

**WACO INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING
WISD Conference Center
115 S 5th Street
Waco, Texas 76701**

Thursday, August 26, 2021 - 6:00 PM

A Regular Meeting of the Board of Trustees of Waco Independent School District will be held August 26, 2021, beginning at 6:00 PM in the WISD Conference Center, 115 S 5th Street, Waco, Texas.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice/agenda.

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

AGENDA

1. **Call to Order**
2. **Closed Session (TEXAS GOVERNMENT CODE, SUBCHAPTERS D AND E)**
 - A. CONSULTATION WITH ATTORNEY - 551.071
 - B. PERSONNEL MATTERS - 551.074
3. **Reconvene in Open Session**
4. **Moment of Silence and Pledge of Allegiance**
5. **Audience for Guests**
6. **Special Recognitions**
 - A. Pledge Leaders
 - B. Top Ten Young Marines' National Leadership Academy
 - C. No Place for Hate Designations
 - D. Waco ISD Award for Outstanding Community Partners - Lady Bears Basketball Team
7. **Superintendent's Report**
 - A. Summer Graduates
 - B. 2021-2022 District Theme: "We are Waco ISD"
 - C. First Week of School/Enrollment Counts
8. **Public Meeting to Discuss the 2021-2022 Budget and Proposed Tax Rate**
Presenter: Sheryl Davis
9. **Consent Agenda: Consider and Take Appropriate Action**
 - A. Amendments to the 2020-2021 Budget
 - B. Resolution Committing Unassigned General Fund Balance as of August 31, 2021
 - C. Approve Bid Award for Child Nutrition Services Walk-in Cooler and Freezer
 - D. Bid Award for Educational Consulting, Professional Development, and Other Student-based Contracted Services

- E. Bid Award for Licensed Professional Counselor Services
 - F. Bid Renewal for Flood Insurance
 - G. Approve the Job Order Contract Renewal for General Construction Services
 - H. Bid Renewal for Job Order Contracting for Data Wiring and Installation Services
 - I. Bid Renewal for Job Order Contracting for Floor Covering Services
 - J. Approve Bid Award for HVAC Filters and Installation Services
 - K. Approve the Job Order Contractor Renewal for HVAC Repairs and Installation Services
 - L. Approve the Job Order Contract Renewal for Plumbing Services
 - M. Bid Renewal for Job Order Contracting for Refrigeration Services
 - N. Purchases in Excess of \$50,000 Made Under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Services
 - O. Ratification of Purchases over \$50,000 Made Under the Emergency Declaration for G. W. Carver Middle School, as Authorized Under Texas Education Code Section 44.031(h)
 - P. Adult Meal Pricing Increase for the 2021-2022 School Year
 - Q. Amendment to the Interlocal Agreement between the McLennan County Juvenile Probation Department and Waco ISD for Child Nutrition Services for the 2021-2022 School Year
 - R. Interlocal Agreement with the Education Service Center, Region 18, and Waco ISD for Cooperative Purchasing Services
 - S. Memorandum of Understanding between the Heart of Texas Region MHMR - Klaras Center for Families and Waco ISD for Waco High School
 - T. Monthly Financial Reports for the Period Ended July 31, 2021
 - U. T-TESS Appraisers for 2021-2022 School Year
 - V. Legal Services Agreement Between Waco ISD and Sheehy, Lovelace & Mayfield P.C.
 - W. Beer and Wine Application Permit
 - X. School District Teaching Permit for Selected Teacher Candidate to Teach a Non-Core Academic CTE Course
 - Y. 2021-2022 Student Code of Conduct
 - Z. Board of Trustee Meeting Minutes
 - 1. July 15, 2021 - Special Meeting
 - 2. July 22, 2021 - Regular Meeting
10. **Consider, Discuss, and Take Appropriate Action Regarding Administrator Contracts**
Presenter: Dr. Josie Gutierrez
11. **Consider, Discuss and Take Appropriate Action Regarding an Amendment to the Professional Services Contract with O'Connell Robertson for the Design of G. W. Carver Middle School**
Presenter: Dr. Susan Kincannon
12. **Consider, Discuss and Take Appropriate Action Regarding the Hiring of a Construction Auditor for the G. W. Carver Middle School Replacement Project**
Presenter: Dr. Susan Kincannon

13. **Consider, Discuss and Take Appropriate Action Regarding an Order Defeasing and Calling Certain Bonds for Redemption and Other Matters Relating to Waco Independent School District Unlimited Tax Refunding Bonds, Series 2016**
Presenter: Sheryl Davis
14. **Consider, Discuss and Take Appropriate Action Regarding the 2021-2022 District Improvement Plan**
Presenter: Dr. Susan Kincannon
15. **Consider, Discuss and Take Appropriate Action Regarding Adoption of the Budgets for the 2021-2022 Fiscal Year**
Presenter: Sheryl Davis
16. **Consider, Discuss and Take Appropriate Action Regarding a Resolution Adopting the Tax Rate for the 2021 Tax Year**
Presenter: Sheryl Davis
17. **Consider, Discuss and Take Appropriate Action Regarding the Use of ESSER II Funds to Provide Additional Compensation for Paraprofessionals Assuming Additional Responsibilities During COVID-19**
Presenter: Dr. Josie Gutierrez
18. **Announcements**
19. **Adjournment**

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: Joshua Wucher

RE: Special Recognitions

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Background Information:

Pledge Leaders

Each month, one campus selects two students to lead the Pledge of Allegiance at the regular business meeting of the Waco ISD Board of Trustees. For the month of August, Cadet Lieutenant Colonel Viviana Ramirez and Cadet Major Zachary Mauzey from Waco High School were selected for this honor. Both are members of JROTC and are Waco High's two highest-ranking Cadets.

Top Ten Young Marines' National Leadership Academy

The Young Marines is a national youth leadership and service program for boys and girls aged 8 through high school graduation. They hold an annual National Leadership Academy that mixes experiential learning with self-discovery to challenge individuals to overcome daily leadership tasks.

This summer's academy was held in Warrenton, Oregon, with Young Marines from across the country participating. That included Waco High School senior GySgt Montserrat Serrano, who trained for two weeks to become a better leader. After physical and written tests, leadership classes, drills, she was selected as a top ten graduate of the Advanced Leadership School. The advanced senior group is the highest level of leadership training offered and is bestowed on Young Marines who have exhibited exceptional maturity and leadership skills in their units.

Top Ten at Young Marines' National Leadership Academy

- GySgt Montserrat Serrano, Waco High School

No Place for Hate Designations

No Place for Hate is a collaborative initiative from the Anti-Defamation League, which provides educators and students with the resources to ensure that anti-bias and diversity education are an integral part of the school culture.

Schools can receive a No Place for Hate designation by:

- Building inclusive and safe communities in which respect and equity are the goals and where all students can thrive.
- Empowering students, faculty, administration and family members to take a stand against bias and bullying by incorporating new and existing programs under one powerful message.
- Sending a clear, unified message that all students have a place where they belong.

At the beginning of the 2020-21 school year, ten Waco ISD campuses started the process of applying and stating their intentions to be a No Place for Hate school. Each school then formed a coalition of students and staff who developed and implemented at least three school-wide activities during the year. Examples include participating in World Kindness Day and Stomp Out Bullies/Blue Out Bullies Day, as well as class discussions on diversity, equity, inclusion and accessibility.

And for our very first year participating, ten Waco ISD campuses have been designated as No Place for Hate schools for the 2020-21 school year. Over the summer, each campus received their own Resolution of Respect banner, which students will sign at a future school-wide ceremony.

2020-2021 No Place for Hate Designated Campuses

- Alta Vista Elementary
- Bell's Hill Elementary
- Crestview Elementary
- Hillcrest PDS
- Kendrick Elementary
- Parkdale Elementary
- Provident Heights Elementary
- Indian Spring Middle School
- Tennyson Middle School
- University High School

**Waco ISD Award for Outstanding Community Partners –
Lady Bears Basketball Team**

Waco ISD’s theme for the 2021-2022 school year is “We Are Waco ISD.” It builds on our mission to provide an educational foundation that empowers and values all. The theme reflects our intention to celebrate the people of our amazing district. The people who learn, the people who teach, who support, who lead, who serve. It’s about being a part of something bigger, an environment that fosters openness, acceptance, and embraces the richness, diversity, and individuality within the Waco ISD community.

Education has always been a team sport, and we’re fortunate to have scores of community partners that prove in big ways, just how much we can do *together*. Each month, the district is recognizing a community partner making a difference with the Waco ISD Award for Outstanding Community Partners.

In August, the district is recognizing the Baylor Lady Bears Basketball team. Not only do these players dominate on the court, they are superstar Adopt-a-School partners with South Waco Elementary. Last school year, the team held a number of virtual meet and greets with students, recorded a series of storytime videos, and donated basketballs, shirts, and tickets to games. Earlier this month, the team held a basketball clinic as part of their Back to School Supplies drive for South Waco.

Assistant Athletic Director for Player Development Sophia Young-Malcolm, Assistant Athletic Director for Basketball Operations Michael Motta and Assistant Director of Basketball Operations Micah Odom will be accepting the award virtually.

Fiscal Implications:

none

Administrative Recommendation(s):

not applicable

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: Sheryl Davis

RE: Public Meeting to Discuss the 2021-2022 Budget and Proposed Tax Rate

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Background Information:

In accordance with Section 44.004 of the Education Code, the District must conduct a public hearing to discuss the 2021-2022 budgets and the proposed tax rate. All requirements for budget adoption and setting the tax rate will be met with the holding of this public hearing. The purpose of the hearing is to allow any taxpayer of the District to present any comments regarding the budget or the proposed tax rate.

Notice of the public hearing was published in the newspaper on August 16, 2021. Additionally, both the notice and the proposed budget as compared to the prior year have been posted on the District's website since that date.

Fiscal Implications:

None

Administrative Recommendations:

No action is required. The public hearing is for input only.



Public Meeting to Discuss 2021-2022 Budget and Tax Rate

August 26, 2021

Education Code 44.002

- The Superintendent shall prepare, or cause to be prepared, a budget covering all proposed expenditures of the District for the following fiscal year
- A summary of the proposed budget, as compared to the prior year's revised budget, is posted on the district's Financial Transparency web page at www.wacoisd.org

Texas Property Tax Law

- The Texas Constitution, Tax Code, and Education Code embody the concepts of truth-in-taxation which require school districts to comply with certain steps in adopting tax rates
- Texas school district tax rates are composed of two parts, a Maintenance & Operations (M&O) rate and an Interest & Sinking (I&S) rate
 - M&O taxes help pay the operating expenses of the district such as salaries, utilities, supplies, equipment, and contracted services
 - I&S taxes pay the principal and interest on voter-approved bond issues to construct or improve school facilities or purchase major equipment such as school buses
- Property tax collections through both the M&O and I&S tax rates serve as the “local” match in leveraging state revenue

Truth-in-Taxation

Proposed Tax Rate

Maintenance Tax	\$1.02440/\$100 <i>(proposed rate for maintenance and operations)</i>
School Debt Service Tax Approved by Local Voters	\$ 0.22024/\$100 <i>(proposed rate to pay bonded indebtedness)</i>

Comparison of Proposed Budget with Last Year's Budget

Maintenance and Operations	0.02 % increase
Debt Service	14.12% increase
Total expenditures	1.20% increase

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the expenditure categories.

Truth-in-Taxation

Total Appraised Value and Total Taxable Value

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	\$ 10,104,770,683	\$ 10,564,989,345
Total appraised value* of new property**	\$ 77,058,980	\$ 93,805,360
Total taxable value*** of all property	\$ 6,448,220,570	\$ 6,735,883,560
Total taxable value*** of new property**	\$ 69,920,419	\$ 88,810,816

* Appraised value is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code

** New property is defined by Section 26.012(17), Tax Code

*** Taxable Value is defined by Section 1.04(10), Tax Code

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness*	\$ 133,030,000
* Outstanding principal	

Truth-in-Taxation

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations	Interest & Sinking*	Total	Local Revenue per Student	State Revenue per Student
Last year's rate	\$ 1.039800	\$ 0.224200*	\$ 1.264000	\$ 6,186	\$ 5,684
Rate to maintain same level of maintenance & operations revenue & pay debt service	\$ 1.031320	\$ 0.246860*	\$ 1.278180	\$ 6,424	\$ 5,497
Proposed rate	\$ 1.024400	\$ 0.220240*	\$ 1.244640	\$ 6,349	\$ 5,618

** The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.*

Truth-in-Taxation

Comparison of Proposed Levy with Last Year's Levy on Average Residence

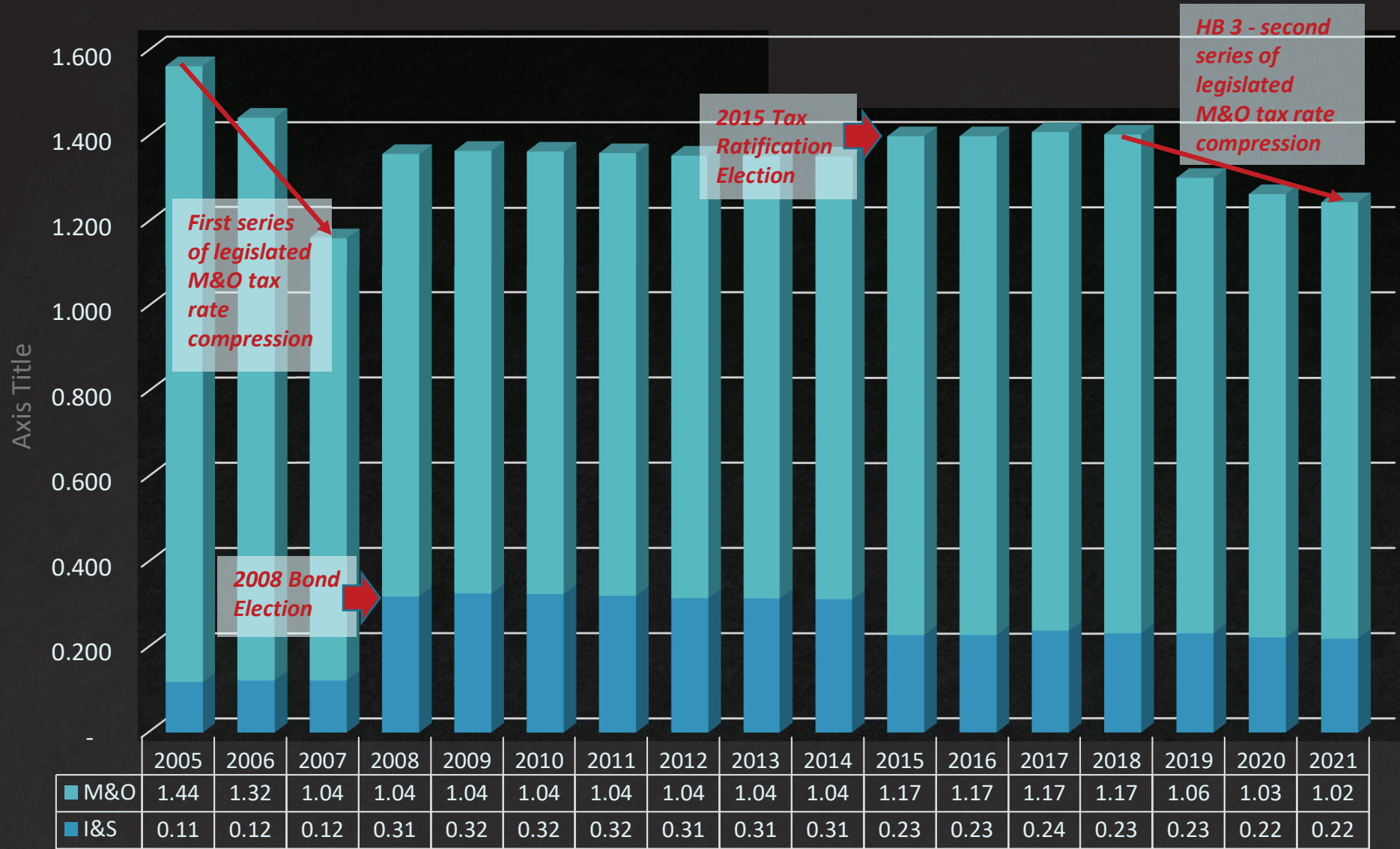
	Last Year	This Year
Average market value of residences	\$ 151,071	\$ 169,930
Average taxable value of residences	\$ 117,402	\$ 130,561
Last year's rate versus proposed rate per \$100 valuation	\$ 1.264000	\$ 1.244640
Taxes due on average residence	\$ 1,483.96	\$ 1,625.01
Increase (decrease) in taxes		\$ 141.05

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Voter-Approval Rate

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is \$1.244640. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of \$1.244640.

