OPERATION AND MAINTENANCE.
14. ALL DRAINAGE AND ACCESS EASEMENTS ON PRIVATE PROPERTY SHALL BE OWNED, OPERATED AND MAINTAINED BY THE PROPERTY OWNER OR HIS/HER ASSIGNS.
15. NO PORTION OF THIS TRACT IS WITHIN THE BOUNDARIES OF THE 100 YEAR FLOOD PLAIN OF ANY WATERWAY THAT IS WITHIN THE LIMITS OF STUDY OF THE NFIP FLOOD INSURANCE RATE MAP 48209C0260F, DATED SEPTEMBER 2, 2005, THIS TRACT FALLS WITHIN ZONE "X". (AREAS DETERMINED TO BE OUTSIDE THE 0.2% ANNUAL CHANCE FLOODPLAIN).
16. DURING THE COURSE OF THIS SURVEY WE IDENTIFIED UTILITY POLES ALONG THE WESTERLY AND NORTHERLY PROPERTY LINES OF THE SUBJECT PROPERTY THAT TIES INTO AND CARRIES ELECTRIC AND COMMUNICATION LINES TOWARDS THE ADJACENT PROPERTIES WEST AND POSSIBLY NORTH. THE OWNER HEREBY GRANTS AN EASEMENT OF 10 FEET IN WIDTH AS SHOWN ON SHEET ONE FOR UTILITY PURPOSES.

STATE OF TEXAS § KNOWN ALL MEN BY THESE PRESENTS
 COUNTY OF HAYS §

OWNER'S CERTIFICATION:

THAT THE UNDERSIGNED, HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT (H.C.I.S.D.), OWNER OF A 27.427 ACRE TRACT OF LAND OUT OF THE PHILLIP J. ALLEN SURVEY NO. 5, ABSTRACT NO. 1, IN HAYS COUNTY, TEXAS, BEING THE SAME TRACT OF LAND CONVEYED TO US BY SPECIAL WARRANTY DEED RECORDED IN VOLUME 452, PAGE 398, REAL PROPERTY RECORDS OF HAYS COUNTY, TEXAS, EXCEPT THAT 2.2 ACRE TRACT FOR RIGHT OF WAY PURPOSES CONVEYED TO CITY OF BUDA BY SPECIAL WARRANTY DEED RECORDED AS DOCUMENT NO. 05017412, IN VOLUME 2710, PAGE 519, OFFICIAL PUBLIC RECORDS, HAYS COUNTY, TEXAS, ALSO EXCEPTING THAT 0.315 ACRE TRACT OF LAND CONVEYED TO THE CITY OF BUDA AS TRACT 1, BY GENERAL WARRANTY DEED RECORDED AS DOCUMENT NO. 06004483, IN VOLUME 2863, PAGE 560, OFFICIAL PUBLIC RECORDS, HAYS COUNTY, TEXAS, DO HEREBY SUBDIVIDE SAID 27.427 ACRES TO BE KNOWN AS:

FINAL PLAT OF DAHLSTROM MIDDLE SCHOOL

AS SHOWN HEREON AND DO HEREBY DEDICATE TO THE PUBLIC THE USE OF THE STREETS AND EASEMENTS HEREON, SUBJECT TO ANY EASEMENTS PREVIOUSLY GRANTED AND NOT RELEASED.

REPRESENTATIVE _____ DATE _____
 HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
 21003 I.H.-35, KYLE, TEXAS 78640

STATE OF TEXAS § KNOWN ALL MEN BY THESE PRESENTS
 COUNTY OF HAYS §

BEFORE ME, THE UNDERSIGNED AUTHORITY, ON THIS DAY PERSONALLY APPEARED, _____, KNOWN TO ME TO BE THE PERSON WHOSE NAME IS SUBSCRIBED TO THE FOREGOING INSTRUMENT AND ACKNOWLEDGED TO ME THAT HE EXECUTED THE SAME FOR THE PURPOSES AND CONSIDERATION THEREIN EXPRESSED AND IN THE CAPACITY THEREIN STATED.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, THIS ____ DAY OF _____, 20____, A.D.

NOTARY PUBLIC IN AND FOR THE STATE OF TEXAS

CITY CERTIFICATION:

THIS FINAL PLAT OF DAHLSTROM MIDDLE SCHOOL HAS BEEN SUBMITTED TO AND APPROVED ON BEHALF OF THE CITY COUNCIL OF THE CITY OF BUDA ON THE ____ DAY OF _____, 20____.

WITNESS MY HAND AND SEAL OF OFFICE, THIS THE ____ DAY OF _____, 20____, A.D.

ALICIA RAMIREZ, CITY CLERK
 CITY OF BUDA, TEXAS

STATE OF TEXAS § KNOWN ALL MEN BY THESE PRESENTS
 COUNTY OF HAYS §

I, ELAINE H. CARDENAS, COUNTY CLERK OF HAYS COUNTY, TEXAS, DO HEREBY CERTIFY THAT THE FOREGOING INSTRUMENT OF WRITING WITH ITS CERTIFICATE OF AUTHENTICATION WAS FILED FOR RECORD IN MY OFFICE ON THE ____ DAY OF _____, 20____, A.D., AT ____ O'CLOCK __ M., IN THE PLAT RECORDS OF HAYS COUNTY, TEXAS AS INSTRUMENT NUMBER _____, O.P.R.H.C.TX.

WITNESS MY HAND AND SEAL OF OFFICE OF THE COUNTY CLERK OF SAID COUNTY THE ____ DAY OF _____, 20____, A.D.

ELAINE H. CARDENAS, COUNTY CLERK
 HAYS COUNTY, TEXAS

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: February 22, 2021

Subject: Hays County Right-of-Way Request on FM 967 at Beacon Hill Road

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

Work with local governmental entities to promote public safety and efficient development.

D. Summary:

Previous board action relating to this item -

Future action anticipated -

Background information:

Hays County is requesting additional right-of-way (ROW) totaling approximately 1,080 square feet (0.0248 acres), located on the northern portion of the Hays CISD Impact Center property for the purpose of improving the storm drainage in conjunction with road improvements on FM 967 from 1.48 miles west of Ruby Ranch Road to 0.06 miles east of FM 1626.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other:

F. Administrative Recommendation:

Consideration and approval to grant a right-of-way to Hays County for the purpose of making road improvements to FM 967.

G. Fiscal Impact and Cost: Amount: \$0 (zero)

Budget Bond Grant/Special Funds Other

This ROW request should not cost the District.

Prior Year Spending – not applicable

Future/Ongoing – not applicable

H. Monitoring and Reporting TimeLine:

Person responsible for evaluating this decision or action: Max Cleaver, Chief Operations Officer

Evaluation method and time line -

Next report to the board -

I. Suggested Motion:

I move the Board grant Hays County a Right-of-Way on the north property line of the Impact Center property for the purpose of making road improvements to FM 967, as presented.

**THE BOARD OF TRUSTEES OF THE HAYS CONSOLIDATED
INDEPENDENT SCHOOL DISTRICT**

**RESOLUTION OF FEBRUARY 22, 2021
Hays County, Texas – FM-967 Drainage Easement**

Whereas, Hays County, Texas has requested a permanent drainage easement consisting of 0.0248 acres (1080 square feet) over that 8.982 acre tract of real property conveyed to the Hays CISD by deed recorded at Volume 1245, Page 202363, Page 784 deed records of Hays County, Texas; and,

Whereas, such easements areas are more particularly described in the attached Exhibit 1; and,

Whereas, the Board of Trustees finds that such drainage system improvements are requested in connection with a larger project of safety improvements to F.M. 967 in direct proximity to four Hays CISD campuses, and will enhance the safe and efficient operation of such school district facilities; and,

Whereas, the Board of Trustees finds that the real property interests described in the easement attached as Exhibit 1 are not necessary for the operation of the District and are surplus; and,

Whereas, Hays County, Texas is an agency of the State of Texas with the power of eminent domain; and,

Whereas, the Board of Trustees finds that the benefit to be received pursuant to the transaction is of value that is equal to or in excess of the value of the real property interests to be conveyed;

It is therefore RESOLVED:

1. That Esperanza Orosco, in her capacity as Board President is hereby authorized to execute the easements in substantially the same form as the attached exhibit, including, but not limited to instruments listing a more specific metes and bounds descriptions of the easements to reflect graphical representations in the original;
2. That all persons are entitled to rely upon an original or copy of this Resolution as evidence of the acceptance and authority granted herein;

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Hays Consolidated Independent School District during a properly called and noticed meeting on February 22, 2021. 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: _____
Nays: _____
Abstentions: _____

To certify which, witness my hand and the official seal of the District this ____ day of February, 2021.

Vanessa Petrea
Secretary, Board of Trustees

[EXHIBIT 1 FOLLOWS]

EXHIBIT 1

IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OF THE FOLLOWING INFORMATION FROM THIS INSTRUMENT BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.

THE STATE OF TEXAS

§
§
§

ACCESS EASEMENT

COUNTY OF HAYS

Know all by these presents: That for and in consideration of Ten and no/100 Dollars (\$10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged,

GRANTOR: HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
21003 Interstate 35
Kyle, Texas 78640,

does hereby grant and convey unto,

GRANTEE: HAYS COUNTY, TEXAS

an easement over that 8.982 acre tract real property conveyed to Grantor by deed recorded at Volume 1245, Page 202, deed records of Hays County, Texas:

EASEMENT

PROPERTY: A tract of land consisting of 0.0248 acres, more or less, being more particularly described in the Exhibit "A", which includes a field note description and sketch, and which are incorporated herein and made a part of this instrument for all purposes.

To have and to hold such easement, together with all and singular the rights and appurtenances belonging in any way to the easement, to Grantee, Grantee's successors and permitted assigns for so long as such easement shall remain in effect. Grantor binds Grantor and Grantor's successors in interest to warrant and forever defend all and singular the easement to Grantee and Grantee's successor and permitted assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof by, through or under Grantee, but not otherwise.

The following terms and conditions shall apply to the easement:

EASEMENT PURPOSE: The easement shall be used for the purpose of installing, operating, and maintaining storm water drainage improvements in the F.M.-967 right of way in the area of Johnson High School.

EASEMENT NOT EXCLUSIVE: Grantor reserves the right to grant easement rights to additional public and private utility providers and other persons or entities, including but not limited to, water, wastewater, electrical, or telecommunications providers over all or any portion of the Easement Property. Provided, however, that any subsequent grants of easement rights shall: (1) be subject to restrictions or limitations imposed by any state or local building or health and safety statute or code; and. (2) be subject to and not inconsistent with Grantee's uses of the easement.

TERM: The easement shall remain in full force and effect for so long as Grantee or Grantee's assigns shall use the Easement Property for the purposes described herein, and for one year thereafter, following which the property shall automatically revert to Grantor.

EXISTING EASEMENTS: Grantor does not warrant or guarantee that the Easement Property described herein is not subject to one or more pre-existing easements, whether recorded or not recorded. In the event any pre-existing easement has been granted over the Easement Property, this easement is made subject to and subordinate to such pre-existing easement.

ASSIGNMENT: The easement may not be assigned, in whole or in part, by Grantee, except to another governmental unit or public or private utility provider, or with the express, written consent of Grantor.

ACCESS: Grantee shall have the right of ingress and egress at all times upon Easement Property for the above stated purposes. In the event immediate access to the Easement Property is not reasonably available over the Easement Property, and only in that event, then Grantee shall have the right of ingress and egress over existing roads across the adjacent property of Grantor for the purpose of obtaining such access. Grantor agrees that Grantor shall not place any structure in or on the permanent Easement Property without written approval of Grantee.

RIGHT OF REENTRY: As additional consideration for the conveyance contained herein, Grantee Hays County, Texas does covenant and agree that if the improvements anticipated to be placed on and under the Easement Property are not substantially complete within three (3) years following the effective date of this Easement, Grantor shall have the right to reenter and reclaim said easement property free and clear of this Easement.

ENTIRE AGREEMENT: This Easement agreement contains the entire agreement between the parties relating to the rights granted and the obligations assumed. This

easement agreement shall bind and inure to the benefits of the parties, their heirs, legal representatives, successors and assigns, and may not be assigned without the prior, written consent of Grantor, its successors or assigns.

Executed this _____ day of _____, 2021.

BOARD OF TRUSTEES OF THE HAYS
CONSOLIDATED INDEPENDENT
SCHOOL DISTRICT

By: Esperanza Orosco
President, Board of Trustees

STATE OF TEXAS

COUNTY OF HAYS

|
| **ACKNOWLEDGMENT**
|

On this day personally appeared Esperanza Orosco, known to me to be the person whose signature appears on the foregoing instrument, and having been sworn upon her oath, stated that she was the President of the Board of Trustees of the Hays Consolidated Independent School District; that she was authorized to execute such instrument pursuant to resolution of the Board of Trustees adopted on February 22, 2021 and that said instrument is executed as the free and voluntary act and deed of such governmental unit for the purposes and consideration expressed therein.

To certify which, witness my hand and seal of office affixed this ____ day of _____, 2021.

Notary Public in and for the State of Texas

Executed this _____ day of _____, 2021.

