

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 October 17, 2022 beginning at 5:30 PM at the 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.

- A. CALL TO ORDER: Establish a quorum
- B. CLOSED SESSION
 - 1. Deliberation regarding safety and security, including security personnel, systems, infrastructure, and/or devices, pursuant to Tx. Gov't Code Section 551.076
 - 2. Superintendent's Formative Evaluation - Quarterly Progress Report on the Board and Superintendent Goals, pursuant to Tx. Gov't Code Section 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 educate, value, and nurture students through innovative and personalized educational experiences while celebrating our diversity.
- F. SOCIAL CONTRACT
 - The Board will:
 - Serve as District Ambassadors
 - Assume Positive and Noble Intentions
 - Collaborate as a Team and Respect the Body Corporate
 - Promote Discussion and Respect Each Other's Perspectives
 - Be Professional
- G. SUPERINTENDENT REPORT
- H. PUBLIC FORUM

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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 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.

Please be aware that the audio and video 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.

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	October 24, 2022 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm	
	November 14, 2022 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm	
	December 12, 2022 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm	
	TUESDAY, January 17, 2023 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm	
	January 23, 2023 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm	
	February 13, 2023 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm	
	TUESDAY, February 21, 2023 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm	
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	May 22, 2023 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm	
	TUESDAY June 20, 2023 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm	
	June 26, 2023 @ Kunkel Room at Historic Buda Elementary Campus - 5:30 pm	
	<i>Official Board of Trustees information may be obtained at www.hayscisd.net</i>	
R.	ADJOURN	

This notice was posted in compliance with the Texas Open Meetings act on: Friday, October 14, 2022 at 2:30PM

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>

DATE ISSUED: 10/25/2013
UPDATE 98
BEC (LEGAL)-P

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

Date: October 17, 2022

Subject: Superintendent's Report

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 current events in the district.

D. Administrative Recommendation: N/A

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 17, 2022

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 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.

Board Policy DEC (LOCAL) sets the maximum time for any individual presentation as 5 minutes, unless decreased by the Board President prior to the start of public comment. In order to ensure efficiency in all meetings, our standard practice is to afford 3 minutes for speakers covering current agenda items and 2 minutes for speakers covering non-agenda items. Speakers with comments on posted agenda items will be called to speak first. Speakers with comments on items not posted for tonight's agenda will then be called to speak, if time permits.

Please be aware that the audio and video 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.

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

Date: October 24, 2022

Subject: Campus Recognition –Elm Grove Elementary

Administrator Responsible/Position: Dr. Michael Watson, Deputy Academic Officer
Kathy Faulks, Principal of Elm Grove Elementary School

- 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 recognize one of our campuses
- D. Summary:**
 Background information –Beginning January 2022, our district would like to recognize a campus each month for their academic achievement, student programs and their parental/community involvement.
- E. Administrative Recommendation:**
The administration is not making a recommendation on this item as it is only informational.
- F. Monitoring and Reporting Time Line:**
Person responsible for evaluating this decision or action — Dr. Michael Watson, Deputy Academic Officer
- G. Suggested Motion:**
No action needed – information only

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

Date: October 17, 2022

Subject: Student Achievement Report – Elementary and Middle School Universal Screening Results
for Reading (K-5) and Math (K-8)

Administrator Responsible/Position: Marivel Sedillo, Deputy Superintendent / Chief Academic Officer
Derek McDaniel, Executive Officer of Curriculum and Instruction
Kevin Malandruccolo, Director of Assessment and Accountability
Debbie Brown, Director of Academic Support Services

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 a report on elementary and middle school universal screener data for reading and math.

D. Summary:

Background information – The district utilizes the mCLASS screening instrument to assess reading skills in K-5, Reading Plus to assess reading skills in 6-8, and NWEA MAP to assess math K-8 three times per year to determine their current performance level. These screeners identify individual strengths and weaknesses and enable teachers to progress monitor throughout the year. These screening instruments are administered in September, December and May to capture individual student progress.

E. Administrative Recommendation:

The administration is not making a recommendation on this item as it is only informational.

Advantages/benefits of this information - Capture snapshots of student performance levels.

Expected results in terms of student benefit/achievement – Individual student performance informs instructional methodologies and arrangements including small group instruction.

F. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action — Marivel Sedillo, DS/CAO

G. Suggested Motion:

No action needed – information only

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

Date: October 24, 2022

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

Board Policy BE 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
 4. Contracts/MOUs

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other

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 Hays CISD Board of Trustees approve the consent agenda, as presented.

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

Date: October 24, 2022

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 September 19, 2022 Board Agenda Workshop and the September 26, 2022 Board Meeting 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 September 19, 2022 and September 26, 2022 meetings, as presented.

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

Budget Bond Grant/Special Funds Other

H. Suggested Motion:

I move that the Hays CISD Board of Trustees approve minutes from the September 19, 2022 and September 26, 2022 meetings, as presented.

Minutes of Regular Meeting September 19, 2022

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 the meeting is accessible at www.hayscisid.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

A Regular Meeting of the Board of Trustees of Hays CISD was held on Monday, September 19, 2022 beginning at 5:30 PM in the Kunkel Room at the Historic Buda Upper Campus, 300 San Marcos Street, Buda, Texas 78610.

CALL TO ORDER: Establish a quorum

Board President, Vanessa Petrea, called the meeting to order at 5:31 PM. Board Members, Vanessa Petrea, Dr. Esmeralda Perez-Gonzalez, Courtney Runkle, Raul Vela, Will McManus, Byron Severance and Esperanza Orosco were present.

CLOSED SESSION

The Board adjourned to Closed Session at 5:31 PM to deliberate regarding safety and security, including security personnel, systems, infrastructure, and/or devices, pursuant to Tx. Gov't Code Section 551.076.

RECONVENE IN OPEN SESSION

The Board reconvened in open session at 6:53 PM.

PLEDGE OF ALLEGIANCE

Board Secretary Esperanza Orosco lead the Board in the Pledge of Allegiance to the US and Texas flags.

MISSION STATEMENT

Board Vice President Raul Vela read the Hays CISD Board of Trustees Mission Statement.

SOCIAL CONTRACT

Dr. Esmeralda Perez-Gonzalez read the Hays CISD Board of Trustees Social Contract

SUPERINTENDENT'S REPORT

Superintendent, Dr. Eric Wright provided information regarding enrollment. Enrollment information at the time of the meeting was recorded as 22,251 and climbing. Dr. Wright provided information that attendance is currently 94.8% with a reference that pre-pandemic, attendance should be 96.5%. Dr. Wright stated that we are continuing our "Fighting Fentanyl" campaign, continuing conversations. Upcoming videos will be shown every few weeks. The Board and Superintendent Student Advisory Panel will be joining in efforts to support and share information regarding this concern. Dr. Wright indicated that legislative priorities will be coming soon, and he will work with the Board of Trustees to advocate. Dr. Wright provided information regarding a recent Texas PTA meeting and how the district held its first Customer Service training of the year at the most recent Instructional Leadership Team (ILT) meeting. There were no questions from the Board of Trustees for Dr. Wright.

PUBLIC FORUM

One member of the public addressed the Board during the public forum portion of the meeting. Carla Perez, Lehman High School teacher, Swim Coach, and Water Polo Coach, spoke to provide information regarding the upcoming aquatics program fundraiser, "Gogglelt 5K" benefiting all district swim and water polo programs.

STUDENT ACHIEVEMENT REPORT

Marivel Sedillo, Deputy Superintendent and Chief Academic Officer, spoke to provide high-level overview of pages 45 and 46 of the agenda book. She indicated to the Board that there would be updates provided on Board Blog.

There was a request to adjust the College and Career Readiness (CCR) goal from 60% to 66%. Ms. Sedillo responded that we would bring this item back for presentation with complete details and information at next week's meeting, scheduled for September 26th.

CONSENT AGENDA

There were no questions from the Board of Trustees regarding Consent Minutes for August 4, 2022, August 15, 2022, August 22, 2022 nor August 29, 2022 meetings.

There were no questions from the Board of Trustees regarding Consent Budget Amendments.

There were no questions from the Board of Trustees regarding the Consent Procurement items.

ACTION ITEMS

The agenda item regarding Staffing Services from Proximity Learning was pulled from the agenda.

There were no questions from the Board of Trustees regarding the 2022 Bond School Bus purchase from Longhorn Bus Sales.

Max Cleaver, Chief Operations Officer, responded to questions from Trustee Courtney Runkle and Board Secretary Esperanza Orosco regarding Portable Building Relocation.

The Board took a short break and reconvened.

There were no questions from the Board of Trustees regarding the review and possible adoption of the Hays CISD Goals for the 2022-2023 school year. Additional information will be presented via Board Blog on September 20, 2022 with planned additional in-depth discussion at the September 29, 2022 meeting.

There was a request from the Board of Trustees to provide additional information to support the consideration and possible adoption of the instrument to be used to evaluate the Superintendent.

There were no questions from the Board of Trustees regarding the consideration and possible adoption of proposed changes to policy FL(LOCAL).

There were no questions from the Board of Trustees regarding the consideration and possible adoption of TASB Policy Update 119 affecting local policies.

INFORMATION ITEMS

The Board of Trustees and representatives from O'Connell Robertson participated in a lengthy discussion regarding the 2022 Bond Project Academic Support Center Design Development. Topics discussed included dais placement, number of cameras, screen placement for Trustee view (individual monitors at the dais), Cabinet seating, informal seating for Board workshops and trainings, outlets and camera range for multiple configurations, board members' personal storage, separate space for kitchenette and board meeting space, electrical outlets, a request to view other Board Rooms designed by OCR – requesting dates and times for tour(s), Most in favor of a one-camera system, podium placement, secondary podium, mobile/portable podium, placement of Board/Superintendent support and technology space in Board Room "Sound Room", may need a two-camera setup, sound for the room, A/V in the Board Conference area, prefer not to have drop-mics, restroom use, change restroom and add space for mud room for storage and soundproofing, small cubbies/boxes, on-dais storage for removal of clutter, discussion of a round-table setup, request to raise the large screen behind the dais to prevent wash-out and odd coloration on camera.

The Board of Trustees requested an adjustment to the proposed revisions to TASB Policy FNCE(LOCAL) with an adjustment of the word "may" to the word "shall" when referencing a student's access to retrieve their

previously confiscated mobile device. Trustee Runkle expressed her gratitude for the revisit of this concern. Jesus Gomez, Deputy Academic Officer, spoke regarding on-campus communication of this policy and its implementation. Trustee Byron Severance requested clarification regarding the time of day the device may be retrieved from the front office, and it was confirmed by Dr. Wright that this action is allowed at the end of the day only.

Randy Rau, Chief Financial Officer, addressed the Board of Trustees regarding the August 31, 2022 Financial Statements. This information will be made available by the September 26, 2022 meeting.

Max Cleaver, Chief Operations Officer, responded to questions from the Board of Trustees regarding updates on bond, construction and renovation projects. Trustee Severance requested information regarding marquees at campuses. Mr. Cleaver indicated that a digital marquee is the new standard for all construction. Mr. Severance requested information regarding how these items are funded. Mr. Cleaver indicated that he would provide additional details. Trustee Runkle requested an update regarding the county road project nearest McCormick Middle School.

REQUESTS FOR INFORMATION FROM THE BOARD OF TRUSTEES

Byron Severance requested an update on the resolution of the HVAC issues at McCormick Middle School. Will McManus requested information on an early-read on the new cell phone policy. What are we hearing so far from students, staff, etc.

Vanessa Petrea requested a snapshot of 10-15 randomly selected 9th grade student transcripts to spot-check GPA calculations for weighted/non-weighted courses (current 9th grade students). If we could have this information perhaps in January.

RECAP OF QUESTIONS

Board Secretary Esperanza Orosco read a list of questions logged during the meeting.

ADJOURN

Board President Vanessa Petrea praised Harvest Coats, Director of Communication, for her work on the updated Board Operating Procedures Document. President Petrea stated that the next meeting is scheduled for Monday, September 26, 2022. No further business was conducted and the meeting adjourned at 8:33PM.

Minutes of Regular Meeting September 26, 2022

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 the meeting is accessible at www.hayscisd.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

A Regular Meeting of the Board of Trustees of Hays CISD was held on Monday, September 26, 2022 beginning at 6:00 PM in the Kunkel Room at the Historic Buda Upper Campus, 300 San Marcos Street, Buda, Texas 78610.

CALL TO ORDER: Establish a quorum

Board Vice President, Raul Vela, called the meeting to order at 6:15 PM. Board Members, Dr. Esmeralda Perez-Gonzalez, Courtney Runkle, Raul Vela, Will McManus, Byron Severance and Esperanza Orosco were present. Board President Vanessa Petrea was absent.

PLEDGE OF ALLEGIANCE

Board Secretary Esperanza Orosco lead the Board in the Pledge of Allegiance to the US and Texas flags.

MISSION STATEMENT

Board Vice President Raul Vela read the Hays CISD Board of Trustees Mission Statement.

SOCIAL CONTRACT

Trustee Will McManus read the Hays CISD Board of Trustees Social Contract

SUPERINTENDENT'S REPORT

Superintendent, Dr. Eric Wright provided information regarding the new STAAR 2.0 exam and the delayed availability of results/scores from this new exam. Dr. Wright provided enrollment count of 22,295. Dr. Wright also introduced the two new Safety and Security Coordinators, Diane Martinez and Jesse Gonzalez. There were no questions from the Board of Trustees regarding the superintendent's report.

PUBLIC FORUM

There was no one present who wished to address the Board of Trustees during the Public Forum section of the meeting.

INFORMATION ITEM

Max Cleaver with representatives from Cynergistic presented information regarding the Hays CISD Energy Star Recognition. Trustee Orosco requested additional information from Mr. Cleaver regarding this item. Albert Flores, Director of Mechanical, Electrical and Plumbing (MEP) was introduced along with his staff who were instrumental in facilitating the changes needed to achieve this recognition. All present posed for a photograph with the Board of Trustees.

CAMPUS RECOGNITION

Dr. Michael Watson, Deputy Academic Officer, introduced Tom Green Elementary School Principal Jennifer Hanna. Ms. Hanna presented information and a short video highlighting Tom Green Elementary School. Trustees Courtney Runkle, Esmeralda Perez-Gonzalez, Esperanza Orosco, Byron Severance and Raul Vela expressed their commendations for all the great things happening there.

STUDENT ACHIEVEMENT REPORT

Marivel Sedillo, Deputy Superintendent and Chief Academic Officer, presented information regarding student achievement goals for the 2022-2023 school year as well as House Bill 3 Goals. Ms. Sedillo detailed the

various programs and initiatives being utilized to improve all areas, with specific focus in any area where we have not yet attained the previously set goal. Trustees Esperanza Orosco, Courtney Runkle and Raul Vela expressed their feedback and requested additional information to support certain initiatives.

CONSENT AGENDA

There were no questions from the Board of Trustees regarding Consent Agenda items of Minutes of Board of Trustees Meetings, Budget Amendments, and Procurements. Raul Vela read the suggested motion that the Hays CISD Board of Trustees approve the Consent Agenda Items, as presented. Esperanza Orosco moved and Courtney Runkle seconded the motion. There was no further discussion. The motion passed with a vote of 6-0.

ACTION ITEMS

There were no questions from the Board of Trustees regarding the consideration and possible approval of 2022 Bond School Bus purchase. Raul Vela read the suggested motion that the Hays CISD Board of Trustees approve the 2022 Bond purchase of school buses from Longhorn Bus Sales in the amount of \$6,778,083, as presented. Will McManus moved and Esperanza Orosco seconded the motion. There was no further discussion, and the motion passed with a vote of 6-0.

Raul Vela read the suggested motion that the Hays CISD Board of Trustees approve the portable building relocation and related services from Schultz House Moving, Braun and Butler Construction Inc., and R. L. Hicks, L.P., for a combined total not to exceed \$200,000.00. Will McManus moved and Esperanza Orosco seconded the motion. There was no further discussion. The motion passed with a vote of 6-0.

Dr. Eric Wright presented the Board of Trustees with details regarding the Hays CISD Goals for the 2022-2023 school year. Esperanza Orosco requested that Goal 3 be amended to include a “Community facing dashboard” to provide global data across all grade levels in Hays CISD. All trustees present spoke to support the request. Dr. Wright indicate that he would like to be provided additional time to research and review, but would be willing to make this adjustment to Goal 3. Raul Vela read the suggested motion that the Hays CISD Board of Trustees adopt the Hays CISD Goals for the 2022-2023 school year, as presented. Esperanza Orosco moved and Dr. Esmeralda Perez-Gonzales seconded the motion. Byron Severance requested clarification regarding his previous request to adjust the College and Career Readiness (CCR) goal. Dr. Eric Wright provided details regarding this clarification. There was no further discussion, and the motion passed with a vote of 6-0.

Raul Vela read the suggested motion that the Hays CISD Board of Trustees adopt the Superintendent Evaluation Instrument, as presented. Courtney Runkle moved and Esmeralda Perez-Gonzalez seconded the motion. Esperanza Orosco requested that the header name on Goal 1 be adjusted to match the 2022-2023 Goals. Ms. Orosco also requested additional information regarding the departmental goals included with this item in this week’s agenda. Dr. Wright provided feedback. There was no further discussion. The motion passed with a vote of 6-0.

Raul Vela read the suggested motion that the Hays CISD Board of Trustees adopt revisions to local policy FNCE(LOCAL), as presented. Esperanza Orosco moved and Will McManus seconded the motion. There was no further discussion, and the motion passed with a vote of 6-0.

Raul Vela read the suggested motion that the Hays CISD Board of Trustees adopt revisions to local policy FL(LOCAL), as presented. Esperanza Orosco moved and Dr. Esmeralda Perez-Gonzalez seconded the motion. There was no further discussion. The motion passed with a vote of 6-0.

Raul Vela read the suggested motion that the Hays CISD Board of Trustees adopt TASB Policy Update 119, affecting local policies, as presented. Esperanza Orosco moved and Courtney Runkle seconded the motion. There was no further discussion, and the motion passed with a vote of 6-0.

INFORMATION ITEMS

There was no additional discussion regarding the 202 Bond Project – Academic Support Center Design Development (DD) as presented on September 19, 2022.

There was no discussion regarding the August 31, 2022 Financial Statements.

Max Cleaver responded to the request from Byron Severance for confirmation that the Dahlstrom Middle School construction completion scheduled for December 2022, as part of the Update on Bond, Construction and Renovation Projects in the District information item.

REQUESTS FOR INFORMATION FROM THE BOARD OF TRUSTEES

Byron Severance requested an update on the resolution of the HVAC issues at McCormick Middle School. Mr. Severance also requested information regarding marquees and who at each campus is responsible for their repairs. Ms. Orosco stated that she had requested information on this topic at a previous meeting.

RECAP OF QUESTIONS

Board Secretary Esperanza Orosco read a list of questions logged during the meeting.

ADJOURN

Board Vice President Raul Vela stated that the next meeting is scheduled for Monday, October 17, 2022. No further business was conducted and the meeting was adjourned at 7:55PM.

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

Date: October 24, 2022

Subject: Budget Amendments

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. Summary:

- Previous board action relating to this item - Monthly
- Background information – The 2022-2023 budget has been approved by the Board of Trustees. Amendments to the budget must also be approved by the Board.

D. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other

E. Administrative Recommendation:

The administration recommends approval of the budget amendment, as presented.

F. Fiscal Impact and Cost: Amount:

Budget (See attached detail) Bond Grant/Special Funds Other

G. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the budget amendment, as presented.

BUDGET AMENDMENT 2 – October 24, 2022

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	\$ (77,537)
12 - Instructional Resources and Media Services	\$ 0
13 - Instructional Staff Development	\$ 0
21 - Instructional Administration	\$ 80,750
23 - Campus Administration	\$ 0
31 - Guidance and Counseling Services	\$ 0
32 - Social Work Services	\$ 0
33 - Health Services	\$ 0
34 - Transportation	\$ 0
36 - Co curricular / Extracurricular	\$ (3,655)
41 - General Administration	\$ 0
51 - Maintenance	\$ 0
52 - Security	\$ 0
53 - Data Services	\$ 0
61 – Community Services	\$ 442
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:

New appropriations requested for purchase orders encumbered in the prior fiscal year “rolled over” to the current fiscal year for payment. These are purchase orders in the normal course of business that were not closed prior to June 30, 2022. Prior year purchase order rollover in the normal course of business totaled \$1,502,557 at June 30, 2022.

New appropriations are also requested for the JROTC program representing the budget for “reimbursables” from the federal government totaling \$18,600

General Operating Fund Re-Appropriations Summary			
Description	Official Budget	Increase/ (Decrease)	Amended Budget
<u>Revenues:</u>			
183-00-5900-00-000-00-0-0	\$ 0	\$ 18,600	\$ 18,600
Total	\$ 0	\$ 18,600	\$ 18,600
<u>Expenditures:</u>			
183-11-6000-00-000-00-0-0	\$ 0	\$ 15,600	\$ 15,600
183-13-6000-00-000-00-0-0	\$ 0	\$ 500	\$ 500
183-36-6000-00-000-00-0-0	\$ 0	\$ 2,500	\$ 2,500
199-11-6000-00-000-00-0-0	\$ 0	\$ 204,476	\$ 204,476
199-12-6000-00-000-00-0-0	\$ 0	\$ 2,063	\$ 2,063
199-13-6000-00-000-00-0-0	\$ 0	\$ 7,186	\$ 7,186
199-21-6000-00-000-00-0-0	\$ 0	\$ 22,460	\$ 22,460
199-23-6000-00-000-00-0-0	\$ 0	\$ 2,447	\$ 2,447
199-33-6000-00-000-00-0-0	\$ 0	\$ 749	\$ 749
199-34-6000-00-000-00-0-0	\$ 0	\$ 4,224	\$ 4,224
199-36-6000-00-000-00-0-0	\$ 0	\$ 504,992	\$ 504,992
199-41-6000-00-000-00-0-0	\$ 0	\$ 22,674	\$ 22,674
199-51-6000-00-000-00-0-0	\$ 0	\$ 690,095	\$ 690,095
199-52-6000-00-000-00-0-0	\$ 0	\$ 3,201	\$ 3,201
199-53-6000-00-000-00-0-0	\$ 0	\$ 33,430	\$ 33,430
199-81-6000-00-000-00-0-0	\$ 0	\$ 4,560	\$ 4,560
Total	\$ 0	\$ 1,521,157	\$ 0
Total Net Appropriations (Revenues minus Expenditures)		\$ (1,502,557)	

ACTION REQUIRED

Board Approval

SUPPORT INFORMATION

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

Hays Consolidated Independent School District
Budget Amendment 2 Support Information
for the Fiscal Year Ending June 30, 2023

Budget Amendment #2 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>JE #</u>	<u>New JE #</u>	<u>Reason</u>
182-36-6499-33-005-99-1-0	36	005	\$ (1,800.00)	vargasam	Pending	4		234		Xfer to cover purchases made during swap from campus to fine arts accounts
182-36-6399-33-005-99-1-0	36	005	\$ (2,700.00)	vargasam	Pending	4		234		
182-11-6295-33-005-11-1-0	11	005	\$ (800.00)	vargasam	Pending	4		234		
182-11-6399-34-005-11-1-0	11	005	\$ 5,300.00	vargasam	Pending	4		234		
199-11-6295-00-888-23-3-0	11	888	\$ (64,000.00)	vargasn	Pending	4		203		Frontline
199-21-6295-MB-888-23-3-0	21	888	\$ 51,500.00	vargasn	Pending	4		203		Frontline
199-21-6295-00-980-23-3-0	21	980	\$ 12,500.00	vargasn	Pending	4		203		Legal updates Training
199-11-6397-TE-980-23-3-0	11	980	\$ (16,750.00)	vargasn	Pending	4		203		Legal updates Training
199-21-6295-MB-888-23-3-0	21	888	\$ 16,750.00	vargasn	Pending	4		203		Document Scanning
199-11-6295-AP-944-11-3-0	11	944	\$ (442.00)	lopezo	Pending	3		511		
199-61-6295-00-944-21-3-0	61	944	\$ 442.00	lopezo	Pending	3		511		
182-11-6399-35-043-11-1-0	11	043	\$ (845.00)	mendezt	Pending	3		684		DS-Showcase
182-36-6412-35-043-99-1-0	36	043	\$ 845.00	mendezt	Pending	3		684		DS-Showcase

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

Date: October 24, 2022

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

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. Online instructional software annual renewal – Imagine Learning

b. Bulk fuel purchase – SC Fuels

c. Technology software and hardware - Waypoint

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 Hays CISD Board of Trustees approve the procurement items, as presented.

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

Date: October 24, 2022

Subject: Procurement: Language & Literacy Software – Imagine Learning

Administrator Responsible/Position: Marivel Sedillo, Deputy Superintendent / Chief Academic Officer
Patricia Melgar-Cook, Director of Multilingual Programs

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 Imagine Learning digital platform.

D. Summary:

Previous board action relating to this item – Approval for this renewal was granted in October 2021

Future action anticipated – Renewal for this platform is expected to continue.

Background information – The purpose of this agenda item is to continue with the contract for the language and literacy and Español software from Imagine Learning. This software is designed to enhance the development of Spanish literacy for the students in a bilingual program as well as the acquisition of English for all of our Emergent Bilingual (EB) students. This in turn will assist with their educational success. The Imagine Learning digital platform will be purchased from the Title 3, Part A for \$75,000 and the Bilingual/ESL Allotment for \$56,500 for the purpose of developing the necessary literacy skills in Spanish for students in a bilingual program and/or students that score at the Beginning or Intermediate level of English language proficiency based on TELPAS.

E. Scope of Options Reviewed:

TIPS Contract #200105 – Technology Solutions Products and Services

This is a one year contract with zero (0) options to renew through 05/31/2023

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other: C&I Department

G. Administrative Recommendation:

The administration recommends approval of the renewal of services with Imagine Learning.

Advantages/benefits of this proposal – The program provides individualized student data and literacy-based activities so that classroom teachers can access these and utilize them with their Emergent Bilingual students through differentiated instructional opportunities.

Expected results in terms of student benefit/achievement – The use of this platform ensures that differentiated and individualized instruction is provided for our Emergent Bilingual students.

Effect of this action on other parts of the system – This program works with all components of curricula and instructional adaptations needed for language and literacy acquisition.

Consequences of not approving recommendation – Title III, Part A requires that the district provide supplemental equitable, research-based native and English language literacy support.

- H. Fiscal Impact and Cost: Total Amount: \$131,500.00**
 Budget – General Operating Fund **Bond** **Grant/Special Funds:** Title III Federal Funds/BE/ESL Allotment **Other**
Prior Year Spending – The Imagine Learning renewal for the 21-22 school year was \$120,000.00
Future/Ongoing – The Imagine Learning renewal amount is expected to increase due to student enrollment.
- I. Monitoring and Reporting Time Line:**
Person responsible for evaluating this decision or action – Patricia Melgar-Cook, Director of Multilingual Programs
Evaluation method and time line – Monthly platform usage reports and increased English language proficiency as evidenced through TELPAS for targeted students at the Beginner and Intermediate levels of English language proficiency.
Next report to the board – Bilingual/ESL Program evaluation due October, 2022
- J. Suggested Motion:**
I move that the Hays CISD Board of Trustees approve the procurement for renewal of services with Imagine Learning for the benefit of our Emergent Bilingual Students, in the amount of \$131,500, as presented.



Hays CISD Imagine Learning Renewal Options

9/29/2022

			Pricing		Annual	Multiyear	
Item	Quantity	Description	Standard	Partner Discount	Annual	Multiyear - 1 100% Paid in year 1	Multiyear - 2 50% Paid in year 1
Literacy Bundle	2	Language & Literacy, Espanol, Lectura, Reading Site Licenses - Uhland and Camino	\$52,500.00	\$35,000.00	\$ 70,000	\$ 210,000	\$ 210,000
Lang./Lit. Reusables	300	Licenses that can be used/re-used by any campus in the district	\$ 150.00	\$ 120.00	\$ 36,000	\$ 108,000	\$ 108,000
Espanol Reusables	200	Licenses that can be used/re-used by any campus in the district	\$ 150.00	\$ 120.00	\$ 24,000	\$ 72,000	\$ 72,000
Imagine Fluent Reader + Site License Add on	2	Automatically grades oral reading fluency in Language & Literacy only (Free for 2022-2023)	\$ 1,000.00	\$ -	\$ -	\$ 4,000	\$ 4,000
Imagine Fluent Reader + Reusable Add on	300	Automatically grades oral reading fluency in Language & Literacy only (Free for 2022-2023)	\$ 3.00	\$ -	\$ -	\$ 1,800	\$ 1,800
Professional Learning	0	Onsite Training - 6 Hours (Customizable)	\$ 3,500.00	\$ 3,500.00	\$ -	\$ -	\$ -
	2	Webinar Trainings - 2-3 Hours (Customizable)	\$ 750.00	\$ 750.00	\$ 1,500	\$ 4,500	\$ 4,500
Lectura Reusables	TBD	Purchase will be purchased on a requested basis	\$ 75	\$ 60			
Reading Reusables	TBD	Purchase will be purchased on a requested basis	\$ 75	\$ 60			
Annual Total					\$ 131,500		
3 Year Totals Before Discount						\$ 400,300	\$ 400,300
Discount					20% Partner	\$ 98,950	\$ 39,580
3 Year Totals					\$ 394,500	\$ 301,350	\$ 360,720

Multiyear Price Totals	Percentage Discount and Total Savings	Notes	Year 1	Years 2 & 3
New 25% - 3 Year Total - \$301,350	<u>25% Discount = \$98,950</u>	100% paid in year one	\$ 301,350.00	\$ -
New 10% - 3 Year Total - \$360,720	<u>10% Discount = \$39,580</u>	50% paid in year 1 and 25% paid in years 2 & 3	\$ 180,360.00	\$ 90,180.00

Discount only applies to licensing.



Price Quote

8860 E. Chaparral Rd
Suite 100
Scottsdale, AZ 85250
877-725-4257

Date 9/16/2022
Quote No. 250133
Acct. No. 03:ha:TX:12215532
Total \$131,500.00
Pricing Expires 12/31/2022

Hays Consolidated Independent Schl Dist
21003 Interstate 35
Kyle TX 78640

Payment Schedule	Contract Start	Contract End
	11/1/2022	10/31/2023

Site	Description	Comment	End Date	Per Unit	Qty	Amount
1.	Camino Real Elementary School					
2.	Uhland Elementary School					
	Imagine Español Site License		10/31/2023	\$12,500.00	2	\$25,000.00
	Imagine Fluent Reader+ Site License Add-on (Available Fall 2022)		10/31/2023	\$0.00	2	\$0.00
	Imagine Language & Literacy Site License		10/31/2023	\$25,000.00	2	\$50,000.00
	Imagine Lectura Site License		10/31/2023	\$7,500.00	2	\$15,000.00
	Imagine Reading Site License		10/31/2023	\$7,500.00	2	\$15,000.00

Site	Description	Comment	End Date	Per Unit	Qty	Amount
1.	Camino Real Elementary School					
	Imagine Galileo ELA Site License		10/31/2023	\$1,800.00	2	\$3,600.00

Site	Description	Comment	End Date	Per Unit	Qty	Amount
1.	Hays Consolidated Independent Schl Dist					
	Imagine Español Reusable License		10/31/2023	\$120.00	200	\$24,000.00

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <https://www.imaginelearning.com/standard-terms-and-conditions>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

Hays Consolidated Independent Schl Dist

Signature: _____
Print Name: _____
Title: _____
Date: _____

Imagine Learning Representative

Derrick Hernandez | Account Executive, Texas
derrick.hernandez@imaginelearning.com
O 512.850.8299 C 361.648.4465
Imagine Learning®

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.



Price Quote

8860 E. Chaparral Rd
 Suite 100
 Scottsdale, AZ 85250
 877-725-4257

Date 9/16/2022
Quote No. 250133
Acct. No. 03:ha:TX:12215532
Total \$131,500.00
Pricing Expires 12/31/2022

Site	Description	Comment	End Date	Per Unit	Qty	Amount
	Imagine Fluent Reader+ Reusable License Add-on (Available Fall 2022)		10/31/2023	\$0.00	300	\$0.00
	Imagine Language & Literacy Reusable License		10/31/2023	\$120.00	300	\$36,000.00
	Professional Development Webinar Training		10/31/2023	\$750.00	2	\$1,500.00

Site	Description	Comment	End Date	Per Unit	Qty	Amount
	1. Armando Chapa Middle School					
	2. Blanco Vista Elementary School					
	3. Buda Elementary School					
	4. Carpenter Hill Elementary School					
	5. Dahlstrom Middle School					
	6. D J Red Simon Middle School					
	7. Elm Grove Elementary School					
	8. Hemphill Elementary School					
	9. Impact Center					
	10. Jack C Hays High School					
	11. Johnson High School					
	12. Kyle Elementary School					
	13. Laura B Negley Elementary School					
	14. Lehman High School					
	15. McCormick Middle School					
	16. Pfluger Elementary School					
	17. R C Barton Middle School					
	18. Rosalio Tobias Elementary School					
	19. Science Hall Elementary School					
	20. Sunfield Elementary School					
	21. Susie T Fuentes Elementary School					
	22. Tom Green Elementary School					
	23. Wallace Middle School					
	Imagine ELA District Pool Access		10/31/2023	\$0.00	23	\$0.00

Subtotal \$170,100.00
Discount (\$38,600.00)
Total \$131,500.00

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 24, 2022

Subject: Procurement: Orientation – Bulk Fuel – Southern Counties Oil Co a CA LP dba SC Fuels

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 fuels for district vehicles.
- D. Summary:**
 Previous board action relating to this item: The board approved Southern Counties Oil Co a CA LP dba SC Fuels for 5 years on 11/2016 and again in 10/2021 for up to five years in the amount of \$822,272, estimated for the first year.
 Future action anticipated –
 Background information –

The purpose of this agenda is to renew the annual fuel contract with SC Fuels and authorize a spending threshold.

Fuel pricing is based upon a differential from the weekly OPIS Pad 3 report with estimated annual usages of 350,000 gallons of Ultra Low Sulfur Diesel and 60,000 gallons of Unleaded Gasoline.

Staff estimated an annual expenditure of approximately \$822,000 based on the estimated usage and pricing at bid time of \$1.91 per gallon for diesel and \$2.56 for unleaded.

Actual expenditures were over \$1,100,000 based on the market cost and actual usage:

- 335,466 gallons of diesel, for a total of \$977,973. Highest price per gallon \$4.83
- 51,676 gallons of unleaded, for a total of \$139,795. Highest price per gallon \$3.61.

Here are the bid results from BID# 27-082101VL approved 10/2021:

COMPANY	ESTIMATED YEARLY EXPENDITURE - DIESEL	ESTIMATED YEARLY EXPENDITURE - UNLEADED	ESTIMATED YEARLY EXPENDITURE
Pinnacle Petroleum	\$672,910.00	\$153,840.00	\$826,810.00
Gold Star	\$675,815.00	\$154,626.00	\$830,442.00
Petroleum Traders	\$669,130.00	\$153,540.00	\$822,670.00
SC Fuels	\$668,570.00	\$153,702.00	\$822,272.00
World Fuel Services	\$680,295.00	\$153,822.00	\$834,177.00
ORPP	NO BID		
Sun Coast Resources	Did not provide pricing, needed additional information		

- E. Scope of Options Reviewed:**
 BID# 27-082101VL Bulk Fuel, 6 proposals received
Length of Contract – This is a one-year contract with an option to renew for three additional one-year periods.
Reasons for rejecting alternatives:
- F. Comments Received:**
 Cabinet DLT FBOC Teacher Org. Reps. Other: Transportation
- G. Administrative Recommendation:**
 The administration recommends approval of the purchase of fuel from SC Fuels
- H. Fiscal Impact and Cost: Total Amount: \$ 1,200,000**
 Budget – General Operating Fund Bond Grant/Special Funds Other
Prior Year Spending – \$1,117,768
Future/Ongoing – Annual re-occurring cost as needed.
- I. Monitoring and Reporting Time Line:**
Person responsible for evaluating this decision or action – Filiberto Bonilla, Director of Transportation and
 Cassandra Behr, Assistant Director of Transportation
Evaluation method and time line -
Next report to the board -
- J. Suggested Motion:**
 I move that the Hays CISD Board of Trustees approve the purchase of bulk fuel from SC Fuels for estimated cost of \$1,200,000, as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 24, 2022

Subject: Procurement: Software & Hardware to Support District-wide Servers - Waypoint

Administrator Responsible/Position: Dianne Borreson – Chief Technology 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 services, software and hardware to support our district-wide Dell servers. This includes software, hardware and support for our two SANs (Storage Area Network). Waypoint is a preferred Dell Partner for these services.

D. Summary:

Previous board action relating to this item – 09/2021

Future action anticipated – Board approval will be required on an annual basis to approve upcoming procurements.

Background information - Dell works with several partners to provide services and equipment for their DIR accounts. We have worked with Waypoint on several large projects and have been very happy with their support and services. As new infrastructure is added, we will use Waypoint to provide the Dell equipment and professional services.

E. Scope of Options Reviewed:

DIR-TSO-3763 Contract for Products and Related Services

This is a one-year contract with two (2) options to renew through 01/10/2024

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other: Technology

G. Administrative Recommendation:

The administration recommends approval of the Waypoint procurement for services, software and hardware to support our districtwide physical and virtual servers and SAN. The increase in the amount over prior year is to provide upgrades to the existing SANs additional info provided in Board Memo to support increased data needs.

H. Fiscal Impact and Cost: Total Amount: \$ 300,000

Budget – General Operating Fund Bond Grant/Special Funds Other

Prior Year Spending – \$689,933.86

Future/Ongoing – These services will be a recurring cost (annually)

I. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action – Alan Duerr – Deputy Director of Network Services

Evaluation method and time line -

Next report to the board -

J. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the procurement for services, software and support from Waypoint for \$300,000, as presented.

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

Date: October 24, 2022

Subject: Review and possible adoption of District Performance Objectives and Student Performance Goals contained in the District Improvement Plan

Administrator Responsible/Position: Dr. Eric Wright, Superintendent
Stephanie Norris, Director of Federal Programs

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:

District policy BQ(LEGAL) states that the Board of Trustees shall annually approve District Performance Objectives and shall ensure that the District and Campus Plans are mutually supportive to accomplish the identified objectives and support the stated goals and objectives under Texas Education Code Chapter 4.

D. Summary:

Previous board action relating to this item -
 Future action anticipated -
 Background information – Local Boards of Trustees must annually approve the performance objectives in the District Improvement Plan. Administration recommends approval of the District Improvement Plan.

Attached to the District Improvement Plan you will find an Addendum that includes eighteen focus areas previously included as strategies. Due to updated guidance received in the Spring of 2022, the district has selected to address the areas by sharing district policies and procedures created to address them.

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other - Principals

G. Administrative Recommendation:

The administration recommends the board approve the District Improvement Plan, as presented.

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

Budget – General Operating Fund Bond Grant/Special Funds Other

Prior Year Spending: n/a

Future/Ongoing: n/a

I. Suggested Motion

I move that the Hays CISD Board of Trustees approve the 2022-2023 District Performance Objectives and Student Performance Goals and the District Improvement Plan, as presented.

Hays Consolidated Independent School District

District Improvement Plan



Public Presentation Date: October 17, 2022

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.

Vision

All Hays CISD learners will be:

- academically prepared for college, career, and life
- effective communicators and collaborators
- globally competent and competitive
- prepared for life and citizenship

Core Beliefs

We believe:

- Decision making is student-focused
- All students have the capacity to learn and be successful
- A safe and secure environment is essential
- Success is a shared investment that includes learners, educators, parents and the community
- In treating our educators and staff with dignity and respect
- The allocation of resources will support high quality learning
- An educated populace is essential to democracy
- High expectations lead to high achievement
- Open communication, transparency, and accountability build trust
- Inspired learning is the foundation of lifelong success
- Diverse and varied opportunities further learning
- Student success includes a well-rounded education that goes beyond standardized testing

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Comprehensive Needs Assessment

Demographics

Demographics Summary

HAYS CISD COMMUNITY OVERVIEW

Located in North Central Hays County, the Hays Consolidated Independent School District reaches more than 221 square miles. The district's 26 campuses are located throughout northern Hays County, serving nearly 22,000 students. Hays CISD is a proud partner with all of the communities it serves, providing extraordinary educational services and opportunities for students. Hays CISD graduates are ready for success!

Three comprehensive high schools, six middle schools (6-8 grade), fifteen elementary schools, an alternative high school of choice, and a disciplinary center comprise the district's campuses, which have tripled in number since 2000. The district also features a state-of-the-art Performing Arts Center.

The district offers dynamic, rigorous instruction with a commitment to serving the unique needs of every child. Its modern, energy-efficient schools are ideal learning environments, staffed with highly-qualified, caring teachers and staff. All comprehensive high schools have Project Lead the Way designation. Music, art, library, and PE are included in the weekly rotation at every elementary school. In the rapidly evolving world of educational opportunity, Hays CISD is committed to partnering with families in designing the best program for each child.

One of the points of pride for Hays CISD is the quality of its extracurricular programs. The district recognizes the value of student participation in extracurricular activities and features award-winning fine art and athletic programs. The expectation is for students to stretch their minds and expand their abilities as they fulfill their graduation goals.

Hays CISD citizens are always ready and willing to volunteer, pitch in, and help the schools. There is a lasting history of pride and support for the schools dating back more than 100 years. Everyone is welcome to be part of the school district family and all of its accomplishments.

Hays CISD schools are important to the quality of life in northern Hays County. The district works hard to ensure that children have the very best opportunities because they are the community's future.

Hays CISD Demographic and Special Program Snapshot Data For All Campuses

Category	Count	Percentage
GRADE EE	297	1.37%
GRADE PK	635	2.93%

Category	Count	Percentage
GRADE KG	1517	6.99%
GRADE 01	1576	7.26%
GRADE 02	1556	7.17%
GRADE 03	1517	6.99%
GRADE 04	1495	6.89%
GRADE 05	1585	7.30%
GRADE 06	1578	7.27%
GRADE 07	1672	7.70%
GRADE 08	1788	8.24%
GRADE 09	1882	8.67%
GRADE 10	1706	7.86%
GRADE 11	1563	7.20%
GRADE 12	1342	6.18%
TOTAL ENROLLMENT	21709	100%
MALE	11109	51.17%
FEMALE	10600	48.83%
AT-RISK	11578	53.33%
SPECIAL ED	3301	15.21%
GT	1404	6.47%
LEP	4341	20.00%
MONITOR YR 1	35	0.16%
MONITOR YR 2	40	0.18%
MONITOR YR 3	29	0.13%
MONITOR YR 4	166	0.76%
EXIT MONITOR YR 5	535	2.46%
BIL TRANSITION/EARLY EXIT-2	1360	6.26%
BIL TRANSITION/LATE EXIT-3	0	0%
BIL DL IMMERSION/TWO WAY-4	352	1.62%

Category	Count	Percentage
BIL DL IMMERSION/ONE WAY-5	0	0%
TOTAL BILINGUAL	1712	7.89%
ESL CONTENT BASED-2	607	2.80%
ESL PULL OUT-3	1977	9.11%
TOTAL ESL	2584	11.90%
MIGRANT	5	0.02%
IMMIGRANT	59	0.27%
504	2511	11.57%
ECO DIS- ELIGIBLE FOR FREE MEALS (01)	8555	39.41%
ECO DIS- ELIGIBLE FOR REDUCED MEALS (02)	1642	7.56%
ECO DIS-OTHER (99)	779	3.59%
TOTAL ECO DIS	10976	50.56%
TOTAL CTE	7428	32.39%
HOMELESS	316	1.46%
FOSTER CARE	72	0.33%
DYSLEXIA	1852	8.53%
HISPANIC	14270	65.73%
AMERICAN INDIAN OR ALASKA NATIVE	37	0.17%
ASIAN	256	1.18%
BLACK OR AFRICAN AMERICAN	659	3.04%
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	16	0.07%
WHITE	5862	27.00%
2 OR MORE RACES	609	2.81%

CO-CURRICULAR, EXTRA-CURRICULAR, & SPECIAL PROGRAMS

FINE ARTS

Fine Arts is open to all students grades K - 12 in Hays CISD. At the elementary level, all students are on a special area rotation that includes

both music and visual art. At the secondary level, students have curricular elective choices within: Art, Music (Band, Choir, Orchestra, Mariachi), Theatre, Color Guard, and Dance. There is also extracurricular participation in activities including Marching Band, Drill Team, Visual Arts Scholastic Event (VASE), and One-Act Play. Program offerings match the traditions and desires of the community and school district to excel in the arts.