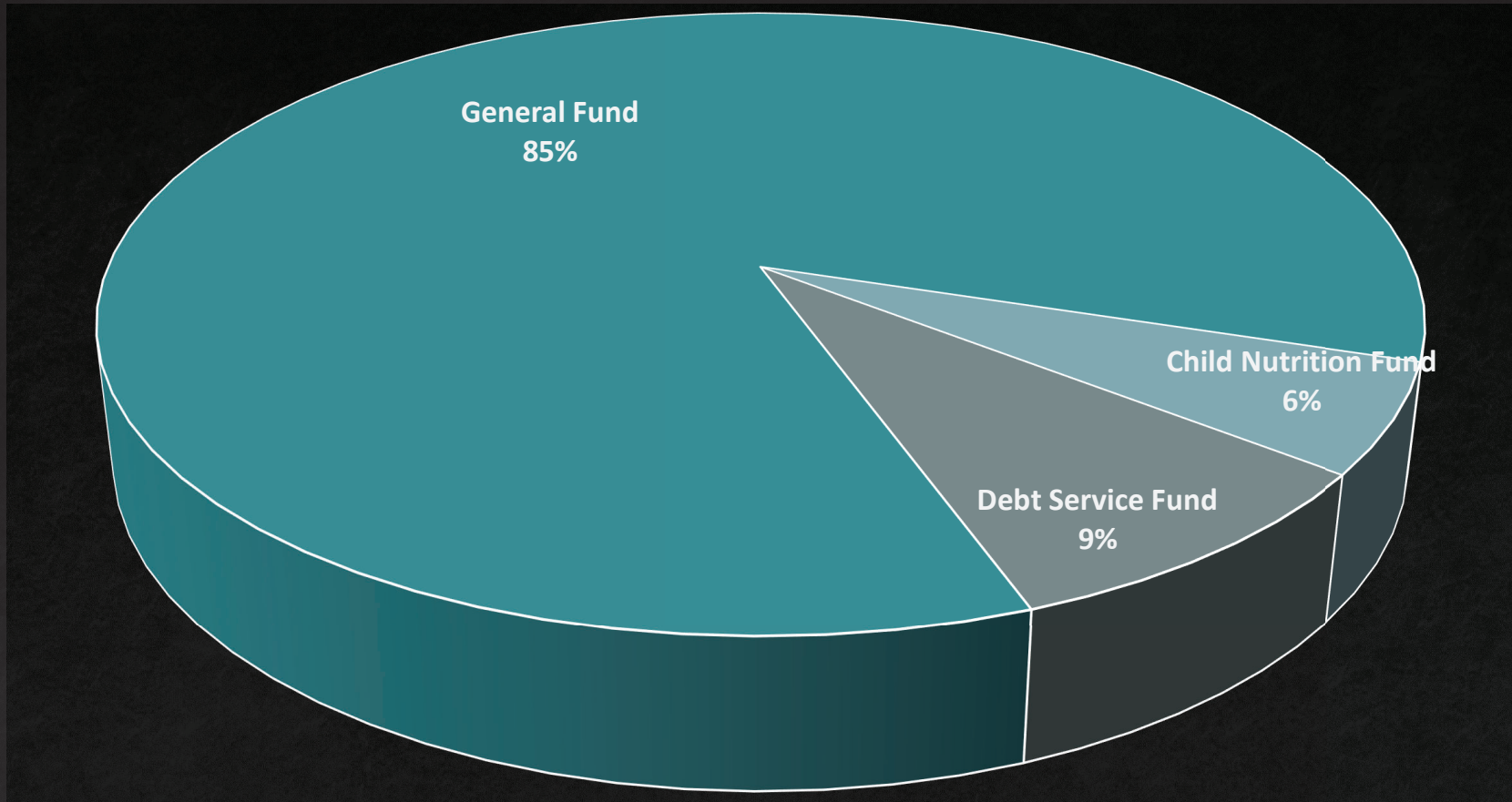
Property Tax Rates 2005 to Present



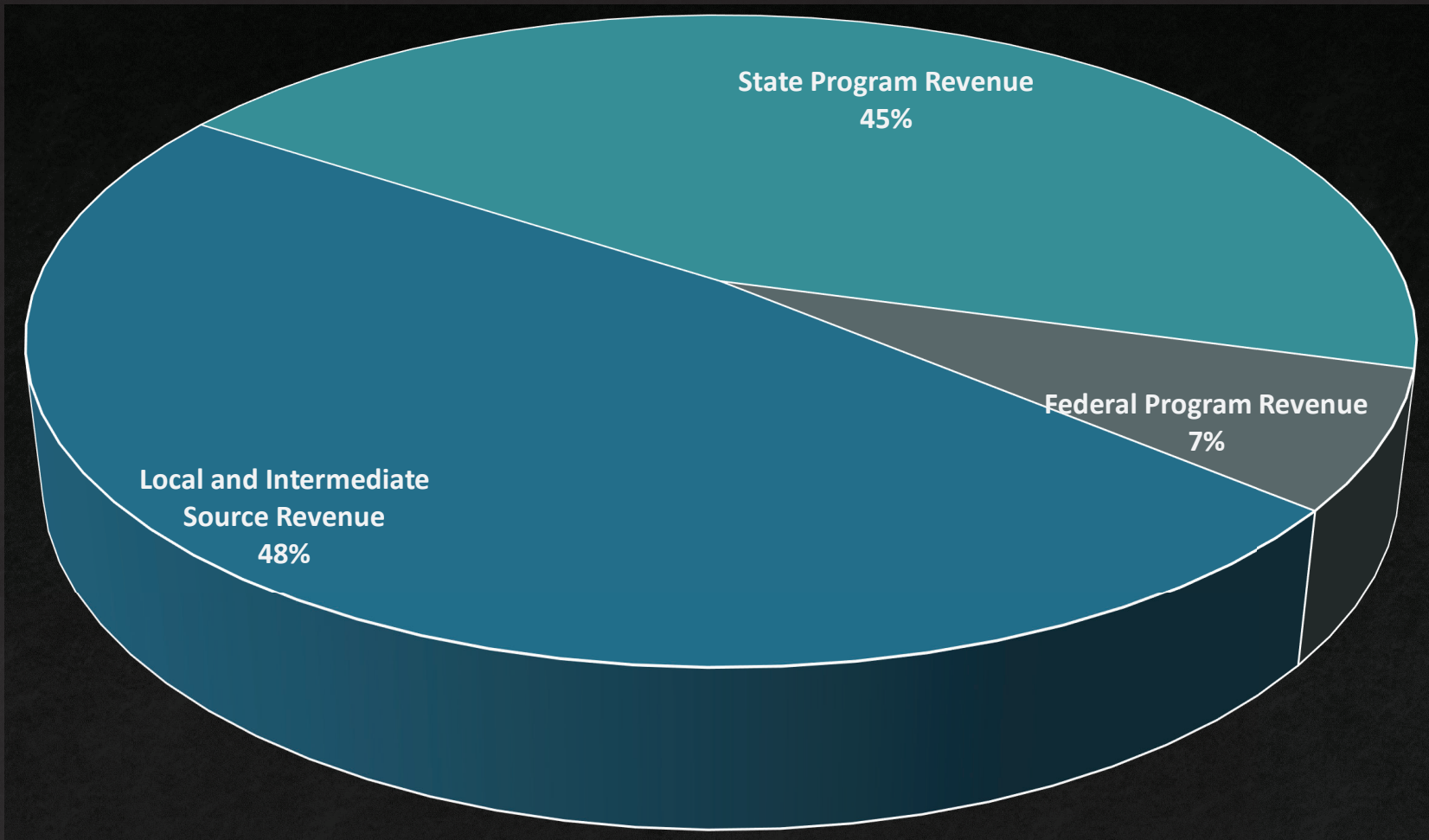
Official Budget Summary

	General Fund	Child Nutrition Fund	Debt Service Fund	Summary Total
Estimated revenue	\$ 164,749,862	\$ 9,569,180	\$ 16,256,737	\$ 190,575,779
Appropriations	165,054,484	10,968,269	17,277,246	193,299,999
Increase (decrease)	(304,622)	(1,399,089)	(1,020,509)	(2,724,220)
Operating transfers	(689,443)	0	0	(689,442)
Increase (decrease)	(994,065)	(1,399,089)	(1,020,509)	(3,413,663)
Beginning fund balance	42,072,279	2,758,147	4,816,349	49,646,775
Ending fund balance	\$ 41,078,214	\$ 1,359,058	\$ 3,795,840	\$ 46,233,112

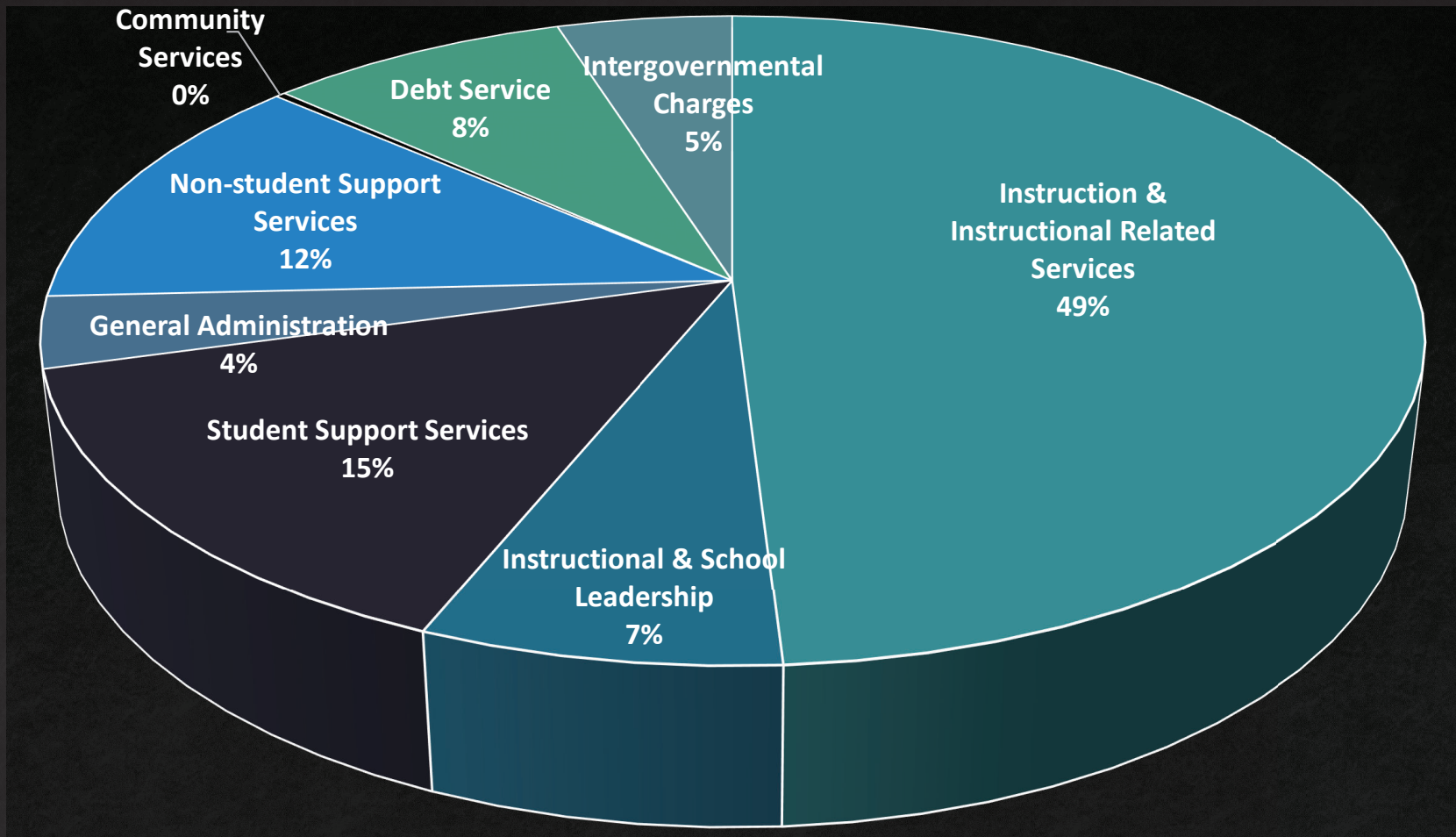
Official Budget Summary by Fund



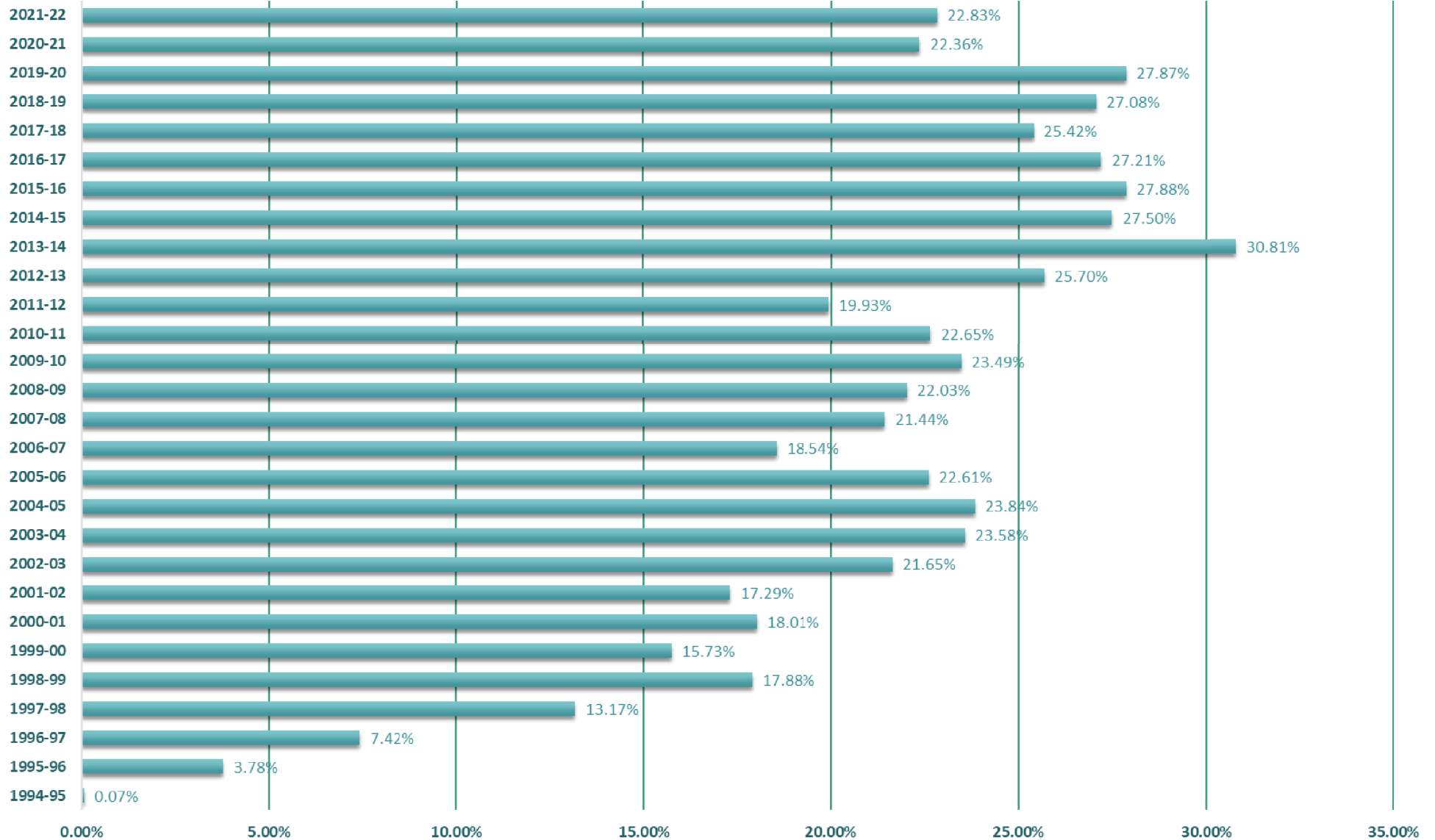
Official Budget Summary by Revenue Source



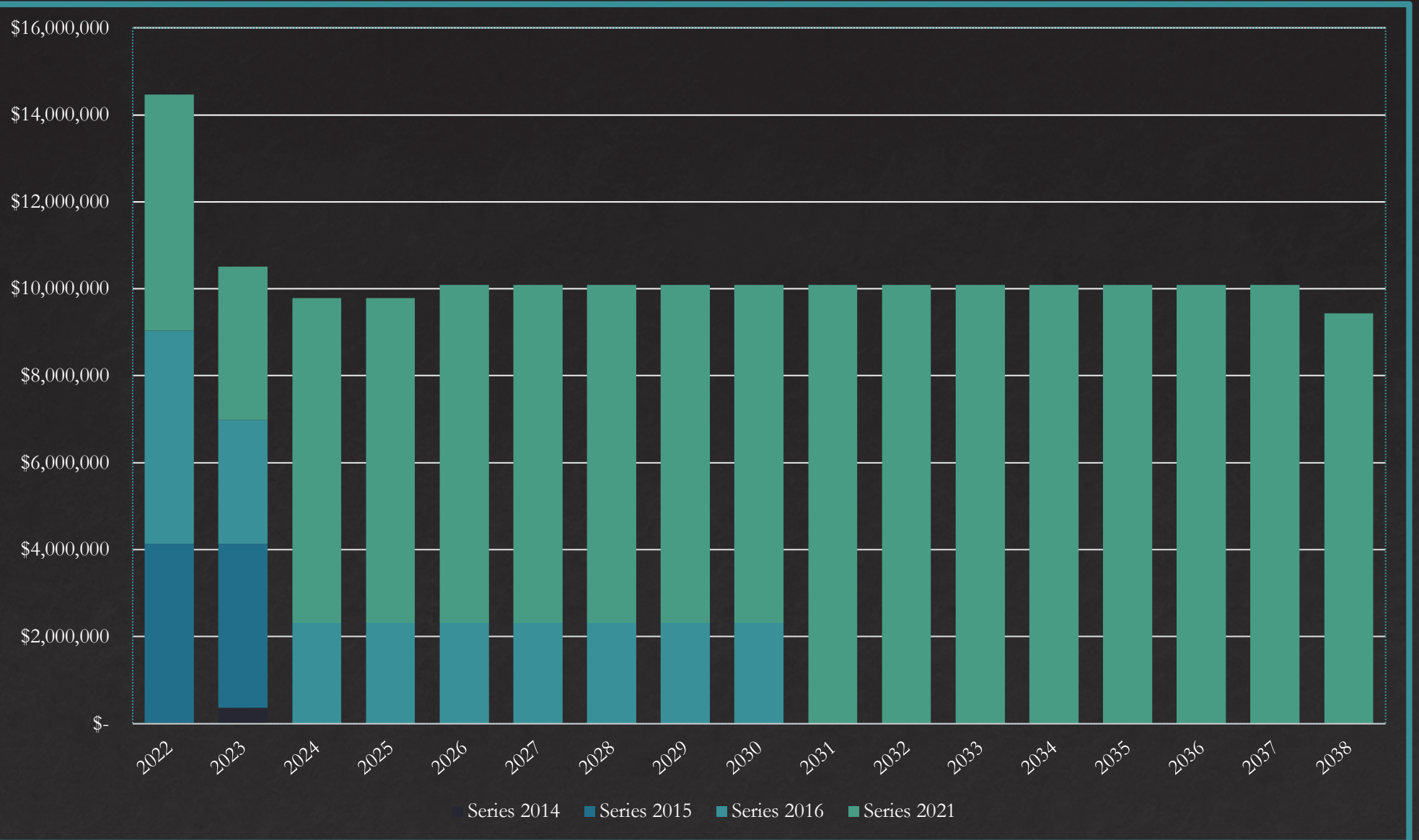
Official Budget Summary by Major Function



General Fund Unassigned Fund Balance



Debt Service Fund



Public Input

Waco Independent School District
Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: Sheryl Davis

RE: Amendments to the 2020-2021 Budget

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Background Information:

The Texas Education Agency has established additional requirements for school district budget preparation. As part of these requirements, a school district must amend the official budget before exceeding a functional expenditure category, i.e., instruction, administration, etc., in the total district budget. Attached are copies of the proposed amendments to the Official Budget identifying details of the requests. The following summarizes the effect of these amendments by functional category.

Summary:

Amendment #065:

This amendment utilize excess funds to address salary and benefit line items which will possible be overspent by August 31, 2021. Overexpenditures are due to increased hire rates, lower vacancy rates, as well as the change in the number of days worked during fiscal year 2020-2021 for various employee groups. These adjustments are required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

		<u>TEA Revenue/Function Description</u>
Source of Funds:	\$ 580,701	Instruction, Curriculum and Instructional Staff Development, General Administration
Use of Funds:	\$ 580,701	Instructional Leadership, School Leadership, Guidance and Counseling, Data Processing Services
Fund Balance Effect	None	

A copy of the amendment is attached for your review detailing line items to be adjusted.

Fiscal Implications:

There is no effect on fund balance.

Administrative Recommendation(s):

The administration recommends that the Board of Trustees approve the budget amendment, as presented.

**WACO INDEPENDENT SCHOOL DISTRICT
AMENDMENT BUDGET FORM**

AMENDMENT # 065

CAMPUS OR DEPARTMENT: General Fund - Districtwide Expenditures

DATE: 8/26/2021

BUDGET CODE							DESCRIPTION	A	B	C	D
FUND	FNC	OBJ	SO	ORG	PRG	LOPT		CURRENT APPROPRIATION	CURRENT ACCOUNT BALANCE	REQUESTED INCREASE (DECREASE)	AMENDED APPROPRIATION
199	53	6119	75	999	99	000	Salaries - Teachers/Other Professionals	757,395	37,096.18	51,249	808,644
199	53	6129	75	999	99	000	Wages - Support Staff	519,823	(2,414.43)	61,264	581,087
199	23	6119	00	044	99	000	Salaries - Teachers/Other Professionals	224,147	(41,423.12)	72,700	296,847
199	23	6129	00	002	99	000	Wages - Support Staff	236,508	9,857.20	17,314	253,822
199	23	6129	00	003	99	000	Wages - Support Staff	246,134	14,490.02	12,557	258,691
199	23	6129	00	043	99	000	Wages - Support Staff	130,556	5,148.29	9,074	139,630
199	23	6129	00	044	99	000	Wages - Support Staff	130,553	5,999.21	8,306	138,859
199	23	6129	00	103	99	000	Wages - Support Staff	93,759	1,041.63	9,123	102,882
199	23	6129	00	105	99	000	Wages - Support Staff	69,351	(972.77)	8,287	77,638
199	23	6129	00	106	99	000	Wages - Support Staff	72,713	2,923.64	4,317	77,030
199	23	6129	00	107	99	000	Wages - Support Staff	96,443	4,177.76	5,998	102,441
199	23	6129	00	109	99	000	Wages - Support Staff	80,577	4,189.38	4,338	84,915
199	23	6129	00	116	99	000	Wages - Support Staff	74,328	1,746.04	6,189	80,517
199	23	6129	00	120	99	000	Wages - Support Staff	104,180	4,729.70	6,050	110,230
199	23	6129	00	121	99	000	Wages - Support Staff	80,821	4,992.23	3,383	84,204
199	23	6129	00	127	99	000	Wages - Support Staff	97,634	3,452.63	6,892	104,526
199	23	6129	00	129	99	000	Wages - Support Staff	72,328	(213.29)	7,756	80,084
199	23	6129	00	130	99	000	Wages - Support Staff	72,147	(5,594.72)	14,403	86,550
199	23	6142	00	002	99	000	Group Health & Life Insurance	66,064	3,272.21	2,691	68,755
199	23	6142	00	003	99	000	Group Health & Life Insurance	66,786	3,563.72	2,308	69,094
199	23	6142	00	043	99	000	Group Health & Life Insurance	37,161	1,327.73	2,009	39,170
199	23	6142	00	103	99	000	Group Health & Life Insurance	28,903	(2,705.72)	5,905	34,808

REASON FOR REQUEST: Amend budget to utilize excess funds to address salary and benefit line items possibly overspending by the end of August. Overexpenditures are due to increased hire rates, lower vacancy rates, as well as the change in the number of days worked during fiscal year 2020-2021 for various employee groups.