HAYS COUNTY, TEXAS

By:
Title:

STATE OF TEXAS
COUNTY OF HAYS

|
| **ACKNOWLEDGMENT**
|

On this day personally appeared _____, known to me to be the person whose signature appears on the foregoing instrument, and having been sworn upon his/her oath, stated that he/she was the _____ of Hays County, Texas, and that said instrument is executed as the free and voluntary act and deed of such governmental unit for the purposes and consideration expressed therein.

To certify which, witness my hand and seal of office affixed this ____ day of _____, 2021.

Notary Public in and for the State of Texas

[REMAINDER OF PAGE INTENTIONALLY BLANK]

[FIELD NOTES AND SKETCH FOLLOW]

EXHIBIT A

County: Hays
Highway: FM 967
Project Limits: FM 1626 to 4 miles west
CSJ No.: 1776-01-036 & 1776-01-037

PROPERTY DESCRIPTION FOR PARCEL NO. 2

Being a 0.0248-acre (1,080 square feet) parcel of land located in the Phillip J. Allen Survey Number 5, Abstract Number 1, Hays County, Texas, being out of a called 8.982-acre tract, conveyed from Darr Equipment Co., a Texas Corporation to Hays Consolidated Independent School District, executed July 31, 1996, as recorded in Volume 1245, Page 202 of the Official Public Records of Hays County, Texas (O.P.R.H.C.T.), said 0.0248-acre parcel being more particularly described by the metes and bounds as follows:

COMMENCING at a found iron pipe, in the southeast line of said 8.982-acre tract, being the north corner of a calculated 7.798-acre tract, conveyed from Melvin Lee Thames and wife, Jo Ann Thames to Jason Lee Thames, dated July 16, 2015, as recorded in Volume 5270, Page 737, O.P.R.H.C.T., and the west corner of a called 5.182-acre tract being Lot 2, Block E of the Marlboro Country Subdivision, recorded May 19, 1975, as recorded in Volume 1, Page 309 of the Plat Record Hays County, Texas (P.R.H.C.T.), gifted from Vera H. Lange to Lori Ann Lange, dated November 29, 2000, as recorded in Volume 1745, Page 39, O.P.R.H.C.T.;

THENCE, North 49° 49' 31" East, along the southeast line of said 8.982-acre tract and northwest line of said Lot 2, Block E, Marlboro Country Subdivision, passing at a distance of 509.31 feet to a found iron pipe in said southwest line of 8.982-acre tract and northwest line of Lot 2, Block E, Marlboro Country Subdivision and continuing a total distance of 512.60 feet to a found 1/2-inch iron rod for the northeast corner of said 8.982-acre tract, north corner of said Lot 2, Block E, Marlboro Country Subdivision and being in the south existing right-of-way line of FM 967(Variable Width Right-of-Way), being the point of curvature of a curve to the right;

THENCE, along the south existing right-of-way line of said FM 967, with the said curve, having a central angle of 04°09'37", a radius of 1,475.96 feet and a chord which bears South 81°43'16" West 107.15 feet, a distance of 107.17 feet to a set TxDOT Type II Bronze Disk in concrete, for the northeast corner of the herein described parcel, same being the **POINT OF BEGINNING**, having coordinates of N = 13,948,594.19 and E = 2,319,988.38 said point being 39.70 feet right from the proposed FM 967 Baseline Station 165+35.07;

EXHIBIT A

THENCE, departing the south existing right-of-way line of said FM 967, along the proposed south right-of-way line of said FM 967, into and across said 8.982-acre tract, the following two (2) courses and distances:

- 1) South $47^{\circ} 58' 51''$ West, passing at a distance of 45.24 feet to a set TxDOT Type II Bronze Disk in concrete, said point being 66.61 feet right from the proposed FM 967 Baseline Station 165+00.00, and continuing a total distance of 60.22 feet to a set TxDOT Type II Bronze Disk in concrete, for the south corner of herein described parcel, said point being 75.71 feet right from the proposed FM 967 Baseline Station 164+88.66, and
 - 2) North $23^{\circ} 30' 51''$ West, a distance of 38.20 feet to a set TxDOT Type II Bronze Disk in concrete, for the northwest corner of herein described parcel, from which at found 1/2-inch iron rod bears with a curve to the right, having a central angle of $08^{\circ} 06' 36''$, a radius of 1,475.96 feet and a chord that bears North $89^{\circ} 48' 22''$ West 208.74 feet, a distance of 208.92 feet, said point being 39.67 feet right from proposed FM 967 Baseline Station 164+76.47, in the south existing right-of-way line of said FM 967 and being the point of curvature for a curve to the left;
- 2) **THENCE**, along the south existing right-of-way line of said FM 967, with the said curve, having a central angle of $02^{\circ} 20' 16''$, a radius of 1,475.96 feet and a chord that bears North $84^{\circ} 58' 12''$ East 60.21 feet, a distance of 60.22 feet to the **POINT OF BEGINNING** and containing 0.0248-acres (1,080 square feet) of land.

LEGEND

- PROPERTY LINE
- LAND HOOK
- FOUND MONUMENT AS DESCRIBED
- SET TxDOT TYPE II BRONZE DISK IN CONCRETE
- SET 5/8" IRON ROD WITH TxDOT ALUMINUM CAP (UNLESS NOTED)
- O.P.R.H.C.T. OFFICIAL PUBLIC RECORDS HAYS COUNTY TEXAS
- P.R.H.C.T. PLAT RECORDS HAYS COUNTY TEXAS
- H.C.A.D. HAYS COUNTY APPRAISAL DISTRICT
- P.O.B. POINT OF BEGINNING
- P.O.C. POINT OF COMMENCEMENT
- PC POINT OF CURVATURE
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- R.O.W. RIGHT OF WAY
- N.T.S. NOT TO SCALE
- DOC. DOCUMENT
- FND FOUND
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- - - - - APPROXIMATE SURVEY LINE
- ===== EXISTING R.O.W. LINE
- ===== PROPOSED R.O.W. LINE
- ====||==== PROPOSED R.O.W. AND ACCESS DENIAL LINE
- - - - - EASEMENT LINE
- (00) PARCEL NUMBER FOR R.O.W. ACQUISITION
- () RECORD INFORMATION

CURVE TABLE					
CURVE	DELTA	LENGTH	RADIUS	CHORD BEARING	CHORD DISTANCE
C1	4° 09' 37" RT	107.17'	1,475.96'	S 81° 43' 16" W	107.15'

FM 967

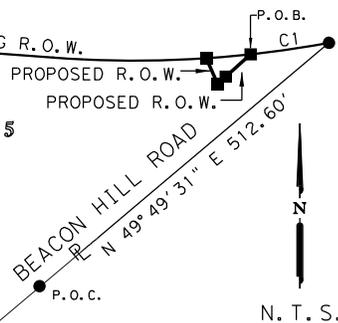
SINCLAIR D. GERVAIS SURVEY NO. 8
ABSTRACT NUMBER 7
HAYS COUNTY, TEXAS

BEACON HILL ROAD

APPROXIMATE SURVEY LINE

PHILLIP J. ALLEN SURVEY NO. 5
ABSTRACT NUMBER 1
HAYS COUNTY, TEXAS

CALLED 8.982-ACRE TRACT
HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
VOLUME 1245, PAGE 202
O.P.R.H.C.T.
EXECUTED: JULY 31, 1996
H.C.A.D. R10141



NOTES:

1. ALL BEARINGS AND COORDINATES SHOWN HEREON ARE BASED ON THE TEXAS COORDINATE SYSTEM, SOUTH CENTRAL ZONE, NORTH AMERICAN DATUM OF 1983(2011). EPOCH 2010.00. COORDINATES AND DISTANCES ARE U.S. SURVEY FEET, DISPLAYED IN SURFACE VALUES AND MAY BE CONVERTED TO GRID BY DIVIDING BY A TxDOT SURFACE ADJUSTMENT FACTOR OF 1.00008.
2. FIELD INFORMATION SHOWN HEREON IS BASED ON AN "ON-THE-GROUND" SURVEY PROVIDED BY TxDOT. MONUMENT INFORMATION SHOWN HEREON IS BASED ON AN "ON-THE-GROUND" SURVEY PERFORMED BY COBB, FENDLEY & ASSOCIATES, INC. IN DECEMBER, 2020.
3. A PROPERTY DESCRIPTION OF EVEN DATE WAS PREPARED IN CONJUNCTION WITH THIS PARCEL PLAT.
4. ACCESS WILL BE PERMITTED TO THE REMAINDER PROPERTY ABUTTING THE HIGHWAY FACILITY.
5. THE EASEMENTS AND OTHER RECORDED DATA SHOWN HEREON WERE OBTAINED FROM A TITLE COMMITMENT ISSUED BY TITLE RESOURCES GUARANTY COMPANY, OF NO.: T-137362, ISSUED: OCTOBER 1, 2020, THE CERTIFYING SURVEYOR HAS NOT MADE AN INDEPENDENT TITLE SEARCH AND HAS RELIED ON THE SUPPLIED DOCUMENTS AND SPECIFICALLY DISCLAIMS ANY ITEM NOT SHOWN WHICH MAY OR MAY NOT BE OF RECORD, THAT MIGHT AFFECT THE PROPERTY SHOWN ON THIS SURVEY. THE SURVEYOR DID NOT RESEARCH SUBJECT PROPERTY TITLE INFORMATION AND/OR ENCROACHMENTS, THERE MAY BE EASEMENTS AND/OR RESTRICTIVE COVENANTS OF RECORD AFFECTING THIS PROPERTY WHICH ARE NOT SHOWN HEREON.

PARCEL 2
PARENT TRACT INSET
N.T.S.



I, HEREBY CERTIFY THAT THIS SURVEY WAS PERFORMED ON THE GROUND UNDER MY SUPERVISION AND THAT THIS PARCEL PLAT REPRESENTS THE FACTS AS FOUND AT THE TIME OF THE SURVEY.

ROBERTO A. ARAUJO-CRUZ
REGISTERED PROFESSIONAL LAND SURVEYOR
TEXAS NUMBER 6653

12/09/2020

DATE

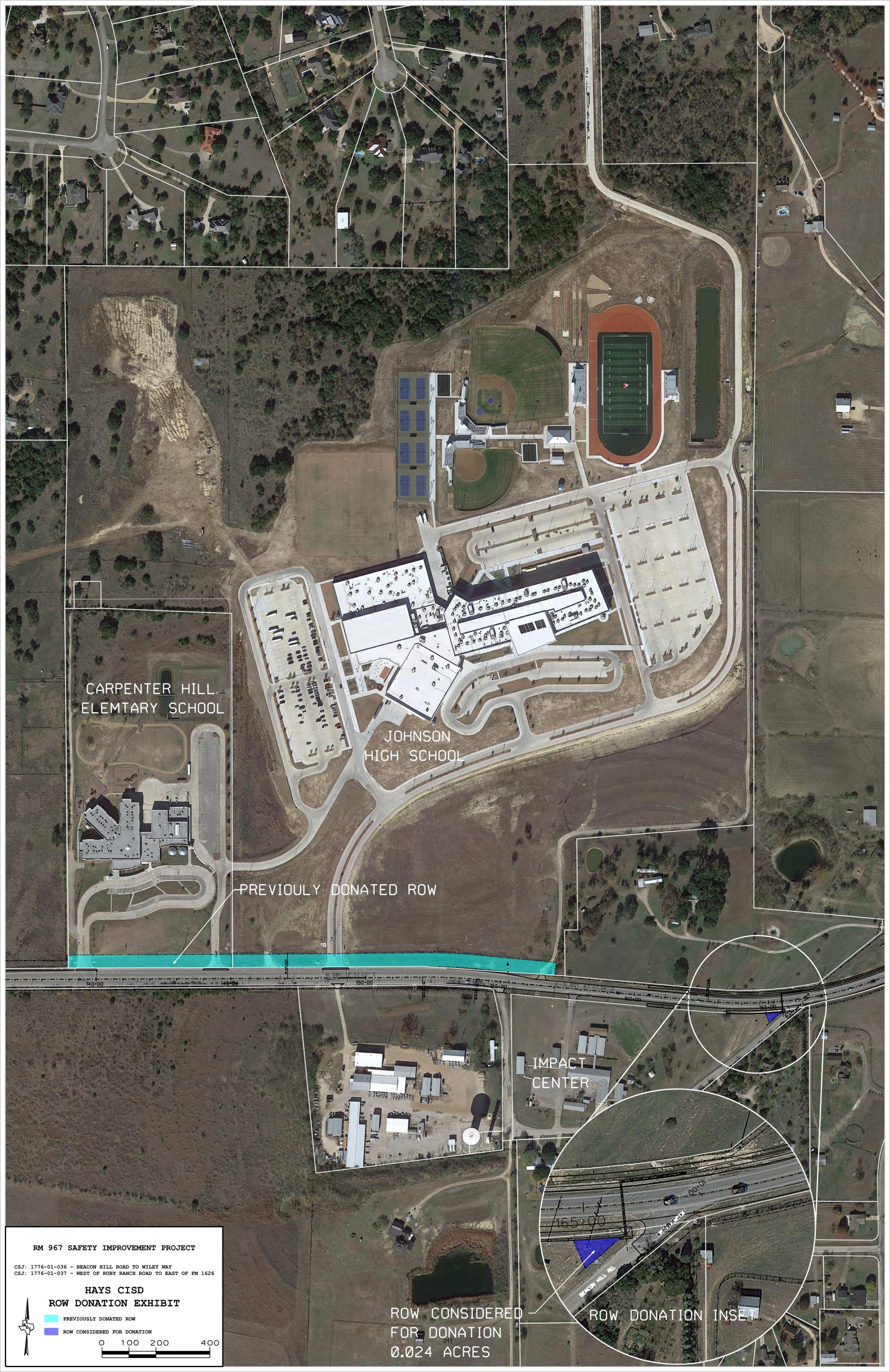
REVISION			
#	DATE	DESCRIPTION	

TEXAS DEPARTMENT OF TRANSPORTATION

CobbFendley

TBPELS Firm Registration No. 274
401 Isom Road, Suite 101
San Antonio, Texas 78216
210.826.4611 | Fax 210.826.4908 | www.cobbfendley.com

PARCEL PLAT
SHOWING
PARCEL 2
FM 967
HAYS COUNTY
R.O.W. CSJ: 1776-01-036
& 1776-01-037
DATED: DECEMBER, 2020
PAGE 4 OF 5 SCALE: N.T.S.