Three year trend in enrollment in fine arts courses:

2019-2020: 18,334 (9,372 at elementary and 8,962 at secondary)

2020-2021: 17,637 (8,951 at elementary and 8,686 at secondary)

2021-2022: 16,134 (7,708 at elementary and 8426 at secondary)

*Note: The decrease in enrollment follows trends related to the pandemic, and an increase in enrollment is anticipated for 2022 - 2023.

We currently employ 122.5 fine arts teachers to serve students K - 12.

ATHLETICS

Athletics/6th grade Pre-Athletics is open to all students grades 6-12 wishing to participate in 7/12 competitive middle school sports and 14/24 competitive high school sports governed by 5 different UIL Districts in Middle School, 5A D1, and 6A classifications.

At the end of the 21-22 school year and prior to the 22-23 school year, the participation numbers are projected as follows: Total Participants 3407; High School = 1157 participants - 767 males/390 females; Middle School = 2250 participants - 1200 males/1050 females.

We currently employ approximately 210 Teachers/Coaches to serve our 3407 athletes. Teachers/Coaches are split with approximately 130 at the high school level and 80 at the middle school level.

GIFTED & TALENTED

Hays CISD currently has 1,441 students identified as Gifted and Talented (G/T), which makes up 6.28% of the total student population. The number of students receiving Gifted and Talented Services increased by 31 students from the previous year, but the percentage went down by .66%. Below is a breakdown of ethnicity as compared to the district demographics.

Demographic Group	Hays CISD	Hays CISD G/T Program
American Indian – Alaskan Native	0.18%	0.1%
Asian	1.18%	2%
Black or African American	3.16%	2%
Hispanic – Latino	65.63%	46% 38

Demographic Group	Hays CISD	Hays CISD G/T Program
Native Hawaiian – Pacific Islander	0.07%	0%
White	26.95%	46%
Two or More	2.83%	3%
Female	48.77%	44%
Male	51.23%	56%

We are overrepresented in the Asian and White populations and underrepresented in the Black and Hispanic populations. In addition, there is a gap between the number of male and female students identified. This is a trend we have seen over time. We are implementing screeners to help identify more students to refer for the full assessment process and working with campuses to educate staff on the characteristics of students who should be referred for testing. In addition, we will continue to support selection committees in regards to how to review assessment data.

Very few students exit G/T services. When students do choose to exit services, they are usually in high school and choose to no longer receive services because of other commitments or because they don't see the value in the services. We do have several students being placed on furlough from services particularly at the high school level. This is due to them not being placed with G/T trained teachers at the beginning of the year and parents choosing not to have the student's schedule changed.

This year we added two G/T instructional coaches to support teachers as they work with students. This is due to the support of district administration.

SPECIAL EDUCATION

Hays CISD currently has 3,301 students served through Special Education, which makes up 15.21% of our total student population. The number of students served through Special Education increased by nearly 1,000 from the previous year. Each student has an Individualized Education Plan (IEP) that is created by an appropriately constituted multi-disciplinary team, or ARD committee, of service providers, and is updated at least annually. Progress on student goals is collected and reported to parents at the end of each grading period. Students are provided specialized instruction to meet their individual needs through a full continuum of services. Students are referred for Special Education services through the MTSS process or by parent referral.

While our students receiving special education services perform lower on state assessments when compared to all students, there has been progress made in the last several years to decrease that gap. Last year, one of the goals for the district improvement plan was, “The Hays CISD Special Education Department will maximize the academic growth for students who are eligible for services, both those learning in-person and those in virtual/remote settings, by writing appropriately ambitious goals, and adjusting goals based on data to provide access to the general education curriculum. Evidence will be measured by 3% growth in Approaches, Meets, and Masters in reading and math state assessment.” In Reading/English, for all tested grade levels, an average of 11.5% growth was demonstrated in the Approaches category, 6.70% growth demonstrated in the Meets category and 2.8% growth in the Masters category. In Math, for all tested grade levels, an average of 8.1% growth was demonstrated in the Approaches category, 5.28% growth in the Meets category and 2.05% growth in the Masters category.

SECTION 504 SERVICES

Hays CISD currently has 2511 students served in Section 504, which makes up 11.57% of our student population. Each student has an Individualized Accommodation Plan. The number of students served in Section 504 has decreased from the previous year for a few reasons such as graduation, special education eligibility and withdrawing from Hays CISD; however, since the pandemic more parents have requested Section 504 services. It is uncommon for a student to exit Section 504; therefore, it is important that our 504 committees review multiple sets of data to determine eligibility.

Our section 504 students perform lower when compared to all other students; however, they perform higher than other special programs. When campuses are running data reports, be sure that our section 504 students are indicated and discussed; therefore, campuses can make intentional instructional decisions and implement accommodation plans to support them. Campuses will utilize skill-building time, advisory period, or after-school tutorials to support individual students.

DYSLEXIA

There are 1852 students identified with dyslexia, which makes up 8.53% of the students in Hays CISD. However, 886 of those students are served in our dyslexia program. All students identified with dyslexia are served under Section 504 or special education. The number of students served in our dyslexia program has increased from the previous year. In February the Texas Dyslexia Handbook 2021 was released and the pathway to evaluation changed, thus more students have come forward for evaluation, and have qualified. Hays CISD has exit criteria for campuses to use when considering exiting a student from the dyslexia program. A 504 meeting or ARD meeting convenes to discuss the recommendation for dismissal and reviews all of the data. Some of our families are reluctant to dismiss their child from the program, especially in a transition year (i.e.5th to 6th grade).

Our dyslexia students perform lower when compared to all other students; however, not in all content areas. When campuses are running data reports, be sure that our section students with dyslexia are discussed; therefore, campuses can make intentional instructional decisions and implement accommodation plans to support them. Training has been provided to our dyslexia teachers and assistant principals about the testing accommodations available to students in order for 504 committees and ARD committees to make informed decisions to align with the needs of students.

MTSS PROGRAM

Multi-Tiered Systems of Support (MTSS) is a more comprehensive framework for supporting all students. It encompasses academics, behavior, and social-emotional learning. Three times a year students will be administered a universal screener and multiple times a year administered local assessments. An MTSS team and/or grade level PLC will meet to review and discuss the data results and make plans to support students not performing on grade level. Small groups are formed to deliver targeted small group instruction through an intervention curriculum aligned to SMART goals set for the students. Interventions are implemented. Students receive the intervention 60 minutes a week for tier 2 and 90 minutes a week for tier 3. Progress monitoring will happen weekly and bi-weekly to gauge academic growth. Progress monitoring results will be tracked and uploaded into SuccessEd in a student's file. Adjustments may need to happen should growth not occur. All changes will be recorded in SuccessEd. MTSS teams convene a follow-up meeting to evaluate student progress to determine if interventions should be adjusted,

continued, discontinued, etc. Following the delivery of high-quality core instruction in Tier 1, systems are in place for teachers to use formative assessments to determine students who are in need of additional academic support. Teachers pull small groups of students during skill-building time, systematically embedded in the master schedule to reteach foundation skills and meet the individual needs of students. To monitor MTSS we are creating an intervention handbook to align current practices with MTSS expectations and establishing clear systems and procedures to monitor the fidelity of MTSS.

BILINGUAL/ESL

Every student in the state who has a home language other than English and who is identified as an English language learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. Hays CISD fulfills said requirements by providing the stated programs.

Hays CISD currently has 4,341 students served in a Special Language Program, which makes up 20% of our student population. 1,712 of our Emergent Bilingual students are being served in a bilingual program in grades PK-5 and 2,584 are being served through the ESL program in grades PK-12. In Hays CISD we follow the Early Exit Bilingual Transitional Program at the following bilingual campuses; Blanco Vista Elementary, Camino Real Elementary, Tom Green Elementary, Uhland Elementary, PK through 3rd grade at Blanco Vista and Science Hall Elementary and Pre-Kindergarten at Hemphill Elementary.

The two-way dual language academy is housed at Science Hall Elementary. Admittance to this program is done through an application and testing process. The model uses a 50/50 time allotment starting in Kindergarten and maintains that time allotment until the 5th grade. This model is sustained until students reach 5th grade. The program is a bilingual, bi-literacy, bicultural program that promotes language and literacy development in both English and Spanish. It serves students in an instructional setting where language learning is integrated with content instruction. Students may continue with the development of the Spanish language at Wallace Middle School in 6th grade as part of the dual language program. The two-way dual language academy is on pause for the 22-23 school year due to low enrollment from the English proficient population. The multilingual department is collecting survey data from the community for program improvement. The decision for program status will be made in early Spring of 2023 so that effective recruitment efforts can be made. In the 22-23 school year, Science Hall Elementary will follow the one-way and two-way dual language bilingual program model for the purpose of program alignment at the campus.

ESL students in grades Pre-K–5 that have a first language other than English participate in an ESL second language/content–based program. Students are offered the content-based ESL program if the parent and/or guardian chooses to not place their student in the bilingual program. All of our PK-5 campuses offer this program. The program integrates ESL instruction with subject matter instruction which focuses on learning English and academic subjects.

ESL students in grades 6–12 participate in ESL classes that provide English language arts instruction. The program model is considered to be a pull out program by which the teachers delivering English language arts must be ESL certified. Students remain in mainstream instructional arrangements in the remaining content areas and are provided sheltered instruction strategies that focus on using English as a medium to learn math, science, social studies, or other academic subjects. In the 2021-22 school year HCISD had four secondary newcomer sites; McCormick, Middle School, Simon Middle School, Johnson and Lehman High Schools. Due to the number of students that are recent arrivals and their attendance zones, it was determined that there will be three newcomer sites in the 2022-23 school year; Chapa Middle School, Simon Middle

School and Lehman High School.

HIGHLY MOBILE & AT-RISK POPULATIONS

AT-RISK

Hays CISD had 17,754 students classified as meeting one of the TEA's 15 at-risk indicators. Student needs were met through services provided under the State Compensatory Education Program. Services and supports provided to students districtwide included Instructional Assistants to increase the instructional skills of core content teachers to meet the needs of struggling learners, Interventionists to provide small group intervention in math and reading, Pregnancy Related Services and other supports for parents including a daycare and CEHI program, a standalone DAEP, a standalone drop out recovery campus, Outreach counselors at the Comprehensive high schools, and Communities in Schools for the High schools. Additionally, each campus receives an amount of State Compensatory Education funds to provide STAAR remediation tutoring, credit recovery, PBIS/SEL curriculum, and other direct services to meet the needs of students at risk for dropping out of school.

MIGRANT STUDENTS

Federal law requires that the state identify and recruit every eligible migrant student residing in Texas. As defined by ESSA, Section 1309(3), a “migratory child” is a child or youth who made a qualifying move in the preceding 36 months—

- as a migratory agricultural worker or a migratory fisher; or
- with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

Students are identified through the registration process. Five students were identified in the 21-22 school year. The district has entered into a Shared Services Agreement (SSA) with Region 13 which helps track the students and provides them with the necessary support in conjunction with the district. These supports include, but are not limited to; tutoring, social/emotional counseling, school supplies, college visits, scholarship opportunities, etc.

YOUTH IN FOSTER CARE

Hays CISD identified a total of 108 enrolled students as being in DPFS care. Students are identified at enrollment or re-enrollment in HCISD each year. All identified students were provided with Free meals through the School Nutrition Program. No students requested transportation back to their school of origin, the school they attended when they were taken into DFPS care. If this were to be a need, then this would be an area that would be funded with Title 1 District Reservation funds.

HOMELESS / MKV YOUTH

During the 2022-2023 School year, Hays CISD identified 405 students as homeless. Over the course of the year, 54 withdrew, ending the year with 351 MKV students enrolled on the last day of school. The majority of students as homeless were "doubled up," or sharing housing with a friend/family member on a short-term basis.

Students were identified as homeless on every campus except Carpenter Hill Elementary School. Campus totals throughout the year with an asterisk inserted when there were fewer than 10 students identified over the course of the school year: BMS - *, BVES - 13, BES - 29, CRES - 12, CMS - 15, DMS - *, EGES - *, FES - 20, HHS - 23, HES - 23, JHS - 32, KES - *, LHS - 55, LOA - 21, MMS - 18, NES - 14, PES - *, SHES - 31, SMS - 20, TES - 13, TGES - 26, UES - *, and WMS - 10.

Hays Hope 2 Go was able to support 67 MKV students with food for the weekends. HaysHope2Go provided nutritional support for a total of 89 MKV families, most of these have continued on a weekly basis throughout the school year. 57 of these families were also supported through food drives during the holidays. The Clothes Closet provided clothing (5 tops, 5 bottoms, socks, shoes, jacket) for 159 MKV students, most of these were filled several times throughout the school year.

MKV GRANT FUNDING: 60 MKV students were also provided with other emergency resources (backpacks, hygiene supplies, school supplies), through Title 1 MKV funding. Funding through the TEHCY grant also supported the continued employment of the MKV Family Support Specialist. She has been a vital connection between campus counselors and community resources. She has also tracked MKV student progress, including attendance, graduation rates, and promotion rates. When the additional ARP funds were announced during the 2021-2022 school year, Campus Counselors, the district Attendance Specialists, and the MKV Family Support Specialist, were all asked to submit the unmet needs of students experiencing homelessness. The most commonly reported needs included a person to bridge the gap between school and home as well as home and community resources, additional tutoring support, and the need for additional emergency supplies. All of these needs were incorporated into the ARP I and ARP II Homeless Grants. MKV funding will continue to be used to meet the emergency resource needs of students as well as any additional school-related fees that cannot be met by other local funding sources.

MOBILITY RATE

What is the mobility rate for this campus/district?

2021 - 2022			
(Covid-19 Remote)			
	Mobile Students	All Students	Mobility Rate
District Summary	<u>2,915</u>	<u>20,406</u>	14.29%
Jack C Hays H S	<u>309</u>	<u>2,073</u>	14.91%
Alter Impact Ctr	<u>405</u>	<u>405</u>	100.00%
Live Oak Academy	<u>185</u>	<u>274</u>	67.52%
Lehman H S	<u>371</u>	<u>2,191</u>	16.93%
Moe And Gene Johnson H S	<u>318</u>	<u>2,595</u>	12.25%
R C Barton Middle	<u>91</u>	<u>816</u>	11.15%
Eric Dahlstrom Middle	<u>68</u>	<u>989</u>	6.88%
Laura B Wallace Middle	<u>151</u>	<u>878</u>	17.20%
Armando Chapa Middle	<u>169</u>	<u>757</u>	22.32%
D J Red Simon Middle	<u>134</u>	<u>801</u>	16.73%
Dr T C McCormick Jr Middle	<u>159</u>	<u>1,109</u>	14.34%
Kyle EL	<u>88</u>	<u>497</u>	17.71%
Tom Green EL	<u>119</u>	<u>747</u>	15.93%
Buda EL	<u>94</u>	<u>579</u>	16.23%
Elm Grove EL	<u>148</u>	<u>777</u>	19.05%
Susie Fuentes EL	<u>115</u>	<u>577</u>	19.93%
Hemphill EL	<u>52</u>	<u>260</u>	20.00%
Tobias EL	<u>85</u>	<u>548</u>	15.51%
Laura B Negley EL	<u>130</u>	<u>809</u>	16.07%
Science Hall EL	<u>111</u>	<u>476</u>	23.32%
Blanco Vista EL	<u>111</u>	<u>600</u>	18.50%
Camino Real EL	<u>115</u>	<u>651</u>	17.67%
Carpenter Hill EL	<u>29</u>	<u>510</u>	5.69%
Ralph Pfluger EL	<u>108</u>	<u>662</u>	16.31%
Uhland EL	<u>93</u>	<u>668</u>	13.92%

How are these numbers represented for migrant students? 5 students district wide

For students who also qualify as Homeless/MKV? 114 student district wide

For students who are in foster care? 23 students district wide

What support systems are in place? Resources and support are provided to teachers, students, and parents by Attendance Specialists, HS outreach counselors, CIS staff, campus and ESSER counselors and Social Works, Special Education staff, and Multilingual staff.

ATTENDANCE, TRUANCY & DROP-OUT RATES

The attendance rate is 90.56%. This is a slight increase from the previous school year. The district graduation rate is 92.1% and the overall dropout rate is 2.1%. This is a slight decrease from the previous school year. This continues to show the importance of intentional efforts of dropout prevention and truancy/chronic absenteeism prevention efforts.

The HCISD community has made it a priority that all stakeholders, including administrators, teachers, students, support staff, parents, and community partners understand chronic absenteeism and its role in student academic achievement. To do this, we will consistently focus on creating a culture that links attendance and academic achievement by unpacking the data, providing professional development, engaging parents, and working with community providers to identify strategies to remove barriers to attendance. We will work intentionally to raise awareness among school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absence and truancy.

District leadership meets with campuses at least bi-weekly (often weekly) to identify students with excessive or chronic absences in order to develop targeted plans for those students. This school year, there will be a more focused effort to ensure that campus leaders and Attendance Intervention Specialists are meeting with families more frequently to help identify consistent barriers to student attendance and to help create individual intervention plans for students with chronic absences. Campus and district leaders will continue to focus on ensuring that students with attendance problems are identified as early as possible to provide appropriate support services and interventions. The Attendance Intervention Specialists will work collectively with the campus administration to ensure that all campus-level steps are being taken as preventative measures before involving the AIS as Tier 3 interventions. Parent communication and conferences will be logged accordingly to ensure that proper documentation is kept. There will be a review and support for campus attendance incentivization programs.

BEHAVIOR TRENDS

The district's preferred discipline system primarily focuses on relationship building and a proactive approach to early intervention as needed. Positive discipline approaches help students learn—and practice—social and emotional skills, develop healthy relationships with peers and adults, and resolve disagreements in socially acceptable ways.

Although exclusionary discipline plays an important role in maintaining school safety, it is known that suspending or expelling students for nonviolent behaviors (such as truancy, failure to follow directions, or disrespect) removes them from important learning opportunities. To make this vision a reality, school and district leaders will offer teachers professional learning opportunities related to using culturally responsive practices, creating emotionally supportive classrooms, and using trauma-informed practices.

Campuses are expected to define and model clear expectations for students and address behaviors that violate expectations. The district expects teachers to attempt and document a variety of intervention strategies when working with students on classroom misbehavior prior to referring students to administration. When appropriate, conflict resolution and restorative practices are encouraged.

The office of student services will work directly with campus leaders to help them to use data to identify schoolwide problems, as well as equity concerns for student groups. Data will help campuses identify specific needs that require intervention, such as overuse of exclusionary discipline for nonviolent behaviors or disproportionately high rates of suspension for certain student groups. Data will also help schools monitor progress toward reducing any identified needs and, if necessary, indicate whether any school discipline approaches need to be changed. Campuses will provide training to their teachers and staff on the use of evidence-based practices. This focus will also assist in ensuring that the selected practices are a good fit for the culture, needs, and preferences of our school community.

Our elementary campuses continue to see students exhibiting behaviors showing high needs in emotional regulation and behavioral needs that not already served by Special Education. The district K-5 campuses are in need of additional behavior support for students who are not served through Special Education. Currently, assistant principals and other personnel are being pulled to provide this behavior support which can range from short-term/ intermittent support to full-day support.

At this time, secondary campuses are using their assistant principals to oversee and coordinate Section 504, LPAC requirements, and state assessment rather than having them consistently available to provide high-quality evidence-based classroom and behavior management techniques to teachers and students. At the middle school level, an additional assistant principal has been added to assist with supporting these meetings.

STAFF DEMOGRAPHICS

The most recent TAPR data reflect the following as related to the Hays CISD teaching staff. The Hays CISD teacher data mirror the demographics of the State. Hays CISD continues to seek educators with diverse backgrounds so that all students receive a well-rounded educational experience.

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	2,831.5	100.0%	745,316.3	100.0%
Professional Staff:	1,790.3	63.2%	479,219.1	64.3%
Teachers	1,374.8	48.6%	369,395.4	49.6%
Professional Support	313.8	11.1%	78,787.8	10.6%
Campus Administration (School Leadership)	73.3	2.6%	22,378.5	3.0%
Central Administration	28.3	1.0%	8,657.4	1.2%
Educational Aides:	252.7	8.9%	79,348.7	10.6%
Auxiliary Staff:	788.5	27.8%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	23.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	48.0	n/a	13,211.0	n/a
Part-time Counselors	2.0	n/a	1,126.0	n/a
Total Minority Staff:	1,333.3	47.1%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	29.0	2.1%	41,186.3	11.1%
Hispanic	425.7	31.0%	104,985.0	28.4%
White	881.8	64.1%	210,367.3	56.9%
American Indian	1.0	0.1%	1,261.0	0.3%
Asian	15.5	1.1%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	21.9	1.6%	4,320.9	1.2%
Teachers by Sex:				

Males	335.0	24.4%	88,006.1	23.8%
Females	1,039.9	75.6%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	10.3	0.7%	4,422.7	1.2%
Bachelors	971.0	70.6%	269,818.0	73.0%
Masters	379.6	27.6%	92,432.5	25.0%
Doctorate	13.9	1.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	64.6	4.7%	24,880.4	6.7%
1-5 Years Experience	395.9	28.8%	102,753.7	27.8%
6-10 Years Experience	301.4	21.9%	74,854.8	20.3%
11-20 Years Experience	455.6	33.1%	107,653.1	29.1%

COUNSELING STAFF AND MH PROFESSIONALS

Overall, with the steep incline in mental health needs in easing our way back to full in-person instruction from the COVID19 pandemic, continue to grow our enrollment and while striving to implement a balanced Comprehensive Counseling Plan (Guidance Curriculum, Individual Planning, Responsive Services, and System Support); our team of dedicated school counselors and mental health professionals who go over and beyond to support the whole child. Nonetheless, it is important to note that to do a more effective job in providing preventive awareness opportunities and supports, while keeping up with all the non-negotiable counseling demands on the day-to-day, it is key that we look at lowering the counselor-to-student ratios and thus providing additional counseling/MH professional at all levels.

Since Spring 2022 we began providing an additional layer of district-wide Mental Health Support through ESSER-funded positions; two ESSER Social Workers and one SEL Specialist were onboarded to provide additional support to some of our higher needs' campuses and MS and ES campuses with the highest enrollment. The supports were focused on providing individual counseling support to 2 ES campuses, facilitating brief counseling groups on the MS campuses and/or providing crisis response support to ES, MS and HS campuses as the needs called upon.

For the 2022-2023 school year, these additional added layers of mental health support will be continued and expanded by onboarding 4 additional ESSER-funded Mental Health Professionals as well as re-igniting our partnership with Texas State University-School of Social Work by onboarding 4 Clinical Social Worker Interns.

Elementary Schools: one school counselor per every ES campus, with the exception of Negley ES, which has two counselors. Four ES campuses have a Community In Schools (CIS) Program Manager; Camino, Hemphill, Tom Green and Uhland.

Middle Schools: two school counselors per every MS campus, with the exception that McCormick MS will now onboard an additional 3rd counselor for 2022-2023, given the high MH campus needs as well as being one of our highest enrolled MS campuses. Four MS campuses have a Community in Schools (CIS) Program Manager; Chapa, McCormick, Simon and Wallace.

High Schools: Hays HS-Team of 5 school counselors, 1 Outreach MH Professional, 1 College & Career Counselor. Johnson HS -Team of 6 school counselors, 1 Outreach MH Professional and 1 College & Career Counselor. Lehman HS -Team of 5 school counselors, 1 Outreach MH Professional and 1 College & Career Counselor. Live Oak Academy -One school counselor. All four HS campuses have a CIS Program Manager. Impact Center-one school counselor as well as a CIS Program Manager.

Demographics Strengths

The Demographic Strengths of Hays CISD include the following:

- Hays CISD is a growing district with a high level of family and community involvement.
- Hays CISD offers a wide range of opportunities for student engagement from elementary school through high school including Fine Arts, Athletics, UIL Academics, and a range of other extra-curricular clubs.
- Hays CISD has a highly diverse student population with neighborhood schools that are designed to meet the needs of the community they serve.
- Hays CISD stakeholders are informed, engaged, and willing to support the needs of the school district, including passing two bonds in 2021-2022.

Student Learning

Student Learning Summary

STUDENT PERFORMANCE

STUDENT PROGRESS BY DOMAIN

Domain I: Student Achievement

Hays CISD matched its Raw/Scaled Score for 49/81 that it received in 2019.

2022 Domain I Projection as of July 13, 2022:

# Assessments	# App	# Me	# Ma	% App	% Me	% Ma	Raw Score	Scaled Score
32723	24427	16102	7766	75	49	24	49	81

Hays CISD met 49 out of its 60 (82%) Board Goals for Student Achievement. Trends in English I and English II matched statewide trends.

Hays CISD Student Achievement Goals - Spring 2022

	STATE									HAYS CISD						2021-2022 DISTRICT GOAL			SPRING 2022 RESULTS		
	2019			2021			2022			2019			2021			App	Me	Ma	App	Me	Ma
	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma
3 Reading	76	44	28	68	38	19	75	50	30	76	45	27	75	46	23	78	48	24	78	52	31
3 Math	78	48	24	61	30	14	69	41	20	77	45	23	67	31	14	70	33	15	71	42	20
4 Reading	74	43	22	63	36	18	75	53	27	74	45	23	66	36	19	70	38	20	80	55	27
4 Math	74	46	28	58	35	21	68	40	23	73	48	29	60	35	20	63	37	21	71	41	22
5 Reading	77	51	29	72	45	30	80	57	36	78	52	29	74	47	31	77	49	32	81	59	40
5 Math	83	56	36	69	43	24	75	46	23	82	53	34	71	41	24	74	43	25	76	44	20
5 Science	74	48	23	61	30	12	66	37	17	76	51	25	66	33	14	69	35	15	69	39	18
6 Reading	66	35	17	61	31	14	69	42	22	64	32	15	61	29	12	64	31	13	70	41	21
6 Math	79	45	20	66	34	14	72	37	15	78	44	20	69	34	13	72	36	14	69	35	13
7 Reading	74	47	28	68	44	25	78	54	36	69	42	23	66	41	21	69	43	22	80	56	38
7 Math	73	41	16	54	25	11	59	29	12	63	26	6	36	7	1	39	9	2	50	18	3
8 Reading	77	53	27	72	45	21	82	56	36	78	51	26	68	40	18	71	42	19	84	60	41
8 Math	81	55	16	60	35	10	69	38	13	83	58	17	66	40	11	69	42	12	73	42	14
8 Science	79	49	24	67	42	23	73	43	22	81	53	28	62	39	22	65	41	23	74	46	23
8 Soc. Stu.	67	35	20	56	27	13	59	29	17	67	32	16	50	20	8	53	22	9	60	31	17
English I	63	49	12	66	50	12	63	48	11	63	52	6	65	49	9	68	51	10	63	49	9
Algebra I	84	62	39	72	41	23	74	46	30	87	70	35	73	39	23	76	41	24	81	58	39
Biology	88	63	26	81	54	22	82	57	23	86	64	28	83	57	22	86	59	23	87	64	26
English II	67	51	8	70	57	11	71	57	9	68	52	8	73	59	9	76	61	10	72	59	7
US History	93	75	47	88	69	43	89	71	44	92	75	47	89	71	43	92	73	44	91	74	46

Domain II: School Progress

In 2019, 72% of Hays CISD students met growth on STAAR (70% in Reading and 75% in Math) for a scaled score of 84.

For 2022, Hays CISD is projected to have 75% of its students meet growth (80% in Reading and 70% in Math) for a scaled score of 89. The focus over the last several years has been on growth for all students.

Domain III: Closing the Gaps

Hays CISD is projected to meet 13 out of 24 Student Achievement measures (11 out of 12 for Reading missing the Asian sub-population target and 2 out of 12 measures for Math meeting the White and Former Special Education targets)

STUDENT PROGRESS BY STUDENT GROUP

Growth Status (Academic Growth)														Total Met	Total Evaluated
Subject	All Students	African American	Hispanic	White	Asian	Two or more Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled			
Reading Target	66%	62%	65%	69%	77%	68%	64%	64%	59%	65%	66%	67%			
Reading Growth Score	80%	79%	79%	81%	83%	82%	77%	77%	72%	80%	80%	80%			
	5,705.0	159.5	3,643.5	1,663.0	57.5	166.5	2,484.0	1,200.5	722.0	177.5	4,322.5	1,381.5			
	7,149	201	4,600	2,057	69	204	3,206	1,552	1,005	221	5,413	1,736			
Met Performance Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	12	12	
Mathematics Target	71%	67%	69%	74%	86%	73%	68%	68%	61%	70%	71%	70%			
Mathematics Growth Score	70%	65%	68%	74%	78%	67%	66%	64%	60%	76%	70%	69%			
	4,597.0	116.5	2,937.5	1,361.5	46.5	123.0	2,017.0	1,067.5	584.5	126.5	3,472.5	1,124.5			
	6,571	178	4,292	1,841	60	184	3,061	1,625	985	231	4,942	1,629			
Met Performance Target	No	No	No	Yes	No	No	No	No	No	Yes	No	No	2	12	
													14	24	

For the 5 student groups meeting the minimum size for Academic Growth, Hays CISD is projected to meet 5 out of 5 targets for Reading and 1 out of 5 for Math, missing our largest sub-population target (Hispanic) by 1%.

Reading: Hispanic: +14%, White: +12%, African American: +17%, Asian: +6%, Two or More Races: +14%

Math: Hispanic: -1%, White: +0%, African American: -2%, Asian: -8%, Two or More Races: -6%

SPECIAL EDUCATION

Hays CISD is projected to meet the growth target for current and former special education students in Reading. For Math, it is projected to miss the target for current special education students by 1% and meet the target for former special education students.

Reading: Current: +13%, Former: +15%

Math: Current: -1%, Former: +6%

BILINGUAL / ESL

Hays CISD is projected to meet the growth target for Current and Monitor Emergent Bilingual students in Reading but not Math.

Reading: +13%

Math: -4%

ECONOMICALLY DISADVANTAGED

Hays CISD is projected to meet the growth target for Economically Disadvantaged students in Reading but not Math.

Reading: +13%

Math: -2%

Hays CISD PROGRESS COMPARISON

Comparisons for academic progress will be available on August 15, 2022 for comparing other districts and campuses across the state.

ACCELERATED INSTRUCTION

Students who do not meet expectations on the STAAR test will receive 30 hours of intervention support in reading and/or math to meet the HB 4545 expectations with the goal of closing learning gaps.

The data shown below is the percentage of students who did not meet the passing standard the prior year but scored at the Approaches (or above) performance level the following year. In 2022, 64% of students that did not pass the previous year in Reading, scored Approaches (or above). 54% scored Approaches (or above) in Math that did not pass the previous year.

	State			Hays CISD		
	18 to 19	21 to 22	Comp	18 to 19	21 to 22	Comp
Reading	32%	45%	13%	41%	64%	23%
Math	36%	39%	3%	50%	54%	4%

ADVANCED ACADEMICS

“Advanced Academics” in Hays CISD refers to all advanced courses, including advanced, Advanced Placement, OnRamps, and Dual Credit. The goal in advanced academics is both to increase the number of students challenging themselves in college-aligned courses (by preparing students well in advanced classes and by communicating the benefits of taking college-level courses while in high school) AND to increase the number of college credits earned. Given this goal, historically, there has been a focus on the end result of advanced academics—enrollment and outcomes in college-aligned Advanced Placement, OnRamps, and Dual Credit courses.

Hays CISD recognizes in order for students to be in college-aligned courses, they need to be engaged in advanced coursework beginning in

middle school. There was also a dip in enrollment in advanced courses during the pandemic as recruiting for and intentional placement in advanced courses was negatively impacted by many students learning from home during course registration for the 2021-22 school year during the early spring of 2021.

Toward that end, data was analyzed to determine a baseline number of students engaged in advanced academics in grades 6-12 in the 2021-22 school year. In the spring of 2022 there were 4533 (37%) students in grades 6-12 enrolled in at least one advanced or college-aligned course. Early indicators from registration for advanced and college-aligned courses for the fall of 2023 indicates that focused recruitment has produced increases.

Advanced Course Name	2021-22*	2022-23**
Geometry ADV	369	516
English I ADV	474	625
Biology I ADV	572	693
9 World Geo ADV	331	346
AP Human Geography	148	324

*Data collected 4/13/22

Course enrollments for all advanced and college-aligned courses will be run in September to compare to the previous school year to see if initial indicators were correct, that the number of students engaged in advanced academics increased, and we'll be tracking this through the school year to gauge persistence in advanced courses.

Focusing on college-aligned coursework, there were increases both in students taking courses and in credits earned in 2019; there were declines in 2020 brought about largely by cost associated with OnRamps courses that had previously been free of charge and, to a lesser extent, the impacts of COVID on course completion. Both physically and in terms of outcomes in college-aligned coursework we felt the impact of the COVID-19 pandemic acutely in the 2020-21 school year during which the number of students enrolled in college-aligned coursework and the number of credits earned dropped significantly. Data from OnRamps and Dual Credit is being finalized to have total numbers for 2022.

Hays CISD Numbers of Students and College Credits Earned	2018	2019	2020	2021	2022
# of Students Participating in one or more college-aligned classes	1451	1781	1706	1556	???
# of credits earned through AP (3 or higher score)	939	933	978	772	965
# of credits earned through Dual Credit	893	741	713	502	???
# of credits earned through Dual Enrollment (OnRamps)	76	317	231	69	???
Total # of Credits Earned	1908	1991	1922	1343	???

Looking forward to 2023, Hays CISD anticipates a large jump in both course enrollment and credits earned due to

- Strong recruitment efforts on the part of advanced academic teachers
- Continuing subsidizing of Advanced Placement exams

- Subsidizing the cost of OnRamps courses; there already has been a huge jump in registration for these courses
 - 2021-22–One section of OnRamps English on one campus
 - 2022-23–Multiple sections of five OnRamps classes—at least three courses offered on all three comprehensive high school campuses

GRADUATION RATES and CCMR

Preliminary Graduation Rates for the class of 2021:

Graduation Rate Data Table for 2021 - 2022											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	92.2%	95.7%	91.4%	94.1%	%	85.7%	%	89.5%	92.2%	86.9%	78.4%
\$ Graduated	1312	45	867	370	0	12	0	17	1312	113	105
Total in Class	1423	47	949	393	0	14	0	19	1423	130	134
5-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	93.5%	92.5%	92.6%	95.5%	100.0%	94.7%	%	96.7%	93.5%	82.5%	90.6%
\$ Graduated	1314	49	853	363	2	18	0	29	1314	132	106
Total in Class	1405	53	921	380	2	19	0	30	1405	160	117
6-Year Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	91.7%	97.8%	89.8%	95.4%	100.0%	87.5%	%	96.0%	91.7%	75.7%	79.5%
\$ Graduated	1310	45	829	396	2	14	0	24	1310	87	101
Total in Class	1428	46	923	415	2	16	0	25	1428	115	127
Annual Dropout Rate (Gr 9-12): SY 2016 - 2017											
% Dropped Out	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
# Dropped Out	0	0	0	0	0	0	0	0	0	0	0
# of Students	6596	220	4326	1806	9	80	4	151	2491	792	751

From the 2021 TAPR Report for class of 2020:

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	98.4%	98.8%	98.3%	98.7%	98.2%	99.4%	98.5%	98.7%	97.9%	98.1%	98.6%
2018-19	95.4%	95.6%	95.3%	95.9%	95.1%	95.7%	94.4%	97.2%	95.8%	95.8%	94.1%	94.7%	95.7%
Chronic Absenteeism													
2019-20	6.7%	6.9%	6.5%	4.6%	7.3%	5.2%	7.9%	3.3%	6.7%	4.8%	10.3%	8.1%	5.2%
2018-19	11.4%	10.5%	11.1%	8.6%	12.3%	9.1%	15.2%	3.6%	22.2%	8.8%	16.7%	13.8%	9.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	0.4%	1.8%	0.5%	0.1%	0.0%	0.0%	*	0.0%	0.6%	0.4%	1.0%
2018-19	0.4%	0.2%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.2%	0.2%	0.4%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.5%	1.4%	0.5%	1.7%	1.1%	0.0%	1.3%	*	0.0%	2.2%	1.9%	2.6%
2018-19	1.9%	1.4%	1.7%	0.9%	2.2%	0.8%	0.0%	1.4%	*	0.0%	4.0%	2.2%	6.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.1%	91.3%	89.1%	90.0%	94.8%	*	89.5%	-	93.5%	86.4%	90.6%	72.4%

Graduated	90.0%	92.1%	91.6%	90.1%	90.0%	94.0%		90.0%		90.0%	90.7%	90.0%	72.4%
Received TxCHSE	0.4%	0.3%	0.3%	0.0%	0.3%	0.3%	*	0.0%	-	0.0%	0.0%	0.3%	0.0%
Continued HS	3.9%	3.6%	2.5%	1.8%	3.0%	1.3%	*	5.3%	-	3.2%	5.1%	3.7%	8.2%
Dropped Out	5.4%	4.0%	5.9%	9.1%	6.8%	3.7%	*	5.3%	-	3.2%	8.5%	5.5%	19.4%
Graduates and TxCHSE	90.7%	92.3%	91.6%	89.1%	90.3%	95.0%	*	89.5%	-	93.5%	86.4%	90.9%	72.4%
Graduates, TxCHSE, and Continuers	94.6%	96.0%	94.1%	90.9%	93.2%	96.3%	*	94.7%	-	96.8%	91.5%	94.5%	80.6%
Class of 2019													
Graduated	90.0%	92.6%	90.3%	97.8%	88.2%	94.2%	*	81.3%	*	96.0%	73.8%	91.3%	62.5%
Received TxCHSE	0.5%	0.4%	0.7%	2.2%	0.6%	0.7%	*	0.0%	*	0.0%	0.8%	0.6%	0.0%
Continued HS	3.7%	3.0%	0.8%	0.0%	0.9%	0.7%	*	0.0%	*	0.0%	3.3%	0.8%	0.0%
Dropped Out	5.9%	4.0%	8.3%	0.0%	10.3%	4.3%	*	18.8%	*	4.0%	22.1%	7.4%	37.5%
Graduates and TxCHSE	90.4%	93.0%	91.0%	100.0%	88.9%	95.0%	*	81.3%	*	96.0%	74.6%	91.9%	62.5%
Graduates, TxCHSE, and Continuers	94.1%	96.0%	91.7%	100.0%	89.7%	95.7%	*	81.3%	*	96.0%	77.9%	92.6%	62.5%

92.2% of the class of 2021 graduated on time, increasing .9% over the class of 2020. and 1.9% over the class of 2019. When we receive our RDA report in the Fall, we are expecting the dropout rate to increase due to Covid and other factors.

CTE PROGRAMS, PARTICIPATION RATES, and INDUSTRY-BASED CERTIFICATIONS

- There were a total of 7,428 students enrolled in a CTE class in 21-22. Pre-pandemic, there were a total of 5,872 students enrolled in a CTE class in 18-19.
- 24 programs of study, 12 career clusters
- 10 campuses with CTE courses for HS credit

21-22 IBC Totals

	Hays HS	Johnson HS	Lehman HS	Live Oak Academy	Totals
TOTAL =	330	361	371	7	1069
Adobe Illustrator	34	8			42
Adobe Photoshop	11	30	13		54
Adobe Premiere Pro	12	13	6		31
ASE Automobile Service Technology		2	8		10
ASE Brakes		9	33		42
ASE Electrical/Electronic Systems			30		30
			54		

	Hays HS	Johnson HS	Lehman HS	Live Oak Academy	Totals
ASE Engine Performance	3	1	1		5
ASE HVAC	1	1			2
ASE Maintenance Light Repair	8	1	18		27
ASE Suspension & Steering	12	4	19		35
Autodesk Certified Professional or User Auto CAD	12	24			36
Autodesk Certified Professional or User Inventor			7		7
Autodesk Certified Professional or User Revit	4		2		6
AWS D9.1 Sheet Metal Welding		2			2
Basic Structure Fire Protection		2			2
Certified Veterinary Assistant	1	5	2		8
Clinical Medical Assistant	10	9	21	1	41
Cosmetology Operator License		9	7		16
Emergency Telecommunicator	9				9
Entrepreneurship and Small Business	6		7		13
Microsoft Office Specialist Excel	14			2	16
Microsoft Office Specialist Word	54	47	2	4	107
Non-Commissioned Security Officer Level II	35	28	50		113
OSHA 30 General Industry			46		46
Real Estate		1			1
ServSafe Manager	20	22	5		47
TX State Floral Assoc Level I			25		25
TX State Floral Assoc Skills Knowledge Based	84	143	69		296

	HHS	JHS	LHS	LOA	Totals
# of Seniors with an IBC	139	121	143	5	408
% of Seniors with an IBC	37.37%	28.01%	34.88%		

We had a board goal of 282 seniors graduating with an IBC. As of 7/15/22, we have 408!

Certifications on the A-F List for Accountability

- 21-22 IBC's - 1,069
- 20-21 IBC's - 444

- 19-20 IBC's - 239
- 18-19 IBC's - 319
- 17-18 IBC's - 35

Pre-K Student Progress (HB3)

Below you will see the results from our 2021-2022 Pre-K students and 3rd grade students. In Hays CISD we use Open Court phonics to support our students in reading and Factastic to support our students in math fact fluency. Our online platforms for supporting students are Amplify Reading and Dreambox. Teachers can assign the lessons in Dreambox to individualize for our students. Amplify Reading communicates with mCLASS in order to personalize the pathway in Amplify Reading for our students. During the 2022-2023 school year Hays CISD will be implementing MAP as our math universal screener K-5. Teachers will be able to use that data to better determine lesson assignments in Dreambox. Our Pre-K curriculum is SAVVAS, which is driven by the Texas Pre-K guidelines and our assessment is CIRCLE.