Budget Administrator /
Department Head

Budget Coordinator


Assistant Superintendent of Finance

**WACO INDEPENDENT SCHOOL DISTRICT
AMENDMENT BUDGET FORM**

AMENDMENT # 065

CAMPUS OR DEPARTMENT: General Fund - Districtwide Expenditures (Continued)

DATE: 8/26/2021

BUDGET CODE								A	B	C	D
FUND	FNC	OBJ	SO	ORG	PRG	LOPT	DESCRIPTION	CURRENT APPROPRIATION	CURRENT ACCOUNT BALANCE	REQUESTED INCREASE (DECREASE)	AMENDED APPROPRIATION
199	23	6142	00	106	99	000	Group Health & Life Insurance	20,645	(25.18)	1,849	22,494
199	23	6142	00	112	99	000	Group Health & Life Insurance	20,645	661.94	1,186	21,831
199	23	6142	00	127	99	000	Group Health & Life Insurance	28,903	(2,079.26)	5,355	34,258
199	23	6142	00	130	99	000	Group Health & Life Insurance	20,645	214.31	1,582	22,227
199	23	6144	99	999	99	000	TRS/TRS Care On-behalf Payments	34,823	(6,667.56)	36,788	71,611
199	23	6146	00	002	99	000	Teacher Retirement/TRS Care	31,082	1,343.72	1,378	32,460
199	23	6146	00	003	99	000	Teacher Retirement/TRS Care	34,402	(8,281.79)	11,201	45,603
199	23	6146	00	044	99	000	Teacher Retirement/TRS Care	13,645	(2,002.09)	3,323	16,968
199	23	6146	00	116	99	000	Teacher Retirement/TRS Care	13,903	(7,104.60)	9,135	23,038
199	23	6399	98	999	99	000	Other General Supplies & Mtls-Contingency	30,000	30,000.00	65,000	95,000
199	21	6119	17	999	99	000	Salaries - Teachers/Other Professionals	314,929	18,104.51	24,755	339,684
199	21	6119	20	999	99	000	Salaries - Teachers/Other Professionals	129,427	9,572.31	5,371	134,798
199	21	6119	23	999	23	000	Salaries - Teachers/Other Professionals	535,679	35,701.48	26,881	562,560
199	21	6142	37	999	99	000	Group Health & Life Insurance	8,258	657.28	9,573	17,831
199	11	6112	00	002	99	000	Wages-Subs-Teachers/Other Professionals	159,590	8,592.50	(7,979)	151,611
199	11	6116	00	002	11	000	Supplemental Stipend-Teachers/Other Prof	293,594	38,748.59	(13,404)	280,190
199	11	6112	00	003	99	000	Wages-Subs-Teachers/Other Professionals	131,599	22,902.50	(22,450)	109,149
199	11	6116	00	003	11	000	Supplemental Stipend-Teachers/Other Prof	249,430	34,837.00	(6,413)	243,017
199	11	6112	00	043	99	000	Wages-Subs-Teachers/Other Professionals	105,030	32,195.66	(14,979)	90,051
199	11	6112	00	044	99	000	Wages-Subs-Teachers/Other Professionals	105,030	42,685.00	(42,548)	62,482
199	11	6116	00	044	11	000	Supplemental Stipend-Teachers/Other Prof	77,138	12,410.57	(7,054)	70,084
199	11	6116	00	044	11	211	Supplemental Stipend-Teachers/Other Prof	52,362	18,094.56	(15,303)	37,059

REASON FOR REQUEST: Amend budget to utilize excess funds to address salary and benefit line items possibly overspending by the end of August. Overexpenditures are due to increased hire rates, lower vacancy rates, as well as the change in the number of days worked during fiscal year 2020-2021 for various employee groups.

Budget Administrator /
Department Head

Budget Coordinator


Assistant Superintendent of Finance

**WACO INDEPENDENT SCHOOL DISTRICT
AMENDMENT BUDGET FORM**

AMENDMENT # 065

CAMPUS OR DEPARTMENT: General Fund - Districtwide Expenditures (Continued)

DATE: 8/26/2021

BUDGET CODE								A	B	C	D
FUND	FNC	OBJ	SO	ORG	PRG	LOPT	DESCRIPTION	CURRENT APPROPRIATION	CURRENT ACCOUNT BALANCE	REQUESTED INCREASE (DECREASE)	AMENDED APPROPRIATION
199	11	6122	00	044	99	000	Wages-Subs-Support Staff	3,390	2,893.00	(2,892)	498
199	11	6141	00	044	11	000	Social Security/Medicare	32,255	3,736.46	(2,491)	29,764
199	11	6142	00	044	11	211	Group Health & Life Insurance	58,396	1,856.92	(6,056)	52,340
199	11	6142	00	044	11	254	Group Health & Life Insurance	4,129	3,659.96	(3,636)	493
199	11	6143	00	044	11	000	Workers' Compensation	9,236	7,545.96	(4,349)	4,887
199	11	6122	00	103	99	000	Wages-Subs-Support Staff	6,680	6,475.00	(6,475)	205
199	11	6129	00	103	11	254	Wages - Support Staff	23,830	9,180.86	(7,699)	16,131
199	11	6129	00	103	11	255	Wages - Support Staff	179,695	17,746.96	(854)	178,841
199	11	6129	00	105	11	255	Wages - Support Staff	111,218	29,910.73	(8,287)	102,931
199	11	6112	00	106	99	000	Wages-Subs-Teachers/Other Professionals	49,256	38,973.50	(3,227)	46,029
199	11	6112	00	107	99	000	Wages-Subs-Teachers/Other Professionals	41,058	22,651.00	(11,201)	29,857
199	11	6112	00	109	99	000	Wages-Subs-Teachers/Other Professionals	20,534	7,954.00	(3,323)	17,211
199	11	6129	00	116	11	255	Wages - Support Staff	65,485	14,623.29	(9,479)	56,006
199	11	6142	00	116	11	000	Group Health & Life Insurance	90,838	17,616.14	(5,845)	84,993
199	11	6112	00	120	99	000	Wages-Subs-Teachers/Other Professionals	33,447	28,367.00	(6,050)	27,397
199	11	6129	00	121	11	255	Wages - Support Staff	71,041	25,504.29	(3,383)	67,658
199	11	6112	00	127	99	000	Wages-Subs-Teachers/Other Professionals	47,688	24,606.00	(12,247)	35,441
199	11	6112	00	129	99	000	Wages-Subs-Teachers/Other Professionals	21,132	10,769.50	(7,756)	13,376
199	11	6112	00	130	99	000	Wages-Subs-Teachers/Other Professionals	41,342	12,570.00	(12,457)	28,885
199	11	6119	00	130	11	000	Salaries - Teachers/Other Professionals	1,347,592	227,501.88	(101,357)	1,246,235
199	11	6119	17	999	11	233	Salaries - Teachers/Other Professionals	1,108,852	276,101.66	(66,580)	1,042,272
199	31	6119	00	002	99	000	Salaries - Teachers/Other Professionals	330,055	16,739.53	20,817	350,872

REASON FOR REQUEST: Amend budget to utilize excess funds to address salary and benefit line items possibly overspending by the end of August. Overexpenditures are due to increased hire rates, lower vacancy rates, as well as the change in the number of days worked during fiscal year 2020-2021 for various employee groups.

Budget Administrator /
Department Head

Budget Coordinator


Assistant Superintendent of Finance

Waco Independent School District
Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: Sheryl Davis

RE: Resolution Committing Unassigned General Fund Balance as of August 31, 2021

=====

Background Information:

Policy CE (Local), approved by the Board on August 25, 2010, allows for the commitment and assignment of fund balances for specific purposes. Attached is a resolution to commit an estimated \$16,345,611 of unassigned general operating fund balance for the following purposes:

- \$10,863,713 for building acquisition and construction, including \$3,150,000 in design fees for the Waco High School rebuild which may be reimbursed from proceeds of bonds;
- \$960,327 for bus replacements, including \$414,066 accumulated from the sale of buses to be used for future bus replacement; and
- \$4,521,571 for major maintenance and other projects, including \$2,216,110 for expenditures related to insurance claims.

Since outstanding purchase orders demonstrate the District's intent to spend the resources, purchase orders not received as of August 31, 2021 will be reported as committed fund balance. Encumbrances for outstanding purchase orders in the general fund total \$5,405,355 and may include some amounts committed above.

Amounts shown reflect maximum amounts for these commitments. Committed fund balances will be adjusted pending final expenditures at August 31, 2021.

Funds may be committed for any outstanding deficit reflected in the internal services fund for self-funded health insurance and workers' compensation to cover liability exposures in excess of actuarially determined reserves and stop-loss insurance coverage.

The total fund balance of Campus Activity Funds, reported in Special Revenue Funds shall also be committed to campus related activities.

Additionally, the performance contract, related to district campuses operated under Texas Education Code 42.2511, requires that any unspent Foundation School Program revenues generated by the campuses be restricted to future use by those campuses. At this time, the total under-expenditure is estimated to be \$1,703,215.

Fiscal Implications:

This resolution potentially decreases the unassigned fund balance.

Administrative Recommendations:

The Administration recommends approval of a Resolution committing unassigned general operating fund balance for purposes described above.

**RESOLUTION
COMMITTING FUND BALANCE
OF THE WACO INDEPENDENT SCHOOL DISTRICT**

The Board of Trustees of the Waco Independent School District being convened in Regular Session at its regular meeting place within the boundaries of the Waco Independent School District, on the 26th day of August, 2021.

WHEREAS, the Governmental Accounting Standards Board (GASB) adopted Statement 54 (GASB 54), a standard for governmental fund balance reporting and governmental fund type definitions effective for fiscal years beginning after June 15, 2010; and

WHEREAS, the Waco Independent School District has elected to implement GASB 54 requirements, and to apply such requirements to its year ending August 31, 2021 financial statements; and

WHEREAS, the Board of Trustees of the Waco Independent School District have determined that a portion of the unassigned general operating fund balance should be allocated toward future capital construction, equipment, and other major improvement needs of the District;

NOW THEREFORE, BE IT RESOLVED that the Waco Independent School District Board of Trustees commits portions of its August 31, 2021 General Fund unassigned fund balance as follows:

- Committed Fund Balance – Construction
 - Child Nutrition Services Cooler/Freezer Infrastructure \$ 1,284,123
 - Paul Tyson Stadium Rebuild 6,429,713
 - Waco High School Rebuild 3,150,000

- Committed Fund Balance - Capital Expenditures for Equipment
 - Buses 960,327

- Committed Fund Balance – Other
 - Major Maintenance and Other Projects 2,305,461
 - Insurance Claims 2,216,109
 - Hail Damage
 - Winter Storm Damage
 - G.W. Carver Middle School Fire Mitigation

BE IT ALSO RESOLVED: that the Waco Independent School District Board of Trustees commits any encumbrances (e.g., purchase orders, contracts) outstanding at year-end as appropriate. The encumbrances do not constitute expenditures or liabilities because the commitments will be reappropriated and honored during the subsequent year.

BE IT ALSO RESOLVED: that the Waco Independent School District Board of Trustees commits any outstanding deficit reflected in the internal services fund for self-funded health insurance and workers' compensation to cover liability exposures in excess of actuarially determined reserves and stop-loss insurance coverage.

BE IT ALSO RESOLVED that the Waco Independent School District Board of Trustees commits the total fund balance of Campus Activity Funds, reported in the Special Revenue Funds, to projects related to campus activities.

BE IT ALSO RESOLVED: that the provisions of this Resolution shall be effective as of the date of adoption and shall remain in effect until modified by action of the Board of Trustees.

INTRODUCED AND PASSED by the Waco Independent School District Board of Trustees, this 26th day of August, 2021.

Angela Tekell
President, Board of Trustees

Jose Vidana
Secretary, Board of Trustees

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith/I. Carrera

RE: Approve Bid Award for Child Nutrition Services Walk-in Cooler and Freezer

=====

Background Information:

Competitive Sealed Proposal (CSP) # 21-1191 has been opened and evaluated for the purpose of awarding a contract for the Child Nutrition Services (CNS) Walk-in Cooler and Freezer.

This award is for the cooler and freezer equipment and installation. Additionally, a separate bid will be awarded for the infrastructure, i.e., exterior loading docks, forklift and accessibility ramps, required to site the units.

The District received four (4) bids for this equipment:

Proposer	Total Bid Price, including owner contingency
Douglas Equipment	\$ 794,992.52
Mazanec Construction	995,000.00
Mission Restaurant Supply	686,587.00
Strategic Equipment	822,727.29

After the bids were evaluated by the Child Nutrition Department, it was determined that Mission Restaurant Supply offered the best value to the District and therefore, recommends that Mission Restaurant Supply be awarded the bid for the Cooler and Freezer.

A copy of the evaluation summary is attached for your information.

Fiscal Implications:

The cost of this project will come from the Child Nutrition Fund excess restricted fund balance. Procurement of the equipment is contingent upon approval by the Texas Department of Agriculture (TDA).

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approves the bid award for Child Nutrition Services Walk-in Cooler and Freezer to Mission Restaurant Supply, as presented.

CSP # 21-1190
Child Nutrition Services
Walk-In Cooler and Freezer
Infrastructure

PRICING CRITERIA	MAX POINTS	Douglas Equipment	Mazanec	Mission Restaurant Supply	Strategic Equipment
Price (<i>low proposer receives maximum points; remaining vendors receive a percentage of the maximum based on ratio to low bid</i>)	38	32.82	26.22	38.00	31.71
Financial Capacity in Relation to Size and Scope of Project	5				
Average Points from Evaluators:		5.00	5.00	0.00	0.00
Experience and Reputation					
▶ Experience doing this type of work	15				
Average Points from Evaluators:		9.58	13.75	13.75	13.75
▶ Experience doing business with Waco ISD	3				
Average Points from Evaluators:		0.00	3.00	3.00	3.00
▶ Experience doing business with other school districts	20				
Average Points from Evaluators:		20.00	20.00	20.00	20.00
Quality of Goods or Services					
▶ Based on External References	15				
Average Points from Evaluators:		13.33	15.00	15.00	7.08
Safety Record	4				
Average Points from Evaluators:		0.00	4.00	0.00	0.00
Total	100	80.73	86.97	89.75	75.54

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith

RE: Bid Award for Educational Consulting, Professional Development, and Other Student-Based Contracted Services

=====

Background Information:

Request for Proposal, RFP # 21-1182, Educational Consulting, Professional Development, and Other Student-Based Contracted Services have been received for the purpose of creating a list of vendors which can service the District. We received eleven (11) responses during the past month. These eleven will be added to our previously approved list of seventy-six (76) responses.

Examples of the types of services covered under this RFP are:

- Academic Educational Consultant
- Professional / Staff Development Training
- Motivational or Professional Speaker
- Program Review/Recommendation Services
- Data/Statistical Analysis
- Curriculum Design
- Evaluator Services
- Judging Services
- Technology Analysis / Consultant
- Operations Analysis / Consultant
- Grant Evaluation Services
- Presentations / Programs for staff and students (e.g. authors)
- Marching Band / Drill / Cheer Design and Choreography (includes camps)
- Theatre Coaching Services
- Instructors for outside of the school day classes (art, photography, gardening, tennis, Zumba, etc.)
- Speaker(s) for Assembly Programs
- Judging Services
- Other services deemed appropriate for this request

In an effort to create inclusivity with our consulting, professional development, and student-based contracted services vendors and in light of changes made in 2019 by the Texas Education Agency's, Financial Accountability Systems Resource Guide (FASRG) Module 5 – Purchasing, the Business Services Department has elected to utilize the Extended Period for Multiple Award Contracts as shown in the FASRG excerpt shows.

3.16.6 Limited Response Period versus Extended Period for Multiple Award Contracts

Normal procurement practices will allow solicitation responses to be submitted to the district within a limited, specific time period, usually two to three weeks. The district may want to review past policies to determine if a limited response time is in the best interest of the district and the needs of its end users.

Consideration may need to be given to have an extended opening for receiving responses.

- Limited Response Period. This choice is considered a normal, formal RFP. Examples include newspaper advertisements and awards made and limited to only the responders that submitted and awarded for the solicitation.
- Extended Response Period. This choice is more informal than a limited response period. The major difference is the date the responses are due. This method allows for responses to be accepted throughout an extended period such as the date of the contract award expiration and awards made periodically. Periodic board approval may also be required. For newspaper advertisements, our District will continue to publicize periodic republication through our website and continue to enlist the assistance of the three (3) Chamber of Commerce's, as received on this first solicitation. The advertisement will address concerns about transparency by announcing the solicitation to new readers even though the statutory requirements were met by the initial publication.

The intent for awarding additional vendors to this bid will be done on an as needed basis. Vendors submitting a response by the end of each month will be submitted for consideration at the next board meeting.

Fiscal Implications:

The cost of these items will be charged to the appropriate campus/department budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the additional eleven (11) vendors for the Educational Consulting, Professional Development, and Other Student-Based Contracted Services bid, as presented.

Adrian Rodriguez

Company Name: Adrian Rodriguez
Street Address: 531 N.60th
City, State, Zip: Waco, TX 76708
Contact Name: Adrian Rodriguez
Contact Phone Number: 8172174549
Contact Email Address: arodriguez_254@yahoo.com
Category of Service Provided: Fine Arts Services (Band, Choir, Theater)
Target Audience: Any performing members of the middle school and high school band programs.
Description of Services: Will assist working with specifically the percussion programs. Teach percussion fundamentals and marching techniques.
Pricing: My fee will be constructed throughout a period of time. With my knowledge and experience provided for the students, my time will be compensated based on the contract agreed price.

Antonio Laws

Company Name: Antonio Laws
Street Address: 3117 Fadal Avenue
City, State, Zip: Waco Texas 76708
Contact Name: Antonio Laws
Contact Phone Number: 2544248508
Contact Email Address: Antoniolaws82@gmail.com
Category of Service Provided: Fine Arts Services (Band, Choir, and Theater)
Target Audience: Waco Civic
Description of Services: Running facilities systems for Waco High PAC
rental. Pricing: Student pay for facilities

A'Star's Purposeful Connections, LLC

Company Name: A'Star's Purposeful
Connections, LLC Street Address: 20706 Falcon Hill Street
City, State, Zip: Humble, Texas, 77338
Contact Name: A'Star Jones-Hurd
Contact Phone Number: 832-627-3125
Contact Email Address: astar@astarsconnections.com
Category of Service Provided: Academic Educational Consultant
Target Audience: The targeted audience includes campus administrators, teachers, and instructional support staff.
Description of Services: The services offered include coaching and consulting educators to plan, design, create, develop, and implement a blueprint to increase student academic achievement. 36
Pricing: Professional Development \$3,000-\$3,500; Instructional Coaching \$3,000-\$3,500

Bloom Writing Services, LLC

Company Name: Bloom Writing Services, LLC
Street Address: 3400 Hunter Ridge Circle
City, State, Zip: Waco, TX 76708
Contact Name: Sharla J. Garcia
Contact Phone Number: 254.405.5518
Contact Email Address: bloomwritingservices@gmail.com
Category of Service Provided: Other applicable service
Target Audience: Services are provided directly to TW staff, for the benefit of campus staff and students.
Description of Services: Overarching grant services, including but not limited to: grant writing, interim grant management for a period of time to be negotiated, consultation, assessment of potential funding opportunities, training, reporting, supervising, and other services (to be negotiated between the two parties) to ensure optimal success of grants in Transformation Waco.
Pricing: All services above included and based upon a flat rate fee of \$7,000.00 per month.

