

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 28, 2024 beginning at 5:30 PM at Hays CISD Merideth Keller Board Room, 21003 IH 35, Kyle, TX 78640.

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. PUBLIC FORUM #1 - Draft Attendance Zone Maps 6
- C. 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. Deliberation regarding the Superintendent's recommendations for employment, resignations, extended leave, and other personnel matters, pursuant to Tx. Gov't Code Section 551.071
 - 3. Discussion of the purchase, exchange, lease, or value of real property pursuant to Tx. Gov't Code Section 551.072
- D. RECONVENE IN OPEN SESSION - immediately following Closed Session
- E. 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.
- F. MISSION STATEMENT
 - Hays CISD makes it 100% possible.
- G. 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 Value Each Other's Perspectives
 - Be Professional
- H. SUPERINTENDENT REPORT 7
- I. PUBLIC HEARING and presentation of the Hays CISD 2023-2024 Financial Integrity Rating System of Texas 8
- J. PUBLIC HEARING - Proposed Amendments to the Hays CISD Compensation Plan *based on presentation at the October 21, 2024 Board meeting* 9
- K. PUBLIC FORUM 10
 - 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 Boardroom 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 consents to the online publication of their comments.

L.	CAMPUS RECOGNITION - Tobias Elementary School	11
M.	ATTENDANCE ZONE MAPS	
1.	Continued development of Draft Attendance Zone Maps	12
N.	CONSENT AGENDA	20
1.	Minutes of Board of Trustees Meetings	21
2.	Budget Amendments	29
O.	ACTION ITEMS for October 28, 2024	
1.	Consideration and possible approval of the Purchase and Installation of Bi-Directional Amplifiers and Distributed Antenna Systems at twenty-one Hays CISD Locations - Motive Infrastructure Solutions	33
2.	Consideration and possible approval of Amendments to the 2024-2025 Compensation Plan	35
3.	Consideration and possible approval of Class Size Waiver(s) for K-4 Capacity Incentive	41
4.	Consideration and possible approval of the District Improvement Plan for the 2024-2025 School Year	43
5.	Consideration and possible Grant of a Non-exclusive Permanent Utility Easement and Temporary Access and Workplace Easement for County Line Special Utility District at the Marigold Subdivision near Uhland Elementary School	76
6.	Consideration and possible approval of Schematic Designs for 2023 Bond Bid Package 12 Projects and Middle School Renovations and Additions	88
7.	Consideration and possible approval of the Standard Maintenance Cycle Repair of the Athletic Track at Hays High School and Johnson High School	90
8.	Consideration and possible adoption of the instrument to be used to evaluate the Superintendent	92
P.	INFORMATION ITEMS	
1.	First Reading of proposed revisions to Board Policy DEAB (Local): Compensation Plan - Wage & Hour Laws	102
2.	Update on District Safety & Security Initiatives	105
3.	Update on District Bond, Construction, and Renovation Projects	106
4.	Financial Statements	107
Q.	REQUESTS FOR INFORMATION FROM THE BOARD OF TRUSTEES	108
R.	RECAP OF QUESTIONS	109
S.	UPCOMING BOARD MEETINGS	110
	TUESDAY , November 12, 2024 @ Hays CISD Merideth Keller Board Room – 5:30 pm	
	November 18, 2024 @ Hays CISD Merideth Keller Board Room - 5:30 pm	
	December 16, 2024 @ Hays CISD Merideth Keller Board Room - 5:30 pm	
	THURSDAY , January 23, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm	
	January 27, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm	
	THURSDAY , February 20, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm	
	February 24, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm	
	March 10, 2025 @ Hays CISD Merideth Keller Board Room – 5:30 pm	
	THURSDAY , March 27, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm	
	April 14, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm	
	THURSDAY , April 24, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm	
	May 12, 2025 @ Hays CISD Merideth Keller Board Room – 5:30 pm	
	May 19, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm	
	TUESDAY , June 10, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm	

TUESDAY, June 24, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm
July 21, 2025 @ Hays CISD Merideth Keller Board Room – 5:30 pm

Official Board of Trustees information may be obtained at www.hayscisd.net

T. ADJOURN

This notice was posted in compliance with the Texas Open Meetings act on: Friday, October 25, 2024 at 2:30 PM

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

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

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

Date: October 28, 2024

Agenda Item: B

Board Goal: Community Relations

Subject: Public Forum #1 – Draft Attendance Zone Maps

**Administrator Responsible/Position: Tim Savoy, Chief Communication Officer
Max Cleaver, Chief Operations Officer**

A. Purpose of Agenda Item

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy BED

Law or Rule

N/A

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

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

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

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.

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

Date: October 28, 2024

Agenda Item: H

Board Goal: Community Relations

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 28, 2024

Agenda Item: I

Board Goal: Community Relations

Subject: Public Hearing of the Hays CISD 2023-2024 Financial Integrity Rating System of Texas

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
Title 19, Texas Administrative Code, Chapter 109, subchapter AA

C. Goal or Need Addressed:

The Board will conduct a Public Hearing to discuss the Financial Integrity Rating System of Texas (FIRST). If members of the audience wish to address the Board regarding the FIRST, they may do so by requesting an opportunity to speak. Commentaries and/or questions are limited to the FIRST, and shall not exceed two minutes.

D. Summary:

- Previous board action relating to this item – November 14, 2022 (presentation)
- Future action anticipated - Annually
- Background information –

This is the 20th year of School FIRST, a financial accountability rating system for Texas school districts. Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes certain mandated information. A separate presentation/report is attached.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other

F. Administrative Recommendation:

There is no board action necessary. The school FIRST report/presentation is presented as an information item.

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

Budget Bond Grant/Special Funds Other
 Budget Amendment Needed

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action – Randy Rau, Chief Financial Officer

I. Suggested Motion:

There is no board action necessary. The school FIRST report/presentation is presented as an information item.

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

Date: October 28, 2024

Agenda Item: J

Board Goal: Community Relations

Subject: Public Hearing of the Proposed Amendments to the Hays CISD Compensation Plan

Administrator Responsible/Position: Christina Courson, Chief Human Resources Officer

- A. Purpose of Agenda Item:**
 Action needed Information only Receive input
- B. Authority for This Action:**
 Local Policy Law or Rule N/A
- C. Goal or Need Addressed:**
Allow the public to address the Board of Trustees regarding proposed amendments to the Hays CISD compensation plan
- D. Summary:**
 Previous board action relating to this item – October 21, 2024 (presentation)
 Future action anticipated – N/A
 Background information –
- E. Comments Received:**
 Cabinet DLT FBOC Teacher Org. Reps. Other
- F. Administrative Recommendation:**
There is no board action necessary for this public hearing.
- G. Fiscal Impact and Cost: Amount: N/A**
 Budget Bond Grant/Special Funds Other
 Budget Amendment Needed
- H. Monitoring and Reporting Time Line:**
Person responsible for evaluating this decision or action – Christina Courson
- I. Suggested Motion:**
There is no board action necessary.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 28, 2024

Agenda Item: K

Board Goal: Community Relations

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

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

Date: October 28, 2024

Agenda Item: L

Board Goal: Student Achievement

Subject: Campus Recognition – Tobias Elementary School

Administrator Responsible/Position: Marivel Sedillo, DS/CAO
Dr. Michael Watson, Deputy Academic Officer
Melissa English, Principal

- 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:
 Previous board action relating to this item –
 Future action anticipated –
 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. Comments Received:
 Cabinet DLT FBOC Teacher Org. Reps. Other:
- F. Administrative Recommendation:
The administration is not making a recommendation on this item as it is only informational.
- G. Fiscal Impact and Cost: Total Amount: N/A
 Budget Bond Grant/Special Funds Other
Prior Year Spending – n/a
Future/Ongoing –
- H. Monitoring and Reporting Time Line:
Person responsible for evaluating this decision or action — Dr. Michael Watson, Deputy Academic Officer
Evaluation method and time line -
Next report to the board – Upon request.
- I. Suggested Motion:
No motion required. This agenda item is presented as information only.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 28, 2024

Agenda Item: M.1

Board Goal: Community Relations

Subject: Continued Development of Draft Attendance Zone Maps

Administrator Responsible/Position: Tim Savoy, Chief Communication Officer

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy: FC (Local)

Law or Rule

N/A

C. Summary:

Previous board action relating to this item – The Board is working its way through the attendance zoning process in accordance with the governing policy.

Future action anticipated – following a decision regarding any new maps created from this process, the district will implement the maps that would go into effect for the 2025 – 2026 school year.

Background information – In accordance with Policy FC (local), the board shall establish attendance zones for schools. An attendance zone will be necessary for Ramage Elementary School when it opens in August 2025. Additionally, adjustments to attendance zones may be necessary to balance student populations.

Administration intends to present map recommendations during this process in three parts that can be considered and adopted independently, or together. Part A would consist of map changes necessary only for the creation of an attendance zone for Ramage Elementary. Part B would consist of changes recommended to areas that are in development where no students currently live, if any. Part C would consist of changes to existing school maps with students residing in the areas that may be considered to balance student populations, if any.

The full process for developing maps is detailed in policy, but highlights include starting with a minimum of two possible maps and conducting two public forums.

The full process timeline, development materials, draft maps, and information are all housed online at www.hayscisd.net/zone2024.

D. Suggested Motion:

N/A

Draft Maps and data tables are located online at: www.hayscisd.net/zone2024.

Current Hays CISD Zoning Recommendation

Document Prepared: October 23, 2024

Note: This recommendation is part of the ongoing, near-term planning for the most efficient use of, and the balancing of student populations at, school building resources. It is subject to change during the fall 2024 rezoning process. Parent and public participation and comment is invited during the process. Follow the process or share your thoughts at www.hayscisd.net/zone2024.

Recommendation

Based on public comment to-date, analysis of data, and Board meeting discussion the current administrative recommendation before the Board is Draft Map Option 5.

This map creates an attendance zone for Ramage Elementary using Map 2 (see below) as a base and by primarily pulling students from the current Hemphill Elementary School zone. Some of the easternmost portions of the Fuentes Elementary School zone are also assigned to Ramage Elementary School in this map scenario because the new school is constructed in the current Fuentes Elementary School zone. Based on school board discussion, Map 5 also makes an adjustment to a small portion of territory (planning unit 89) currently zoned for Uhland Elementary and moves the students to Science Hall Elementary. This elementary level change necessitated a middle school change for that planning unit from Simon Middle School to Chapa Middle School. You can view on a map or data table how Map Option 5 would affect the district's middle schools.

Objectives Achieved

The Draft Map Option 5 recommendation achieves the primary objective of creating an attendance zone so that Ramage Elementary (Elementary #17) can open in August 2025. It further aids in student population balancing for Uhland Elementary and Simon Middle Schools. Additionally, it achieves the goal stated in Policy FC (Local) to keep school attendance areas as stable as possible. This map recommendation creates minimal disruption.

Additional Caveats for Map Recommendation

This recommendation includes the following provisions:

- To allow affected students (siblings so that families can have all students attend the same campus) entering 5th grade in 2025-2026 to remain at their current campuses should they choose to do so. However, transportation for these zone-affected transfers for 2025-2026, 5th graders will not be available.
- To allow affected students (siblings so that families can have all students attend the same campus) entering 7th or 8th grade in 2025-2026 to remain at their current campuses through middle school should they choose to do so. However, transportation for these zone-affected transfers for 2025-2026, 7th and 8th graders will not be available.

Additional Caveats for Recommendation (Outside of the Mapping Process)

Challenges in balancing student populations in a fast-growth school district such as Hays CISD are ever present. The Draft Map Option 5 does not address concerns presented in public comment during the zoning process regarding middle school overcrowding and projected high growth at select elementary schools. However, the district believes that alternate solutions outside of the attendance zone process, at this time, could alleviate this problem.

- **Hays Choice Transfers for McCormick and Simon Middle Schools**

Adjustments to middle school maps were not the target of the fall 2024 attendance rezoning process. However, in listening to concerns presented by parents and staff during the process, it is clear that an immediate solution to the rapid growth at McCormick Middle School, followed closely by Simon Middle

School, must be addressed. Accordingly, district leadership has developed an idea that could expand transfer options in the district, called something like a “Hays Choice Transfer.”

The Hays Choice Transfer program could open voluntary transfers (that do include transportation) in situations where student population reductions would benefit the district and the affected campuses. This program would be a companion program to what is traditionally known as “Cap and Overflow.”

In Cap and Overflow, once a school reaches capacity, new students moving into the area are required to attend the next assigned middle school (with transportation). Under a Hays Choice Transfer program, the district would first seek voluntary transfers before having to implement a Cap and Overflow program.

To address middle school overcrowding, the district intends to test a Hays Choice Transfer program for McCormick students who wish to attend Dahlstrom Middle School and for Simon students who wish to attend Chapa Middle School. These options would not affect high school feeder patterns or jeopardize UIL eligibility for students. The program would be developed, implemented, and operated in the district Curriculum and Instruction Division, most likely through the currently existing student transfer office.

- **Alternate Options to Address Elementary School Overcrowding (Outside of the Attendance Zone Process)**

To alleviate overcrowding at other elementary schools, the following options are available outside of the current rezoning process:

- Moving certain districtwide special programs that are currently housed at crowded elementary schools to schools with more room. (Curriculum and Instruction Division)
- Pre-zoning planned, new phases of subdivisions where no students currently live to schools with more room. This could be a separate rezoning process at a later date. (Operations Division)
- Using portable classrooms at schools until new facilities can be placed on a future bond for voter consideration (Operations Division)
- Building more schools, which will be needed to keep pace with the projected, rapid growth in Hays CISD. This option would require voter approval through school building bonds. (Operations Division, Facilities and Bond Oversight Committee)

Attachments to Recommendation:

- Draft Map Option 5 (Elementary)
- Data Table for Draft Map Option 5 (Elementary)
- Middle School Alignment for Draft Map Option 5 (Map)
- Middle School Alignment for Draft Map Option 5 (Data Table)

Additional Resources:

Complete Fall 2024 zoning process information: www.hayscisid.net/zone2024

Hays CISD Projected EE-5th with Opening of New Elem 17



	Transfers	2025	2026	2027	2028	2029	2030	2031	2032	2033
Blanco Vista										
Students Projected	245	508	511	523	538	541	553	568	593	621
Students Projected w Trans		753	756	768	783	786	798	813	838	866
Practical Capacity		800	800	900	900	900	900	900	900	900
Percent Utilization		94%	95%	85%	87%	87%	89%	90%	93%	96%
Student Margin		47	44	132	117	114	102	87	62	34
Buda										
Students Projected	-3	677	703	772	877	1000	1148	1286	1419	1544
Students Projected w Trans		674	700	769	874	997	1,145	1,283	1,416	1,541
Practical Capacity		900	900	900	900	900	900	900	900	900
Percent Utilization		75%	78%	85%	97%	111%	127%	143%	157%	171%
Student Margin		226	200	131	26	-97	-245	-383	-516	-641
Camino Real										
Students Projected	-1	830	887	954	1058	1170	1322	1491	1742	1999
Students Projected w Trans		829	886	953	1,057	1,169	1,321	1,490	1,741	1,998
Practical Capacity		800	800	900	900	900	900	900	900	900
Percent Utilization		104%	111%	106%	117%	130%	147%	166%	193%	222%
Student Margin		-29	-86	-53	-157	-269	-421	-590	-841	-1,098
Carpenter Hill										
Students Projected	98	500	505	505	513	516	518	525	537	549
Students Projected w Trans		598	603	603	611	614	616	623	635	647
Practical Capacity		800	800	900	900	900	900	900	900	900
Percent Utilization		75%	75%	67%	68%	68%	68%	69%	71%	72%
Student Margin		202	197	297	289	286	284	277	265	253
Cullen										
Students Projected		468	578	706	839	952	1045	1134	1215	1260
Students Projected w Trans		468	578	706	839	952	1,045	1,134	1,215	1,260
Practical Capacity		900	900	900	900	900	900	900	900	900
Percent Utilization		52%	64%	78%	93%	106%	116%	126%	135%	140%
Student Margin		432	322	194	61	-52	-145	-234	-315	-360
Elm Grove										
Students Projected	41	645	624	620	633	627	623	621	624	624
Students Projected w Trans		686	665	661	674	668	664	662	665	665
Practical Capacity		982	982	982	982	982	982	982	982	982
Percent Utilization		70%	68%	67%	69%	68%	68%	67%	68%	68%
Student Margin		296	317	321	308	314	318	320	317	317
Fuentes										
Students Projected	-62	828	830	853	887	910	936	982	1042	1105
Students Projected w Trans		766	768	791	825	848	874	920	980	1,043
Practical Capacity		720	720	900	900	900	900	900	900	900
Percent Utilization		106%	107%	88%	92%	94%	97%	102%	109%	116%
Student Margin		-46	-48	109	75	52	26	-20	-80	-143
Hemphill										
Students Projected	-31	700	820	962	1106	1236	1375	1542	1742	1947
Students Projected w Trans		669	789	931	1,075	1,205	1,344	1,511	1,711	1,916
Practical Capacity		720	720	900	900	900	900	900	900	900
Percent Utilization		93%	110%	103%	119%	134%	149%	168%	190%	213%
Student Margin		51	-69	-31	-175	-305	-444	-611	-811	-1,016
Kyle										
Students Projected	-105	838	896	960	1005	1042	1067	1098	1137	1177
Students Projected w Trans		733	791	855	900	937	962	993	1,032	1,072
Practical Capacity		770	770	900	900	900	900	900	900	900
Percent Utilization		95%	103%	95%	100%	104%	107%	110%	115%	119%
Student Margin		37	-21	45	0	-37	-62	-93	-132	-172
Negley										
Students Projected	-75	840	846	858	869	864	862	864	869	873
Students Projected w Trans		765	771	783	794	789	787	789	794	798
Practical Capacity		967	967	967	967	967	967	967	967	967
Percent Utilization		79%	80%	81%	82%	82%	81%	82%	82%	83%
Student Margin		202	196	184	173	178	180	178	173	169

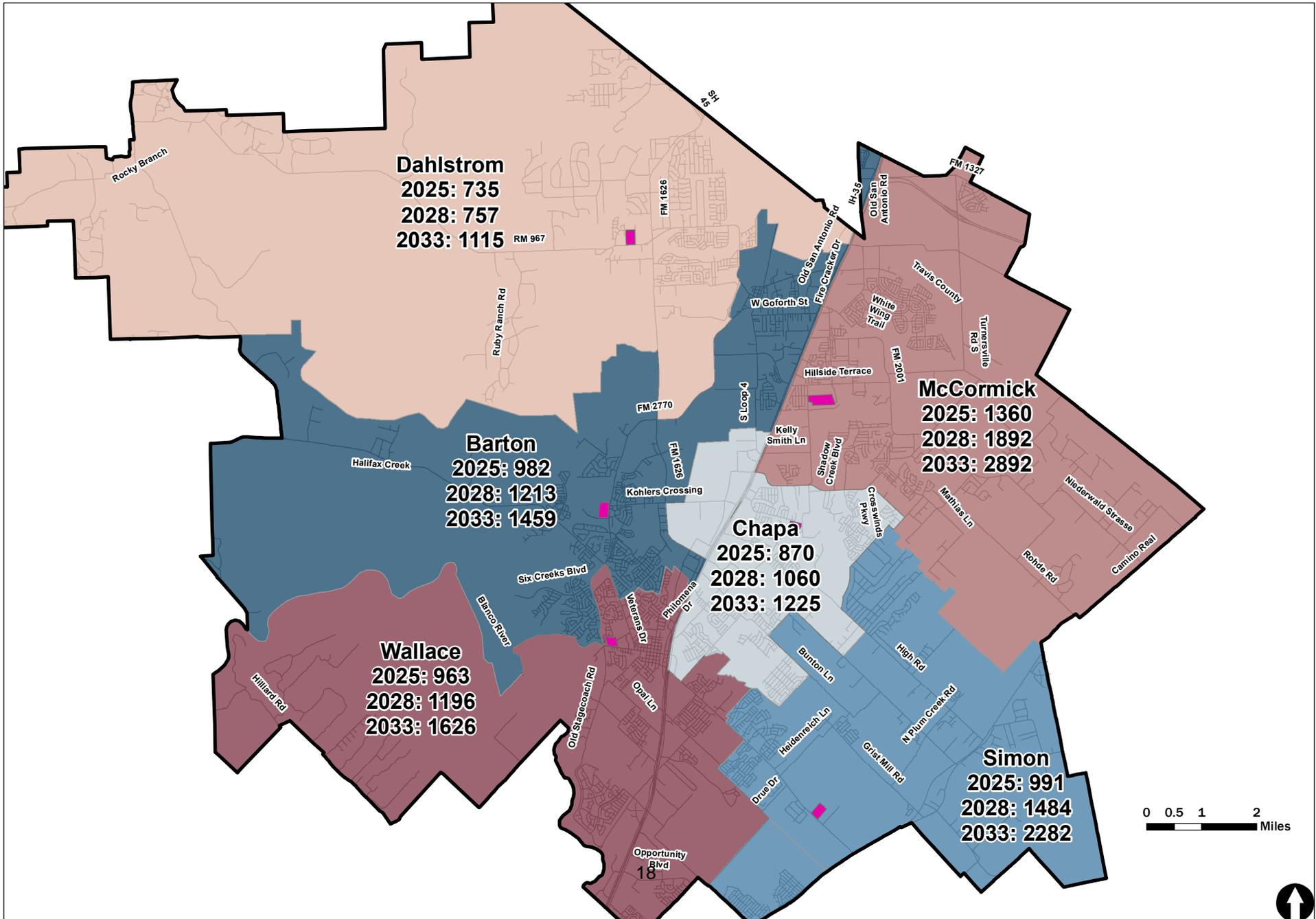
**Hays CISD
Projected EE-5th with Opening of New Elem 17**