Title I District Reservation funds will continue to be prioritized to support the needs of our Pre-K classrooms on our Title I campuses. Based on feedback from our Title I Pre-K teachers, we identified the severe lack of furniture for the Pre-K classrooms used for instructional purposes as our top priority for funding.

Letter Names and Letter Sounds 2021-2022 data:

Pre-K Letter Names & Sounds: English	Total Students	1st 9 Weeks (BOY)			2nd 9 Weeks (MOY)			4th 9 Weeks (EOY)		
		Letter Names Lowercase	Letter Names Uppercase	Letter Sounds	Letter Names Lowercase	Letter Names Uppercase	Letter Sounds	Letter Names Lowercase	Letter Names Uppercase	Letter Sounds
Blanco Vista	26	62%	65%	54%	64%	71%	61%	83%	90%	86%
Buda	35	60%	74%	49%	84%	84%	84%	87%	87%	84%
Camino Real	23	74%	83%	52%	95%	95%	86%	91%	96%	91%
Carpenter Hill	20	65%	60%	80%	75%	65%	95%	71%	71%	76%
Elm Grove	21	67%	86%	38%	76%	81%	76%	76%	86%	81%
Fuentes	43	72%	79%	53%	76%	83%	79%	77%	86%	91%
Hemphill	79	39%	58%	20%	67%	80%	54%	75%	82%	74%
Kyle	43	60%	72%	53%	76%	85%	78%	93%	93%	93%
Negley	22	77%	86%	73%	82%	82%	86%	86%	86%	91%
Pflugger	44	61%	75%	59%	76%	86%	93%	91%	91%	100%
Science Hall	56	54%	71%	48%	56%	63%	63%	65%	80%	68%
Tobias	38	66%	79%	68%	68%	73%	78%	81%	95%	95%

Pre-K Letter Names & Sounds:	Total Students	1st 9 Weeks (BOY)			2nd 9 Weeks (MOY)			4th 9 Weeks (EOY)		
		Letter Names	Letter Names	Letter Sounds	Letter Names	Letter Names	Letter Sounds	Letter Names	Letter Names	Letter Sounds
								56		

Spanish		Lowercase	Uppercase		Lowercase	Uppercase		Lowercase	Uppercase	
Blanco Vista	33	61%	58%	58%	71%	68%	68%	94%	91%	94%
Camino Real	42	67%	76%	62%	92%	89%	87%	98%	98%	98%
Hemphill	62	85%	87%	55%	85%	90%	84%	86%	86%	84%
Science Hall	38	82%	82%	87%	79%	80%	73%	85%	90%	85%

HB 3 Board Goals for Grade 3 Reading and Math:

	Grade 3 Reading (Meets GL)					Grade 3 Math (Meets GL)				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
All Students	46%	52%	50%	52%	54%	31%	38%	35%	37%	39%
Hispanic	37%	42%	43%	46%	49%	22%	32%	28%	31%	34%
African American	38%	23%	44%	47%	50%	32%	23%	38%	41%	44%
White	63%	73%	67%	69%	71%	47%	62%	51%	53%	55%
Asian	42%	63%	46%	48%	50%	42%	71%	46%	48%	50%
Special Education	20%	25%	26%	29%	32%	16%	20%	22%	25%	28%
LEP	27%	29%	33%	36%	39%	16%	24%	22%	25%	28%
Eco Dis	31%	38%	37%	40%	43%	24%	28%	30%	33%	36%

Student Learning Strengths

Hays CISD student learning strengths include the following:

- Buda Elementary increased from a “C” to an “A” rating.
- McCormick Middle increased from a “D” to a “B” rating.
- Carpenter Hill, Hemphill, Pflugger, Chapa, and Hays HS all increased an entire letter grade in school ratings.
- 12 campuses earned at least 1 distinction (including 8 distinctions for growth).
- Barton Middle earned all 7 distinctions. This is the first time in the history of Hays CISD.
- Hays CISD increased its overall accountability rating from an 84 in 2019 to an 87 in 2022.
- Hays CISD's overall academic growth score for the district was an 89 with 80% of students meeting growth targets for Reading and 70% meeting growth targets for Math.
- Hays CISD has seen strong progress in the academic growth of students who struggle academically as a result of a focus on intensive tutoring and targeting instruction for these students.

- Hays CISD continues to see an increase in the overall number of students at the high school level who enroll in and successfully complete advanced academic courses.
- Hays CISD continues to see growth in the number of students enrolled in CTE courses as well as the number of students earning an Industry Based Certification (IBC) (from 444 in 20-21 to 1069 in 22-23).

District Processes & Programs

District Processes & Programs Summary

INSTRUCTIONAL PROCEDURES

SUPPORTING HIGH-QUALITY INSTRUCTION

Hays CISD utilizes TEKS Resource System as the curriculum framework for all K-12 core content areas. The Department of Curriculum and Instruction, including directors, content coordinators and specialists, facilitate an annual summative data analysis, curriculum review, and TEKS alignment with teacher leaders each summer through a curriculum writing process to make adjustments and updates that address student needs, including specific student groups such as special education, emergent bilinguals, and gifted and talented students. To ensure classroom instruction consistently incorporates rigorous, critical thinking skills and best practices, the district has identified five high quality strategies that campus administrators are required to monitor for 60 minutes each day via Instructional Rounds. District administrators monitor Instructional Rounds as well for quality, fidelity, and to identify campus and district needs. In addition, each campus also develops an Instructional Playbook specific to their individual campus needs that all teachers are trained on and required to utilize with their classroom instruction.

INSTRUCTIONAL MATERIALS

The internal Hays CISD Content Resource Site houses all curriculum, instruction, and assessment documents for teachers and staff and includes not only fundamental Tier 1 instructional resources, but also differentiated instructional resources and strategies for Tier 2-3, special education, emergent bilinguals, and gifted and talented students. Curriculum and Instruction Directors, along with Content Coordinators, vet all instructional resources made available on the Hays CISD Content Resource Site, either purchased or created in-house, to ensure the materials are TEKS aligned, rigorous, and meet the needs of all student groups. Professional development for teachers and staff in August and throughout the year is utilized to train teachers on best practices for implementation and monitoring of all curricular and instructional strategies.

MENTAL HEALTH AND SOCIAL-EMOTIONAL WELLNESS

COUNSELING AND MENTAL HEALTH SUPPORT PROGRAM

School Counselors work in collaboration with Outreach/Mental Health Professionals, Communities In Schools (CIS), ESSER Funded Social Workers and Texas State Interns from the Texas State University's School of Social Work to provide counseling support to students that are referred, identified by our alert monitoring system (Lightspeed) or through self-referral. Hays CISD's Counseling Department is focused on early mental health intervention, suicide prevention and post-vention by integrating best practices on grief-informed and trauma-informed care. After returning to full in person instruction, the effects of the COVID19 Pandemic on the mental health needs of students, families and the whole staff community have been on the incline and have further exacerbated the detrimental impact that trauma, grief, anxiety and stress continue to have on student success; not only academic but also social, emotional and psychological. (Additional information about staffing numbers can be

found in the "Demographics" section of this CNA.)

COLLEGE, CAREER AND LIFE READINESS

CCR 5th-12th GRADE PLATFORM: SCHOOLINKS

There has been a need to provide our students and families with a comprehensive college and career readiness platform to assure that we provide vertically aligned 5th grade through 12th grade, college and career awareness and exploration, planning, application for postsecondary success! For 2022-2023 Hays CISD has partnered with SchoolLinks as the platform that provides students and families a wide variety of career and college profilers that begin by assessing strengths, interests, learning styles as well as a personality profiler to match students to career pathways/endorsements as well as colleges and universities that would suite their strengths and interests.

TEXAS SUCCESS INITIATIVE ASSESSMENT (TSIA2) TO MEET CCR

The TSIA2 is designed to measure college readiness skills in the areas of reading, writing and math. Passing the TSIA2 is one of the ways that students show CCMR for TEA Accountability in the CCMR domain. Students that are planning to enroll in college level coursework usually need to take the TSI exam. Some students are EXEMPT from the TSI exam, provided they meet specific criteria; for example a solid score on the SAT or ACT. Campus CCMR teams will continue to work in identifying students that have yet to meet CCMR, planning multiple tutorial and testing opportunities throughout the school year for students to take/retake the TSI Assessment.

MTSS INTERVENTION PROGRAM

Multi-Tiered Systems of Support (MTSS) is a framework that focuses on intervention best practices within the areas of academics, behavior, and social/emotional support for the whole child. Tiers are based on student need and increase the level of support provided as a student moves from classroom-wide, to targeted and intensive interventions.

An MTSS Handbook has been created to support our campuses with MTSS expectations and establish clear systems and procedures to monitor the fidelity of MTSS.

Following the delivery of high-quality core instruction in Tier 1, systems are in place for teachers to use formative assessments to determine students who are in need of additional academic support. Teachers pull small groups of students during skill-building time, systematically embedded in the master schedule to reteach foundation skills and meet the individual needs of students. Parents are notified when intervention services are initiated and communicated with about the students' progress and response to the interventions.

ASSESSMENT

District assessments are collaboratively created and modified each summer by Hays CISD Content Coordinators, Instructional Coaches, and teachers and are aligned to the student expectations for the appropriate course and pacing guides. They are designed so there is a mix of low to high levels of rigor similar to STAAR. Shown below, our state interim assessments also show a strong correlation to where students perform on STAAR. A goal for the 2022-2023 school year is to add new item types to our district assessments similar to what students will see on the STAAR Redesign.

Spring 2021

	M	R	Sc	SS
6	0.76	0.81	--	--
7	0.51	0.79	--	--
8	0.71	0.79	0.78	0.71
EI	0.80			
AI	0.62			
Bio	0.74			
EII	0.79			
US	0.77			

Spring 2022

	M	R	Sc	SS
6	0.84	0.81	--	--
7	0.69	0.75	--	--
8	0.78	0.77	0.82	0.81
EI	0.82			
AI	0.71			
Bio	0.84			
EII	0.77			
US	0.81			

TECHNOLOGY

As a district, we are 1:1 with our student devices. Students in PreK through 1st grade use iPads and students in grades 2-12 are offered Chromebooks. Parents have the option of declining a district device in favor of using a personal device. Our teachers have a multimedia desktop, document camera and mounted projector in their classrooms. They also have the ability to check out a Chromebook or iPad from their library.

The staff in our district are feeling more comfortable with the use of technology after the last two years during the COVID 19 pandemic.

EFFECTIVE USE OF TECHNOLOGY

As a result of the COVID pandemic, our teachers and students are more comfortable with the use of technology in their classrooms than ever before. When approaching the use of technology in the classroom, we ask ourselves what outcomes are we hoping to achieve as well as what data can we gather from the technology. Technology should not just be used as a substitution to offline activities. In our classrooms, the use of technology supports the learning objectives for students, as well as offers opportunities to differentiate to meet the needs of all students.

We offer self-paced learning for our teachers as well as a technology conference during the summer. The Digital Learning team has 4 Digital Learning coaches that are assigned to our 25 campuses to support our teachers and students with the successful integration of technology. We

will continue to support staff in the integration and effective use of technology into daily classroom instruction through blending learning Professional Development and Coaching opportunities; these learning opportunities will continue to be partially funded through ESSA Title II funds.

CYBERSECURITY

Hays CISD has a cybersecurity plan to address security, student data privacy and data integrity. Our initiatives are implemented to mitigate risk. While our hope is to completely prevent breaches, much of the plan addresses an appropriate response protocols in the event of a breach. All staff are required to participate in Cybersecurity training on an annual basis.

SCHOOL SAFETY AND SECURITY

The district utilizes the online reporting platforms IWatchTx.org and the Hays Hope Line for confidential reporting. Additionally, the district partners with area first responders and has adopted the Standard Response Protocol and the Standard Reunification Method (SRP/SRM) as the standard response to emergency actions in a critical incident. This standard includes all faculty, students, and staff. Mandatory drills are conducted annually to ensure the process is known and retained.

During 2021-2022, the district completed the Security Camera and Fencing initiatives that were funded by the 2019-2020 School Safety Grant but had been slowed down due to the COVID-19 Pandemic.

STAFF RECRUITMENT AND RETENTION

Hays CISD recognizes the shortage of highly qualified teachers and counselors in the Central Texas Region. HCISD continues to partner with Texas State University to support Student Teachers. HCISD is also seeking new partnerships with institutes of higher education to grow new teachers and to support professionals from other fields who choose to become teachers.

STAFF PROFESSIONAL DEVELOPMENT

Our goal for the professional development sessions is to break up the content and allow participants to learn content, collaborate with other participants, and then apply content to their practices. In order to accomplish this, we have provided online, self-paced, and in-person professional development, courses, and Professional Learning Communities (PLC) that have enabled teachers, paraprofessionals, and administrators to grow in a variety of ways. We work with key stakeholders within C&I departments, campus principals, assistant principals, and instructional coaches to assess the professional development needs for our staff. We collect feedback from each participant that attends any professional development through a survey to help us determine how the training is supporting their growth in the specific knowledge and skills

covered in the learning session. At the district provided professional development conferences, we also have all participants complete feedback surveys to obtain data about their experience, application of learning, and to determine if further development is needed on a specific topic. The Curriculum and Instruction coordinators and directors will meet following the training to discuss the data and identify areas for improvement. We also utilize the district T-TESS observation data to help us determine the overall domains and dimensions that have been identified as areas for improvement. This data provides us with information that allows us to plan professional development that aligns with the needs of the teachers and staff.

We offer several academies to enhance our teachers and administrators knowledge and skills. For our new to profession teachers, we host an INSPIRE Academy which is a yearlong cohort that provides continuous just in time training in addition to a campus mentor. The INSPIRE Hays induction program is designed to train and support novice teachers with two years or less of teaching experience in the teaching profession so as to foster the development of master teachers who engage in a career-long process of growth and reflection. INSPIRE goals include:

- To build a sense of culture and to articulate the district's mission and philosophy
- To provide a structured training program for all new teachers to the district which instructs and models "the way it is done" in Hays CISD
- To provide an orientation built on the district's vision for student learning and success emphasizing the following:
 - Effective instructional practices
 - Effective classroom management
 - Sensitivity to and understanding of the unique community we serve
 - Teaching is a reflective practice built on lifelong learning
- Unity and teamwork among administration, teachers, support staff, parents, and patron

Aspiring Leadership Academy Opportunities

Hays CISD Aspiring Administrator Academy (AAA)

A yearlong professional development opportunity designed to prepare those who aspire into administration. The learning is designed with a focus on developing and enhancing leadership skills and knowledge of the five dimensions of the Portrait of a Hays Administrator: Creative Visionary, Effective Communicator, Dedicated Professional, Lifelong Learner, and Inspiring Catalyst. Emergent leadership is one of the most critical factors in having successful schools. Hays CISD is committed to finding emergent leaders within the district and developing them to become future leaders in the district. Thai academy is for staff members that are wanting to move into a campus level administrative position (academic dean, or assistant principal) the Aspiring Administrator Academy is an excellent opportunity for you to receive training on the skills necessary to be a successful administrator.

Aspiring Principal Academy (APA)

This program is designed to provide readiness skill sets to currently seated campus administrators who aspire to the principal-ship. Participants engage in activities grounded in readings from renowned authors on leadership. The role of the principal covers many different areas including leadership, teacher evaluation, student discipline, and many others. Being an effective principal is hard work and is also time-consuming. A principal must become efficient at practices such as prioritizing, scheduling, and organization. Principals play a key role in the delivery of quality

instruction. Their responsibilities include ensuring educational strategies are in place that support effective learning for all students. They serve as a facilitator, guide and supporter of quality instructional practices. As principal, one must assume complete responsibility for the school and its performance.

Professional Development Opportunities

Leadership Institute - June 2022

Principals, Assistant Principals, Instructional Coaches, and the Department of Curriculum will participate in a variety of sessions to support our campus leadership and district initiative to strengthen the campus Professional Learning Communities. Includes keynote speaker Arick Bostick discussing the latest research and implications with attachment theory and the importance of building relationships, as well as Jeff Byrnes from Solution Tree facilitating a two day training on PLC best practices and building capacity at all levels.

Differentiation Conference - July 2022

This is two full days packed with a variety of sessions for novice, intermediate, and advanced learners who want to learn more about multilingual training, special education and inclusive practices, and differentiation strategies for students who are identified for G/T or other special programs in various content areas and grade levels. Sessions may focus on behavior, instructional strategies, content differentiation, documentation strategies, data collection and so much more. 104 sessions are currently scheduled

Blended Learning PD/Fusion Conference - July 2022

These two training sessions will continue to focus on successful implementation of the Blended Learning pedagogy, as well as how to use our digital learning tools to differentiate instruction for our students and inform our small group instruction.

PLC LIVE Institute - August 2022

A nation-wide conference from Solution Tree Participants will join in with shared learning:

- Learn directly from current and former practitioners who have firsthand experience implementing the PLC at Work process
- Deepen your expertise as individuals and teams with sessions designed to increase individual and collective efficacy
- Acquire practical solutions to current roadblocks and challenges that your school is facing

Gifted and Talented

Texas law mandates training requirements for all staff members working in a school district's program for Gifted/Talented (G/T) students. This includes an initial 30 hours of G/T training and an annual 6 hour update. During the 2022-2023 school year we will offer over 30 sessions to help K-12 teachers meet this requirement. Sessions will include Nature and Needs of Gifted Students, Identification and Assessment of Gifted Learners, and a variety of sessions regarding curriculum and instruction for gifted learners including Depth and Complexity, critical thinking, blended learning, and meeting the social and emotional needs of gifted students. In addition, content coordinators offered a variety of sessions focused on differentiation in the content areas. Sessions will be provided in person throughout the summer as well as online throughout the summer and school year. Sessions will also be offered during the Differentiation Conference and the Fusion Technology Conference.

Hays CISD's strengths in the areas of district processes and programs include the following:

- Each Hays CISD campus consistently implements the Social Emotional Learning (SEL) program and curriculum that meets the needs of its school community.
- Hays CISD continues to partner with community agencies to provide Mental Health services and training including the University of Texas' T-CHAT program and MHDD's implementation of Mental Health First Aid training for teachers and staff.
- Hays CISD has increased its focus on Professional Learning Communities by holding a Leadership Institute and a PLC Live Institute in the summer of 2022 to provide districtwide training of all school leaders and teachers. Six additional Staff Development days focusing on Professional Learning Communities were built into the academic school calendar.
- Hays CISD has a process to align its curriculum, instructional materials, and assessment through summer curriculum writing and assessment creation that involves various stakeholders including teachers, instructional coaches, and district officials.
- Hays CISD builds leadership capacity at the Principal and Assistant Principal levels through its various Aspiring Leadership Academies.
- Hays CISD implements and consistently addresses student and staff safety protocols and procedures that includes online and/or confidential reporting, first responder safety drills, security cameras, additional School Resource Officers, and a district safety committee composed of various stakeholders.

Perceptions

Perceptions Summary

STUDENT PERCEPTION

Students are asked to participate in the annual K-12 survey. Further, Dr. Wright meets with a group of students throughout the school year to gather feedback and input regarding the district. Student perceptions are strong in Hays CISD as evidenced by high scores in the annual student engagement survey and participation in the 100% Hays CISD campaign.

STAFF PERCEPTION

All staff have the opportunity to participate in Site Based Decision Making at both the Campus and District levels with the CLTs and DLT. Further, all staff are asked to complete the K-12 Insight Survey each spring. The feedback gathered through this survey is shared with the Public, Board of Trustees as well as each individual department and campus. The feedback from this survey is reviewed and considered in the improvement planning process for the upcoming school year.

Staff perceptions are strong in Hays CISD as evidenced by low teacher and staff turnover rates and favorable district survey results.

PARENT/GUARDIAN PERCEPTION

All parents of students enrolled in Hays CISD have the opportunity to complete the K-12 Insight Survey. Parent perceptions are strong in Hays CISD and the district continues to enjoy excellent community support as evidenced by affirmative voter responses in bond elections and district survey results.

COMMUNITY PERCEPTION

Community members are involved at both the Campus and District levels via the Campus Leadership Committees and the District Leadership Committee. The HCISD Communication Office provides opportunities for stakeholder engagement and feedback.

K-12 Insight Survey Results

K-12 insight survey results can be found at <https://drive.google.com/drive/folders/1ud9WtB7qGdXQ6Od2ksN1K8e5IHkrTnU0>.

PARENT & COMMUNITY ENGAGEMENT

The district promotes family engagement opportunities through social media, Facebook, website posting, flyers, and verbally through the campus VIP Coordinators. Many of our campuses will generate electronic newsletters to promote family engagement opportunities for their campuses. The Community Relations office makes presentations to PTA's, boosters clubs, and parent committees to promote participation in district-wide and campus events.

Each campus has a volunteer coordinator who is responsible for the district's VIP system (Volunteers in Public Schools). The VIP system allows parents to register to volunteer, it processes their criminal history background check and allows them to record their volunteer hours. The VIP system is also used to communicate via email to parents encouraging them to sign-up for events.

The campus VIP Coordinators assist parents and guests who visit their campus to sign-up and participate in different activities on campus. The VIP Coordinators set-up volunteer opportunities for parents to participate. Opportunities such as mentoring a student, reading to a class or student, chaperoning field trips, serving as a classroom volunteer, working the concession stand at games, working at book fairs, and volunteering at fall festivals, field trips, and other occasions.

Hays CISD parents and community partners are involved year-round in various activities that support student learning. Local organizations support student learning by donating school supplies, books, materials, food, clothing, and manpower to help students be successful in class.

Local businesses and community members are invited to participate and read to elementary campuses during the annual reading festival in October. Local manufacturers, businesses, and government entities support annual career fairs for middle school students to showcase career opportunities for students after graduation. The local chamber of commerce office provides students with internship opportunities in the media and design field.

The Hays Education Foundation funds teacher classroom grants that are specific to student learning projects in the classroom. Local PTA's provide funds to support the campus and teachers with equipment, books, and supplies all used to increase student success.

Annually, the District Leadership Team reviews and updates as necessary the Hays CISD Parent Involvement Policy. Additionally, during the Spring Semester of each school year, Title 1 campuses review their Parent and Family Engagement Policy and Parent-School Compact with their Campus Leadership Teams (SBDM committees). Each Fall, these campus Policies and Compacts are shared with families via campus newsletters and campus websites. Parents and community members participate in both district and campus-level site-based planning committees. Parents and community members are invited to apply to participate through district and campus announcements in newsletters and on the district website. Parents and community members are selected by the Principals and District Leaders. Parents and community members are encouraged to share their input during discussions held in the planning committee meetings.

COMMUNICATION METHODS

Email remains the primary means of communication. It is the preferred method according to the annual district survey. Additionally, the district uses its website platform and social media channels (Twitter, Facebook, and YouTube). The district also has the capability for automated phone calls and texting for emergencies. To complement communication, the district also uses push notifications in the district smartphone app.

Perceptions Strengths

The Perceptions strengths of Hays CISD include the following:

- Hays CISD utilizes the annual K-12 Insight Survey to gather feedback from staff, students, and parents in the district. Each summer, this feedback is analyzed by campus and district leaders who then use this input to guide their efforts in the following year, determining areas of strength as well as areas for growth and development in the District and Campus Improvement Plans.
- The Superintendent hosts a number of stakeholder meetings throughout the year including the District Leadership Team, the Board and Superintendent Student Advisory Panel, Taxpayer Tuesday, Coffee Chats, and the District Advisory Council. Dr. Wright also releases a weekly video series called "Wright this Minute" which includes district and campus updates as well as a brief spotlight each week on a staff member who has earned the "Coin of Excellence."
- Hays CISD promotes community and family engagement at the campus and district level through the Volunteers in Public Schools program, PTAs, Booster Clubs, and regular district and campus events. The Volunteer Coordinator makes regular presentations to city and community groups in an effort to increase positive community engagement.
- Hays CISD seeks to engage with parents and the community through a variety of methods and in a language understood by parents. Methods of outreach include flyers sent home, social media posts, communication through local television and print media, and electronic newsletters.

Goals

Goal 1: Hays CISD believes in the achievement, growth and success of every student.

Performance Objective 1: Through attention to individual students' needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement including intervention and enrichment. The District will evaluate and address the needs of each student. Students will receive academic advising and shall 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 5th grade year. Results from advising data will be shared with parents/guardians. Student academic performance, college and career readiness, character, and power skills will be evaluated to ensure success.

High Priority

HB3 Goal

Evaluation Data Sources: Student Achievement: In January, a public hearing on TAPR will be held to summarize student academic performance/achievement, accessibility gaps, and the district's college/career readiness counts. In August 2023, the superintendent will present the student growth goals addressing Hays CISD approaches/meets/masters percentages on STAAR vs. the state performance.

Professional Development: The district will offer continuous, differentiated just-in-time professional development in all content areas to support our campus initiatives and student achievement goals. Campus administrators will conduct at least 60 minutes of walk-throughs per day.

Grade 5-12 Student Advising: Beginning in the spring semester of their 5th grade year and each year thereafter, students will engage in college and career exploration experiences, as well as begin to identify their strengths and career interests. With 7th graders and beyond, advising will involve data-driven conversations, based upon each individual learner's aptitude, ability, and career interest inventory data to assure that students are scheduled in the most rigorous courses for the upcoming school year and thus afforded opportunities in advanced courses as well as CTE specific matched interests. Parent/Guardian participation in the learning process and planning for success is also a key factor of student college and career readiness; thus, we will provide multiple opportunities throughout the year for parent/guardian engagement including direct access to our new CCR Platform -SchoolLinks and conversations about course planning and advanced course opportunities. In June 2023, the district will provide a comprehensive report showing evidence of the academic advising captured through the career interest profiler by campus and grade level.

College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE. The district will monitor progress throughout the 2022-2023 school year and will provide an update on college and career readiness to the Board in December 2022 for the final 2021 CCMR results.

Strategy 1 Details

Strategy 1: Reading: The district will continue to provide a streamlined, explicit phonics program for grades K-2 and Foundational Skills for 3-5. K-12 reading instruction is facilitated in a blended learning format that follows the research-based district curriculum that has been provided as a framework. K-3 teachers, instructional coaches, and district and campus administrators who do not currently have House Bill 3 Credit are participating in the TEA Reading Academies this year to enhance their knowledge of the Science of Teaching Reading.

Strategy's Expected Result/Impact: mCLASS data will reflect that by the end of the year at least 62% of students will be at Tier 1 in Kindergarten, at least 67% of students will be at Tier 1 in First Grade, and at least 63% of students will be at Tier 1 in Second Grade.

STAAR Reading data will indicate improved performance in the following areas:

3rd Reading will increase to 81% Approaches, 54% Meets, and 32% Masters.

4th Reading will increase to 83% Approaches, 57% Meets, and 28% Masters.

5th Reading will increase to 84% Approaches, 61% Meets, and 41% Masters.

6th Grade Reading will increase to 73% Approaches, 43% Meets, and 22% Masters.

7th Grade Reading will increase to 83% Approaches, 58% Meets, and 39% Masters.

8th Grade Reading will increase to 87% Approaches, 62% Meets, and 42% Masters.

English I EOC will increase to 66% Approaches, 51% Meets, and 10% Masters.

English II EOC will increase to 75% Approaches, 61% Meets, and 8% Masters.

At least 95% of Reading Academy participants will successfully complete the content to receive HB3 credit.

Staff Responsible for Monitoring: ELA Content Coordinators and District Literacy Specialists

Strategy 2 Details

Strategy 2: Math: The district will enhance math concepts, numerical fluency, and daily problem solving by streamlining the usage of DreamBox (K-5) and Numerical Fluency Resources (K-5th) in addition to researched based, TEKS-aligned and differentiated resources for a blended model of Tier 1 instruction. Strategic planning for secondary will focus on daily problem solving as well as fidelity to the curriculum and understanding of data analysis.

Strategy's Expected Result/Impact: MAP data will reflect that by the end of the year at least 62% of students will be at Tier 1 in Kindergarten, at least 67% of students will be at Tier 1 in First Grade, and at least 63% of students will be at Tier 1 in Second Grade.

STAAR math data will indicate improved performance in the following areas:

3rd Grade Math will increase to 74% Approaches, 44% Meets, and 21% Masters.

4th Grade Math will increase to 74% Approaches, 43% Meets, and 23% Masters.

5th Grade Math will increase to 79% Approaches, 46% Meets, and 21% Masters.

6th Grade Math will increase to 72% Approaches, 37% Meets, and 14% Masters.

7th Grade Math will increase to 53% Approaches, 20% Meets, and 4% Masters.

8th Grade Math will increase to 76% Approaches, 44% Meets, and 15% Masters.

Algebra I will increase to 84% Approaches, 60% Meets, and 40% Masters.

Staff Responsible for Monitoring: Math Content Coordinators

Strategy 3 Details

Strategy 3: Writing: The district will ensure writing time is purposefully planned during the delivery of the research-based district curriculum. The District Literacy Team will provide ongoing campus support in PLCs with the writing process, rubric calibration, and grammar. Specific and targeted support for short and extended constructed responses in science and social studies courses will be provided throughout the year at campus and District PLCs.

Strategy's Expected Result/Impact: English End of Course data will indicate improved performance:

English I EOC will increase to 66% Approaches, 51% Meets, and 10% Masters.

English II EOC will increase to 75% Approaches, 61% Meets, and 8% Masters.

TTESS Dimension 2.2 Content Knowledge and Expertise

Staff Responsible for Monitoring: ELA Content Coordinators and District Literacy Specialists

Strategy 4 Details

Strategy 4: Science/STEM: The district will develop scientific inquiry to drive conceptual understanding by embedding technical writing and the "Claims, Evidence, Reasoning" strategy as a mode of communicating scientific understanding. Literacy in the content areas will be supported with professional development and lessons on the "Talk Read, Talk Write" strategy. Purposeful planning will emphasize the importance of hands-on manipulatives and lab experiences. Resources such as STEMscopes (K-8 and Biology) and McGraw-Hill and ScienceFusion textbooks will be utilized for increased literacy, lab, and differentiation opportunities.

Strategy's Expected Result/Impact: STAAR science data will indicate improved performance:

5th Grade Science will increase to 72% Approaches, 41% Meets, and 19% Masters.

8th Grade Science will increase to 77% Approaches, 48% Meets, and 24% Masters.

Biology will increase to 90% Approaches, 66% Meets, and 27% Masters.

Staff Responsible for Monitoring: Science Content Coordinators

Strategy 5 Details

Strategy 5: Social Studies: The district will enhance instruction to embed a higher frequency of artifact based learning, non-fiction texts, and writing components. The district will enhance instruction through the use of digital resources, common formative assessments, DBQ Project resources, and coordinator support. Students will have the opportunity to connect real-world experiences with historical context to create a depth of knowledge.

Strategy's Expected Result/Impact: Social Studies STAAR and EOC scores and distinctions will indicate improved performance.

8th Grade Social Studies will increase to 63% Approaches, 33% Meets, and 18% Masters.

US History EOC will maintain at 91% for Approaches, increase to 76% for Meets, and 47% for Masters.

Social Studies STAAR will increase from one campus distinction to two.

Staff Responsible for Monitoring: Social Studies Content Coordinator

Strategy 6 Details

Strategy 6: Professional Learning Communities: All Hays CISD instructional staff will be assigned and participate in a Professional Learning Community (PLC) that is centered around the three big ideas - a focus on learning, collaboration, and student results. Professional Learning Communities will operate as self-sufficient teams and utilize the four critical questions of a PLC to collaborate and drive the teaching and learning process. To ensure student and teacher success, all campus and district leadership will participate in a PLC Leadership Summit to build leadership capacity and prepare the campus PLC training that all staff will attend in August. All core content PLCs will meet at a minimum of once every other week throughout the 22-23 academic school year. Some specials, electives, and CTE teachers may participate in their PLCs three times per semester. All PLCs will develop, implement, and utilize a Common Formative Assessment and data analysis protocol to drive the teaching and learning process at a minimum of once every other week. Campus and district leadership will monitor PLCs on a bi-weekly basis for correct implementation and progress and provide support and guidance as needed that builds the instructional capacity of teams. In addition, Professional Learning Communities will be given 6 staff development days throughout the 22-23 academic school year to assist with PLC implementation and collaboration.

Strategy's Expected Result/Impact: For elementary reading and writing, mCLASS data will reflect that 70% of students will be at Tier 1.

For middle school reading and writing, Reading Plus data will reflect that 50% of students will be on grade level or above.

For elementary and middle school mathematics, MAP Growth data will reflect that 66% of students will be on grade level or above.

For all STAAR and EOC tested courses, students will meet district goals for Approaches, Meets, and Masters.

Staff Responsible for Monitoring: Executive Officer of Curriculum and Instruction

Strategy 7 Details

Strategy 7: Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading and math.

Strategy's Expected Result/Impact: 100% of K-5 students will be administered a universal screener three times a year for reading.

100% of K-8 students will be administered a universal screener three times a year for math.

Based on data, all students will receive differentiated instruction within tier 1, 2, and 3 as determined by universal screener results and bi-weekly progress monitoring.

Staff Responsible for Monitoring: Director of Academic Support

Strategy 8 Details

Strategy 8: Closing the Achievement Gap: Hays CISD will increase student achievement with the Emergent Bilingual and Special Education student populations.

Strategy's Expected Result/Impact: By the end of the 2022-23 school year, Emergent Bilingual and Special Education students will demonstrate increased performance on the STAAR exam, by 3% in Approaches, 3% in Meets, and 3% in Masters.

By the end of the 2022-23 school year, 10% of Emergent Bilingual learners will increase one proficiency level using the composite score in TELPAS.

Staff Responsible for Monitoring: Multilingual Program Director, Executive Officer of Special Education, Director of Special Education

Results Driven Accountability - Equity Plan

Strategy 9 Details

Strategy 9: Accelerated Instruction for At-Risk Students: Accelerated Instruction will be provided in accordance with HB 4545 for all students not meeting the minimum standard on state assessments. These accelerated instructional opportunities may be provided during the school year (before, after, or during the school day) or during summer school programs.

Strategy's Expected Result/Impact: 100% of students requiring Accelerated Instruction will be provided the required supplemental instruction in accordance with TEA guidelines.

Staff Responsible for Monitoring: Deputy Academic Officers

Strategy 10 Details

Strategy 10: Data and Assessment: The district will streamline assessment procedures to support teachers in the analysis of data and making real-time adjustments to classroom and student-specific instruction.

Strategy's Expected Result/Impact: The implementation of the district testing procedures, including the new STAAR 2.0 benchmark assessments and timely professional development with campuses, will yield at least a 3% increase in student achievement on STAAR.

Staff Responsible for Monitoring: Director of Assessment and Accountability

Results Driven Accountability

Strategy 11 Details

Strategy 11: College, Career, and Life Readiness: College and Career Readiness Counselors in collaboration with all guidance counselors will provide students and parents with activities and information about post-secondary readiness. These opportunities will include:

- *Public in-person and/or virtual events such as Navigate Your Future Night and informational sessions on the college application and financial aid processes
- *Walking students through the process of creating and/or for upperclassmen, reviewing and updating their Personal Graduation Plans (to include career pathways and endorsement).
- *Career interests inventories within SchooLinks
- *College and Career Fairs (in-person and/or virtual)
- *Field trips to colleges and universities
- *A variety of college admissions informational sessions on high school campuses

Counselors and other secondary CCR support staff will assist students in tracking their progress in completing the college and career readiness (CCR) steps through preparation for college readiness exams: PSAT 8/9, PSAT/NMSQT, SAT, ACT, TSIA2 and/or ASVAB.

Strategy's Expected Result/Impact: All counselors will hold conversations with 90% of 9th -12th grade students on how to access post-secondary options and explore college and career opportunities.

8th, 9th, 10th and 11th graders will create a College Board account to access Khan Academy for SAT prep, after they have received PSAT scores from the Fall administration.

11th and 12th graders will be encouraged to apply for scholarships early on, in particular the College Board Opportunity Scholarships that are available for juniors and seniors.

The number of 12th grade students that submit at least one college application will increase by 10%.

Staff Responsible for Monitoring: Director of Counseling and College and Career Readiness

Strategy 12 Details

Strategy 12: Career and Technical Education: To increase its college/career readiness indicator in the state accountability system, the district will increase the number of student industry certifications on the A-F list for accountability by: enhancing COW Day (Career On Wheels Day) and CREW Day (Career Ready Educated Workforce/Senior Hiring Day), placing more students in internships at the conclusion of a Program of Study, increasing the number of businesses participating in National Manufacturing Day.

Strategy's Expected Result/Impact: 100% of CTE teachers will include program growth and certification growth in their TTESS goals for the 2022-2023 school year.

Hays CISD will increase the number of students earning an IBC on the TEA A-F List from 282 seniors graduating in 2022 with an IBC to 492 seniors graduating in 2023 with an IBC.

Staff Responsible for Monitoring: Director of Career and Technical Education

Strategy 13 Details

Strategy 13: Advanced Academics: Use local, state, and national data along with enhanced messaging to recruit students into advanced academic classes. Provide pedagogical and content support for teachers of advanced classes.

Strategy's Expected Result/Impact: The number of students engaged in advanced and college credit-bearing courses will increase by at least 3%.

The number of college credits earned by high school students will increase by at least 3%.

Districtwide student performance on measures of college readiness (SAT, ACT, TSIA2) will increase by at least 3%.

Staff Responsible for Monitoring: Director of Advanced Academics

Strategy 14 Details

Strategy 14: Professional Development: The district will provide a professional development plan that supports both individual professional growth and district wide initiatives that foster student's academic growth. Utilizing in-person professional development sessions, along with some virtual and blended methodologies, teachers, administrators, aspiring administrators, and paraprofessionals will have the opportunity to meet their differentiated learning needs throughout the summer and 2022-23 academic school year. These professional development opportunities include Leadership Institute, Lead and Learn, Fusion Technology, Differentiation Conference, PLC Live Institute, and the two district professional development days in August. In addition, Professional Learning Communities will be given 6 staff development days throughout the 22-23 academic school year to assist with PLC implementation and collaboration, which includes 3 professional development days.

Strategy's Expected Result/Impact: The Eduphoria online catalog of workshops offered will list one or more professional development opportunities for teachers and/or administrators to deepen their knowledge in the district focus initiatives.

100% of our professional development offerings will be aligned to T-TESS, TPSS, and District goals/focus initiatives.

At the district level, end of year T-TESS appraisals for dimensions 2.1 (Achieving Expectations) and 4.3 (Professional Development) will increase by 0.15 points each.

Staff Responsible for Monitoring: Director of Professional Development

Goal 2: Hays CISD is dedicated to the safety of all students and staff.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local and state entities to assure preparedness. Specific areas addressed are physical and cybersecurity, data privacy, campus access, detecting and reporting possible threats, and local and global crises. The district will be compliant with all local, state, and federal laws and regulations related to school safety and security. All exterior doors will be locked and properly numbered. Emergency response updates will be communicated timely, as appropriate. We will maintain an environment of trust between adults and all students.

Evaluation Data Sources: District Safety: The Board will receive a brief narrative posted in Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September. All staff will attend relevant training and district administration will report to the Board throughout the year on this topic. Student data around discipline and attendance will also be captured and an update provided to the Board. Specific attention will be given to the communication of district safety efforts (both physical and training) to our community. The board, staff, and community will receive updated COVID19 plans as they occur.

Mentoring and Extra-Curricular Participation: An overview of student character development, including extra-curricular/club participation, mentoring relationships and social/emotional supports will be reported through a Board Blog in November. The report will include the participation rates/numbers by campus for SEL programs including person/position responsible on each campus. Student data around discipline and attendance will also be included.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity. The district will hire a designated SEL Specialist to support SEL implementation and provide district-wide professional development to ensure proper SEL best practices are evident across the campus/district. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extra-curricular/club participation, and the district will track discipline, attendance on an on-going basis. SEL information will be presented in November 2022 to provide a district-wide update.

Strategy 1 Details
<p>Strategy 1: Student Safety: The Chief Safety and Security Officer will provide oversight and support to meet the safety and security needs of Hays CISD. Areas of focus include, but are not limited to, establishing strong communication channels with area emergency operations departments, managing the School Resource Officer program, providing safety and security training, managing security coverage, updating the Emergency Operations Procedures, and conducting safety audits.</p> <p>Strategy's Expected Result/Impact: All campuses will have completed their triennial safety and security audit and submitted all required reports in accordance with Texas School Safety Center procedures by the end of the 2022-2023 school year.</p> <p>By May 2023, each campus will have an established Behavioral Threat Assessment team that is fully trained and prepared to respond to any campus behavioral threats.</p> <p>By May 2023, all campus exterior doors will be numbered.</p> <p>All campuses will complete all mandatory drills by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Chief Safety and Security Officer</p>

Strategy 2 Details

Strategy 2: Social Emotional Learning: In alignment with the Texas Education Agency's Safe and Supportive Schools initiative, the district will continue to enhance positive campus climates through SEL models and program delivery that support the 5 competencies of the CASEL framework: self-awareness, self-management, relationship skills, responsible decision-making, social awareness.

Strategy's Expected Result/Impact: 100% of campuses will implement SEL programs and student-focused initiatives.

The SEL Specialist (ESSER) will support the effective implementation of SEL programs and initiatives to ensure that the following occur:

* SEL lessons are delivered with consistency and alignment with the program guidelines. (This may include a regular data review as part of the SEL curricular tools unique to the student focused program in place on each campus);

* SchoolLinks SEL student survey data aligns with the key tenets of the CASEL model; and

* Growing our Mentoring relationships are a key focus on campuses this school year. The SEL Specialist in partnership with the Volunteer Coordinator will support this mentoring program with the goal being to grow mentoring relationships by at least 25% this school year.

Staff Responsible for Monitoring: Director of Counseling and College and Career Readiness

Strategy 3 Details

Strategy 3: Mental Health and Suicide Prevention: The district will provide counseling and mental health services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention and intervention. The district will integrate best practices on grief-informed and trauma-informed care. The district will enter into MOUs with Communities in Schools, Texas State School of Social Work, Seedling Foundation, Con Mi Madre, TCHAT from Dell Children's, Hill Country-MHDD and Cenikor Drug Prevention for additional support. The district will continue to train staff in suicide prevention, update the Suicide Action Plan, and obtain training for our Hays CISD Mental Health Crisis Response Team.

Strategy's Expected Result/Impact: 100% of all staff will complete all portions of the SafeSchools Online Training Series by January 9th. No later than the end of September, counselors will present to staff about suicide prevention, referrals and protocols; as well review the CPS reporting process.

Counselors, Admin designee, nurses and all other mental health professionals at all campuses, including ESSER funded MH Professionals that provide additional support district-wide; will complete Psychological First Aid Training through Hill Country-MHDD.

To assure that the largest number of HCISD staff have the tools and knowledge base to recognize the signs of a student experiencing a mental health crisis or that may potentially be in need of counseling support, as a district we are committed to assuring that the number of staff trained in Youth Mental Health First Aid will increase by 10% by May 2023.

Principal and/or designees (admin designee for violence/discipline related incidents and counselor for self-harm/mental health concerns) will address alerts that are raised through Lightspeed and submitted through Hays HopeLine. Documentation is now required on the Navigate 360 platform.