Brightspark Travel (Brightspark Travel, Inc.)

Company Name: Brightspark by WorldStrides
Street Address: 8750 W. Bryn Mawr Ave, Suite 450E
City, State, Zip: Chicago, IL 60631
Contact Name: Eric Earnest
Contact Phone Number: 2172032417
Contact Email Address: eric.earnest@worldstrides.com
Category of Service Provided: Educational Activity Provider for Students
Target Audience: Educators who would like to create an educational tour for students domestically and internationally.
Description of Services: We create and deliver all-inclusive educational group tours. Brightspark manages all of the financial aspects, documents and takes care of all of the arrangements. We have always valued the health and safety of all our participants, making this our top priority. And in post COVID-19 travel, we have enlisted travel and medical experts to redesign our operational approach.
Pricing: Brightspark by WorldStrides' customized educational travel programs include round trip transportation, lodging in quality, nationally recognized hotels (such as Marriott, Hilton, Sheraton or Holiday Inn), meals as stated in itineraries, complete sightseeing each day, all admissions and guide fees, comprehensive insurance coverage (accident and illness) and all listed evening activities. Brightspark by WorldStrides will provide the most cost-effective travel accommodations available for the district groups.
However, as "safety and security" is our number one concern, we will take care to balance cost-effectiveness with the safety of all participants. We will analyze each request to utilize the best possible value fare. We will take advantage of all corporate, education and discount group rates available.

Change Consulting Group, LLC (Marta Pickard, M.Ed.)

Company Name: Change Consulting Group, LLC

Street Address: 1057 North Lane

City, State, Zip: Houston, Texas. 77386

Contact Name: Marta Pickard, M.Ed.

Contact Phone Number: 7134974689

Contact Email Address: marta@changeconsultinggroup.org

Category of Service Provided: Academic Educational Consultant

Target Audience: Teachers, Campus Leaders, Campus Administration

Description of Services: INTRODUCTION: CHANGE CONSULTING GROUP, LLC is pleased to provide our response to WACO ISD Project 21-1182 Addendum 1

BACKGROUND: Change Consulting Group, LLC is a Professional Development and Training company helping educators reach their greatest potential. Our focus is teacher development and strategic student growth. With experience in presenting developments across the United States, we help educators establish relationships and achieve high student growth on their campus. Change Consulting Group, LLC is an economically disadvantaged, woman-owned service consulting firm founded and owned by educator Marta Pickard, M.Ed. The company is founded upon her passion for education and her belief in building an authentic learning environment that supports maximum student growth and high campus statistical data through research-based strategies. Her experience in education has set the stage for delivering full-service leadership and training programs for public education and organizations. She is a doctoral candidate at Baylor University.

RESPONSE: The impact of COVID-19 has required the nation to rethink and reimagine learning for all students. With such a complex and heavy task, the focus must center on building the capacity of teachers and educational leaders to adequately support the teachers at Waco Independent School District. As school leaders enter the recovery phase of the pandemic, educators must be prepared to support the social, emotional, and academic needs of students. The pandemic shed light on the systemic inequities in the school systems and a rapid recovery plan must be executed to provide the training and support educational; leaders and teachers will need. Educators were required to rapidly shift from in-person teaching to remote learning with little to no training. The rapid response impacted the quality of instruction. Although we are in the recovery stage of the pandemic there may be possible interruptions to face-to-face instruction. Considering there is no vaccination for students 12 or younger, illnesses are likely to continue among students, families and educators throughout the 2021-2022 school year. Providing high-quality professional development for implementation or remote and hybrid learning will help educators build their capacity for the continuity of learning. Many of the professional development programs that are currently offered to teachers fail to provide the kind of ongoing support teachers need to make effective use of educational technology, and as a result, few teachers are in a position to integrate new technologies into their classroom practices. Teachers may attend a one-day workshop and return to school the following day not knowing how they will have the time to successfully integrate what they have learned into their curricula, or they may lack the support that is necessary for their attempts to be successful. Teachers must be able to interact with colleagues in a collaborative supportive environment whether virtual or face to face, and feel they have a voice in guiding the direction of their training

to ensure that the skills are applicable to the disciplines they teach. Our ability to create training solutions based on the needs of our clients is a demonstration of Change Consulting Group's approach and mission. Collaboration with Subject Matter Experts (SMEs) is essential to content creation and differentiates us in development and coaching delivery.

OBJECTIVES:

S-Teachers will know what produces student confidence and efficacy. (Socially Ready)

I-Teachers will understand strong vocabulary acquisition and metacognition strategies with heavy technology integration. (Instruction Ready)

T- Teachers will be able to use specific reading, writing, and math metacognition strategies to produce students who understand the language of the test. (Test Ready) Full proposal will be attached.

Pricing: Student Growth Intensive Package #1:

Meeting w/Admin Request for initial data (1 Day)

Quantitative Data-Intensive Analysis by Lead Consultant (1 Day)

Data Overall Review Meeting (Targeted Strategies Discussion) (1 Day)

Qualitative Data: In Building Learning Walks and Observations—Phase 1 (3 Days)

Learning Walk Data Review (1 Day)

S.I.T. Professional Developments (4 Days)

Additional Supports: Job Embedded Coaching/Support Phase 1 (3 Days)

Learning Walks and Observations—Phase 2 (3 Days)

Job Embedded Coaching/Support Phase 2 (3 Days)

Quantitative Data: Analysis (Following Benchmark for growth measurement) (1 Day)

New Semester GOAL SETTING (FORWARD STRATEGIES SESSION) (1 Day)

22 Days (Over 3-6 Month Period) Package Rate: \$45,636 (Per Campus)

Student Growth Intensive Package #2:

Meeting w/Admin Request for initial data (1 Day)

Quantitative Data-Intensive Analysis by Lead Consultant (1 Day)

Data Overall Review Meeting (Targeted Strategies Discussion) (1 Day)

Qualitative Data: In Building Learning Walks and Observations—Phase 1 (1 Days)

Learning Walk Data Review (1 Day)

S.I.T. Professional Developments (4 Days)

Additional Supports: Job Embedded Coaching/Support Phase (1 Days)

Learning Walks and Observations—Phase 2 (1 Day)

Job Embedded Coaching/Support Phase 2 (1 Days)

Quantitative Data: Analysis (Following Benchmark for growth measurement) (1 Day)

New Semester GOAL SETTING (FORWARD STRATEGIES SESSION) (1 Day)

14 Days (Over 3-6 Month Period) Package Rate: \$35,636 (Per Campus)

Meeting w/Admin Request for initial data (1 Day)

Quantitative Data-Intensive Analysis by Lead Consultant (1 Day)

Data Overall Review Report (Targeted Strategies Report)

Qualitative Data: In Building Learning Walks and Observations—Phase 1 (1 Day)

Learning Walk Data Review (1 Day)

S.I.T. Professional Developments (4 Days)

Additional Supports: Job Embedded Coaching/Support (1 Day)

Job Embedded Coaching (1 Day)

10 Days (Over 3-6 Month Period) Package Rate: \$25,636 (Per Campus)

Emergent Tree Education

Company Name: Emergent Tree Education
Street Address: 8913 Spring Lake Dr
City, State, Zip: Austin, TX 78750
Contact Name: Maggie Susong
Contact Phone Number: 512.657.9507
Contact Email Address: maggie@emergenttree.com
Category of Service Provided: Professional/Staff Development Training
Target Audience: Administrators, directors, behavior educators, all educators
Description of Services: A hallmark of Emergent Tree supports is systemic approaches through framework implementation. In order to ensure long-term maintenance, Emergent Tree helps districts design ongoing training protocols, fidelity measures and written processes to align practices across the district. Systemic approaches improve quality and equity of behavior supports for all students.
Pricing: Pricing is based on number of campuses who use the products/training/coaching. ETE also has several software products where the price is also determined by number of campuses who plan to use the software.

Foundations In Teaching (Rogelio Gomez Jr)

Company Name: Foundations In Teaching
Street Address: 911 E. 2nd Street
City, State, Zip: Mission, TX 78572
Contact Name: Roger Gomez
Contact Phone Number: 9568442092
Contact Email Address: rogergomez27@foundationsinteaching.net
Category of Service Provided: Academic Educational Consultant
Target Audience: Teachers, Instructional Coaches, Principals, Assistant Principals, Administrators
Description of Services: 8th Grade Science (8 day training targeting category calibration, HB3906 New STAAR, and staar prep) 7th Grade Science (6 day training targeting category calibration and HB3906 New STAAR) 6th Grade Science (6 day training targeting category calibration and HB3906 New STAAR) 5th Grade Science (8 day training targeting category calibration, HB3906 New STAAR, and staar prep) 8th Grade Social Studies (10 day training for eras 1-10 content calibration, HB3906 New STAAR, and staar prep) All trainings come with instructional resources with a 1 year user agreement.
Pricing: 8th Grade Science (8 day training targeting category calibration, HB3906 New STAAR, and staar prep) \$2000.00 per day; 7th Grade Science (6 day training targeting category calibration and HB3906 New STAAR) \$1400.00 per day; 6th Grade Science (6 day training targeting category calibration and HB3906 New STAAR) \$1400.00 per day; 5th Grade Science (8 day training targeting category calibration, HB3906 New STAAR, and staar prep) \$2000.00 per day; 8th Grade Social Studies (10 day training for eras 1-10 content calibration, HB3906 New STAAR, and staar prep) \$2000.00 per day. All trainings come with instructional resources with a 1 year user agreement.

Olivia Jirousek

Company Name: Olivia Catherine Jirousek
Street Address: 1624 South 5th. St. Apt. 318
City, State, Zip: Waco, TX, 76706
Contact Name: Baylor University
Contact Phone Number: 4052451015
Contact Email Address: olivajirousek@yahoo.com
Category of Service Provided: Fine Arts Services (Band, Choir,
Theater) Target Audience: Marching Band and Flute Lessons
Description of Services: Marching Band Tech and Flute Lesson
Instructor Pricing: \$20/30 min\$35/1 hr

Stetson & Associates, Inc.

Company Name: Stetson & Associates, Inc.
Street Address: 14343 Torrey Chase Blvd Ste G
City, State, Zip: Houston, TX 77014
Contact Name: Patricia
Williams Contact Phone Number:
2814404220
Contact Email Address: pwilliams@stetsonassociates.com
Category of Service Provided: Academic Educational Consultant
Target Audience: District administrators, School administrators, General Education Teachers, Special Education Teachers, Paraeducators, and Related Services
Description of Services: Stetson & Associates, Inc. offers an array of services for staff, program and leadership development. Service categories include professional development, speaking engagements and program evaluations which may be customized for your school or district. We offer more than 30 training sessions, each of which may be customized. Professional development trainings address closing the gap, inclusive education, effective instruction, responsible staffing and scheduling, authentic collaboration, and paraeducators as partners.
Pricing: Daily rate of \$2,500 per trainer per day (includes consulting fees and all related expenses).

TakshaSmartlabz

Company Name: Taksha Smartlabz
Street Address: 6860 North Dallas Parkway, Suite
200, City, State, Zip: Plano
Contact Name: Syam Kumar
Contact Phone Number: +1-817-291-3616
Contact Email Address: syam.k@smartlabz.pro
Category of Service Provided: Educational Activity Provider for
Students Target Audience: Online Learning
Description of Services: Smartlabz is an online education technology firm offering 1 to 1 tutoring services

to students using our dashboard and a live tutor. SmartLabz provides an opportunity for students to receive individualized instruction that caters to their personal academic needs. Through one on one targeted STAAR prep, students are able to progress through targeted lessons with a teacher at their own pace that takes the time needed to address any foundational skills/gaps that the student may have. Pre, Post, and CFU assessments are taken before, during, and after the lesson to ensure student mastery of the TEKS. Students communicate with their personal tutor via a chat message feature that reinforces and develops the student's English writing skills. Our unique features include the opportunity to have IEP/TELPAS accommodations including reading aloud, supplemental aides, dictionaries, etc. Students are taught not only how to solve real-world problems, but also how to use their available resources.

Concrete pictorial models are used in the Math lessons to provide a visual representation of the problem. As the students develop, the tutors will progress from the concrete to the abstract in their instruction. All math lessons incorporate TEKS Process Skills, as well as a problem-solving strategy such as CUPS or a teacher-created strategy. Every ELAR lesson includes vocabulary development, main idea, supporting details, and theme discussion in addition to the TEKS. Students will be given their personal tutor that will work with them as they progress through the targeted TEKS lessons. The student will have the same tutor each session so that the tutor can cater the lessons to the desired needs of the student based on feedback from the previous lesson. During the lesson, students are developing their English language writing skills as they communicate with their tutors via a chat feature. This writing opportunity is one that will develop students' language skills which is especially important for ELL students. For English I and II students, the tutors will address not only multiple-choice questions, but also short answer questions. During this time, students will have the opportunity to receive individual feedback for their responses. The individual feedback has been shown to increase the students' English writing skills, as the tutors will model correct responses. To connect to their physical classroom, teachers are encouraged to personalize the lessons as much as they wish. Teachers can determine the Scope and Sequence, LEXILE level, accommodations, tutor preference, provide tutors with their instructional strategies to incorporate into the lessons, etc. During the lessons, tutors follow the Gradual Release Model similar to the instructional model that the student receives in the classroom. Data will be collected as the student progresses throughout the lesson. This data is sent to the teacher, parent, and administrator on a weekly basis. The data includes the TEKS, pre, CFU, and post-assessment scores, and detailed observational notes in regards to the students' misconceptions with a continued intervention plan. SmartLabz can connect with Google Classroom, Google Single Sign-on, and Clever for username/password integration. SmartLabz can also connect with Renaissance Star Assessments, and process NWEA Map data. Smartlabz maintains strict administrative, technical, and physical procedures to protect information stored in our servers. Access to information is limited (through user/password credentials and two-factor authentication) to those employees who require it to perform their job functions. We use industry-standard Secure Socket Layer (SSL) encryption technology to safeguard the account registration process and sign-up information. Other security safeguards include but are not limited to data encryption, firewalls, and physical access controls to building and files.

Pricing:

\$17 per hour per student for Online Tutoring

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith

RE: Bid Award for Licensed Professional Counselor Services

=====

Background Information:

Requests for Proposals, bid # 21-1194, have been issued for the purpose of awarding a vendor that can provide Licensed Professional Counselor Services. The District is seeking a dedicated on-site Licensed Professional Counselor to provide services for our employees to help supplement the existing Waco ISD employee assistance program. This service provider will provide our district's employees with a safe space to discuss private concerns and seek credible, expert care. We received one (1) response for this bid, from Providence Health Alliance.

Fiscal Implications:

The cost of these items will be charged to the American Rescue Plan Act (ARP), ESSER-III funds. These fund are federal funds and fall under the Education Department of General Administrative Regulations (EDGAR) procurement requirements. One such requirement is to obtain multiple proposal responses. Since we did not obtain more than one response, although we did have multiple vendors review the opportunity, the District is seeking permission from the Texas Education Agency to proceed with this purchasing request through designated noncompetitive procurement procedures. This purchase is contingent upon receiving approval from the Texas Education Agency.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve Providence Health Alliance as the awarded vendor for Licensed Professional Counselor Services, as presented.

21-1194 Licensed Professional Counselor (LPC)
Bid Tabulation

1	Please provide the total annual fee for year one.					
	Supplier	QTY	UOM	Price	Extended	Supplier Notes
	Providence Health Alliance	1	EA	\$100,734.00	\$100,734.00	

2	Please provide the total annual fee for year two.					
	Supplier	QTY	UOM	Price	Extended	Supplier Notes
	Providence Health Alliance	1	EA	\$98,533.00	\$98,533.00	Allows for 3% cost of living salary increase over previous year.

3	Please provide the total annual fee for year three.					
	Supplier	QTY	UOM	Price	Extended	Supplier Notes
	Providence Health Alliance	1	EA	\$101,418.00	\$101,418.00	Allows for 3% cost of living salary increase over previous year.

21-1194 - Licensed Professional Counselor (LPC) Services Evaluation Scoresheet

Supplier		Rank	Score	Purchase Price, including any applicable discounts	Long-term cost to District to acquire vendor's goods and/or services	Past Experience with the District	Experience Doing Business with other Texas School Districts	Quality of Goods and Services	Reputation of the vendor and of vendor's goods/services	The Extent to Which the Vendor's Services meets the District's needs	Compliance with these instructions, including submission of all required additional documents
Providence Health Alliance		100		25	10	10	10	10	10	20	5
	1	87.0		25	8	4	6	10	9	20	5
		87.0		25.0	8.0	4.0	6.0	10.0	9.0	20.0	5.0

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith

RE: Bid Renewal for Flood Insurance

=====

Background Information

Flood coverage for district owned properties which fall in flood zones A and B are not covered under the District's property insurance policy. While many school districts are assuming this risk, the administration is recommending continuation of additional flood coverage through the National Flood Insurance Program (NFIP) currently managed by FEMA and underwritten by Philadelphia Indemnity Insurance Company.

The NFIP provides coverage limits of \$500,000 per building and \$500,000 for contents in flood zones A and B with a \$1,250 deductible per occurrence on six of the District's properties. These properties are located at 500 N. University Parks Drive, 2401 J.J. Flewellen Road, 1601 J.J. Flewellen Road, 1030 E. Live Oak Street, 501 Franklin Avenue, and 301 Garrison Street. In addition, one district property has a \$5,000 deductible. That property is located at 4315 Beverly Drive. These policies have a renewal date of September 24, 2021, with the exception of 501 Franklin and 301 Garrison which have an October 12, 2021 renewal date.

Fiscal Implications

The premium for this coverage is \$50,583.00, which is an increase of \$4,294.00 as compared to the 2020-2021 premium. The cost of these services has been included in the 2021-2022 budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approves the renewal of flood coverage through the National Flood Insurance Program (NFIP), effective September 24 and October 12, 2021, as presented.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith/I. Carrera

RE: Approve the Job Order Contract Renewal for General Construction Services

=====

Background Information:

Request for Bids, Job Order Contract (JOC) # 19-1139, has been previously opened and evaluated for the purpose of awarding a Job Order Contractor for General Construction Services. We received seven (7) bids for this service. After the evaluation process was completed, the Facilities and Maintenance staff recommended the primary vendor be awarded to HCS, while Mitchell, Mazanec, Pearson, Built Wright and TRSI be awarded as the additional vendors.

The Facilities and Maintenance staff have been pleased with the selection of awarded contractors and wish to exercise our option to renew this contract for an additional one year

This bid will expire August 31, 2022, with one (1) additional one (1) year renewal option, if mutually agreeable with both parties.

Fiscal Implications:

The cost of this service will be charged to the departmental contracted services budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approves the Job Order Contract renewal for General Construction Services to HCS as the primary vendor, with Mitchell, Mazanec, Pearson, Built Wright and TRSI renewed as the additional vendors for projects between \$5,000 and \$500,000, as presented.

JOC # 19-1139
General Construction Services
Bid Tabulation

	Basic IDIQ	Built Wright	HCS	Mazanec	Mitchell	Pearson	TRSI
Hourly Labor Rate	\$ 164.58	\$ 55.00	\$ 37.50	\$ 36.04	\$ 30.00	\$ 35.00	\$ 36.00
Helper Hourly Labor Rate	\$ 84.11	\$ 45.00	\$ 20.00	\$ 29.75	\$ 26.00	\$ 27.50	\$ 30.00
Other Hourly Labor Rate		\$ 65.00	\$ 50.00	\$ 26.00	\$ 50.00	\$ 65.00	\$ 75.00
<i>Title or Description</i>		Electrician	Supervisor	Skilled	Supervisor	Supervisor	Superintendent
Materials Mark-up	12%	10%	5%	15%	10%	20%	20%
Equipment Rental Mark-up	15%	10%	5%	15%	10%	20%	20%
VENDOR STATUS	SBE	DBE	SBE	SBE	SBE	LOC	LOC

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith/J. Allen

RE: Bid Renewal for Job Order Contracting for Data Wiring and Installation Services

=====

Background Information:

Request for Bids, Job Order Contract (JOC) # 18-1105, has been previously opened and evaluated for the purpose of awarding a contract for data wiring and installation services. We received two (2) bids for this service.