	Transfers	2025	2026	2027	2028	2029	2030	2031	2032	2033
Pflugger										
Students Projected	-181	1158	1239	1357	1440	1486	1520	1561	1614	1666
Students Projected w Trans		977	1,058	1,176	1,259	1,305	1,339	1,380	1,433	1,485
Practical Capacity		800	800	900	900	900	900	900	900	900
Percent Utilization		122%	132%	131%	140%	145%	149%	153%	159%	165%
Student Margin		-177	-258	-276	-359	-405	-439	-480	-533	-585
Science Hall										
Students Projected	169	628	662	683	684	688	691	699	712	724
Students Projected w Trans		797	831	852	853	857	860	868	881	893
Practical Capacity		720	720	900	900	900	900	900	900	900
Percent Utilization		111%	115%	95%	95%	95%	96%	96%	98%	99%
Student Margin		-77	-111	48	47	43	40	32	19	7
Sunfield										
Students Projected	1	982	1106	1217	1314	1420	1533	1642	1737	1822
Students Projected w Trans		983	1,107	1,218	1,315	1,421	1,534	1,643	1,738	1,823
Practical Capacity		900	900	900	900	900	900	900	900	900
Percent Utilization		109%	123%	135%	146%	158%	170%	183%	193%	203%
Student Margin		-83	-207	-318	-415	-521	-634	-743	-838	-923
Tobias										
Students Projected	-106	864	879	909	953	977	1000	1015	1028	1040
Students Projected w Trans		758	773	803	847	871	894	909	922	934
Practical Capacity		720	720	900	900	900	900	900	900	900
Percent Utilization		105%	107%	89%	94%	97%	99%	101%	102%	104%
Student Margin		-38	-53	97	53	29	6	-9	-22	-34
Tom Green										
Students Projected	13	640	656	687	713	744	775	806	840	870
Students Projected w Trans		653	669	700	726	757	788	819	853	883
Practical Capacity		714	714	900	900	900	900	900	900	900
Percent Utilization		91%	94%	78%	81%	84%	88%	91%	95%	98%
Student Margin		61	45	200	174	143	112	81	47	17
Uhland										
Students Projected	-3	799	906	1036	1176	1282	1359	1414	1475	1535
Students Projected w Trans		796	903	1,033	1,173	1,279	1,356	1,411	1,472	1,532
Practical Capacity		900	900	900	900	900	900	900	900	900
Percent Utilization		88%	100%	115%	130%	142%	151%	157%	164%	170%
Student Margin		104	-3	-133	-273	-379	-456	-511	-572	-632
Elem #17										
Students Projected		590	657	742	816	926	1069	1223	1368	1486
Students Projected w Trans		590	657	742	816	926	1,069	1,223	1,368	1,486
Practical Capacity		900	900	900	900	900	900	900	900	900
Percent Utilization		66%	73%	82%	91%	103%	119%	136%	152%	165%
Student Margin		310	243	158	84	-26	-169	-323	-468	-586
Totals										
Students Projected		12,495	13,305	14,344	15,421	16,381	17,396	18,471	19,694	20,842
Practical Capacity		14,013	14,013	15,449	15,449	15,449	15,449	15,449	15,449	15,449
Percent Utilization		89%	95%	93%	100%	106%	113%	120%	127%	135%
Student Margin		1,518	708	1,105	28	(932)	(1,947)	(3,022)	(4,245)	(5,393)

Projected Geocoded Middle School Students: PU 89 Moved to Chapa

Hays CISD



Hays CISD
Projected Geo-Coded 6th-8th Grade Students:
PU 89 Moved to Chapa



	2025	2026	2027	2028	2029	2030	2031	2032	2033
Barton									
Students Projected	982	1066	1149	1213	1288	1350	1425	1437	1459
Practical Capacity	1,167	1,167	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Percent Utilization	84%	91%	96%	101%	107%	113%	119%	120%	122%
Student Margin	185	101	51	-13	-88	-150	-225	-237	-259
Chapa									
Students Projected	870	991	1019	1060	1088	1109	1162	1179	1225
Practical Capacity	1,057	1,057	1,200	1,200	1,200	1,200	1,200	1,200	1,057
Percent Utilization	82%	94%	85%	88%	91%	92%	97%	98%	116%
Student Margin	187	66	181	140	112	91	38	21	-168
Dahlstrom									
Students Projected	735	716	728	757	831	902	1005	1048	1115
Practical Capacity	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243
Percent Utilization	59%	58%	59%	61%	67%	73%	81%	84%	90%
Student Margin	508	527	515	486	412	341	238	195	128
McCormick									
Students Projected	1360	1567	1744	1892	2072	2299	2540	2689	2892
Practical Capacity	1,236	1,236	1,236	1,236	1,236	1,236	1,236	1,236	1,236
Percent Utilization	110%	127%	141%	153%	168%	186%	206%	218%	234%
Student Margin	-124	-331	-508	-656	-836	-1,063	-1,304	-1,453	-1,656
Simon									
Students Projected	991	1176	1371	1484	1637	1815	2014	2134	2282
Practical Capacity	1,074	1,074	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Percent Utilization	92%	109%	114%	124%	136%	151%	168%	178%	190%
Student Margin	83	-102	-171	-284	-437	-615	-814	-934	-1,082
Wallace									
Students Projected	963	1065	1142	1196	1292	1391	1503	1548	1626
Practical Capacity	1,042	1,042	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Percent Utilization	92%	102%	95%	100%	108%	116%	125%	129%	136%
Student Margin	79	-23	58	4	-92	-191	-303	-348	-426
Totals									
Students Projected	5,901	6,581	7,153	7,602	8,208	8,866	9,649	10,035	10,599
Practical Capacity	6,819	6,819	7,279	7,279	7,279	7,279	7,279	7,279	7,136
Percent Utilization	87%	97%	98%	104%	113%	122%	133%	138%	149%
Student Margin	918	238	126	-323	-929	-1,587	-2,370	-2,756	-3,463

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

Date: October 28, 2024

Agenda Item: N

Board Goal: Community Relations

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

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 28, 2024

Agenda Item: N.1

Board Goal: Community Relations

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 16, 2024 Agenda Workshop and September 24, 2024 Business Meeting are presented for approval

E. Comments Received:

- Cabinet DLT FBOC Teacher Org. Reps. Other

F. Administrative Recommendation:

The Superintendent recommends the Board approve minutes, 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 16, 2024 Agenda Workshop and the September 24, 2024 Business Meeting, as presented.

Minutes of Regular Meeting September 16, 2024

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 16, 2024 beginning at 5:30 PM in the Merideth Keller Board Room at the Hays CISD Academic Support Center, located at 21003 Interstate 35, Kyle, TX 78640.

CALL TO ORDER: Establish a quorum

Board President Raul Vela called the meeting to order at 5:30 PM. All members of the Board were present.

CLOSED SESSION

The Board adjourned to Closed Session at 5:30 PM to deliberate regarding safety and security, including security personnel, systems, infrastructure, and/or devices, pursuant to Tx. Gov't Code Section 551.076, to deliberate regarding the Superintendent's recommendations for employment, resignations, extended leave, and other personnel matters pursuant to Tx. Gov't Code Section 551.071, and to discuss the purchase, exchange, lease, or value of real property pursuant to Tx. Gov't Code Section 551.072.

RECONVENE IN OPEN SESSION

Board Vice President Raul Vela called the Board back to order to reconvene in open session at 6:45 PM.

PLEDGE OF ALLEGIANCE TO THE UNITED STATES AND TEXAS FLAGS

Board Secretary Vanessa Petrea lead the Board in the Pledge of Allegiance to the US and Texas flags.

MISSION STATEMENT

Board Vice President Byron Severance read the Hays CISD Board of Trustees Mission Statement.

SOCIAL CONTRACT

Trustee Johnny Flores read the Hays CISD Board of Trustees Social Contract.

SUPERINTENDENT REPORT

Superintendent Dr. Eric Wright addressed the Board to provide an enrollment update of 24,275, with an attendance rate of 94.8%. Dr. Wright then spoke regarding the A-F accountability rating lawsuit pending, with hopes of updating further at the September 24th meeting. There were no questions from the Board of Trustees regarding this agenda item.

PUBLIC FORUM

There were six guests present wishing to address the Board of Trustees. Each speaker was allotted three minutes to address the Board. Maria Bowen spoke regarding "short staffing and SPED needs". Taylor Kelley spoke regarding "crisis in our self-contained special education classroom". Claudia Belcher spoke from the perspective of a "SPED Parent". Lorraine Patterson spoke regarding "crisis in SPED classrooms". Krissie Farmer spoke regarding "SPED classroom consolidation", and Tania Van Bree spoke regarding "SPED support".

REQUESTS FOR INFORMATION FROM THE BOARD OF TRUSTEES

Trustee Esperanza Orosco, Board Secretary Vanessa Petrea, Trustee Johnny Flores and Trustee Courtney Runkle all requested information as part of this agenda item.

CAMPUS RECOGNITION – Carpenter Hill Elementary School (*Scheduled for September 24, 2024*)

Board President Raul Vela introduced this agenda item and noted that the presentation is scheduled for the next meeting, September 24, 2024.

STUDENT ACHIEVEMENT REPORT – Career and Technical Education Report

Board President Raul Vela introduced this item. In the absence of Marivel Sedillo, Deputy Superintendent / Chief Academic Officer, Derek McDaniel, Director of Curriculum & Instruction, introduced Rick Bough, Director of Career & Technical Education. Mr. Bough presented slides to the Board of Trustees. After the presentation, Mr. Bough engaged in conversation with the Board based on comments, questions, and feedback from Trustee Esperanza Orosco, Trustee Geoff Seibel, Board Vice President Byron Severance, Trustee Courtney Runkle, Trustee Johnny Flores, Board Secretary Vanessa Petrea, and Board President Raul Vela.

ANNUAL REPORT OF HAYS EDUCATION FOUNDATION

Board President Raul Vela introduced this agenda item. Tim Savoy, Chief Communication Officer, introduced Hays Education Foundation President Micah Petrea. Mr. Petrea introduced the Executive Director Ida Musgrove and Foundation Specialist Carmen Sifuentes. Ms. Musgrove recognized Ed Foundation Board members who were present during the meeting. Ms. Musgrove presented slides to the Board of Trustees, after which the Board posed for photos with top donators Jackson Construction (\$15k donation), Bartlett Cocke Contractors (\$20k donation), and O'Connell Robertson Architects (\$15k donation). After photos, Ms. Musgrove engaged in conversation with the Board based on comments, questions, and feedback from Trustee Johnny Flores, Board Secretary Vanessa Petrea, Trustee Courtney Runkle, Trustee Geoff Seibel, Trustee Esperanza Orosco, Board Vice President Byron Severance and Board President Raul Vela. A final note was made that the "State of the District" event, scheduled for Friday, October 18th still has individual tickets available for purchase.

The Board paused for a break at 8:53 PM, returning to the dais at 9:00 PM.

CONSENT AGENDA

Board President Raul Vela introduced the consent agenda items as a whole. Item L.1a was pulled for discussion.

Minutes of Board of Trustees Meetings

There were no questions from the Board of Trustees regarding this agenda item.

Procurements

Consideration and possible approval of the procurement for the Administration of PSAT & SAT Assessments – The College Board

This agenda item was pulled for discussion. Joy Philpott, Director of Advanced Academics, engaged in conversation with the Board based on questions, comments and feedback from Board Secretary Vanessa Petrea, Trustee Courtney Runkle, Trustee Johnny Flores, Trustee Geoff Seibel, Trustee Esperanza Orosco, Board Vice President Byron Severance, and Board President Raul Vela.

Budget Amendments

There were no questions from the Board of Trustees regarding this agenda item.

ACTION ITEMS

Consideration and possible adoption of the instrument to be used to evaluate the Superintendent
Board President Raul Vela introduced this agenda item. Dr. Eric Wright, Superintendent, summarized the intent of this agenda item. Mr. Vela requested that trustees submit questions and recommendations for edit utilizing the Google questions form.

Review and possible adoption of the Social Contract for the Hays CISD Board of Trustees
Board President Raul Vela introduced this agenda item, and recommended that discussion be postponed until the September 24th meeting.

Consideration and possible approval to Begin the Process of Attendance Zone Mapping for the Fall 2025

Opening of Ramage Elementary School

Board President Raul Vela introduced the agenda item. Tim Savoy, Chief Communication Officer, addressed the Board to summarize the intent of this agenda item, and provide detail where necessary. Mr. Savoy responded to questions and feedback from Trustee Geoff Seibel.

INFORMATION ITEM

Review and Discussion of Schematic Design for 2023 Bond Bid Package 12 Projects and Middle School Renovations and Additions

Board President Raul Vela introduced this agenda item. Max Cleaver introduced Doug Dawson of O'Connell Robertson Architects who presented drawings to the Board of Trustees. Next, Max Cleaver introduced Jason Andrus of Huckabee Architects who presented drawings to the Board of Trustees. It was requested by Mr. Vela that trustees submit questions about this presentation utilizing the Board questions form.

CLOSED SESSION

The Board adjourned to Closed Session at 10:42 PM to deliberate regarding the Superintendent's recommendations for employment, resignations, extended leave, and other personnel matters pursuant to Tx. Gov't Code Section 551.071, and to discuss the purchase, exchange, lease, or value of real property pursuant to Tx. Gov't Code Section 551.072.

RECONVENE IN OPEN SESSION

Board Vice President Raul Vela called the Board back to order to reconvene in open session at 11:08 PM.

RECAP OF QUESTIONS

Board Vanessa Petrea did not recap the list of Board questions.

ADJOURN

Board President Raul Vela announced that the next meeting is scheduled for Tuesday, September 24, 2024 at 5:30 PM. No further business was conducted, and the meeting was adjourned at 11:08 PM.

Note: The following items listed on the agenda for September 16, 2024 were not discussed at the Agenda Workshop meeting:

ACTION ITEMS

M.4: Consideration and possible approval of the purchase of Security Fencing and Associated Installation Services – Viking Fence

M.5: Consideration and possible grant of 1.10-Acre Public Water Line Easement at Hays High School to the City of Kyle

M.6: Consideration and possible approval of a Development Agreement with Clayton Properties and Casetta Ranch Residential Community, Inc. at Lehman High School for the Construction of a Drainage Channel

M.7: consideration and possible approval of an Interlocal Agreement for Region 10 – PACE Purchasing Cooperative

INFORMATION ITEMS

N.1: Update regarding Data Center Power

N.2: Update on District Safety & Security Initiatives

N.3: Update on New Dress Code Policy

N.4: Discussion of Legislative Priorities for the upcoming Legislative Session

N.6: Update on District Bond, Construction, and Renovation Projects

Minutes of Regular Meeting September 24, 2024

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 24, 2024 beginning at 5:30 PM in the Merideth Keller Board Room at the Hays CISD Academic Support Center, located at 21003 Interstate 35, Kyle, TX 78640.

CALL TO ORDER: Establish a quorum

Board President Raul Vela called the meeting to order at 5:30 PM. All members of the Board were present.

CLOSED SESSION

The Board adjourned to Closed Session at 5:30 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

Board Vice President Raul Vela called the Board back to order to reconvene in open session at 6:15 PM.

PLEDGE OF ALLEGIANCE TO THE UNITED STATES AND TEXAS FLAGS

Board Secretary Vanessa Petrea lead the Board in the Pledge of Allegiance to the US and Texas flags.

MISSION STATEMENT

Board Vice President Byron Severance read the Hays CISD Board of Trustees Mission Statement.

SOCIAL CONTRACT

Board President Raul Vela read the Hays CISD Board of Trustees Social Contract.

SUPERINTENDENT REPORT

Superintendent Dr. Eric Wright addressed the Board to provide an enrollment update of 24,310, with an attendance rate of 94.86%. Dr. Wright then spoke regarding the A-F accountability rating lawsuit. There were no questions from the Board of Trustees regarding this agenda item.

CAMPUS RECOGNITION – Carpenter Hill Elementary School

Deputy Academic Officer, Dr. Michael Watson, introduced Principal of Carpenter Hill Elementary School, Ginger Bordeau. Ms. Bordeau, along with students from her campus, addressed the Board of Trustees reading letters and presenting slides. After questions from and conversation with Trustee Geoff Seibel, Trustee Esperanza Orosco, Board Vice President Byron Severance, Board Secretary Vanessa Petrea, Trustee Courtney Runkle, Trustee Johnny Flores, and Board President Raul Vela, teachers, staff, administrators and students present posed for a photo with the Board.

PUBLIC FORUM

There were three guests present wishing to address the Board of Trustees. Each speaker was allotted five minutes to address the Board. Allison Stern, Iris Hayes, and Marc Van Bree separately addressed the Board with comments and concerns regarding Hays CISD Special Education programs.

INFORMATION ITEM

Update on Special Education Programs: Michelle Velasquez, Executive Officer of Special Education, and Melissa Corona, Director of Special Education, presented slides to the Board of Trustees. After their presentation, Ms. Velasquez and Ms. Corona engaged in conversation with Board Secretary Vanessa Petrea, Trustee Johnny Flores, Trustee Courtney Runkle, Board Vice President Byron Severance, Trustee Geoff Seibel, Trustee Esperanza Orosco, and Board President Raul Vela. Dr. Eric Wright spoke to address this agenda item, as well.

The Board took a break pause at 8:26 PM, returning to the dais at 8:42PM.

Trustee Courtney Runkle left the meeting at approximately 8:30 PM.

CONSENT AGENDA

Board President Raul Vela introduced the consent agenda items as a whole. Item L.1a was pulled for discussion.

Minutes of Board of Trustees Meetings

There were no questions from the Board of Trustees regarding this agenda item.

Procurements

Consideration and possible approval of the procurement for the Administration of PSAT & SAT Assessments – The College Board

This agenda item was pulled for discussion. Board Secretary Vanessa Petrea addressed the group in support of this agenda item, encouraging a testing requirement of 9th grade students, eliminating the opt-out scenario. Ms. Petrea noted that the deadline to register for the PSAT assessment has been extended to Friday, September 27, 2024. There were no further questions.

Budget Amendments

There were no questions from the Board of Trustees regarding this agenda item.

Board President Raul Vela read the suggested motion that the Hays CISD Board of Trustees approve the consent agenda, as presented. Trustee Johnny Flores moved and Board Secretary Vanessa Petrea seconded the motion. There was no further discussion, and the motion passed with a vote of 6-0.

ACTION ITEMS

Consideration and possible adoption of the instrument to be used to evaluate the Superintendent

Board President Raul Vela introduced this agenda item, stating that it would be moved to the October meeting for consideration. Dr. Eric Wright expressed gratitude for the additional time to reevaluate the approach to specific goals for curriculum and instruction.

Review and possible adoption of the Social Contract for the Hays CISD Board of Trustees

Board President Raul Vela introduced this agenda item, stating that it would be moved to the October meeting for consideration.

Consideration and possible approval to Begin the Process of Attendance Zone Mapping for the Fall 2025 Opening of Ramage Elementary School

Board President Raul Vela introduced the agenda item, and read the suggested motion that the Hays CISD Board of Trustees begin a rezoning process and make public its intent to do so in accordance with local policy, as presented. Trustee Johnny Flores moved, and Board Secretary Vanessa Petrea seconded the motion. There was no further discussion, and the motion passed with a vote of 6-0.

Consideration and possible approval of the purchase of Security Fencing and Associated Installation Services – Encore Fence

Board President Raul Vela introduced the agenda item, and read the suggested motion that the Board of Trustees approve the purchase of security fencing and associated installation services from Encore Fence for an amount not to exceed \$377,335.35, as presented. Board Secretary Vanessa Petrea moved and Board Vice President Byron Severance seconded the motion. Trustee Geoff Seibel asked for clarification of a fencing project, of which Chief Safety and Security Officer Jeri Skrocki responded. Mr. Vela clarified the wording of the agenda item. There were no further questions, and the motion passed with a vote of 6-0.

Consideration and possible grant of a 1.10-Acre Public Water Line Easement at Hays High School to the City of Kyle

Board President Raul Vela introduced the agenda item and read the suggested motion that the Hays CISD Board of Trustees grant a 1.10-acre public water line easement at Hays High School to the City of Kyle, accept \$134,279 as the value, and authorize the Superintendent and Board President to execute documents necessary and convenient to complete the transaction, as presented. Trustee Johnny Flores moved, and Board Vice President Byron Severance seconded the motion. There were no further questions, and the motion passed with a vote of 6-0.

Consideration and possible approval of a Development Agreement with Clayton Properties and Casetta Ranch Residential Community, Inc. at Lehman High School for the Construction of a Drainage Channel

Board President Raul Vela introduced the agenda item and read the suggested motion that the Hays CISD Board of Trustees approve the development agreement with Clayton Properties and Casetta Ranch Residential Community, Inc., at Lehman High School for the construction of a drainage channel, as presented. Board Secretary Vanessa Petrea moved and Trustee Johnny Flores seconded the motion. There was no further discussion, and the motion passed with a vote of 6-0.

Consideration and possible approval of an Interlocal Agreement for Region 20 – PACE Purchasing Cooperative

Board President Raul Vela introduced the agenda item, and read the suggested motion that the Hays CISD Board of Trustees approve the interlocal agreement for Region 20 – PACE Purchasing Cooperative, as presented. Board Secretary Vanessa Petrea moved, and Board Vice President Byron Severance seconded the motion. Randy Rau, Chief Financial Officer, responded to a question from Trustee Geoff Seibel. There was no further discussion, and the motion passed with a vote of 6-0.

INFORMATION ITEM

Update on Data Center Power

Ray Gonzales, Deputy Technology Officer, addressed the Board of Trustees to provide a summarization of the events in August leading to a power outage at the Hays CISD Data Center, as well as action steps taken to restore its functionality. There were no questions from the Board of Trustees regarding this agenda item.

Update on New Dress Code Policy

Board President Raul Vela introduced the agenda item. Superintendent Dr. Eric Wright summarized the reason for this information item/update. There was a discussion regarding changes to the student handbook language, recommending to eliminate the verbiage included in parenthesis after the word "shirt". Dr. Brian Dawson, Director of Student Services, addressed the Board of Trustees, engaging in conversation based on questions and feedback from Trustee Johnny Flores, Board Secretary Vanessa Petrea, Trustee Esperanza Orosco, Board Vice President Byron Severance, and Trustee Geoff Seibel.

Update on District Safety & Security Initiatives

Jeri Skrocki, Chief Safety & Security Officer, and Tim Savoy, Chief Communication Officer, addressed the Board regarding recent threats. Ms. Skrocki thanked SRO Montemayor, present at the Board meeting. Both Mr. Savoy and Ms. Skrocki engaged in conversation based on questions and feedback

from Board Vice President Byron Severance, Trustee Geoff Seibel, Trustee Johnny Flores, Board Secretary Vanessa Petrea, and Board President Raul Vela.