Staff Responsible for Monitoring: Director of Counseling and College and Career Readiness

Strategy 4 Details

Strategy 4: Increasing Student Attendance: The district will support multi-tiered intervention systems. The district Attendance Intervention Specialists will collaborate with students at risk of dropping out and stakeholders to provide intervention, support, and a plan for the school year. The district and campuses will together to ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions. Together, district and campus teams will identify and respond to grade level and pupil subgroup patterns of chronic absence and truancy, and they will identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion.

The district will focus on creating a culture that links attendance and academic achievement by unpacking the data, providing professional development, engaging parents, and working with community providers to identify strategies to remove barriers to attendance.

Strategy's Expected Result/Impact: The district will improve from a 90.53% BOY attendance rate to a 96% attendance rate in May 2023.

Staff Responsible for Monitoring: Director of Student Services

Strategy 5 Details

Strategy 5: Student Engagement: The district will encourage the participation of students in extra-curricular activities and clubs both in person and virtually. The district will implement the 100% Hays motto to provide a vision for engagement.

Strategy's Expected Result/Impact: The district will increase the number of students participating in extra-curricular activities as evidenced by the overall engagement score on the K12 Insight Survey question "I participate in extra-curricular activities" increasing from 2.68 to at least 3.0.

Staff Responsible for Monitoring: Deputy Academic Officers

Strategy 6 Details

Strategy 6: Athletics: Facilities improvement/additions, streamline/align structure and systems, promote and support campus and district identity, and promote, encourage, and support coaching mentoring capacity.

Strategy's Expected Result/Impact: Athletics/pre-athletics participation rates in grades 6-12 will increase by 4% from our current 21-22 school year level of 29% to 33% in the 22-23 school year.

Staff Responsible for Monitoring: Director of Athletics

Strategy 7 Details

Strategy 7: Fine Arts:

Increase enrollment and participation to align with the "100% Hays" philosophy.

Run audit of enrollment to ensure all secondary students are meeting the fine arts course requirements.

Strategy's Expected Result/Impact: To build fine arts programs, at the end of 2022-23, overall fine arts enrollments will increase by 5% from 16,134 to 16,940. This will require retention of current students and increased recruitment activities especially for incoming sixth and ninth graders.

During 2022-2023, an audit will establish baseline data of meeting the TAC requirement of taking fine arts in middle school.

Staff Responsible for Monitoring: Director of Fine Arts

Goal 3: Hays CISD is dedicated to treating everyone with respect and dignity.

Performance Objective 1: Hays CISD will cultivate a culture of positive engagement and public service, requiring empathy, visibility, trust, and communication. Effective communication through all appropriate avenues is a priority, and staff will be offered training in these areas. Our district is committed to increasing customer service and client engagement, both internally and externally. The Board will receive an annual update regarding proposed recommendations made to the Superintendent received from the Diversity Advisory Council regarding efforts to improve our diversity and inclusion initiatives to remove systemic obstacles for all students.

Evaluation Data Sources: Staff will be offered targeted training, after a process review, in the areas of customer service and community relations.

HCISD will develop strategies and systems to make this the best place to work.

The Board will receive timely updates on community and staff outreach. The Board will also receive timely calendar updates regarding district events, as appropriate.

An employee engagement survey will be given, and the results AND how they will be addressed will be shared with the Board.

The Board and community will have the opportunity to view the latest "Wright this Minute" video each week.

Strategy 1 Details

Strategy 1: School Community Involvement: Hays CISD will conduct community outreach through in-person visits to local businesses and organizations in the community with the goal of district partnership. The VIPS (Volunteers in Public Schools) Rewards program is under construction, and will include many of the aforementioned businesses. VIPS badge printing is progressing, of which every volunteer will receive to ensure campus security and proper documentation of volunteer hours. The district mentor program has begun the beginning phases, with the goal of every district employee providing mentorship to a student. The Hays PTA has had their executive board meeting and council meeting, with individual campus meetings to follow, highlighting plans for community involvement and fundraising. Hays Clothes Closet and Hays Hope 2 Go are notified of any donations received through central office, to make certain that the organization is able to distribute the resources out to those in need. All of these volunteer services and projects are communicated to the community via the district website, social media, and print media.

Strategy's Expected Result/Impact: By the end of December 2022, Hays CISD will have 30 new community businesses/organizations registered as district partners and delivering tangible services such as donations, sponsorships, discounts, scholarships, special event presence, individual campus involvement, volunteer opportunities, and more.

All Volunteers (VIPS) will receive a badge and track their volunteer hours using that badge by the end of the 2022-2023 school year.

By the end of the 2022-2023 school year, successful community engagement will open up opportunities for students and their families, which will ultimately result in an overall cohesive, supportive and strong district-community relationship as reflected by student and parent feedback in the K-12 Insight Survey. Students will benefit greatly from a healthy, community-driven atmosphere.

Staff Responsible for Monitoring: Volunteer Coordinator

Strategy 2 Details

Strategy 2: Family Engagement / Parent Involvement: Campuses and district departments will provide a variety of opportunities throughout the school year to engage parents in the education of their students. Parents will be provided advance notice of upcoming events via multiple methods of communication (school newsletter, campus/district websites, social media) and in languages understood by parents. Parent engagement events may include College and Career Planning Events, Parent Literacy classes, Transition events (5th to 6th grade and 8th to 9th grade), Math and Literacy nights, and social-emotional learning events.

Strategy's Expected Result/Impact: By the end of May 2023, each campus will hold at least 3 parent engagement events and the district will hold at least 2 events during the 2022-2023 school year.

By the end of May 2023, each Title I Schoolwide campus will have held an Annual Title I Meeting (offered twice before November 2022) and a Spring Title I Evaluation Meeting (offered twice before June 2023), and all meeting documentation will be uploaded into the Title I electronic folder.

Staff Responsible for Monitoring: Director of Federal Programs

Strategy 3 Details

Strategy 3: Attract and Retain Highly Qualified Staff: Human Resources will develop career opportunities within Hays CISD for students, employees, and individuals from other industries who aspire to become educators.

Strategy's Expected Result/Impact: By April 2023, Hays CISD will have well articulated educator pipelines published in key communication mediums.

Staff Responsible for Monitoring: Chief Human Resources Officer

Strategy 4 Details

Strategy 4: Diversity: The Hays CISD Diversity Committee will review policies and procedures to ensure that there are no practices in place that would create barriers for any student group.

Strategy's Expected Result/Impact: By the end of May 2023, student diversity of extracurricular and academic groups will increase by 10% for underrepresented groups.

Staff Responsible for Monitoring: Deputy Academic Officers

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Completed By	Completed On
Bullying Prevention	Director of Counseling Services	10/6/2022	Stephanie Norris	10/6/2022
Communicating Student Achievement to Parents	District Academic Officers	10/5/2022	Stephanie Norris	10/5/2022
Coordinated Health Program	Director of Student Health Services	10/5/2022	Stephanie Norris	10/5/2022
Customer Service	Chief Officer of Communication	9/8/2022	Stephanie Norris	10/5/2022
Digital Learning	Director of Digital Learning	10/5/2022	Stephanie Norris	10/5/2022
Disciplinary Alternative Education Program (DAEP)	Director of Student Support Services	9/8/2022	Stephanie Norris	10/5/2022
Dropout Prevention	Director of Student Services	9/8/2022	Stephanie Norris	10/5/2022
Dyslexia Treatment Program	Director of Academic Support	10/5/2022	Stephanie Norris	10/5/2022
English Learners	Director of Multilingual Education & Migrant Programs	9/8/2022	Stephanie Norris	10/5/2022
Gifted and Talented Services	Director of Advanced Academics	9/8/2022	Stephanie Norris	10/5/2022
Homeless and Foster Care Youth Support Programs	Homeless & Foster Liaison	10/5/2022	Stephanie Norris	10/5/2022
Title I, Part C Migrant	Director of Multilingual Programs	10/5/2022	Stephanie Norris	10/5/2022
Multi-tiered System of Support (MTSS) Program	Director of Academic Support	9/8/2022	Stephanie Norris	10/5/2022
Pregnancy Related Services	PEP Coordinator	9/8/2022	Stephanie Norris	10/5/2022
School Library Programs	Director of Digital Learning	10/5/2022	Stephanie Norris	10/5/2022
Section 504 Services	Director of Academic Support	10/5/2022	Stephanie Norris	10/5/2022
Special Education Services	Executive Officer of Special Education	10/5/2022	Stephanie Norris	10/5/2022
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Support Services	9/8/2022	Stephanie Norris	10/5/2022

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

Date: October 24, 2022

Subject: Consideration and possible approval of Outside Counsel for the Hays CISD Board of Trustees

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

C. Goal or Need Addressed:

Select outside counsel for the Hays CISD Board of Trustees

D. Summary:

Previous board action relating to this item –
 Future action anticipated –
 Background information –

E. Scope of Options Reviewed:

RFQ #25-092202VL Outside Counsel for Hays CISD Board of Trustees
Number of invitations sent by Purchasing: Thirteen (13)
Number of responses received: Six (6)
Length of Contract: One-year contract from the date of award.
Reasons for rejecting alternatives:

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other: Board of Trustees

G. Administrative Recommendation:

The administration recommends approval of outside counsel for the Hays CISD Board of Trustees.

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action – Dr. Eric Wright, Superintendent
Evaluation method and time line -
Next report to the board -

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve Outside Counsel for the Hays CISD Board of Trustees, as presented.

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

Date: October 24, 2022

Subject: Consideration and possible approval of Legal Services

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

C. Goal or Need Addressed:

Select Legal Services for Hays CISD.

D. Summary:

Previous board action relating to this item –
 Future action anticipated –
 Background information –

E. Scope of Options Reviewed:

RFQ #25-092201VL Legal Services
Number of invitations sent by Purchasing: Thirteen (13)
Number of responses received: Eleven (11)
Length of Contract: One-year contract from the date of award.
Reasons for rejecting alternatives:

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other:

G. Administrative Recommendation:

The administration recommends approval of legal services for Hays CISD.

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action – Dr. Eric Wright, Superintendent
Evaluation method and time line -
Next report to the board -

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve Legal Services for Hays CISD, as presented.

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

Date: October 24, 2022

Subject: Consideration and possible approval of Pedernales Electrical Cooperative (PEC) Easement Request at the Wayside Subdivision

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 entities and developers to produce safe, desirable communities.

D. Summary:

Previous board action relating to this item –

In May 2021, the Board approved the voluntary annexation of the subject property into the City of Uhland.

In January 2022 the Board approved a ROW and public utility easement for the extension of Plum Creek Road immediately adjacent to Uhland ES.

Future action anticipated –

Background information –

The proposed Wayside Development is immediately north and contiguous to the Uhland Elementary School site and the 222 +/- acre tract owned by the District as shown in the attached documents.

The current land plan for Wayside shows 686 single family lots 40' and 45' wide, and 108 duplex lots.

The City of Uhland requested, and the Board approved, a right-of-way (ROW) for the extension of Plum Creek Road consisting of approximately 3.546 acres and a public utility easement consisting of approximately 2.384 acres (5.93 acres total) of school District property for the purpose of combining with the developer's tract and extending Plum Creek Road to the north as shown in the attached documents.

The developer will bear the costs of the road construction, utilities, sidewalks, and a safe walk path to the school.

The cost is estimated at \$991,985 for the utilities and the portion of road construction on the HCISD tract.

The language used in the public utility easement document did not contain the standard language PEC requires for the underground portion of the utility work, some of which is already in place serving the school. This action would add an additional non-exclusive easement for PEC use, which more or less overlays the public utility easement which was approved in January 2022.

E. Comments Received:

Cabinet

DLT

FBOC

Teacher Org. Reps.

Other:

F. Administrative Recommendation:

Administration recommends the Board PEC a no- exclusive utility easement

G. Fiscal Impact and Cost: Amount: To be determined for attorney's fees.

Budget

Bond

Grant/Special Funds

Other

Prior Year Spending – Not applicable

Future/Ongoing -

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Max Cleaver, Nate Wensowitch

I. Suggested Motion:

I move that the Hays CISD Board of Trustees grant a non-exclusive utility easement to PEC, and authorize the Superintendent and Board President to execute the necessary documents, as presented.

UTILITY EASEMENT

THE STATE OF TEXAS

§
§
§

KNOW ALL MEN BY THESE PRESENTS:

COUNTY OF HAYS

That HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT, by and through

__Vanessa Petrea __, in the capacity of __Board President __, and

not individually, hereinafter referred to as “Grantor” (whether one or more), for and in consideration of ONE DOLLAR (\$1.00) in hand paid by PEDERNALES ELECTRIC COOPERATIVE, INC of Johnson City, Texas, have granted, sold, and conveyed and by these presents do grant, sell, and convey unto Pedernales Electric Cooperative, Inc. a non-exclusive easement and right-of-way as hereinafter described (the “Easement”) for the purpose of an electric distribution line consisting of variable number of wires, poles (made of wood, metal or other materials), telecommunication wires, props, guys, anchors, a variable number of underground cables, conduits, primary cables, secondary conductors, enclosures, concrete pads, ground rods, ground clamps, transformers, cable terminators, cable riser shields, cutouts, lightning arrestors and all necessary or desirable appurtenances (collectively, the “Facilities”) at or near the general course which shall become fixed at the location installed by Pedernales Electric Cooperative, Inc. through, across, over and under upon the following described lands located in Hays County, Texas, to-wit:

Being 47.477 acres of land, more or less, out of the Thomas B. Westbrook Survey No. 7, Abstract No. 468, in Hays County, Texas, as described on instrument (Deed) recorded in Volume 3365, Page 790, in the Official Property Records of Hays County, Texas.

Location of right-of-way and easement hereby conveyed shall be limited to the portion of land depicted in EXHIBIT “A” attached hereto and incorporated herein for all pertinent purposes (the “Easement Property”).

Together with the right of ingress and egress over Grantor’s adjacent lands, subject to the terms set forth below, to or from said Easement Property for the purpose of constructing, reconstructing, inspecting, patrolling, hanging new wire on, maintaining and removing said lines and appurtenances; the right to relocate within the limits of said Easement Property; the right to remove from said lands all trees and parts thereof, or other obstructions which endanger or may interfere with the efficiency of said lines or their appurtenances.

Grantor warrants that Grantor is the owner of said property and has the right to execute this easement.

Grantee shall be responsible for the maintenance of the Facilities.

The following terms and conditions shall apply to this Easement:

EXISTING EASEMENTS: Grantor does not warrant or guarantee that the Easement Property is not subject to one or more pre-existing easements, covenants, conditions, mineral reservations and leases,

and other matters disclosed by the real property records of Hays County, Texas, and this Easement and the warranty of title contained herein is made subject to and subordinate to such pre-existing matters.

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 purposes of providing public utility systems, and for one year thereafter, following which the Easement Property shall automatically revert to Grantor.

ASSIGNMENT: The Easement may not be assigned, in whole or in part, by Grantee, except to another governmental unit, 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.

RIGHT OF REENTRY: As additional consideration for the conveyance contained herein, Grantee does covenant and agree that if the Easement Property is not used for the delivery of at least one utility service by the second anniversary of the execution of this instrument, Grantor shall have the right to reenter and reclaim said Easement Property free and clear of this Easement. Grantee may request that Grantor execute a document declaring that the requirement of use for utility service has been satisfied upon a showing that the Easement Property is, prior to reentry by Grantor, being used for the purpose set forth herein by at least one public utility provider.

TO HAVE AND TO HOLD the above described easement and rights unto Pedernales Electric Cooperative, Inc. and their successors and assigns, until said line shall be abandoned.

Grantor, Grantor’s heirs and legal representatives do hereby bind themselves to warrant and forever defend all and singular the above described easement and rights unto Pedernales Electric Cooperative, Inc. their successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof by, through, and under Grantor, but not otherwise.

WITNESS my hand this _____ day of _____, 20____.

(Printed Corporate or Business Name)

By: _____
(Printed General Partner or Manager Name)

(Signature)

THE STATE OF TEXAS

COUNTY OF _____

BEFORE ME, the undersigned authority, on this day personally appeared

_____, acting on behalf of _____
(Printed Name) (Printed Corporate or Business Name)

and known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged that they executed the same on behalf of said Business or Corporation for the purposes and consideration therein expressed.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this ____ day of _____, 20 ____.

Notary Public in and for
The State of Texas

Please Return to:

Pedernales Electric Cooperative
Kyle Planning Department
1810 FM 150 West
Kyle, Texas 78640

MATCH LINE SEE THIS SHEET

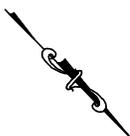
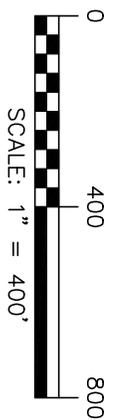
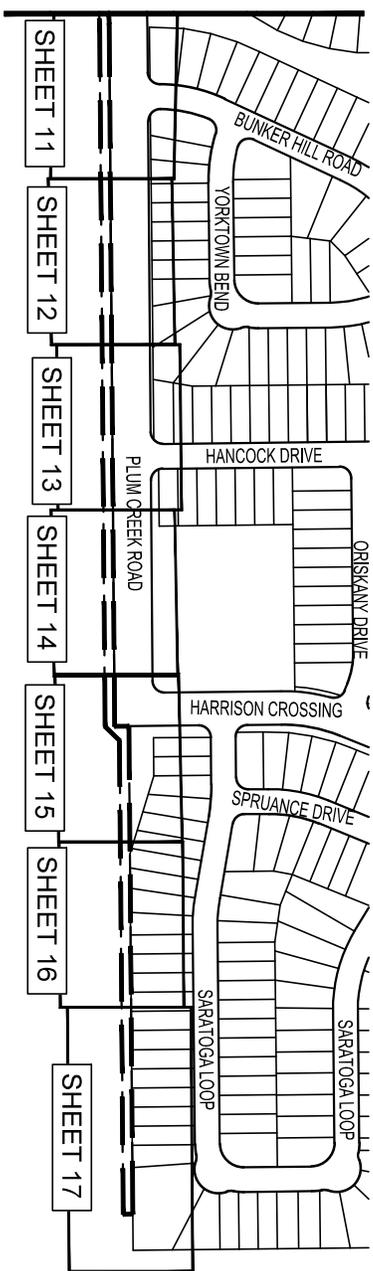
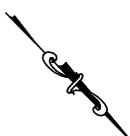
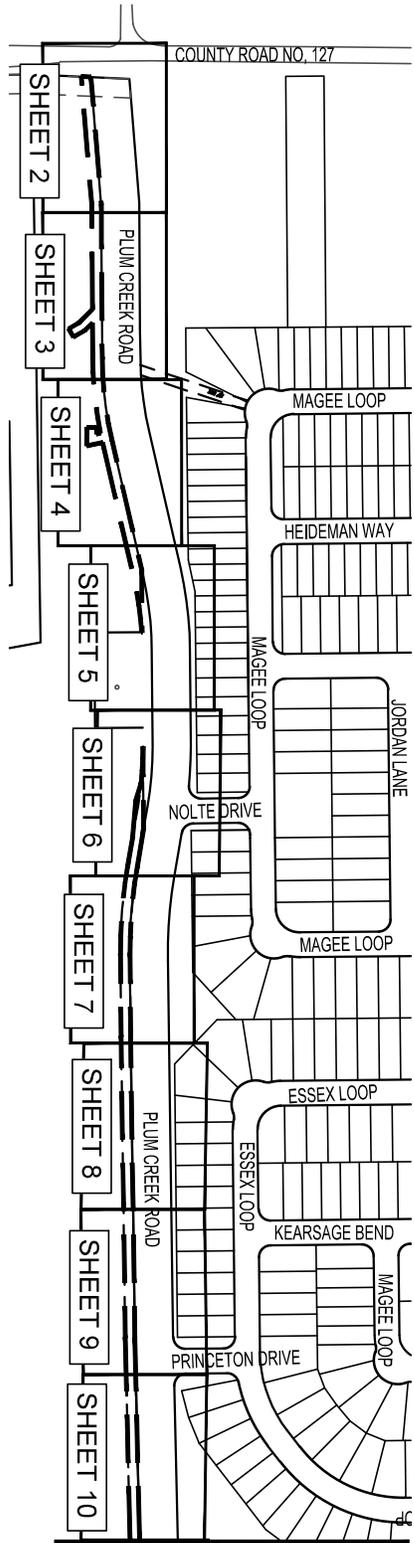


EXHIBIT "A"

LEGEND
 - - - P.E.C. EASEMENT



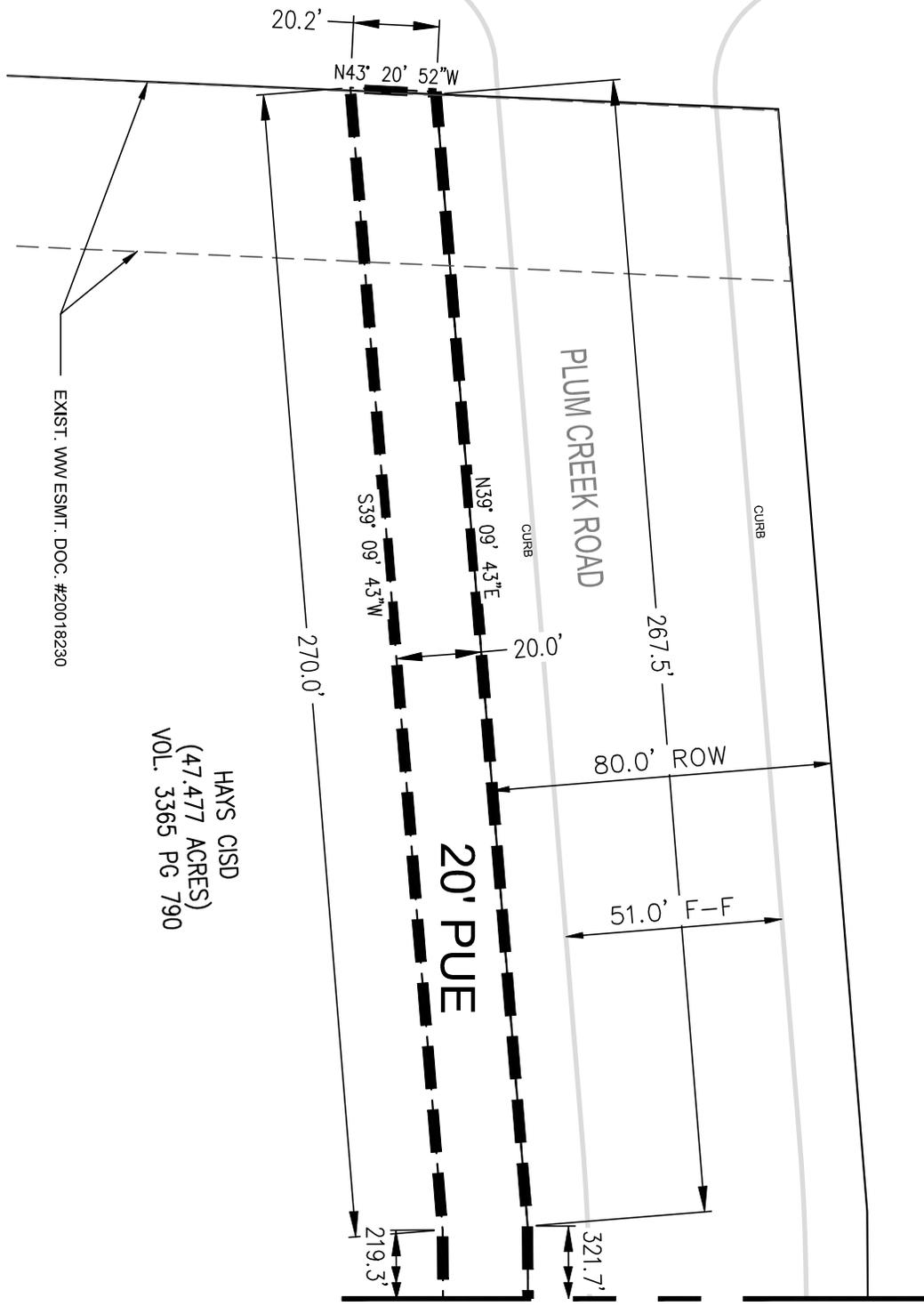
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SHEET NAME: OVERALL PEC EASEMENT EXHIBIT (1 OF 17)		DATE: SEPTEMBER 2022
PROJECT #: 5342	PROJECT: WAYSIDE	90

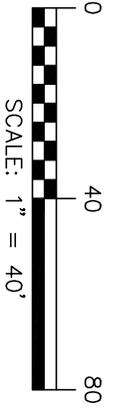


Carlson, Brigrance & Doering, Inc.
 Civil Engineering ♦ Surveying
 FIRM ID #F3791
 Main Office: 5501 West William Cannon Dr. Austin, Texas 78749
 North Office: 12129 RR 620 N., Ste. 600 Austin, Texas 78750
 Phone No. (512) 280-5160 Fax No. (512) 280-5165

EXISTING HIGH ROAD - COUNTY
ROAD NO. 127 - R.O.W. VARIES)



LEGEND
 P.E.C. EASEMENT



SCOTT S.R. FAMILY, LP.
 (3.763 ACRES)
 (NO RECORD INFO)

HAYS CISD
 (47.477 ACRES)
 VOL. 3365 PG 790

EXIST. WWSMT. DOC. #20018230

MATCH LINE SEE SHEET 3

SHEET NAME:
 PEC EASEMENT EXHIBIT (2 OF 17)

DATE:
 SEPTEMBER
 2022

PROJECT #:
 5342

PROJECT:
 WAYSIDE

91



Carlson, Brigrance & Doering, Inc.
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 Phone No. (512) 280-5160 Fax No. (512) 280-5165

MATCH LINE SEE SHEET 2

LEGEND
 P.E.C. EASEMENT

Curve Table			
Curve #	Length	Radius	Delta
C1	177.114	810.000	012.5283
C2	172.741	790.000	012.5283



80' ROW

51.0' F-F

321.7'

20' PUE

PLUM CREEK ROAD

PROPERTY BOUNDARY

curb

curb

MATCH LINE SEE SHEET 4

219.3'

S43° 23' 49" W

N43° 23' 49" E

28.1'

22.9'

23.9'

27.0'

20.0'

40.4'

HAYS CISD
 (47.477 ACRES)
 VOL. 3365 PG 790

SHEET NAME:

PEC EASEMENT EXHIBIT (3 OF 17)

DATE:

SEPTEMBER 2022

PROJECT #:

5342

PROJECT:

WAYSIDE

92



Carlson, Brigrance & Doering, Inc.

Civil Engineering ♦ Surveying

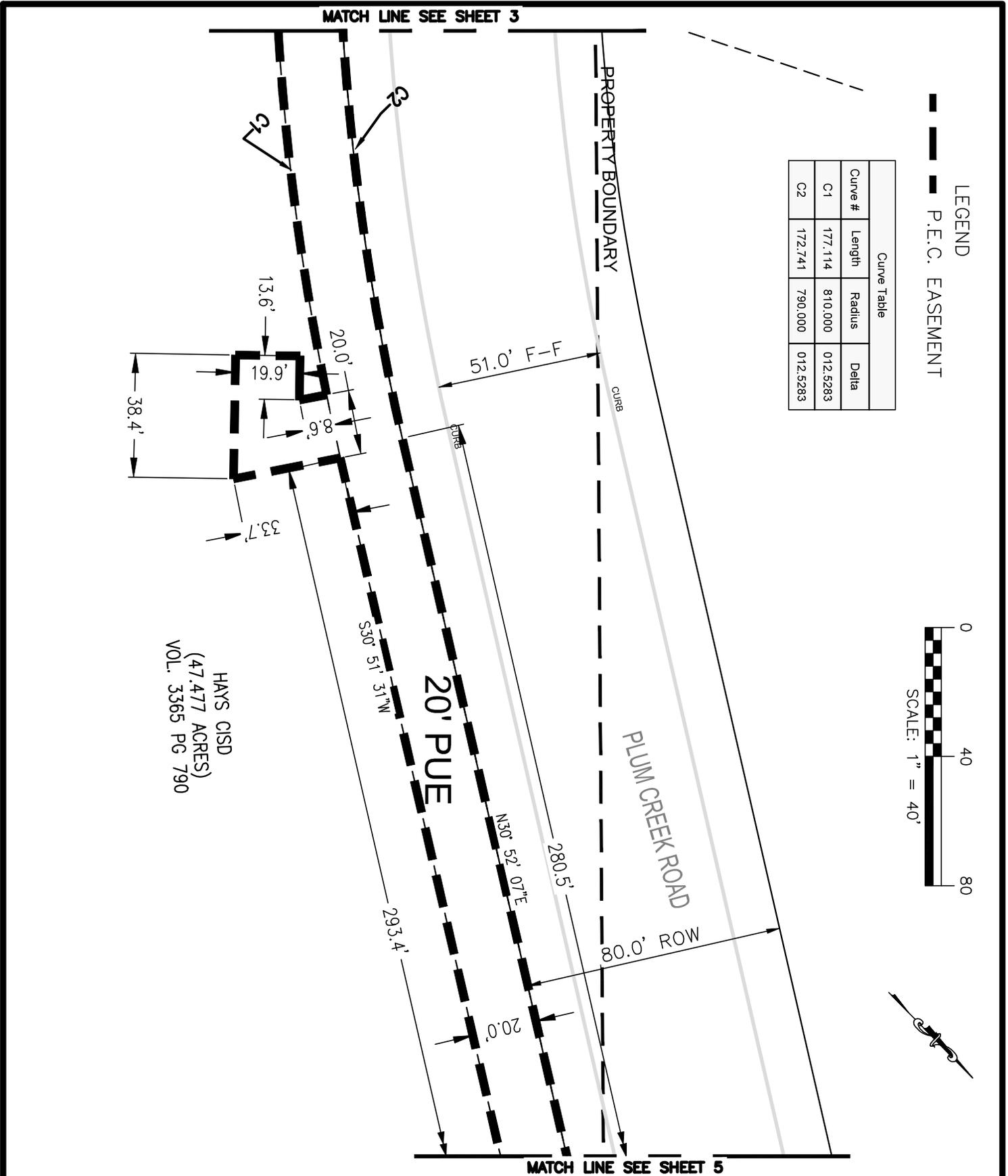
FIRM ID #F3791

Main Office
 5501 West William Cannon Dr.
 Austin, Texas 78749

North Office
 12129 RR 620 N., Ste. 600
 Austin, Texas 78750

Phone No. (512) 280-5160

Fax No. (512) 280-5165



SHEET NAME: PEC EASEMENT EXHIBIT (4 OF 17)		DATE: SEPTEMBER 2022	 <p>Carlson, Brigrance & Doering, Inc. Civil Engineering ♦ Surveying</p>
PROJECT #: 5342	PROJECT: WAYSIDE	93	
		FIRM ID #F3791 Main Office: 5501 West William Cannon Dr., Austin, Texas 78749 North Office: 12129 RR 620 N., Ste. 600, Austin, Texas 78750 Phone No. (512) 280-5160 Fax No. (512) 280-5165	

THE STATE OF TEXAS

COUNTY OF _____

BEFORE ME, the undersigned authority, on this day personally appeared

_____, acting on behalf of _____
(Printed Name) (Printed Corporate or Business Name)

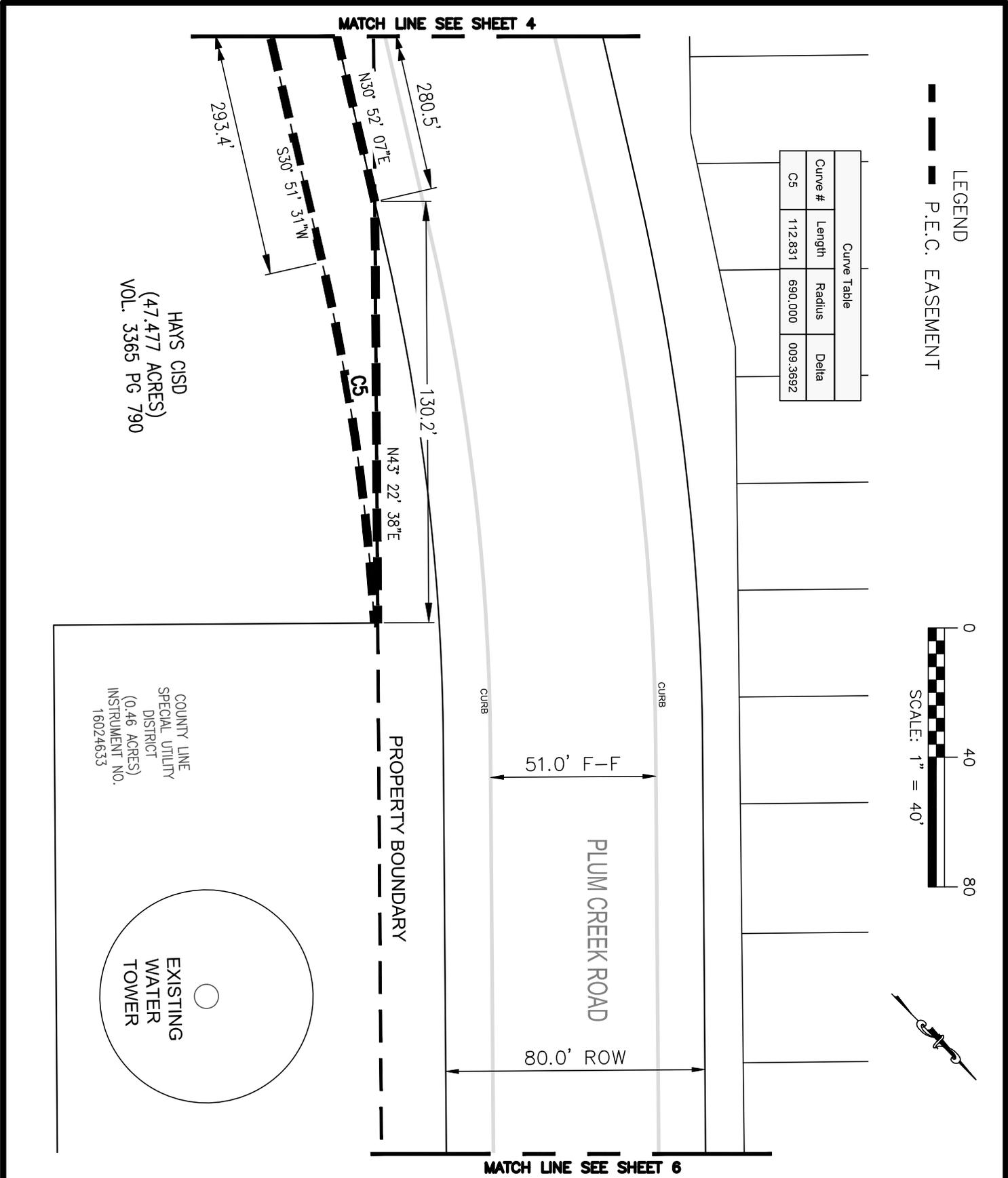
and known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged that they executed the same on behalf of said Business or Corporation for the purposes and consideration therein expressed.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this ____ day of _____, 20 ____.

Notary Public in and for
The State of Texas

Please Return to:

Pedernales Electric Cooperative
Kyle Planning Department
1810 FM 150 West
Kyle, Texas 78640

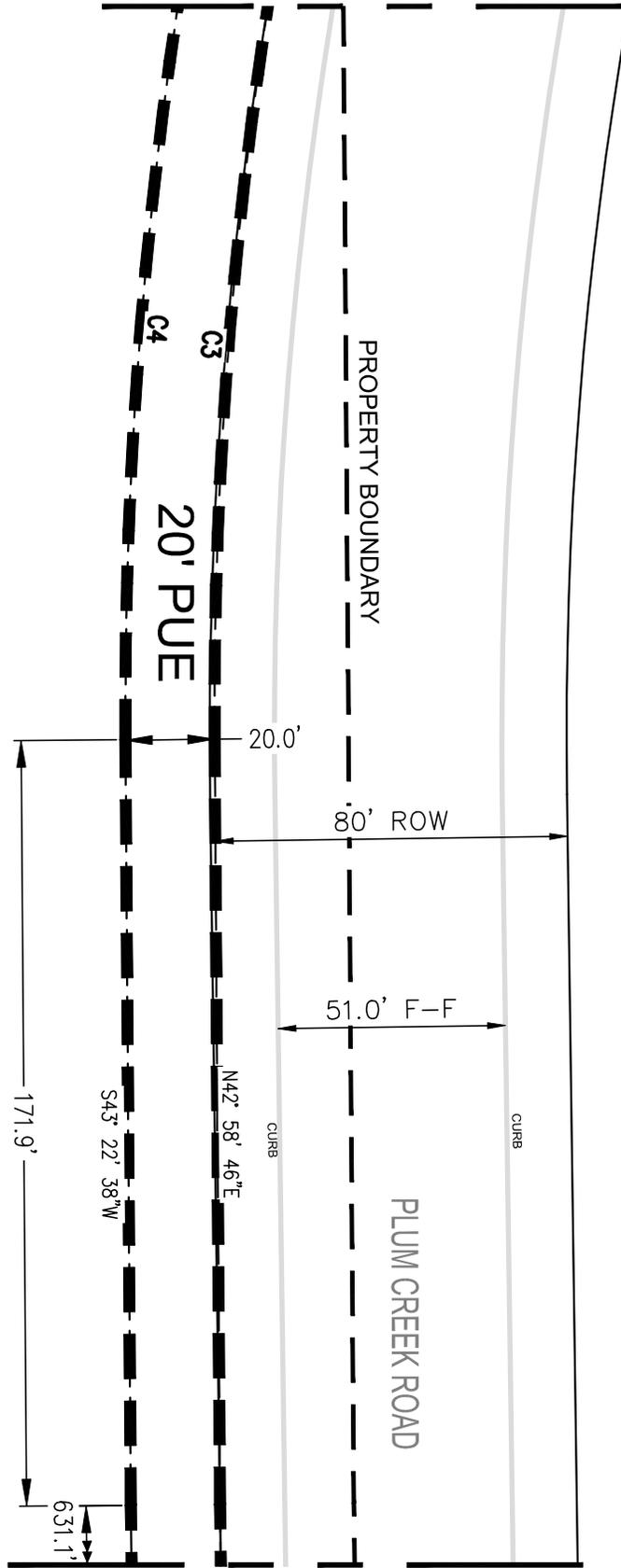


SHEET NAME: PEC EASEMENT EXHIBIT (5 OF 17)		DATE: SEPTEMBER 2022	 Carlson, Brigrance & Doering, Inc. Civil Engineering ♦ Surveying FIRM ID #F3791 Main Office: 5501 West William Cannon Dr., Austin, Texas 78749 North Office: 12129 RR 620 N., Ste. 600, Austin, Texas 78750 Phone No. (512) 280-5160 Fax No. (512) 280-5165
PROJECT #: 5342	PROJECT: WAYSIDE	95	

MATCH LINE SEE SHEET 6

LEGEND
 - - - P.E.C. EASEMENT

Curve Table			
C3	184.418	1040.000	010.1600
C4	187.964	1060.000	010.1600



HAYS CISD
 (47.477 ACRES)
 VOL. 3365 PG 790

MATCH LINE SEE SHEET 8

SHEET NAME:
 PEC EASEMENT EXHIBIT (7 OF 17)

DATE:
 SEPTEMBER
 2022

PROJECT #:
 5342

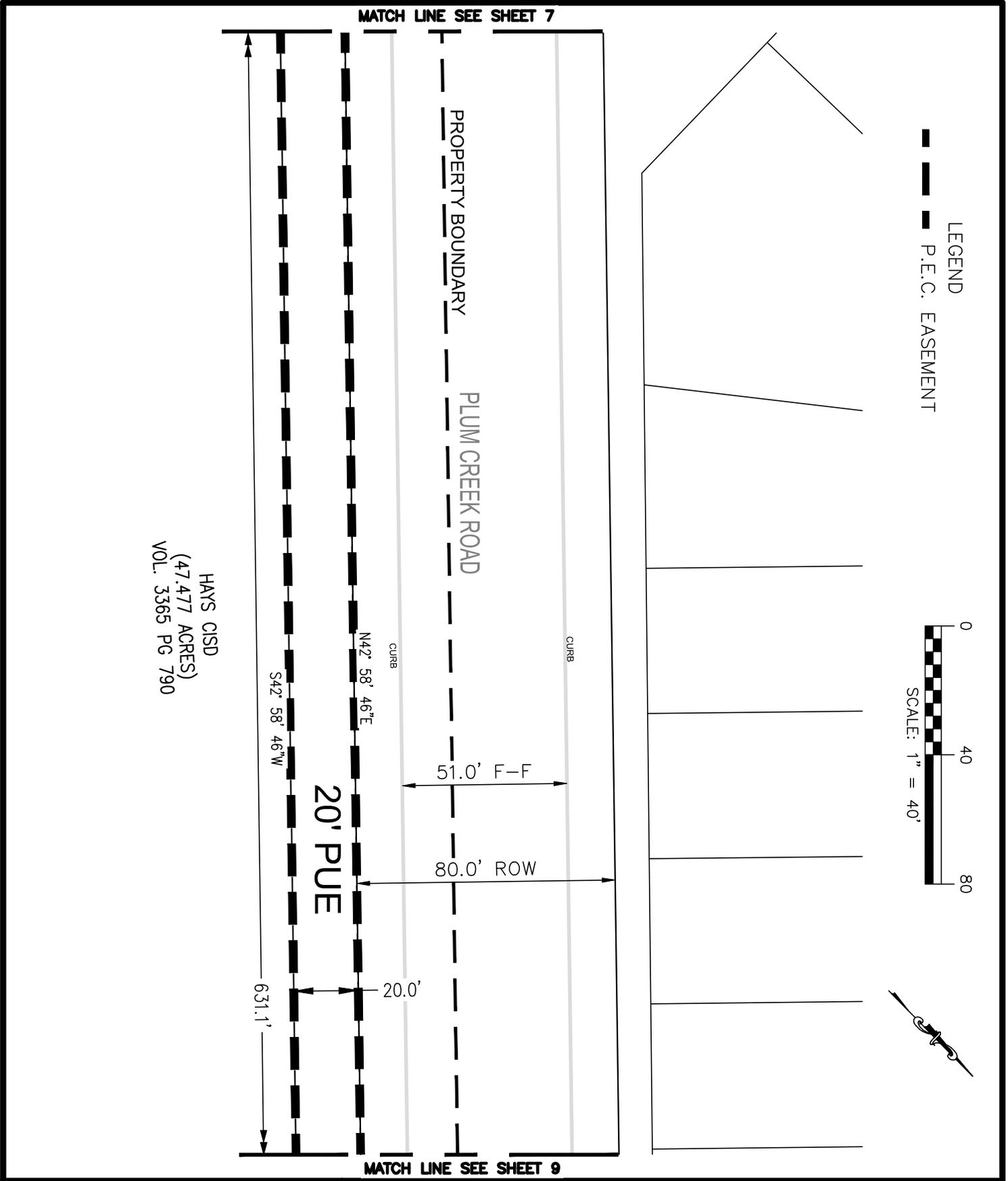
PROJECT:
 WAYSIDE

97



Carlson, Brigrance & Doering, Inc.
 Civil Engineering ♦ Surveying

FIRM ID #F3791
 Main Office: 5501 West William Cannon Dr., Austin, Texas 78749
 North Office: 12129 RR 620 N., Ste. 600, Austin, Texas 78750
 Phone No. (512) 280-5160 Fax No. (512) 280-5165