The staff has been pleased with the service in which they have received from both the primary vendor, NEI Datacom as well as the additional vendor, Technology for Education and therefore, recommends renewing this bid for an additional year.

This bid will expire August 31, 2022.

Fiscal Implications:

The cost of this service will be charged to the departmental contracted services budget.

Recommendation(s):

The Administration recommends that the Board of Trustees approve the renewal of the job order contract award for data wiring and installation services to NEI Datacom as the primary vendor and Technology for Education as the additional vendors for projects between \$5,000 and \$500,000, as presented.

JOC 18-1105
Data Wiring and Installation Services
Pricing Worksheet

VENDORS	NEI Datacom	Technology for Education
Status:	SBE, LOC	SBE, LOC, DBE
Technician Hourly Labor Rate	\$ 36.00	\$ 36.50
Helper Hourly Labor Rate	\$ 32.00	\$ 36.50
Other Hourly Labor Rate		
After Hours/OT	\$ 54.00	\$ 54.75
Other (Helper)	\$ 48.00	N/A
Materials Mark-up	15%	15%
Equipment Rental Mark-up	15%	15%

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith/I Carrera

RE: Bid Renewal for Job Order Contracting for Floor Covering Services

=====

Background Information:

Request for Bids, Job Order Contract (JOC) # 18-1111, has been previously opened and evaluated for the purpose of awarding a contract for Floor Covering Services. We received three (3) bids for this service. After evaluating the bid proposals and in consideration of the guidelines for job order contracts, the Facilities and Maintenance staff recommended the primary vendor be awarded to Centex Carpet & Interiors, while Gene Ives Acoustics and White General Contractor be awarded as the two additional vendors.

The Facilities and Maintenance staff have been pleased with the services received from the awarded vendors and therefore recommends renewing these services for an additional one (1) year.

This bid will expire August 31, 2022.

Fiscal Implications:

The cost of this service will be charged to the departmental contracted services budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approves the renewal of the Job Order Contracting for Floor Covering Services to Centex Carpet & Interior as the primary vendor with Gene Ives Acoustics and White General Contractor as additional vendors for projects between \$5,000 and \$500,000, as presented.

JOC 18-1111
Floor Covering Services
Pricing Scoresheet

CRITERIA:	Centex Carpet & Interiors	Gene Ives Acoustics	White General Contractors
Vendor Status	LOC	LOC	DBE, LOC
Maximum Hourly Labor Rate for Vinyl Composite:	\$ 26.00	\$ 38.50	\$ 22.50
Maximum Hourly Labor Rate for Ceramic Tile:	\$ 26.00	\$ 38.50	\$ 25.00
Maximum Hourly Labor Rate for Carpet Squares:	\$ 26.00	\$ 38.50	\$ 22.50
Maximum Hourly Labor Rate for Carpet Roll:	\$ 26.00	\$ 38.50	\$ 25.00
Unit price per square foot of additional floor prep outside of a standard installation	Ardex Feather finish .014 per sq.ft. Self Leveling .036 per sq.ft.	\$ 2.00	\$ 1.50
Materials Mark-up for Vinyl Composite:	14%	15%	15%
Materials Mark-up for Ceramic Tile:	14%	15%	20%
Materials Mark-up for Carpet Squares:	14%	15%	15%
Materials Mark-up for Carpet Roll:	14%	15%	20%
Equipment Rental Mark-up (if needed):	14%	15%	20%

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith/I. Carrera

RE: Approve Bid Award for HVAC Filters and Installation Services

=====

Background Information:

Competitive Sealed Proposal, CSP # 20-1165, have been opened and evaluated for the purpose of awarding a contractor to install HVAC filters throughout the district. We received one response to this bid.

After the bid was considered, the Facilities and Maintenance staff determined that the lone proposer, Kleen-Air does offer the best value to the District and therefore recommends that they be awarded as the approved vendor.

The Facilities and Maintenance staff have been pleased with the selection of awarded contractor and wish to exercise our option to renew this contract for an additional one (1) year

This bid will expire August 31, 2022 with two (2) additional one (1) year renewal options.

Fiscal Implications:

The cost of these services will be charged to the Maintenance Department's contracted services budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the bid award for HVAC Filters and Installation Services to Kleen-Air, as presented.

CSP # 20-1165
HVAC Filters and Installation Services
Price by Line Item

1	Alta Vista - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required quantities,						
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
	Kleen-Air Filter Service & Sales (All 1		Annual		\$1,912.50	\$1,912.50	
2	Bells Hill - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required quantities,						
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
	Kleen-Air Filter Service & Sales (All 1		Annual		\$2,922.30	\$2,922.30	
3	Brook Avenue- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required						
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
	Kleen-Air Filter Service & Sales (All 1		Annual		\$1,285.20	\$1,285.20	
4	Cedar Ridge - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required						
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
	Kleen-Air Filter Service & Sales (All 1		Annual		\$2,417.40	\$2,417.40	
5	Crestview - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required quantities,						
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
	Kleen-Air Filter Service & Sales (All 1		Annual		\$2,004.30	\$2,004.30	
6	Dean Highland- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required						
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
	Kleen-Air Filter Service & Sales (All 1		Annual		\$1,637.10	\$1,637.10	
7	Hillcrest PDS- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required						
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
	Kleen-Air Filter Service & Sales (All 1		Annual		\$1,055.70	\$1,055.70	
8	J.H. Hines- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required quantities,						
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
	Kleen-Air Filter Service & Sales (All 1		Annual		\$1,514.70	\$1,514.70	
9	Kendrick- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required quantities,						
	Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes

HVAC Filters and Installation Services

Kleen-Air Filter Service & Sales (All 1	Annual		\$1,453.50	\$1,453.50
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10 Lake Air Montessori- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$1,698.30	\$1,698.30	

11 Mountainview - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$1,637.10	\$1,637.10	

12 Parkdale - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required quantities,

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$2,126.70	\$2,126.70	

13 Provident Heights - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$1,315.80	\$1,315.80	

14 South Waco - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$2,601.00	\$2,601.00	

15 West Avenue - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$1,086.30	\$1,086.30	

16 Cesar Chavez - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$5,247.90	\$5,247.90	

17 G.W. Carver - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$4,284.00	\$4,284.00	

18 Indian Spring - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required

HVAC Filters and Installation Services

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$3,228.30	\$3,228.30	

19 Tennyson - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required quantities,

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$2,371.50	\$2,371.50	Price is to use Waco ISD lift to change the filter

20 Brazos High- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$1,025.10	\$1,025.10	

21 Greater Waco Advanced Health Care Academy- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$1,851.30	\$1,851.30	

22 G.L. Wiley - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required quantities,

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$918.00	\$918.00	

23 University High- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$8,491.50	\$8,491.50	

24 Waco High- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required quantities,

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$8,369.10	\$8,369.10	

25 Administration Building Technology- Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter.

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$2,692.80	\$2,692.80	

26 Child Nutrition Department Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see

Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual	56	\$122.40	\$122.40	

HVAC Filters and Installation Services

27	Maintenance Department Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see					
Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$933.30	\$933.30	

28	Police Department Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required					
Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$1,499.40	\$1,499.40	

29	Sports Complex - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required					
Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$306.00	\$306.00	

30	Warehouse - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand name of filter. To see required					
Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$244.80	\$244.80	

31	Greater Waco Advanced Manufacturing Academy - Please enter the annual cost to provide HVAC Filter Installation Services for this location. Must list brand					
Supplier	QTY	UOM	Estimated	Unit Price	Extended	Supplier Notes
Kleen-Air Filter Service & Sales (All 1		Annual		\$749.70	\$749.70	

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith/I. Carrera

RE: Approve the Job Order Contractor Renewal for HVAC Repairs and Installation Services

=====

Background Information:

Request for Bids, Job Order Contract (JOC) # 19-1137, has been previously opened and evaluated for the purpose of awarding a Job Order Contractor for HVAC Repairs and Installation Services throughout the District. We received five (5) bids for this service. After the evaluation process was completed, the Facilities and Maintenance staff recommended that the primary vendor be awarded to Jacobs-Cathey, while Lochridge-Priest, Capstone, Brandt and Trane be awarded as the additional vendors.

Facilities and Maintenance staff has been pleased with the current selection of contractors and therefore, would like to exercise our option to renew this contract for an additional year.

This bid will expire August 31, 2022, with one (1) additional one (1) year renewal option if agreeable with both parties.

Fiscal Implications:

The cost of this service will be charged to the departmental contracted services budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the renewal of the Job Order Contract for HVAC Repairs and Installation Services to Jacobs Cathey as the primary vendor with Lochridge-Priest, Capstone, Brandt and Trane as the additional vendors for projects between \$5,000 and \$500,000, as presented.

JOC # 19-1137
HVAC Repairs and Installation Services Bid Tabulation

	Brandt	Capstone	Jacobs-Cathey	Lochridge Priest	Trane
Hourly Labor Rate	\$ 95.00	\$ 85.00	\$ 70.00	\$ 89.00	\$ 142.00
Helper Hourly Labor Rate	\$ 65.00	\$ 42.50	\$ 35.00	\$ 65.00	\$ 101.00
Other Hourly Labor Rate		\$ 127.50		\$ 99.00	\$ 149.00
List title of description		helper overtime rate		Industrial	Building Automation
Materials Mark-up	30%	35%	30%	15%	30%
Equipment Rental Mark-up	20%	10%	10%	15%	30%
Vendor Status	LOC	SBE, LOC	SBE, LOC	LOC	

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith/I. Carrera

RE: Approve the Job Order Contract Renewal for Plumbing Services

=====

Background Information:

Request for Bids, Job Order Contract (JOC) # 19-1138, has been previously opened and evaluated for the purpose of awarding a Job Order Contract for Plumbing Services. We received four (4) bids for this service. After the evaluation process was completed, the Facilities and Maintenance staff recommended that the primary vendor be awarded to HCS, while Brandt, Lochridge-Priest, and Cornerstone be awarded as the additional vendors.

Facilities and Maintenance staff has been pleased with the current selection of contractors and therefore, would like to exercise our option to renew this Job Order Contract for an additional year.

This bid will expire August 31, 2022, with one (1) additional one (1) year renewal option if mutually agreeable between both parties.

Fiscal Implications:

The cost of this service will be charged to the departmental contracted services budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approves the renewal of the Job Order Contract for Plumbing Services with HCS as the primary vendor and Brandt, Lochridge-Priest and Cornerstone as the additional vendors for projects between \$5,000 and \$500,000, as presented.

**JOC # 19-1138 Plumbing Services
Bid Tabulation**

	Brandt	Cornerstone	HCS	Lochridge Priest
Master Plumber Hourly Labor Rate	\$ 90.00	\$ 110.00	\$ 80.00	\$ 99.00
Helper Hourly Labor Rate	\$ 65.00	\$ 55.00	\$ 30.00	\$ 65.00
Other Hourly Labor Rate			\$ 46.00	
List title or description			Journeyman	
Materials Mark-up	30%	20%	10%	15%
Equipment Rental Mark-up	20%	20%	10%	15%
VENDOR STATUS	LOC	SBE, LOC	SBE	LOC

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith/C. Reece

RE: Bid Renewal for Job Order Contracting for Refrigeration Services

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Background Information:

Request for Bids, Job Order Contract (JOC) # 18-1112, has been previously opened and evaluated for the purpose of awarding a contract for Refrigeration Services. We received three (3) bids for this service. After evaluating the bid proposals and in consideration of the guidelines for job order contracts, the Facilities and Maintenance department as well as the Child Nutrition department recommended the primary vendor be awarded to A & H Refrigeration, Inc., while Hussmann Service Corporation and ProToCall be awarded as the two additional vendors.

Both Child Nutrition Department and Facilities and Maintenance have been pleased with the awarded vendors and therefore recommends renewing this bid for an additional year.

This bid will expire August 31, 2022.

Fiscal Implications:

The cost of this service will be charged to the departmental contracted services budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the renewal of the Job Order Contract for Refrigeration Services with A & H Refrigeration, Inc. as the primary vendor with Hussmann Service Corporation and ProToCall, LLC, awarded as additional vendors for projects between \$5,000 and \$500,000, as presented.

JOC 18-1112
Refrigeration Services
Pricing Scoresheet

CRITERIA:	A & H Refrigeration, Inc.	Husmann Service Corporation	ProToCall, LLC
Vendor Status	-	-	-
Maximum Hourly Rate for Supervisor:	\$ -	\$ 85.00	\$ 85.00
Maximum Hourly Rate for Skilled Tradesman:	\$ 50.00	\$ 85.00	\$ 85.00
Maximum Hourly Rate for Laborer:	\$ -	\$ 78.00	\$ 85.00
Materials Mark-up for Carpet Roll:	25%	35%	30%
Equipment Rental Mark-up (if needed):	0%	25%	10%

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith

RE: Purchases in Excess of \$50,000 Made Under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Service

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Background Information:

In April 2020, the Board approved a change in Board Policy CH (Local) that requires all purchase requests over \$50,000 to be approved by the Board of Trustees prior to being made. These purchases will be made under a pre-existing bid or purchasing cooperative. The following purchase requests have been made as of August 26, 2021:

Pre-Existing Bid:

- Candor Consulting and Diagnostics, LLC-\$200,000-LSSP Evaluation and Report Writing Services – WISD Bid #18-1120 Special Education Consulting Services
- Central Texas Counseling/Texas School Neuropsychology-\$60,000- ARD Facilitation, Assessment and Evaluations – Waco ISD Bid #18-1120 Special Education Consulting Services
- Amy Tharp Speech Services, PLLC - \$70,000- Bilingual Speech-Language Assessments- Waco ISD Bid #18-1120 Special Education Consulting Services
- EAI Education - \$238,400.64- Classroom calculators TI-84 Plus- Waco ISD Bid # 17-091 Instructional Supplies
- UT Austin School of Design and Creative Technologies- \$57,300- Establishing a Design Thinking Practice – Champion Series Customized Training – Waco ISD Interlocal Agreement
- CDWG - \$ 52,689.32– XProtect Server and Device License - Security camera licensing and software subscription – Waco ISD Bid #20-1179 Educational Software

Purchasing Cooperative:

- Dell- \$161,764.80-MicroSoft Office 365 EES EDU solution for the district license - Includes all Windows and MS Office licenses for all devices and servers in the district. - Texas Department of Information Resources (DIR) contract # DIR-TSO-3763

- Dell- \$100,099.32- VM Ware with Horizon Virtual Desktop Solution & NVidia Licenses - 300 additional licenses and support to provide student programming due to increase in testing requirements. - Texas Department of Information Resources (DIR) contract # DIR-TSO-3763
- Netsync - \$54,485.04- PURE Storage solution - provide maintenance and system support for district storage – Choice Partners Cooperative Bid # 18/056KD-40 Technology Hardware, Software, and Services
- Solid Border - \$84,776.00 - Palo Alto Firewall - Anti threat protection for the district network- BuyBoard Cooperative Bid # 579-19 Technology Equipment, Products, Services, and Software
- Belfor -\$65,477.21- Work performed under TASB’s direction as related to the freeze- PACE Cooperative Bid # P00159 Disaster Recovery
- Heinemann - \$113,698.20- Fountas Interactive books for teacher led mini-lessons- ESC Region 20-13 Purchasing Cooperative # 18030 Instructional Supplies and Services

Fiscal Implications:

The cost of these goods and services will be charged to the appropriate departmental budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the purchase requests over \$50,000, as presented.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith

RE: Ratification of Purchases over \$50,000 Made Under the Emergency Declaration for G. W. Carver Middle School, as Authorized Under Texas Education Code Section 44.031(h)

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Background Information:

On August 12, 2021, the Board approved to grant Superintendent the authority to procure, negotiate, and execute contracts for goods and services that are necessary to mitigate, prevent, restore, and repair damage caused to Waco ISD equipment, personal property, and facilities; protect the safety of Waco Independent School District students and staff; and provide for the conduct of classes and essential school activities.

In addition, that to the extent that the Superintendent takes any action (whether pursuant to this approval or otherwise) to address or in response to the G.W. Carver fire emergency that requires or may require Board action, approval and/or ratification, the Board shall consider any such actions (taken by the Superintendent) at its first Regular Board meeting (following any such action) for which notice may be timely given under the Texas Open Meetings Act (Chapter 551 of the Texas Government Code).

The following purchase requests have been made as of August 26, 2021:

Pre-Existing Bid:

- BSN- \$54,781.33-Student athletic uniforms- Waco ISD Athletic Supplies Bid #18-1101

Purchasing Cooperative:

- RamTech Building Systems - \$168,080.00-Two Portable Buildings to be located at Indian Spring Middle School to help with the space requirements needed for the additional G.W. Carver students- BuyBoard contract #637-21 – Modular Buildings, Classrooms, and Relocation Services.
- Cotton Commercial USA-\$89,329.70 (estimated) for fire damage restoration – Phase 1- Omnia Cooperative contract R191605 Disaster and Non-Disaster Restoration of Operational Services

- Cotton Commercial USA-\$63,974.31 (estimated) for water damage restoration - Omnia Cooperative contract R191605 Disaster and Non-Disaster Restoration of Operational Services
- Cotton Commercial USA-\$88,092.60 (estimated) for water extraction de-muck and demolition - Omnia Cooperative contract R191605 Disaster and Non-Disaster Restoration of Operational Services
- Dell- \$191,680.00-Chromebooks, cases, Google Chrome – Texas Department of Informational Resources (DIR) Contract DIR-TSO-3763
- Dell- \$143,160.60-Laptops, docks, monitors, and speakerphones – Texas Department of Informational Resources (DIR) Contract DIR-TSO-3763

Fiscal Implications:

The cost of these goods and services will be charged to the appropriate departmental budget. This expense will be reimbursed from insurance proceeds.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees ratify these emergency purchases over \$50,000, which were related to the G.W. Carver fire, as presented.

Waco Independent School District
Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Davis / C. Reece

RE: Adult Meal Pricing Increase for the 2021-2022 School Year

=====

Background Information:

The USDA Healthy, Hunger-Free Kids Act of 2010, which was signed by President Obama, implemented new provisions for Child Nutrition Programs across the nation.

Since the Program's express purpose is to safeguard the health and well-being of the nation's children, meals served to adults are not eligible for federal cash reimbursement— therefore, the reimbursements Contract Entities (CEs) receive for serving students must not be used to pay for adult meals. The charge for adult meals must, at a minimum, be greater than the amount of total reimbursement received for a free meal plus any other supplemental payments received by the CE plus per-meal value of USDA Foods (Commodities) used for the meal service. Total reimbursement includes standard reimbursements for free, reduced-price, and paid meals as well as performance-based and severe need for breakfast or lunch reimbursements. Any time this is not met, the price of adult breakfasts and lunches must be increased to cover the cost.

Waco ISD currently charges \$2.30 for an adult/non-student breakfast, which is \$0.05 below the cost outlined on the attached.

Waco ISD currently charges \$4.00 for an adult/non-student lunch, which is \$0.15 below the cost outlined on the attached.

The administration is recommending a \$0.15 increase in adult paid lunch and a \$.05 increase in adult paid breakfast, which will bring the district in-line with the funding requirement.