Discussion and Creation of Hays CISD Legislative Priorities for the Upcoming Legislative Session

Board President Raul Vela introduced this agenda item to begin discussion. Trustee Orosco asked for specifics regarding the recommended/suggested legislative priorities. Dr. Wright addressed the Board from the dais to indicate that current top priorities are currently listed as School Funding, A-F accountability ratings, and the funding of Safety & Security mandates.

Review and Discussion of Schematic Design for 2023 Bond Bid Package 12 Projects and Middle School Renovations and Additions

Board President Raul Vela introduced this agenda item. Max Cleaver, Chief Operations Officer, engaged in conversation with the Board based on questions and feedback from Board Secretary Vanessa Petrea, Trustee Geoff Seibel and Board President Raul Vela.

Update on District Bond, Construction, and Renovation Projects

Board President Raul Vela introduced this agenda item. Max Cleaver, Chief Operations Officer, addressed the Board to advise that an update regarding an HVAC question from last week's Board meeting has been posted to Board Blog. There were no questions from the Board of Trustees regarding this agenda item.

Financial Statements

There were no questions from the Board of Trustees regarding this agenda item.

REQUEST FOR INFORMATION

Trustee Johnny Flores requested to know the number of guardian caps vs. the number of all secondary football players. Trustee Geoff Seibel requested a comparison of SPED Growth in Hays CISD to other districts regionally and like-size districts.

RECAP OF QUESTIONS

Board Vanessa Petrea did not recap the list of Board questions.

ADJOURN

Board President Raul Vela announced that the next meeting is scheduled for Monday, October 21, 2024 at 5:30 PM. No further business was conducted, and the meeting was adjourned at 9:44 PM.

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

Date: October 28, 2024

Agenda Item: N.2

Board Goal: Finance

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 2024-2025 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 retro-active budget amendment, as presented.

F. Fiscal Impact and Cost: Amount:

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

G. Monitoring and Reporting Timeline:

Person responsible for evaluating this decision: Randy Rau

H. Suggested Motion:

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

BUDGET AMENDMENT 2 – October 28, 2024

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	\$ (4,405)
12 - Instructional Resources and Media Services	\$ 0
13 - Instructional Staff Development	\$ 2,825
21 - Instructional Administration	\$ 100
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	\$ 1,580
41 - General Administration	\$ 0
51 - Maintenance	\$ 0
52 - Security	\$ 0
53 - Data Services	\$ 0
61 – Community Services	\$ (100)
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:

TASB Insurance claim for UPS reserve power units at the Data Center due to power surge/ lightning strike.

General Operating Fund Re-Appropriations Summary			
Description	Official Budget	Increase/ (Decrease)	Amended Budget
<u>Revenues:</u>			
199-00-5745-0000-000-00-00-00000	\$ 0	\$ 390,108.65	\$ 390,108.65
	\$ 0	\$ 0	\$ 0
	\$ 0	\$ 0	\$ 0
	\$ 0	\$ 0	\$ 0
Total	\$ 0	\$ 390,108.65	\$ 390,108.65
<u>Expenditures:</u>			
199-53-6639-53IR-925-99-90-00000	\$ 0	\$ 440,108.65	\$ 440,108.65
	\$ 0	\$ 0	\$ 0
	\$ 0	\$ 0	\$ 0
	\$ 0	\$ 0	\$ 0
Total	\$ 0	\$ 440,108.65	\$ 440,108.65
Total Net Appropriations (Revenues minus Expenditures)		\$ (50,000)	

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, 2025

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>
199-11-6399-1100-112-11-10-00000	11	112	\$ (475.00)	Brenda Pena	Pending	4		543		Funds needed for upcoming conference
199-13-6411-1300-112-99-10-00000	13	112	\$ 475.00	Brenda Pena	Pending	4		543		Funds needed for upcoming conference
199-11-6399-1123-111-11-10-00000	11	111	\$ (450.00)	Teresa Brady	Pending	4		613		Hotel for PE Coach (PD)
199-13-6411-1300-111-99-10-00000	13	111	\$ 450.00	Teresa Brady	Pending	4		613		Hotel for PE Coach (PD)
199-61-6417-61CC-001-24-30-00000	61	001	\$ (100.00)	Amy Gotchey	Pending	4		631		CEHI Travel PEP
199-21-6417-21PR-005-24-30-00000	21	005	\$ 100.00	Amy Gotchey	Pending	4		631		CEHI Travel PEP
199-11-6399-1100-109-30-10-00000	11	109	\$ (1,900.00)	Ana Villalon	Pending	4		632		Staff training with Lead4ward
199-13-6411-1300-109-30-10-00000	13	109	\$ 1,900.00	Ana Villalon	Pending	4		632		Staff training with Lead4ward
182-11-6399-11WG-001-11-10-00000	11	001	\$ (1,580.00)	Madelaine Bishop	Pending	4		681		Funds needed for WGI Contest for Varsity/ JV
182-36-6412-36WG-001-99-10-00000	36	001	\$ 1,580.00	Madelaine Bishop	Pending	4		681		Funds needed for WGI Contest for Varsity/ JV

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

Date: October 28, 2024

Agenda Item: O.1

Board Goal: Safety and Security

Subject: Consideration and possible approval of the purchase and installation of Bi-Directional Amplifiers and Distributed Antenna Systems at 21 HCISD locations –Motive Infrastructure Solutions

Administrator Responsible/Position: Jeri Skrocki, Chief Safety and Security 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:

Texas Education Code 37.1083 addresses the requirement for law enforcement and the school district to have communications operability for critical incidents.

D. Summary:

Background information:

Hays CISD sought grant funding to assess, improve and install robust communications between the district and first responder agencies. HCISD was awarded a Safe Cycle 1 grant to assist with this compliance. The district and local first responder agencies contract with LCRA for emergency communications service. This includes the portable radio service utilized by all agencies for communications activity during a critical incident. HCISD presented a new interlocal agreement during the March 2024 board meeting which was adopted.

E. Scope of Options Reviewed:

LCRA facilitated the evaluation of HCISD campus locations to determine if any enhancements were needed at 27 locations. Ultimately, a recommendation was made for 21 locations to receive an enhancement to the bi-directional antenna systems; six were deemed satisfactory. Motive Infrastructure Solutions provided the quote for the system.

Prior Year Spending:

F. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other:

G. Administrative Recommendation:

Administration recommends approval of the recommendations from Motive Infrastructure Solutions to provide the BDA/DAS enhancements on the recommended campuses.

H. Fiscal Impact and Cost: Amount: \$1,848,110.36

Budget Bond Grant/Special Funds: Safe Cycle 1 Grant Other
 Budget Amendment Needed

I. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Jeri Skrocki, Chief Safety and Security Officer

J. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the purchase and installation of bi-directional amplifiers and distributed antenna systems by Motive Infrastructure Solutions at twenty-one Hays CISD locations for a grant-funded amount not to exceed \$1,848,110.36, as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 28, 2024

Agenda Item: O.2

Board Goal: Student Achievement / Finance

Subject: Consideration and possible adoption of Proposed Revisions to the Hays CISD Compensation Plan for the 2024-2025 School Year

Administrator Responsible/Position: Christina Courson, Chief Human Resources Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy: DEA (Local) Law or Rule N/A

C. Goal or Need Addressed:

In order to address shortages in special education teachers and substitutes, the district requests approval to amend the 24-25 Compensation Plan that was approved on June 24, 2024, to provide more competitive SPED stipends and incentives as well as specialized substitute rates for SPED classes.

D. Summary:

Previous Board action relating to this item: N/A

Future action anticipated: N/A

Background Information: In accordance with DEA (Local), the Board approves any amendments/changes to the district's compensation plan. The district presented three proposals for consideration to address the SPED teacher staffing shortage in Hays CISD at the October 21 meeting. The changes brought before the Board for action represent the option presented as Proposal B at that meeting. It includes varying levels of support to increase funds for Grow Your Own efforts in the district to encourage individuals to become SPED teachers, increase SPED stipends for teachers, create a recruitment/retention incentive stipend for SPED teachers, and increase daily rates for substitute teachers and substitute paraprofessionals serving in SPED classrooms.

E. Comments Received

Cabinet DLT FBOC Teacher Org Reps Other: Special Education Dept

F. Administrative Recommendation:

Administration recommends adoption of the proposed revisions to the compensation plan.

Advantages and benefits of this proposal: By increasing our investment in our SPED teachers and substitutes working in SPED classrooms, we can better retain our current staff and attract staff from other areas, internally and externally.

Expected results in terms of student benefit/achievement: Our students receiving special education services will benefit from the education and safety support that comes from fully staffed classrooms.

Effect of this action on other parts of the system: With better staffing, it will help ease the stress of current teachers and staff in classrooms.

Consequences of not approving this recommendation: A lack of action may prevent us from better serving our students and supporting our staff. Additionally, it would prevent the district from being more competitive in attracting applicants to Hays CISD to ease the shortage.

G. Fiscal Impact and Cost: Amount: \$795,990



Budget



Bond



Grant/Special Funds



Other



Budget Amendment Needed

- \$40,000 increase in the Grow Your Own Budget
- \$616,250 increase for SPED classroom teachers only via increases SPED stipends and recruitment/retention incentives
 - SPED Teacher Stipend Increase of \$375 in addition to the current \$1,750 for SPED classroom teachers only
 - SPED Assignment Specialized Stipend Increase of \$1,250 to the current \$2,500 for SPED classroom teachers only
 - SPED Classroom Teacher Recruitment/Retention Incentive of \$1,500
- \$139,740 increase in Daily Rates for Substitutes in Special Education Classrooms
 - Guest Teacher Daily Rate increase for SPED Classroom from \$125 per day to \$170 per day
 - Guest Teacher Long Term Daily Rate increase for SPED classrooms from \$130 per day to \$175 per day for those who are uncertified and from \$155 per day to \$200 per day for certified
 - Paraprofessional daily rate increase for SPED classrooms from \$115 to \$125 per
 - Paraprofessional Sub Long-Term Rate increase for SPED classrooms from \$120 per day to \$130 per day

H. Monitoring & Reporting Timeline

Person responsible for evaluating this decision or action: Christina Courson

Evaluation method and timeline: The CHRO, in collaboration with the Chief Academic Officer, will continuously monitor the efficacy of the changes to staffing in SPED classrooms

Next report to the Board:

I. Suggested Motion:

I move that the Hays CISD Board of Trustees adopt the proposed revisions to the Hays CISD Compensation Plan for the 2024-2025 School Year, as presented.

Hays Consolidated Independent School District Stipend Pay Schedule
for the Fiscal Year ending June 30, 2025

Updated 10/28/2024

Category	Assignment	Level	Stipend
Special Populations			
	Special Ed Teacher	All	\$1,750
	Special Ed Teacher Stipend Increase (classroom teachers only)	All	***\$375
	Special Ed Assignment Specialized	All	\$2,500
	Special Ed Assignment Specialized Stipend Increase (classroom teachers only)	All	****1,250
	Special Olympics Head	All	\$6,000
	Special Olympics Asst Teacher (IMPACT)	All	\$4,000
			\$1,000

*** On October 28, 2024, the Board approved an increase of \$375 to the previous Special ED Teacher stipend amount of \$1,750 for general SPED classroom teachers only to address the shortage, totaling \$2,125 for the 24-25 school year. The stipend increase will take effect in January 2025. The \$375 increase will be distributed on an annualized basis and paid out monthly, starting with the January 2025 paycheck and continuing through the final paycheck of the 2024-2025 school year.

****On October 28, 2024, the Board approved an increase of \$1,250 to the previous Special ED Teacher stipend amount of \$2,500 for specialized SPED classroom teachers only to address the shortage, totaling \$3,750 for the 24-25 school year. The stipend increase will take effect in January 2025. The \$375 increase will be distributed on an annualized basis and paid out monthly, starting with the January 2025 paycheck and continuing through the final paycheck of the 2024-2025 school year.

Hays Consolidated +A1:C22Independent School District
Incentive/Supplemental Pay Programs Approved
for the Fiscal Year ending June 30, 2025

Updated 10/22/2024

Incentive Pay		
Special Assignment Pay	Rate	Per
*Bilingual Teacher/Admin/Counselor Incentive	\$1,500	Year
**Special Education Classroom Teacher Recruitment/Retention Incentive	\$1,500	Year
Employee Referral Incentive Program	\$50	Referral
Bilingual Teacher Referral Incentive Program	\$250	Referral
Employee Referral Incentive Program - 6 month stay	\$50	Referral
Employee Sub Coverage	Sub Rate for Position	Per Class Covered
60hr. Reading Academy (K-3 Required / PK, 4, 5 Optional)	\$300	Year
30hr. Reading Academy (K-3 Required / PK, 4, 5 Optional)	\$240	Year
****Guest Teacher Incentive Pay (90 days or more)	\$5	Half Day

Sub Shortage employee compensation will be paid at the hourly sub rate for the position. Only certified classroom teachers covering for a classroom without sub coverage are eligible for pay when covering during their conference period. This is on a voluntary basis only and the teacher can refuse to work during their conference period at any time when they need that time for planning for their own classes. Sub shortage compensation should only be utilized when there are no available guest teachers on campus or other staff available to cover during the class period. The amount shall not exceed the daily sub rate for the absent or vacant position.

*The Bilingual Incentive is paid in three \$500 increments.
The first payment is in September, the second in December, and the final payment is in June.
Administrators/counselors must serve at UES, HES, SHES, CRES, BVES or TGES.

**The Special Education Classroom Teacher Incentive will pay current SPED classroom teachers a retention incentive of \$1,500 per year. This year, the one-time retention incentive will be paid on January 24, 2025. Future newly hired SPED classroom teachers will be paid a recruitment incentive of \$1,500 in their first paycheck. Next year, the SPED Classroom Teacher Incentive for retention will be paid in three \$500 increments in September 2025, December 2025, and June 2026. Newly hired teachers receiving \$1,500 as a recruitment incentive would not receive a retention incentive within the same school year.

A longevity incentive will be offered to any Guest Teacher who works as a classroom teacher and/or classroom paraprofessional for at least 45 calendar days by the end of each semester during the 2024-2025 school year.

The incentive is \$5.00 per half day worked, paid as a lump sum. For the first semester, the lump sum will be paid on January 15, 2025, and for the spring semester, it will be paid on July 15, 2025.

If a Guest Teacher does not qualify for the semester-based incentive but works a total of 90 or more calendar days throughout the entire school year, they will receive the incentive as a lump sum on July 15, 2025.

Hays Consolidated Independent School District
Substitute and Extra Duty Pay
for the Fiscal Year ending June 30, 2025

Updated 10/22/2024

SUBSTITUTES		
Assignment	Rate	Per
Guest Teacher	\$125	Day
Guest Teacher Special Education*	\$170	Day
Guest Teacher/ Guest Teacher Special Education* - Monday/Friday Differential (subbing for Classroom Teachers - full day)	Additional \$15	Full Day (Monday/ Friday only)
Guest Teacher/ Guest Teacher Special Education* - Monday/Friday Differential (subbing for Classroom Teachers - half day)	Additional \$7.50	Half Day (Monday/ Friday only)
Guest Teacher - Long-term w/ no Certification	\$130	Day
Guest Teacher Special Education - Long-term w/ no Certification*	\$175	Day
Guest Teacher - Long-term w/ Certification	\$155	Day
Guest Teacher Special Education - Long-term w/ Certification*	\$200	Day
Paraprofessional	\$115	Day
Paraprofessional Special Education*	\$125	Day
Paraprofessional - Long-term	\$120	Day
Paraprofessional Special Education - Long-term*	\$130	Day
Early Release Day (Teacher)	\$93.75	Day
Early Release Day - (Paraprofessional)	\$86.25	Day
Nurse - RN	\$250	Day
Nurse - Screener	\$115	Day
Sub Assistant Principal	\$300	Day
Sub Principal	\$400	Day
Sub Counselor	\$250	Day
Child Nutrition Substitute	\$16	Hour
ELC Childcare Provider Substitute	\$16	Hour

*To be eligible for the differentiated increased substitute rates for SPED classrooms, individuals must complete Special Education Substitute Training to be adequately prepared to serve students with special needs.

EXTRA DUTY PAY		
Special Assignment	Rate	Per
Assessment Test Vetting	\$25	Hour
Club Sponsor - ES	\$30	Hour
Curriculum Writer	\$25	Hour
Gifted Talented Testing Coordinator	\$25	Hour
Gifted Talented Testing Facilitator	\$25	Hour
Native Speaker Fluency Assessment	\$25	Hour
Professional Support (Includes Homebound Services)	\$30	Hour
Paraprofessional Support	Current hourly rate	
Professional Development - Presenter (Non-Contract Period) District Staff	\$50	Hour (Max 6 hrs.)
K-4 Capacity Supplemental Pay	*\$3,000.00	Per Year
Texas State Resident Host Teacher	**\$1,000.00	Per Year

*Up to \$3,000.00 per student with a maximum up to three students per class. Eligibility is based on criteria outlined in administrative procedures. Payment is paid after each grading period.

**Payment of \$250 is paid after each grading period in which a teacher hosted a Texas State Resident.

Hays Consolidated Independent School District
Substitute and Extra Duty Pay
for the Fiscal Year ending June 30, 2025

Special Assignment continued	Rate	Per
Professional Development - Presenter (Contract Period) District Staff <i>Non-contract day preparation</i>	\$25	Hour (Max 7 hrs.)
Professional Development - Attendee (Non-Contract Period) District Staff	\$100	Full Day
Textbook Warehouse Assistance	Current hourly rate	
Full-Time Teacher Tutoring Rate	\$30	Hour
Interim Duty Pay - Exempt Employee	\$50	Per Day
Interim Duty Pay - Nonexempt Employee	\$6.25	Hour
UIL Judging	\$50.00	Per Day
NSHE Tutors - Certified	\$21	Hour
NSHE Tutors - Degreed (Bachelor's)/Non-certified	\$18.50	Hour
NSHE Tutors - Non-degreed	\$16	Hour
Daily Intervention Tutoring Rate - Certified**	\$168	Full Day
Daily Intervention Tutoring Rate - Degreed (Bachelor's)**	\$148	Full Day
Daily Intervention Tutoring Rate - Non Degreed**	\$128	Full Day
Custodian NSHE*	NSHE Rate	Hour
Child Nutrition Substitute NSHE*	NSHE Rate	Hour
ELC Childcare Provider Substitute NSHE*	NSHE Rate	Hour
Custodial - Summer (for current employees working outside of their work calendar)	\$16.00	Hour

*All NSHE employees will be paid at the minimum rate for the position in which they are serving.

**For grant funded positions, Daily Intervention Tutoring Rates do not apply.

EVENT WORKERS		
Special Assignment Pay	Rate	Per
Gate Ticket Workers	\$16	hour
Security Worker	\$20	hour
Announcer	\$30	hour
Athletic Ticketing Coordinator	\$25	hour
Weekend Custodial Rate (Minimum 1 hour)	\$40	hour
<i>No Blended Rates - Occasional & Sporadic - Flat Rate</i>		

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

Date: October 28, 2024

Agenda Item: O.3

Board Goal: Student Achievement

Subject: Consideration and possible approval of Class Size Waiver(s) for K4 Capacity Incentive

Administrator Responsible/Position: Christina Courson, Chief Human Resources Officer

A. Purpose of Agenda Item:

- Action needed Information only Receive input

B. Authority for This Action:

- Local Policy: FB (Legal) Law or Rule N/A

C. Goal or Need Addressed:

A school district must submit a request for a class size exception for any classroom in PreK–Grade 4 exceeding 22 students (Texas Education Code (TEC) §25.112). The class size requirement applies throughout the school year except during any 12-week period selected by the district with a significant percentage of migratory students or the last 12 weeks of any school year.

To apply for an exception, the class size limit must create an undue hardship on the district. The following factors are considered by the commissioner:

- Unanticipated enrollment growth
- Lack of facilities
- Lack of teachers
- Financial hardships

In June 2023, the Hays CISD Board approved the K-4 Capacity Supplemental Pay in the 2023-2024 Compensation Plan.

The district must now apply for a class size exception for this class and first seeks approval from the Board before the application to the Texas Education Agency.

D. Summary:

Previous board action relating to this item: N/A

Future action anticipated: N/A

Background information: The approval of these class size waivers is for the following teachers:

- Elm Grove ES – Grade 2: Cathleen Madden, 23:1
- Elm Grove ES – Grade 2: Sarah Marshall, 23:1
- Camino Real ES – Grade 1: Nancy Maquera Lupaca, 23:1
- Camino Real ES – Grade 1: Diana Rendon, 24:1

E. Comments Received:

- Cabinet DLT FBOC Teacher Org. Reps. Other:

F. Administrative Recommendation:

Administration recommends approval of the waivers presented.

Advantages and benefits of this proposal: This prevents having to disrupt students in other classes within a grade level in order to form a brand-new class with a newly hired teacher for cases in which a grade level is over by just one or two students. Also, last year, the K-4 Capacity program saved the district \$1.2 million. As we continue to face growth, this solely-voluntary option for teachers provides one of many tools we have to support our students during rapid growth.

Expected results in terms of student benefit/achievement: Classes will not have to be split to form a new class in cases where only one or two students arrive in a grade level above ratio. This protects the relationships already built with teachers and classmates and ensures stability.

Effect of this action on other parts of the system: By saving money on staff for cases in which there are just a few students, we are able to support other critical areas in the system when the district is already facing revenue shortfall this year.

Consequences of not approving this recommendation: We would have to hire four new teachers mid-year and disrupt classes who would have to split up to form a new class in the grade level.

G. Fiscal Impact and Cost: \$15,000 for the year (5 extra students x \$3,000)

Budget **Bond** **Grant/Special Funds:** **Other**

Budget Amendment Needed

Prior Year Spending – not applicable

Reasons for rejecting alternatives: Disruption to current classes and our revenue shortfall

Future/Ongoing – not applicable

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Christina Courson

Evaluation method and time line: Quarterly reviews of numbers for accuracy of student count for payment

Next report to the board:

I. Suggested Motion:

I move the Hays CISD Board of Trustees approval Class Size Waiver(s) for K4 Capacity Incentive, as presented.

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

Date: October 28, 2024

Agenda Item: O.4

Subject: Consideration and possible adoption of the 2024-2025 District Improvement Plan containing District Performance Objectives and Student Performance Goals

Administrator Responsible/Position: Dr. Eric Wright, Superintendent
Marivel Sedillo, Deputy Superintendent / Chief Academic Officer
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.