SHEET NAME:
 PEC EASEMENT EXHIBIT (8 OF 17)

DATE:
 SEPTEMBER
 2022

Carlson, Brigrance & Doering, Inc.
 Civil Engineering ♦ Surveying

PROJECT #:
 5342

PROJECT:
 WAYSIDE

98



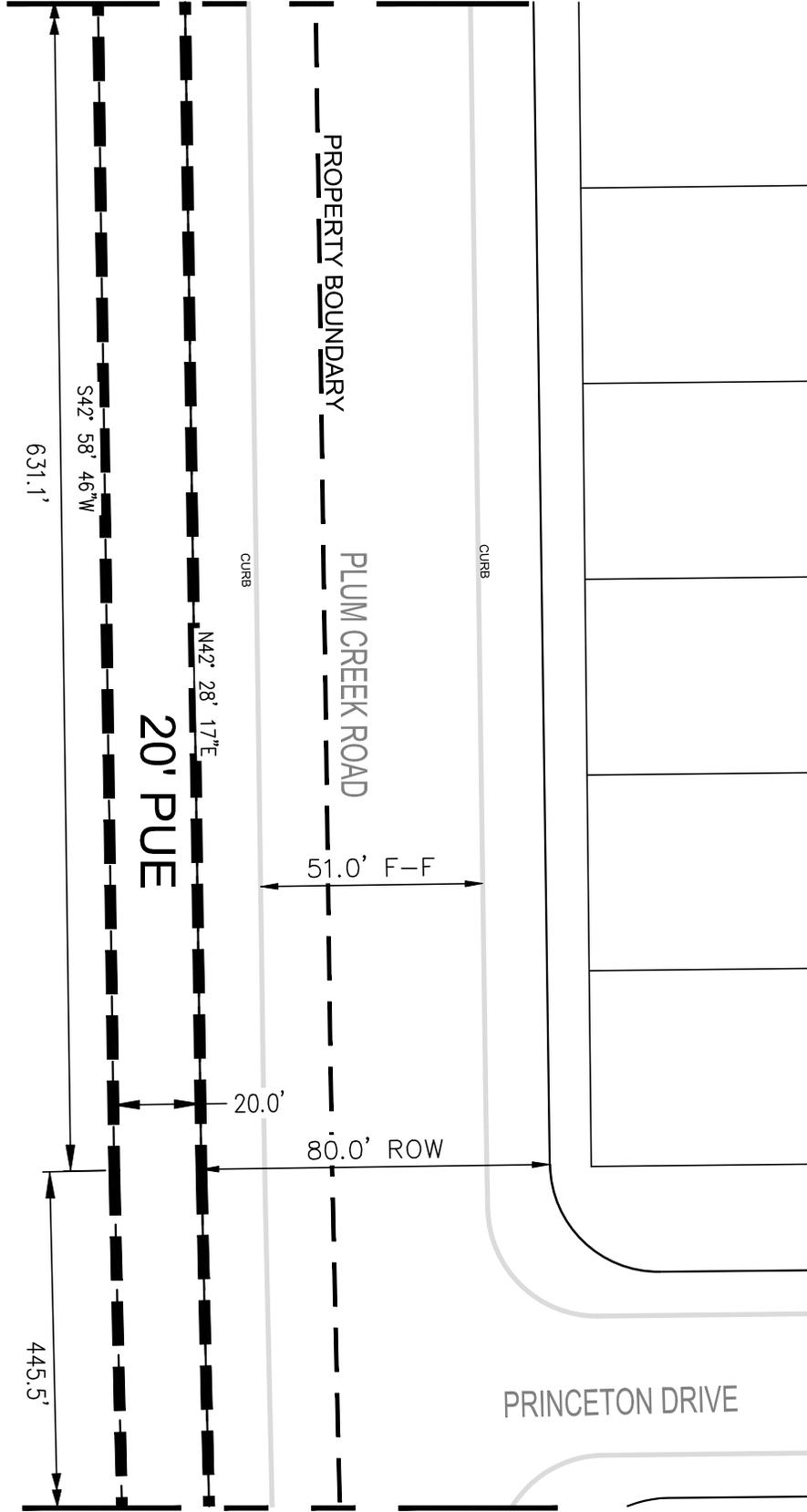
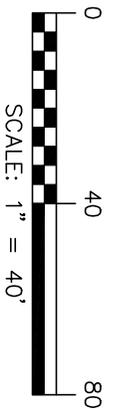
FIRM ID #F3791

Main Office: 5501 West William Cannon Dr., Austin, Texas 78749
 North Office: 12129 RR 620 N., Ste. 600, Austin, Texas 78750

Phone No. (512) 280-5160 Fax No. (512) 280-5165

MATCH LINE SEE SHEET 8

LEGEND
 P.E.C. EASEMENT



MATCH LINE SEE SHEET 10

HAYS CISD
 (47.477 ACRES)
 VOL. 3365 PG 790

20' PUE

SHEET NAME:
 PEC EASEMENT EXHIBIT (9 OF 17)

DATE:
 SEPTEMBER
 2022

PROJECT #:
 5342

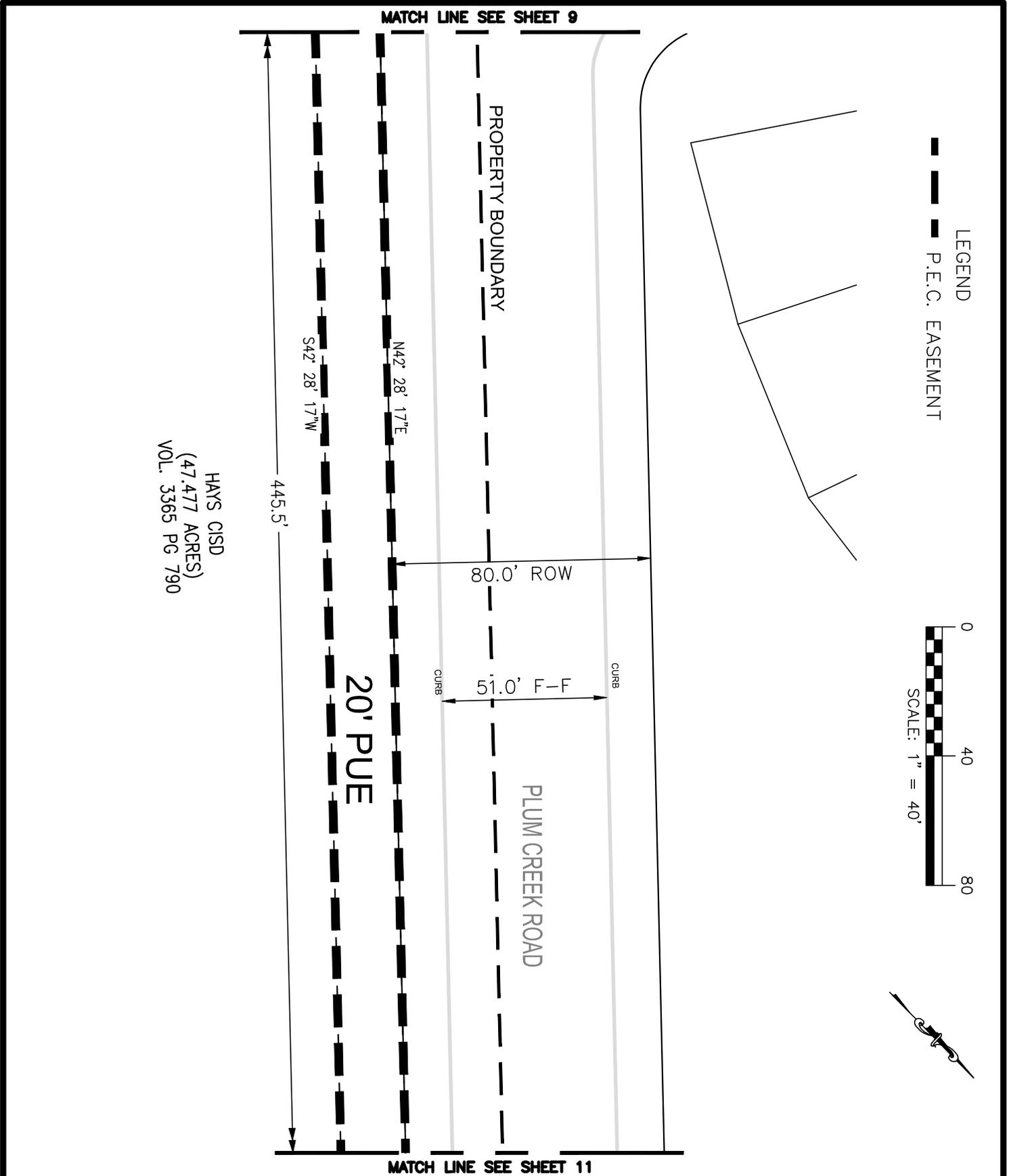
PROJECT:
 WAYSIDE

99

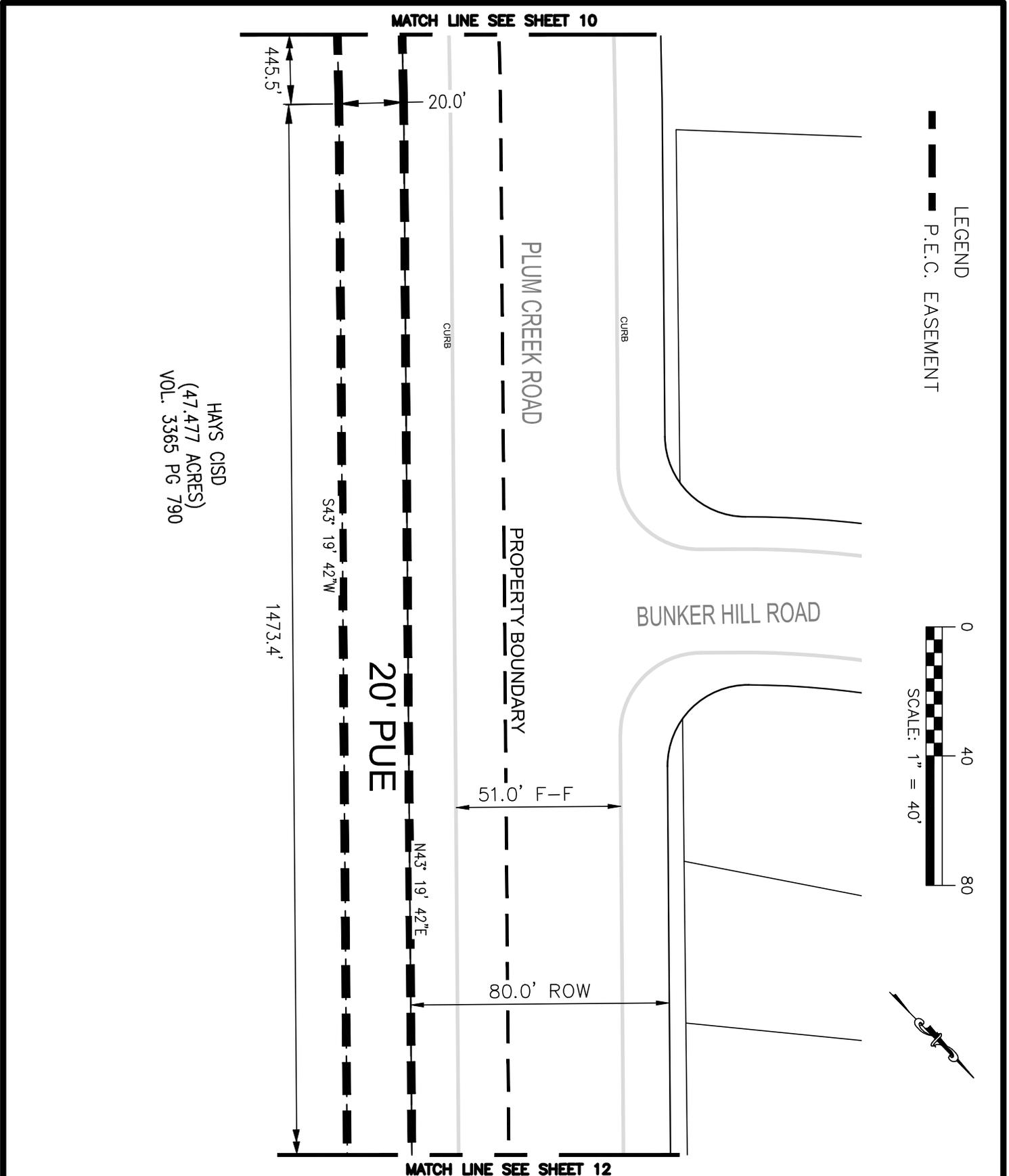


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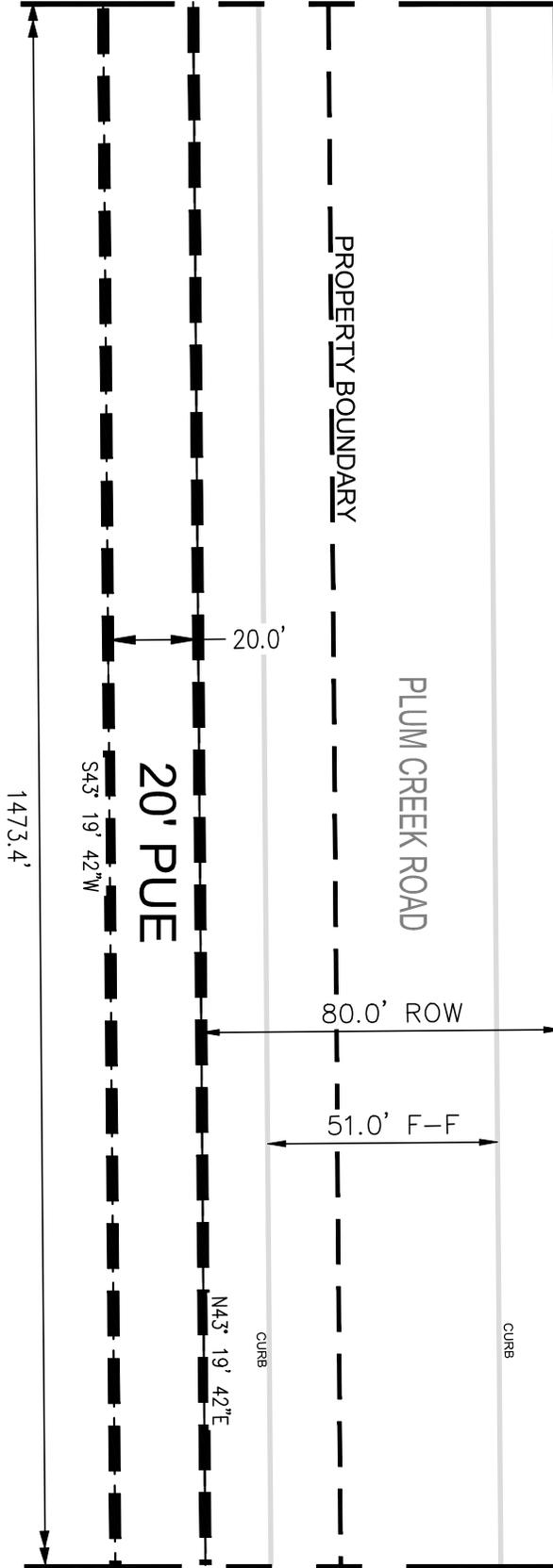
SHEET NAME: PEC EASEMENT EXHIBIT (10 OF 17)		DATE: SEPTEMBER 2022	 <p>Carlson, Brigrance & Doering, Inc. Civil Engineering ♦ Surveying</p>
PROJECT #: 5342	PROJECT: WAYSIDE	100	
		FIRM ID #F3791 Main Office: 5501 West William Cannon Dr., Austin, Texas 78749 North Office: 12129 RR 620 N., Ste. 600, Austin, Texas 78750 Phone No. (512) 280-5160 Fax No. (512) 280-5165	



SHEET NAME: PEC EASEMENT EXHIBIT (11 OF 17)		DATE: SEPTEMBER 2022	 <p>Carlson, Brigrance & Doering, Inc. Civil Engineering ♦ Surveying</p>
PROJECT #: 5342	PROJECT: WAYSIDE	101	

MATCH LINE SEE SHEET 11

HAYS CISD
(47.477 ACRES)
VOL. 3365 PG 790



LEGEND
 P.E.C. EASEMENT



MATCH LINE SEE SHEET 13

SHEET NAME:
PEC EASEMENT EXHIBIT (12 OF 17)

DATE:
SEPTEMBER
2022

PROJECT #:
5342

PROJECT:
WAYSIDE

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Carlson, Brigrance & Doering, Inc.

Civil Engineering ♦ Surveying

FIRM ID #F3791

Main Office
5501 West William Cannon Dr.
Austin, Texas 78749

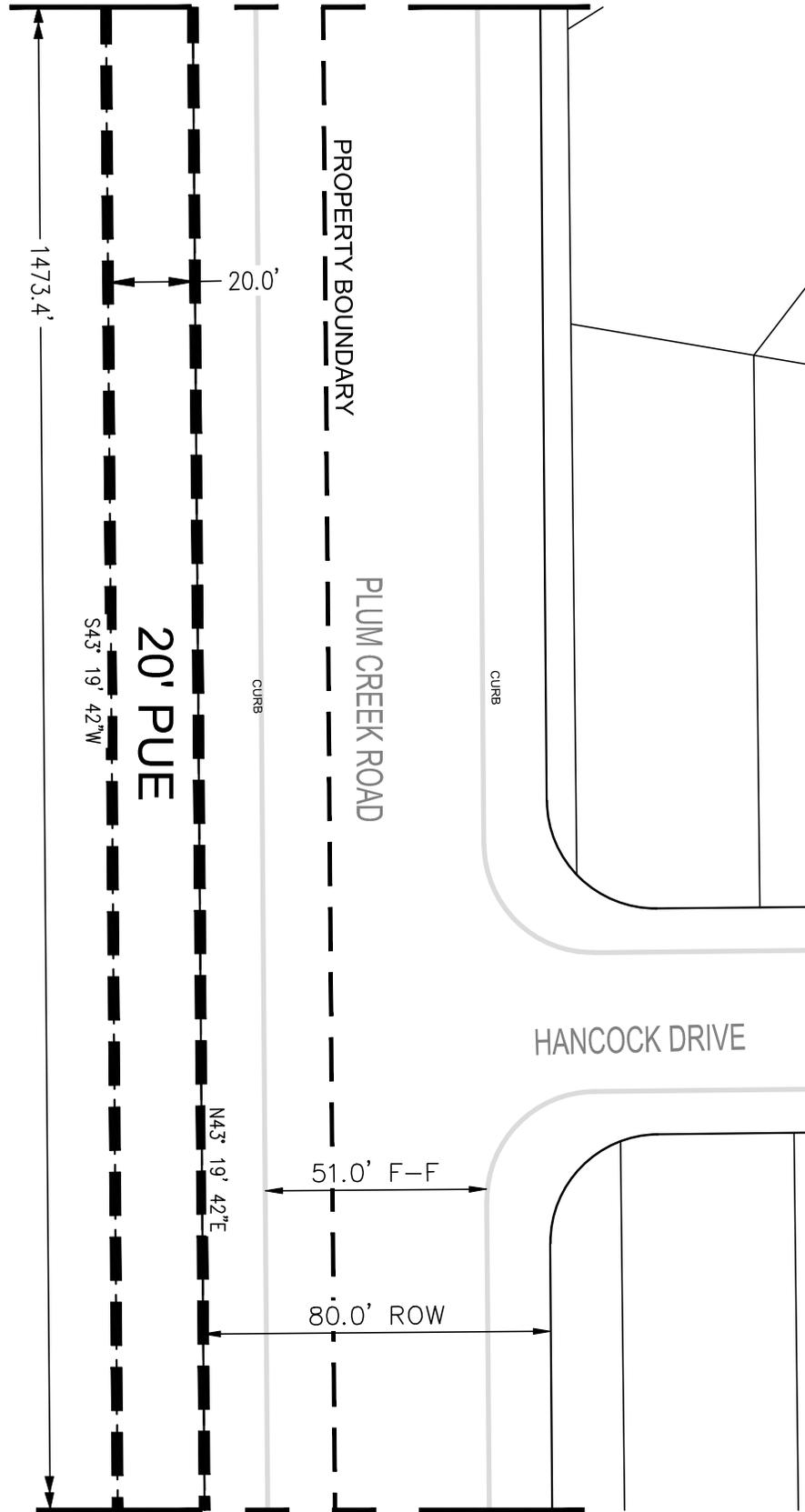
North Office
12129 RR 620 N., Ste. 600
Austin, Texas 78750

Phone No. (512) 280-5160

Fax No. (512) 280-5165

MATCH LINE SEE SHEET 12

LEGEND
 - - - - - P.E.C. EASEMENT



HAYS CISD
 (47.477 ACRES)
 VOL. 3365 PG 790

MATCH LINE SEE SHEET 14

SHEET NAME:
 PEC EASEMENT EXHIBIT (13 OF 17)

DATE:
 SEPTEMBER
 2022

PROJECT #:
 5342

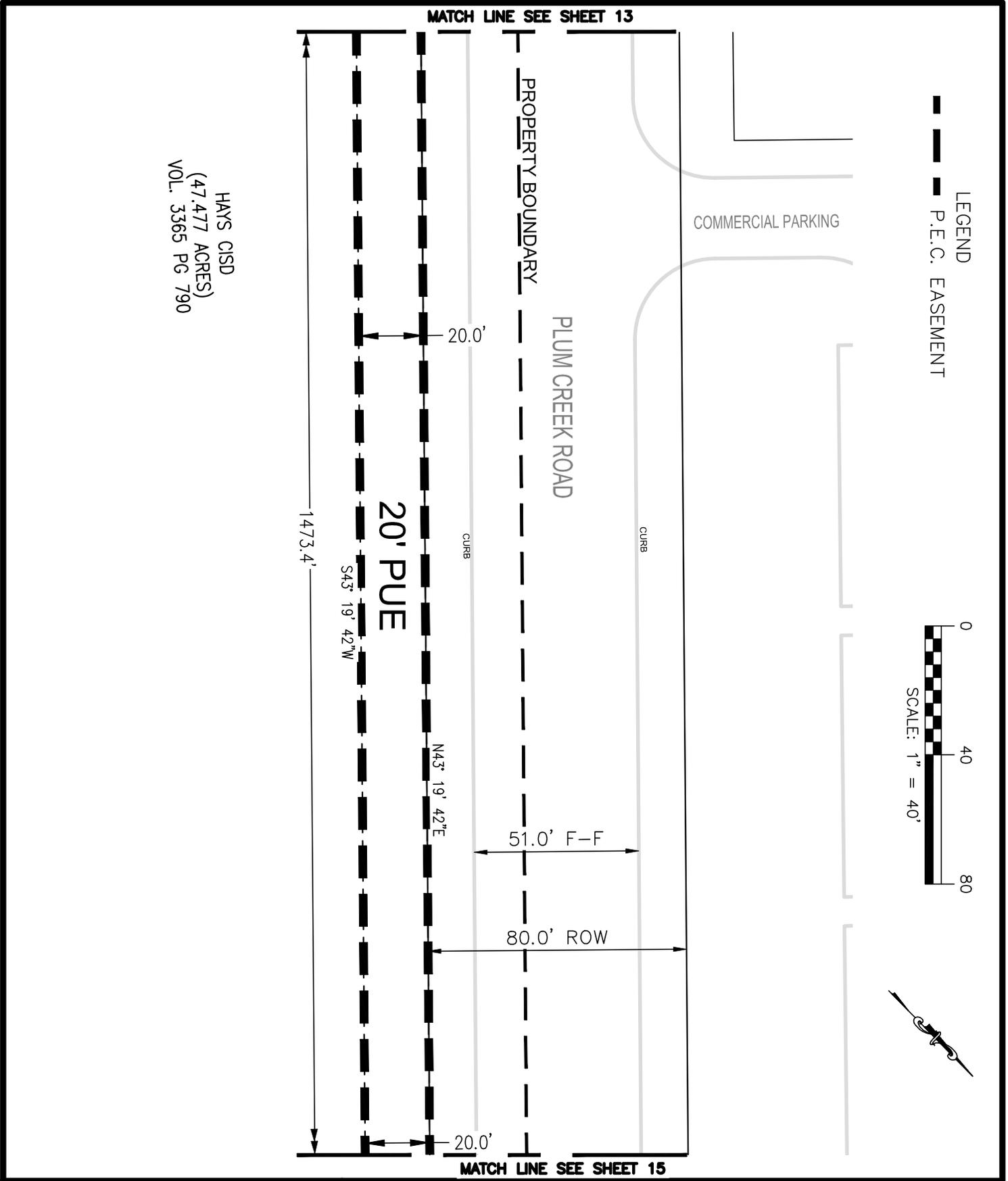
PROJECT:
 WAYSIDE

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Carlson, Brigrance & Doering, Inc.
 Civil Engineering ♦ Surveying

FIRM ID #F3791
 Main Office: 5501 West William Cannon Dr., Austin, Texas 78749
 North Office: 12129 RR 620 N., Ste. 600, Austin, Texas 78750
 Phone No. (512) 280-5160 Fax No. (512) 280-5165



SHEET NAME:
 PEC EASEMENT EXHIBIT (14 OF 17)

DATE:
 SEPTEMBER
 2022

Carlson, Brigrance & Doering, Inc.
 Civil Engineering ♦ Surveying

PROJECT #:
 5342

PROJECT:
 WAYSIDE

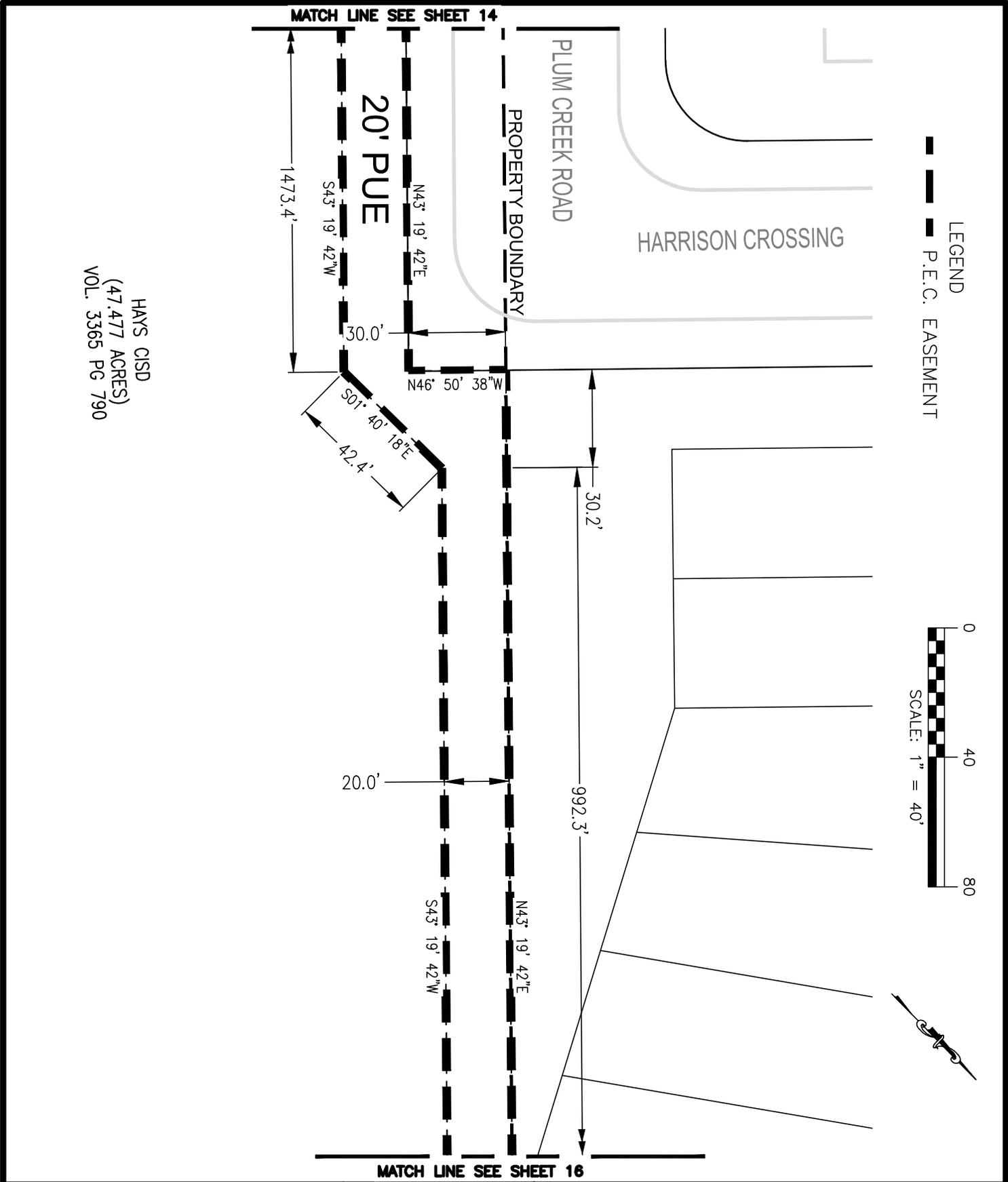
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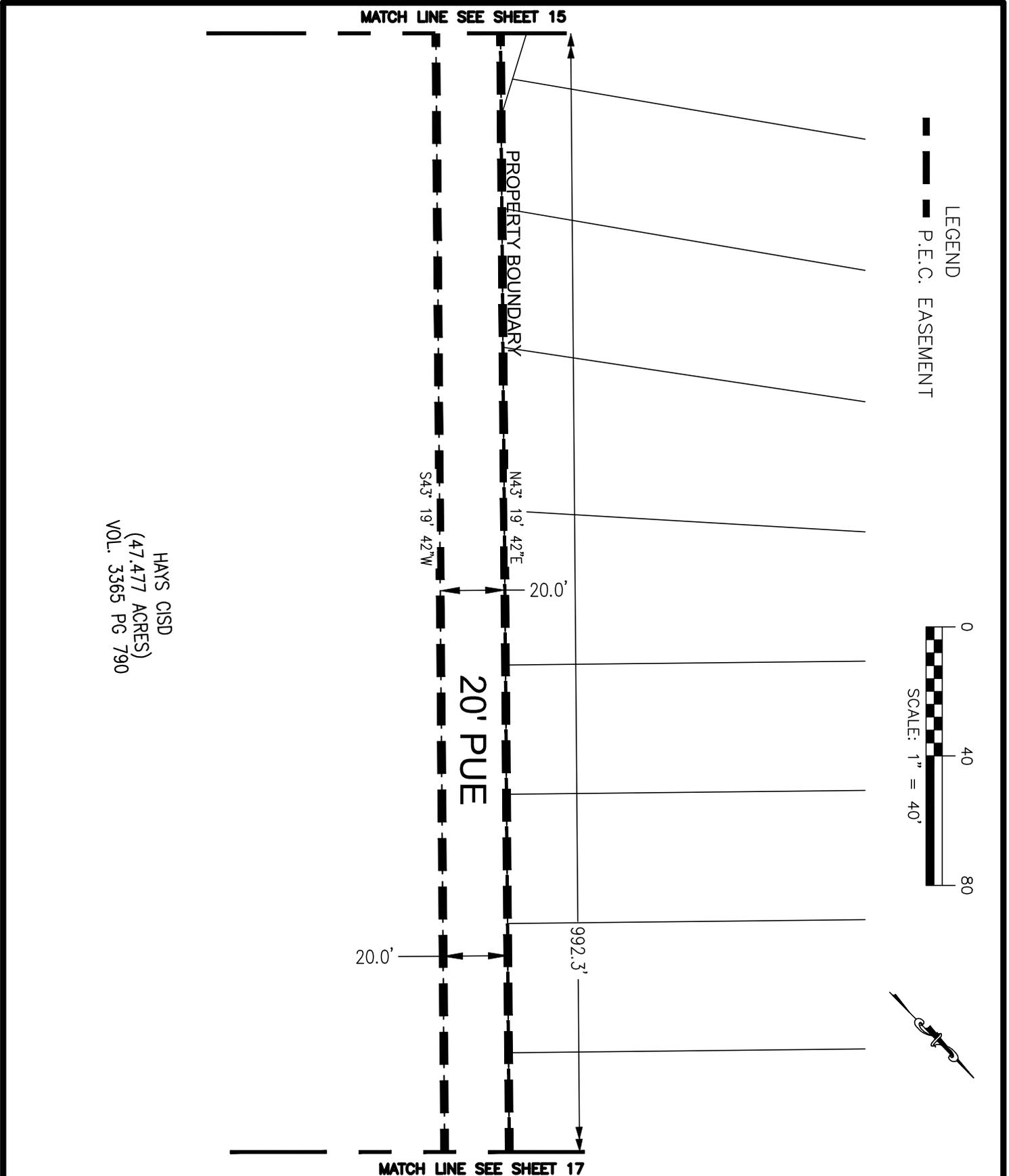
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Main Office: 5501 West William Cannon Dr., Austin, Texas 78749
 North Office: 12129 RR 620 N., Ste. 600, Austin, Texas 78750

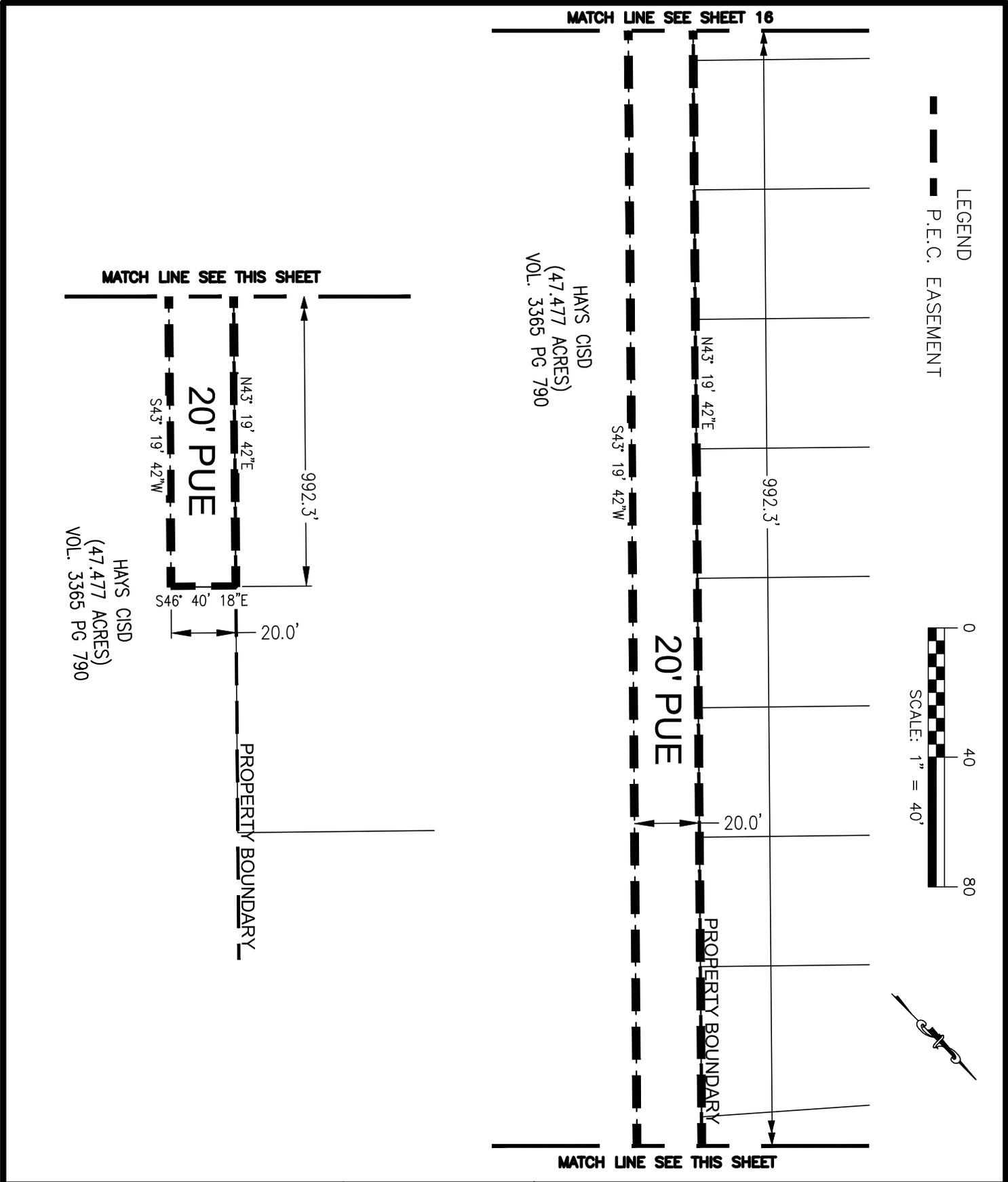
Phone No. (512) 280-5160 Fax No. (512) 280-5165



SHEET NAME: PEC EASEMENT EXHIBIT (15 OF 17)		DATE: SEPTEMBER 2022	 Carlson, Brigrance & Doering, Inc. Civil Engineering ♦ Surveying FIRM ID #F3791 Main Office: 5501 West William Cannon Dr., Austin, Texas 78749 North Office: 12129 RR 620 N., Ste. 600, Austin, Texas 78750 Phone No. (512) 280-5160 Fax No. (512) 280-5165
PROJECT #: 5342	PROJECT: WAYSIDE	105	



SHEET NAME: PEC EASEMENT EXHIBIT (16 OF 17)		DATE: SEPTEMBER 2022		Carlson, Brigrance & Doering, Inc. Civil Engineering ♦ Surveying
PROJECT #: 5342	PROJECT: WAYSIDE	106		
		FIRM ID #F3791		Main Office 5501 West William Cannon Dr. Austin, Texas 78749 Phone No. (512) 280-5160
		North Office 12129 RR 620 N., Ste. 600 Austin, Texas 78750 Fax No. (512) 280-5165		



SHEET NAME:
PEC EASEMENT EXHIBIT (17 OF 17)

DATE:
SEPTEMBER
2022

PROJECT #:
5342

PROJECT:
WAYSIDE PHASE 1

107

Carlson, Brigrance & Doering, Inc.
 Civil Engineering ♦ Surveying

FIRM ID #F3791

Main Office 5501 West William Cannon Dr. Austin, Texas 78749	North Office 12129 RR 620 N., Ste. 600 Austin, Texas 78750
Phone No. (512) 280-5160	Fax No. (512) 280-5165

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

Date: October 24, 2022

Subject: Consideration and possible adoption of changes to School Attendance Zones affecting no currently enrolled students

Administrator Responsible/Position: Tim Savoy, Chief Information Officer and Max Cleaver, Chief Operations Officer

Purpose of Agenda Item:

Action needed Information only Receive input

Authority for This Action:

Local Policy – FC(LOCAL) Law or Rule N/A

Goal or Need Addressed:

The goal is to adjust school attendance zones to more closely align with property boundaries as proposed by Hays CISD demographer, PASA.

Summary:

Previous board action relating to this item - Ongoing
 Future action anticipated - Monthly
 Background information – These attendance zone changes are authorized by FC(LOCAL) allowing an attendance zone change to occur without empaneling an attendance zone committee. No attendance zone committee was empaneled to recommend these specific changes. This recommendation was recommended by administration.

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 adoption of the attendance zone changes, as presented.

Fiscal Impact and Cost: N/A

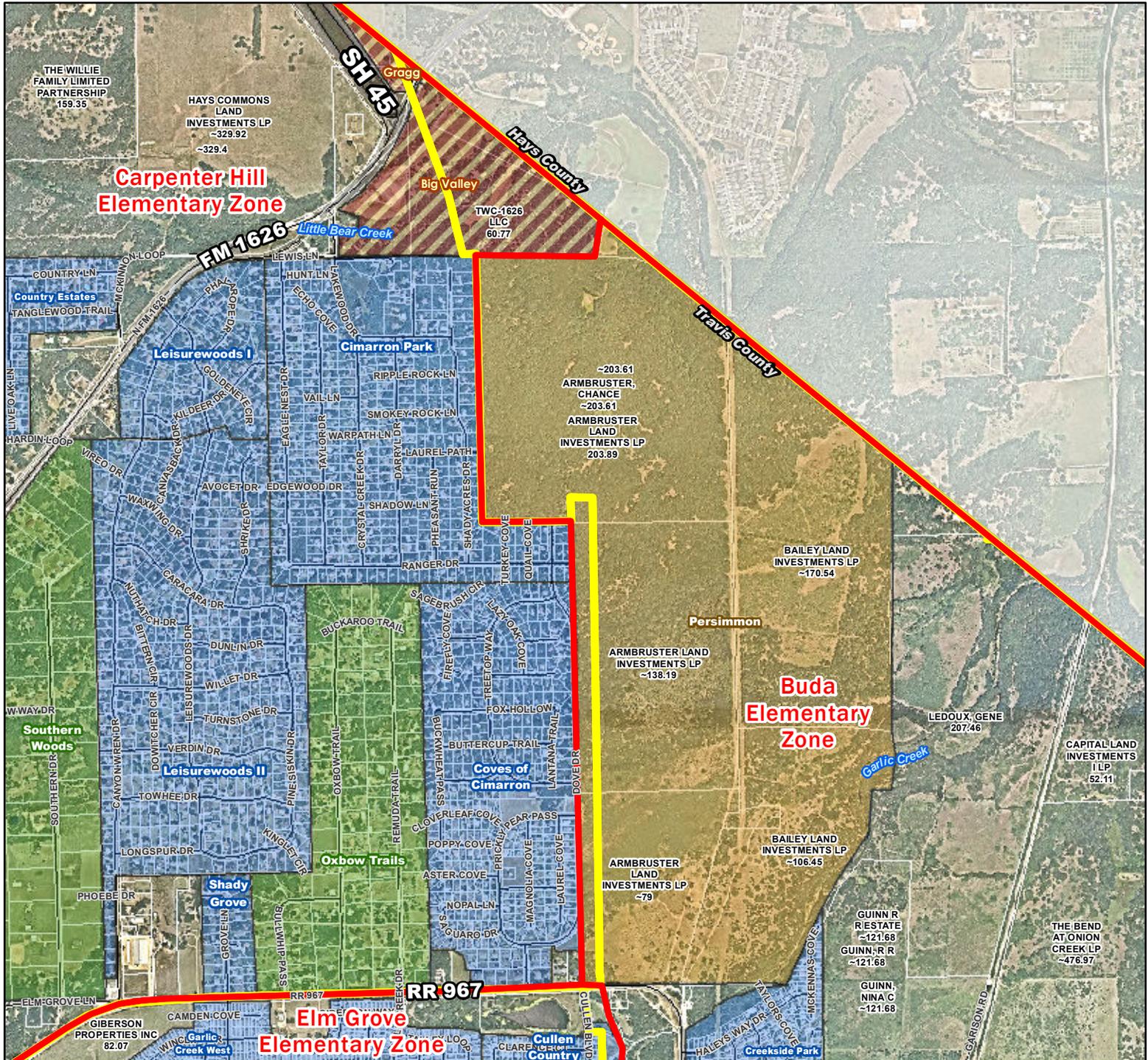
Suggested Motion:

I move that the Hays CISD Board of Trustees adopt the changes to Hays CISD school attendance zones, as recommended.