Fiscal Implications:

The revenue increase will be utilized in developing the 2021-2022 Child Nutrition budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve an increase in meal prices, as presented:

Adult Meal Prices / Non-Student Prices:

Adult and non-student breakfast from \$2.30 to \$2.35

Adult and non-student lunch from ~~\$3.85~~ \$4.00 to \$4.15

Waco I.S.D. 2021-2022 Adult Meal Calculator Worksheet

This worksheet provides the information needed to calculate adult meal prices using both approved methods. Choose the method of calculation (see the *Administrator's Reference Manual (ARM), Section 19, Meal Pricing* for additional information on which method to use). If the rate applies, record the rate in the *Amount CE Receives* cell. If using Method 1, record the local student paid charge in the designated *Local Student Paid Charge* cell. If using Excel, this worksheet will automatically calculate the amounts in the *Minimum Adult Charge* and *Total Federal Funds* cells. All amounts are carried to 4 digits and must be rounded up when determining the adult meal price. Non-pricing programs must always use Method 2.

Use the applicable rates for the school year when the adult meal prices will apply.

Method 2 Lunch		Method 2 Breakfast	
Federal Funds/Reimbursement Rate	Amount CE Receives	Federal Funds/Reimbursement Rate	Amount CE Receives
Free Reimbursement Rate (SY 2021-22 = \$3.66)	\$3.66	Free Reimbursement Rate (SY 2021-22 = \$1.97)	\$1.97
Performance-Based Reimbursement (SY 2021-22 = \$0.07)	\$0.07	Severe Need Breakfast (SY 2021-22 = \$0.38)	\$0.38
Severe Need Lunch (SY 2021-22 = \$0.02)	\$0.02	USDA Foods Rate (Add if USDA Foods are used at breakfast)	
USDA Foods (SY 2021-22 = \$0.3975)	\$0.3975		
Total Federal Funds	\$4.1475	Total Federal Funds	\$2.3500
Minimum Adult Charge	\$ 4.15	Minimum Adult Breakfast Charge	\$ 2.35

Adult Breakfast Meal Pricing for SY 2021-2022

The charge for adult breakfast meal prices is at least the amount of reimbursement received for a free breakfast added to the severe need breakfast reimbursement.

Method 2

Using Free Reimbursement Rate for Breakfast

Add the rate of federal reimbursement for a free student breakfast to the reimbursement for severe need breakfast.

Federal Reimbursement rate for Free Breakfast
Federal Reimbursement rate for Severe Need Breakfast

July 1, 2021 - June 30, 2022
July 1, 2021 - June 30, 2022

1.97
0.38

Total Minimum Adult Breakfast Price

2.35

Note: adult pricing must be at least the amount of reimbursement received for a free breakfast + the amount of reimbursement for a severe need breakfast.

So, Minimum Adult Breakfast Pricing should be \$2.35

Current Waco ISD SY 2021-2022 Adult Breakfast Price \$2.30

Recommended Adult Breakfast Price for SY 2021-2022 \$2.35

Recommended Adult Breakfast Price Increase for SY 2021-2022 \$0.05

Increase of \$0.05

Waco Independent School District
Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Davis

RE: Amendment to the Interlocal Agreement between the McLennan County Juvenile Probation Department and Waco ISD for Child Nutrition Services for the 2021-2022 School Year

=====

Background Information:

The Waco ISD Child Nutrition Services provides meals to the youth and staff of the Bill Logue Juvenile Justice Detention Center (JDC) each day school is in session during the regular school year (to match Waco I.S.D. School calendar) and on weekdays during the summer months, as mutually agreed upon.

For these services, the JDC agrees to pay the Service Provider an amount of \$2.50 per adult breakfast and \$4.50 per adult lunch. This arrangement has proved successful and the District and JDC wish to enter into the same agreement for the 2021-2022 school year. A copy of the agreement is attached.

With the implementation of the Community Eligibility Provision (CEP), the district will no longer obtain free and reduced applications from students.

Fiscal Implications:

Because there will be no additional fixed costs for us to prepare the meals, we anticipate that results of operations will result in a slight financial gain to the District.

Administrative Recommendation(s):

The Administration recommends the Board of Trustees approve the interlocal agreement with the McLennan County Juvenile Probation Department for child nutrition services, as presented.

INTERLOCAL AGREEMENT BETWEEN

MCLENNAN COUNTY JUVENILE PROBATION DEPARTMENT

and

WACO INDEPENDENT SCHOOL DISTRICT

FOR CHILD NUTRITION SERVICES

This Agreement for the 2021-2022 school year is entered into by and between The McLennan County Juvenile Probation Department (hereinafter called “Department”), 2601 Gholson Road, Waco, Texas, 76704, and the Waco Independent School District’s Child Nutrition Services (hereinafter called “Service Provider”, 2025 S. 19th Street, Waco, Texas 76706-3018, in consideration of the mutual terms and conditions set forth below:

I. Provisions of Services

1. The Service Provider shall provide the Services set out, which is incorporated by reference herein, to Juveniles who are referred to the Service Provider by the Department.
2. All breakfast and lunch meal components provided by the Service Provider shall conform to the minimum standards set forth by the United States Department of Agriculture (USDA) and the Texas Department of Agriculture (TDA) meal pattern requirements for all reimbursable meals prepared and provided. The Service Provider and the Department will comply with all applicable laws, ordinances, rules and regulation related to food service sanitation, safety and health.
3. Service Provider shall adjust the dietary allowance to accommodate the Boot Camp residents’ needs for increased caloric intake due to participation in strenuous physical activity.
4. The Service Provider shall adhere to all applicable federal and state laws and regulations in the provisions of services hereunder.
5. The Service Provider shall provide breakfast and lunch meals to the youth and staff of the Bill Logue Juvenile Justice Detention each day Waco I.S.D. school is in session during the regular school year (to match Waco ISD school calendar) and on weekdays during the summer months as mutually agreed upon.

6. Department will assist Service Provider with getting a 2021-2022 Waco I.S.D. Socioeconomic Information Form completed for each client on the day that said client arrives on the premises and is present for meal service.
7. Department will assist Service Provider with getting a daily roster of students, by full name, of who is on the premises for breakfast meal service and for lunch meal service to ensure Service Provider has documentation for TDA meal claim.
8. Department will assist Service Provider with a list of adults who receive breakfast and lunch meals each day for correct meal recording.
9. All withdrawn clients will be noted in writing and shared with Service Provider employee on date of departure.
10. The Department shall inform the Service Provider the afternoon prior to any changes in breakfast and lunch service, such as service time changes.
11. The Department and the Service Provider agree that federal, state, and local health and sanitation requirements will be met at all times. All existing health and sanitation problems will be corrected by The Department prior to breakfast and lunch being served. The Department must have on display at all times a current health department permit from the City of Waco Health Department and provide the Service Provider with a copy of these permits. The Department must insure that 2 health department inspections occur each 12 month period, per TDA regulations.

II. Compensation to Service Provider

1. For and in consideration of the above-mentioned services, the Department agrees to pay the Service Provider an amount of \$2.50 per adult breakfast, \$4.50 per adult lunch.
2. Billings for payment will be submitted to the Department no later than fifteen (15) days from the last day of the month for which payment is being requested. The Department will make payment no later than thirty (30) days after receipt of the billing for approved charges from the Service Provider.
3. Each billing shall contain the description of the services rendered, along with the number of meals for which payment is being requested by the Service Provider.

4. Billing will be submitted by:

Waco I.S.D.
Child Nutrition Services
2025 S. 19th Street
Waco, TX 76706-3018

5. Billing will be submitted to:

McLennan County Juvenile Justice Center
Attn: McLennan County Juvenile Probation
2601 Gholson Road
Waco, TX 76704

III. Examination of Program and Records

1. The Service Provider agrees that it will permit the Department to examine and evaluate its program of services provided under the terms of this Agreement.

IV. Fee Assessment

1. Neither clients nor their families shall be assessed fees for services by the Service Provider unless arrangements are specified by the court.
2. If client is eligible for fiscal support from another state agency or organization, the Service Provider shall ensure that the Department is not charged for such fiscal support for which the client is otherwise eligible.

V. Equal Opportunity

1. Service shall be provided by Service Provider in compliance with the Civil Rights Act of 1964. The Service Provider will not discriminate against any employee, applicant for employment, or client because of race, religion, color, sex, national origin, age or handicapped condition.

VI. Officials Not to Benefit

1. No officer, member, or employee of the McLennan County Juvenile Board or the McLennan County Juvenile Probation Department, and no member of its governing body, and no other public official of the governing body of the locality or localities in which the project is situated or being carried out who exercises any functions or responsibilities in the review or approval of the undertaking or carrying out of this project shall participate in any decision related to this Agreement which affects his personal interest or have any personal or pecuniary interest, direct or indirect in this Agreement or the proceeds thereof.

VII. Default

1. The Department may, by written notice of default to the Service Provider, terminate this Agreement, in whole or in part, in any one of the following circumstances:
 - a. If the Service Provider fails to perform the work called for by this Agreement within the time specified herein or any extension thereof, or
 - b. If the Service Provider fails to perform any of the other provisions of this Agreement, or fails to prosecute the work as to endanger performance of this Agreement in accordance with its terms, and in either of these two circumstances does not cure such failure within a period of ten (10) days (or such extension as authorized by Department in writing) after receiving notice of default.

2. Department may withhold payment to the Service Provider in any month that the Service Provider has not complied with its reporting requirements hereunder, and may withhold such funds until all such reporting requirements have been complied with in accordance with this Agreement.

VIII. Default

1. This Agreement may be terminated by either party by giving thirty (30) days written notice to the other party hereto of the intention to terminate.

IX. Law and Venue

1. In any legal action arising under this Agreement, the laws of Texas shall apply and venue shall be in McLennan County, Texas.

X. Other Terms and Conditions

1. This Agreement does not obligate the Department to assign a specific number of clients to the Service Provider's program.

2. Department, or its designated representative, shall have the right to conduct programmatic monitoring of the Service Provider to ensure performance of and compliance with this Agreement.

3. Attachment to include the Waco I.S.D. annual school calendar, approved each April. Included so both parties are clear on the service dates. The Summer Food Service Program (SFSP) calendar will be submitted in the Spring.

4. Service Provider is an independent organization, and is not intended to be, and shall not be, an employee, partner or joint venture of the Department for any purpose. Service Provider shall not be treated as an employee of the Department for purposes of tax withholding, insurance, retirement or other benefits. Service Provider is solely responsible for all taxes relating to payments of employee under this agreement, and indemnifies and holds harmless the Department from such claims. Service Provider shall have no authority to bind the Department to any obligation.

5. The Service Provider's menu plan shall be designed and evaluated based on the age range of the residents served at the facility to ensure dietary allowance are commensurate with the USDA's age specific requirements.

XI. Contract Period

1. This Agreement period will begin on August 1, 2021 and will terminate on July 31, 2022.

XII. Contract Period

In Witness Whereof, the parties hereto have caused this agreement to be executed by their duly authorized representatives as of the day and year written:

**“Department”
McLennan County Juvenile Probation Department**

By: _____

Title: _____

Signature: _____

Date: _____

Address: _____

Contact Telephone Number: _____

Contact Email Address: _____

**“Service Provider”
Waco I.S.D. Child Nutrition Services**

By: _____

Title: _____

Signature: _____

Date: _____

Address: _____

Contact Telephone Number: _____

Contact Email Address: _____

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith

RE: Interlocal Agreement with the Educational Service Center, Region 18, and Waco ISD for Cooperative Purchasing Services

=====

Background Information:

Education Service Center (ESC), Region 18 has formed a Purchasing Cooperative on behalf of Cooperative members in an effort to streamline the purchasing process for both the vendors and the member Districts. By utilizing this purchasing Cooperative, member Districts can make purchases from vendors listed on the Approved Vendors list without the expense or time of issuing additional bids as well as strengthens the resources available to each member District.

The Education Service Center (ESC) Region 18, has been established pursuant to the Texas Interlocal Cooperation Act, under the Government Code, Chapter 791, Subchapters A, B, and C; Local Government Code, Chapter 271, Subchapter F 271.101 and 271.102.

The ESC Region 18 serves as the sponsoring entity of a cooperative purchasing program in conjunction with Waco Independent School District and any other entity legally entitled to enter into the program which executes a similar agreement. The purpose of the program is to obtain substantial savings for participating school districts and other governmental entities through executions of competitive bidding and vendor award process including posting, advertising, collecting proposals, scoring and awarding vendor contracts.

This purchasing cooperative does not require the District to participate in any bid, but gives the District greater flexibility in our future purchasing decision making process.

Fiscal Implications:

None. There is no membership fee to the district.

Administrative Recommendation(s):

The Administration recommends the Board of Trustees approve the interlocal agreement between Waco ISD and Education Service Center (ESC), Region 18, as presented.



Purchasing Cooperative Membership
Interlocal Agreement
2021 - 2022

SERVICE ABSTRACT

This interlocal agreement contract is made and entered into pursuant to the authority granted by Chapter 791 of the Texas Government Code and Chapter 8 of the Texas Education Code, by and between; Waco ISD (Cooperative Member) and Region 18 Education Service Center (Region 18 ESC). The Cooperative Member desires to participate in the 2021 - 2022 Purchasing Cooperative, commencing on **June 23, 2021 to June 22, 2022**, for the amount of **\$900.00**.

The Region 18 ESC Purchasing Cooperative was formed to reduce the cost of purchasing and bidding. Region 18 ESC, on behalf of the Cooperative Member, solicits a "Discount" RFP in effort to streamline the purchasing process for both vendors and Region 18 ESC Purchasing Cooperative Members.

Membership in the Purchasing Cooperative allows school Cooperative Members to make purchases from vendors listed on the Approved Vendor list without having to separately bid items. There are numerous vendors who respond to the Region 18 ESC Purchasing Cooperative Discount RFP.

EDGAR, TEA & HB 1295

This is to serve as certification of the Region 18 ESC Purchasing Cooperative's compliance with EDGAR and TEA (FASRG) policies. As a program of the Education Service Center, Region 18 located in Midland, Texas, the Region 18 ESC Purchasing Cooperative is required by law to follow the most restrictive procurement rules currently in effect. For micro-purchases below \$10,000, federal rules apply. In addition, per state rules, any Local Education Agency is best served with a local policy identifying a threshold below \$50,000 for which they do not require a competitive process. For purchases between \$10,001 and \$49,999, federal rules require price or rate quotations from an adequate number of qualified sources, making the federal rules more restrictive than those required by the State of Texas. At \$ 50,000 and above, state rules become more restrictive and must be followed. At \$250,000 and above, the federal rule is most restrictive in regard to the cost/price analysis and must be followed in conjunction with state rules.

The Region 18 ESC Purchasing Cooperative is unable to conduct the cost or price analysis in this final category because the exact purchase is only determined by our member(s) causing the analysis to be conducted by them once the exact purchase is determined. As such, there may be time you will need to do your own cost/price analysis due to it being impracticable or impossible for the Region 18 ESC Purchasing Cooperative to perform one as required by law. Department of Education General Administrative Regulations 200.318(e) -- encourages non--2 CFR s federal entities to enter into state inter-entity agreements where appropriate for procurement or use of common or shared goods and services to foster greater economy and efficiency.

The Region 18 ESC Purchasing Cooperative must follow the same state and federal procurement rules that would apply if an LEA made the procurement themselves along with the appeals process, full and open competition, and ensuring adequate competition. Because at the time of procurement the Region 18 ESC Purchasing Cooperative is unable to determine which of its contracts will be used by our member(s) using federal funds, we will competitively procure each and every contract awarded under Section 44.031 of the Texas Education Code and will comply with EDGAR on every

procurement action. Concerning Texas HB 1295, as each LEA has their own Board Policies and their own thresholds where board action is required, the Region 18 ESC has not initiated the Certificate of Interested Parties (Form 1295). As such compliance with HB 1295 will be the responsibility of each member for purchases that meet the requirements as stated in HB 1295 and found on the State of Texas Ethics Commission website.

Participating Cooperative Members are responsible for the following:

- Taking board action to approve membership into the cooperative
- Paying the appropriate membership fee to Region 18 ESC
- Selecting and providing a purchase order number through the online ordering system
- Following ordering procedures as established, submitting purchase orders directly to the vendors
- Seeking resolution of all problems regarding billing, deliveries, quality/quantity with vendors

Region 18 ESC will provide the following services on behalf of Cooperative Members:

- Issuing invitations to RFP
- Posting legal notices
- Tabulating results for the Purchasing Cooperative Committee and Cooperative Members
- Providing participating Cooperative Members with procedures for purchasing from the cooperative
- Taking board action to approve membership into the cooperative as necessary

Notwithstanding anything to the contrary in this Contract, should the Cooperative Member pay for Services with Federal Funds, the Contract term shall be aligned to the grant period of availability as stated on the NOGA for the awarding agency providing source funding for the payments required herein.

The parties acknowledge that, should the Cooperative Members pay for Services with Federal Funds, federal competitive procurement processes, such as those set forth in 2 C.F.R §§200.318-323, were followed in securing the Contract.

Pursuant to changes in the EDGAR, Cooperative members may opt to make three (3) installments to ensure that ESC services have been rendered prior to paying an ESC invoice with Federal grant monies. Payments are due as follows:

- 34% November
- 33% February
- 33% May

SIGNATURES

The individuals signing below are authorized to do so by the respective Cooperative Member to this agreement.

For and on behalf of the
Cooperative Member

For and on behalf of
Region 18 ESC

Authorized Signature

Authorized Signature

Printed Name, Title

Printed Name, Title

Date

Date

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021 Contact Person: S. Smith/R. Warren

**RE: Memorandum of Understand between the Heart of Texas Region MHMR
 – Klaras Center for Families and Waco ISD for Waco High School**

=====

Background Information:

Waco Independent School District (Waco ISD) desires to enter into a collaborative agreement with Klaras Center for Families-Heart of Texas Region MHMR (KCF or HOTRMHMR) a community center under the provisions of Chapter 534 of the Texas Health & Safety Code ANN., (Vernon’s 2001).

Klaras will provide individual, family, and group therapy, clinical assessments, case management, suicide prevention and education training and support, trauma informed care training and support, anti-bullying and other supportive psychiatric services. These will be provided as needed for the children and youth who attend Waco High School. These services will be provided by one (1) half time position at a master’s level Qualified Mental Health Professional (QMHP) including travel and training expenses and will maintain a caseload of twenty (20) hours per week at Waco High School unless school closure prevents on-site work or work off site when staff needs to attend training, meetings, staffing, or co-ordination, etc. Klaras also agrees to maintain a caseload of an average of 15-20 identified Waco ISD students who are also KCF consumers.

This agreement shall be for a period beginning September 1, 2021 and expiring on August 31, 2022 unless terminated sooner as provided within the contract.

Fiscal Implications:

The funds for this collaboration will be provided through Heart of Texas System of Care Closing the Gaps Initiative and Waco ISD funding not to exceed \$15,000 of Title IV Funds. In addition, through the terms, Waco ISD will provide office space valued at \$37,740 and staff support in the amount of \$7,742.28. Any remaining cost with these programs will be provided by KCF.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the collaborative agreement between Heart of Texas Region MHMR – Klaras Center for Families and Waco ISD for Waco High School, as presented.

2. Term

2.1 This Agreement shall be for a period, beginning **September 1, 2021** and expiring on **August 31, 2022** unless terminated sooner as provided herein.

3. Termination

3.1 This Agreement may be terminated without fault or cause by either Party by giving at least thirty (30) days written notice of the intention to terminate by certified mail, or personal delivery to the other Party.

4. Responsibility of Waco ISD

4.1 **Waco ISD** agrees to provide the following:

- Office space valued at \$37,740/year and staff support at \$7,742.28 annually;
- Telephone and internet access at the school campus;
- Access to students and teachers as relevant;
- Identification of caseload to be served on-site;
- Identification of supervising faculty member(s) who will work jointly on campus with KCF staff;
- Pay to MHMR a (not to exceed) total of \$15,000, to be paid as follows:

12 monthly payments of \$1,250.00 each during the agreement period.

4.2 **Confidentiality.** Parties understand that all consumer information is confidential in accordance with all applicable state and federal laws, statutes and regulations protecting the confidentiality of such information as applicable. Records completed by KCF staff will be maintained as confidential information with clinical staff determining the amount of treatment related information appropriate to disclose to ISD staff in need of information obtained. Laws regarding confidentiality will be followed allowing disclosures when a child is a danger to self or others and in cases of abuse.