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 adopt the 2024-2025 District Improvement plan, containing District Performance Objectives and Student Performance Goals, as presented.

Hays Consolidated Independent School District

District Improvement Plan

2024-2025



Mission Statement

HAYS CISD MAKES IT
100% POSSIBLE

KNOWLEDGE • INSPIRATION • DREAMS • SUCCESS

Hays CISD makes it 100% possible. (Knowledge spurs inspiration, which sparks dreams that lead to success.)

EL DISTRITO HAYS CISD LO HACE
100% POSIBLE

CONOCIMIENTO • INSPIRACIÓN • SUEÑOS • ÉXITO

(adopted 08/26/2024)

Vision

All Hays CISD learners will be:

- well prepared for college, career, or military;
- responsible citizens;
- effective communicators and collaborators; and
- resourceful and creative problem solvers.

(Adopted 8/26/2024)

Core Beliefs

We believe we:

- are 100% committed to excellence, success, and safety.
- want all students to be excited, engaged, and inspired.
- want all families to feel welcome, included, and supported.
- want all teachers and employees empowered to make a difference.
- want all community members, taxpayers, and business partners to be involved, informed, and invested in student achievement.

(Adopted 8/26/2024)

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 by providing targeted intervention, enrichment opportunities, and accelerating advanced academics. The district will evaluate and address the individual needs of each student. Student performances will be evaluated in academics; college, career, and life readiness; and character power skills education.

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, including the district's college, career, and military readiness counts. In June 2025, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/masters % vs. the state performance.

College & Career Readiness:

The district is committed to ensuring our students are fully prepared for college and career success by implementing the following strategies: In response to recent changes in the accountability system, we will prioritize students completing a robust career pathway in the 2024-25 school year, requiring them to earn three credits, including at least two Level II or higher courses, to ensure their certifications qualify toward CCMR. Additionally, we will leverage PSAT and student achievement data to increase participation in advanced coursework, enhancing college readiness through success in advanced placement exams, dual credit, and dual enrollment courses. To further support college readiness, seniors who have not met CCMR requirements will be enrolled in the Texas College Bridge program as a college prep course, equipping them with the skills and knowledge necessary for post-secondary success. The district will monitor progress and will provide an update on college readiness to the Board by January 2025 for the final 2023 CCMR results.

Leadership Development:

The district will implement a comprehensive onboarding process for new principals, ensuring they are well-equipped to lead their campuses effectively. Key departments, including Human Resources, Finance, Curriculum and Instruction, Maintenance and Operations, Student Information Systems, and Safety and Security, will provide essential presentations and support to familiarize new principals with critical operational and administrative functions. These meetings are vital for establishing a strong foundation, as they ensure that new principals understand district policies, resources, and procedures, allowing them to focus on instructional leadership and fostering a positive school environment. Through this collaborative onboarding process, we aim to empower new principals with the knowledge and tools necessary for success in their roles.

Communication:

The district will enhance communication channels to streamline processes and ensure clarity and transparency at all levels. By improving these avenues, we will make accurate and timely information easily accessible to staff, families, and community members. This includes developing a centralized platform where families and staff can quickly find information on school policies, events, and resources. By increasing access to information and strengthening the parent-school partnership, we aim to foster stronger community connections and encourage greater family involvement in the decision-making process.

Professional Development:

The district will implement a comprehensive and differentiated professional development (PD) plan aimed at increasing the frequency, quality, and choice of learning

opportunities for teachers and staff. This plan will enhance our PD offerings by providing tailored, high-quality sessions that address the diverse needs of our educators, ensuring they have the tools and knowledge to excel in their roles. By differentiating PD, we can better support individual growth, promote best practices, and ultimately improve student outcomes. The focus on increased choice empowers educators to select PD that aligns with their professional goals, fostering a culture of continuous improvement and innovation across the district.

Student Advising and Mental Health:

The district will implement a structured advising sequence, guiding students through career inventories and assessments from middle to high school. Key assessments from SchoolLinks "Find Your Path," "Learning Style," and "Would You Rather" will help students identify career clusters, learning preferences, and strengths, leading to the development of a 5-Year Plan of Study starting in seventh grade and updated each year. We will continue hosting events, such as COW Day, CREW Day, and Navigate Your Future, and share career interest data with parents to involve them in academic planning. By June 2025, the district will provide a comprehensive report on advising activities by campus and grade level.

Mathematics:

We will implement a 4-stage strategic mathematics professional learning plan designed to empower teachers to engage students and foster deep conceptual understanding. The plan begins by engineering an ecosystem that promotes continuous professional development and collaboration among educators. Next, we will establish a clear, measurable vision and actionable strategy for mathematics instruction across the district. A key focus will be on building teachers' capacity to strengthen students' conceptual understanding of mathematics. Finally, we will optimize our professional development structure and resources to ensure teachers have access to the necessary support. This strategic approach aims to create a cohesive mathematics teaching model and drive measurable improvements in student learning outcomes.

Strategy 1 Details

Strategy 1: Reading Language Arts: K-12 reading and writing will be integrated and purposefully planned following the research-based district curriculum that has been provided as a framework. The district will continue to provide a streamlined, explicit phonics program for grades K-2 and Foundational Skills for 3-5. K-3 teachers 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. The district literacy team will provide ongoing campus support in PLCs with content knowledge, the use of adopted materials, instructional delivery, the writing process, rubric calibration, and grammar.

Strategy's Expected Result/Impact: mCLASS data will reflect that by the end of the year at least 64% of students will be at Tier 1 in Kindergarten, at least 71% of students will be at Tier 1 in First Grade, and at least 60% of students will be at Tier 1 in Second Grade.

Student achievement goals are based on our 2024 results.

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

3rd grade reading will increase to 76% Approaches, 51% Meets, and 24% Masters
4th grade reading will increase to 87% Approaches, 58% Meets, and 26% Masters
5th grade reading will increase to 84% Approaches, 59% Meets, and 32% Masters
6th grade reading will increase to 80% Approaches, 60% Meets, and 29% Masters
7th grade reading will increase to 78% Approaches, 57% Meets, and 30% Masters
8th grade reading will increase to 83% Approaches, 59% Meets, and 30% Masters
English I will increase to 74% Approaches, 60% Meets, and 21% Masters.
English II will increase to 83% Approaches, 68% Meets, and 12% Masters.

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

Staff Responsible for Monitoring: RLA Content Coordinators

Strategy 2 Details

Strategy 2: Math: The district will enhance math concepts, numerical fluency, and daily problem solving by streamlining the usage of Numerical Fluency Resources (K-5th) in addition to researched based adopted curriculum grades K-8 and Algebra 1. TEKS-aligned and differentiated resources will be used for a blended model of Tier 1 instruction. Strategic planning will focus on fidelity to the curriculum and teacher understanding and implementation of formative assessments and mastery criteria.

Strategy's Expected Result/Impact: MAP data will reflect that by the end of the year at least 51% of students will be at Tier 1 in Kindergarten, at least 47% of students will be at Tier 1 in First Grade, and at least 47% of students will be at Tier 1 in Second Grade.

Student achievement goals are based on our 2024 results with an increase of 3% Approaches, 2% Meets, and 1% Masters.

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

3rd grade math will increase to 69% Approaches, 41% Meets, and 15% Masters

4th grade math will increase to 74% Approaches, 51% Meets, and 22% Masters

5th grade math will increase to 79% Approaches, 50% Meets, and 19% Masters

6th grade math will increase to 73% Approaches, 40% Meets, and 14% Masters

7th grade math will increase to 41% Approaches, 16% Meets, and 2% Masters

8th grade math will increase to 80% Approaches, 52% Meets, and 22% Masters

Algebra I will increase to 88% Approaches, 56% Meets, and 31% Masters.

Staff Responsible for Monitoring: Math Content Coordinators

Strategy 3 Details

Strategy 3: Science/STEM: The district will focus on scientific inquiry in the form of qualitative and quantitative investigations and engineering design to drive conceptual understanding and an appreciation for the process of science. Professional development and campus support throughout the school year will focus on literacy strategies, math integration, and formative assessment to drive tiered instruction. Resources including district-designed curriculum, STEMscopes (K-5) and Savvas (6-Physics) will be utilized for increased literacy, investigations, and accessibility of content and skills for all students.

Strategy's Expected Result/Impact: Student achievement goals are based on our 2024 results with an increase of 3% Approaches, 2% Meets, and 1% Masters.

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

5th grade science will achieve 60% Approaches, 27% Meets, and 11% Masters

8th grade science will achieve 72% Approaches, 47% Meets, and 17% Masters

Biology will achieve 93% Approaches, 65% Meets, and 23% Masters.

Staff Responsible for Monitoring: Science Content Coordinators

Strategy 4 Details

Strategy 4: 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 new curriculum resources, common formative assessments, DBQ Project resources, and coordinator support. Lesson planning focused on TEKS alignment will support RLA goals through reading and writing. Resources such as Active Classroom, TEKS Resource System, and DBQ will be utilized for increased literacy, rigor, and differentiation opportunities.

Strategy's Expected Result/Impact: Student achievement goals are based on our 2024 results with an increase of 3% Approaches, 2% Meets, and 1% Masters.

STAAR Social Studies data will indicate improved performance in the following areas:

8th grade Social Studies will increase to 62% Approaches, 34% Meets, and 17% Masters

U.S. History will increase to 96% Approaches, 73% Meets, and 38% Masters.

Staff Responsible for Monitoring: Social Studies Content Coordinator

Strategy 5 Details

Strategy 5: Professional Learning Communities and Lesson Planning Guidelines:

All Hays CISD instructional staff will continue participating in Professional Learning Communities (PLC) that are 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 PLCs are focused and efficient, all campus and district leadership will participate in the PLC Process and Graphic training that centers around teacher calibration and collaboration. To ensure teachers are prepared for consistent PLCs, all teachers will follow the before, during, and after PLC expectations outlined in the PLC Process and Graphic. All core content PLCs will meet at a minimum of once every other week throughout the 24-25 academic school year. Specials, electives, and CTE teachers will participate in their PLCs three to four 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 24-25 academic school year to assist with PLC implementation and collaboration. To support teachers with lesson planning, teacher leaders and PLC Leads will be trained on the 15 Day PLC Challenge and how that aligns with the Lesson Planning Guidelines and 5 Student Actions for Student Mastery.

Strategy's Expected Result/Impact: For universal screener data, end-of-year data will reflect that 50% of students will make projected or exceeds growth on the following exams:

Elementary Reading K-5: mCLASS

Secondary Reading 6-English III: MAP Growth

Elementary and Secondary Math K-Alg. II: MAP Growth

Elementary and Secondary Science K-Bio: MAP Growth

Secondary Social Studies 6-US History: Exploros

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 6 Details

Strategy 6: 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-7 students will be administered a universal screener three times a year for math.

100% of our Pre-K students will be administered Letter Names/Sounds Assessment four times a year.

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. The newly created MTSS Specialist will serve as support and monitor the implementation of MTSS at the campus level.

Staff Responsible for Monitoring: Director of Academic Support

Strategy 7 Details

Strategy 7: Accelerated Instruction: Accelerated Instruction will be provided in accordance with HB 1416 (formerly HB 4545) for all students not meeting the minimum standard on state assessments. Accelerated instruction may also be offered to students who are identified as at-risk for not graduating. 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 due to performance on the STAAR State Assessment will be provided the required supplemental instruction in accordance with TEA guidelines.

Staff Responsible for Monitoring: Executive Officer of Curriculum and Instruction

Strategy 8 Details

Strategy 8: 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 enhanced focus on writing across content areas and additional understanding of STAAR 2.0, 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 9 Details

Strategy 9: College, Career, and life Readiness: HS College and Career Counselors, in collaboration with all academic counselors, will provide students and parents with activities and information about post-secondary readiness.

These opportunities will include:

- *In-person and/or virtual events such as Navigate Your Future Night, Paving the Way for Postsecondary Readiness night and informational sessions on the college application and financial aid processes.
- *Each school year, from 7th grade and beyond; walking students through the process of creating, reviewing and/or updating their Graduation Plans (to include career pathways and endorsement).
- *Engaging and completing at least one career interests' inventory or activity within SchoolLinks.
- *Opportunities to participate in College and Career Fairs (in-person and/or virtual).
- *Field trips to colleges and universities.
- *Each HS College & Career Center hosting college admissions' informational sessions for all students to access (in person and/or virtual).

Counselors and other secondary CCR support staff will assist students in tracking their progress in completing the college and career readiness (CCR) steps, including connecting them to preparation for college readiness exams: PSAT 8/9, PSAT/NMSQT, SAT, ACT, TSIA2 and/or ASVAB. 11th and 12th graders will be encouraged to apply for scholarships, in particular the College Board Opportunity Scholarships that are available for juniors and seniors. 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 of the exam.

Strategy's Expected Result/Impact: HS counselors will advise students and hold conferences with 95% of 9th -12th grade students on how to access post-secondary options and explore college and career opportunities.

100% of all seniors will be afforded multiple opportunities to complete their FAFSA/TASFA and/or submit their completed Opt-Out form in order to satisfy the HB3 graduation requirement.

12th grade students will be encouraged and guided in completing at least one college application and/or have an alternate post-secondary plan in place before May 1st; the completion rate will be increased by 10% from previous year.

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

Strategy 10 Details

Strategy 10: Career and Technical Education: To increase its college and 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), and placing more students in internships at the conclusion of a Program of Study.

Strategy's Expected Result/Impact: 100% of CTE teachers will include program growth and certification growth in their T-TESS goals for the 2024-2025 school year.

With the changes to TEA policy regarding IBCs, Hays CISD's goal is to maintain 90% of the IBC total from the 2023-24 school year. In 2024, 1111 seniors graduated with an IBC and one class in an aligned program of study. For 2025, the goal is for 1000 seniors to graduate with an IBC on the TEA A-F List and 2 courses in an aligned program of study.

Staff Responsible for Monitoring: Director of Career and Technical Education

Strategy 11 Details

Strategy 11: 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 12 Details

Strategy 12: 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 2024-25 academic school year. These professional development opportunities include: Leadership Retreat, Lead and Learn, Just-in-Time Professional Development opportunity to build content pedagogy and planning for upcoming units, ten days of Reading Academy offering to assist teachers with learning and applying the science of teaching reading, and the one district professional development day in August. In addition, Professional Learning Communities will be given 6 staff development days throughout the 24-25 academic school year to assist with PLC implementation and collaboration, which includes 4 campus professional development days. We will provide ongoing training and support for all PLC leads throughout the school year by hosting the two day 15 PLC Challenge training.

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, TPESS, 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

Strategy 13 Details

Strategy 13: Gifted and Talented: Continue utilizing two assessment windows a year and use a varied battery of assessment instruments and processes to identify students as Gifted and Talented.

Strategy's Expected Result/Impact: Demographic disparities in representation in those receiving Gifted and Talented services will close by at least 2% in underrepresented groups (African American, Hispanic, economically disadvantaged) in newly identified students.

100% of elementary students identified as G/T will begin service in same year as identified.

90% of secondary students will take advanced level courses in their identified G/T strength areas.

Staff Responsible for Monitoring: Coordinator of Gifted and Talented Services

Strategy 14 Details

Strategy 14: Multilingual: Emergent Bilinguals: The district will use a bilingual instructional framework (dual language or transitional early-exit with an emphasis on biliteracy and purposeful bridging of the languages, depending on the bilingual campus and grade. All campuses will use Sheltered Instruction/Content-Based Language Instruction (CBLI) strategies for the purpose of developing academic language proficiency. The 5 elementary campuses are in the 3rd year of implementing Teaching for Biliteracy strategies which leverages our bilingual students' full linguistic repertoire. Purposeful planning will be developed in collaboration with Special Education, C&I, CTE, Advanced Academics, the Office of Academic Support and Campus Instructional Coaches and/or Campus Support Specialists. The ELlevation digital platform offers the Strategies component which supports differentiation for our Multilingual learners. Additional supports include strategic scheduling of Multilingual learners needing additional linguistic support and new arrival centers with access to the IXL online platform for beginner reading students. The Summit K12 digital platform will be used by the five bilingual campuses and our secondary ESL focused classrooms to promote the development of the four language domains (listening, speaking, reading, writing) which supports the TELPAS language state assessment.

Strategy's Expected Result/Impact: State Assessment:

By the end of the 2024-25 school year, 15% of Emergent Bilingual learners will increase one proficiency level using the composite score in TELPAS.

World Languages:

The Hays CISD World Languages department will increase the number of students receiving the Recognition of Academic Achievement in World Languages by 20% from the previous school year, thus increasing the number of College & Career Readiness points earned by the students' respective campuses.

Staff Responsible for Monitoring: Director of Multilingual Services

Results Driven Accountability

Strategy 15 Details

Strategy 15: Special Education: The district will use the research-based district curriculum as a framework for all core content areas across all instructional settings and grade levels. Specialized curriculums including Unique Learning Systems, STAR, SOLER, and LINKS will be implemented for students who require instruction on TEKS prerequisite skills. Purposeful planning for differentiation will be developed in collaboration with Special Education, C&I, CTE, Advanced Academics, and the Office of Academic Support. This intentional and collaborative approach will continue to result in high academic achievement and growth for all students with special needs in Hays CISD.

Special education staff will provide feedback through the K-12 insight survey regarding the special department and training related needs that they may have. The Special Education leadership team will use this input to guide planning for professional learning opportunities through the year and summer. Some of the current offerings include SAMA (Crisis Intervention training) for Campus Crisis teams, IEP Goal/PLAAPF/Progress Report Writing, STAR Curriculum/Evidence Based Practices (EBPs) for students with Autism, Unique Learning System, and specialized instructional strategies for students with special learning needs.

In order to meet new state requirements, Dyslexia services are being transitioned fully to Special Education during the 2024-2025 school year. All students suspected of having characteristics of dyslexia will be evaluated under IDEA, and an ARD meeting will be held to review those results and any services and supports required to meet the individualized needs of the student. Specially designed instruction for dyslexia instruction will meet the requirements outlined in the Dyslexia Handbook and will include the following research-based intervention programs: the Wilson Reading System, Basic Language Skills, Esperanza, and Reading by Design.

The Special Education department will work collaboratively with the Human Resources department to develop and implement a robust plan to attract and retain certified and experienced candidates into vacant special education positions. This plan may include retention incentives and increased stipends for teachers as well as increased rates for highly qualified and trained substitute teachers who work in hard to fill vacancies.

The Special Education Parents Advisory Committee will meet monthly with Special Education leaders, with this meeting being open to all special education families. Each month's 90 minute meeting will offer a presentation from or about a community resource in addition to the regular meeting. This meeting will be offered in person with a zoom option with interpretation services in Spanish and ASL. Meeting notices will be sent via email to all Special Education parents as well as posted on the Special Education website. Meeting minutes will be posted and shared via email after the meeting in English and Spanish. The special education department will also continue to send out and post on their website a newsletter to all special education families on a quarterly basis in English and Spanish, providing updates on local and state level special education related topics, including policy changes, training opportunities, and resources for families.

Throughout the year, the special education department will host a variety of events to engage and empower families including a Transition Fair, a Dyslexia Parent Night, and special education family learning opportunities.

Strategy's Expected Result/Impact: By the end of the 2024-2025 school year, students receiving special education services will demonstrate increased performance on the STAAR exam by 3% in Approaches, 3% in Meets, and 3% in Masters.

By the end of the 2024-2025 school year, students receiving TEKS prerequisite curriculum will demonstrate a performance level of Satisfactory or Accomplished on STAAR ALT2.

100% of Special Education vacancies will be filled and all students will receive their IEP required minutes and services from appropriately certified special education teachers, paraprofessionals, and instructional and related services personnel.

The K-12 insight survey results will reflect that both students and parents feel satisfied with the Hays CISD special education department services and communication.

Staff Responsible for Monitoring: Executive Director of Special Education

Strategy 16 Details

Strategy 16: Highly Mobile and At-Risk: All students who meet one of the fifteen at-risk criteria will be identified by the campus and their individual needs for additional academic or supportive services will be reviewed. Training on the 15 At-Risk criteria and the identification process will be provided to Campus PEIMS staff, Counselors, and Administrators to support timely and accurate identification. Any student identified as "at-risk" will be provided with accelerated instruction and additional supports to meet their academic and emotional needs to support grade promotion and/or graduation. Campuses will be provided with State Compensatory Education funds and funded staff to support the needs of highly mobile and at-risk students. Students who meet the criteria as students who are homeless or in foster/substitute care will be identified by campus counselors and provided with the resources to support school and life success.

Strategy's Expected Result/Impact: 100% of students meeting the "at-risk" criteria as defined by the TEA will be identified in PEIMS.

100% of students identified as being either a student in substitute (Foster) care or a student who is homeless, will be provided with Free School Nutrition meals, transportation to/from the school of origin, emergency resources as allowed by the TEA, and referrals to community resources within 5 days of identification.

Staff Responsible for Monitoring: Director of Federal Programs / Director of Student Information Systems

Strategy 17 Details

Strategy 17: Pregnancy Related Services: The district Pregnancy, Education and Parenting Program provides support services, including Compensatory Education Home Instruction (CEHI), to pregnant and parenting students. The PEP staff collaborates with other programs including Early Head Start, Texas State University, counselors, case managers, educators, and other staff who support pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. These services continue to be administered while the student is receiving CEHI services. A TEA Waiver is on file for CEHI services to be provided face-to-face in small groups on campus.

Strategy's Expected Result/Impact: 100% of students served with PEP/PRS CEHI services will be provided education in the following areas: all course subjects required for promotion/graduation, child development, parenting, job-related skills, college and career readiness, and community services.

Staff Responsible for Monitoring: Pregnancy, Education, and Parenting Program (PEP) Coordinator

Goal 2: Hays CISD is dedicated to the safety, mental health wellness, and engagement 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, state, and federal entities to assure preparedness related to School Safety and Security. Safety and security requires commitment by everyone in our district and community.

Evaluation Data Sources: Safety and Security: The Board will receive regular safety and security updates including a review of district safety upgrades as well as an overview of district safety protocols and training.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The district will capture information about the SEL Program implemented at each campus. SEL information will be presented in December 2024 to provide a district-wide update.