Elementary Zones: Carpenter Hill and Buda



This proposed adjustment moves the current boundary (yellow) to follow the property lines/boundary between Coves of Cimarron and Persimmon subdivisions and to include the entire Big Valley mixed use development (fronting FM 1626) in the Carpenter Hill zone (red).

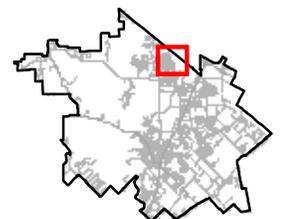


Elementary Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
 District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

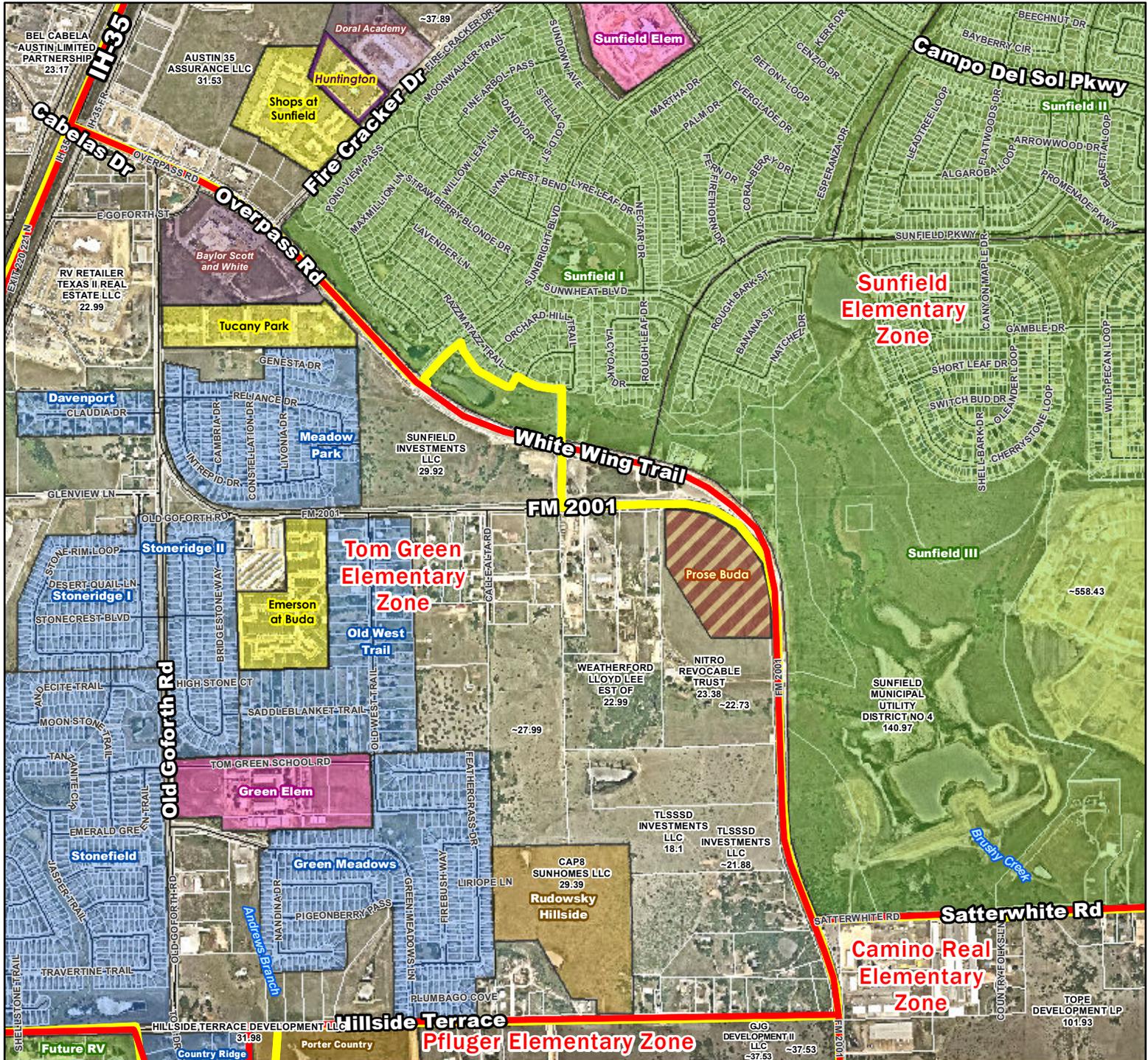
Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted



Elementary Zones: Sunfield and Tom Green



This proposed adjustment moves the current boundary (yellow) to follow White Wing Trail (red).

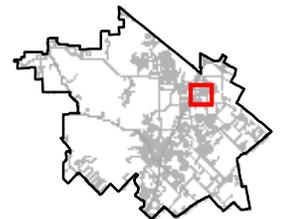
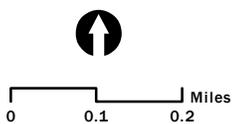


Elementary Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
 District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

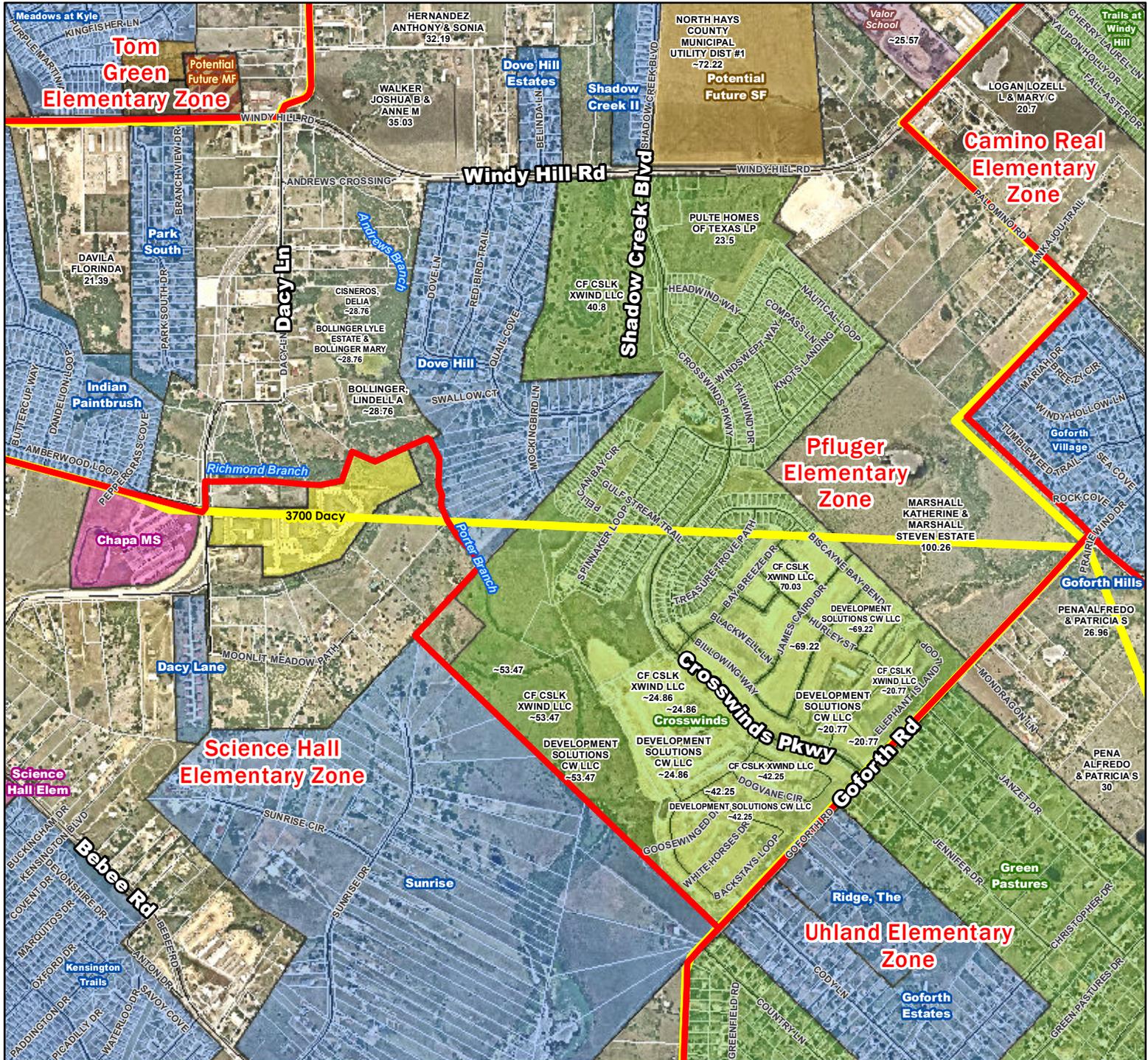
Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted



Elementary Zones: Pfluger and Science Hall



This proposed adjustment moves the current boundary (yellow) to include 3700 Darcy apartments entirely in the Science Hall zone and Crosswinds entirely in the Pfluger zone. It also moves the boundary to follow the property boundaries (red).

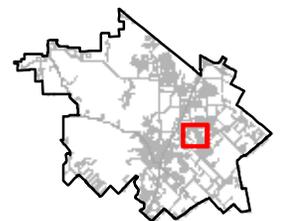


Elementary Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

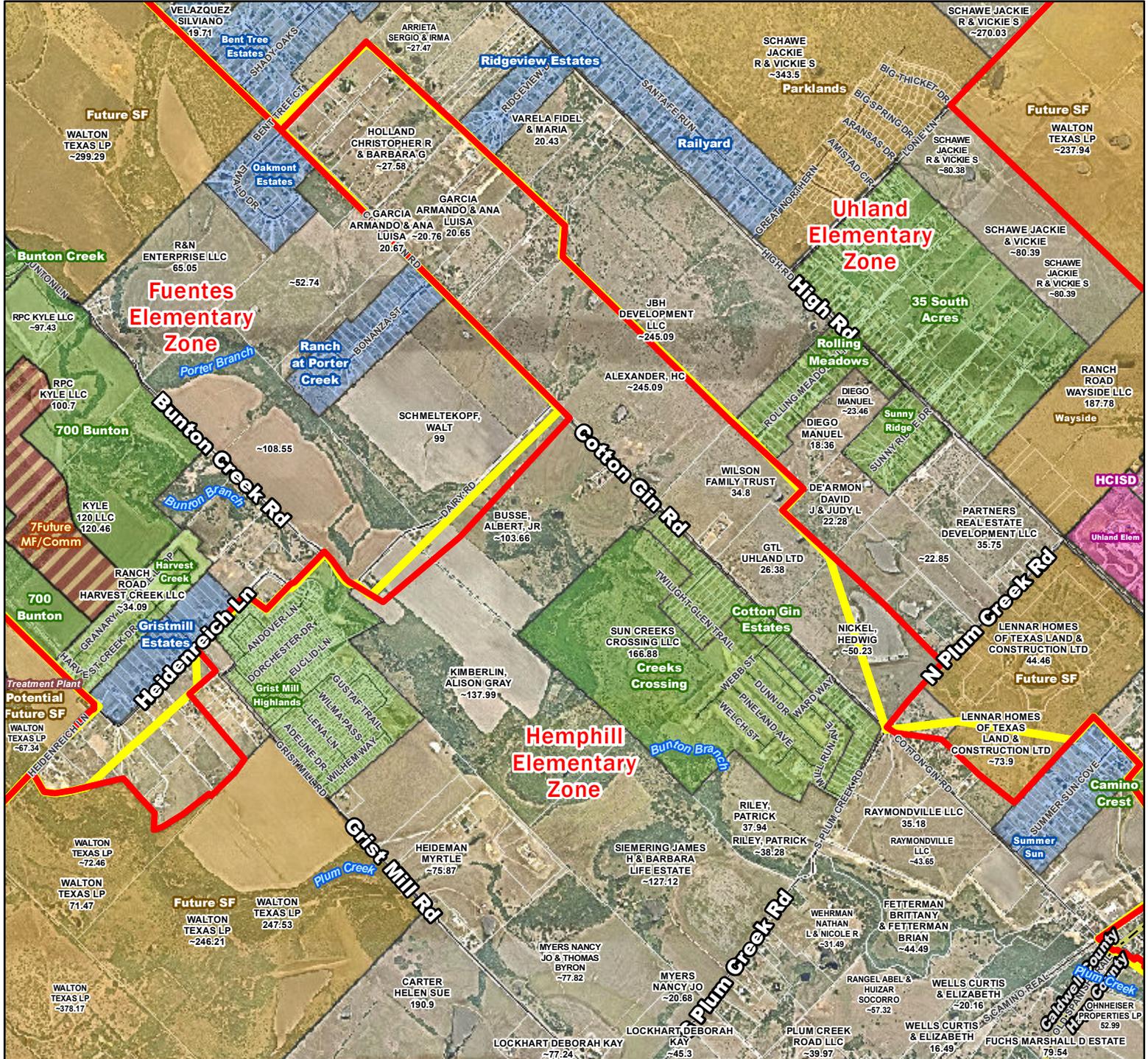
Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted



Elementary Zones: Fuentes/Uhland/Hemphill



This proposed adjustment moves the current boundary (yellow) to follow the property lines (red).

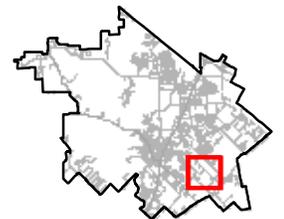


Elementary Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
 District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

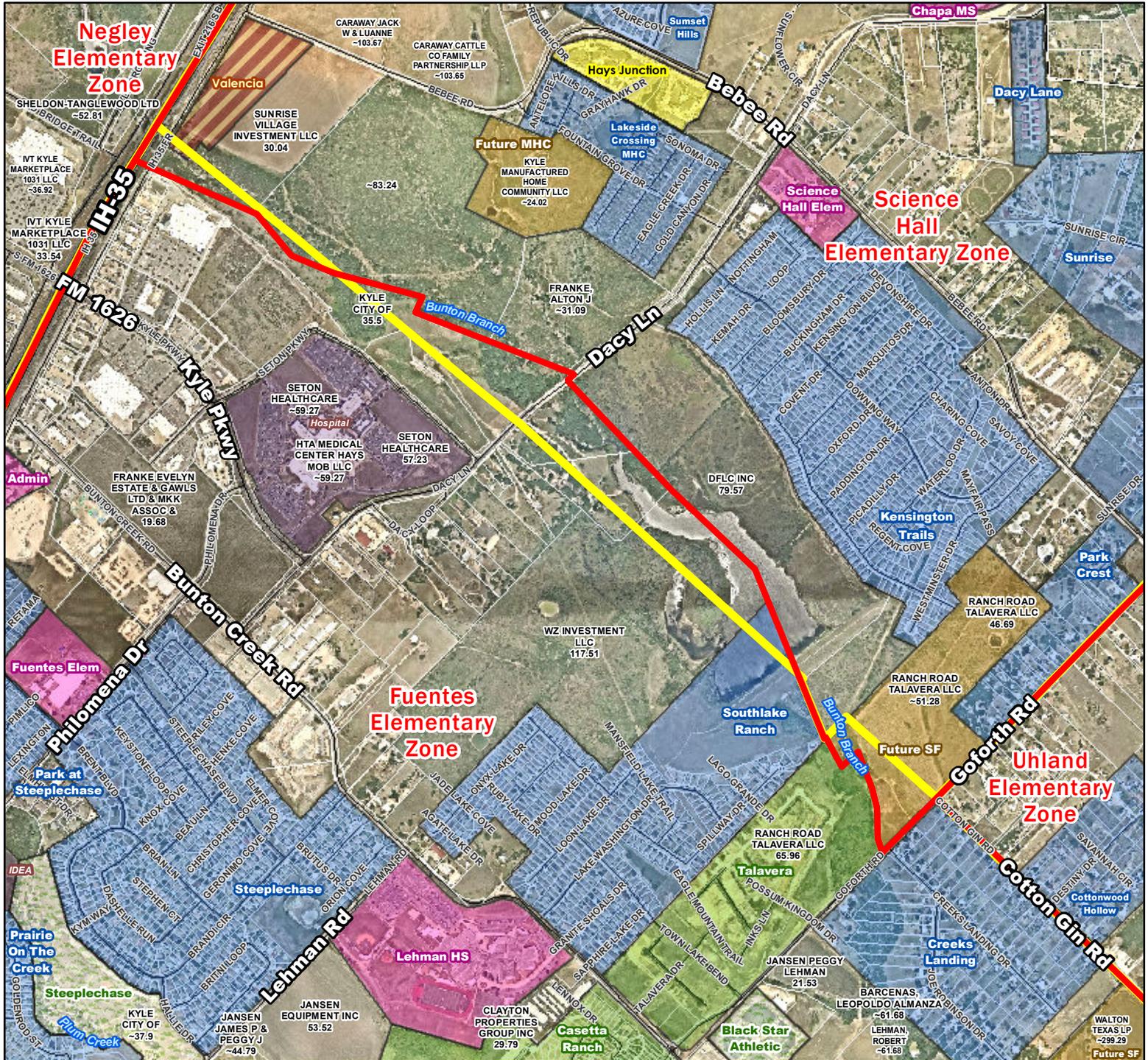
Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted



Elementary Zones: Fuentes and Science Hall



This proposed adjustment moves the current boundary (yellow) to to follow property lines (red).

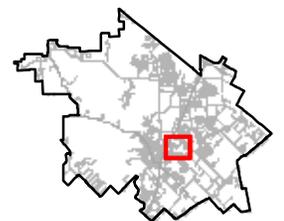
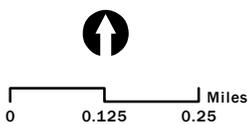


Elementary Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

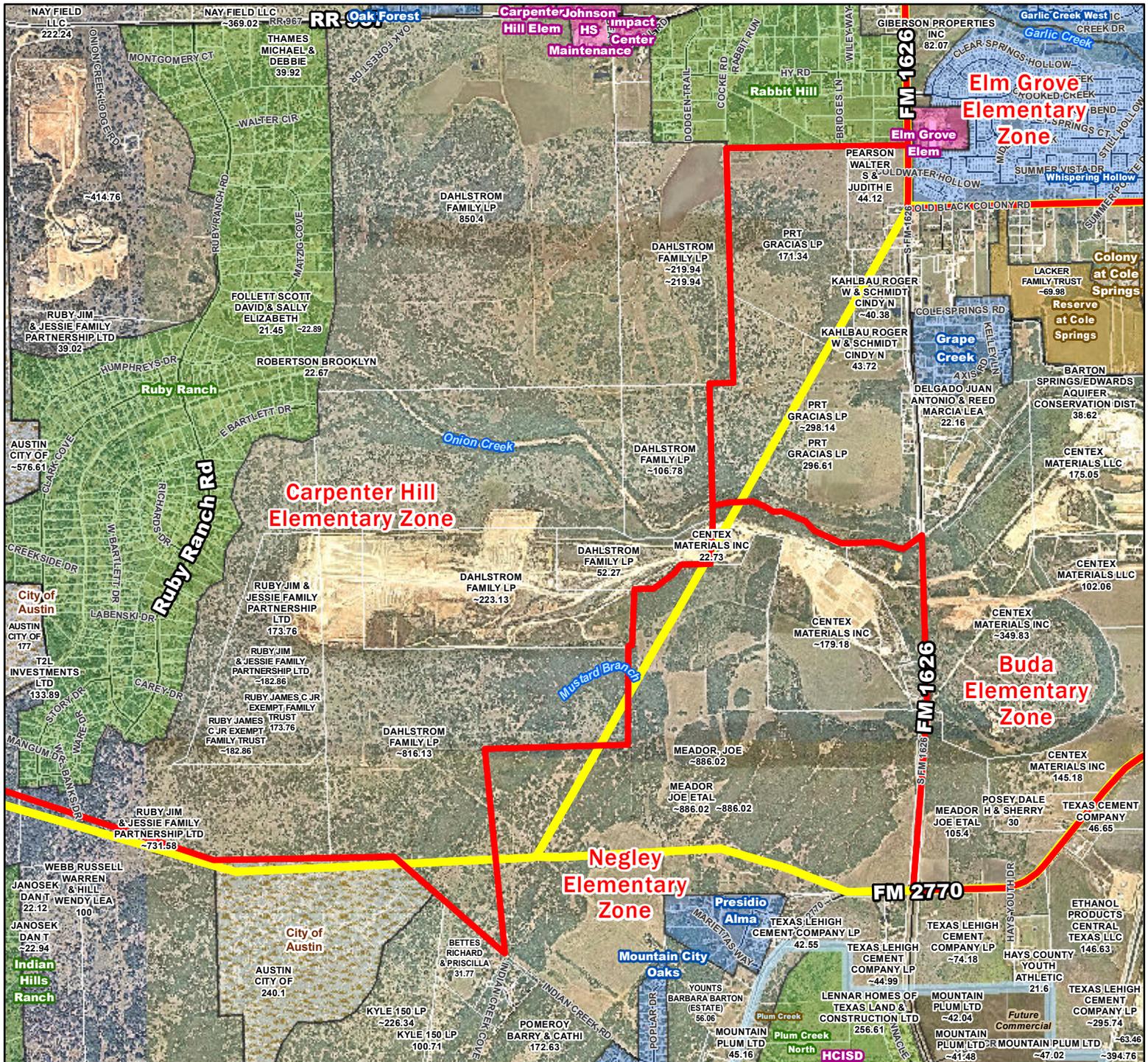
Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted



Elementary Zones: Carpenter Hill/Buda/Negley

This proposed adjustment moves the current boundary (yellow)

1. to the back of the the homes along FM 1626 and to the back of the Gracias LP property so they remain in Buda elem and
2. to the back of the Meador property so the existing home stays in Negley (red).

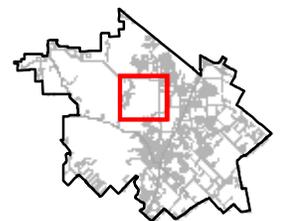
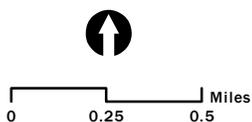


Elementary Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

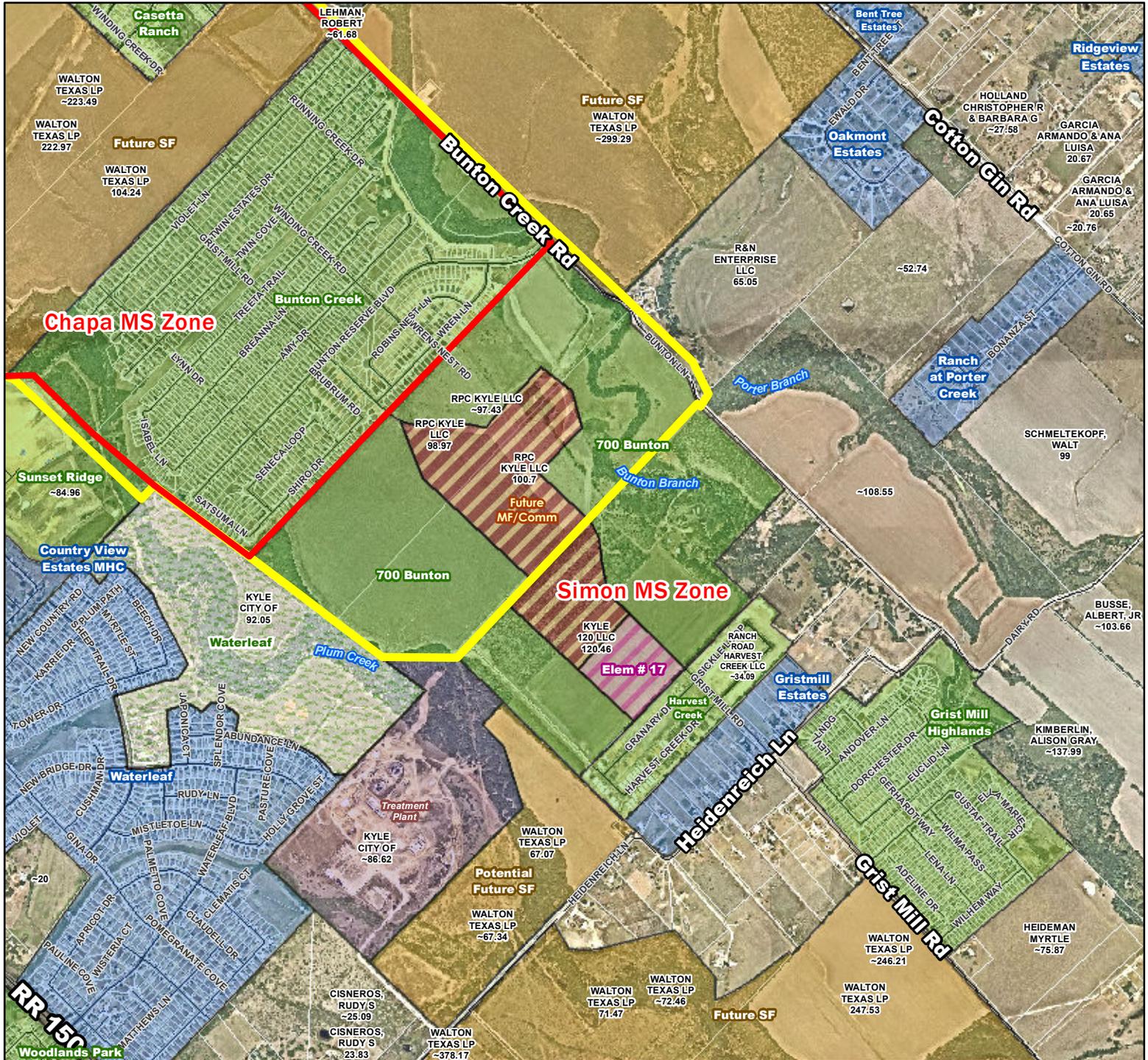
Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted



Middle School Zones: Chapa and Simon



This proposed adjustment moves the current boundary (yellow) to the property line (red) so the planned 700 Bunton development is completely in Simon MS

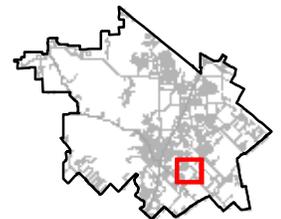


Middle School Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

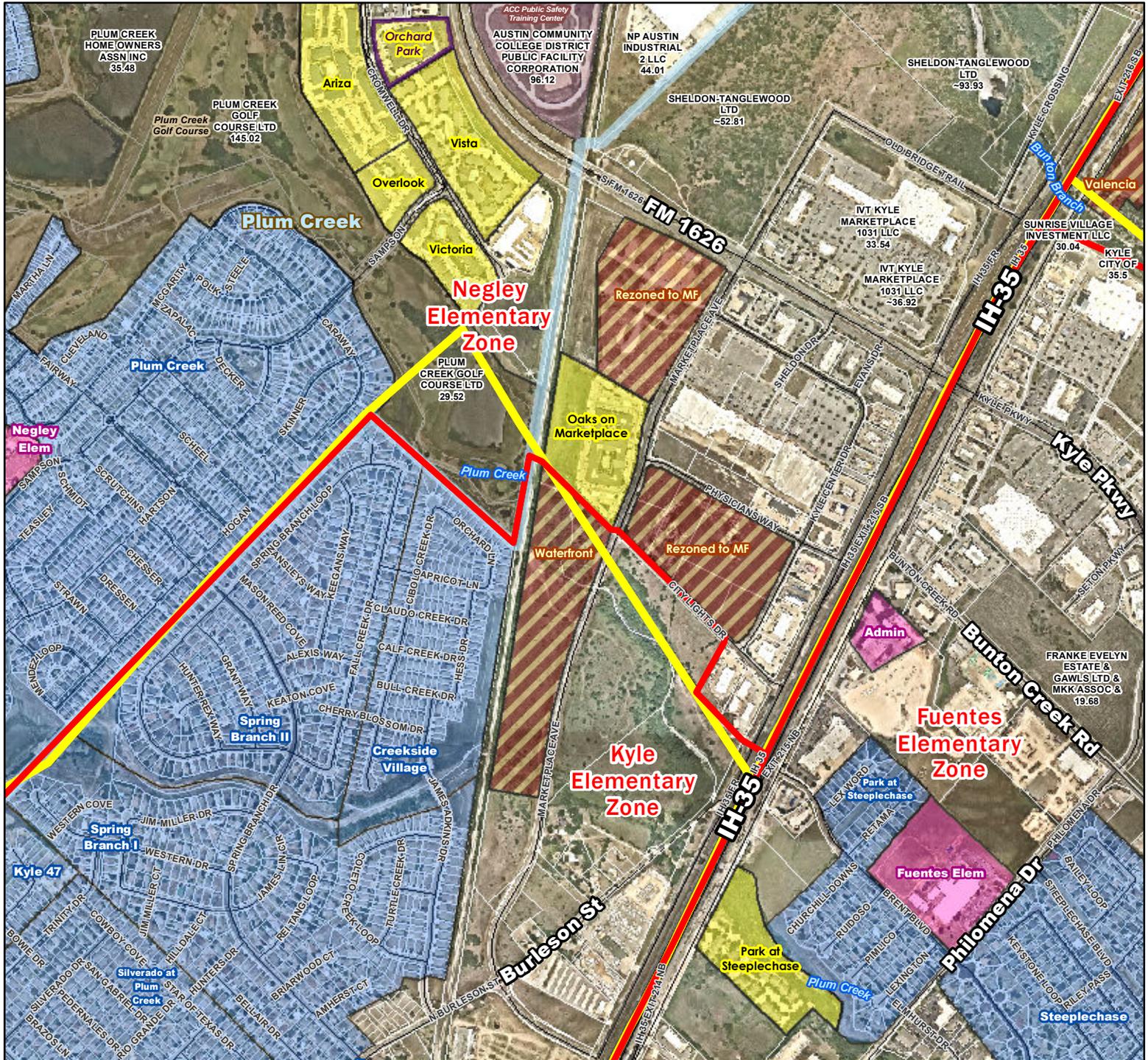
Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted



Elementary Zones: Kyle and Negley



This proposed adjustment moves the current boundary (yellow) to follow property lines and roads (red).
 **This also applies to the Barton/Wallace MS Boundary

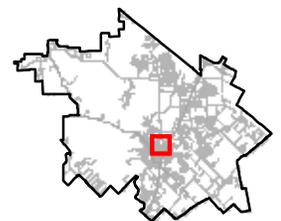
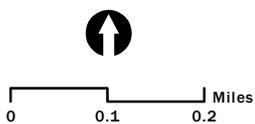


Elementary Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

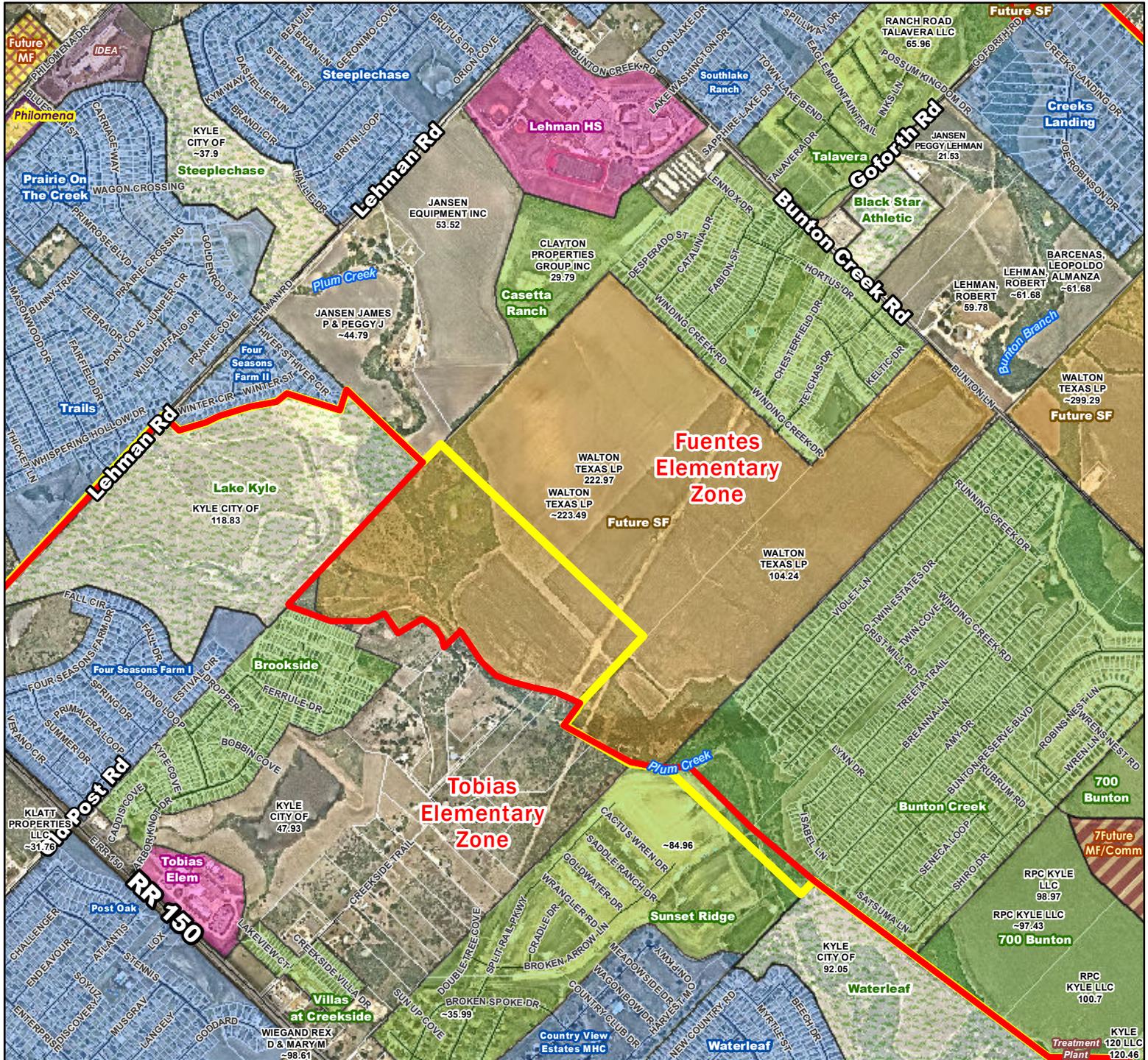
Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted



Elementary Zones: Fuentes and Tobias



This proposed adjustment moves the current boundary (yellow) to the back of the Walton Texas parcel as well as minor adjustments to follow property lines between Sunset Ridge and Bunton Creek (red).
 **This also applies to the Chapa/Wallace and Lehman/Hays HS Boundaries

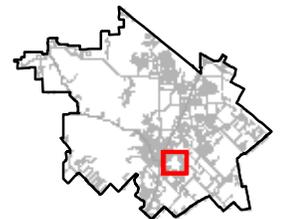
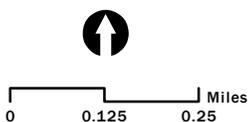


Elementary Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
 District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted

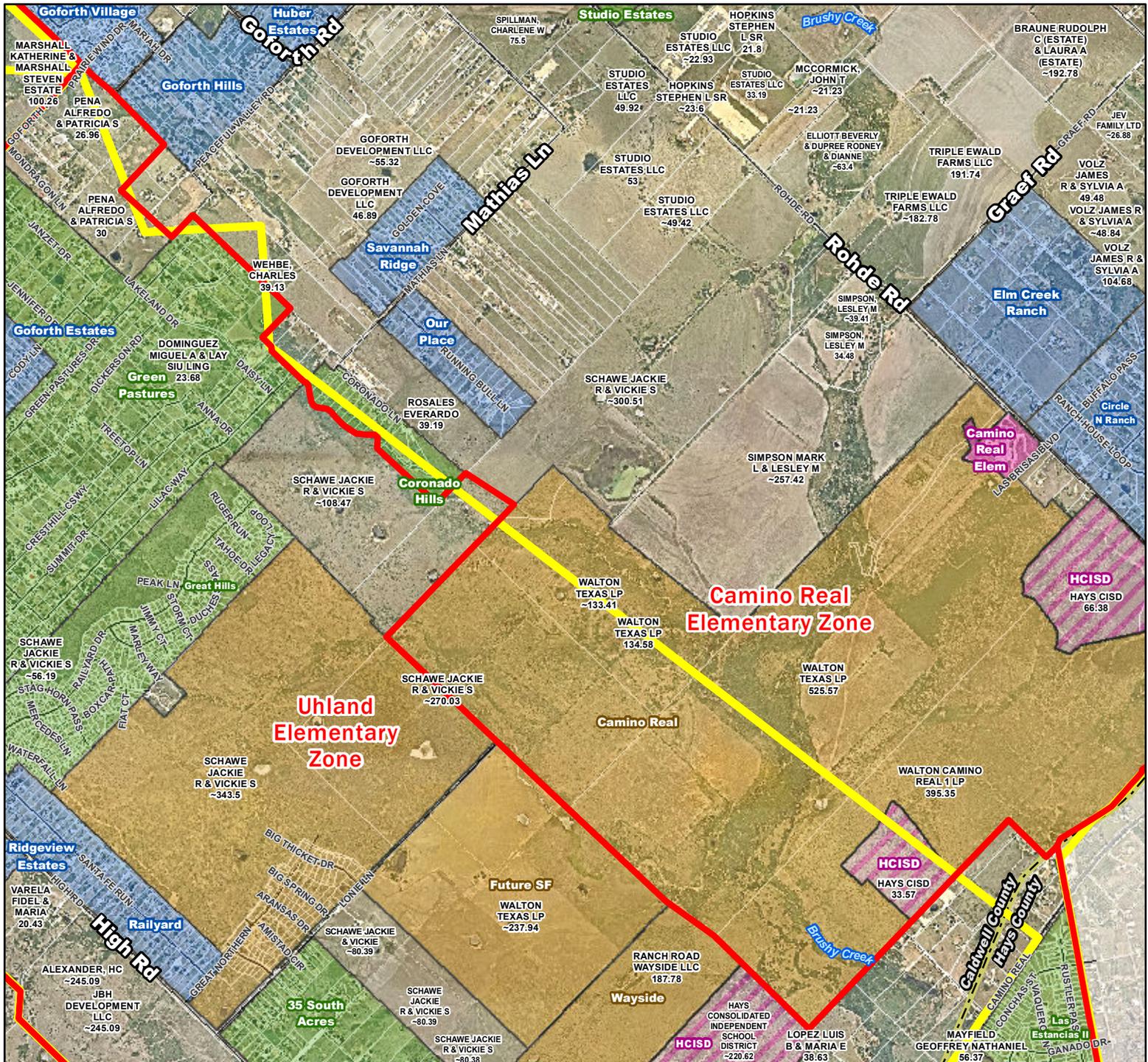


Elementary Zones: El Camino Real/Uhland



This proposed adjustment moves the current boundary (yellow) to the property lines (red) north of the Camino Real property and through a green belt in the proposed Camino Real development.