4.3 **FERPA.** For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C §1232g; 34 C.F.R. Part 99), Waco ISD hereby designates KCF/HOTRMHMR as an Authorized Representative or school official with a legitimate educational interest in the educational records of the students of Waco ISD who are being served, to the extent such access to student records is required by KCF to provide services. KCF agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.

4.4 **Consent of Medical Care of a Minor.** Parties understand if medical or psychological treatment is provided to a minor under this Agreement, either directly or indirectly, the treatment of a minor shall be provided only if informed consent to treatment is obtained pursuant to Title 25, TAC, Part 7 Chapter 601 regarding informed consent and Texas Family Code Chapter 32, relating to consent to treatment of a child by a non-parent or child. If requirements of federal law relating to consent directly conflict with Texas Family Code Chapter 32, federal law will supersede state law.

5. Responsibility of Klaras Center for Families

- 5.1 KCF agrees to provide the following:
- Funding necessary for one master's level Qualified Mental Health Professional (QMHP) including travel and training expenses for the staff;
 - Clinical and administrative supervision and control for the coordination and operation of service delivery;
 - Computers/Laptop for documentation purposes within KCF identified software;
 - Services will be provided for 20 hours per week at Waco High School unless school closure prevents on-site work or work off site when staff needs to attend training, meetings, staffing, or community co-ordination, etc.;
 - Necessary supplies and materials as needed;
 - Specialized services by the master's level clinician (MSW or LPC-I) position as outlined in **Exhibit A**.

6. Payment

6.1 The funds for this collaboration will provided through the Heart of Texas System of Care Closing the Gaps Initiative and Waco ISD funding not to exceed \$15,000.00 through the term of the agreement. ISD will also provide a match by providing office space valued at \$37,740 a year and staff support in the amount \$7,742.28 annually. Any remaining costs associated with these programs will be provided by the KCF.

6.2 KCF agrees provide the ISD, upon request, with an annual audited financial statement and other records/documents for auditing purposes.

7. Records

7.1 KCF agrees it will allow the ISD to examine and evaluate its program of services provided under terms of this Agreement and to review Consumer records maintained, under this Agreement, by KCF within the confines of State and Federal law related to confidentiality.

7.2 KCF agrees to maintain and make available for inspection, audit or reproduction by any authorized representative of the Waco ISD, documents, and other evidence (records), pertaining to the costs and expenses of this Agreement, to the extent and in such detail as will properly reflect all net costs, direct and indirect, or labor, material, equipment, supplies, services and other costs and expenses of whatever nature for which payment is claimed under provisions of this Agreement.

7.3 KCF agrees to maintain its records for seven (7) years after final payment or until all questions arising from the Agreement are resolved, whichever is later.

8. Compliance with Laws

8.1 The Parties agree that no person shall be excluded from participation in, be denied

the benefits of or be subjected to discrimination in the provision of any services under this Agreement on the basis of race, color, national origin, religion, sex, age, disability, or veteran status.

8.2 The Parties shall comply with all applicable state and federal statutes, rules and regulations, including but not limited to the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act, and the Immigration and Reform Control Act of 1986.

8.3 The Parties shall promptly disclose any pending or initiated criminal or governmental investigations and results/findings related to either party.

8.4 The Parties are required to comply with all applicable regulatory agency policies, procedures and administrative rules including compliance with the Texas DPS FACT fingerprinting process. Both Parties are required to maintain current state license, certification, registration, or other necessary regulatory permits.

8.5 The Parties will ensure that staff members and independent contractors maintain appropriate professional credentials and licensure.

9. Confidentiality

9.1 Both Parties have thoroughly familiarized itself with and shall follow all laws and regulations relating to the confidentiality of juvenile records and the confidentiality of medical/treatment information. Both Parties shall maintain the confidentiality of information received pursuant to the performance of this Agreement, including medical records and information which discloses information about or the identity of any person served, in accordance with applicable federal and state statutes, rules, and regulations.

9.2 Both Parties will adopt and implement AIDS/HIV workplace guidelines similar to those adopted by that AIDS/HIV workplace guidelines, similar to those adopted by HHSC, and AIDS/HIV confidentiality guidelines, consistent with state and federal law, will be adopted and implemented by the Provider.

9.3 Additionally, KCF and Waco ISD agree that all Individually Identifiable Health Information (IIHI) and Protected Health Information (PHI), as defined in 42 U.S.C. § 1320(6) and as defined in 45 C.F.R. Parts 160 and 164 (the Privacy Rule), subject to the Health Insurance Portability and Accountability Act (HIPAA) will be safeguarded in accordance with all applicable state and federal rules and regulations and in accordance with HIPAA. To that end, both Parties agree to use and disclose IIHI and PHI only as necessary to perform youth services.

10. Certification

10.1 Both Parties certify that it will comply with Texas Family Code, § 231.006 regarding Child Support, and certifies that it is not ineligible to receive payment if awarded a contract, and acknowledges that any resulting contract may be terminated, and payment may be withheld if this certification is inaccurate.

11. General Provisions

11.1 Notice. Any required notice shall be in writing and shall be sent, postage prepaid, by certified mail, return receipt requested, to ISD or LMHA at the address below. The notice shall be effective on the date of delivery indicated on the return receipt.:

To Waco ISD:

Susan Kincannon, Ed.D
Superintendent
Waco ISD
501 Franklin Ave.
Waco, TX 76701
(254) 755-9473

To Heart of Texas Region MHMR:

Daniel Thompson
Executive Director
P.O. Box 890
110 S. 12th Street
Waco, TX 76703-0890
(254) 752-3451

Written notice permitted or required between the Parties to this Agreement is effective upon receipt by the recipient Party.

11.2 Governing Law and Venue. This Agreement shall be construed and enforced in accordance with the laws of the State of Texas, and venue shall lie in McLennan County, Texas.

11.3 Independent Contractor. The relationship between the ISD and LMHA will be that of an independent contractor. The parties agree that none of the provisions of this Agreement are intended to create, nor will be deemed or construed to create, any relationship between the ISD and LMHA other than that of independent parties contracting with each other to carry out this Agreement. It is expressly agreed that LMHA and LMHA's personnel, if any, may not for any purposes be deemed to be an officer, employee, agent, partner, joint ventures, ostensible or apparent agent, servant or borrowed servant of the ISD. LMHA agrees that it will not hold itself out as an agent of the ISD to individuals served under this Agreement or to any other persons.

11.4 Entirety of Agreement. This Agreement constitutes the sole and only agreement of the parties hereto and supersedes any prior understandings, written or oral agreement between the parties respecting the subject matter herein.

11.5 Amendment. Unless otherwise specifically provided herein, this Agreement may be amended or changed only by mutual written consent of an authorized representative of the LMHA and ISD. Failure of either party to object in writing to any such proposed amendment within ten (10) business days of receipt of notice shall constitute acceptance.

11.6 Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and assigns. Neither LMHA nor ISD shall assign this agreement or any rights or obligations hereunder without the prior written consent of the other party hereto.

11.7 Severability. If a provision contained in this Agreement is held invalid for any reason, the invalidity does not affect other provisions of the Agreement that can be given effect without the invalid provision, and to this end the provisions of this Agreement are severable.

11.8 Effects of Severable Provision. In the event that a provision of this Agreement is rendered invalid or unenforceable and its removal has the effect of materially altering the obligations of the parties to this Agreement in the manner as, in the sole judgment of the affected party:

- (a) will cause serious financial hardship to the affected party; or
- (b) will cause the affected party to act in violation of law or its corporate Articles or Bylaws,

the party so affected will have the right to terminate this Agreement upon thirty (30) calendar days prior written notice to the other party.

11.9 Validity and Enforceability. If any current or future legal limitations affect the validity or enforceability of a provision of this Agreement, then the legal limitations are made a part of this Agreement and shall operate to amend this Agreement to the minimum extent necessary to bring this Agreement into conformity with the requirements of the limitations, and so modified, this Agreement shall continue in full force and effect.

11.10 Waiver. A waiver by either KCF or ISD, with respect to one event shall not be construed as continuing, or as a bar to a waiver of any right or remedy as to subsequent events.

11.11 No Third-Party Beneficiary. Unless otherwise specifically stated in this Agreement, nothing in this Agreement is intended to, or shall be deemed or construed to, create any rights or remedies in any third party, including a Consumer. Nothing contained herein shall operate (or be construed to operate) in any manner whatsoever to create any rights of any Consumer or duties or any responsibilities of KCF or ISD with respect to such Consumers.

11.12 Disclosure under the Public Information Act. The ISD operating under the Public Information Act is required upon written request to release information regarding LMHA/KCF which may include LMHA/KCF Profile or other documents. Information deemed proprietary by LMHA/KCF must be clearly indicated as such and may still be subject to disclosure depending on a ruling from the Attorney General's Office. LMHA/KCF shall be solely responsible for the contesting or defending the release of any information it deems to be proprietary and hereby releases the ISD from any duty, responsibility, or liability with regard to the release of any information delivered to the ISD by LMHA/KCF.

11.13 Prohibition on Gratuities. Both Parties understand that neither has given, offered to give, nor intends to give, at any time hereafter any economic opportunity, present or future employment, gift, loan, gratuity, special discount, trip, favor, or service to any employee or official of the other party, in connection with this agreement.

11.14 Survives Agreement. All requirements of this Agreement regarding confidentiality and record retention shall survive this Agreement.

11.16 Exhibits. All Exhibits referred to in this Agreement and attached hereto are incorporated into this Agreement by reference.

12. Special Provisions

12.1 Force Majeure Event. Unless otherwise agreed in the contract between the parties expressly or impliedly, where a party to a contract fails to perform one or more of its contractual duties, the consequences set out in this Clause will follow if and to the extent that that party proves: (a) that its failure to perform was caused by an impediment beyond its reasonable control; (b) that it could not reasonably have been expected to have taken the occurrence of the impediment into account at the time of the conclusion of the contract; and (c) that it could not reasonably have avoided or overcome the effects of the impediment.

A party invoking this Clause shall be presumed to have established the conditions described in the preceding paragraph in the case of the occurrence of one or more of the following impediments: war (whether declared or not), armed conflict or the serious threat of the same (including but not limited to hostile attack, blockade, military embargo), hostilities, invasion, act of a foreign enemy, extensive military mobilization; civil war, riot, rebellion, revolution, military or usurped power, insurrection, civil commotion or disorder, mob violence, act of civil disobedience; act of terrorism, sabotage or piracy; plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions; act of authority whether lawful or unlawful, compliance with any law or governmental order, rule, regulation or direction, curfew restriction, expropriation, compulsory acquisition, seizure of works, requisition, nationalization; act of God or natural disaster such as but not limited to violent storm, cyclone, typhoon, hurricane, tornado, blizzard, earthquake, volcanic activity, landslide, tidal wave, tsunami, flood, damage or destruction by lightning, drought; explosion, fire, destruction of machines, equipment, factories and of any kind of installation, prolonged break-down of transport, telecommunication or electric current; general labor disturbance such as but not limited to boycott, strike and lock-out, go-slow, occupation of factories and premises; shortage or inability to obtain critical material or supplies to the extent not subject to the reasonable control of the subject Party (“Force Majeure Event”).

This provision shall become effective only if the Party failing to perform notifies the other party within a reasonable time of the extent and nature of the Force Majeure Event, limits delay in performance to that required by the Event, and takes all reasonable steps to minimize damages and resume performance.

12.2 Governmental Action Event. A “Governmental Action” event may excuse performance of a provision under this agreement when the party’s failure to act is required by the compliance with any action, order, direction, request or control of any governmental authority or person purporting to act for any governmental authority.

12.3 COVID 19 Restrictions. As is the case with any infectious disease, Parties to this contract agree to adhere to the issued guidance of the both the Center for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA) regarding coronavirus and employee health and safety. Parties agree not to ask or require employees or individuals being served to do anything contrary to any guidelines or other government restrictions.

[SIGNATURE PAGE TO FOLLOW]

This Agreement is EXECUTED to be effective as of September 1, 2020.

HEART OF TEXAS REGION MHMR:

Daniel Thompson, Executive Director

Date

HEART OF TEXAS REGION MHMR:

Ron Kimbell, Division Director KCF

Date

WACO ISD

Susan Kincannon, Ed.D
Superintendent

Date

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EXHIBIT A

**SERVICES TO BE PERFORMED
BY
KLARAS CENTER FOR FAMILIES**

Services Provided by Klaras Center for Family Staff

1. Services will be provided at Waco ISD 20 hours per week, at Waco High School unless school closure prevents on-site work or work off site when staff needs to attend training, meetings, staffing or community co-ordination, etc..
2. Individual, family and group evidence-based skills training services.
3. Maintain a caseload of an average of 15-20 identified Waco ISD students who are also KCF consumers.
4. Clinical Assessments every ninety (90) days for each student in services through the Agreement.
5. Coordination with other KCF staff, school staff, students and families for individualized treatment planning every ninety (90) days.
6. Case management including:
 - a. Access to full complement of KCF services (Family Partner, Parent support/education groups, psychiatric services, medication and treatment monitoring and other supportive services as appropriate);
 - b. Linkage/Coordination to community resources;
 - c. Liaison with other Community agencies such as Bill Logue Juvenile Justice System, Primary Care Physicians, Specialists, Psychologists, etc.;
 - d. Providing, arranging and coordinating transportation when appropriate;
 - e. Assist families in accessing other social services and benefits such as Medicaid, CHIPS, Social Security, etc.;
 - f. Coordination and dissemination of clinical information to and from KCF staff to Waco ISD staff in order to achieve optimal planning for educational success (BIP's, ARD's, IED's etc.);
 - g. Development and monitoring of an individualized treatment plan to be re-evaluated every ninety (90) days.
 - h. Provide information and referral to mental health services as well as screening and crisis intervention to Waco ISD students, consumers, and non-consumers alike as appropriate.
 - i. Assist in managing crises on campus as needed.

Training Provided to Waco ISD staff:

1. Suicide Prevention and education training and support
2. Anti-bullying and other supportive psychoeducation as needed
3. Trauma Informed Care training and support

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EXHIBIT B

**FEEES TO BE PAID TO HEART OF TEXAS REGION MHMR
BY
Waco ISD**

Rate, Amount and Frequency of Payment

Contract Rate \$1,250.00 per month **
Contract shall not exceed* \$15,000.00 ending <u>8/31/22</u>

**Payment will be due monthly, upon receipt of invoice from Heart of Texas Region MHMR.

Monthly Payments will be sent to:

Heart of Texas Region MHMR
Klaras Center for Families
P.O. Box 890
Waco, TX 76703-0890

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Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: Sheryl Davis

RE: Monthly Financial Reports for the Period Ended July 31, 2021

=====

Background Information:

Attached are the compiled Ju67 monthly financial reports for the following:

- General Fund
- Food Service Fund
- Debt Service Fund
- Internal Services Fund

These interim financial statements have been prepared utilizing data generated from the automated financial system and do not include any information related to other special revenue funds, capital projects funds, or trust and agency funds. Balances included in the report are unaudited and may change as a result of final year end closing entries and audit activities.

Fiscal Implications:

Report only.

Administrative Recommendations:

The Administration recommends that the Board of Trustees approve the monthly financial report, as presented.



**Waco Independent School
District
Business & Support Services**

Sheryl Davis
Chief Finance Officer

P.O. Box 27, Waco, Texas 76703
Phone: 254-755-9440

August 21, 2021

Board of Trustees
Waco Independent School District
Waco, Texas

The accompanying balance sheets, statements of revenues, expenditures and changes in fund balance, and encumbrances and expenditures by fund, function and object for the month ending July 31, 2021 have been compiled for the General Fund, Food Service Fund, Debt Service Fund, and Internal Services Fund. Final cash reconciliation procedures and financial audit activities may result in additional adjustments to the July financial statements. These preliminary financial reports are prepared utilizing the following assumptions:

- Revenue: Recorded on a cash basis with adjustments to accrual basis to be made at August 31, 2021.
- Expenditure: Totals on the "Statement of Revenues, Expenditures and Changes in Fund Balance" include expenditures occurring during the interim period reported. Balances will be adjusted to accrual basis at August 31, 2021. Outstanding encumbrances are included on the "Encumbrances and Expenditures by Fund, Function and Object" schedule, only.
- Beginning Fund Balance: Represents August 31, 2020 audited ending fund balance.

I have not performed an audit or review of these financial statements. Please do not hesitate to call if you have any questions or need further assistance.

Sheryl Davis
Chief Finance Officer

Comparison of Fiscal Year 2020-2021 Revenues and Expenditures to Previous Fiscal Year as of July 31, 2021

Variations in revenues and expenditures as compared to the previous year are primarily due to the cyclical nature of budgetary receipts and expenditures. The larger variances are explained in this summary.

General Fund

Revenues:

5710 Local Property Taxes – In comparison to last year, revenue has increased \$2.5 million and collections are up 5.4% as a percent of budget estimates. Because of the inability of the Chief Appraiser to certify taxable property values at 95% as of July 25, 2020, and uncertainties in the collection of taxes due to the impact of the pandemic, the District conservatively budgeted tax revenue at a 96% collection rate. As of the end of July, collections on the current year's levy exceeded the original levy. The Tax Assessor Collector has certified the District's collection rate at 100% for the 2021 tax year.

5730 Tuition and Fees – Current year revenue reflects a decrease of \$115,245 or 25.4% from last year. This decline is because, much of the enrollment decline resulting from parents keeping children this past year was in the early childhood grades, particularly prekindergarten, and the District's paid tuition is from students ineligible for free prekindergarten.

5810 Per Capita and Foundation School Program Revenue – Booked revenue is down \$1,402,939 from last year. However, payments from the program are based on a legislative planning estimate in average daily attendance (ADA) of 13,214.543. At this point, it appears that any additional funding resulting from the "hold harmless" ADA, established by TEA for the entire 2020-2021 school year, will come from ESSER II funding. It is estimated that this amount is approximately \$2.8 million. TEA will calculate adjustments in September as part of the District's "near-final" summary of finances.

5830 Other State Program Revenue – The increase in other state program revenue is due to additional state funding awarded for special education fiscal support of \$238,724 as well as increases in TRS on-behalf payments.

5900 Federal Sources Revenue – Revenues have increased \$736,644 over last year. \$391,574 of the increase is from Medicaid reimbursements and indirect costs, \$218,971 represents reimbursements from the Corona Virus Relief Fund managed by the Texas Department of Emergency Management, and another \$126,099 is additional revenue from the E-Rate program.

Functional Expenditures:

Expenditures in the functional categories appear to be consistent with last year's spending pattern with the exceptions shown below.

11 Instruction – Current year expenditures are up \$1.8 million from last year primarily due to additional calendar days earned by instructional staff at the end of June.

13 Curriculum and Staff Development – Expenditures have decreased \$0.2 million from last year. This is due to the deletion of an instructional specialist position as well as the curtailment of staff development due to the reduced cost of remote conferencing.

21 Instructional Leadership – Although expenditures, as a percent of budget, are below this time last year, expenditures have increased \$0.4 million. A number of new positions were added last fiscal year and included in the 2020-2021 adopted budget.

31 Guidance, Counseling, and Evaluation Services – The increase of \$237,145 is primarily due to the hiring of evaluative personnel in Special Education.

33 Health Services – Expenditures have increased 22.8% over last year. About half the increase is from the late receipt of personal protection and sanitization supplies ordered last fiscal year. The remaining increase results from the addition of a floating LVN, increased extra duty pay for nurses, and the continued increase in specialized supplies.

34 Student Transportation – The increase in expenditures of \$0.7 million is due exclusively to the receipt of new buses.

36 Extracurricular Activities – The increase of \$0.2 million results primarily from the addition of a coordinator for middle school athletics plus some overlap in coaching positions as well as purchases of supplies and equipment to enhance the middle school program.

51 Plant Maintenance and Operations – Expenditures have increased \$1.4 million over last year this is primarily due to the completion of major repair and renovations projects carried over from last year and an earlier completion of current year's projects as well as the addition of two new positions as recommended by the TASB staffing study.