Student Engagement: Campuses will track and monitor student participation in extracurricular/club participation. Extra-curricular/club participation data will be presented to the Board of Trustees in December 2024. There will be a Fine Arts Showcase at the December 2024 Board of Trustees Meeting and an end of year Athletics review at the May 2025 Board of Trustees Meeting.

Discipline and Attendance: The district will track discipline and attendance from all campuses on an ongoing basis. Discipline and attendance information will be presented to the Board of Trustees in April 2025.

Strategy 1 Details

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 for 2024-2025 will include maintaining strong communication channels with area emergency operations departments, managing the School Resource Officer program, providing safety and security training, managing security coverage, ensuring district compliance with the revised safety standards, and conducting required safety audits.

Strategy's Expected Result/Impact: By May 2025, each instructional facility map will be reviewed and approved to ensure that all maps contain layers to include fire, safe weather areas, evacuation/staging areas. Additionally, the district will collaborate with local first responders to ensure that an accurate tactical response map is available.

All campuses will complete all mandatory drills by the end of the 2024-2025 school year.

The district will update the district-wide emergency operations response plan and ensure that each instructional facility has a campus-specific plan for their immediate response actions.

Staff Responsible for Monitoring: Chief Safety and Security Officer

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.

Effective implementation of SEL programs will be assessed each semester, to include some of the following best practices:

- * Delivery of SEL lessons 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);
- * Assuring that students are accessing the student SEL survey within SchoolLinks (5th-12th grades) and our district created SEL climate survey (for pre-k through 4th grades); which are both aligned with the key tenets of the CASEL mode.. Moreover, the needs identified from the survey responses are being used to inform next steps and needed interventions;
- * Growing our mentoring relationships are a key focus across the district due to its direct positive impact on cultivating a supportive and nurturing school community. Thus, through combined efforts, the Dept. of Guidance & Counseling will strive to continue to grow mentoring relationships across campuses, by at least 10% this school year.

Strategy's Expected Result/Impact: 100% of campuses will implement a whole campus SEL program with student-focused social and emotional growth and development opportunities.

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 brief counseling and mental health services to support identified student needs for early mental health intervention, suicide and/or other self-harm prevention, and drug prevention and early intervention. Counselors and mental health professionals will integrate best practices on grief-informed and trauma-informed care in effectively addressing the needs of students. The district will enter into MOUs with Communities in Schools, UT Austin, School of Social Work, St. Edward's University MAC Program, Texas State School of Social Work, Seedling Foundation, TCHAT Program/Dell Children's, Hill Country-MHDD, Cenikor Drug Prevention and other partnering agencies for additional support. The district will continue to train staff in suicide prevention and youth Mental Health First Aid, share the updated Suicide Action Plan, and obtain training for our Hays CISD Mental Health Crisis Response Team. Hays CISD will use Title IV (Safe & Healthy Students) funds to continue 1.5 FTEs - Mental Health Professionals - in 2024-2025 to support the mental health and substance use needs of secondary students in the district. Hays CISD will use ARPA funds, which are due to end December 2024; which were sub-awarded by Hays County to support the creation of 1 FTE Mental Health Professional and to provide additional contracted mental health services to students for Spring 2024 and Fall 2024 (one school year).

Strategy's Expected Result/Impact: No later than the end of September 2024, counselors at all 27 campuses will present to campus staff about suicide prevention, referrals and protocols, and the CPS reporting process.

100% of all new counseling and Mental Health staff will complete the ASIST Suicide Risk Assessment & Response Training by early spring 2025.

100% of Counselors, Administrators, nurses, and all other mental health professionals at all campuses; including all other MH Professionals that provide additional support district-wide will complete Psychological First Aid Training by May 2025.

In compliance with SB11 and to ensure 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 to 90% by May 2025.

Principal and/or designees (admin designee for violence/discipline related incident) and counselor & Mental Health Professionals (for self-harm/mental health concerns) will address alerts that are raised through Lightspeed and/or Hays HopeLine with immediate and consistent follow-through 100% of the time. Documentation is also required to be completed 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 work 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 student 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.
- Attendance Intervention Specialists will communicate roles and responsibilities to campus staff and stake holders, to ensure there is clear communication and support for all parties involved. This will include being available on campus for one day each week to support campuses directly.
- Communications and Attendance Intervention Specialists will partner to ensure information about the importance of attendance is shared from the district level through the use of social media, emails, and other available communication vehicles.

Strategy's Expected Result/Impact: The district will improve from a 93.92% BOY attendance rate to a 94.5% attendance rate in May 2025.

Increased attendance rate will result in fewer students who need Truancy Prevention Measures, stronger relationships with families, and parents who are educated on the importance of daily attendance.

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 23-24 school year level of 44% to 48% in the 24-25 school year.

Increase the number of CDL bus driving coaches by 10 % of our total of 240+ (24).

Staff Responsible for Monitoring: Director of Athletics/ Assistant AD

Strategy 7 Details

Strategy 7: Fine Arts: Oversee the fine arts facility additions at Lehman High School and Johnson High School. Plan and design fine arts facilities for High School No. 4 for a future bond. Continue to monitor and support enrollment and participation to align with the "100% Hays" philosophy in order to increase and retain student enrollments in fine arts programs.

Strategy's Expected Result/Impact: The secondary enrollments will increase by 3% in 2024-25. The enrollment in 2023-24 was 9742 and will increase to at least 10,034.

The completion of the facility additions at LHS and JHS will result in enhanced fine arts instructional spaces for these two campuses.

Staff Responsible for Monitoring: Director of Fine Arts and Assistant Director of Fine Arts

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

Performance Objective 1: The district will foster a welcoming culture of positive engagement and public service. Our district is committed to customer service with timely and effective communication.

Evaluation Data Sources: The Board will receive timely updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.

Staff will receive 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, and the plan will be presented to the Board in November.

During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council.

Strategy 1 Details

Strategy 1: School Community Involvement: The Communication Office will continue to excel at an award-winning level in providing the essential services to include: news and communication, media relations, district customer service, community relations, volunteer services, foundation support, website and emergency alert systems, district special events and projects, elections, public information, district photography and digital media services, staff and student awards and recognition, district advertising initiatives, intergovernmental relations, interdepartmental support, and support for the Board of Trustees. The Communication Office at Hays CISD will lead a number of projects and outreach activities this school year to engage the Hays CISD community with the district and its 27 campuses. Through the use of the district website, social media resources, and local media outlets (radio, newspaper, and television), the Communication office will highlight district staff and student successes and the focus on fighting fentanyl and promoting the use of seatbelts on Hays CISD buses through the Seatbelt Buddy Campaign throughout the school year.

Strategy's Expected Result/Impact: As the district prepares to open Ramage Elementary School (ES#17) in August 2025 to accommodate student population growth, the Communication Office will assist with the branding of the elementary school as well as engage with the community during the naming, ribbon cutting to ensure that stakeholders have the opportunity to provide input to the district. The Office will also prepare for the dedication of both the Helen Alcala Child Nutrition Center and the Meredith Keller Board Room.

In the Fall of 2024, the Communication Office will assist with the development of informational materials and election documents for any bond elections called for by the Board of Trustees. The Office will coordinate the rezoning process to accommodate the addition of Ramage Elementary and to address growth patterns for neighboring campuses.

The Communication Office will continue the process of transitioning the district and campus websites to a new platform with a launch slated for Fall 2024.

The Volunteer Coordinator will continue to grow the Volunteers in Public Schools (VIPS) Program, ensuring that every VIP receives a badge and tracks their volunteer hours using that badge during the 2024-2025 school year.

Staff Responsible for Monitoring: Volunteer Coordinator and Communication Director

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. All parents will receive regular updates about their student's academic progress and related needs (Progress Reports, Report Cards, MTSS progress reports, etc). 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. Family engagement events may include College and Career Planning Events, Parent Literacy classes (In coordination with Community Action), Campus Transition events (5th to 6th grade and 8th to 9th grade), Multilingual (Emergent Bilingual) Family Events, Math and Literacy nights, social-emotional learning events, Special Education Parent Events, Dyslexia Parent Night, Mental Health and Substance Use Information Sessions for families (Coordinated between MKV office and Counseling Department). Parents from Title 1 campuses will have the opportunity to give input on the LEA's Title 1 Parent and Family Engagement Policy.

Strategy's Expected Result/Impact: By the end of May 2025, each campus will hold at least 4 parent engagement events, and the district will hold at least 8 events.

By the end of May 2025, each Title I Schoolwide campus will have held an Annual Title I Meeting (offered twice before October 14) and a Spring Title I Parent Engagement Evaluation Meeting, 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: The Human Resources department will make strategic improvements to the employee experience from recruitment to onboarding, and ultimately, retention.

Strategy's Expected Result/Impact: The HR department will capture baseline data on average hiring times, review workflows to identify areas in need of greater efficiency, and reduce the average hiring time by 10% in the next hiring season for 25-26.

100% of district leaders will be trained by March 2025 on how to improve diversity in leadership as the HR department develops protocols to support this work and grow candidate pools internally and externally.

100% of new hires from January 1, 2025, will receive revamped district onboarding to better set them up for a successful transition into Hays CISD.

Staff Responsible for Monitoring: Chief Human Resources Officer

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$8,000,000.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

The District will use the direct services portion (55%) of its SCE budget to fund an Intervention teacher at each campus to support the academic needs of at-risk students. The interventionists will provide direct small-group instructional support to students identified through the MTSS process or through the review of prior year STAAR results (HB 4545). The District will also fund a supplemental Outreach Counselor (Mental Health Professional) at each Comprehensive High School to support the needs of students that extend beyond the capacity of the regular campus counselors. The District will also support a PEP program including instructional services as well as a Child Care Center for students who are also parents or who are becoming parents. The non-administrative expenses at both the Live Oak Academy, a drop-out recovery campus for students at-risk of not graduating, and the Impact Center, a DAEP campus, will be funded with State Compensatory Allotment funds. Finally, each campus will receive an additional allotment of SCE funds to support the HB1416 (Required Accelerated Instruction), SEL, and any additional needs of at-risk students as identified in the Campus Needs Assessment and documented in their CIP.

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is housed in Plan 4 Learning for the LEA and for each campus. The needs assessment process is undertaken annually in the Spring and summer for the LEA and for each campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District and each Campus plan is developed in collaboration with all required stakeholders. Meeting documentation for the DIP can be found online at hayscisd.net/DLT . CLT meeting information can be found in Plan4Learning.

2.2: Regular monitoring and revision

The district and each campus review the progress on the strategies in their improvement plans at the end of each 9 weeks. Following each of these reviews, campus leaders are required to present these progress reviews to their CLTs for input and possible revision of the CLT strategies. The quarterly reviews can be found embedded in the CIP/DIP in Plan4Learning. CLT documentation can be found in Plan4Learning, and DLT documentation can be found on the Hays CISD website at hayscisd.net/DLT .

2.3: Available to parents and community in an understandable format and language

All CIPs and the DIP are made available in English and in Spanish on the [Hayscisd.net](https://hayscisd.net) website, and hard copies are available at the Hays CISD Central Administration Building located at 21003 IH 35 Frontage Rd., Kyle TX. Each campus's CIP can also be found on the Campus website.

2.4: Opportunities for all children to meet State standards

Hays CISD and each Title 1 campus actively plan for student success through the selection of high-quality instructional materials, professional development that is based on data and aligned to student and teacher needs, student-focused data-driven instruction, Professional Learning Communities, and PBIS strategies and mental health supports to encourage student success. Many of these activities are supplemental activities, funded using Title 1 funds and State Compensatory Education Funds, and documented in the CIP in relation to the strategies they support.

2.5: Increased learning time and well-rounded education

All Title 1 campuses balance academic learning time with enrichment through Specials and elective classes that support a well-rounded education. Specials classes at the elementary level include PE, Music, Technology, and Social Emotional Learning. All elementary campuses also have student clubs to increase enrichment opportunities, with the clubs varying based on teacher skills and student interest. At the middle school level, students have access to a range of Elective Courses including Athletics, Orchestra, Choir, Band, Mariachi, Robotics, and Art. Each middle school also offers afterschool clubs to support student enrichment, with these clubs being driven by student interest. All campuses K-8 offer Intervention in Math and Reading provided by a certified teacher in a pull-out setting, and all middle school campuses offer additional learning time afterschool through tutorials with their teachers.

2.6: Address needs of all students, particularly at-risk

64

Students who meet one or more of the 15 at-risk criteria set out by the TEA are identified in PEIMS by the PEIMS clerk and Campus Counselor. These students are provided additional services and supports through State Compensatory Education funds, MKV funds, or other dedicated funds to meet their needs. Services and supports may include additional tutoring or academic intervention, supplemental counseling, emergency supplies and clothing, and community referrals. Campus staff listen to students and families, and they respond to student needs as they become aware of them. District MKV and Counseling staff as well as Clothes Closet and HaysHope2Go volunteers are available to support campus teams and students whenever necessary. Hays CISD recognizes that in order for students to be academically successful, the district must address the needs of the whole student.

3.1: Annually evaluate the schoolwide plan

The Title 1 Plans are embedded in the LEA and each Campus Improvement Plan. The plans are reviewed quarterly with a final summative evaluation completed in June. The summative evaluation reviews the effectiveness of Title 1, SCE, and other federal grant expenditures (Including ESSA, Perkins, IDEA, etc.) on increasing student achievement. The evaluation reviews are embedded in the DIP and CIPs in Plan4Learning. These reviews inform the CNA and funding priorities for the coming year.

4.1: Develop and distribute Parent and Family Engagement Policy

The LEA and each Title 1 campus develop or revise their PFE Policy and annual activities each Spring at the SBDM (CLT/DLT) meeting. These policies are translated into Spanish, and then the PFE policy is made available on the Campus/District website with hard copies made available at the Hays CISD Administration Building in the Federal Programs office.

4.2: Offer flexible number of parent involvement meetings

Each campus is required to hold at least 6 parent involvement over the course of the school year. The Fall Title 1 meeting is offered on at least two dates, and the Spring Parent Engagement evaluation meeting provides families an opportunity to give direct feedback on the annual PFE activities and PFE Policy. The LEA will offer a variety of Parent Involvement activities in coordination with other Federal Programs and Departments including CTE, Multilingual, MKV, Counseling and Mental Health, Special Education, and MTSS/Dyslexia. Campuses upload meeting documentation into Title Crate.

5.1: Determine which students will be served by following local policy

N/A

Addendums

2024 - 2025 Hays CISD District Improvement Plan Policy & Procedure Document List

A person wishing to view any of these documents, may request them by emailing stephanie.norris@haysicsd.net, Hays CISD Director of Federal Programs. Further, anyone requiring an accommodation, including language translation, for one of these documents should make that request to the Director of Federal Programs.

Bullying Prevention

- Bullying Procedures
- Board Policy: [FFI](#)
- Board Policy: [FDB](#)

Child Abuse and Neglect

- Hays CISD Child Abuse and Trafficking

Coordinated Health Program

- Hays CISD Wellness Plan (Approved Nov. 2022)

Decision-Making and Planning Policy Evaluation

- Planning and Decision Making
- Board Policy: [BQA](#)

Disciplinary Alternative Education Program (DAEP)

- [Impact Student Handbook](#)
- Board Policy: [FOC](#)
- Board Policy: [FOCA](#)

Dropout Prevention

- Dropout and Truancy Procedures

Dyslexia Treatment Program

- Dyslexia in Hays CISD

Gifted and Talented Services

- Hays CISD GT Handbook

Job Description for School Resource Officers and Security Personnel

- Hays CISD SRO Job Duties
- Security Guard Job Description

Title I, Part C Migrant

- Migrant PFS Action Plan

Multi-tiered System of Support Program

- HCISD MTSS Process

Retaining High Quality Teachers and Paraprofessionals

- 2024-2025 Professional Development plan

School Library Programs

- FRS Librarians Framework
- HCISD Library Overview

Section 504 Services

- Section 504 Referral Procedures

Student Welfare: Discipline/Conflict/Violence Management

- [Hays CISD Student Parent Handbook](#) (in English and Spanish)
- [Hays CISD Student Code of Conduct](#) (in English and Spanish)

Hays CISD Student Achievement Goals 2024-2025



	STATE 2024 RESULTS			REGION 13 2024 RESULTS			HAYS CISD 2024 RESULTS			2024-2025 DISTRICT GOAL		
	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma
3 Reading	72	46	20	72	48	22	73	49	23	76	51	24
3 Math	69	41	15	69	43	18	66	39	14	69	41	15
4 Reading	80	50	22	79	52	25	84	56	25	87	58	26
4 Math	68	45	21	67	45	21	71	49	21	74	51	22
5 Reading	78	54	29	81	61	36	81	57	32	84	59	32
5 Math	76	49	19	76	51	22	76	48	18	79	50	19
5 Science	57	26	11	59	29	13	57	25	10	60	27	11
6 Reading	75	55	25	75	57	28	77	60	28	80	60	29
6 Math	70	37	13	69	40	16	70	38	13	73	40	14
7 Reading	72	52	28	73	55	33	75	55	30	78	57	30
7 Math	53	32	10	47	27	7	38	14	1	41	16	2
8 Reading	78	54	28	79	57	33	80	57	29	83	59	30
8 Math	70	40	15	71	47	23	77	50	21	80	52	22
8 Science	68	42	16	70	47	22	69	45	16	72	47	17
8 Soc. Stu.	58	31	16	61	36	21	59	32	16	62	34	17
English I	67	54	17	68	56	21	71	58	20	74	60	21
Algebra I	79	45	25	77	45	27	85	54	31	88	56	31
Biology	91	58	19	90	62	25	93	65	22	93	65	23
English II	75	60	9	75	62	12	80	68	11	83	68	12
US History	95	69	37	95	71	42	96	73	38	96	73	38

SY2425 goals are based on an increase of 3% at the Approaches Level, 2% at Meets, and 1% at Masters over Spring 2024 results. When a subject reaches 90% Approaches, 60% Meets, or 30% Masters, our goal is to maintain those high percentages.

At or Above State & Region	Above State
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College and Career Readiness

(Lagging Data)

	Class of 2022		Class of 2023 Goal		Class of 2023 Actual		Class of 2024 Goal		Class of 2025 Goal		
	# Met	%age	# Met	%age	# Met	%age	# Met	%age	# Met	%age	
TSI Criteria (Met TSI criteria in BOTH ELA/Reading and Mathematics)	445	31	550	31	612	37	656	40	725	43	
TSI Criteria ELA/Reading	Met TSI criteria for at least one indicator in ELAR										
	Met TSIA criteria - ELAR										
	Met SAT criteria - ELAR										
TSI Criteria Math	Met TSI criteria for at least one indicator in Math										
	Met TSIA criteria - Math										
	Met SAT criteria - Math										
AP/IB Examination Met criterion score on an AP/IB exam in any subject	284	19	276	15	276	17	328	20	388	23	
Dual Course Credits Earned credit for ≥ 3 hours in ELA or Maths or 9 hours in any subject	133	9	203	11	214	13.0	262	16	TBD	TBD	
Industry-Based Certifications Earned an IBC from approved list while in high school	603	28	949	53	940	58	820*	50*	893*	53*	
OnRamps Dual Enrollment Course Completed an OnRamps course & qualified for ≥3 hours in any subject	17	1.0	50	4.0	100	6.0	148	9	TBD	TBD	

*The calculation of IBCs will change over each of the next 3-4 years to ensure students are completing certain coursework.

TELPAS	2025 GOAL
1st GRADE	59%
2nd GRADE	38%
3rd GRADE	77%
4th GRADE	58%
5th GRADE	74%
6th GRADE	38%
7th GRADE	59%
8th GRADE	61%
9th GRADE	42%
10th GRADE	39%
11th GRADE	40%
12th GRADE	32%

TELPAS Writing changed how TEA calculated the English Language Proficiency (ELP) for 2023 and 2024. TEA plans to revert to prior methodology for comparing Composite Scores for 2025 TELPAS ELP.

CIRCLE Reading & Math

	2024 EOY On Track	2025 EOY Goal
Pre-K	72%	75%

mCLASS Reading

	2024 EOY TIER 1	2025 EOY Goal
ENG LIT - K	61%	64%
ENG LIT - 1	68%	71%
ENG LIT - 2	57%	60%
SPN LIT - K	77%	80%
SPN LIT - 1	65%	68%
SPN LIT - 2	74%	77%

MAP Math

	2024 EOY TIER 1	2025 EOY Goal
MATH - K	48%	51%
MATH - 1	44%	47%
MATH - 2	43%	46%

HB 3 Required Goals (5 Year Plan)

	Grade 3 Reading (Meets GL)				
	2024	2025	2026	2027	2028
All Students	49%	51%	53%	55%	57%
Hispanic	41%	44%	47%	50%	53%
African American	33%	36%	39%	42%	45%
White	67%	69%	71%	73%	75%
Asian	73%	75%	77%	79%	81%
Special Education	25%	28%	31%	34%	37%
EB	32%	35%	38%	41%	44%
EcoDis	38%	41%	44%	47%	50%

	Grade 3 Math (Meets GL)				
	2024	2025	2026	2027	2028
All Students	39%	41%	43%	45%	47%
Hispanic	31%	34%	37%	40%	43%
African American	29%	32%	35%	38%	41%
White	58%	60%	62%	64%	66%
Asian	58%	60%	62%	64%	66%
Special Education	19%	22%	25%	28%	31%
EB	28%	31%	34%	37%	40%
EcoDis	27%	30%	33%	36%	39%

	Met CCMR Criteria				
	2024	2025	2026	2027	2028
All Students	80%	82%	84%	86%	88%
Hispanic	77%	80%	83%	86%	89%
African American	70%	73%	76%	79%	82%
White	88%	90%	92%	94%	96%
Asian	86%	88%	90%	92%	94%
Special Education	78%	81%	84%	87%	90%
EB	64%	67%	70%	73%	76%
EcoDis	80%	83%	86%	89%	92%

HB3 requires that school boards set 5-year goals in the areas of Grade 3 Reading, Grade 3 Math, and CCMR. Goals are being adjusted with 2024 being our new baseline for our 5-year HB3 Goals.



Hays CISD 2024-2025 Federal Grant Planning

- **Title I, Part A** – Title I, Part A provides supplemental resources to local educational agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. Campuses served with Title I funds within Hays CISD, have at least 40% of their students identified as receiving free/reduced lunch. Hays CISD Title I Schoolwide campuses are served in rank order of low-income percentage, with a formula based, per pupil allocation.