**Also applies to McCormick/Simon MS and Johnson/Lehman HS boundary

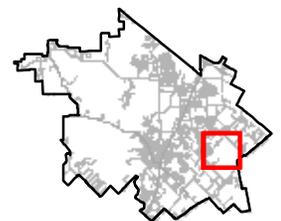
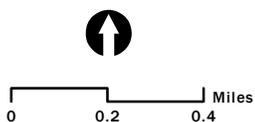


Elementary Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

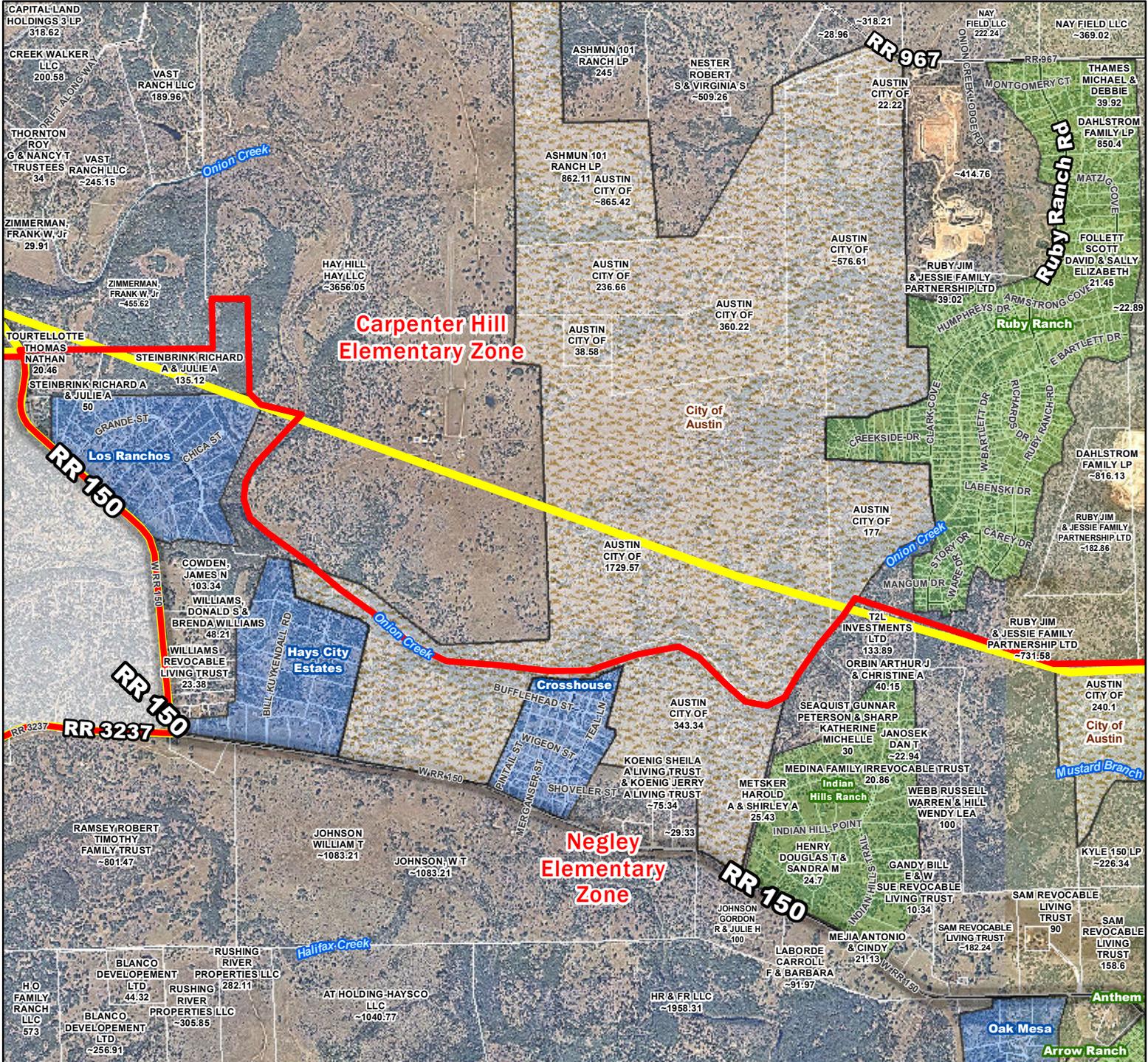
Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted



Elementary Zones: Carpenter Hill and Negley



This proposed adjustment moves the current boundary (yellow) to follow property lines and the natural barrier of Onion Creek (red).
 **This also applies to the Dahlstrom/Barton MS boundary and the Johnson/Hays HS boundary

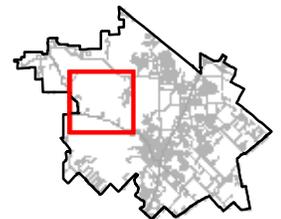


Elementary Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted

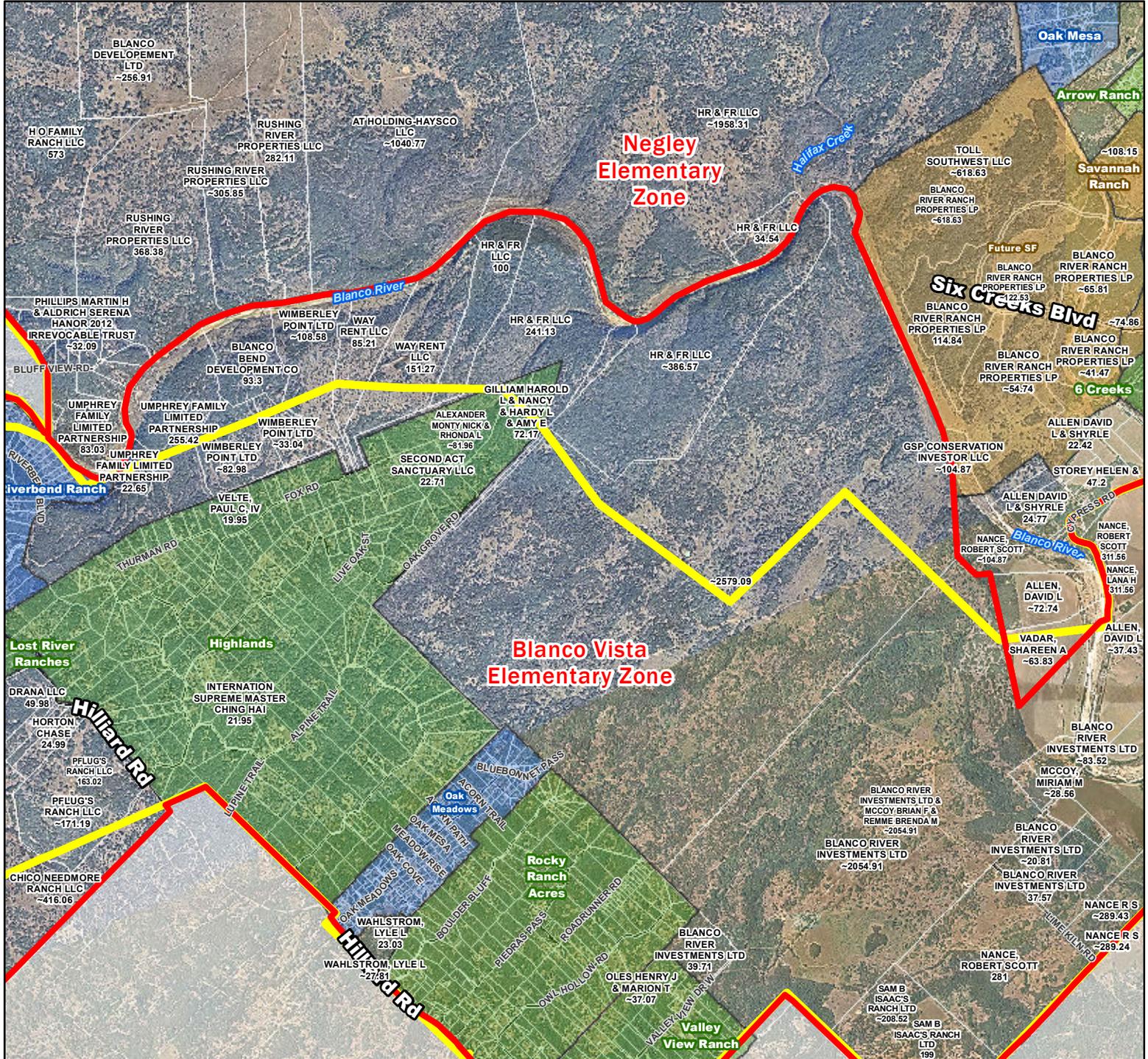


Elementary Zones: Blanco Vista and Negley



This proposed adjustment moves the current boundary (yellow) to follow property lines and Blanco River (red).

** This also applies to the Barton/Wallace MS boundary

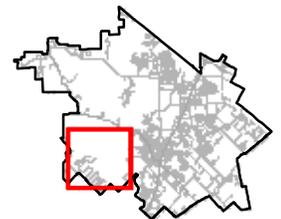
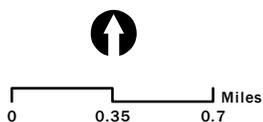


Elementary Zone Boundaries
 [Red Line] Proposed Boundary Adjustment
 [Yellow Line] HCSID Boundary

Single-Family
 [Blue Box] Existing
 [Green Box] Developing
 [Orange Box] Planned
 [Light Blue Box] Master Planned Comm.
District Property
 [Pink Box] District Facility
 [Light Pink Box] Vacant District Land

Multi-Family
 [Yellow Box] Existing
 [Orange Box] Developing
 [Brown Box] Planned
 [Dashed Line] County Line
 [Crossed Box] Rail Line

Other Land Uses
 [Grey Box] Industrial/Commercial
 [Green Box] Park/Recreation
 [Light Green Box] Preserve
 [Blue Box] Development Reserve
 [Purple Box] Institutional
 [Dark Purple Box] Age Restricted

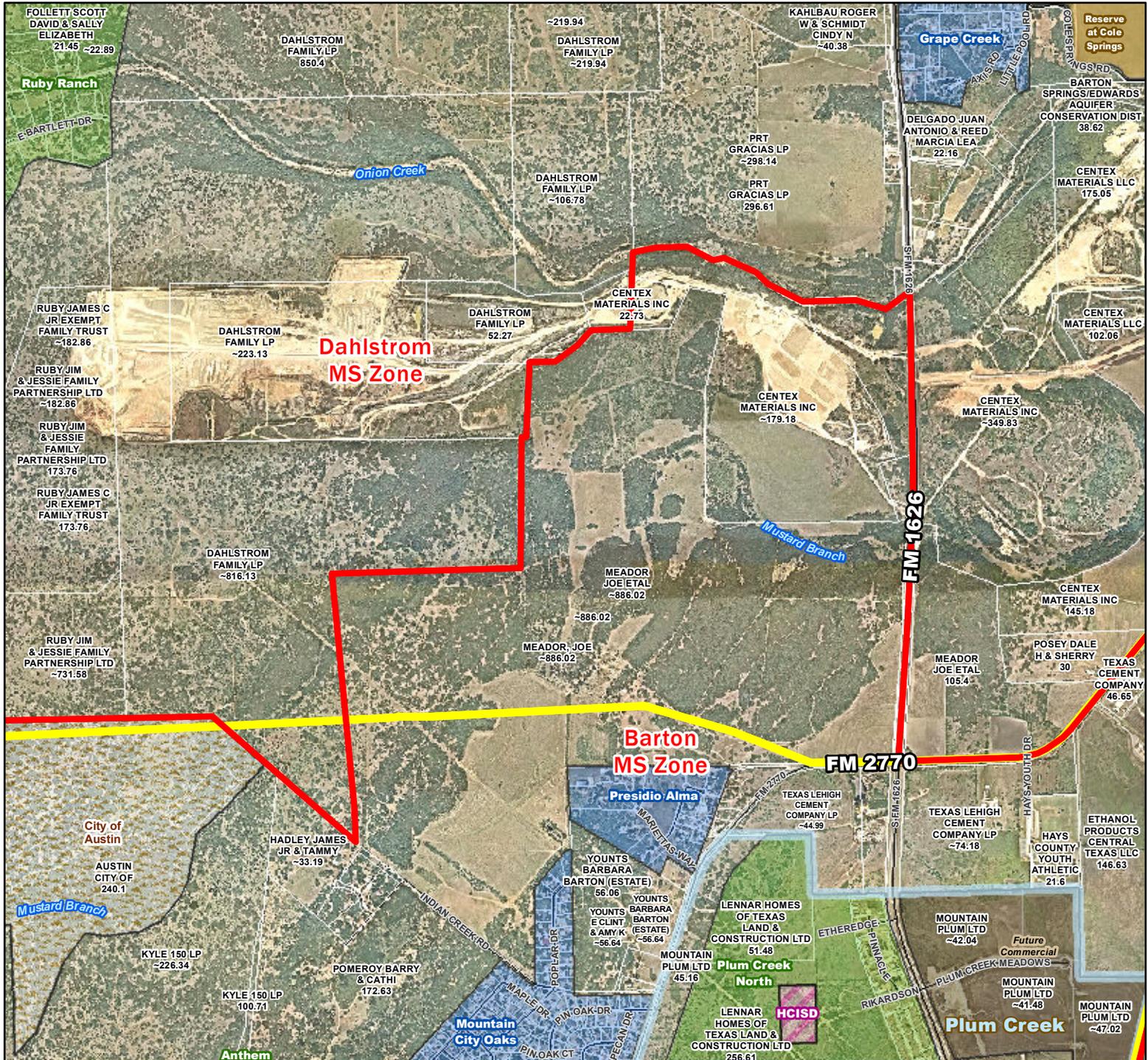


Middle School Zones: Barton and Dahlstrom



This proposed adjustment moves the current boundary (yellow) to back of the Meador property line and to Onion Creek (red). This also matches the proposed Carpenter Hill/Buda/Negley Elementary Zone adjustment

**This also applies to the Johnson/Hays HS boundary

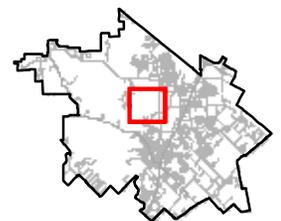
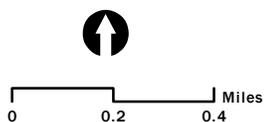


Middle School Zone Boundaries
 Proposed Boundary Adjustment
 HCSID Boundary

Single-Family
 Existing
 Developing
 Planned
 Master Planned Comm.
District Property
 District Facility
 Vacant District Land

Multi-Family
 Existing
 Developing
 Planned
 County Line
 Rail Line

Other Land Uses
 Industrial/Commercial
 Park/Recreation
 Preserve
 Development Reserve
 Institutional
 Age Restricted



HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 24, 2022

Subject: 2021 Bond Project – Bid Package 10 Live Oak Academy Renovations

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:

Deliver timely, cost effective facilities.

D. Summary:

- Previous board action relating to this item – The Board approved SD in May 2022 and 50% CD in August 2022
- Future action anticipated -
- Background information –

The 2021 Bond contains provisions for improvements to Live Oak Academy with the overarching project goal of adding capacity in order to reduce the student waiting list.

Improvements include classroom additions, administrative renovations, restroom improvements, parking improvements and HVAC improvements, per the attached documents from O’Connell-Robertson Architects.

Staff recommends approval of this GMP.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other: Campus Staff

F. Administrative Recommendation:

Consideration and approval of the GMP for this project

G. Fiscal Impact and Cost: Amount: See table below

Budget Bond Grant/Special Funds Other

BP 10 Live Oak Academy				
	Estimate	SD	DD	GMP
Construction	\$7,341,098	\$8,391,149	\$8,357,850	\$7,520,853
Architect 7%	\$513,877	\$587,380	\$585,050	\$526,460
FFE 7%	\$513,877	\$587,380	\$585,050	\$526,460
Infrastructure and Fees 3%	\$268,577	\$251,734	\$250,736	\$225,626
Project Contingency	\$315,130	-\$865,086	-\$826,127	\$153,160
Totals	\$8,952,558	\$8,952,558	\$8,952,558	\$8,952,558

Prior Year Spending – Not applicable
Future/Ongoing -

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Max Cleaver, Nate Wensowitch

Evaluation method and time line:

Next report to the board:

Date	Action
August 2024	Substantial Completion

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the Guaranteed Maximum Price (GMP) from Bartlett Cocke Construction in the amount of \$7,520,853 for the 2021 Bond improvements at Live Oak Academy, designed by O'Connell Robertson Architects, as presented.



October 7, 2022

Mr. Max Cleaver
Hays Consolidated Independent School District
21003 Interstate 35
Kyle, Texas 78640

Re: Guaranteed Maximum Price for the Hays CISD Live Oak Academy Renovations

Dear Mr. Cleaver:

Bartlett Cocke General Contractors advertised for, and received Subcontractor and Supplier proposals for the 100% Construction Document set for the above-referenced project on September 29, 2022. Based on the receipt of proposals and subsequent analysis, we have assembled the Guaranteed Maximum Price (GMP) for the work included in this proposal package. We are pleased to offer for approval the following overall GMP:

Seven Million Five Hundred and Twenty Thousand Eight Hundred and Fifty-Three Dollars (\$7,520,853.00)

Included In This GMP:

- Post Bid Escalation Contingency \$150,417
Owner Contingency..... \$300,834
CM Contingency \$150,417

Alternates Included In This GMP:

- Alternate #4 – Hallbrary Flooring Replacement \$20,649.00

Items Included In This GMP:

- Payment and Performance Bond
Construction Manager Fee.
General Conditions Costs
BCLP Self-Perform Bid Items per September 28, 2022 letter.
Subcontracted Cost-of-Work Items.
Payroll Taxes, Insurance, and other Costs.
Insurance, and other Costs.
Prevailing Wages and Benefits per Documents.
All construction work per Plans and Specifications, unless specifically noted or excluded below.

Items Excluded From This GMP:

- Sales tax.
Testing and inspections.
Impact / Use / Development / Consultant / Jurisdictional / Agency fees.
Environmental surveys and hazardous material identification, handling and/or removal.
Adjustments, removal, or relocations to existing utilities, unless specifically shown or specified.
Sub-surface investigations, test probe holes, geo-technical testing, and hidden conditions costs.
All items not shown or specified in the referenced Proposal Documents.
Utility consumption costs, public utility applications, public utility construction costs and hookup fees.

BARTLETT COCKE GENERAL CONTRACTORS

Building Better Lives



Clarifications and Assumptions:

- Per clarifications and assumptions log.

Proposal Documents:

- Documents developed by O’Connell Robertson Architects:

100% Construction Documents.....August 30, 2022
Addendum #1 September 22, 2022

We have provided a GMP Summary for your assistance in preparing the Contract Amendment. At this time, we are requesting that you review and approve our GMP for the project in the above amounts. Upon approval, we will need a Contract Amendment to our Contract by the stated amounts and a Contract Notice to Proceed for this package. If you have any questions, please do not hesitate to call.

Sincerely,
BARTLETT COCKE GENERAL CONTRACTORS

Angela Erickson

Angela Erickson
Estimator

CC: O’Connell Robertson – Hannah Laue
O’Connell Robertson – Renee Hooper
BCGC – Hans Schneider
BCGC – Justin Skaggs
BCGC – Dominique Revada
File

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 24, 2022

Subject: 2022 Bond Project – Elementary School 16 Guaranteed Maximum Price

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:

Deliver timely, cost effective facilities.

D. Summary:

Previous board action relating to this item –

On June 27, 2022 the Board approved enhanced SD/DD with a plan to reduce the number of classrooms to 41 for the base bid and to include alternate bids for up to 47 classrooms.

On August 29, 2022, the Board approved the 50% CD design and construction estimate.

Future action anticipated -

Background information –

The 2022 Bond contains provisions for the construction of Elementary School #16 located in the Anthem Subdivision, which has been referred to as the Negley Relief School.

The project included a 24% inflation factor suggested by the Association of General Contractors, based on the school being delivered and opened two years later than the Sunfield Elementary School prototype.

The initial construction estimate was approximately 60% over budget. After the first round of value engineering the construction estimate was approximately 40% over budget, and after additional value engineering the construction estimate was approximately 36% over budget.

In order to bring the project into budget, the team reduced behind-wall chases, collaboration spaces, ceiling volumes, clerestory windows, and the number of classrooms.

Staff presented this information to the FBOC on June 23, 2022.

Staff recommends approving the GMP as presented. Staff recommends considering the alternate bids for the additional classrooms valued at \$1,290,812 if funds are available.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other: Campus Staff

F. Administrative Recommendation:

Consideration and approval of the GMP.

G. Fiscal Impact and Cost: Amount: See information below.

Budget Bond 2022 Grant/Special Funds Other Bond 2021

ES 16 to relieve NES	Original Estimate	SD/DD	50 CD	GMP
Construction	\$39,581,436	\$44,759,440	\$43,160,326	\$43,611,226
Architect	\$89,793	\$426,364	\$322,421	\$351,730*
FFE	\$2,770,700	\$3,133,161	\$3,021,223	\$3,052,786
Infrastructure and Fees	\$1,187,443	\$1,342,783	\$1,294,810	\$1,254,302
Project Contingency	\$4,640,671	-\$1,391,705	\$471,263	\$0
	\$48,270,043	\$48,270,043	\$48,270,043	\$48,270,043

The GMP includes \$1,744,449 in contingency and post bid escalation.

**Note: This is a partial amount. ES 16 Design Fees were included in the 2021 Bond in the amount of \$2,483,000.*

Prior Year Spending – Not applicable
 Future/Ongoing -

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:

Date	Action
October 2022	Board Consideration of guaranteed maximum price (GMP)
April 2023	Notice to Proceed
July 2024	Substantial Completion

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the guaranteed maximum price of \$43,611,226 submitted by Bartlett Cocke for the construction of Elementary School 16, designed by Huckabee Architects, as presented.

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

Date: October 24, 2022

Subject: Procurement: Furniture, Fixtures, & Equipment - Districtwide

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 approve multiple vendors to facilitate the purchase of furniture, fixtures and equipment (FFE) for both general fund purchases and bond projects, including 2021 and 2022 bonds, and potential future bonds through the next five years.

General Fund Purchases would be brought forward, as required, according to Board threshold requirements. For 2021 and 2022 Bond related purchases, the motion contemplates awarding both the vendor and a threshold spending limit for projects including renovations to Chapa MS, Simon MS, Wallace MS, Live Oak Academy and Hays HS, as well as the construction of the Academic Support Center and Elementary 16 totaling approximately \$9.6 million.

The proposed vendors will provide a turn-key solution to include specifying, test-fitting, ordering, and installing FFE for each project. Staff believes utilizing multiple vendors will increase competition to improve pricing and provide more delivery options.

Based on the criteria contained in the RFQ, the evaluation committee recommends awarding the following vendors for FFE purchases. Moving forward staff will work with these vendors in order to procure the best value for the District:

School Specialty, LLC
Shelton-Keller Group Inc. (SKG)
School Outfitters
Worthington Contract Furniture
Virco Inc.
Gateway Printing & Office Supply, Inc.

D. Summary:

Previous board action relating to this item – 02/2017
 Future action anticipated –
 Background information – The previous contract with Worthington has expired with no renewals available.

E. Scope of Options Reviewed:

RFQ #21-052201AS Furniture Fixtures and Equipment Districtwide
Number of invitations sent by Purchasing: 11
Number of responses received: 10
Length of Contract: This is a one-year contract with four (4) options to renew through 10/2027
Reasons for rejecting alternatives:

F. **Comments Received:**
 Cabinet DLT FBOC Teacher Org. Reps. Other: Construction and Planning

G. **Administrative Recommendation:**
 The administration recommends approval of multiple vendors and approval of a spending limit for specific bond projects.

H. **Fiscal Impact and Cost: Total Amount: See table below**
 Budget – General Operating Fund Bond Grant/Special Funds Other
Prior Year Spending:

- School Specialty, LLC - \$17,444.94
- Shelton-Keller Group Inc. (SKG) - \$0
- School Outfitters - \$0
- Worthington Contract Furniture - \$91,211.47
- Virco Inc. - \$4,500
- Gateway Printing & Office Supply, Inc. - \$0

Future/Ongoing – The total amount includes the FFE estimates for 2021 bond projects at Chapa MS, Simon MS, Wallace MS, Live Oak Academy and Hays HS, and 2022 bond projects for the construction of the Academic Support Center and Elementary 16 totaling approximately \$9.6 million as shown in the following table:

CMS/SMS	\$647,833
WMS	\$562,508
LOA	\$526,460
HHS	\$1,368,702
ASC	\$3,409,085
ES 16	\$3,052,786
Total	\$9,567,374

I. **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 -

J. **Suggested Motion:**
 I move that the Hays CISD Board of Trustees approve multiple vendors to facilitate the purchase of furniture, fixtures and equipment for general fund purchases and bond projects, and authorized the bond threshold spending limit, as presented.

2021 Bond Accounting Look-Ahead
 DRAFT for informational use at BOT Workshop 10-17-24

	GMP's Board Approved											No Contingency	Totals	
	BP 1 Sunfield ES	BP 2 Four Pack*	BP 3 NES	BP 4 Flooring @ Seven Campuses	BP 5 Shade Structures	BP 6 FES, KES, TGES	BP 7 LHS GMP 1 Plus GMP 2	BP 8 HHS GMP 1,2,3	BP 9 CMS/SMS GMP	BP 10 Live Oak GMP	BP 11 WMS DD	BP 12		
Construction	\$32,913,553	\$37,581,702	\$6,039,358	\$798,716	\$414,118	\$8,149,588	\$12,397,188	\$19,552,882	\$9,255,472	\$7,520,853	\$12,854,244	\$6,433,726	\$153,911,400	Construction
Architect	\$2,303,949	\$2,630,719	\$392,558	\$46,592	\$18,635	\$529,723	\$805,817	\$1,270,937	\$647,883	\$526,460	\$899,797	\$2,502,727	\$12,575,798	Architect
FFE	\$2,257,545	\$2,630,719	\$303,500	\$0	\$0	\$570,471	\$902,774	\$1,368,702	\$647,883	\$526,460	\$562,508	\$8,168,478	\$17,939,040	FFE
Infrastructure and Fees	\$967,519	\$1,392,556	\$135,000	\$63,795	\$12,749	\$244,488	\$471,833	\$934,956	\$277,664	\$225,626	\$385,627	\$9,864	\$5,121,676	Infrastructure and Fees
Project Contingency	\$38,018	\$2,182,828	-\$526,196	\$1,217,408	\$54,441	-\$154,929	\$1,150,160	\$8,037,716	-\$5,241,470	\$153,160	-\$4,902,388	\$28,430	\$2,037,179	Project Contingency
Totals	\$38,480,584	\$46,418,524	\$6,344,220	\$2,126,512	\$499,943	\$9,339,341	\$15,727,773	\$31,165,193	\$5,587,432	\$8,952,558	\$9,799,788	\$17,143,225	\$191,585,093	Totals

Notes:

These projects are Board approved

BP 12:
 Hays Tech Items, Buses, Project Management,
 School Design, Land, Bard units

GMP For Approval October 2022
 GMP Includes:
 Contingency & Inflation
 \$601,668

DD for Approval August 2022
 DD Estimate Includes:
 Contingency & Inflation
 \$2,562,297

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

Date: October 17, 2022

Subject: Discussion and input regarding the 2023 Hays CISD Legislative Priorities

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 NA

C. Goal or Need Addressed:

Discussion and input regarding the proposed 2023 Hays CISD Legislative Priorities

D. Summary:

Previous board action relating to this item – Legislative Priorities were last adopted in December 2020 ahead of the 87th Legislative Session.

Future action anticipated – Legislative Priorities will be presented to the Hays CISD Board of Trustees for consideration and possible adoption at the November 2022 Board Meeting. Once adopted, administration will begin creating a communication plan for sharing the Legislative Priorities.

Background information – The 2023 Hays CISD Legislative Priorities outline the key legislative agenda for the District in the 88th Legislative Session

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other: Board of Trustees

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

F. Administrative Recommendation

Not applicable. This agenda item is for discussion and information only.

G. Suggested Motion

No action needed. This agenda item is for discussion and information only.

Hays CISD Proposed 2023 Legislative Priorities

Invest in Our Students

- 100%** Increase the basic allotment from \$6160 to \$6760 and then build in a cost of inflation formula tied to sunset legislation for biennial review
- 100%** Fund districts based upon enrollment with three defined snapshot dates throughout the year

Attract and Retain Professionals

- 100%** Support keeping the Teacher Retirement System a “defined benefit”
- 100%** Propose a \$5000 Texas guaranteed student loan forgiveness for five years of service in Texas public schools
- 100%** Support increased state contributions to TRS active care so that employees’ and retired teachers’ expenses do not continue to increase
- 100%** Create a cost of living increase for TRS retirees tied to inflation and to a biennial sunset review
- 100%** Support a positive marketing campaign for public education and for teaching as a profession (negative politics targeting teachers is impacting staffing greatly)
- 100%** Utilize the system of “puts” and “takes” to level out or reduce legislative mandates on already overburdened teachers
- 100%** Convert contractual days to minutes to match system currently being utilized for student time/attendance accounting

Strengthen Local Control and Flexibility

- 100%** Preserve checks and balances on state agency oversight to ensure local school districts can best respond to local needs
- 100%** Recognize and preserve the right of public school districts and school boards to associate and collaborate with each other to communicate the needs of their students and schools, both directly and through representative organizations, with lawmakers

Support Texas School Pandemic and Recovery Needs

- 100%** Hold school districts harmless for funding losses caused by enrollment and attendance decline due to COVID-19 to include the 5th and 6th six-week periods for the fiscal year 2022
- 100%** Amend HB4545 student to teacher ratios and allow for local discretion to prescribe the amount of time needed per student
- 100%** Relax maintenance of effort requirements for special education for the additional ESSER pandemic/recovery added positions
- 100%** Expand timeline for completing reading academies (2 years to complete)

Hays CISD Proposed 2023 Legislative Priorities

Improve Charter School Transparency, Local Voter Oversight, and Oppose Vouchers

- 100%**
HAYS CISD Advocate for legislation that allows local voters to elect local representatives to the governing board of charter schools
- 100%**
HAYS CISD Advocate for legislation that allows local voters to vote on any public funding for charter school facilities
- 100%**
HAYS CISD Enhance transparency, posting/notification, local accountability, special education and nepotism laws for charter operators and schools
- 100%**
HAYS CISD Advocate for legislation that moves decision-making for charter school expansion from the state education agency to the State Board of Education (SBOE)
- 100%**
HAYS CISD Oppose vouchers and further charter expansion

Mental Health and Safety

- 100%**
HAYS CISD Increase state funding for access to proactive mental health services and support in public schools to improve the physical/cybersecurity safety and psychological well-being of our students and staff, especially as they cope with the additional anxiety related to COVID-19 and school shootings
- 100%**
HAYS CISD Provide local district discretion for any additional safety related funding
- 100%**
HAYS CISD Enhance SB 11 to ensure that the records included for enrollment (TRES) include all disciplinary records and behavioral threat assessment records

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 24, 2022

Subject: 2022 Bond Project – Academic Support Center Design Development (DD)

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:

Deliver timely, cost effective facilities.

D. Summary:

Previous board action relating to this item
On August 29, 2022, the Board approved the Schematic Design (SD) for the project.

Future action anticipated -

Background information –

The 2022 Bond contains provisions for the construction of a new Academic Support Center (ASC) which will become the new home for the Board, Superintendent, Curriculum & Instruction, Special Education, Human Resources, Benefits, Finance, Payroll, Safety & Security, Communications, Technology, and Operations. The proximity of these workspaces will enhance productivity and increase customer satisfaction.

The programming for this building began in 2020 with the A&E Design Group.

The original schematic design (SD) was presented to the voters in a 2021 Bond proposition, which was not successful.

The A&E Design Group continued the design process and produced a revised layout which was approved by the voters in May 2022. Since that time, A&E Design Group has partnered with OCR to deliver the project.

The Project Team wishes to provide additional information and receive input from the Board regarding design elements for the project.

E. Comments Received:

- Cabinet DLT FBOC Teacher Org. Reps. Other: Campus Staff

F. 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:

Date	Action
October 2022	Board consideration of Design Development (DD) for complete project & Construction Documents (CD) for GMP 1(Site work, foundation, early release & long lead items)
November 2022	Board review of initial pricing information for GMP 1 and CD for GMP 2 (Remainder of the work)
December 2022	Board Consideration of GMP 1 and CD for GMP 2
February 2023	Board Consideration of GMP 2
February 2024	Substantial Completion of Phase 1 (Main Building, Data Center, parking, fuel point)
June 2024	Substantial Completion of Phase 2 (Demolition of other structures and parking)

G. Suggested Motion:
No action needed - information only.

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

Date: October 17, 2022

Subject: Update on bond, construction, and renovation projects in the district

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 – CV(LOCAL)

Law or Rule

N/A

C. Summary:

Previous board action relating to this item -

Future action anticipated – As needed

Background information - The board needs to monitor the progress of the bond projects and other construction projects to ensure the contract with the community is fulfilled.

D. Comments Received:

Cabinet

DLT

FBOC

Teacher Org. Reps.

Other

All agenda items are reviewed by Superintendent's Cabinet.

E. Administrative Recommendation: N/A

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

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

Date: October 24, 2022

Subject: September 30, 2022 Financial Statements

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. Summary:

Previous board action relating to this item - Monthly
 Background information – A separate summary is attached with the financials.

D. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other

E. Administrative Recommendation:

There is no board action necessary. The monthly financial statements are presented as an information item.

F. Fiscal Impact and Cost: Amount: N/A – Information only

Budget Bond Grant/Special Funds Other

G. Suggested Motion:

No action needed – Information only

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: October 24, 2022

Monthly Financial Highlights

- The monthly Financial Reports represent financial data through September 30, 2022.
- The cash and investment balances of all funds at month end totals \$270,674,585.22. The Capital Projects Fund makes up the largest portion of the total with \$218,345,028.96 or approximately 80.67%.
- Through the end of the month (3/12 or 25% of the budget year):
 - The General Fund has collected \$19,022,053.17 (8.91% of its budgeted revenue) and has spent \$50,536,128.29 (22.49% of its budgeted expenditures). The *estimated* ending fund balance through the month of September 2022 is \$32,217,810.13.
 - The Child Nutrition fund has collected \$1,860,135.01 (17.81% of its budgeted revenue) and has spent \$982,015.77 (9.40% of its budgeted expenditures).
 - The Debt Service fund collected \$81,197.71 (.11% of its budgeted revenue) and spent \$23,533,186.39 (32.93% of its budgeted expenditures). Debt service payments are made two times a year, February 15th and August 15th.
 - The Capital Project funds have expenditures of \$13,206,444.36 in the current fiscal year through the month of September 2022 and have collected \$202,982.93 in interest revenue. The second portion of the 2021 bonds and the 2022 bonds were sold during September 2022 in the amount of \$66,585,092 and \$115,649,800 respectively and are categorized as “other sources”.
- 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 is \$4,025,923.48 and total expenditures are \$4,025,923.48.
- Current Tax collections for the month of September 2022 totaled \$0 representing 0.00% of the levy collected during the month. Approximately 0.00% of the total levy has been collected through the end of September 2022. In comparison, 0.00% of the total levy was collected through the end of September 2021.

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



September 30, 2022

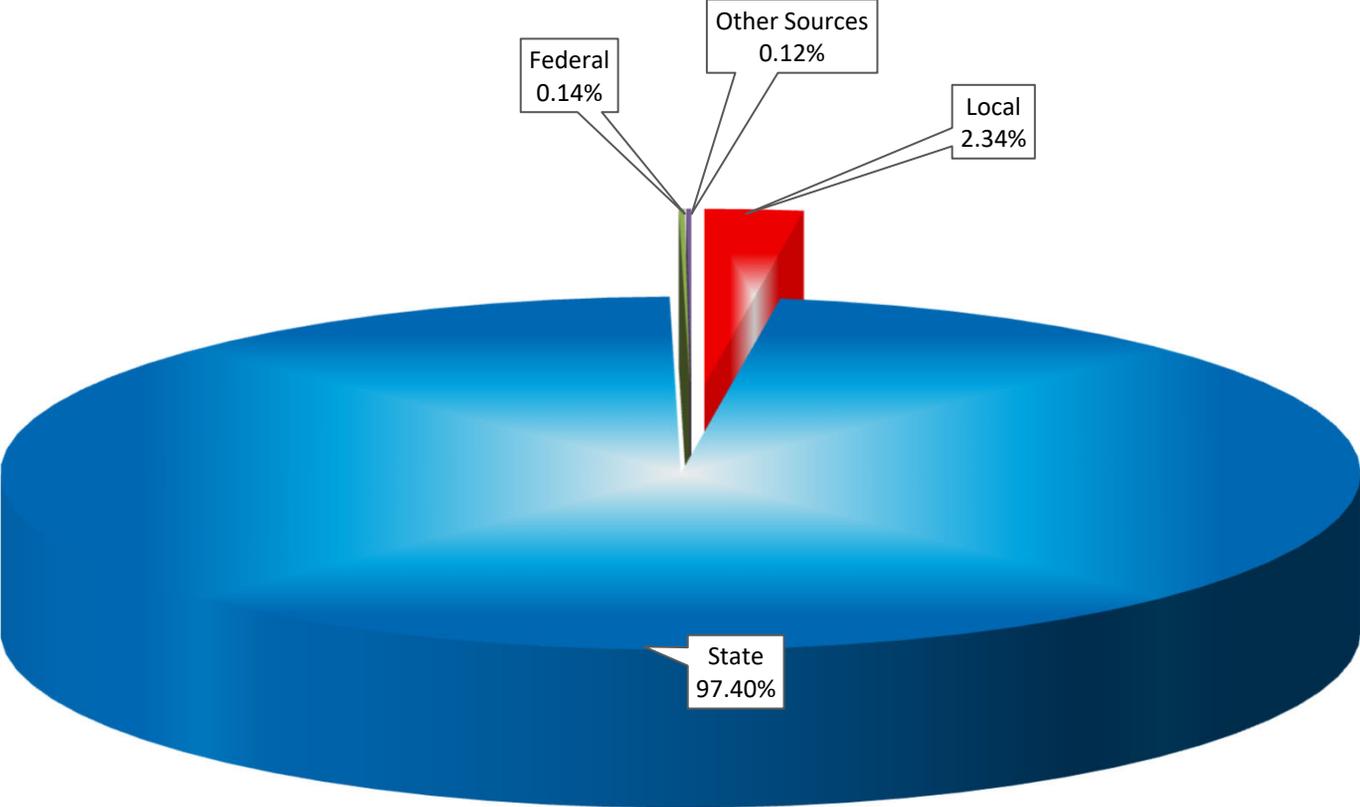
Hays Consolidated Independent School District
Combined Balance Sheet
for the Month Ending September 30, 2022
(Un-Audited)

	<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	\$ 10,749,351.07	\$ 10,835.59	\$ 3,874.45	\$ 1,360,169.09	\$ (1,840,361.16)	\$ 10,283,869.04
Current Investments	27,613,471.75	7,078,786.76	8,713,597.80	216,984,859.87	-	260,390,716.18
Total Cash and Investments	\$ 38,362,822.82	\$ 7,089,622.35	\$ 8,717,472.25	\$ 218,345,028.96	\$ (1,840,361.16)	\$ 270,674,585.22
Property Taxes - Delinquent	2,091,642.49	-	1,022,302.30	-	-	3,113,944.79
Allowance for Uncollectible Taxes	(634,099.59)	-	(281,855.44)	-	-	(915,955.03)
Due from State Agencies	10,146,464.79	-	-	-	6,746,724.94	16,893,189.73
Due from other Governments	294,224.96	-	-	-	152,091.36	446,316.32
Accrued Interest	-	-	-	-	-	-
Due from Other Funds	4,476,356.47	1,427,456.00	8,512.41	37,582.97	-	5,949,907.85
Other Receivables	8,817.97	3,995.22	-	-	-	12,813.19
Total Receivables	\$ 16,383,407.09	\$ 1,431,451.22	\$ 748,959.27	\$ 37,582.97	\$ 6,898,816.30	\$ 25,500,216.85
Inventories	-	186,202.57	-	-	-	186,202.57
Prepaid Items	5,656,674.97	500.00	-	-	-	5,657,174.97
Other Current Assets	\$ 5,656,674.97	\$ 186,702.57	\$ -	\$ -	\$ -	\$ 5,843,377.54
Total Current Assets	\$ 60,402,904.88	\$ 8,707,776.14	\$ 9,466,431.52	\$ 218,382,611.93	\$ 5,058,455.14	\$ 302,018,179.61
Liabilities and Fund Balance:						
Current Liabilities						
Accounts Payable	\$ 604,813.44	\$ -	\$ -	\$ -	\$ 2,672.89	\$ 607,486.33
Other Liabilities	164,735.80	-	-	-	-	164,735.80
Payroll Deductions and Withholdings	4,498,694.95	-	-	-	-	4,498,694.95
Accrued Wages Payable	15,143,561.51	369,968.60	-	-	-	15,513,530.11
Due to Other Funds	2,804,616.37	11,698.72	-	-	4,443,688.10	7,260,003.19
Due to State Agencies	-	-	-	-	-	-
Due to other Governments	39,628.00	-	-	-	-	39,628.00
Due to Student Groups	253,104.06	-	-	-	-	253,104.06
Deferred Revenues	3,218,397.72	299,423.23	-	-	612,094.15	4,129,915.10
Deferred Inflows	1,457,542.90	-	740,446.86	-	-	2,197,989.76
Total Liabilities	\$ 28,185,094.75	\$ 681,090.55	\$ 740,446.86	\$ -	\$ 5,058,455.14	\$ 34,665,087.30
Fund Balance/Equity						
Reserved/Designated Fund Balance	-	6,299,347.88	32,177,973.34	49,151,181.36	-	87,628,502.58
Current Year Revenues less						
Expenditures/Expenses	(31,514,075.12)	878,119.24	(23,451,988.68)	116,432,832.31	-	62,344,887.75
Reserved Fund Balance for Current Year						
Encumbrances (POs)	3,676,766.34	849,218.47	-	52,798,598.26	-	57,324,583.07
Unreserved Fund Balance/Fund Equity	\$ 60,055,118.91	-	-	-	-	60,055,118.91
Total Fund Balance/Equity	\$ 32,217,810.13	\$ 8,026,685.59	\$ 8,725,984.66	\$ 218,382,611.93	\$ -	\$ 267,353,092.31
Total Liabilities and Fund Equity	\$ 60,402,904.88	\$ 8,707,776.14	\$ 9,466,431.52	\$ 218,382,611.93	\$ 5,058,455.14	\$ 302,018,179.61

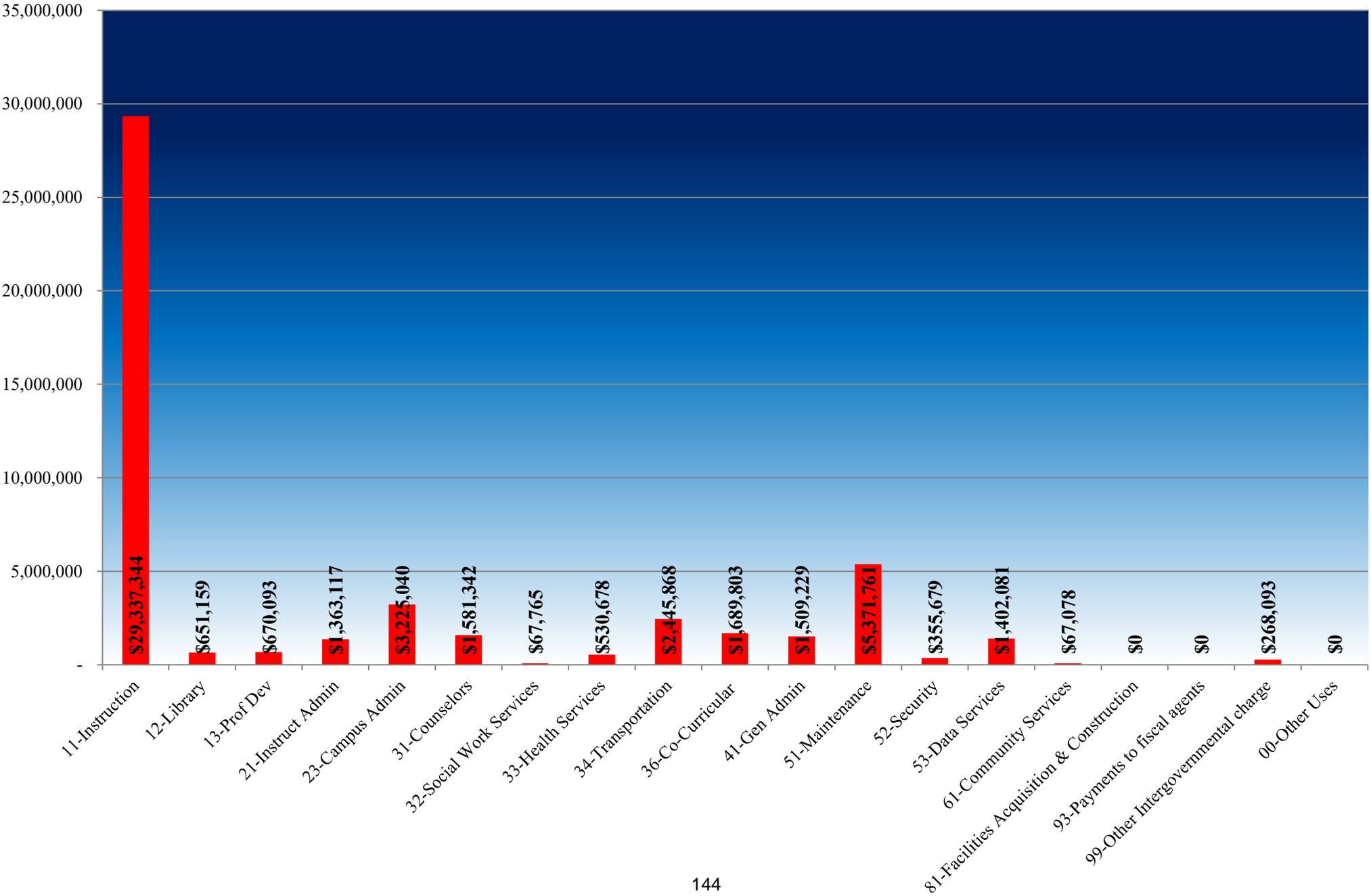
Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - General Fund
for the Month Ending September 30, 2022
(Un-Audited)