CARPENTER HILL
ELEMENTARY SCHOOL

JOHNSON
HIGH SCHOOL

PREVIOUSLY DONATED ROW

IMPACT
CENTER

ROW CONSIDERED
FOR DONATION
0.024 ACRES

ROW DONATION INSET

RM 967 SAFETY IMPROVEMENT PROJECT

CSJ: 1776-01-036 - BEACON HILL ROAD TO WILEY WAY
CSJ: 1776-01-037 - WEST OF RUBY RANCH ROAD TO EAST OF FM 1626

HAYS CISD
ROW DONATION EXHIBIT

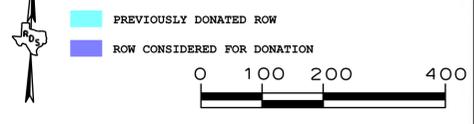


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LEGEND

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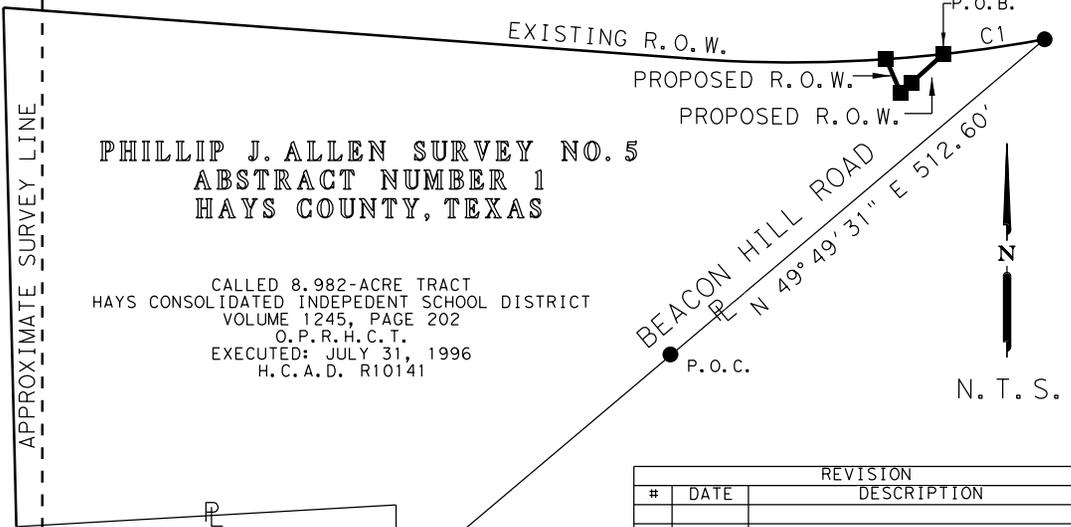
SINCLAIR D. GERVAIS SURVEY NO. 8
ABSTRACT NUMBER 7
HAYS COUNTY, TEXAS

BEACON HILL ROAD

APPROXIMATE SURVEY LINE

CURVE TABLE					
CURVE	DELTA	LENGTH	RADIUS	CHORD BEARING	CHORD DISTANCE
C1	4° 09' 37" RT	107.17'	1,475.96'	S 81° 43' 16" W	107.15'

FM 967



PHILLIP J. ALLEN SURVEY NO. 5
ABSTRACT NUMBER 1
HAYS COUNTY, TEXAS

CALLED 8.982-ACRE TRACT
HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
VOLUME 1245, PAGE 202
O.P.R.H.C.T.
EXECUTED: JULY 31, 1996
H.C.A.D. R10141

PARCEL 2
PARENT TRACT INSET
N.T.S.



I, HEREBY CERTIFY THAT THIS SURVEY WAS PERFORMED ON THE GROUND UNDER MY SUPERVISION AND THAT THIS PARCEL PLAT REPRESENTS THE FACTS AS FOUND AT THE TIME OF THE SURVEY.

ROBERTO A. ARAUJO-CRUZ
REGISTERED PROFESSIONAL LAND SURVEYOR
TEXAS NUMBER 6653

12/09/2020

DATE

REVISION			
#	DATE	DESCRIPTION	

EXISTING ACRES	TAKING AC. (S.F.)	REMAINDER ACRES	
		LEFT	RIGHT
8.982	0.0248 (1,080)	0.000	8.957

TEXAS DEPARTMENT OF TRANSPORTATION

CobbFendley
TBPELS Firm Registration No. 274
401 Isom Road, Suite 101
San Antonio, Texas 78216
210.826.4611 | Fax 210.826.4906 | www.cobbfendley.com

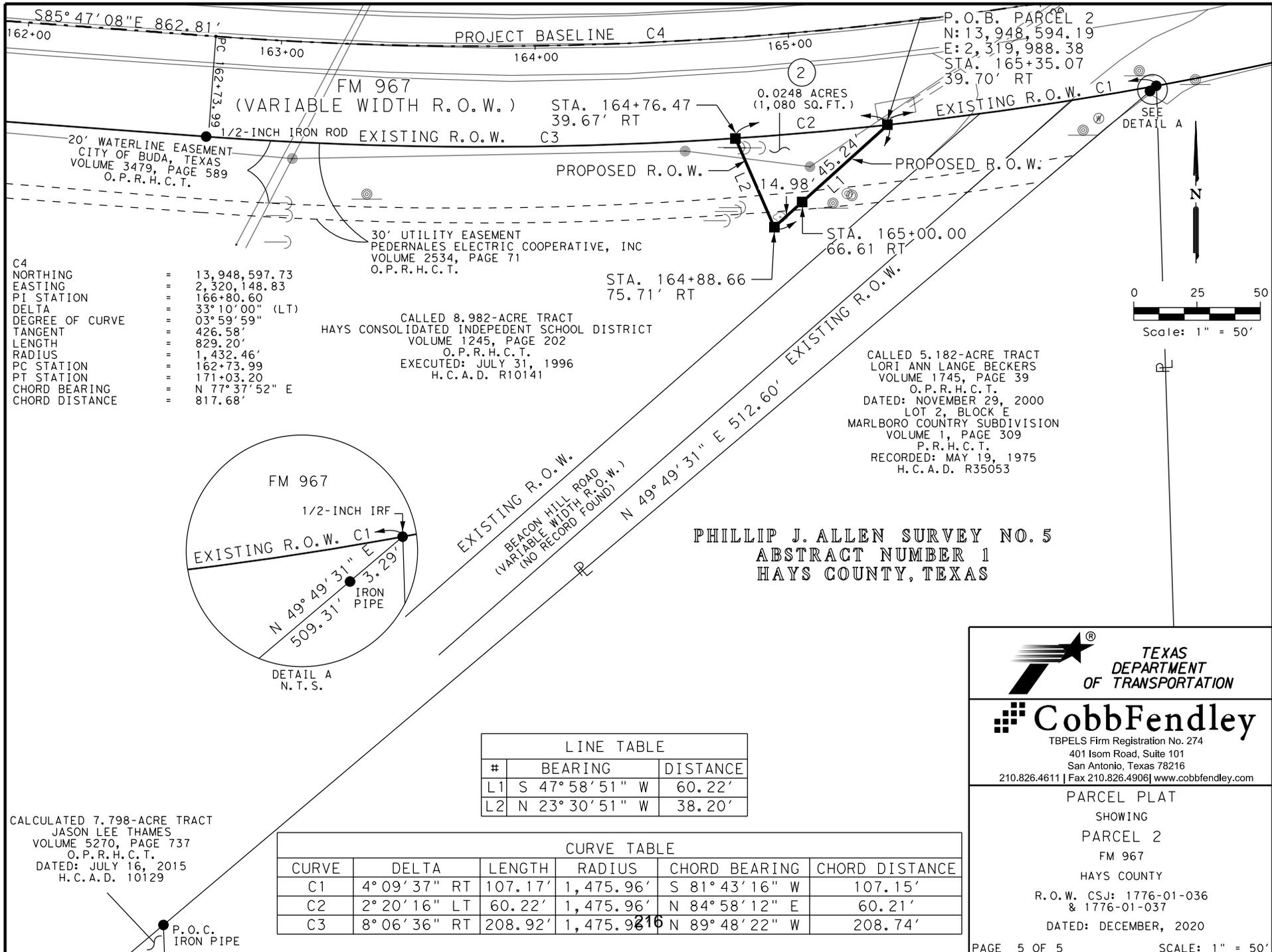
PARCEL PLAT
SHOWING
PARCEL 2
FM 967
HAYS COUNTY

R.O.W. CSJ: 1776-01-036
& 1776-01-037
DATED: DECEMBER, 2020

PAGE 4 OF 5 SCALE: N.T.S.

NOTES:

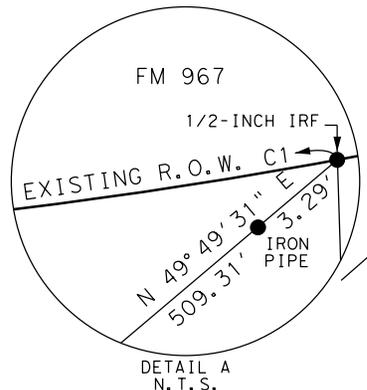
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C4
 NORTHING = 13,948,597.73
 EASTING = 2,320,148.83
 PI STATION = 166+80.60
 DELTA = 33° 10' 00" (LT)
 DEGREE OF CURVE = 03° 59' 59"
 TANGENT = 426.58'
 LENGTH = 829.20'
 RADIUS = 1,432.46'
 PC STATION = 162+73.99
 PT STATION = 171+03.20
 CHORD BEARING = N 77° 37' 52" E
 CHORD DISTANCE = 817.68'

CALLLED 8.982-ACRE TRACT
 HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
 VOLUME 1245, PAGE 202
 O.P.R.H.C.T.
 EXECUTED: JULY 31, 1996
 H.C.A.D. R10141

CALLLED 5.182-ACRE TRACT
 LORI ANN LANGE BECKERS
 VOLUME 1745, PAGE 39
 O.P.R.H.C.T.
 DATED: NOVEMBER 29, 2000
 LOT 2, BLOCK E
 MARLBORO COUNTRY SUBDIVISION
 VOLUME 1, PAGE 309
 P.R.H.C.T.
 RECORDED: MAY 19, 1975
 H.C.A.D. R35053



**PHILLIP J. ALLEN SURVEY NO. 5
 ABSTRACT NUMBER 1
 HAYS COUNTY, TEXAS**

LINE TABLE		
#	BEARING	DISTANCE
L1	S 47° 58' 51" W	60.22'
L2	N 23° 30' 51" W	38.20'

CURVE TABLE					
CURVE	DELTA	LENGTH	RADIUS	CHORD BEARING	CHORD DISTANCE
C1	4° 09' 37" RT	107.17'	1,475.96'	S 81° 43' 16" W	107.15'
C2	2° 20' 16" LT	60.22'	1,475.96'	N 84° 58' 12" E	60.21'
C3	8° 06' 36" RT	208.92'	1,475.96'	N 89° 48' 22" W	208.74'

CALCULATED 7.798-ACRE TRACT
 JASON LEE THAMES
 VOLUME 5270, PAGE 737
 O.P.R.H.C.T.
 DATED: JULY 16, 2015
 H.C.A.D. 10129

TEXAS DEPARTMENT OF TRANSPORTATION

CobbFendley
 TBPELS Firm Registration No. 274
 401 Isom Road, Suite 101
 San Antonio, Texas 78216
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PARCEL PLAT
 SHOWING
 PARCEL 2
 FM 967
 HAYS COUNTY
 R.O.W. CSJ: 1776-01-036
 & 1776-01-037
 DATED: DECEMBER, 2020

PAGE 5 OF 5 SCALE: 1" = 50'

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: March 1, 2021

Subject: January 2021 Financial Statements

Administrator Responsible/Position:

- A. Purpose of Agenda Item: Action needed Information only Receive input
- B. Authority for This Action: Local Policy Law or Rule N/A
- C. Goal or Need Addressed:
- D. Summary:
 Previous board action relating to this item - Monthly
 Future action anticipated -
 Background information – A separate summary is attached with the financials.
- E. Comments Received: Cabinet DLT FBOC Teacher Org. Reps. Other _____
- F. Administrative Recommendation:
There is no board action necessary. The monthly financial statements are presented as an information item.
- G. Fiscal Impact and Cost: Amount: \$ _____
 Budget Bond Grant/Special Funds Other _____
- H. Suggested Motion:
There is no board action necessary. The monthly financial statements are presented as an information item.