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards. Each Title I campus completes a comprehensive needs assessment (CNA) each year. The CNA is then used to review and revise their campus improvement plan with input from parents, community members, teachers, principals and other school leaders, so that all students are provided opportunities to meet the challenging State academic standards. All Title I campuses and the LEA must create a Family Engagement Plan that includes the annual revision of the Parent and Family Engagement Policy. Each Title I campus must also annually review and revise their Parent-School Compact that identifies the roles of parent, school, and student stakeholders in the learning process.

- **Title I Schoolwide campuses in Hays CISD include:**

- Armando Chapa Middle School
- Dr. T.C. McCormick Middle School
- DJ “Red” Simon Middle School
- Laura B. Wallace Middle School
- Blanco Vista Elementary School
- Buda Elementary School
- Camino Real Elementary School
- Susie Fuentes Elementary School
- Tom Green Elementary School
- Hemphill Elementary School
- Kyle Elementary School
- Ralph Pfluger Elementary School
- Science Hall Elementary School
- Rosalio Tobias Elementary School
- Uhland Elementary School

Title I Campus Activities

Title I, schoolwide campuses utilize their Federal allocations for activities that meet campus-specific needs as identified in the Campus Needs Assessment and the Campus Improvement Plan. These activities may include academic parent engagement activities, professional development, social emotional learning programs, tutorials, supplemental instructional coaching for teachers and additional targeted teacher planning days, supplemental intervention supports for students, computer-aided instruction, and extended learning opportunities for TEKS reteach/mastery including before and after school tutorials, Saturday intensive learning camps, and summer school.

Title I LEA Reservation Activities

LEA reservation activities are based on the district's Comprehensive Needs Assessment and District Improvement Plan. LEA reserved funds are used at Title I Schoolwide campuses to provide parent engagement activities to encourage academic achievement and parent involvement, to provide additional support for Pre-Kindergarten student success at Title I campuses, and to support the needs of homeless students identified under the McKinney-Vento Act who may be attending any campus in Hays CISD. LEA reserved funds are also used to support Title I, Part A services to eligible private school students at Private Non-Profit Campuses.

Title I, Part C Education of Migratory Children – Title I, Part C provides supplemental instructional and support services for migrant students and out-of-school migrant youth. Hays CISD utilizes a shared service arrangement with the Education Service Center 13 to provide support for migrant students.

Title II, Part A – Hays CISD utilizes Title II, Part A funds to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and qualified principals and assistant principals in the district; and, uphold high expectations to improve student academic achievement. The intended beneficiaries of Title II funds are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals. The district focuses the utilization of Federal funds on two activities: recruiting, hiring, developing, and retaining effective personnel that impact instruction and learning; and, providing professional development and coaching. The needs of highest poverty campuses and campuses involved in the school improvement process are prioritized for grant activities.

Title III, Part A (ELA and Immigrant Funds) – The purpose of these funds is to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English, supporting all English learners in meeting the same challenging State academic standards that all children are expected to meet. Hays CISD utilizes Title III, Part A funds to provide supplemental resources to ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet. Hays CISD focuses the use of these funds on providing supplemental instructional resources for English Language Learning, supplemental language learning support staff, and Parent and Family Engagement activities for families of English learners and immigrant students.

Title IV, Part A - The purpose and intent of the Title IV, Part A, is to increase the capacity of local educational agencies (LEAs), campuses, and communities to provide all students access to a well-rounded education, to improve academic outcomes by maintaining safe and healthy students, and to improve the use of technology to advance student academic achievement. Hays CISD utilizes Title IV to fund the creation of 1.5 additional Mental Health Professional Staff positions (Safe and Healthy Students), to support professional development to increase the effective use of technology through the implementation of high-quality blended learning in classrooms across the district (Effective Use of Technology), and to support the

participation of all students in well-rounded educational activities through supplemental Reading Instructional Materials and through payment for certain activity fees so that all student have the opportunity to participate in well-rounded learning opportunities (Well Rounded Education Opportunities). The needs of highest poverty campuses and campuses involved in the school improvement process are prioritized for grant activities.

Carl D. Perkins Career and Technical Education Act – Perkins V Grant – The intent and purpose of the CTE Perkins V grant program is to develop more fully the academic, technical, and employability skills of secondary education students who elect to enroll in CTE programs. Hays CISD utilizes Perkins funds to carry out programs that develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education (CTE) programs. Hays CISD will use Perkins funds to supplement local funds for students who chose to participate in CTE Leadership and Competition Activities and to fund a Workforce Development position to increase student practicum and work-based learning opportunities for CTE students. Career Clusters offered at Hays CISD include Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communication; Business, Management, and Administration; Education and Training; Finance; Health Services; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Science, Technology, Engineering, and Mathematics; Transportation, Distribution and Logistics.

Texas Education for Homeless Children and Youth (TEHCY) - The purpose of the Texas Education for Homeless Children and Youth (TEHCY) grant is to facilitate the identification, enrollment, attendance and academic success of homeless children and youth by removing barriers and promoting school stability for students experiencing homelessness. Hays CISD utilizes these TEHCY grant funds will be combined with Title 1 MKV reservation funds to fund the following activities: Payroll for part-time MKV Family Support Specialist position, some of the excess costs related to providing out-of-district school of origin transportation costs, and for emergency supplies for students. Students identified as homeless by the campus counselor have access to the MKV Family Support Specialist whose role it is to assist them with referrals to community agencies as well as to support them in obtaining school supplies, emergency clothing, access to free meals through the HCISD Child Nutrition Department, and transportation to and from their campus of origin. The MKV Family Support Specialist works closely with the Clothes Closet and Hays Hope 2 Go to provide clothing and nutritional assistance to students.

IDEA-B & IDEA-B Preschool Formula Grant – The purpose of IDEA-B funds is to support special education and related services for children ages 3–21. Hays CISD utilizes IDEA-B funds to provide a continuum of services and supports to students with disabilities who require special education services to meet their individualized needs. These funds are used to support special education teachers, related service providers, and IEP support positions, to provide specialized professional development and coaching to special education staff, and to provide IEP-required instructional materials and evaluation assessment tools. A portion of these funds is expended through Proportionate Share to provide special education services for students enrolled in Private Schools or who are homeschooled within the Hays CISD boundaries.

State Compensatory Education Allotment – The goal of the State Compensatory Education (SCE) state allotment program is to provide supplemental funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. Hays CISD utilizes these funds to support students who qualify as at-risk in accordance with the Texas Education Code through the provision of accelerated and intensive programs of instruction (tutoring, small-group reading and math intervention, and credit recovery), instructional services and supports at the Impact Campus (DAEP) and Live Oak Academy (AEP), Pregnancy Related services including CEHI services and a child care center for student parents, and for Mental Health (Crisis) Counselors for the 3 comprehensive high schools. The use of these funds is evaluated annually as part of the District and Campus Improvement Plans.

Hays CISD

2024-2025 Title II Prioritization of Funds

Hays CISD uses a variety of data sources to inform its use of Title II funds to ensure that all activities are aligned to support students in meeting the challenging state standards. These data sources include, but are not limited to, the following: student achievement data, T-TESS and T-PESS data, teacher and administrator evaluation feedback from in-district training sessions, DLT (SBDM) input, campus CLT input, and staff surveys on Professional Development needs.

All Professional Development activities that are paid for with Title II funds are part of larger professional development plans for the individual staff (T-TESS/T-PESS), for the campus (CIP), or for the district (DIP and LEA Professional Development Plans). The Director of Professional Development is responsible for ensuring that all professional learning paid for by Title II is part of ongoing Professional Development initiatives and job-embedded instructional coaching activities rather than standalone one-day training events.

Title II funds are prioritized to meet the needs of Hays CISD campuses with the highest percentages of low-income students and campuses that have been identified for school improvement. When coaching or professional learning opportunities are paid for by Title II funds, The Director of Professional Development ensures that these campuses have an opportunity to participate in any relevant opportunities.

In June, the Director of Professional Development along with the Curriculum and Instruction team review achievement growth scores, walkthrough data, and training feedback forms to determine the effectiveness and impact of Title II activities on student learning and teacher effectiveness. This evaluation is documented in the summative review of the Professional Development Strategy in the District Improvement Plan.

For 2024-2025 Hays CISD will use Title funds to support the following initiatives:

- School Leader Coaching for all 4 Title I campuses identified for School Improvement (These funds will supplement the ESF Grant funds received by the 4 campuses. This coaching will supplement the Coaching provided by the Vetted Improvement Partner.)
- New Teacher Mentors/Instructional Coaches (2.0 FTEs) to provide ongoing 1:1 support and small group professional learning for teachers in the district who are new to the profession.
- Just in Time Professional Development offered throughout the year to targeted teacher groups at key points in the curriculum or assessment cycle. Title II funds may be used to support contracted presenters and substitute teachers for teachers to be able to attend the trainings.
- Math Professional Development to increase teacher knowledge and implementation of best practice instructional practices in an effort to increase student achievement in math at campuses with greatest numbers of struggling learners in the Math content area.
- Summer Planning to pay master teachers from across the district to come together to review student data and revise the district's curriculum planning documents and targeted lessons to increase teacher effectiveness and student achievement.
- Teacher Directed Professional Learning mini-grants to support individual teachers in their TTESS professional learning and growth goals and/or the campus' professional development plan. Funds will be prioritized to support Hays CISD campuses with the highest low-income percentages and those identified for school improvement. Teachers must commit to implementing the learning in their classroom to be evidenced by Administrator Walkthroughs and/or presenting the new learning to their PLC or campus colleagues for implementation.

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

Date: October 28, 2024

Agenda Item: O.5

Board Goal: Community Relations

Subject: Consideration and possible Grant of a Non-exclusive Permanent Utility Easement and Temporary Access and Workplace Easement for County Line Special Utility District at the Marigold Subdivision near Uhland Elementary School

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy: CDB Legal Law or Rule N/A

C. Goal or Need Addressed:

Cooperate with our development partners to deliver timely utilities.

D. Summary:

Previous board action relating to this item – The Board has approved several utility easements for County Line Special Utility District (CLSUD) in their service area.

Future action anticipated –

Background information – CLSUD has requested a 0.019 acre (838 square feet) permanent utility easement for the purpose of providing services to the Marigold Subdivision (Phase Four) as shown in the attachments. The developer has provided a sidewalk to the school as consideration for the 15' permanent utility easement and 30' temporary workspace easement.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other: City of Uhland

F. Administrative Recommendation:

Administration recommends that the Board consider and grant a utility easement to CLSUD.

Advantages and benefits from this proposal: Provides a safe walk route to school.

Expected results in terms of student benefit/achievement: Provides a safe walk route to school.

Effect of this action on other parts of the system: Transportation will not be required to provide bus service.

Consequences of not approving this recommendation: CLSUD would be unable to provide utilities as shown on the drawings.

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

Budget Bond Grant/Special Funds Other: N/A, Grantee pays to file the document with the county.

Budget Amendment Needed

Prior Year Spending – Not applicable

Future/Ongoing - Staff will bring forward future land requests as they occur.

H. Monitoring and Reporting Time Line:

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

Evaluation method and time line: The contractor has indicated the utility work will begin as soon as an agreement is reached.

Next report to the board: N/A

I. Suggested Motion:

I move that the Hays CISD Board of Trustees grant a non-exclusive permanent utility easement and temporary access and workspace easement to County Line Special Utility District at the Marigold Subdivision near Uhland Elementary, and authorize the Board President and Superintendent to execute documents necessary and convenient to complete the transaction, as presented.

LEGAL DESCRIPTION

FIELD NOTES FOR A 0.019 OF ONE ACRE (838 SQUARE FEET) TRACT OF LAND IN THE THOMAS B. WESTBROOK, ABSTRACT NO. 468, HAYS COUNTY, TEXAS; BEING OUT OF A CALLED 44.837 ACRE TRACT OF LAND AS CONVEYED TO HAYS COUNTY INDEPENDENT SCHOOL DISTRICT IN VOLUME 3383, PAGE 632 OF THE OFFICIAL PUBLIC RECORDS OF HAYS COUNTY, TEXAS; SAID 0.019 OF ONE ACRE OF LAND BEING MORE PARTICULARLY DESCRIBED BY METES AND BOUNDS AS FOLLOWS:

COMMENCING at a 1/2-inch iron rod with a cap stamped "BGE INC" set on the southeast line of a called 221.858 acre tract of land as conveyed unto Hays Consolidated Independent School District in Volume 3365, Page 790 of the Official Public Records of Hays County, Texas, at the common corner of said 44.837 acre tract and Lot 29, Block "F" as shown on the plat of Marigold Phase 1 recorded in Document Number 24012317 of the Plat Records of Hays County, Texas, from which a 1/2-inch iron rod found bears, S 61°04'19" E, a distance of 1.13 feet;

THENCE, S 48°48'36" E, coincident with the common line of the 44.837 acre tract and said Lot 29, passing at a distance of 25.01 feet a 1/2-inch iron rod with a cap stamped "BGE INC" set at the common corner of Lot 29 and the remainder of a called 82.236 acre tract of land as conveyed unto Walton Texas, LP in Document number 17005079 of the Official Public Records of Hays County, and continuing coincident with the common line of the 44.837 acre tract and the remainder of said 82.236 acre tract, a total distance of 182.18 feet to a calculated point for the southwesterly corner and **POINT OF BEGINNING** of the herein described tract,

THENCE, departing said common line, over and across the 44.836 acre tract, the following three (3) courses:

- 1) N 40°44'50" E, a distance of 55.82 feet to a calculated point on the southwest line of an existing 15' Waterline Easement as recorded in Document Number 18011565 of the Official Public Records of Hays County, Texas, for the northwesterly corner of the herein described tract;
- 2) S 49°15'10" E, coincident with said southwest line, a distance of 15.00 feet to a calculated point for the northeasterly corner of the herein described tract;
- 3) S 40°44'50" W, departing said southwest line, a distance of 55.93 feet to a calculated point on the common line of the 44.836 acre tract and the remainder of the aforementioned 82.236 acre tract, for the southeasterly corner of the herein described tract;

THENCE, N 48°48'36" W, coincident with said common line, a distance of 15.00 feet to the **POINT OF BEGINNING** and containing 0.019 of one acre (838 Sq. Ft.) of land, more or less.

I hereby certify that these notes were prepared from a survey made on the ground by employees of BGE, Inc and are true and correct to the best of my knowledge. The Basis of Bearing recited herein is the Texas State Plane Coordinate System, South Central Zone, NAD 83. An exhibit plat with like job number and date was prepared in conjunction with this metes and bounds description.



Dion P. Albertson RPLS No. 4963
BGE, Inc.
7330 San Pedro Ave, Suite 202
San Antonio TX 78216
Telephone: 210-581-3600
TBPLS Licensed Surveying Firm No. 10194490

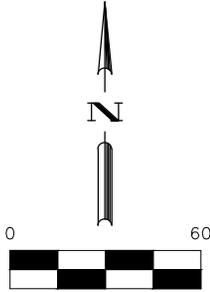


9/16/2024

Date

Date: September 16, 2024
Job No: 10800-01

EXHIBIT TO ACCOMPANY LEGAL DESCRIPTION



HAYS CONSOLIDATED
INDEPENDENT
SCHOOL DISTRICT
SPECIAL WARRANTY DEED
CALLED 221.858 ACRES
VOL. 3365, PG. 790
O.P.R.H.C.

15' WATERLINE EASEMENT
DOC. NO. 18011565
O.P.R.H.C.

LINE TABLE		
NUMBER	BEARING	DISTANCE
L1	N 40°44'50" E	55.82'
L2	S 49°15'10" E	15.00'
L3	S 40°44'50" W	55.93'
L4	N 48°48'36" W	15.00'
L5	S 61°04'19" E	1.13'

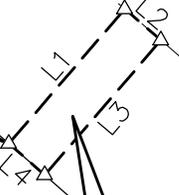
P.O.C. → L5

25.01' (F) 0.98'

S 48°48'36" E 182.18'

MARIGOLD PHASE 1
DOC. NO. 24012317
P.R.H.C.

P.O.B. →



HAYS COUNTY INDEPENDENT
SCHOOL DISTRICT
CALLED 44.837 ACRES
VOL. 3383, PG. 632
O.P.R.H.C.

WALTON TEXAS, LP
REMAINDER OF A CALLED
82.236 ACRES
DOC. NO. 17005079
O.P.R.H.C.

0.019 OF ONE
ACRE
838 SQUARE FEET
15' WATERLINE
EASEMENT

LEGEND

- DOC. NUMBER DOCUMENT NUMBER
- O.P.R.H.C. OFFICIAL PUBLIC RECORDS, HAYS COUNTY
- P.R.H.C. PLAT RECORDS HAYS COUNTY
- △ CALCULATED POINT
- SET 1/2" IRON ROD W/CAP "BGE INC"
- FOUND 1/2" IRON ROD

THOMAS B. WESTBROOK
ABSTRACT NO. 468

BEARING BASIS

BEARING ORIENTATION IS BASED ON THE TEXAS STATE PLANE COORDINATE SYSTEM, SOUTH CENTRAL ZONE 4204, NAD83.



BGE, Inc.
7330 San Pedro Ave., Suite 202, San Antonio, TX 78216
Tel: 210-581-3600 • www.bgeinc.com
TBPELS Licensed Surveying Firm No. 10194490

SCALE: 1"=60'

SHEET 3

OF 3

\\bgeinc\data\TXC\Projects\DRHorton\10800-00-Marigold_Ph_3_and_4\SV\04_Finals\Drawings\EASEMENTS\10800-00_0.019_AC_WLE_1.dwg, 9/16/2024 9:01 AM, Tyler

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.

UTILITY PIPELINE AND RIGHT-OF-WAY EASEMENT

Date: 06/03/2024

Grantor:

Grantor's Address:

Grantee: County Line Special Utility District, a conservation and reclamation district under Article XVI, Section 59 of the Texas Constitution, operating under Chapters 49 and 65 of the Texas Water Code

Grantee's Address: 8870 Camino Real, Umland, Texas 78640

Consideration: TEN DOLLARS (\$10.00) and other good and valuable consideration paid by Grantee, the receipt and sufficiency of which is hereby acknowledged by Grantor

Easement Property: All of the tracts, pieces, or parcels of land, lying and being situated in the County of Hays, State of Texas, described with particularity by metes and bounds in Exhibit "A" and "B" (The Survey Sketch), attached hereto and made a part hereof for all purposes.

Grant of Easement and Easement Scope and Purposes: Grantor, for the Consideration, does hereby grant and convey unto Grantee, its successors and assigns, to have and to hold forever, a non-exclusive permanent easement upon, within, over, under and across the Easement Property, together with all and singular the rights and appurtenances thereto in anywise belonging. The purposes for this easement include the right to excavate, place, lay, construct, install, and thereafter, repair, replace, upgrade, reconstruct, remove, inspect, and perpetually use, access, maintain, and operate the Utility Facilities for the purpose of providing public water and wastewater utility services, the collection of water and/or wastewater to be reclaimed or reused, and the distribution or conveyance of each. Except as modified herein, this grant shall carry with it the right of ingress and egress to and from the Easement Property at all reasonable times, with the right to use existing roads for the purpose of constructing, installing, repairing, replacing, reconstructing, inspecting, accessing, maintaining, and operating the Utility Facilities. The rights, terms, and provisions of this easement shall run with the land, and be binding upon and benefit the successors and assigns of Grantor and Grantee. Grantee shall have such other rights and benefits necessary and/or convenient for the full enjoyment and use of the rights herein granted, including without limitation, (1) the reasonable right from time to time to remove any and all paving, undergrowth and other obstructions that may damage Grantee's Utility Facilities or interfere with its purposes and (2) the

right to abandon-in-place, within the Easement Property, any and all utility lines and associated appurtenances, such that Grantee shall have no obligation or liability to Grantor or their successors or assigns to move or remove any such abandoned utility lines or appurtenances.

Utility Facilities: Pipelines for the collection and transmission of water, reuse water, and wastewater and associated communication systems, connections, pumps, drain valve assemblies, air releases, valves, manholes, and all related electrical and communication lines, facilities, equipment and appurtenances, route markers, access ways, roadways and all other above-ground and below-ground facilities and/or necessary appurtenances and improvements deemed in Grantee's sole discretion to be necessary or desirable with respect to the Utility Facilities. Grantee will bury any pipeline so that the top of same is at least three feet below the surface of the Easement Property. Grantee may, however, construct and maintain the other Utility Facilities and associated other structures and equipment above the surface of the Easement Property.

Temporary Workspace Easement: In addition to the rights in the Easement Property, Grantor also hereby grants unto Grantee a Temporary Workspace Easement, 30 feet in width, depicted on Exhibit "B" for Grantee to carry out its purposes hereunder, including but not limited to construction staging, equipment storage, temporary spoil storage, and access on Grantor's property adjacent to the Easement Property. The duration of said Temporary Workspace Easement shall not exceed (24) months, commencing upon execution of this document and terminating upon the earlier of Grantee's completion of its initial pipeline installation project within the Easement Property or June 3, 2026, whichever date first occurs; provided, however, that this Temporary Workspace Easement shall revert to the Grantor and shall not be available to the Grantee without future consent of Grantor, which consent shall not be unreasonably withheld if needed for the same purposes set forth herein.

Notification Prior to Access: Grantee, its agents, and employees will endeavor to contact Grantor or its Grantor's tenant at least 24 hours prior to accessing the Easement Property. This notice period is not required for emergency conditions.

Grantor's Reserved Right: Grantor reserves the right to use the Easement Property for any purpose that will not hinder, conflict, or interfere with the exercise of Grantee's rights hereunder. Grantor reserves the right to allow additional underground utilities and infrastructure to traverse perpendicularly across the Facilities, upon written approval of the plans and specifications by Grantee, which approval shall not be unreasonably withheld, and provided that the location of such additional utilities and infrastructure are marked and identifiable. Grantor and Grantor's employees, agents, and invitees shall have access over the surface of the Easement Property, and Grantee shall not unreasonably prohibit ingress and egress to and from Grantor's adjacent land because of construction or for any other reason.