	GENERAL FUND					
	<u>Prior Year</u>			<u>Current Year</u>	<u>Unrealized/</u>	<u>Percentage</u>
	<u>Actual Revenues/ Expenditures</u>	<u>Original Budget</u>	<u>Official Budget</u>	<u>Actual Revenues/ Expenditures</u>	<u>Unexpended Budget</u>	<u>Y-T-D</u>
Revenues:						
Local	\$ 449,033.37	\$ 128,672,959	\$ 128,672,959	\$ 444,824.72	(128,228,134.28)	0.35%
State	19,309,933.70	79,803,990	79,803,990	18,527,079.35	(61,276,910.65)	23.22%
Federal	127,441.71	3,550,000	3,550,000	27,117.30	(3,522,882.70)	0.76%
Other Sources	38,350.00	1,500,000	1,500,000	23,031.80	(1,476,968.20)	1.54%
Total Revenues	\$ 19,924,758.78	\$ 213,526,949	\$ 213,526,949	\$ 19,022,053.17	\$ (194,504,895.83)	8.91%
Expenditures and Other Uses:						
11-Instruction	28,804,284.74	129,612,271	129,612,271	29,337,343.97	100,274,927.03	22.63%
12-Library	659,429.71	2,949,781	2,949,781	651,158.65	2,298,622.35	22.07%
13-Prof Dev	329,275.00	2,951,273	2,951,273	670,093.37	2,281,179.63	22.71%
21-Instruct Admin	1,240,097.09	5,620,602	5,620,602	1,363,117.06	4,257,484.94	24.25%
23-Campus Admin	3,084,243.65	13,205,996	13,205,996	3,225,040.29	9,980,955.71	24.42%
31-Counselors	1,572,267.21	6,856,165	6,856,165	1,581,341.89	5,274,823.11	23.06%
32-Social Work Services	66,168.18	295,072	295,072	67,764.64	227,307.36	22.97%
33-Health Services	517,333.68	2,476,372	2,476,372	530,677.81	1,945,694.19	21.43%
34-Transportation	2,424,680.91	13,187,557	13,187,557	2,445,868.34	10,741,688.66	18.55%
36-Co-Curricular	1,557,014.07	6,844,359	6,844,359	1,689,802.51	5,154,556.49	24.69%
41-Gen Admin	1,382,435.76	6,421,193	6,421,193	1,509,229.03	4,911,963.97	23.50%
51-Maintenance	5,361,451.55	22,842,526	22,842,526	5,371,760.61	17,470,765.39	23.52%
52-Security	346,372.61	3,426,730	3,426,730	355,678.60	3,071,051.40	10.38%
53-Data Services	1,258,523.87	6,184,321	6,184,321	1,402,081.39	4,782,239.61	22.67%
61-Community Services	86,658.95	263,229	263,229	67,077.50	196,151.50	25.48%
81-Facilities Acquisition & Construction	-	-	-	-	-	NA
93-Payments to fiscal agents	-	350,000	350,000	-	350,000.00	0.00%
99-Other Intergovernmental charge	237,959.42	1,175,000	1,175,000	268,092.63	906,907.37	22.82%
00-Other Uses	-	-	-	-	-	NA
Total Expenditures and Other Uses	\$ 48,928,196.40	\$ 224,662,447	\$ 224,662,447	\$ 50,536,128.29	\$ 174,126,318.71	22.49%
Excess of Revenues and Other Resources Over (Under) Expenditures and Other Uses	\$ (29,003,437.62)	\$ (11,135,498)	\$ (11,135,498)	\$ (31,514,075.12)		
Fund Balance July 1, 2022 - (Un-Audited)		\$ 63,731,885.25	\$ 63,731,885.25	\$ 63,731,885.25		
Fund Balance Ending - Monthly Reporting Period		\$ 52,596,387.25	\$ 52,596,387.25	\$ 32,217,810.13	\$ (20,378,577.12)	

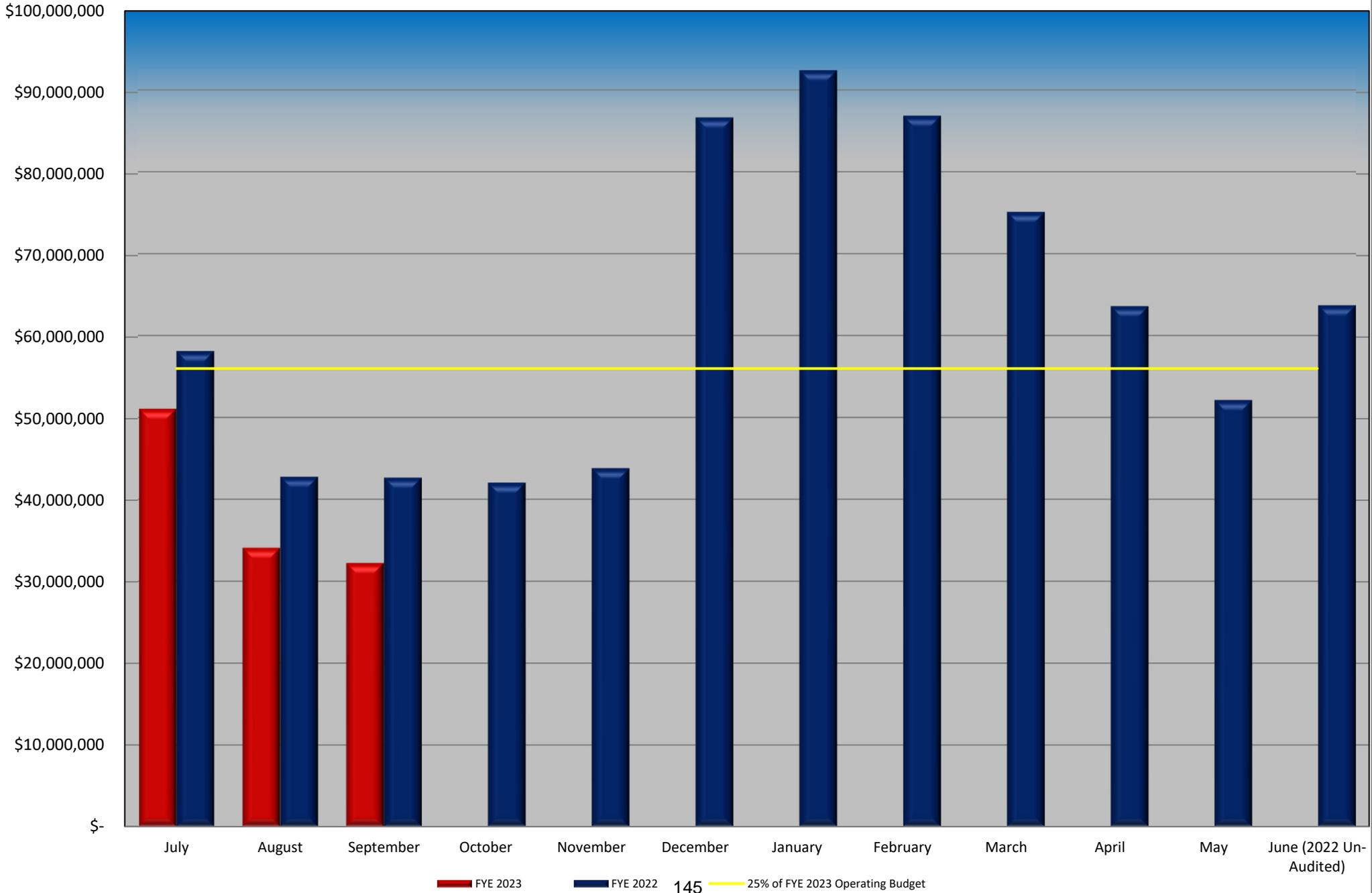
General Fund Revenues Collected to Date



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 September 30, 2022
(Un-Audited)

	CHILD NUTRITION FUND					
	<u>Prior Year</u>			<u>Current Year</u>	<u>Unrealized/</u>	<u>Percentage</u>
	<u>Actual Revenues/ Expenditures</u>	<u>Original Budget</u>	<u>Official Budget</u>	<u>Actual Revenues/ Expenditures</u>	<u>Unexpended Budget</u>	<u>Y-T-D</u>
Revenues and Other Resources:						
Local	\$ 192,157.06	\$ 3,932,722	\$ 3,932,722	\$ 546,498.28	\$ (3,386,223.72)	13.90%
State	-	-	-	-	-	NA
Federal	2,006,501.64	6,513,119	6,513,119	1,313,636.73	(5,199,482.27)	20.17%
Other sources	-	-	-	-	-	NA
Total Revenues and Other Resources	\$ 2,198,658.70	\$ 10,445,841	\$ 10,445,841	\$ 1,860,135.01	\$ (8,585,705.99)	17.81%
Expenditures and Other Uses:						
35-6100 Payroll	945,620.80	5,412,624	5,412,624	955,615.51	4,457,008.49	17.66%
35-6200 Professional and Contracted Services	17,672.92	4,580,717	4,580,717	14,811.22	4,565,905.78	0.32%
35-6341 Food Supplies	592,273.73	-	-	-	-	NA
35-6342 Non-Food Supplies	59,972.69	240,000	240,000	-	240,000.00	0.00%
35-6344 USDA Commodities	-	-	-	-	-	NA
35-6349 Miscellaneous Supplies	2,655.89	125,000	125,000	-	125,000.00	0.00%
35-6300 Supplies & Materials	37,115.70	62,500	62,500	10,106.44	52,393.56	16.17%
35-6400 Food Service Other Operating Expenses	1,246.14	25,000	25,000	1,482.60	23,517.40	5.93%
35-6600 Food Service Capital Expenses	-	-	-	-	-	NA
Total Expenditures	\$ 1,656,557.87	\$ 10,445,841	\$ 10,445,841	\$ 982,015.77	\$ 9,463,825.23	9.40%
Excess of Revenues and Other Resources Over (Under) Expenditures and Other Uses	\$ 542,100.83	\$ -	\$ -	\$ 878,119.24		
Fund Balance July 1, 2022 - (Un-Audited)		7,148,566.35	7,148,566.35	7,148,566.35		
Fund Balance Ending - Monthly Reporting Period		\$ 7,148,566.35	\$ 7,148,566.35	\$ 8,026,685.59	\$ 878,119.24	

Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Debt Service Fund
for the Month Ending September 30, 2022
(Un-Audited)

DEBT SERVICE FUND						
	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<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 Revenue						
Taxes, Current Year Levy	-	\$ 71,467,486	\$ 71,467,486	-	\$ (71,467,486.00)	0.00%
Taxes, Prior Year	72,233.99	-	-	9,322.72	9,322.72	NA
Penalties, Interest and Other Tax Revenues	26,322.45	-	-	2,020.03	2,020.03	NA
Earnings from Investments	1,253.15	-	-	69,854.96	69,854.96	NA
Miscellaneous Revenue	6,970.25	-	-	-	-	NA
Local Revenue	\$ 106,779.84	\$ 71,467,486	\$ 71,467,486	\$ 81,197.71	\$ (71,386,288.29)	0.11%
State Revenue						
Additional State Aid for Homestead Exemption	\$ 33,705.00	\$ -	\$ -	\$ -	-	NA
State Revenue	\$ 33,705.00	\$ -	\$ -	\$ -	\$ -	NA
Other Sources						
Operating Transfer In	\$ -	\$ -	\$ -	\$ -	-	NA
Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -	NA
Total Revenue	\$ 140,484.84	\$ 71,467,486.00	\$ 71,467,486.00	\$ 81,197.71	\$ (71,386,288.29)	0.11%
Expenditures:						
71-6511 Bond Principal	12,875,000.00	52,264,413	52,264,413	13,490,000.00	38,774,413.00	25.81%
71-6521 Interest on Bonds	8,744,355.13	19,168,073	19,168,073	10,042,286.39	9,125,786.61	52.39%
71-6599 Other Debt Service Fees	1,450.00	35,000	35,000	900.00	34,100.00	2.57%
Total Expenditures	\$ 21,620,805.13	\$ 71,467,486	\$ 71,467,486	\$ 23,533,186.39	\$ 47,934,299.61	32.93%
Excess of Revenues						
Over (Under) Expenditures	\$ (21,480,320.29)	\$ -	\$ -	\$ (23,451,988.68)		
Fund Balance July 1, 2022 - (Un-Audited)		\$ 32,177,973.34	\$ 32,177,973.34	\$ 32,177,973.34		
Fund Balance Ending - Monthly Reporting Period		\$ 32,177,973.34	\$ 32,177,973.34	\$ 8,725,984.66	\$ (23,451,988.68)	

Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Capital Project Funds
for the Month Ending September 30, 2022
(Un-Audited)

	<u>2008</u> <u>Capital Projects</u> <u>Program</u>	<u>2017</u> <u>Capital Projects</u> <u>Program</u>	<u>2021</u> <u>Capital Projects</u> <u>Program</u>	<u>2022</u> <u>Capital Projects</u> <u>Program</u>	<u>2022 - 2023</u> <u>Capital Projects</u> <u>Total Revenues/</u> <u>Expenses</u>
<i>Revenues and Other Resources:</i>					
Local	\$ 710.22	\$ 37,690.71	\$ 164,582.00	\$ -	\$ 202,982.93
State	-	-	-	-	-
Other sources	-	-	66,585,092.00	115,649,800.00	182,234,892.00
Total Revenues and Other Resources	\$ 710.22	\$ 37,690.71	\$ 66,749,674.00	\$ 115,649,800.00	\$ 182,437,874.93
<i>Expenditures and Other Uses:</i>					
6100 Payroll	-	-	-	-	-
6200 Professional and Contracted Services	-	269,419.95	-	-	269,419.95
6300 Supplies and Materials	-	166,355.20	2,493,455.80	-	2,659,811.00
6400 Other Operating Expenses	-	-	-	-	-
6600 Capital Outlay	-	730.27	10,276,483.14	-	10,277,213.41
8000-Other Uses	-	-	-	-	-
Total Expenditures	\$ -	\$ 436,505.42	\$ 12,769,938.94	\$ -	\$ 13,206,444.36
Excess of Revenues and Other Resources Over (Under) Expenditures and Other Uses	\$ 710.22	\$ (398,814.71)	\$ 53,979,735.06	\$ 115,649,800.00	\$ 169,231,430.57
Fund Balance July 1, 2022 - (Un-Audited)	\$ 200,646.26	\$ 10,523,701.43	\$ 38,426,833.67	\$ -	\$ 49,151,181.36
Fund Balance Ending - Monthly Reporting Period	\$ 201,356.48	\$ 10,124,886.72	\$ 92,406,568.73	\$ 115,649,800.00	\$ 218,382,611.93

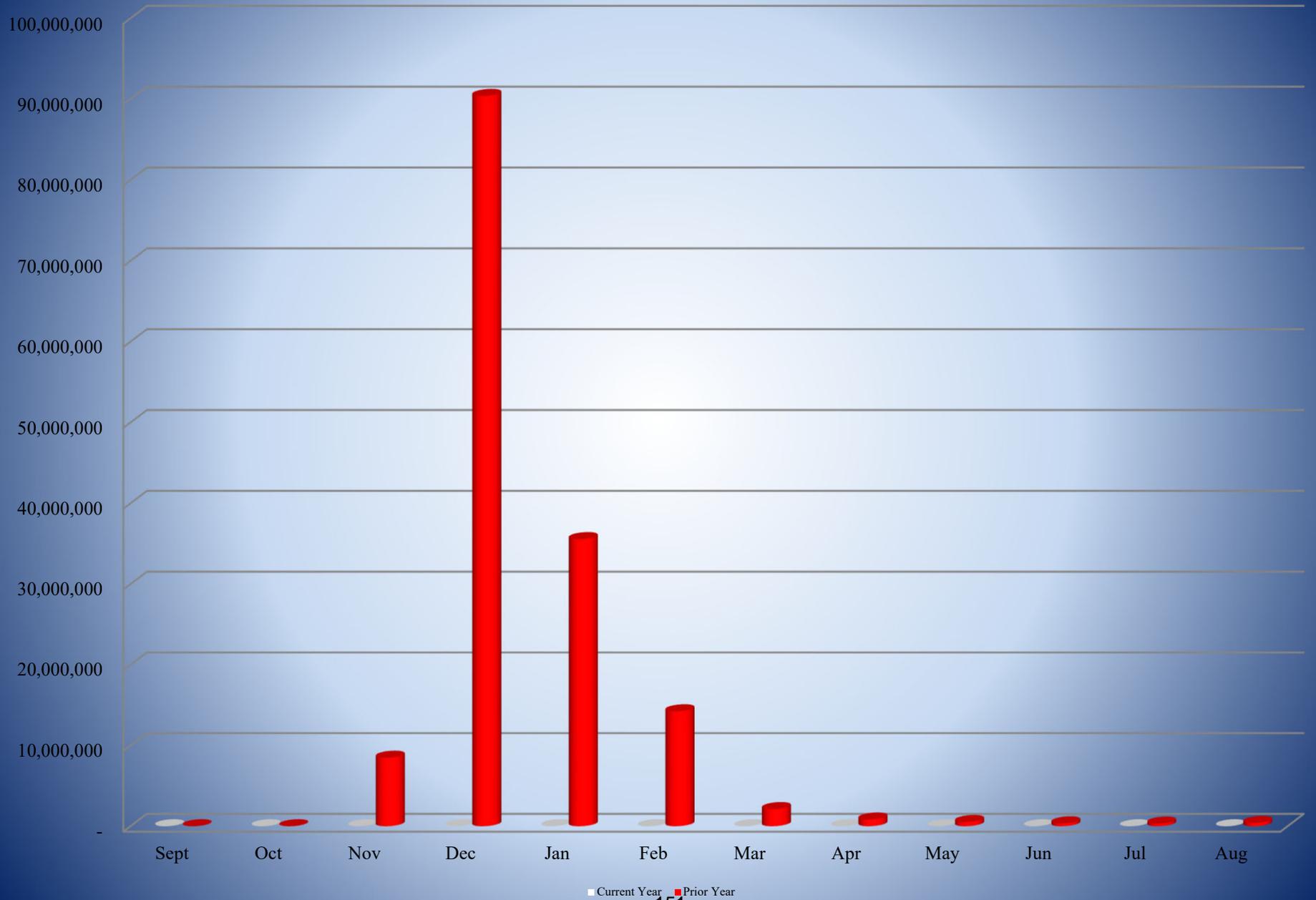
Hays Consolidated Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance - Special Revenue Funds (Grants)
for the Month Ending September 30, 2022
(Un-Audited)

	SPECIAL REVENUE FUNDS					
	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<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	\$ 19,583.50	\$ 94,052	\$ 94,052	\$ 19,203.67	\$ (74,848.33)	20.42%
State	579,917.00	2,605,829	2,605,829	318,503.41	(2,287,325.59)	12.22%
Federal	271,255.74	15,701,904	15,701,904	3,688,216.40	(12,013,687.60)	23.49%
Total Revenues	\$ 870,756.24	\$ 18,401,785	\$ 18,401,785	\$ 4,025,923.48	\$ (14,375,861.52)	21.88%
Expenditures:						
6100 Payroll	2,006,645.87	12,623,650	12,623,650	3,108,232.22	9,515,417.78	24.62%
6200 Professional and Contracted Services	26,140.10	2,061,732	2,061,732	127,465.79	1,934,266.21	6.18%
6300 Supplies and Materials	985,604.24	2,397,094	2,397,094	755,245.83	1,641,848.17	31.51%
6400 Other Operating Expenses	3,750.60	1,319,309	1,319,309	34,979.64	1,284,329.36	2.65%
6600 Capital Outlay	32,786.50	-	-	-	-	NA
Total Expenditures	\$ 3,054,927.31	\$ 18,401,785	\$ 18,401,785	\$ 4,025,923.48	\$ 14,375,861.52	21.88%
Excess of Revenues						
Over (Under) Expenditures	\$ (2,184,171.07)	\$ -	\$ -	\$ -		
Fund Balance July 1, 2022 - (Un-Audited)		\$ -	\$ -	\$ -	\$ -	
Fund Balance Ending - Monthly Reporting Period		\$ -	\$ -	\$ -	\$ -	

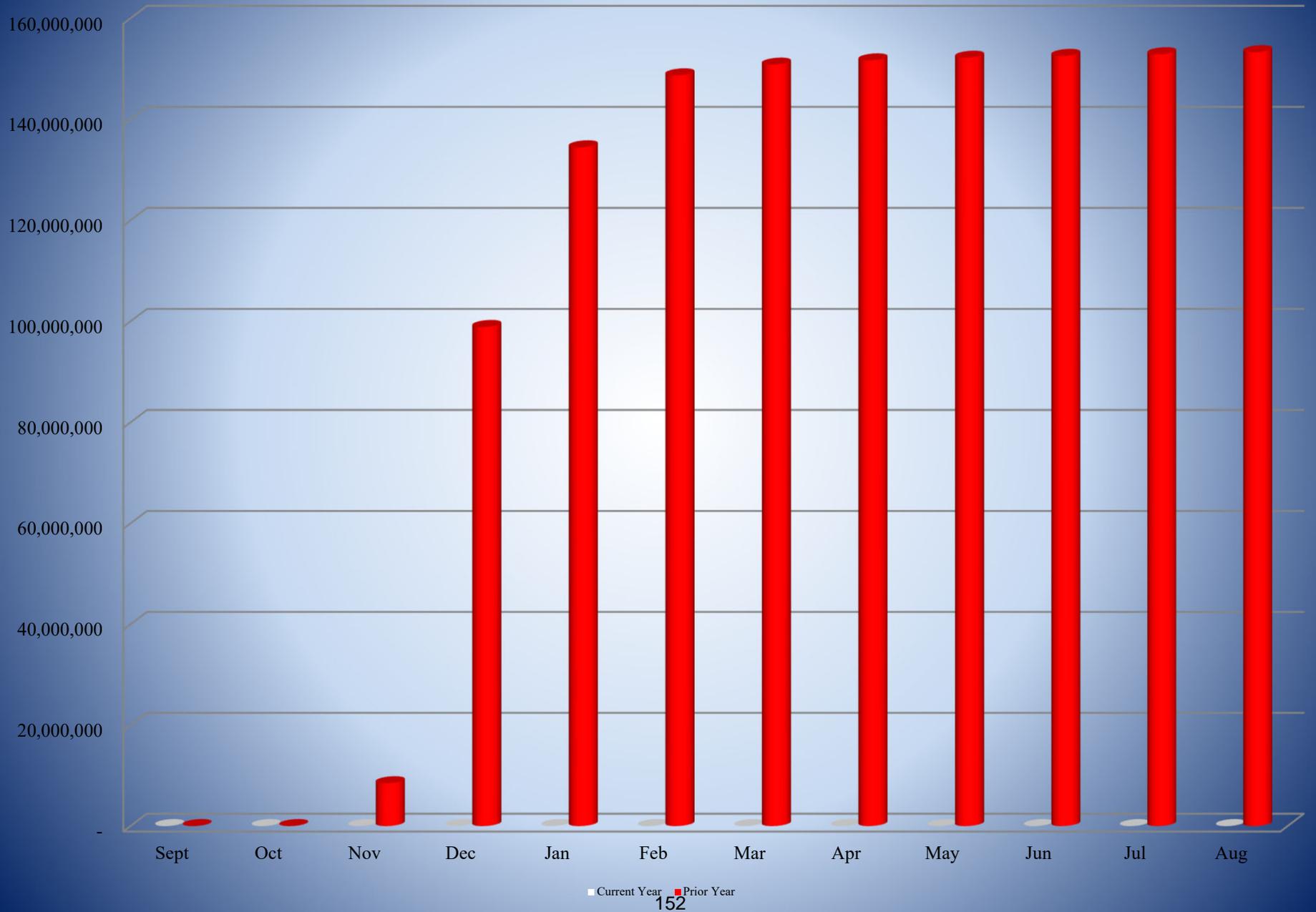
Hays Consolidated Independent School District
Monthly Tax Collection Report
for the Month Ending September 30, 2022

	Prior Year 2021 - 2022				Current Year 2022 - 2023			
	<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	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	\$ -	0.00%
5712 Taxes-Delinquent Collections	\$ 138,102.05	\$ 72,233.99	\$ 210,336.04		\$ -	\$ -	\$ -	
5719 Penalties and Interest	\$ 52,799.18	\$ 26,322.45	\$ 79,121.63		\$ 14,742.86	\$ 7,981.75	\$ 22,724.61	
Total Current Month Collections	\$ 190,901.23	\$ 98,556.44	\$ 289,457.67		\$ 14,742.86	\$ 7,981.75	\$ 22,724.61	
<u>Fiscal Year to Date Collections:</u>								
5711 Taxes-Current Year Tax Levy	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	\$ -	0.00%
5712 Taxes-Delinquent Collections	\$ 138,102.05	\$ 72,233.99	\$ 210,336.04		\$ -	\$ -	\$ -	
5719 Penalties and Interest	\$ 52,799.18	\$ 26,322.45	\$ 79,121.63		\$ 14,742.86	\$ 7,981.75	\$ 22,724.61	
Total Revenue Collected	\$ 190,901.23	\$ 98,556.44	\$ 289,457.67		14,742.86	7,981.75	22,724.61	
Total Budgeted Tax Revenue (Current, Delinquent, Penalty & Interest)	\$ 100,750,161.00	\$ 57,357,902.00	\$ 158,108,063.00		\$ 126,032,959.00	\$ 71,444,986.00	\$ 197,477,945.00	
Percentage of Budget Collected	0.19%	0.17%	0.18%		0.01%	0.01%	0.01%	

Month to Date Tax Collections Current Levy



Year to Date Tax Collections Current Levy





H A Y S C I S D

BOARD OF TRUSTEES OPERATING PROCEDURES

2022–2023 School Year





BOARD OF TRUSTEES

OPERATING PROCEDURES

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Note: This document is intended to assist Board Members and administrators in carrying out their duties. It is not enforceable by third-parties. In the event of an apparent conflict between this document and Board policy, Board policy prevails.



OUR MISSION STATEMENT

The mission of Hays CISD is to educate, value, and nurture students through innovative and personalized educational experiences while celebrating our diversity.

OUR VISION STATEMENT

All Hays CISD learners will be:

- Highly sought-after for college, career, or military
- Prepared for life and responsible citizenship
- Effective communicators and collaborators
- Resourceful and creative problem solvers

ALL TRUSTEES TAKE THE OATH OF OFFICE



OUR BELIEFS

We believe:

- Decision-making is student-focused
- All students have the capacity to learn and be successful
- A safe and secure environment is essential
- Success is a shared investment that includes learners, educators, families, and the community
- In being an unrivaled employee-friendly organization
- The allocation of resources will support high-quality learning
- High expectations for all lead to high achievement
- Open communication, transparency, and accountability build trust
- Success is dependent upon a commitment to lifelong learning
- Diverse and differentiated opportunities further learning
- Student success includes a well-rounded education that goes beyond standardized testing



TRUSTEES INSPIRE STUDENTS TO PLAN FOR THE FUTURE

SOCIAL CONTRACT

THE BOARD WILL:

SERVE AS DISTRICT AMBASSADORS

ASSUME POSITIVE AND NOBLE INTENTIONS

COLLABORATE AS A TEAM AND RESPECT THE BODY CORPORATE

PROMOTE DISCUSSION AND RESPECT EACH OTHER'S PERSPECTIVES

BE PROFESSIONAL

ETHICAL STANDARDS

Equity in attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in stewardship

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor in conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of character

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.



Commitment to service

- I **will** focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.
- I **will** diligently prepare for and attend Board meetings.
- I **will** avoid personal involvement in activities the Board has delegated to the Superintendent.
- I **will** seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-centered focus

- I **will** be continuously guided by what is best for all students of the District.

BOARD MEETINGS AND BOARD MEMBER CONDUCT

- The board shall conduct meetings guided by the parliamentary procedures in the most current edition of Robert’s Rules of Order for Small Boards.
- Anytime four (4) or more Board Members are gathered to discuss school district business, it is considered a meeting.

**TRUSTEES
HONOR
TEACHERS FOR
THEIR HARD
WORK**



- Failure to post such a meeting is considered a violation of the Texas Open Meetings Act.
- Board Members are expected to attend and participate in duly called meetings. Board Members should come to the board meetings prepared to discuss and take action on all items on the agenda.

At a minimum, each Board Member is expected to have done the following prior to arrival at every board meeting:

- Studied the material in the board packet sent to them prior to the meeting.
- When possible, resolve questions beforehand by contacting the Superintendent or administrative staff. Board Member inquiries of staff shall be limited to Superintendent’s Cabinet and responses will be distributed to all Board Members.



DEVELOPING THE BOARD MEETING AGENDA

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.

TRUSTEES SUPPORT COLLABORATIVE INSTRUCTION



- 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 workdays 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 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. At, or close to the beginning of each school year, this agenda content calendar, including references to impacted policies and performance goals, will be presented to the Board at an agenda workshop meeting for Board review.
- 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. Questions regarding supporting documents should be directed to the Superintendent, or a member of the Superintendent’s Cabinet, with a copy to the Executive Assistant 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 Thursday 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 by the Monday meeting with a copy of the questions and answers included in the dais folders.

Ref Policy BE

**TRUSTEES
ENCOURAGE
STUDENTS TO
CONTINUE THEIR
EDUCATION**



HOW TO PREPARE FOR BOARD MEETINGS

The Superintendent will ensure that supporting information required for informed decision- making is prepared in advance when possible and included in the board meeting agenda packet.

The Superintendent will ensure that agenda packets are distributed to Board Members at least three days before scheduled board meetings.

Board Members will prepare to address agenda items by doing the following:

1. Reading agenda packet materials before each board meeting.
2. Calling or emailing the Superintendent with questions about agenda items or background information before 12:00 PM on the scheduled board meeting day for Workshop meetings.
3. Reading responses to questions submitted to the Board.

Receiving answers to questions in advance does not preclude Board Members from asking relevant questions about agenda items during board meetings.

Ref policy BE (LEGAL)



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
- 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 may be acted upon by one vote without separate discussion. A Board Member may request that an item be withdrawn for individual consideration.

TRUSTEES ATTEND COMMUNITY EVENTS



TRANSACTING BUSINESS

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 vote of the Board Corporate, and individually respect that vote. Board Members are strongly encouraged to state the reason why they are abstaining or voting no on an item.

Ref Policy BBE



BOARD WORKSHOPS

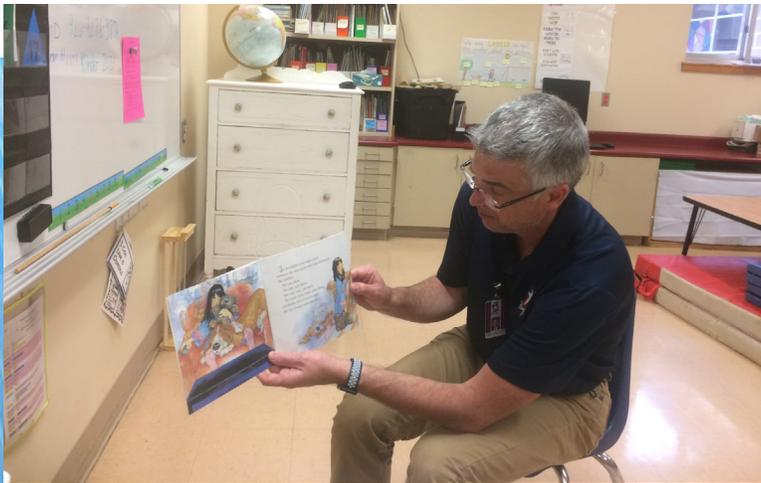
The Board will conduct Special Meetings/Board Workshops as needed. The workshop format is intended to allow the Administration to present information to the Board that is:

- 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 allow 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.



**HAYS CISD
PROMOTES
STUDENT
SUCCESS AT
ALL LEVELS**

CLOSED SESSION

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.



Topics that can be discussed in closed session include the following:

- Attorney Consultation Gov't Code 551.071
- Real Property Gov't Code 551.072
- Prospective Gift Gov't Code 551.073
- Personnel Matters. Gov't Code 551.074
 - Employee-Employee Complaints Gov't Code 551.082
 - Student Discipline Gov't Code 551.082
- Personally Identifiable Student Information Gov't Code 551.0821
- Medical or Psychiatric Records Gov't Code 551.0785
- Security-Personnel, infrastructure and devices Gov't Code 551.076, Government Code 2059.055(b); Gov't Code 551.089 Education Code 39.030(a)
- Emergency Management Government Code 418.175–418.182, Gov't Code 418.183(f)
- Economic Development Gov't Code 551.087

Given the legal and sensitive nature of closed sessions, the members of the Board understand that the law requires that all such sessions are strictly confidential.

No person other than Board Members and the Superintendent is entitled to attend or participate in executive sessions.

Board Members will comply with the confidentiality requirements of closed sessions and will respect the privacy right of individuals when dealing with confidential information gained through association with the district.

Others may be invited to participate by consent of the board president and Superintendent. For the purpose of discussing his or her employment or job performance, and/or consultation with the board attorney, the board may exclude the Superintendent from a closed session.

Members will not disclose or comment on the discussion in closed session other than to restate what is posted on the agenda.

If it is in the interests of the district for a statement to be made regarding a closed-session discussion, the board president will compose an official public statement that meets with the approval of a majority of the board. Any such statement must comply with the limitations of the law.

BOARD COMMITTEES

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 or attend such committees, except the Board and Superintendent Student Advisory Panel, unless otherwise provided by federal or state law, or approved by the Board.

Ref Policy BDB

HOW TO REQUEST INFORMATION ABOUT MEETING AGENDA ITEMS

Members are encouraged to ask for information related to meeting agenda items prior to the scheduled meeting.

Any questions about agenda items or requests for additional information about them will be directed to the Superintendent or Superintendent’s Cabinet and responses will be distributed to all Board Members. Requests for information or questions about any agenda item will be made by noon on the scheduled board meeting day.



**TRUSTEES
SERVE AS
MENTORS FOR
STUDENTS**

If a written report is provided in response to the request, all Board Members will receive a copy of both the request and report prior to the opening of the meeting.

Board Members may discuss the information provided or ask additional questions about the agenda item in the meeting.

The Superintendent and his Cabinet will make every attempt to communicate the answers to the questions to Board Members prior to the meeting with a copy of the questions and answers included in the dais folders.



HOW TO REQUEST INFORMATION NOT RELATED TO AGENDA ITEMS

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

**TRUSTEES
HAVE
INTEGRITY OF
CHARACTER**



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.

Ref Policy BBE



HOW TO VISIT CAMPUSES AS A BOARD MEMBER

- Board Members are encouraged to attend any and all school events as their time permits, and to show support for 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.
- When visiting with teachers of their own children, Board Members will make it clear that they are acting as parents rather than as Board Members.

Ref Policies GKA (LEGAL), BBF (LOCAL), and BBFA (LEGAL)

ORIENTATION OF NEW BOARD MEMBERS

- A new Board Member will have a meeting with staff for their name badge and other generic, logistical information by their first board meeting. The Board President will review a recent agenda packet prior to their first meeting.
- As a supplement to the information provided in relation to his/her candidacy, a district orientation for a new Board Member will be scheduled to begin by the first Board meeting of the date a new Board Member takes the Oath of Office.
- At a minimum, the Superintendent and Board President will participate in the orientation. Additional administrative staff will be included to provide specific information about the district.



**TRUSTEES
HAVE
COMMITMENT
TO SERVICE**



The orientation should include, but will not be limited to the following:

- Board Operating Procedures and Board Policies.
- Superintendent’s overview of district administrative organization.
- Training to access district electronic communications.
- District budget overview.
- Board annual calendar and briefing of upcoming events.
- Expense reimbursement procedures.
- Media and communications training.
- Framework for School Board Development from SBOE.

The Board President will assign new Board Members an existing Board Member who will serve as a mentor.

TAXPAYER TUESDAY OFFERS A GLIMPSE INTO SCHOOL ACTIVITIES



BOARD DEVELOPMENT

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 not to exceed 5,000 annually or per year per Board Member. All costs for additional training will be the responsibility of the individual Board Member unless reviewed and approved by Board President and Secretary.

Board Memberships to any and all associations shall be brought to the Board for discussion and approval. Board Members should be familiar with district policies, especially their duties as defined in policies BAA (LEGAL) and BAA (LOCAL).

The board will annually review its Board Operating Procedures and Board Ethics Policy BBF (LOCAL). By October, the board will conduct a self-evaluation in closed session. Adherence to Board Operating Procedures will be considered as part of the evaluation instrument.



BOARD TRAINING REQUIREMENTS



New Board Members Only

- Local District Orientation
 - Texas Education Code
 - Open Meetings Act
 - Public Information Act
- Watch for required timelines*

New from the 87th Legislature

- School Safety

Every Year

- Cybersecurity
 - Team Building
- Additional Continuing Education (10 or 5 hours)

Every Two Years

- Update to the TX Ed Code
- Evaluating and Improving Student Outcomes
- Sexual Abuse and Human Trafficking



TRUSTEES VALUE STUDENT VOICES

ELECTING BOARD OFFICERS

The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. The Board may assign a District employee to provide clerical assistance to the Board. Officers shall be elected by a majority vote of the members present and voting.

The members of the Board shall organize by selecting:

1. A president, who shall be a member of the Board – Presides as chair over meetings.
 2. A vice president, who shall be a member of the Board – Fills in as chair if President is unable to attend or chair a meeting.
 3. A secretary, records requests for information from trustees.
 4. Such other officers and committees as the Board may deem necessary Education Code 11.061(c).
 5. A majority of the Board may call for officer elections at any time during the year if they deem it necessary.
 6. No officer can hold office without serving a minimum of one year on the Board.
 7. Discussions related to reorganization and election of officers may be discussed in closed session.
- A vacancy among officers of the Board shall be filled by majority action of the Board.



PUBLIC PARTICIPATION IN BOARD MEETINGS

The Board shall provide for public comment at each meeting, including all regular and special meetings. 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 may be complete and in sufficient detail, as to determine the appropriateness of the topic prior to addressing the Board. Comments on posted agenda items may be taken first. Comments on non-agenda items may 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.

**TRUSTEES
VALUE ALL
VOICES AND
COMMUNITY
INPUT**



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 board designates the president as its spokesperson if a response to the speaker is required. The president will limit responses to those allowed by law:

- Statements of fact
- References to board policy



The Presiding Officer shall determine the time limitation for each speaker, based on the number of individuals signed up to speak in the 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.

Ref Policy BED



**WE ARE
STRONGER
TOGETHER**

COMMUNICATION WITH TEAM MEMBERS BETWEEN MEETINGS

The Superintendent and/or Superintendent's office will continue to communicate with Board Members as information becomes available on the following:

- District events
- Progress reports on board goals and directives
- Follow-up reports in answer to Board Member questions
- Updates on administrative matters or district operations



The Superintendent will communicate requested information to all Board Members in as timely a manner as possible without interfering with the regular conduct of district business. The Superintendent is the liaison between the Board and district staff. The only employee the Board is responsible for directing is the Superintendent. The Superintendent will direct the activities of all district staff.

Board Members are encouraged to set up biweekly or monthly meetings to update, discuss or receive clarification on any district-wide or campus topics. Board Members should be mindful and respectful of the Superintendent's time and limit all nonemergency communication outside of these scheduled meetings. Board Members may communicate with other individual members for purposes of asking questions, clarifying information, or socializing under circumstances that do not conflict with or circumvent the Texas Open Meetings Act.

Board Members may not communicate with other individual members for purposes of soliciting votes in support of or opposition to items of business that may come before the board.

Board Members who wish to share information relevant to district business or issues scheduled to come before the board will relay the information to the board president for placement on a future agenda or to the Superintendent for distribution to all members in board blog.

Ref Policy BE (LEGAL)

COMMUNICATION WITH THE MEDIA

The board president or, in his or her absence, the vice president or the board's designee will serve as the board spokesperson to the media on issues regarding board actions.

The Superintendent or designee shall be the official district spokesperson to the media on district issues. A Board Member receiving a call from the media requesting information, comments, or an interview will inform the media representative that the Superintendent is the board's designated contact for official information about district business and that the board president is the board's designated contact for official positions on the board's actions or decisions as a body.

Board Members who do speak with media representatives will clarify at the beginning of the interview that they are speaking as individuals rather than as authorized representatives of the board of trustees. When speaking as an individual, the Board Member may remind media representatives of the official position or action already taken on the issue by the board of trustees and refer them to the board's designated spokesperson for further information about those actions.

When speaking to media representatives, Board Members will generally avoid stating opinions or speculating about possible board action on issues that are scheduled for discussion at a future board meeting and explain that decisions will be made after deliberation with members of the board at a meeting.



COMMUNICATION WITH THE COMMUNITY

Board Members are encouraged to participate in community activities as liaisons between the public and the school district. When doing so, Board Members are expected to:

- Relay information about district goals and objectives.
- Clarify a trustee’s limitations, obligations, and responsibilities as a member of the board.
- Support board decisions.
- Interact in a positive manner.
- Listen politely and respectfully to comments.
- Make no commitment on behalf of the board or district.
- Avoid criticizing district personnel.
- Refer questions about specific district activities to the appropriate staff person who can best answer the questions.

The Board of Trustees encourages community input; however, it will not respond to or act on the basis of anonymous calls or letters. The board will communicate to the community collectively through district communication vehicles.

HOW TO RESPOND TO COMMUNITY OR EMPLOYEE COMPLAINTS

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 will:

- Listen briefly and respectfully. Remind the complainant of the board’s responsibility to remain impartial and noncommittal because complaints may ultimately be brought to the board on appeal.
- Determine if the complainant wishes to express dissatisfaction or desires some action be taken to resolve an issue.
- Complainants who desire some action to be taken should be directed or referred to the appropriate policy outlining grievance procedures and informed that the steps listed in the policy are necessary to protect everyone’s rights while following an orderly process.
- Ask if the complainant has followed the “Chain of Command” outlined in district policy.
- Board Members will inform the Superintendent of complaints from staff and the community but will not direct the Superintendent to take specific actions.
- On a case-by-case basis the Superintendent shall inform the board of the resolution of complaints referred by Board Members if the complaint requires Superintendent intervention.
- Adhere to the Board’s policies (DGBA, FNG, FOD and GF) regarding complaints and grievances.



COMMUNICATING WITH CONSTITUENTS

Board Members are encouraged to respond to phone calls, and written correspondence, including, but not limited to, e-mail, text messages, or social media from constituents, but should bear in mind that any such responses may be subject to Public Information Act requests.

A member retains the right to respond as an individual but must understand that such communication may be interpreted by the reader as being an “official” statement of the Board.

The member should:

- Clarify that he/she is responding as an individual and not for the Board.
- Remind the reader of any position or action the Board has officially taken on the subject.

Board Members will not respond to anonymous e-mails unless the communication pertains to criminal, health, or safety issues. Any such e-mails will be forwarded to the Superintendent. If a Board Member receives an e-mail that they perceive to be of a threatening nature they will forward the e-mail to the Superintendent and Chief of Safety and Security.

SUPERINTENDENT EVALUATION

The Superintendent evaluation instrument will be updated and approved annually in conjunction with the adoption of the Board and Superintendent Goals.

Three formative evaluations may be conducted annually in closed sessions at the Board Agenda Workshops. The suggested dates of these evaluations are the Agenda Workshops in October, January and April or as close to those months as possible. 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 June. 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.

Ref Policies BJCD, BJCF, and BJA




**RISING
ABOVE**

Hays CISD

We appreciate our Hays CISD school board trustees for all their dedication and hard work every month!

School Board Recognition Month • January 2023



Vanessa Petrea
Trustee At-Large
President



Raul Vela, Jr.
District 1
Vice President



Esperanza Orosco
District 5
Secretary



Will McManus
Trustee-At-Large
Trustee



Esmeralda Pérez-González
District 2
Trustee



Courtney Runkle
District 3
Trustee



Byron Severance
District 4
Trustee

Thank You, board members!