Hays Consolidated Independent School District

Division of Financial Services

21003 Interstate 35 Frontage Road
Kyle, Texas 78640
Ph: (512) 268-2141
Fx: (512) 268-2147



Date: March 1, 2021

Monthly Financial Highlights

- The monthly Financial Reports represent financial data through January 31, 2021.
- The cash and investment balances of all funds at month end totals \$149,726,386.00. The General Fund makes up the largest portion of the total with \$88,226,086.64 or roughly 58.92%.
- Through the end of the month (7/12 or 58.33% of the budget year):
 - The General Fund has collected \$120,417,070.67 (61.83% of its budgeted revenue) and has spent \$109,769,592.12 (55.34% of its budgeted expenditures). The ending fund balance through the month of January is \$78,146,090.24.
 - The Child Nutrition fund has collected \$2,736,372.70 (27.63% of its budgeted revenue) and has spent \$3,570,234.16 (35.89% of its budgeted expenditures).
 - The Debt Service fund collected \$38,911,582.91 (89.01% of its budgeted revenue) and spent \$28,093,998.87 (64.27%) of its budgeted expenditures). Debt service payments are made two times a year, February 15th and August 15th.
 - The Capital Project funds have expenditures \$1,811,066.91 in the current fiscal year through the month of January 2021 and collected \$19,152.29 in interest revenue.
- Special Revenue funds consist of Federal, State, and local grants received by the District. Some of these grants such as Title I and IDEA are non-competitive federal grants which the District receives based on certain types of student populations reported through PEIMS. Other local grants are “competitive grants” and are awarded based on demonstrated needs. This group of funds also includes the Textbook (IMA) and awarded Education Foundation funds. Total revenue collected is \$5,440,759.55 and total expenditures spent is \$5,440,759.55.
- Current Tax collections for the month of January 2021 totaled \$32,532,453.86 representing 24.91% of the levy collected during the month. Approximately 82.89% of the total levy has been collected through the end of January 2021. In comparison, 88.76% of the total levy was collected through the end of January 2020.

If you should have any questions regarding these financials please contact me.

Randall Rau, CPA

Chief Financial Officer
Hays Consolidated Independent School District

Hays Consolidated Independent School District

Financial Reports



January 31, 2021

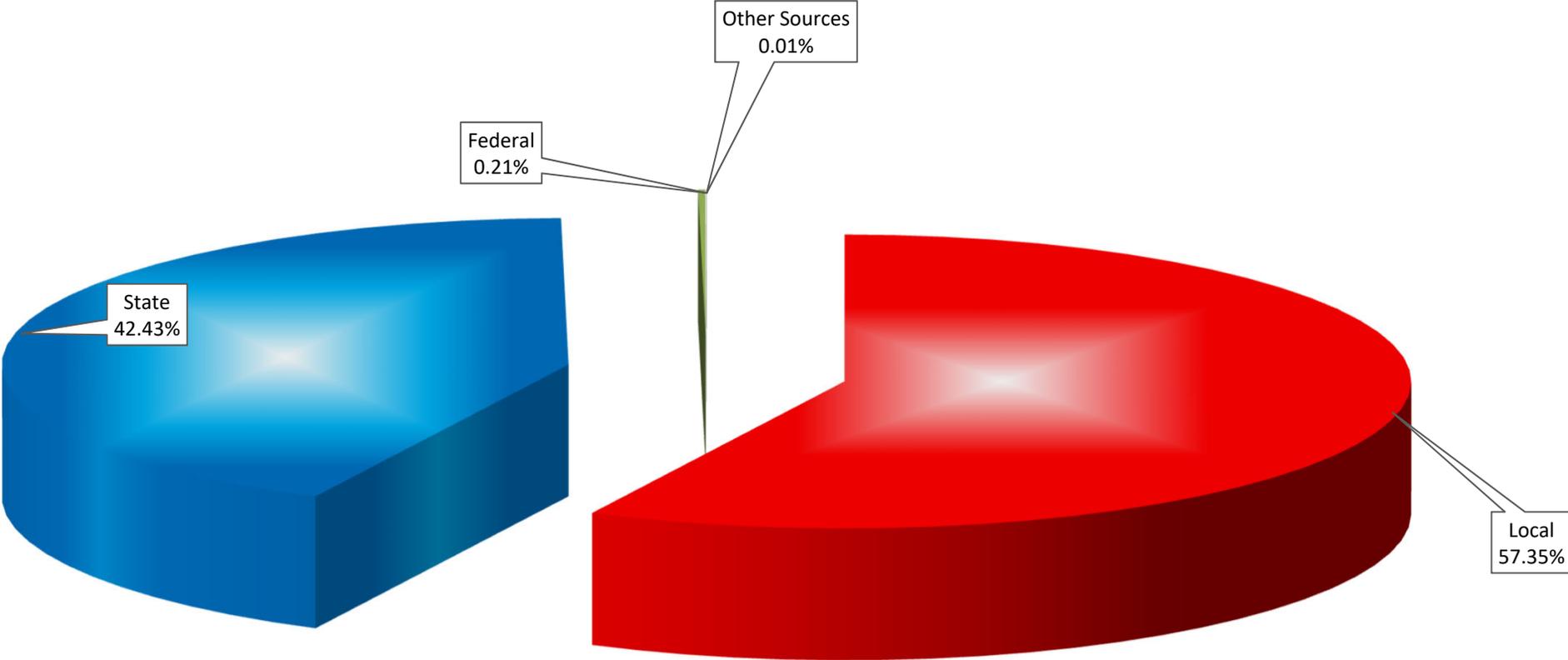
Hays Consolidated Independent School District
Combined Balance Sheet
for the Month Ending January 31, 2021
(Un-Audited)

	<u>General</u> <u>Fund</u>	<u>Child Nutrition</u> <u>Fund</u>	<u>Debt Service</u> <u>Fund</u>	<u>Capital</u> <u>Projects Funds</u>	<u>Special Revenue</u> <u>Funds</u>	<u>Total</u>
Assets:						
Cash and Cash Equivalents	\$ 15,629,787.77	\$ 95,153.80	\$ 2,030,255.64	\$ (9,051,136.95)	\$ (760,757.79)	\$ 7,943,302.47
Current Investments	72,596,298.87	2,620,219.16	37,321,099.51	29,245,465.99	-	141,783,083.53
Total Cash and Investments	\$ 88,226,086.64	\$ 2,715,372.96	\$ 39,351,355.15	\$ 20,194,329.04	\$ (760,757.79)	\$ 149,726,386.00
Property Taxes - Delinquent	2,329,520.68	-	1,101,692.13	-	-	3,431,212.81
Allowance for Uncollectible Taxes	(641,060.91)	-	(281,301.97)	-	-	(922,362.88)
Due from State Agencies	1,189,286.50	-	-	-	1,285,274.92	2,474,561.42
Due from other Governments	5,126,940.65	-	2,661,686.20	-	-	7,788,626.85
Accrued Interest	8,143.75	-	-	-	-	8,143.75
Due from Other Funds	2,065,601.21	695,565.31	1,081,082.47	-	213,301.20	4,055,550.19
Other Receivables	-	-	-	-	-	-
Total Receivables	\$ 10,078,431.88	\$ 695,565.31	\$ 4,563,158.83	\$ -	\$ 1,498,576.12	\$ 16,835,732.14
Inventories	-	239,581.36	-	-	-	239,581.36
Prepaid Items	5,672,365.88	500.00	-	-	-	5,672,865.88
Other Current Assets	\$ 5,672,365.88	\$ 240,081.36	\$ -	\$ -	\$ -	\$ 5,912,447.24
Total Current Assets	\$ 103,976,884.40	\$ 3,651,019.63	\$ 43,914,513.98	\$ 20,194,329.04	\$ 737,818.33	\$ 172,474,565.38
Liabilities and Fund Balance:						
Current Liabilities						
Accounts Payable	\$ 1,781.61	\$ -	\$ -	\$ -	\$ 1,673.97	\$ 3,455.58
Other Liabilities	177,404.37	-	-	-	-	177,404.37
Payroll Deductions and Withholdings	3,171,298.67	-	-	-	-	3,171,298.67
Accrued Wages Payable	15,305,544.18	418,839.36	-	-	-	15,724,383.54
Due to Other Funds	1,527,384.78	215,376.20	-	1,081,077.15	-	2,823,838.13
Due to Student Groups	75,892.82	-	-	-	-	75,892.82
Due to State Agencies	12,283.00	-	-	-	-	12,283.00
Due to other Governments	22,274.69	-	-	-	-	22,274.69
Deferred Revenues	3,848,470.27	279,848.66	-	-	736,144.36	4,864,463.29
Deferred Inflows	1,688,459.77	-	820,390.16	-	-	2,508,849.93
Total Liabilities	\$ 25,830,794.16	\$ 914,064.22	\$ 820,390.16	\$ 1,081,077.15	\$ 737,818.33	\$ 29,384,144.02
Fund Balance/Equity						
Reserved/Designated Fund Balance	-	3,220,535.99	32,276,539.78	16,888,940.85	-	52,386,016.62
Current Year Revenues less						
Expenditures/Expenses	10,647,478.55	(833,861.46)	10,817,584.04	(1,791,914.62)	-	18,839,286.51
Reserved Fund Balance for Current Year						
Encumbrances (POs)	2,573,481.51	350,280.88	\$ -	4,016,225.66	-	6,939,988.05
Unreserved Fund Balance/Fund Equity	\$ 64,925,130.18	-	-	-	-	64,925,130.18
Total Fund Balance/Equity	\$ 78,146,090.24	\$ 2,736,955.41	\$ 43,094,123.82	\$ 19,113,251.89	\$ -	\$ 143,090,421.36
Total Liabilities and Fund Equity	\$ 103,976,884.40	\$ 3,651,019.63	\$ 43,914,513.98	\$ 20,194,329.04	\$ 737,818.33	\$ 172,474,565.38

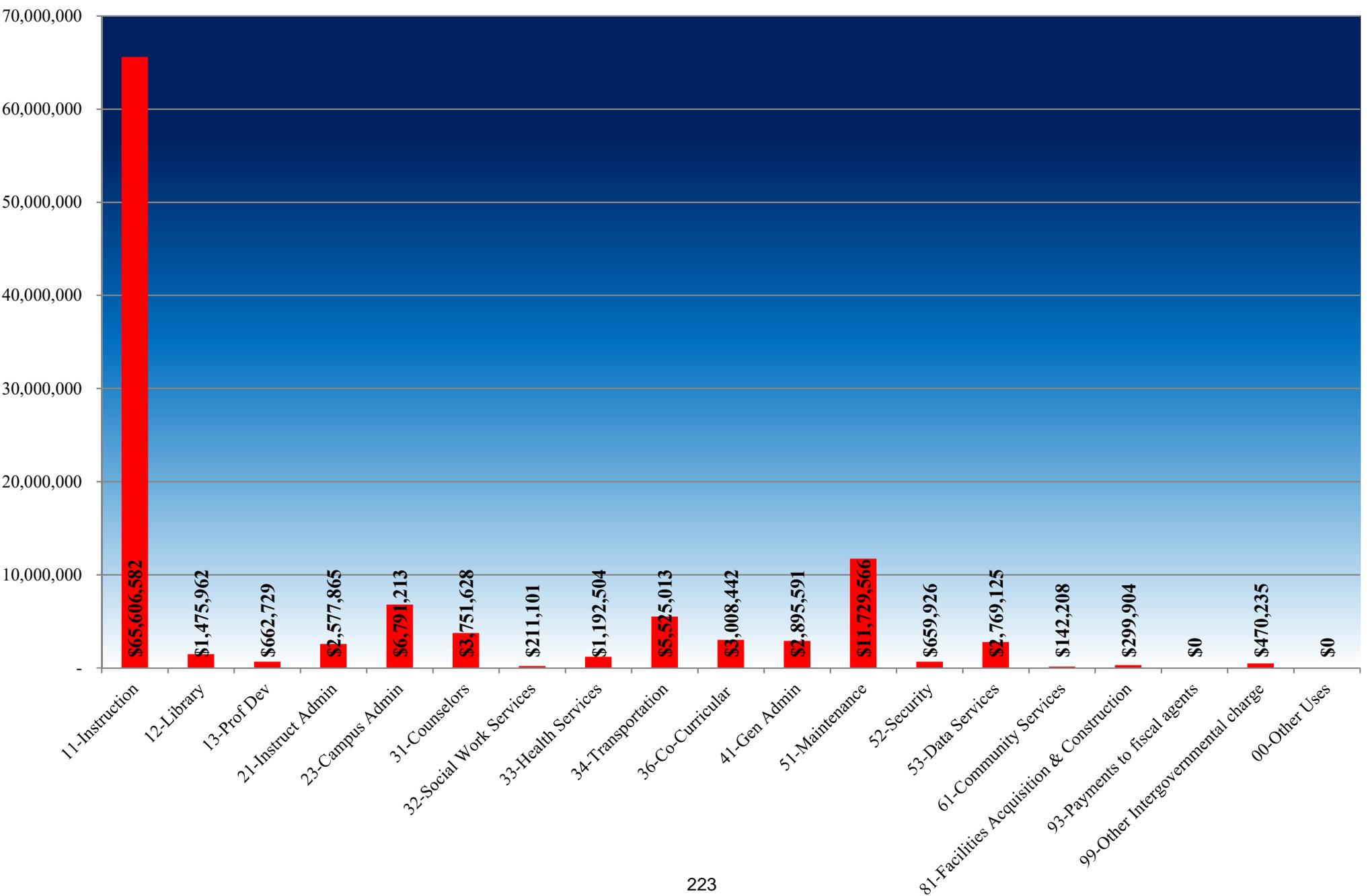
Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - General Fund
for the Month Ending January 31, 2021
(Un-Audited)