After Construction/Maintenance and Damages: Grantee covenants and agrees to restore the **surface** of the Easement Property and surrounding property, whenever disturbed by Grantee, to a condition that existed immediately prior to such disturbance to the extent reasonably feasible, including, but not limited to, compaction of excavated areas, restoration of pavement areas, landscaping, fencing, sidewalks and other improvements, and removal of construction-related debris. Grantor agrees that the Consideration conveyed herein shall be considered full

compensation for any diminution in value that may result to Grantor's remaining property by virtue of this easement and for damages, if any, to the Easement Property and for any and all damages to improvements, crops, pasturage, timber, trees and brush in the Easement Property, which may result from Grantee's exercise of rights hereunder, and that no other damages, rights, or remedies will be enforceable, collectible or available to Grantor.

Grantor's Authority to Grant this Easement: Grantor warrants to Grantee that the undersigned has the full power and authority to execute this easement and fulfill its obligations under this easement. Should one or more of the Grantors herein be natural persons and not be joined by the respective spouse, it is conclusively presumed that the Easement Property is not the residence or business homestead of such Grantor(s) and that the Grantors have full authority to grant this easement as their separate property. Should one or more of the Grantors herein be a legal entity other than a natural person, it shall be conclusively presumed that the person signing on behalf of such party has been duly and legally authorized to so sign and there shall be no necessity for a seal or attestation.

Release: Grantee agrees to hold harmless Grantor, to the full extent of Grantee's liability to the extent allowed by applicable laws, from and against claims for personal injuries or property damage arising out of the Grantee's activities in the Easement Property. Grantor and Grantee hereby waive any legal rights each may acquire against the other party, and hereby release each other, for the loss of or damage to their respective property or to property in which they may have an interest, but only for any loss or damage that is caused by an insured hazard arising out of or in connection with the Easement Property, to the extent such loss or damage is paid by for by insurance proceeds.

Exceptions to Conveyance and Warranty: Grantor covenants that Grantor is the owner of the above described property, and that said property is free and clear of all encumbrances and liens except the following:

Exceptions, covenants, or easements affecting the Easement Property, if any, that are recorded in the Official Public Records of the county in which the Easement Property is located.

Assignment: This instrument, and the terms and conditions contained herein, inure to the benefit of and are binding upon Grantor and Grantee, and their respective heirs and personal representatives, and successors and/or assigns.

Applicable Law: The laws of the State of Texas govern the validity, enforcement and interpretation of this instrument. Venue for any legal action hereunder is agreed to be in Caldwell County, Texas.

Mortgage Subordination: Grantor represents and warrants to Grantee that there is no presently existing deed of trust lien applicable to the Easement Property. Grantor does hereby bind itself, its successors, and assigns, subject to existing matters of record affecting the above-described property, to WARRANT AND FOREVER DEFEND this easement, together with all and singular, the rights and appurtenances thereto, in anyway belonging unto Grantee, against every person

whomsoever lawfully claiming or to claim the same or any part thereof, by and through Grantor but not otherwise.

Grantor does hereby bind itself, its successors, and assigns, subject to existing matters of record affecting the above-described property, to WARRANT AND FOREVER DEFEND this easement, together with all and singular, the rights and appurtenances thereto, in anyway belonging unto Grantee, against every person whomsoever lawfully claiming or to claim the same or any part thereof, by and through Grantor but not otherwise.

When the context requires, singular nouns and pronouns include the plural.

WITNESS THE EXECUTION HEREOF the ____ day of _____, 2024.

Grantor:

By: _____

ACKNOWLEDGMENT

THE STATE OF TEXAS §
 §
COUNTY OF _____ §

This instrument was acknowledged before me on this ____ day of _____, 2024,
by

My Commission Expires

Notary Public, State of Texas

Grantee:

County Line Special Utility District

By: _____
Toni Brewer, Board President

Executed on: _____

ACKNOWLEDGMENT

THE STATE OF TEXAS §
 §
COUNTY OF HAYS §

This instrument was acknowledged before me on this ____ day of _____, 2024,
by Toni Brewer, Board President, County Line Special Utility District.

My Commission Expires

Notary Public, State of Texas

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 28, 2024

Agenda Item: O.6

Board Goal: Community Relations

Subject: Consideration and possible approval of Schematic Design for 2023 Bond Bid Package 12 Projects and Middle School Renovations and Additions

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: CV Policy Series

N/A

C. Goal or Need Addressed:

Provide safe, cost-effective facilities.

D. Summary:

Previous board action relating to this item

In January 2018, the Board Approved O'Connell Robertson (OCR) for architectural services, and in December 2019, Huckabee Architects and A&E Design Group were approved for the same.

On April 25, 2023 the Board assigned major 2023 Bond projects to Huckabee and OCR and granted the Superintendent authority to assign minor projects.

On March 25, 2024 (postponed to April 15, 2024) the board approved advancing the designs of the middle school classroom additions and renovations with the rationale to delay the opening of MS 7 as late as 2029 to be in sync with the opening of comprehensive HS 4.

On April 22, 2024, the Board received information about future middle school designs for the 2025 Bond.

On May 20, 2024 the Board received information from Huckabee about renovations for the three existing high school renovations.

On September 24, 2024, the Board reviewed the schematic designs for eleven potential 2025 Bond projects (2023 Bond BP 12 for planning) including the following campuses:

Huckabee Architects:

- Comprehensive HS 4
- Renovations and Additions at JHS
- Renovations and Additions at HHS
- Renovations and Additions at LHS

O'Connell Robertson Architects:

- Renovations and Additions at Kyle ES
- Renovations and Additions at Tom Green ES
- Renovations and Additions at Fuentes ES
- Renovations and Additions at Hemphill ES
- Renovations and Additions at Six Middle School Campuses

Future action anticipated: Staff and the FBOC intend to utilize the approved SD estimates to develop a potential 2025 Bond Plan to present to the Board in November 2024.

Background information:

The 2023 Bond BP 12 contains provisions for design work at multiple campuses in order to generate real cost estimates to plug into future bonds. Over the past several months, the design team has presented design information for discussion only. We are seeking approval of SD in order to continue with the design process.

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other:

F. Administrative Recommendation:

Administration recommends approval of the Schematic Designs and Budgets.

Advantages and benefits of this proposal: The goal is to produce bond recommendation by November 2024 in order for the Board to have more deliberation time before a bond must be called in mid-February 2025.

Expected results in terms of student benefit/achievement: The construction will reduce student overcrowding and reduce the need for portable buildings.

Effect of this action on other parts of the system: N/A

Consequences of not approving this recommendation: There will be less time for the FBOC to make a recommendation and less time for the Board to deliberate about a future bond.

G. Fiscal Impact and Cost: Amount: Per the accompanying informational tables and documents

Budget Bond 2023 Grant/Special Funds:

Other: Due to current guidelines, stadium seating beyond 1,000 units is required to be a on separate proposition from the academic portion of the building. Staff has addressed this in the planning.

Budget Amendment Required

Prior Year Spending – not applicable

Future/Ongoing – not applicable

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Max Cleaver

Evaluation method and time line: N/A

Next report to the board: November 2024

I. Suggested Motion:

I move that the Board of Trustees approve the schematic design and cost associated for 2023 Bond Bid Package 12 Projects and middle school renovations and additions, as presented.

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

Date: October 28, 2024

Agenda Item: O.7

Board Goal: Community Relations

Subject: Consideration and possible approval of the Standard Maintenance Cycle Repair of the Athletic Track at Hays High School and Johnson High School – Beynon, a Tarkett Sports Company

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 safe, cost-effective facilities.
- D. Summary:
 Previous board action relating to this item: N/A
 Future action anticipated: N/A
 Background information: Standard maintenance cycle repairs
- E. Comments Received:
 Cabinet DLT FBOC Teacher Org. Reps. Other:
- F. Administrative Recommendation:
Administration recommends approval of this agenda item, as requested.
Advantages and benefits of this proposal: To offset the normal wear and tear of the track surfaces due to high volume of participation
Expected results in terms of student benefit/achievement: Will support high volume of student participation at both campuses, throughout the district, and the middle schools
Effect of this action on other parts of the system: More safe and effective tracks for student-athletes
Consequences of not approving this recommendation: Unusable competition tracks
- G. Fiscal Impact and Cost: Amount: \$400,075.00
 Budget 2017 Bond Interest Earnings Grant/Special Funds: Other:
 Budget Amendment Required
Prior Year Spending: New Vendor, No prior spending amount
Bid/Contract Information: Buyboard Contract # 737-24 - Expiration Date: 05/31/2027
Reasons for rejecting alternatives: Other alternatives not feasible
Future/Ongoing – Continued maintenance will be needed
- H. Monitoring and Reporting Time Line:
Person responsible for evaluating this decision or action: Lance Moffett, Director of Athletics
Evaluation method and time line: Ongoing monitoring by district and campus athletic staff
Next report to the board: As needed

I. Suggested Motion:

I move that the Board of Trustees approve the standard maintenance cycle repair of the athletic track from Beynon, a Tarkett Sports Company, at Hays High School and Johnson High School, for a 2017 Bond-interest funded amount not to exceed \$400,075, as presented.

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

Date: October 28, 2024

Agenda Item: O.8

Board Goal: Board Matter

Subject: Consideration and possible adoption of the instrument to be used to evaluate the Superintendent

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

Board Policy BJCD states the Board shall prepare a written evaluation of the Superintendent at annual or more frequent intervals and that the appraisal process and criteria will be adopted by the board.

C. Goal or Need Addressed:

Adoption of document to be used to evaluate the Superintendent

D. Summary:

Previous board action relating to this item – Previous Superintendent Evaluation Document was adopted by the board on September 2023.

Future action anticipated - annually

Background information -

E. Comments Received:

Cabinet DLT FBOC Teacher Org. Reps. Other

F. Administrative Recommendation:

The Superintendent recommends adoption of the presented evaluation document.

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

Budget Bond Grant/Special Funds Other

Budget Amendment Required

H. Suggested Motion:

I move that the Hays CISD Board of Trustees adopt the Superintendent Evaluation Instrument, as presented.

Hays CISD

Superintendent Evaluation Instrument

2024-2025

Student Achievement – 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 individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

Focus Area(s)	Goal(s)
<p>Student Achievement: In January, a public hearing on TAPR will be held to summarize student academic performance/achievement, accessibility gaps, including the district’s college, career, and military readiness counts. In June 2025, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/masters % vs. the state performance.</p>	Goals broken down by program area on data tables.
	We will attain a raw score of 75 or higher in Domain IIA (Academic Growth) by the end of the 2024-2025 school year.
	By the end of the 2024-2025 school year, we will increase the percent of students on grade level for universal screeners (CIRCLE, mCLASS, MAP Growth) by 3%.
<p>College & Career Readiness: The district is committed to ensuring our students are fully prepared for college and career success by implementing the following strategies: In response to recent changes in the accountability system, we will prioritize students completing a robust career pathway in the 2024-25 school year, requiring them to earn three credits, including at least two Level II or higher courses, to ensure their certifications qualify toward CCMR. Additionally, we will leverage PSAT and student achievement data to increase participation in advanced coursework, enhancing college readiness through success in advanced placement exams, dual credit, and dual enrollment courses. To further support college readiness, seniors who have not met CCMR requirements will be enrolled in the Texas College Bridge program as a college prep course, equipping them with the skills and knowledge necessary for post-secondary success. The district will monitor progress and will provide an update on college readiness to the Board by January 2025 for the final 2023 CCMR results.</p>	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 as will attainment of college credit through college-aligned coursework (Advanced Placement, ACC Dual Credit, OnRamps Dual Enrollment.) Career readiness will be assessed through the attainment of industry-based certification in CTE courses. The district will monitor progress throughout the 2024-2025 school year and will provide an update on college and career readiness to the Board by January 2024 for the final 2023 (Class of 2022) CCMR results. 75% of the class of 2023 will meet college and career readiness as demonstrated on the TAPR in November 2024.
	By the end of the 2024-2025 school year, we will increase percentage of student who are both College and Career from 31% to 34% (estimated for 2023 graduates).
	By the end of the 2024-2025 school year, we will increase Special Education graduates with an advanced degree plan from 6%-9%. (Estimated for 2023 graduates).
<p>Leadership Development: The district will implement a comprehensive onboarding process for new principals, ensuring they are well-equipped to lead their campuses effectively. Key departments, including Human Resources, Finance, Curriculum and Instruction, Maintenance and Operations, Student Information Systems, and Safety and Security, will provide essential presentations and support to familiarize new principals with critical operational and administrative functions. These meetings are vital for establishing a strong foundation, as they ensure that new principals understand district policies, resources, and procedures, allowing them to focus on instructional leadership and fostering a positive school environment. Through this collaborative onboarding process, we aim to empower new principals with the knowledge and tools necessary for success in their roles.</p>	By December 2024, 100% of new campus principals will have completed a comprehensive development program, which includes specialized orientation from various departments, participation in monthly Instructional Leadership Team (ILT) meetings, weekly check-ins with Deputy Academic Officers, a book study, assignment of a mentor, and differentiated one-on-one professional development. This program is designed to enhance leadership skills, deepen understanding of school-specific processes, and equip principals with essential resources.
<p>Communication: The district will enhance communication channels to streamline processes and ensure clarity and transparency at all levels. By improving these avenues, we will make accurate and timely information easily accessible to staff, families, and community members. This includes developing a centralized platform where families and staff can quickly find information on school policies, events, and resources. By increasing access to information and strengthening the parent-school partnership, we aim to foster stronger community connections and encourage greater family involvement in the decision-making process.</p>	PK registration: By January 2025, we will begin the registration process for both community based and qualified Pre-K to ensure seamless enrollment.
	District Website: During the 2024-2025 school year, the district will continue to update the A-to-Z links to increase swift access as we prepare to transition/update the website. By the end of June 2025, district administration will explore a website AI assistant to guide parents and community members to district information swiftly.
	District Wide (Internal): The C&I Department communicates with campus staff via Friday Facts and Teacher Update. By December 2024, the C&I team will establish a Campus Administration resource site to support our principals with a one-stop resource site.

<p>Professional Development: The district will implement a comprehensive and differentiated professional development (PD) plan aimed at increasing the frequency, quality, and choice of learning opportunities for teachers and staff. This plan will enhance our PD offerings by providing tailored, high-quality sessions that address the diverse needs of our educators, ensuring they have the tools and knowledge to excel in their roles. By differentiating PD, we can better support individual growth, promote best practices, and ultimately improve student outcomes. The focus on increased choice empowers educators to select PD that aligns with their professional goals, fostering a culture of continuous improvement and innovation across the district.</p>	<p>By June 2025, the district will utilize \$50,000 of Title II grants to establish a continuous professional development program that allows teachers to individualize their learning. This program will include the development of campus-specific and department-specific PD plans utilizing built-in Staff Development days, as well as an increase in the frequency of Just In Time sessions differentiated by audience and campus level. Additionally, the district will increase participation in its summer professional development series—HaysCon, Biliteracy Institute, and Parapalooza—by 10% compared to the previous year.</p>
<p>Student Advising and Mental Health: The district will implement a structured advising sequence, guiding students through career inventories and assessments from middle to high school. Key assessments from SchoolLinks "Find Your Path," "Learning Style," and "Would You Rather" will help students identify career clusters, learning preferences, and strengths, leading to the development of a 5-Year Plan of Study starting in seventh grade and updated each year. We will continue hosting events, such as COW Day, CREW Day, and Navigate Your Future, and share career interest data with parents to involve them in academic planning. By June 2025, the district will provide a comprehensive report on advising activities by campus and grade level.</p>	<p>By May 2025, the district will ensure that 90% of students in grades 5-12 receive comprehensive academic advising, which includes guidance on course selection, career pathways, and post-secondary planning. Progress will be tracked quarterly, with targeted efforts to reach all students, particularly those who have not yet participated in advising sessions to meet this goal.</p>
	<p>By June 2025, 90% of 7th grade students will develop a 5-year graduation plan informed by their student achievement data and career interest inventories. This plan will be reviewed and revised annually, with progress monitored through a comprehensive district report that provides evidence of academic advising captured by campus and grade level. The goal is to ensure that each student has a clear and personalized pathway to graduation that aligns with their academic strengths and career aspirations.</p>
	<p>By the end of the 24-25 school year, at least two advising sessions will be held with 90% of students in grades 7 through 12. These sessions will focus on discussing available academic programs, pathways, and individual educational plans to ensure students are informed and supported in making decisions about their academic futures. Progress will be tracked through student advising logs and feedback surveys.</p>
<p>Mathematics: We will implement a 4-stage strategic mathematics professional learning plan designed to empower teachers to engage students and foster deep conceptual understanding. The plan begins by engineering an ecosystem that promotes continuous professional development and collaboration among educators. Next, we will establish a clear, measurable vision and actionable strategy for mathematics instruction across the district. A key focus will be on building teachers' capacity to strengthen students' conceptual understanding of mathematics. Finally, we will optimize our professional development structure and resources to ensure teachers have access to the necessary support. This strategic approach aims to create a cohesive mathematics teaching model and drive measurable improvements in student learning outcomes.</p>	<p>By the end of the 24-25 school year, the Diversity Advisory Council (DAC), in collaboration with each campus, will host a mental health event between November and January to increase awareness and provide support to students.</p>
	<p>By the end of the 2024-2025 school year, K-2 MAP (math) scores will increase by 3%.</p> <p>By the end of the 2024-2025 school year, the district will develop and implement a clear, measurable vision and action plan for K-12 mathematics, ensuring alignment across all grade levels district-wide.</p>

Month	Topic / Evidence of Attainment	Possible Presenter(s)	Data Sources
August	Review and create 24-25 Student Achievement Goals with Superintendent and Board of Trustees.	Sedillo, Malandruccolo	Goals Document created in August
September	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> 24-25 Goals CTE Presentation <p>Board Blog:</p> <ul style="list-style-type: none"> A summary of staff professional development efforts throughout the summer and plan for 24-25 SY and its corresponding look-fors in the district walkthrough template. SHAC Report (<i>required each September</i>) 	Sedillo, Bough, McDaniel, Garza, Herrin, Malandruccolo, Benthall	Goals Documents Industry Based Certificates PLC Implementation/Smart Goals Lead and Learn/HaysCon
October	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> Bilingual/ESL Evaluation <p>Board Blog:</p> <ul style="list-style-type: none"> MAP/mCLASS BOY 	Sedillo, Melgar-Cook, Brown, Malandruccolo	Bilingual/ESL Evaluation mCLASS, MAP
November	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> TIA Update <p>Board Blog:</p> <ul style="list-style-type: none"> Tier 2 and Tier 3 students by campus AP, DC, On Ramps Update GT Update 	HR, Sedillo, McDaniel, Malandruccolo, Brown, Philpott	TIA Designations Student Participation in Tier 2 and Tier 3 AP, DC, OnRamps
December	<p>Student Achievement:</p> <ul style="list-style-type: none"> Fine Arts Showcase <p>Board Blog:</p> <ul style="list-style-type: none"> Summary of campus admin walk-throughs Student extra-curricular/club participation Results Driven Accountability (RDA) Report SEL survey results 	Sedillo, Moreno, Gonzalez, McDaniel, Herrin, Malandruccolo, Velasquez, Melgar-Cook	District SEL update and survey results Bullseye Walk-Through Update Extracurricular participation update RDA Report
January	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> TAPR/Annual Public Hearing <p>Board Blog:</p> <ul style="list-style-type: none"> 100% Hays (Athletic/FA participation) 	Sedillo, Malandruccolo, Bough	TAPR & Other Required Sections
February	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> State of the District 	Sedillo, Malandruccolo, McDaniel	CBA 2 MOY MAP, mCLASS PreK Letter Names/Letter Sounds
March	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> Advanced Academics 	Sedillo, McDaniel, Philpott,	Advanced Academics and GT Program Highlights Attendance Data Discipline Report
April	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> Special Education Update <p>Board Blog:</p> <ul style="list-style-type: none"> Attendance and Discipline Data Update 	Sedillo, Velasquez, Dawson	Special Education Participation and Achievement Data Attendance Data Discipline Report
May	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> End of year review of Athletics <p>Board Blog:</p> <ul style="list-style-type: none"> Administrative walkthroughs Academic advising and data on completion of graduation plans for 7th grade and updating/revising their graduation plans every year thereafter for rising 8th through 12th. End of year SEL Survey 	Gomez, Pierce, Moffitt, Garza, Herrin, Gonzalez	Student participation program by Sport/Campus mCLASS EOY Administrative Walkthrough Data EOY SEL Survey
June	<p>Student Achievement Report:</p> <ul style="list-style-type: none"> STAAR/EOC Results 	Sedillo, Malandruccolo	STAAR Preliminary Results mCLASS EOY
August	The superintendent will present the Board with a student growth goal at the August Board Meeting addressing HCISD Approaches / Meets / Masters % vs. the state, Preliminary Results and CTE program achievement by campus	Sedillo, Malandruccolo, Bough	STAAR/EOC Results CTE Report

Hays CISD Student Achievement Goals 2024-2025



	STATE 2024 RESULTS			REGION 13 2024 RESULTS			HAYS CISD 2024 RESULTS			2024-2025 DISTRICT GOAL		
	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma
3 Reading	72	46	20	72	48	22	73	49	23	76	51	24
3 Math	69	41	15	69	43	18	66	39	14	69	41	15
4 Reading	80	50	22	79	52	25	84	56	25	87	58	26
4 Math	68	45	21	67	45	21	71	49	21	74	51	22
5 Reading	78	54	29	81	61	36	81	57	32	84	59	32
5 Math	76	49	19	76	51	22	76	48	18	79	50	19
5 Science	57	26	11	59	29	13	57	25	10	60	27	11
6 Reading	75	55	25	75	57	28	77	60	28	80	60	29
6 Math	70	37	13	69	40	16	70	38	13	73	40	14
7 Reading	72	52	28	73	55	33	75	55	30	78	57	30
7 Math	53	32	10	47	27	7	38	14	1	41	16	2
8 Reading	78	54	28	79	57	33	80	57	29	83	59	30
8 Math	70	40	15	71	47	23	77	50	21	80	52	22
8 Science	68	42	16	70	47	22	69	45	16	72	47	17
8 Soc. Stu.	58	31	16	61	36	21	59	32	16	62	34	17
English I	67	54	17	68	56	21	71	58	20	74	60	21
Algebra I	79	45	25	77	45	27	85	54	31	88	56	31
Biology	91	58	19	90	62	25	93	65	22	93	65	23
English II	75	60	9	75	62	12	80	68	11	83	68	12
US History	95	69	37	95	71	42	96	73	38	96	73	38

At or Above State & Region	Above State
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SY2425 goals are based on an increase of 3% at the Approaches Level, 2% at Meets, and 1% at Masters over Spring 2024 results. When a subject reaches 90% Approaches, 60% Meets, or 30% Masters, our goal is to maintain those high percentages.