	<u>Original</u> <u>Budget</u>	<u>Official</u> <u>Budget</u>	<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
Revenues:					
Local	\$ 88,257,397	\$ 88,678,647	\$ 69,056,093.84	(19,622,553.16)	77.87%
State	102,997,133	102,997,133	51,097,458.19	(51,899,674.81)	49.61%
Federal	2,583,000	3,066,000	251,422.94	(2,814,577.06)	8.20%
Other Sources	-	-	12,095.70	12,095.70	NA
Total Revenues	\$ 193,837,530	\$ 194,741,780	\$ 120,417,070.67	\$ (74,324,709.33)	61.83%
Expenditures and Other Uses:					
11-Instruction	111,268,074	111,890,204	65,606,582.10	46,283,621.90	58.63%
12-Library	2,686,456	2,690,265	1,475,962.14	1,214,302.86	54.86%
13-Prof Dev	4,394,895	4,130,146	662,728.77	3,467,417.23	16.05%
21-Instruct Admin	4,866,624	4,939,621	2,577,864.57	2,361,756.43	52.19%
23-Campus Admin	12,100,694	12,125,728	6,791,212.54	5,334,515.46	56.01%
31-Counselors	6,860,734	6,915,655	3,751,627.71	3,164,027.29	54.25%
32-Social Work Services	269,052	269,052	211,100.66	57,951.34	78.46%
33-Health Services	2,251,762	2,252,155	1,192,504.03	1,059,650.97	52.95%
34-Transportation	11,291,406	11,291,916	5,525,013.21	5,766,902.79	48.93%
36-Co-Curricular	5,508,225	5,799,561	3,008,441.90	2,791,119.10	51.87%
41-Gen Admin	5,191,355	5,191,245	2,895,590.94	2,295,654.06	55.78%
51-Maintenance	20,348,895	21,077,528	11,729,565.75	9,347,962.25	55.65%
52-Security	2,805,352	2,801,652	659,925.81	2,141,726.19	23.55%
53-Data Services	5,085,338	5,228,808	2,769,124.62	2,459,683.38	52.96%
61-Community Services	270,526	269,576	142,208.41	127,367.59	52.75%
81-Facilities Acquisition & Construction	-	309,402	299,903.93	9,498.07	96.93%
93-Payments to fiscal agents	330,538	330,538	-	330,538.00	0.00%
99-Other Intergovernmental charge	837,000	837,000	470,235.03	366,764.97	56.18%
00-Other Uses	-	-	-	-	NA
Total Expenditures and Other Uses	\$ 196,366,926	\$ 198,350,052	\$ 109,769,592.12	\$ 88,580,459.88	55.34%
Excess of Revenues and Other Resources Over (Under) Expenditures and Other Uses	\$ (2,529,396)	\$ (3,608,272)	\$ 10,647,478.55		
Fund Balance July 1, 2020 - <i>(Audited)</i>	\$ 67,498,611.69	\$ 67,498,611.69	\$ 67,498,611.69		
Fund Balance Ending - Monthly Reporting Period	\$ 64,969,215.69	\$ 63,890,339.69	\$ 78,146,090.24	\$ 14,255,750.55	

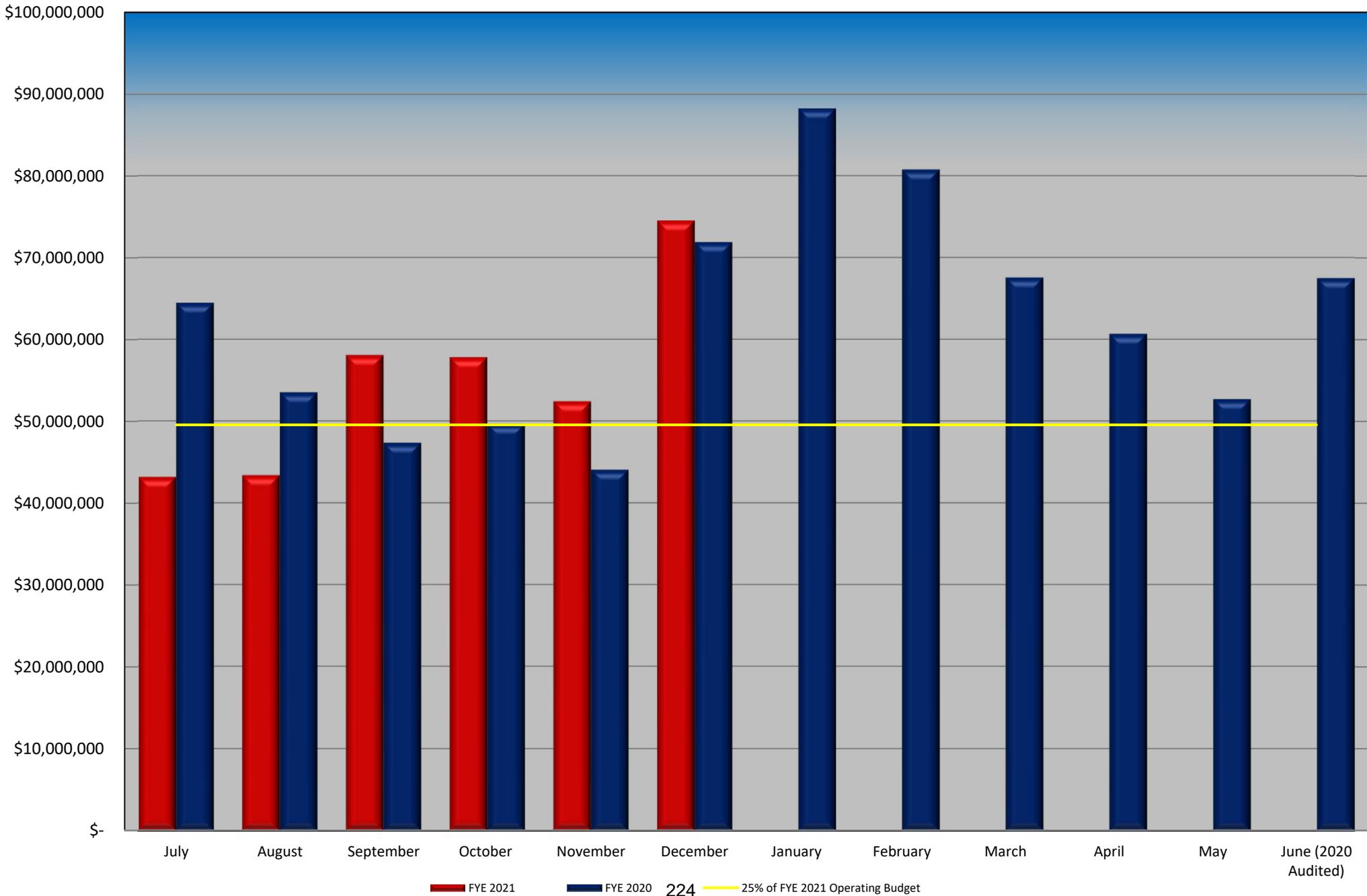
General Fund Revenues Collected to Date



General Fund Expenditures to Date



General Fund Balance by Reporting Month



Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Child Nutrition Fund
for the Month Ending January 31, 2021
(Un-Audited)

	<u>Original</u> <u>Budget</u>		<u>Official</u> <u>Budget</u>		<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>		<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>		<u>Percentage</u> <u>Y-T-D</u>
<i>Revenues and Other Resources:</i>									
Local	\$ 3,727,116	\$	3,727,116	\$	211,543.38	\$	(3,515,572.62)		5.68%
State	45,093		45,093		-		(45,093.00)		0.00%
Federal	6,130,966		6,130,966		2,524,829.32		(3,606,136.68)		41.18%
Other sources	-		-		-		-		NA
Total Revenues and Other Resources	\$ 9,903,175	\$	9,903,175	\$	2,736,372.70	\$	(7,166,802.30)		27.63%
<i>Expenditures and Other Uses:</i>									
35-6100 Payroll	4,363,880		4,363,880		2,134,737.26		2,229,142.74		48.92%
35-6200 Professional and Contracted Services	808,815		815,851		319,529.88		496,321.12		39.17%
35-6341 Food Supplies	3,658,529		3,661,529		905,481.13		2,756,047.87		24.73%
35-6342 Non-Food Supplies	256,968		256,968		101,237.58		155,730.42		39.40%
35-6344 USDA Commodities	415,477		415,477		-		415,477.00		0.00%
35-6349 Miscellaneous Supplies	157,001		185,344		28,999.76		156,344.24		15.65%
35-6300 Supplies & Materials	77,486		77,486		68,726.76		8,759.24		88.70%
35-6400 Food Service Other Operating Expenses	165,019		155,019		4,527.82		150,491.18		2.92%
35-6600 Food Service Capital Expenses	-		16,994		6,993.97		10,000.03		41.16%
Total Expenditures	\$ 9,903,175	\$	9,948,548	\$	3,570,234.16	\$	6,378,313.84		35.89%
Excess of Revenues and Other Resources									
Over (Under) Expenditures and Other Uses	\$ -	\$	(45,373)	\$	(833,861.46)				
Fund Balance July 1, 2020 - <i>(Un-Audited)</i>	3,570,816.87		3,570,816.87		3,570,816.87				
Fund Balance Ending - Monthly Reporting Period	\$ 3,570,816.87	\$	3,525,443.87	\$	2,736,955.41	\$	(788,488.46)		

Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Debt Service Fund
for the Month Ending January 31, 2021
(Un-Audited)

	<u>Original Budget</u>	<u>Official Budget</u>	<u>Current Year Actual Revenues/ Expenditures</u>	<u>Unrealized/ Unexpended Budget</u>	<u>Percentage Y-T-D</u>
Revenues:					
Local Revenue					
Taxes, Current Year Levy	\$ 43,315,670	\$ 43,315,670	36,863,227.61	\$ (6,452,442.39)	85.10%
Taxes, Prior Year	250,000	250,000	221,878.35	(28,121.65)	88.75%
Penalties, Interest and Other Tax Revenues	150,000	150,000	59,478.00	(90,522.00)	39.65%
Earnings from Investments	-	-	10,685.35	10,685.35	NA
Miscellaneous Revenue	-	-	61,884.45	61,884.45	NA
Local Revenue	\$ 43,715,670	\$ 43,715,670	\$ 37,217,153.76	\$ (6,498,516.24)	85.13%
State Revenue					
Additional State Aid for Homestead Exemption	\$ -	\$ -	\$ 613,352.00	613,352.00	NA
State Revenue	\$ -	\$ -	\$ 613,352.00	\$ 613,352.00	NA
Other Sources					
Operating Transfer In	\$ -	\$ -	\$ 1,081,077.15	1,081,077.15	NA
Other Sources	\$ -	\$ -	\$ 1,081,077.15	\$ 1,081,077.15	NA
Total Revenue	\$ 43,715,670.00	\$ 43,715,670.00	\$ 38,911,582.91	\$ (4,804,087.09)	89.01%
Expenditures:					
71-6511 Bond Principal	24,720,000	24,720,000	18,368,781.24	6,351,218.76	74.31%
71-6521 Interest on Bonds	18,970,670	18,970,670	9,699,676.63	9,270,993.37	51.13%
71-6599 Other Debt Service Fees	25,000	25,000	25,541.00	(541.00)	102.16%
Total Expenditures	\$ 43,715,670	\$ 43,715,670	\$ 28,093,998.87	\$ 15,621,671.13	64.27%
Excess of Revenues Over (Under) Expenditures	\$ -	\$ -	\$ 10,817,584.04		
Fund Balance July 1, 2020 - (Un-Audited)	\$ 32,276,539.78	\$ 32,276,539.78	\$ 32,276,539.78		
Fund Balance Ending - Monthly Reporting Period	\$ 32,276,539.78	\$ 32,276,539.78	\$ 43,094,123.82	\$ 10,817,584.04	

Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Capital Project Funds
for the Month Ending January 31, 2021
(Un-Audited)

	<u>2004</u> <u>Capital Projects</u> <u>Program</u>	<u>2006</u> <u>Capital Projects</u> <u>Program</u>	<u>2008</u> <u>Capital Projects</u> <u>Program</u>	<u>2014</u> <u>Capital Projects</u> <u>Program</u>	<u>2017</u> <u>Capital Projects</u> <u>Program</u>	<u>2019 - 2020</u> <u>Capital Projects</u> <u>Total Revenues/</u> <u>Expenses</u>
<i>Revenues and Other Resources:</i>						
Local	\$ 110.61	\$ 60.32	\$ 631.12	\$ 567.24	\$ 17,783.00	\$ 19,152.29
State	-	-	-	-	-	-
Other sources	-	-	-	-	-	-
Total Revenues and Other Resources	\$ 110.61	\$ 60.32	\$ 631.12	\$ 567.24	\$ 17,783.00	\$ 19,152.29
<i>Expenditures and Other Uses:</i>						
6100 Payroll	-	-	-	-	-	-
6200 Professional and Contracted Services	-	-	-	710.00	3,367.25	4,077.25
6300 Supplies and Materials	-	-	-	-	1,008,009.05	1,008,009.05
6400 Other Operating Expenses	-	-	-	-	-	-
6600 Capital Outlay	-	-	-	-	(282,096.54)	(282,096.54)
8000-Other Uses	161,394.77	113,991.81	805,690.57	-	-	1,081,077.15
Total Expenditures	\$ 161,394.77	\$ 113,991.81	\$ 805,690.57	\$ 710.00	\$ 729,279.76	\$ 1,811,066.91
Excess of Revenues and Other Resources						
Over (Under) Expenditures and Other Uses	\$ (161,284.16)	\$ (113,931.49)	\$ (805,059.45)	\$ (142.76)	\$ (711,496.76)	\$ (1,791,914.62)
Fund Balance July 1, 2020 - <i>(Audited)</i>	\$ 214,180.23	\$ 113,965.94	\$ 1,005,419.92	\$ 445,351.46	\$ 19,126,248.96	\$ 20,905,166.51
Fund Balance Ending - Monthly Reporting Period	\$ 52,896.07	\$ 34.45	\$ 200,360.47	\$ 445,208.70	\$ 18,414,752.20	\$ 19,113,251.89

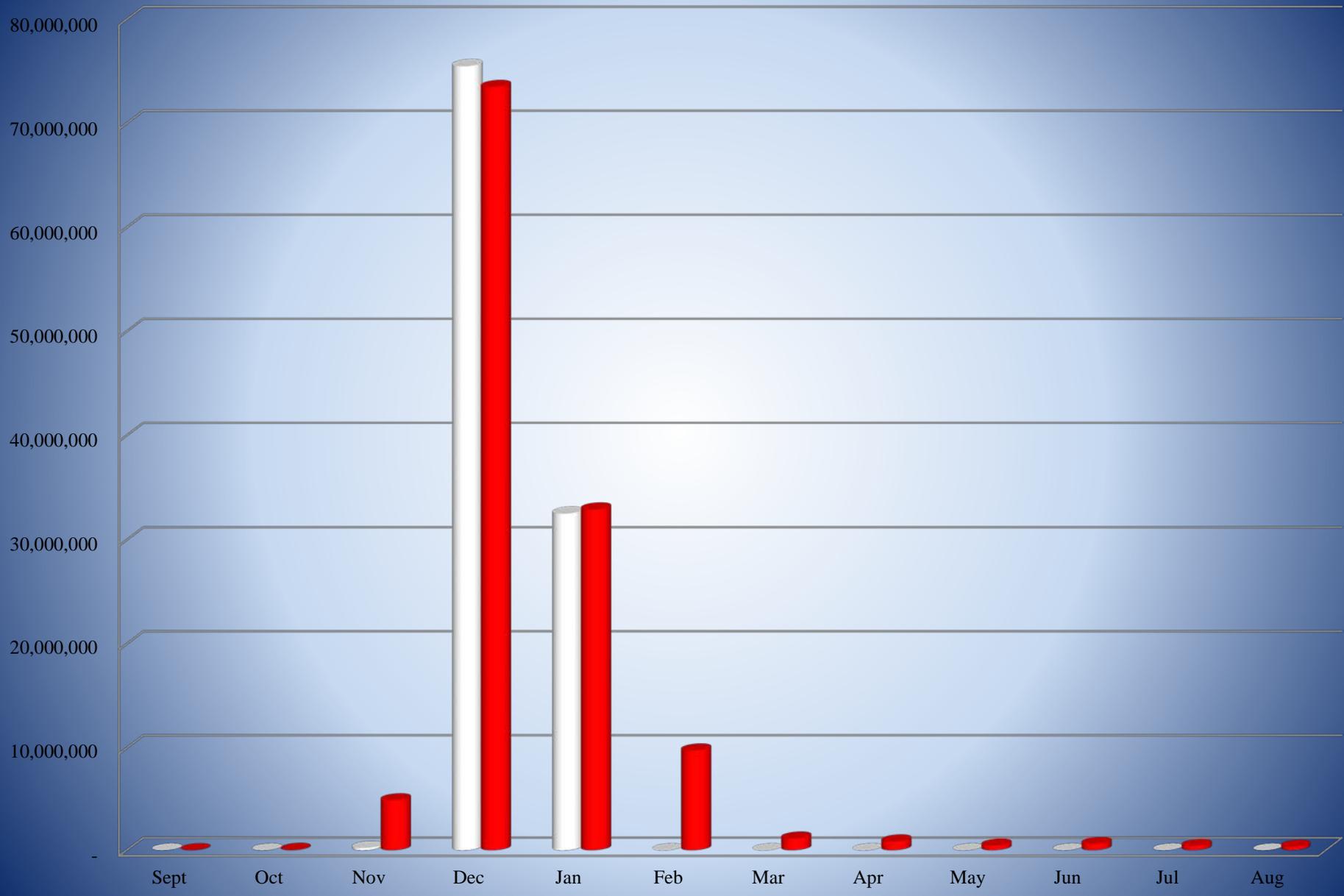
Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Special Revenue Funds (Grants)
for the Month Ending January 31, 2021
(Un-Audited)

	<u>Original</u> <u>Budget</u>	<u>Official</u> <u>Budget</u>	<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
Revenues:					
Local	\$ -	\$ -	\$ 24,341.82	\$ 24,341.82	NA
State	-	-	2,236,404.73	2,236,404.73	NA
Federal	6,415,479	6,415,479	3,180,013.00	(3,235,466.00)	49.57%
Total Revenues	\$ 6,415,479	\$ 6,415,479	\$ 5,440,759.55	\$ (974,719.45)	84.81%
Expenditures:					
6100 Payroll	5,274,410	5,274,410	3,641,131.69	1,633,278.31	69.03%
6200 Professional and Contracted Services	464,200	464,200	350,989.79	113,210.21	75.61%
6300 Supplies and Materials	639,537	639,537	1,364,755.92	(725,218.92)	213.40%
6400 Other Operating Expenses	37,332	37,332	35,408.65	1,923.35	94.85%
6600 Capital Outlay	-	-	48,473.50	(48,473.50)	NA
Total Expenditures	\$ 6,415,479	\$ 6,415,479	\$ 5,440,759.55	\$ 974,719.45	84.81%
Excess of Revenues					
Over (Under) Expenditures	\$ -	\$ -	\$ -		
Fund Balance July 1, 2020 - <i>(Un-Audited)</i>	\$ -	\$ -	\$ -	\$ -	
Fund Balance Ending - Monthly Reporting Period	\$ -	\$ -	\$ -	\$ -	

Hays Consolidated Independent School District
Monthly Tax Collection Report
for the Month Ending January 31, 2021

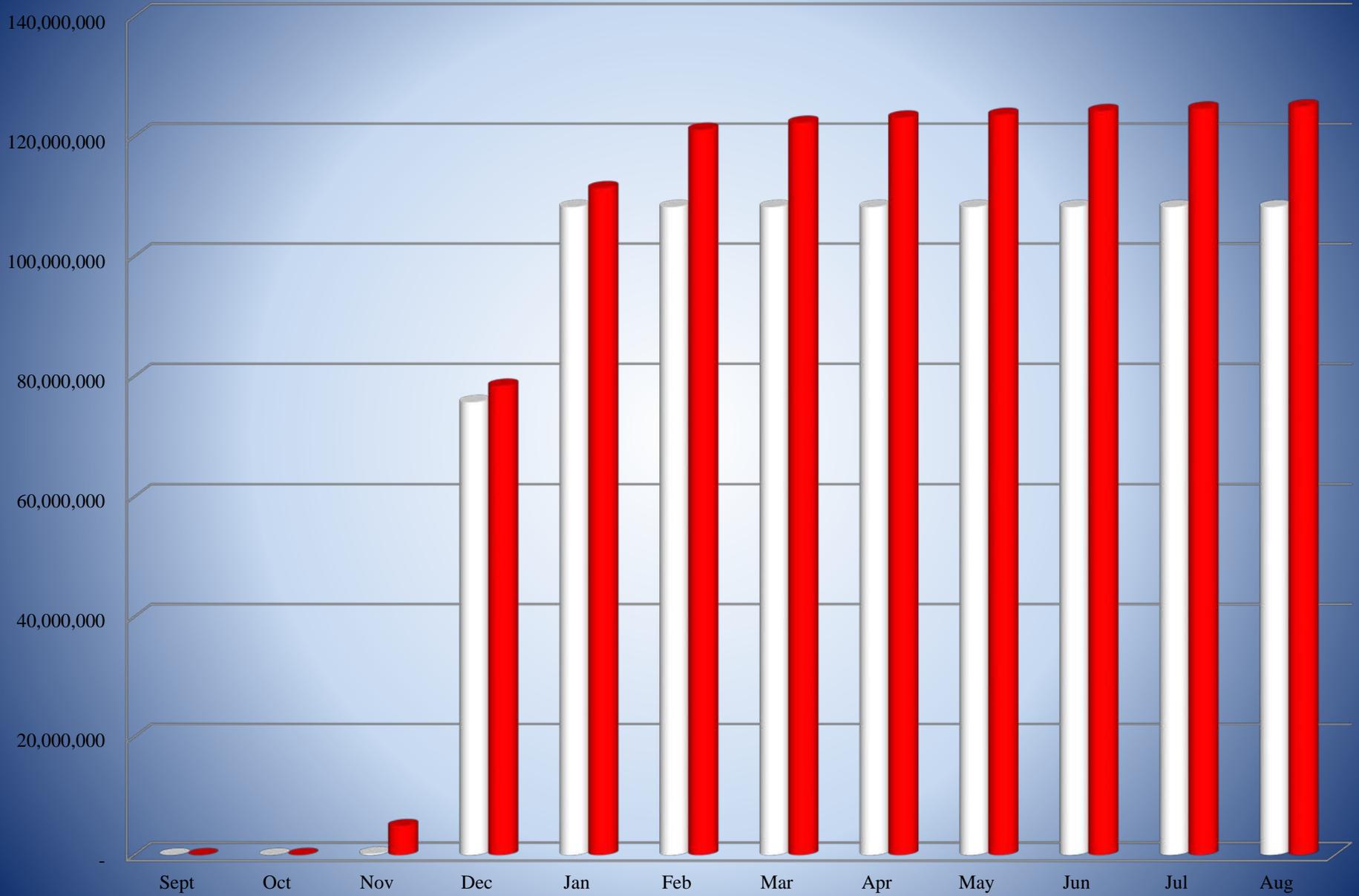
	Prior Year 2019 - 2020				Current Year 2020 - 2021			
	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Total</u>	<u>% of Levy</u>	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Total</u>	<u>% of Levy</u>
<u>Current Month Tax Collections:</u>								
5711 Taxes-Current Year Tax Levy	\$ 21,768,018.06	\$ 11,162,547.59	\$ 32,930,565.65	26.24%	\$ 21,000,251.87	\$ 11,532,201.99	\$ 32,532,453.86	24.91%
5712 Taxes-Delinquent Collections	\$ 59,662.93	\$ 28,469.75	\$ 88,132.68		\$ 188,231.92	\$ 93,142.62	\$ 281,374.54	
5719 Penalties and Interest	\$ 13,596.82	\$ 6,467.84	\$ 20,064.66		\$ 16,652.20	\$ 8,180.59	\$ 24,832.79	
Total Current Month Collections	\$ 21,841,277.81	\$ 11,197,485.18	\$ 33,038,762.99		\$ 21,205,135.99	\$ 11,633,525.20	\$ 32,838,661.19	
<u>Fiscal Year to Date Collections:</u>								
5711 Taxes-Current Year Tax Levy	\$ 73,623,207.10	\$ 37,765,297.34	\$ 111,388,504.44	88.76%	\$ 69,870,854.33	\$ 38,375,970.11	\$ 108,246,824.44	82.89%
5712 Taxes-Delinquent Collections	\$ 219,115.00	\$ 104,131.84	\$ 323,246.84		\$ 540,369.11	\$ 264,635.28	\$ 805,004.39	
5719 Penalties and Interest	\$ 72,050.81	\$ 34,219.52	\$ 106,270.33		\$ 131,149.61	\$ 63,108.37	\$ 194,257.98	
Total Revenue Collected	\$ 73,914,372.91	\$ 37,903,648.70	\$ 111,818,021.61		70,542,373.05	38,703,713.76	109,246,086.81	
Total Budgeted Tax Revenue (Current, Delinquent, Penalty & Interest)	\$ 82,048,026.00	\$ 41,354,502.00	\$ 123,402,528.00		\$ 86,187,397.00	\$ 43,715,670.00	\$ 129,903,067.00	
Percentage of Budget Collected	90.09%	91.66%	90.61%		81.85%	88.54%	84.10%	

Month to Date Tax Collections Current Levy



■ Current Year ■ Prior Year

Year to Date Tax Collections Current Levy



■ Current Year ■ Prior Year

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: March 1, 2021

Subject: TASB Policy Update 116 Affecting Local Policies - First Reading

Administrator Responsible/Position: Dr. Eric Wright

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action

Local Policy Law or Rule N/A

The official Board Policies have been designated in accordance with BF(LOCAL) and shall be considered authoritative and binding.

C. Goal or Need Addressed:

Legal policies reflect changes mandated by federal and/or state law and must be incorporated into our district policies. Board discretion may be exercised on local policies.

D. Summary:

Previous board action relating to this item -

Future action anticipated – TASB Update 116 will be presented for a second reading at the March 29, 2021 Business Meeting with anticipated action being taken at that Meeting.

Background information – Update 116 focuses on updating (LEGAL) policies that were affected by changes in administrative rule and commissioner of education rulings. Several (LOCAL) policy revisions to local policies listed below, are provided by TASB and reflect the changes in law or administrative rules for organizational and restructuring purposes:

- CQB(LOCAL): Technology Resources - Cybersecurity
- DCD(LOCAL): Employment Practices - At-Will Employment
- DCE(LOCAL): Employment Practices - Other Types of Contracts
- FFAC(LOCAL): Wellness and Health Services - Medical Treatment
- GKA(LOCAL): Community Relations - Conduct on School Premises

The TASB Update 116 is presented as a first reading for the Board's consideration, review and feedback.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other _____

From public -

All agenda items are reviewed by the Superintendent's Cabinet.

Update 116 Local Policy Overview

December 11, 2020

Introduction

Update 116 includes recommended (LOCAL) policy revisions concerning the dismissal appeal process for employees, cybersecurity training, student medical treatment, and community conduct on school premises.

While not covered in this publication, many of the (LEGAL) policies included in this update were affected by recent changes to Administrative Code rules or legislation from the 86th Legislative Session that will be effective as of January 1, 2021.

TASB Numbered Update Reminders

You should also review your own district's customized Update 116 materials for your specific policy recommendations. Please remember that (LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.

CQB: Technology Resources, Cybersecurity

Current state law requires the board to select a cybersecurity training program and to verify and report cybersecurity training completed by employees. To ease compliance with this law, the recommend revision delegates these responsibilities to the superintendent.

DCD: Employment Practices, At-Will Employment

DCE: Employment Practices, Other Types of Contracts

Most districts have adopted an employee complaint policy that can be found at DGBA(LOCAL). It establishes a process that an employee would follow before a complaint is heard by the board.

Both DCD(LOCAL) and DCE(LOCAL) reference DGBA under the sections that address appeals. The recommended revisions are intended to clarify that an at-will employee who is dismissed or a non-Chapter 21 contract employee whose contract is not reissued would follow the grievance process as outlined in policy DGBA, including proceeding through the relevant hearing levels before a complaint goes to the board.

FFAC: Wellness and Health Services, Medical Treatment

Substantial revisions at policy FFAC(LOCAL) are recommended:

- To align the policy with current Texas Department of State Health Services (DSHS) guidance;
- To include only those board-level decisions that should be reflected in policy; and
- To remove provisions that are more appropriate in the district's administrative regulations.

Recommended for removal from this policy and inclusion in the district's regulations are administrative details concerning:

- How the district responds when a student becomes ill;
- What steps to take when a student is involved in an accident; and
- Requirements for administering medication provided by parents.

Some districts have policies that would permit the district to purchase nonprescription medication for use in the district athletic program. Special provisions are included in those districts' policies to address this practice.

In accordance with DSHS guidance, however, in most districts' policies the text now reflects that the district shall not otherwise purchase nonprescription medication to administer to students.

Districts also have the option to purchase unassigned, prescription epinephrine auto-injectors and unassigned, prescription asthma medications. If your district purchases epinephrine auto-injectors or asthma medication, state law requires board-adopted policy. Please contact your policy consultant if your district currently purchases these specific prescription medications or if your district purchases nonprescription medications not currently reflected in policy.

The provisions covering medical treatment have also been updated to clarify who may complete the medical treatment authorization form and to reflect that the district will seek appropriate emergency care for a student as required or deemed necessary.

GKA: Community Relations, Conduct on School Premises

The recommended revision in this policy specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days unless the complaint is resolved before coming to the board.

Thank You!

That covers the local policies in Update 116 for most districts. We hope you find this overview helpful. Should you have any questions or want further

clarification, please feel free to contact your assigned policy consultant at the [TASB Policy Service website](#).¹

¹ TASB Policy Service: <https://policy.tasb.org>



(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

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

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency (TEA) in cybersecurity matters and as required by law report to TEA breaches of system security.

Training The Board delegates to the Superintendent the authority to:

1. Determine ~~Each District employee and Board member shall annually complete~~ the cybersecurity training program ~~to be annually completed~~ ~~designated~~ by each employee and Board member; and
2. Verify ~~the District. The District shall verify~~ and report compliance with staff training requirements ~~in accordance with guidance from~~ the Department of Information Resources.

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

Security Breach Notifications Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

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

The District's cybersecurity coordinator shall disclose a breach involving sensitive, protected, or confidential student information to TEA and parents in accordance with law.

EMPLOYMENT PRACTICES
AT-WILL EMPLOYMENT

DCD
(LOCAL)

Personnel not hired under a contract shall be employed on an at-will basis.

[For information regarding contractual employment, see DCA, DCB, DCC, and DCE, as appropriate]

Dismissal

At-will employees may be dismissed at any time for any reason not prohibited by law or for no reason, as determined by the needs of the District. At-will employees who are dismissed shall receive pay through the end of the last day worked.

Due Process

The District is committed to working with employees in a fair and ethical manner while maintaining efficiency and productivity. Therefore, the District shall use a system of progressive discipline for at-will employees. Through a careful review process, the Superintendent, and other administrators as appropriate, shall strive to maintain objectivity, fairness, and consistency in the District's progressive intervention process.

Progressive Discipline

The District's values of honesty, ethical behavior, and mutual respect shall guide both the content and presentation of the interventions used in the progressive discipline process.

Poor job performance or job-related misconduct may result in disciplinary action up to and including termination of employment. There are various types of interventions that may be utilized in order to help an employee assume responsibility for correcting his or her poor job performance or inappropriate behavior. The interventions may include counseling, verbal and written warnings, mediation, and the like, and shall be dependent on the nature of the violation and its severity. Misconduct deemed sufficiently serious, including criminal and ethical misconduct, may result in an employee's immediate termination of employment. [See DH]

Appeal of
Employment
Actions to Board

A dismissed employee may ~~request to be heard by the dismissal~~ ~~Board~~ appeal request to be heard by the dismissal Board in accordance with DGBA(LOCAL).

EMPLOYMENT PRACTICES
OTHER TYPES OF CONTRACTS

DCE
(LOCAL)

**Non-Chapter 21
Contracts**

Non-Chapter 21 contracts shall be provided for positions included on the list approved by the Board. A non-Chapter 21 contract shall not be governed by Chapter 21 of the Education Code.

**Appeal of
Employment Actions**

An employee may appeal discharge during the contract period in accordance with DCE(LEGAL).

An employee whose contract is not reissued at the end of the contract period may appeal ~~to the Board~~ in accordance with DGBA(LOCAL).

Student Illness	Procedures shall be established by the administration to ensure that proper attention is given to any student who becomes ill during the course of a school day.
Accidents Involving Students	Emergency procedures shall be established by the administration to ensure proper attention for any student injured at school. Records shall be maintained on all accidents that require the attention of a medical doctor.
Emergency Treatment Forms	Each year, students and parents shall complete and sign a form that provides emergency information and authorizes school officials to obtain emergency medical treatment, as provided by law.
Administering Medication	No employee shall give any student prescription medication, non-prescription medication , herbal or homeopathic substances, anabolic steroids, or dietary supplements of any type. No employee shall give any student prescription medication or nonprescription medications, except as provided below.
Exceptions	Employees authorized by this or other District policy.
<u>Medication Provided by Parent</u>	The the Superintendent shall designate the employees who are authorized to or designee may administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations to students:
<u>Provided by Parent</u>	<ol style="list-style-type: none">1. Prescription medication in accordance with legal requirements. {See FFAC(LEGAL)}2. Nonprescription medication, for no more than ten consecutive school days, upon a parent's written request, when properly labeled and in the original container.3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.
<u>Provided by District</u>	Medication Both a parent's note and a written request by a physician or other health care professional with authority to write prescriptions shall be required to administer prescription and nonprescription medications for more than ten consecutive days, on a daily basis, or on an as-needed basis for the duration of the school year. 3.— Except as Nonprescription medication provided on an individual basis by this policy, the District shall not purchase medication and consistent with:

~~a. Protocols established by the District's medical advisor who must be licensed to administer to a student practice medicine in the state of Texas; and~~

~~b.a. Parental consent given on the emergency treatment form.~~

Epinephrine

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

On Campus

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

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

Maintenance, Availability, and Training

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

Notice to Parents

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

Psychotropics

Except as permitted by ~~law~~ ~~Education Code 38.016~~, an employee shall not:

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

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

Medical Treatment

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

- ~~3.~~4. The District shall seek appropriate emergency care for a student as required or deemed necessary.

Access to District Property

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

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

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

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

School Functions

The Superintendent or designee is authorized to require that all students in grades 5 and under be accompanied by their parents or an adult to school functions.

Prohibitions

Tobacco and
E-Cigarettes

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

Weapons

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

Exceptions

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: March 1, 2021

Subject: 2021-2022 Budget Process Update

Administrator Responsible/Position: Randy Rau, Chief Financial Officer

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

Update the Board on the 2021-2022 Budget Process

D. Summary:

Previous board action relating to this item -
 Future action anticipated -
 Background information -

Dr. Wright, Cabinet Members, Directors and Principals are holding necessary meetings to evaluate staffing and programs within the District. The focus on increasing student achievement in Hays CISD remains at the forefront of all of all discussions. These meetings pair the review and analysis of budget worksheets with the stated budget priorities of student achievement, compensation increases, and acceptable class size ratios.

E. Scope of Options Reviewed:

Reasons for rejecting alternatives –

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other _____
 From public -

All agenda items are reviewed by the Superintendent's Cabinet.

G. Administrative Recommendation: No recommendation – this is an informational item.

H. Fiscal Impact and Cost: Amount \$ TBD

Budget – General Operating Fund Bond Grant/Special Funds Other _____

Prior Year Spending: \$ _____

Future/Ongoing: \$ _____

I. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action – Randy Rau

Evaluation method and time line -

Next report to the board -

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: March 1, 2021

Subject: Update on 2020-2021 School Year

Administrator Responsible/Position: Dr. Eric Wright, Superintendent of Schools

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action

Local Policy Law or Rule N/A

C. Goal or Need Addressed:

Share with Board and Community information regarding happenings in the district

D. Administrative Recommendation: N/A

Hays CISD

Board of Trustees Operating Procedures



Board Meetings

While Board Meetings are for the purpose of the Board conducting the business of the District in public, they are not public forums for the purpose of securing interaction with the public.

Developing the Board Meeting Agenda (Ref Policy BE)

- ▶ Agendas
 - The Superintendent will develop all Board Meeting agendas in collaboration with the Board President.
 - Items discussed at previous Board Meetings which are proposed for inclusion by more than one board member at a future meeting will also be added when appropriate.
 - Board Members must request to the Board President and Superintendent in writing, any item(s) they wish to have considered for placement on the agenda.
 - Items may be placed on the agenda by the Superintendent, the Board President, any Board Member with approval of the President, or through a request by any two Board Members.
 - No item can be placed on the agenda less than ten days in advance of the meeting without the Board President's approval.
 - No item can be placed on the agenda less than three work days in advance of the meeting unless an emergency or public necessity exists.
 - The complete agenda will be reviewed by the Superintendent and the Board President the Tuesday afternoon prior to the Agenda Workshop Meeting.
 - An annual agenda content calendar will be maintained by the Superintendent's office. This will be used to determine the minimum routine items that need to be on each regular meeting agenda. Other items can be added as requested following the procedures above and as noted in the minutes of previous Board Meetings.
 - Board Members will adhere to deadlines and parameters of the Board agenda/event calendar.