College and Career Readiness (Lagging Data)		Class of 2022		Class of 2023 Goal		Class of 2023 Actual		Class of 2024 Goal		Class of 2025 Goal	
		# Met	%age	# Met	%age	# Met	%age	# Met	%age	# Met	%age
TSI Criteria (Met TSI criteria in BOTH ELA/Reading and Mathematics)		445	31	550	31	612	37	656	40	725	43
TSI Criteria ELA/Reading	Met TSI criteria for at least one indicator in ELAR	660	45	941	53	975	60	1033	63	1112	66
	Met TSIA criteria - ELAR	271	19	267	15	308	19	361	22	421	25
	Met SAT criteria - ELAR	520	36	640	36	640	39	689	42	758	45
TSI Criteria Math	Met TSI criteria for at least one indicator in Math	471	32	589	33	678	40	705	43	775	46
	Met TSIA criteria - Math	243	17	242	14	242	18	344	21	404	24
	Met SAT criteria - Math	251	17	320	18	322	20	377	23	438	26
AP/IB Examination Met criterion score on an AP/IB exam in any subject		284	19	276	15	276	17	328	20	388	23
Dual Course Credits Earned credit for ≥ 3 hours in ELA or Maths or 9 hours in any subject		133	9	203	11	214	13.0	262	16	TBD	TBD
Industry-Based Certifications Earned an IBC from approved list while in high school		403	28	949	53	940	58	820*	50*	893*	53*
OnRamps Dual Enrollment Course Completed an OnRamps course & qualified for ≥3 hours in any subject		17	1.0	50	4.0	100	6.0	148	9	TBD	TBD

*The calculation of IBCs will change over each of the next 3-4 years to ensure students are completing certain coursework.

TELPAS	2025 GOAL
1st GRADE	59%
2nd GRADE	38%
3rd GRADE	77%
4th GRADE	58%
5th GRADE	74%
6th GRADE	38%
7th GRADE	59%
8th GRADE	61%
9th GRADE	42%
10th GRADE	39%
11th GRADE	40%
12th GRADE	32%

TELPAS Writing changed how TEA calculated the English Language Proficiency (ELP) for 2023 and 2024. TEA plans to revert to prior methodology for comparing Composite Scores for 2025 TELPAS ELP.

CIRCLE Reading & Math		
	2024 EOY On Track	2025 EOY Goal
Pre-K	72%	75%

mCLASS Reading		
	2024 EOY TIER 1	2025 EOY Goal
ENG LIT - K	61%	64%
ENG LIT - 1	68%	71%
ENG LIT - 2	57%	60%
SPN LIT - K	77%	80%
SPN LIT - 1	65%	68%
SPN LIT - 2	74%	77%

MAP Math		
	2024 EOY TIER 1	2025 EOY Goal
MATH - K	48%	51%
MATH - 1	44%	47%
MATH - 2	43%	46%

HB 3 Required Goals (5 Year Plan)					
Grade 3 Reading (Meets GL)					
	2024	2025	2026	2027	2028
All Students	49%	51%	53%	55%	57%
Hispanic	41%	44%	47%	50%	53%
African American	33%	36%	39%	42%	45%
White	67%	69%	71%	73%	75%
Asian	73%	75%	77%	79%	81%
Special Education	25%	28%	31%	34%	37%
EB	32%	35%	38%	41%	44%
EcoDis	38%	41%	44%	47%	50%

Grade 3 Math (Meets GL)					
	2024	2025	2026	2027	2028
All Students	39%	41%	43%	45%	47%
Hispanic	31%	34%	37%	40%	43%
African American	29%	32%	35%	38%	41%
White	58%	60%	62%	64%	66%
Asian	58%	60%	62%	64%	66%
Special Education	19%	22%	25%	28%	31%
EB	28%	31%	34%	37%	40%
EcoDis	27%	30%	33%	36%	39%

Met CCMR Criteria					
	2024	2025	2026	2027	2028
All Students	80%	82%	84%	86%	88%
Hispanic	77%	80%	83%	86%	89%
African American	70%	73%	76%	79%	82%
White	88%	90%	92%	94%	96%
Asian	86%	88%	90%	92%	94%
Special Education	78%	81%	84%	87%	90%
EB	64%	67%	70%	73%	76%
EcoDis	80%	83%	86%	89%	92%

HB3 requires that school boards set 5-year goals in the areas of Grade 3 Reading, Grade 3 Math, and CCMR. Goals are being adjusted with 2024 being our new baseline for our 5-year HB3 Goals.

Rating:

- Exceptional Progress exceeds expectations and criteria noted in the instrument
- Proficient Progress meets the expectations and criteria noted in the instrument
- Needs Improvement Progress does not meet the expectations and criteria noted in the instrument

Comments may be made on any item. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident

Safety & Security: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local, state, and federal entities to assure preparedness related to School Safety and Security. Safety and security requires commitment by everyone in our district and community.

Focus Area	Goal(s)
<p>TEC 37.117, TAC 61.1031 Install, train, and implement the mobile and desk-top emergency communication system including the 'silent-panic' technology.</p>	<p>By December 1, 2024, Hays CISD staff will be 100% compliant of the system by staff either via use on their desktop or personal device system.</p>
<p>Establish a clearing house of all-things "Safety & Security" for historical use by HCISD. Provide information for our campus community and our public community to understand exactly what HCISD is doing to maintain campus safety.</p>	<p>By May 2025, Hays CISD will establish a "staff only" information web page in order to move away from the share drive which will be password protected from our district platform from district sign-in credentials.</p> <p>We will monitor the effectiveness of this web page by reviewing web "hits".</p> <p>By May 2025, Hays CISD will establish a public-facing information web page that will contribute to safety education that is not subject to confidentiality concerns.</p> <p>We will monitor the effectiveness of this web page by reviewing web "hits".</p>
<p>Create a culture of safety and security standards and expectations for current and future hires for the district. Develop, communicate and integrate mandatory interview questions regarding this expectation for district HR to disseminate.</p>	<p>By November 2024, Hays CISD will utilize a question bank of interview questions for prospective job applicants that are specific to safety and security including use of all HCISD emergency notification systems.</p> <p>Beginning January 2025, Hays CISD will establish the expectation of 100% compliance by interview boards for HCISD to utilize at least one question from the bank.</p>
<p>HB3, TEC 37.0814 HCISD staff will collaborate with Hays County Sheriff's Office and Hays County Commissioners to establish a time line for law enforcement staffing for HCISD to comply with HB3.</p> <p>The district currently contracts with the county for 3 positions and has approved and requested 15 additional officers to meet the standard of a full-time law enforcement position at each campus.</p> <p><i>(Officer Requests of Hays County: 13 at elementary campuses, one at LOA and one at Impact.)</i></p>	<p>Multi-year goal for 100% compliance: School year 24/25 – staff five additional officers School year 25/26 – staff five additional officers School year 26/27 – staff five additional officers</p>

Rating:

- Exceptional Progress exceeds expectations and criteria noted in the instrument
- Proficient Progress meets the expectations and criteria noted in the instrument
- Needs Improvement Progress does not meet the expectations and criteria noted in the instrument

Comments may be made on any item. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Community Relations Goal – The district will foster a welcoming culture of positive engagement and public service. Our district is committed to customer service with timely and effective communication.

Focus Area	Goal
<p>Community Relations and Engagement</p> <ul style="list-style-type: none"> • Dedication for The Helen Alcala Child Nutrition Center: (Early 2024), prepare for the celebration honoring its namesake. • Dedication for The Merideth Keller Board Room: (Late Fall 2024, or early Spring 2025), prepare for the celebration honoring its namesake. • Ribbon Cutting Ramage ES #17: 	<p>The goal is to continue to recognize citizens who have made significant contributions to the school district community. This goal will be achieved when the building dedication ceremonies have been completed around the target dates listed in the focus area, but no later than the end of August 2025.</p>
<p>Support Growth Processes & Initiatives</p> <ul style="list-style-type: none"> • Bond 2025: (Fall and Spring 2024 – 2025) Assist with the development of informational materials and election documents necessary to hold a bond election in May 2025, should the Board call for one. • Rezoning: (Fall 2024) Coordinate the rezoning process to accommodate the addition of Ramage Elementary School and to address growth patterns for neighboring campuses. • Colors & Mascot Selection: (Early Spring 2025) Coordinate or assist with the coordination of the branding for Ramage Elementary School, including selection of a mascot, school colors, and logos. 	<p>The goal is to continue to manage district growth in a responsible manner. This includes achieving the specific measurements of placing a bond before voters in May 2025, creating an attendance zone for the newest elementary school that will open in August 2025, and creating a mascot and identity package for the new school prior to its opening.</p>
<p>Special Projects</p> <ul style="list-style-type: none"> • Website Transition (Phase 2 – Launch): (Fall 2024) Continue the process transitioning the district and campus websites, including the 14,000+ subpages, to a new platform, as necessitated by the merger of the district's web hosting company with another. The website is currently being constructed on the new platform and will launch following review, adjustments, and testing. Once launched, the content management plan will be evaluated and the old stipend/campus coordinator model may change to a new position assisting the current webmaster. • Bus Seatbelt Plan & Seatbelt Buddy Campaign: (Ongoing) Continue to support the victims of the terrible March 2024 Tom Green Elementary School bus crash, continue to respond to media as the court and investigative processes unfold, work the seatbelt plan and inform constituents of progress, and promote the use of seatbelts on Hays CISD buses. • Fighting Fentanyl: (Ongoing) Maintain the district's national-level leadership in fighting fentanyl by continuing and expanding the local campaign. • Create a new Mission Statement and launch awareness campaign • Address rising numbers of fake social media threats to schools 	<p>Special projects enhance the greater Board goal regarding positive engagement, timely communication, and public service. The specific measurable focus areas will be achieved upon:</p> <ol style="list-style-type: none"> (1) launching the new website by end of June 2025 (2) launching and maintaining the seatbelt buddy campaign by end of August 2024 (3) and unveiling the new Fighting Fentanyl awareness posters by the end of October 2024 (4) successful launch of the new Mission Statement will be completed by the end of September 2024 (5) successful launch of the "Threat Regret" campaign
<p>Excellence in Essential Duties</p> <ul style="list-style-type: none"> • The Communication Department will continue to excel at an award-winning level in providing the essential services to include: news and media relations, district customer service, community relations, volunteer services, foundation support, website and emergency alert systems, district special events and projects, elections, public information, district photography and digital media services, staff and student awards and recognition, district advertising initiatives, intergovernmental relations, interdepartmental support, and support for the Board of Trustees. 	<p>The goal is to maintain the exemplary standards set for customer service and communication from the district level. This goal will be achieved using a combination of data such as: The number of media interactions tracked and processed, the number of open records requests tracked and processed, social media analytics, Hays High Fives processed, website traffic numbers, and TSPRA awards and nominations. Annual metrics will be provided for the 24-25 school year in June 2025.</p> <p>Though much of this data, unlike test scores for example, is neither a reflection of improvement or decline when the numbers go up or down; the data is used to inform allocation of resources to address needs. In other words, the number of records requests received, and the number of media inquiries is a function of fact. The district has no particular interest in whether these numbers go up or down each year, however, the patterns inform where resources need to be allocated and they can also provide antidotal insight in what may have happened during the period of time the numbers represent.</p>

Rating:

- | | | |
|--------------------------|-------------------|--|
| <input type="checkbox"/> | Exceptional | Progress exceeds expectations and criteria noted in the instrument |
| <input type="checkbox"/> | Proficient | Progress meets the expectations and criteria noted in the instrument |
| <input type="checkbox"/> | Needs Improvement | Progress does not meet the expectations and criteria noted in the instrument |

Comments may be made on any item. Any rating of “Needs Improvement” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Finance Goal – The district will work to reduce the fiscal year 2024 deficit, working towards a balanced budget for fiscal year 2025

Focus Area(s)	Goal(s)
<p><u>Budget Process</u></p> <ul style="list-style-type: none"> Budget Committee – meet regularly to provide updates and information concerning the budget process Continue to work towards a balanced budget. Continue to work on position reconciliations to better budget personnel. ASBO Budget Award – looking into budget book software to assist with this as well as provide informational graphs and charts. 	<p>Monthly meetings will be held to review budget items with the committee. Position reconciliation should be done by end of October once the September payrolls have processed.</p> <p>Reports to budget committee and to Dr. Wright will be provided quarterly to update the progress</p>
<p><u>ERP</u></p> <ul style="list-style-type: none"> Went live on July 1 Continue to work towards successfully implementing the system to maximize the budgeting and business processes. 	<p>“Go Live” date was July 1. There will be ongoing trainings throughout the year to learn those parts of the system as they come into play...i.e. budget training during the month of November when budget prep starts; year-end training at the end of the fiscal year.</p> <p>Weekly project meetings are held every Friday to go over the timeline</p>
<p><u>Update Financial Statements / Information</u></p> <ul style="list-style-type: none"> Provide a cash flow model to detail the inflows and outflows of cash. Incorporate it into the monthly financial statements. Develop a model/method of tracking the rate and capacity on the I&S part of the tax rate. Develop a model to define the operational costs of opening a new campus and tie it to a long-range budget forecast Come up with a list of financial facts for the district. Help define school finance terms. 	<p>Templates are planned to be completed by the end of the calendar year. Cash Flow model is done, and will be incorporated as part of the financials starting in October.</p> <p>Monthly financial reports will be provided in Board meeting agendas.</p>
<p><u>Training</u></p> <ul style="list-style-type: none"> Continue to develop training slide decks for the new ERP system as well as business office policies and procedures. Post training materials on the website in applicable categories along with a frequently asked questions section. Meet with campus admin/department staff (principals/bookkeepers, secretaries) to assist with any business department questions/concerns they may have. 	<p>As we continue to learn and use the system small group trainings will be held throughout the year. We are already in the process of developing a central depository of training materials. Will update this once we migrate to the new website in December.</p> <p>Progress for this goal will be monitored by training logs, as well as a monthly review of training materials.</p>
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> Continue to encourage participation in and budget for TASBO training for TASBO certification. Focus groups are payroll and accounting. Topic of discussion in finance staff evaluations 	<p>Staff participates in TASBO certifications and continuing education throughout the year.</p> <p>Progress of this goal will be monitored by yearly evaluations and applications for TASBO certifications.</p>

Rating:

- Exceptional Progress exceeds expectations and criteria noted in the instrument
- Proficient Progress meets the expectations and criteria noted in the instrument
- Needs Improvement Progress does not meet the expectations and criteria noted in the instrument

Comments may be made on any item. Any rating of “Needs Improvement” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

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

Date: October 28, 2024

Agenda Item: P.1

Board Goal: Community Relations

Subject: First reading of proposed revisions to Board Policy DEAB (Local) – Comp Plan: Wage & Hour Laws

Administrator Responsible/Position: Christina Courson, Chief Human Resources Officer

A. Purpose of Agenda Item:

Action needed Information only Receive input

B. Authority for This Action:

Local Policy Law or Rule N/A
Texas Education Code 11.201

C. Goal or Need Addressed:

First reading of proposed revisions to DEAB (LOCAL) to ensure compensation with overtime pay for overtime worked by nonexempt employee and remove language about compensatory time.

D. Summary:

Previous Board action relating to this item: N/A

Future action anticipated: Second Reading and possible adoption at the November 2024 Board meeting

Background information: Last month, the district made a decision to halt the accumulation of compensatory time, electing to pay non-exempt employees for overtime. The proposed revisions clarify this in local policy.

E. Comments Received

Cabinet DLT FBOC Teacher Org Reps Other

F. Administrative Recommendation:

No recommendation is needed at this time. This agenda item is for First Reading only.

Advantages and benefits of this proposal: The language clarifies the district's decision not to allow for the accumulation of compensatory time.

Expected results in terms of student benefit/achievement: Employees who receive payment for extra hours worked are happier employees, which results in better service to students.

Effect of this action on other parts of the system: This policy clarifies that employees will receive payment rather than being compensated with compensatory time.

Consequences for not approving this recommendation: The policy would not accurately reflect the district's decision to halt accumulation of comp time.

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

Budget Bond Grant/Special Funds Other
 Budget Amendment Needed

H. Monitoring & Reporting Timeline:

Person responsible for evaluating this decision or action: Christina Courson, CHRO and Randy Rau, CFO

Evaluation method and timeline: Evaluation not needed. This updates the policy.

Next report to the Board: Second reading and action in November 2024

I. Suggested Motion:

No motion is required. This agenda item is presented for information only.

PROPOSED REVISIONS

Classification of Positions

The Superintendent or designee shall determine the classification of positions or employees as “exempt” or “nonexempt” for purposes of payment of overtime in compliance with the Fair Labor Standards Act (FLSA).

Exempt

The District shall pay employees who are exempt from the overtime pay requirements of the FLSA on a salary basis. The salaries of these employees are intended to cover all hours worked, and the District shall not make deductions that are prohibited under the FLSA.

An employee who believes deductions have been made from his or her salary in violation of this policy should bring the matter to the District’s attention, through the District’s complaint policy. [See DGBA] If improper deductions are confirmed, the District will reimburse the employee and take steps to ensure future compliance with the FLSA.

Nonexempt

Nonexempt employees may be compensated on an hourly basis or on a salary basis. Employees who are paid on an hourly basis shall be compensated for all hours worked. Employees who are paid on a salary basis are paid for up to and including a 40-hour workweek.

A nonexempt employee shall have the approval of his or her supervisor before working overtime. An employee who works overtime without prior approval is subject to discipline but shall be compensated in accordance with the FLSA.

Workweek Defined

For purposes of FLSA compliance, the workweek for District employees shall begin at 12:00 a.m. Sunday and end at 11:59 p.m. Saturday.

Overtime Pay

The District shall compensate with overtime pay for any overtime worked by nonexempt employees. Overtime shall not be compensated with compensatory time.

~~Compensatory Time~~

~~At the District’s option, nonexempt employees may receive compensatory time off, rather than overtime pay, for overtime work. The employee shall be informed in advance if overtime hours will accrue compensatory time rather than pay.~~

~~Accrual~~

~~Compensatory time earned by nonexempt employees may not accrue beyond a maximum of 60 hours. If an employee has a balance of more than 60 hours of compensatory time, the District shall require the employee to use the compensatory time, or at the District’s option, the District shall pay the employee for the compensatory time.~~

~~Use~~

~~An employee shall use compensatory time within the duty year in which it is earned. If an employee has any unused compensatory time remaining at the end of a duty year, the District shall pay the employee for the compensatory time.~~

~~Compensatory time may be used at either the employee's or the District's option. An employee may use compensatory time in accordance with the District's leave policies and if such use does not unduly disrupt the operations of the District. [See DEC(LOCAL)] The District may require an employee to use compensatory time when in the best interest of the District.~~

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

Date: October 28, 2024

Agenda Item: P.2

Board Goal: Safety & Security

Subject: Update on District Safety & Security Initiatives

Administrator Responsible/Position: Jeri Skrocki, Chief Safety and Security 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 -

Future action anticipated – As needed

Background information – Provide the Hays CISD Board of Trustees routine updates regarding an overview of general safety and security initiatives.

D. Comments Received:

Cabinet

DLT

FBOC

Teacher Org. Reps.

Other

All agenda items are reviewed by Superintendent's Cabinet.

E. Suggested Motion

No action needed. This item is presented as information only.

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

Date: October 28, 2024

Agenda Item: P.3

Board Goal: Community Relations

Subject: Update on District Bond, Construction, and Renovation Projects

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy – 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

E. Suggested Motion

No action needed. This item is presented as information only.

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

Date: October 28, 2024

Agenda Item: P.4

Board Goal: Finance

Subject: 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. This item is presented as information only.

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

Date: October 28, 2024

Agenda Item: Q

Board Goal: N/A

Subject: Requests for Information from the Board of Trustees

Administrator Responsible/Position:

A. Purpose of Agenda Item:

Action Needed

Information Only

Receive Input

B. Authority for This Action

Local Policy

Law or Rule

N/A

C. Goal or Need Addressed:

The Board shall request information as needed.

D. Administrative Recommendation: N/A

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

Date: October 28, 2024

Agenda Item: R

Board Goal: N/A

Subject: Recap of Questions from Board Meeting

Administrator Responsible/Position:

A. Purpose of Agenda Item:

Action Needed

Information Only

Receive Input

B. Authority for This Action

Local Policy

Law or Rule

N/A

C. Goal or Need Addressed:

The Board shall request information as needed.

D. Administrative Recommendation: N/A

**2024-2025 Hays CISD Board of Trustees
Meeting Schedule**



August 19, 2024 @ Hays CISD Merideth Keller Board Room - 5:30 pm
August 26, 2024 @ Hays CISD Merideth Keller Board Room - 5:30 pm

September 16, 2024 @ Hays CISD Merideth Keller Board Room - 5:30 pm
TUESDAY, September 24, 2024 @ Hays CISD Merideth Keller Board Room - 5:30 pm

October 21, 2024 @ Hays CISD Merideth Keller Board Room - 5:30 pm
October 28, 2024 @ Hays CISD Merideth Keller Board Room - 5:30 pm

TUESDAY, November 12, 2024 @ Hays CISD Merideth Keller Board Room – 5:30 pm
November 18, 2024 @ Hays CISD Merideth Keller Board Room - 5:30 pm

December 16, 2024 @ Hays CISD Merideth Keller Board Room - 5:30 pm

THURSDAY January 23, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm
January 27, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm

THURSDAY, February 20, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm
February 24, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm

March 10, 2025 @ Hays CISD Merideth Keller Board Room – 5:30 pm
THURSDAY, March 27, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm

April 14, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm
THURSDAY, April 24, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm

May 12, 2025 @ Hays CISD Merideth Keller Board Room – 5:30 pm
May 19, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm

TUESDAY, June 10, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm
TUESDAY, June 24, 2025 @ Hays CISD Merideth Keller Board Room - 5:30 pm

July 21, 2025 @ Hays CISD Merideth Keller Board Room – 5:30 pm