- ▶ Timely Notification and Information
 - Board Members shall be notified of a meeting at least 72 hours prior to a regular meeting, workshop or special meeting, and at least one hour prior to an emergency meeting.
 - Typically, information will be provided to each Board Member via electronic or hard copy delivery. Questions regarding supporting documents should be directed to the Superintendent.
 - Copies of the agenda, for non-emergency meetings, shall be available for the Board Members requesting a copy no later than 5:00 p.m. on Wednesday prior to the Agenda Workshop Meeting.

- Board members will attempt to have all questions regarding agenda items submitted to the Superintendent by 5:00 p.m. on Friday prior to the Board Agenda Workshop Meeting. The Superintendent and his Cabinet will make every attempt to communicate the answers to the questions to Board Members prior to the Monday meeting with a copy of the questions and answers included in the dais folders.

- ▶ Open and Closed Session Format
 - Every Board Meeting will begin at the designated posted time and reconvene at the posted time.
 - Closed Session items for which there is a corresponding action item to be considered during the Open Session of the meeting will be scheduled prior to the beginning of the Open Session. The Board President and Superintendent shall, to the extent possible, allocate sufficient time to complete Closed Session discussion prior to the beginning of the Open Session.
 - If more Closed Session discussion is needed, the Presiding Officer shall announce that it is necessary for the Board to reconvene in Closed Session.
 - The Presiding Officer shall state publicly that any action, if taken, will be conducted in Open Session following the Public Comment portion of the meeting; or, if appropriate, that no action will then be taken.

- ▶ Consent Agenda
 - The consent agenda includes items of routine and/or recurring nature, grouped together under one action item.
 - The consent agenda shall be limited to:
 - > Routine Personnel
 - > Minutes
 - > Finance Report
 - > Budget Amendments
 - > Routine Contracts/Agreements
 - > Routine Procurements
 - > Acceptance of Gifts
 - > Acceptance of Grants
 - > Other items agreed to by the Board
 - Background material for each consent agenda item shall be furnished to the Board in the meeting's supporting documents.
 - All consent agenda items shall be acted upon by one vote without separate discussion.
 - A Board Member may request that an item be withdrawn for individual consideration.

- ▶ Meeting Dates
 - The Superintendent will develop a Board calendar that will include regular and workshop meeting dates of the Board of Trustees.
 - Generally, unless otherwise scheduled by a consensus of the Board, regular Board Business Meetings will be held on the fourth Monday of every month except July. An agenda review session in the form of a workshop may be held the week

prior to the regular business meeting. Additional board workshops will be scheduled as deemed necessary.

- The calendar will include those items that are cyclical and/or recurring for consideration at regular or workshop meetings.

Conducting Board Meetings

▶ Quorum

- Any time four or more Board Members are gathered to discuss school district business, it is considered a meeting, and must be posted as such according to Board legal policy.

▶ Closed Sessions

- The Board may meet in Closed Session as provided for in the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E.
- Before any Closed Session is convened, the Presiding Officer will announce publicly, as appropriate, that matters before the Board exist that necessitate convening into Closed Session to serve and protect the interests of the District, and that any action, if necessary, resulting from duly posted Closed Session items shall be conducted in Open Session. The Presiding Officer will also announce the specific sections of the Texas Government Code under which the Board will be meeting in closed session.
- The posted agenda shall identify the section or sections of the Act authorizing the Closed Session and the general topics or subjects to be discussed. The Presiding Officer of the Board shall publicly identify such section or sections and such topics and subjects.
- The Superintendent shall attend all sessions of the Board, both Open and Closed, except when the Board desires to meet without the Superintendent to consider the Superintendent's contract, evaluation or performance, or to resolve conflicts between individual Board Members, or to act as a tribunal.
- In the event of the Superintendent's illness or Board approved absence, the Superintendent's designee shall attend such meetings.

▶ Public Participation at Board Meetings

- The Board shall provide for public comment at each meeting, including all regular and special meetings. (Ref Policy BED)
- Prior to the beginning of the Public Forum, the Presiding Officer will announce the rules for public participation.
- A citizen must sign up on the appropriate form prior to the Public Forum portion of the agenda. The topic described on the form shall be complete and in sufficient detail as to determine appropriateness of the topic prior to addressing the Board. Comments on posted agenda items will be taken first. Comments on non-agenda items shall be permitted only after all agenda-specific comments have been made and if time permits.
- Public comments may be on items listed on the agenda or other areas of school district operations. Speakers with specific complaints or comments about identifiable students, employees, or officials of the District will be directed to the appropriate District administrator and/or the District's formal complaint process.

Speakers shall be discouraged from using the names of specific individuals in their public comments.

- Questions asked during Public Forum on posted agenda items may be answered or addressed by the Board during the discussion of that agenda item. Comments or questions on topics not on the posted agenda may be referred to the Superintendent for consideration and a later response, if appropriate.
 - The Presiding Officer shall determine the time limitation for each speaker, based on the number of individuals signed up to speak in Public Forum at the entrance prior to reconvening in open session. The time allotted to each speaker shall not exceed five minutes. Groups of five or more people wishing to speak on a single subject will be encouraged to appoint a spokesperson to express the views of the group. A speaker may not defer his/her allotted time to another speaker.
 - The Presiding Officer shall determine the total allotment of time for each Public Forum, based on the number of individuals signed up to speak at the start of each meeting. The standard time allotted for Public Forum shall be a total of 30 minutes.
 - The Board vests in its Presiding Officer the authority to terminate the remarks of any individual when such individual does not adhere to the established rules.
 - The Board shall not tolerate disruption of the meeting by members of the audience. If any person disrupts the meeting by his or her words or actions, the Presiding Officer may request assistance from law enforcement officials to have the person removed from the meeting.
- ▶ Board Meeting Parliamentary Procedure (Ref Policy BE)
- The Board President serves as the Presiding Officer at Board Meetings. In the absence of the President, the Vice-President will preside.
 - The Board shall be guided by parliamentary procedure as detailed in Robert's Rules of Order, Revised, or as spelled out in adopted procedure.
 - The Board President has the responsibility to keep the discussion to the motion at hand and shall halt discussion that does not apply to the business before the Board.
- ▶ Transacting Business (Ref Policy BBE)
- When an agenda item is presented, a discussion shall be held and a decision reached through voting in accordance with prescribed procedures.
 - Whenever possible, the Board should work toward a consensus model of decision-making. There may be dissenting votes which are a matter of record. However, once a decision has been made, all Board Members should support the majority vote of the Board, recognize that it carries the full authority of the Board, and individually respect that vote.
- ▶ Hearings (Ref Policy FNG, FOD, DGBA, GF)
- Employee, community and/or student/parent grievances will be handled according to Board policy FNG, FOD, DGBA, GF.

Board Workshops

The Board will conduct Special Meetings/Board Workshops as needed.

- ▶ The workshop format is intended to allow the Administration to present information to the Board that is:
 - Time sensitive and/or discussion intensive
 - Required by law, rule or policy, and
 - Is necessary for the efficient and effective operation of the District
- ▶ Board workshops are not intended to substitute for regular monthly Board Business Meetings, although a quorum of the Board may take action, as necessary.
- ▶ The workshops are intended to allow an opportunity for presentation, questions, discussion and an assessment of the Board's perspective.
- ▶ The Board President serves as the Presiding Officer at Board Workshops; however, it is understood that the intended nature and format of workshops allows for the Superintendent to substantially facilitate the presentation and ordering of items under consideration. In the absence of the President, the Vice-President will preside.

Board Committees (Ref Policy BDB)

- ▶ The Board may, from time to time as it deems necessary, create committees to facilitate the efficient and necessary operation of the Board.
- ▶ The President shall appoint members to special Board committees, and the Board President and the Superintendent shall be ex officio members of all Board committees unless otherwise provided by Board action.

District- and Campus-Level Committees

- ▶ District- and campus-level planning and decision-making committees serve in an advisory capacity to the Board and make recommendations to the Board for final Board action; therefore, Board Members shall not serve on such committees, unless otherwise provided by federal or state law, or approved by the Board.

Electing Board Officers (Ref Policy BDAA)

- ▶ At the first meeting after each election and qualification of Board members, the members of the Board shall organize by selecting:
 1. A president, who shall be a member of the Board
 2. A secretary, who may or may not be a member of the Board
 3. Such other officers and committees as the Board may deem necessary
Education Code 11.061(c).
- ▶ A vacancy among officers of the Board shall be filled by majority action of the Board.

ANNUAL EVALUATIONS

Superintendent Evaluation (Ref Policy BJCD, BJCF, BJA)

- ▶ The Superintendent evaluation instrument will be updated and approved annually after the Board goal setting workshop session.
- ▶ Three formative evaluations will be conducted annually in closed sessions at the Board Agenda Workshops, in February, August and November. New Board members will receive training on how to evaluate the superintendent prior to the first formative dialogue session.
- ▶ A summative evaluation will be conducted in closed session annually in May.
 - This closed session shall be on a date separate from the regular monthly Board Agenda Workshop or Board Meeting.
 - This session may include a discussion of the Superintendent's contract.
- ▶ The Board will use the approved evaluation instrument for the summative evaluation. A copy of the evaluation document will be completed in advance by each Board Member and brought with the Board Member to a special closed session meeting. After coming to a consensus on each evaluated item, the Board shall prepare a single composite Summative Evaluation Document to be given to the Superintendent for discussion during that closed meeting.
- ▶ The Board shall strive to accomplish the following objectives during each evaluation.
 - Develop and sustain a harmonious working relationship between the Board and the Superintendent.
 - Ensure administrative leadership for excellence in the District.
 - Formulate Board consensus about the Superintendent's performance and the District's progress toward achieving its goals and objectives.

Board Evaluation/Team Building

- ▶ There will be a routine assessment of the status of the Board/Superintendent team annually.
- ▶ The evaluation and team building process may include:
 - Board operating procedures
 - Board Member training
 - Social Contract
 - Conflict resolution
 - Working relationships with the Superintendent
 - Conduct of Board Meetings
 - Long-range planning and goal setting
 - Relationship with the community

INDIVIDUAL BOARD MEMBERS

Access to Information (Ref Policy BBE)

- ▶ An individual Board Member, acting in his or her official capacity, shall have the right to seek information pertaining to District fiscal affairs, business transactions, governance, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code.
- ▶ Individual Board Members shall not have access to confidential student records, unless there is a legitimate educational interest in the records in accordance with policies FL (LEGAL) and (LOCAL).
- ▶ A Board Member may request existing information and reports from the Superintendent's office. If the information is not available or a new report must be generated, it shall be requested through the Board President. If the Board President does not agree to the request, it may be resubmitted to the Board President by two or more Trustees. In case of emergency, the Board President may request information or reports.
- ▶ Board Member inquiries of staff shall be limited to Superintendent's Cabinet and responses will be distributed to all Board Members.

Communication with Other Board Members

- ▶ Board electronic and written communications regarding District issues should be routed through the Superintendent's office so that information can be disseminated and/or questions can be addressed in this manner, rather than among and between Board Members.
- ▶ A Board Member may discuss a District issue with no more than two other Board Members unless in a duly posted Board Meeting.

Communication with the Media

- ▶ The Board President serves as the official spokesperson for the Board team to the media/press on issues of media attention.
- ▶ Media calls should be directed to Superintendent and the Public Information Officer as the district spokesperson.
- ▶ Board Members asked for individual comments or opinions by the media/press are to qualify those statements as being the opinion of the individual Board Member and not representative of the Board as a whole or the District.

Complaints to Board Members (Ref Policy BBE)

- ▶ Employees, students, parents or other members of the public who bring concerns or complaints to an individual Board Member for the purpose of seeking remedy or perspective shall receive guidance that reflects:
 - An understanding by each Board Member that information provided to a Board Member, in some specific situations, could cause the Board Member receiving the information to be disqualified from participating in future hearing(s) or action by the Board specific to the issue;
 - Adherence to the Board's policies (DGBA, FNG, FOD and GF) regarding complaints and grievances.

- ▶ Board Members may notify the Superintendent's office of any complaint.

- ▶ As necessary, the Superintendent or designee shall guide the complainant to the appropriate staff member.

- ▶ When the concern or complaint directly pertains to the Board's own actions or policy, for which there is no administrative remedy, the Trustee may request that the issue be placed on the agenda.

Visits to Campuses

- ▶ Board Members are encouraged to attend any and all school events as their time permits, and to show support of school activities.

- ▶ Board Members must notify the Superintendent or designee prior to visiting a campus in an official capacity.

- ▶ Board Members shall not visit a campus in an attempt to evaluate personnel on a campus.

Board Member Training (Ref Policy BBD)

- ▶ Board Members are required to attend training set forth in Policy BBD. In addition to the orientation and team building training, a Board Member shall receive additional continuing education on an annual basis, in fulfillment of assessed needs and based on the framework for governance leadership. The district will cover the cost of registration, travel and lodging for each Board Member for the minimum number of hours shown on the *Continuing Education Requirements for School Board Members* as published on the TASB website. All costs for additional training will be the responsibility of the individual Board Member.

- ▶ Board memberships to any and all associations shall be brought to the Board for discussion and approval.