52 Security & Monitoring Services – Approximately, \$160,000 of the \$0.2 million increase in expenditures is due to the completion of security camera installations at elementary campuses throughout the district. Another \$60,411 reflects the receipt of a new police vehicle. Another five vehicles have been ordered but have not yet been received.

53 Data Processing Services – Expenditures have decreased \$0.7 million. During the fall of 2019, the district was completing a number of technology infrastructure projects which increased normal spending patterns for this function.

71 Debt Service – Final payment on the revenue bonds that funded the Waco ISD stadium complex was made in October 2019. Currently, there is no debt obligation in the general fund.

81 Facilities Acquisition and Construction – The \$1.7 million in expenditures are related to major construction projects for the replacement of the Paul Tyson Field and the replacement of the walk-in cooler/freezer units for the District's child nutrition program. Design fees for the Waco High replacement project had not been invoiced as of July 31st.

95 Juvenile Justice Program – With the current learning environment at secondary, participation in the Challenge Academy has greatly decreased from last year. At August 31, 2020, ending unearned revenue totaled \$281,843. As of March 31, 2021, the unearned revenue has been depleted and while, vacancies are not being filled and participation has increased, the program was forced to assess an additional \$106,334 to participating districts. Waco ISD's share of the assessment was \$66,938.

97 Payments to Tax Increment Fund – Pass-through payments of tax collections for properties located in the Tax Increment Zones have increased \$0.3 million over last year but, as a percent of budget, are running 4.3% lower. This is due in part to the impact of utilizing certified estimates rather than certified values in building the 2020-2021 budget.

Food Service Fund

Revenues:

5750 Extracurricular Activities – Revenues generated through adult meals and catering have declined \$166,055 or 48.0% from last year. This is a continued improvement over previous months as students and teachers returned to in-person instruction.

5900 Federal Sources Revenue – Federal reimbursements for meals have decreased \$1.4 million. This does include a loss of one week of instruction at the beginning of the school year. However, revenue losses are offset by accompanying reductions in cost. The District has also received notification of additional federal funding assistance to help cover losses from the 2019-2020 school year. It is estimated that we will receive approximately \$0.8 million in COVID-19 Emergency Operating Costs Reimbursement. At August 31, 2020, the net loss was just over \$0.7 million.

Functional Expenditures:

Expenditures in the functional categories appear to be consistent with last year's spending pattern with the exceptions shown below.

35 Food Services – Expenditures have decreased \$1.9 million from last year. While some of the savings is due to lower direct costs such as food and non-food supplies, we also have vacancies in about a third of the workforce. With lower numbers of students eating in the cafeterias, we have been able to utilize regular staff to cover absences. The budget was amended by \$894,120 in April to draw down the excess restricted fund balance to cover the purchase of new food service equipment, security cameras, and upgrade loading ramps at two campuses.

Other Financing Sources and Uses:

7900 Other Sources – Year-to-date transactions in other resources total \$565,252. The Texas Department of Agriculture has approved an operating transfer of accumulated deferred revenues generated through the summer program from fund 242, Summer Food Service Program into the National School Lunch and Breakfast Program fund. These funds will be used to support the purchase of food service equipment and serving line upgrades.

Debt Service Fund

Revenues:

5710 Local Property Taxes – Property tax collections at the end of June have increased \$0.3 million, or 4.8% as a percent of budget, in comparison to last year. Because of the inability of the Chief Appraiser to certify taxable property values at 95% as of July 25, 2020, and uncertainties in the collection of taxes due to the impact of the pandemic, the District conservatively budgeted tax revenue at a 96% collection rate. As of the end of July, collections on the current year's levy exceeded the original levy. The Tax Assessor Collector has certified the District's collection rate at 100% for the 2021 tax year.

Functional Expenditures:

Expenditures in the functional categories appear to be consistent with last year's spending pattern with the exceptions shown below.

71 Debt Service – Payments for debt service have decreased \$1.7 million from last year as a result of last year's early defeasance of bonds coupled with the significant savings recognized with the current year's refunding of over \$106 million in outstanding bonds.

Other Financing Sources and Uses:

7900 Other Sources and 8900 Other Uses – March transactions reflect the proceeds from the sale of refunding bonds and the subsequent transfer of escrow to the paying agent for the refunded bonds.

Proprietary Fund – Governmental Activities – Internal Service Fund

The District utilizes an Internal Services Fund to account for its fully-insured group health insurance plan as well as its partially self-insured workers' compensation and unemployment coverages. Internal service funds are utilized to account for the financing of goods or services provided by one organizational unit of the school district to other organizational units. It essentially facilitates the allocation of costs to all funding sources.

Operating revenues and operating expenses have been included in a detail designed to provide relevant information. Revenues from District contributions (assessments to other funds) are distinguished from revenues from employee contributions to health insurance. Expenses detail claims payments, medical and prescription drugs, administrative fees, and stop-loss or excess insurance costs.

As of July 31, 2021, expenditures exceed revenues by \$45,291 compared to a positive position of \$1,483,257 at the same time last year. The loss is primarily attributable to increases in prescription drug claims, administrative fees, and stop-loss insurance offset by a decrease in medical claims. The following chart reflects net operations for the various programs accounted for in the fund:

Program	Revenues	Expenditures	Net
Group Health Insurance	\$ 12,002,830	\$ 12,053,357	\$ (50,527)
Unemployment Compensation	50,310	70,668	(20,358)
Workers' Compensation	200,071	174,477	25,594
Total	\$ 12,253,211	\$ 12,298,502	\$ 45,291

In reviewing the health plan's performance at the end of May, there were seven large claimants that had exceeded \$75,000 with two exceeding the \$150,000 specific deductible. At this point, the District expects to receive \$38,120 in stop-loss reimbursement for the claims. The increase in claims over last year is not unexpected as medical care, particularly discretionary surgery, was not available during much of the year.

Expenditures for unemployment are significantly higher than normal. Claims shown are for the quarter ended March 31, 2021. Actual benefits charged against the District totaled \$260,217 compared to \$26,588 in 2019-2021. However, an allocation of the Federal CARES Act funding was distributed to the Texas Workforce Commission and used to offset 50% of those benefits. CARES

Act funding applied to those quarters resulted in a credit of \$195,197. The District currently has a credit of \$24,721 that will be applied to future billings.

Workers' compensation claims expenditures have increased \$4,133 over last year.

Reserves for estimated incurred-but-not-reported (IBNR) claims for the fully self-funded health insurance plan totaled \$551,336 for medical claims and \$61,753 for prescription drugs at August 31, 2020. Additionally, reserves for the estimated allocated loss adjustment expense (ALAE) for the partially self-funded workers' compensation plan totaled \$189,831. Overall, this is an improvement of \$74,423 in estimates from the prior year. The unaudited beginning net position at September 1, 2020 is \$3,935,906, an increase of \$1,209,105 over last year.

Waco Independent School District
BALANCE SHEET
GENERAL FUND
As of July 31, 2021

ASSETS

Cash and Temporary Investments	\$	62,663,270
Property Taxes Receivable, Net of Allowance of \$2,029,060		1,055,153
Due from Other Governments		53,295
Accrued Interest		22,280
Due from Other Funds		4,714,026
Other Receivables		2,503
Inventories		537,303
		537,303
Total Assets	\$	69,047,830

LIABILITIES

Accounts Payable	\$	1,526,181
Other Current Liabilities		47,544
Payroll Withholdings and Contributions Payable		1,264,602
Accrued Wages Payable		3,789,981
Due to Other Funds		5,516,662
Due to Other Governments		2,361,209
Unearned Revenue		87,979
		87,979
Total Liabilities	\$	14,594,158

DEFERRED INFLOWS OF RESOURCES

Unavailable Revenues - Property Taxes	\$	1,055,153
Total Deferred Inflows of Resources	\$	1,055,153

FUND BALANCES

Nonspendable Fund Balance	\$	537,303
Restricted Fund Balance		1,204,568
Committed Fund Balance		15,746,189
Assigned Fund Balance		49,386
Unassigned Fund Balance		35,861,073
		35,861,073
Total Fund Balances	\$	53,398,519
Total Liabilities and Fund Balances	\$	69,047,830

Waco Independent School District
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
For the Period Ended July 31, 2021

GENERAL FUND

	Adopted Budget	Amended Budget	(Memo)		(Memo)		Difference- Amended Budget to YTD Actual	CY YTD As % of Budget	PY YTD As % of Budget
			Monthly		Year-to-Date				
			Current 7/31/2021	Prior Year 7/31/2020	Current 7/31/2021	Prior Year 7/31/2020			
REVENUES									
LOCAL SOURCES									
5710 Local Property Taxes	\$ 63,711,861	63,711,861	365,314	328,353	65,540,499	63,063,287	1,828,638	102.87%	97.45%
5720 Services to Other Districts	87,200	87,200	3,139	3,002	76,405	78,431	(10,795)	87.62%	83.44%
5730 Tuition & Fees	177,000	97,000	-	-	81,913	197,158	(15,087)	84.45%	59.03%
5740 Other Local Revenue	7,551,847	9,053,084	(23,092)	93,976	6,765,308	6,600,643	(2,287,776)	74.73%	89.54%
5750 Extracurricular Activities	149,000	154,600	1,190	-	222,952	262,670	68,352	144.21%	63.51%
Total Local Sources	\$ 71,676,908	73,103,745	346,551	425,331	72,687,077	70,202,189	(416,668)	99.43%	96.27%
STATE SOURCES									
5810 Per Capita & FSP Act	\$ 78,983,941	78,987,169	8,536,652	10,594,190	64,338,319	65,741,258	(14,648,850)	81.45%	78.47%
5820 Other State Program (TEA)	270,000	-	-	-	53,319	-	53,319	0.00%	0.00%
5830 Other State Program	6,687,522	6,959,398	564,066	549,613	6,094,258	5,855,534	(865,140)	87.57%	91.27%
Total State Sources	\$ 85,941,463	85,946,567	9,100,718	11,143,803	70,485,896	71,596,792	(15,460,671)	82.01%	79.38%
FEDERAL SOURCES									
5900 Federal Sources Revenue	2,913,951	2,913,951	18,858	13,937	3,179,975	2,443,331	266,024	109.13%	94.26%
Total Revenues	\$ 160,532,322	161,964,263	9,466,127	11,583,071	146,352,948	144,242,312	(15,611,315)	90.36%	87.04%
EXPENDITURES									
11 Instruction	\$ 90,616,958	90,447,419	1,623,729	1,472,107	78,426,249	76,579,436	12,021,170	86.71%	86.50%
12 Instructional Resources & Media	1,128,819	1,220,235	42,707	16,809	830,370	766,071	389,865	68.05%	65.10%
13 Curriculum & Staff Development	5,179,532	4,982,598	266,550	301,517	3,668,752	3,910,924	1,313,846	73.63%	79.85%
21 Instructional Leadership	3,713,874	4,353,361	365,927	327,503	3,726,117	3,367,397	627,244	85.59%	93.46%
23 School Leadership	9,673,018	9,842,192	568,621	571,196	8,943,678	8,902,639	898,514	90.87%	89.87%
31 Guidance, Counseling & Evaluation	4,929,803	5,017,328	166,609	113,161	4,448,762	4,211,617	568,566	88.67%	83.02%
32 Social Work Services	734,783	941,125	23,073	25,799	731,773	657,465	209,352	77.76%	80.31%
33 Health Services	1,618,001	1,725,245	38,684	29,372	1,432,847	1,166,767	292,398	83.05%	94.95%
34 Student Transportation	3,681,545	4,821,215	6,085	636	3,254,980	2,540,794	1,566,235	67.51%	55.32%
36 Extracurricular Activities	4,447,753	4,835,290	215,286	199,653	3,924,358	3,752,552	910,932	81.16%	74.24%
41 General Administration	6,101,158	6,201,342	491,397	435,955	5,207,496	4,892,150	993,846	83.97%	87.98%
51 Plant Maintenance & Operations	16,450,136	22,006,579	1,424,752	1,340,265	15,467,228	14,035,037	6,539,351	70.28%	71.37%
52 Security & Monitoring Services	2,343,952	2,800,447	137,383	112,944	2,266,589	2,049,290	533,858	80.94%	60.43%
53 Data Processing Services	2,987,063	2,987,063	190,684	257,476	2,709,207	3,410,092	277,856	90.70%	71.40%
61 Community Services	698,334	718,682	64,621	11,627	582,386	631,292	136,296	81.04%	67.63%
71 Debt Service	-	-	-	-	-	354,514	-	0.00%	99.61%
81 Facilities Acquisition & Construction	-	13,136,290	6,980	-	1,797,446	70,610	11,338,844	0.00%	0.00%
93 Shared Services Arrangements	378,000	378,000	-	-	330,000	340,000	48,000	87.30%	36.17%
95 Juvenile Justice Program	770,000	770,000	-	-	228,980	646,815	541,020	29.74%	93.20%
97 Payments to Tax Increment Fund	8,805,140	8,805,140	(25,913)	29,441	7,044,064	6,753,468	1,761,076	80.00%	87.49%
99 Other Intergovernmental Charges	834,400	834,400	-	-	704,473	755,302	129,927	84.43%	86.20%
Total Expenditures	\$ 165,092,269	186,823,951	5,607,175	5,245,461	145,725,755	139,794,232	41,098,196	78.00%	82.14%
Excess (Deficiency) of Revenues Over (Under) Expenditures	\$ (4,559,947)	(24,859,688)	3,858,952	6,337,610	627,193	4,448,080	25,486,881		
OTHER FINANCING SOURCES (USES)									
7900 Other Sources	-	-	9,856	-	97,307	42,315	97,307		
8900 Other Uses	(664,000)	(664,000)	-	-	(6,428)	-	(657,572)		
Total Other Financing Source (Uses)	\$ (664,000)	(664,000)	9,856	-	90,879	42,315	(560,265)		
Total Changes in Fund Balances	\$ (5,223,947)	(25,523,688)	3,868,808	6,337,610	718,072	4,490,395	26,241,760		
Fund Balances, Beginning	50,037,203	50,037,203			52,680,447	49,238,307	2,643,244		
Fund Balances, Ending	\$ 44,813,256	24,513,515			53,398,519	53,728,702	28,885,004		

Waco Independent School District
EXPENDITURES AND ENCUMBERED FUNDS BY FUNCTION AND MAJOR OBJECT
GENERAL FUND
For the Period Ended July 31, 2021

								<i>(Memo)</i>	
		Payroll	Purchased &	Supplies &	Other	Debt	Capital	Total	Total
		Costs	Contracted	Materials	Operating	Services	Outlay	Year-to-Date	Year-to-Date
		6100	6200	6300	6400	6500	6600	7/31/2021	7/31/2020
		6100	6200	6300	6400	6500	6600	6000	6000
11	Instruction	\$ 71,428,400	3,550,112	4,717,442	360,928	-	130,976	80,187,858	79,268,169
12	Instructional Resources & Media	740,914	39,271	153,077	167	-	-	933,429	1,016,058
13	Curriculum & Staff Development	3,372,434	275,992	106,211	57,578	-	-	3,812,215	4,106,410
21	Instructional Leadership	3,024,860	598,129	128,000	125,391	-	-	3,876,380	3,507,801
23	School Leadership	8,689,741	69,330	242,233	87,380	-	8,995	9,097,679	8,999,431
31	Guidance, Counseling & Evaluation	4,227,845	183,716	48,458	3,747	-	-	4,463,766	4,223,383
32	Social Work Services	591,325	135,540	6,245	3,401	-	-	736,511	661,501
33	Health Services	1,257,356	5,900	181,727	2,647	-	-	1,447,630	1,269,851
34	Student Transportation	-	2,714,717	154,262	(35,012)	-	725,604	3,559,571	3,517,332
36	Co/Extracurricular Activities	2,521,488	415,306	884,879	432,256	-	86,650	4,340,579	4,712,898
41	General Administration	3,829,151	1,141,472	136,566	302,577	-	-	5,409,766	5,021,213
51	Plant Maintenance & Operations	7,165,814	8,935,871	1,514,122	665,213	-	208,332	18,489,352	17,712,007
52	Security & Monitoring Services	1,432,723	558,074	355,276	7,439	-	257,806	2,611,318	2,581,292
53	Data Processing Services	1,512,373	1,152,630	152,915	14,829	-	22,488	2,855,235	4,291,507
61	Community Services	217,957	339,786	10,512	23,063	-	41,749	633,067	644,817
71	Debt Service	-	-	-	-	-	-	-	354,513
81	Facilities Acquisition & Construction	8,110	-	-	-	-	9,698,391	9,706,501	399,900
93	Shared Services Arrangements	-	-	-	330,000	-	-	330,000	340,000
95	Juvenile Justice Program	-	-	-	762,950	-	-	762,950	654,000
97	Payments to Tax Increment Fund	-	-	-	7,044,064	-	-	7,044,064	6,753,468
99	Other Intergovernmental Charges	-	704,473	-	-	-	-	704,473	755,302
Total Expenditures & Encumbered Funds		\$ 110,020,491	20,820,319	8,791,925	10,188,618	-	11,180,991	161,002,344	150,790,853

Waco Independent School District
BALANCE SHEET
CHILD NUTRITION FUND
As of July 31, 2021

ASSETS

Cash and Temporary Investments	\$ 3,710,849
Due from Other Governments	303,126
Accrued Interest	1,047
Due from Other Funds	130,696
Other Receivables	-
Total Assets	<u>\$ 4,145,718</u>

LIABILITIES

Accounts Payable	\$ 265,258
Accrued Wages Payable	83,606
Due to Other Funds	-
Unearned Revenue	(5,757)
Total Liabilities	<u>\$ 343,107</u>

FUND BALANCES

Restricted Fund Balance	\$ 3,802,611
Total Fund Balances	<u>\$ 3,802,611</u>
Total Liabilities and Fund Balances	<u>\$ 4,145,718</u>

Waco Independent School District
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
For the Period Ended July 31, 2021

CHILD NUTRITION FUND

	Adopted Budget	Amended Budget	(Memo)		(Memo)		Difference- Amended Budget to YTD Actual	CY YTD As % of Budget	PY YTD As % of Budget
			Monthly		Year-to-Date				
			Current 7/31/2021	Prior Year 7/31/2020	Current 7/31/2021	Prior Year 7/31/2020			
REVENUES									
LOCAL SOURCES									
5740 Other Local Revenue	\$ 20,000	24,192	282	1,286	32,296	28,770	8,104	133.50%	173.61%
5750 Extracurricular Activities	252,207	252,207	2,238	(33)	179,922	345,977	(72,285)	71.34%	63.78%
Total Local Sources	\$ 272,207	276,399	2,520	1,253	212,218	374,747	(64,181)	76.78%	67.04%
STATE SOURCES									
5820 Other State Program (TEA)	\$ 52,000	52,000	-	-	50,317	51,003	(1,683)	96.76%	101.99%
Total State Sources	\$ 52,000	52,000	-	-	50,317	51,003	(1,683)	96.76%	101.99%
FEDERAL SOURCES									
5900 Federal Sources Revenue	\$ 6,681,434	6,990,434	(9,910)	143,907	6,297,660	7,666,287	(692,774)	90.09%	70.78%
Total Revenues	\$ 7,005,641	7,318,833	(7,390)	145,160	6,560,195	8,092,037	(758,638)	89.63%	70.74%
EXPENDITURES									
35 Food Services	\$ 8,171,868	9,429,997	118,882	98,080	6,415,769	8,348,237	3,014,228	68.04%	68.99%
Total Expenditures	\$ 8,171,868	9,429,997	118,882	98,080	6,415,769	8,348,237	3,014,228	68.04%	68.99%
Excess (Deficiency) of Revenues Over (Under) Expenditures	\$ (1,166,227)	(2,111,164)	(126,272)	47,080	144,426	(256,200)	2,255,590		
OTHER FINANCING SOURCES (USES)									
7900 Other Sources	-	-	-	-	565,252	-	565,252		
8900 Other Uses	-	-	-	-	-	-	-		
Total Other Financing Sources (Uses)	\$ -	-	-	-	565,252	-	565,252		
Total Changes in Fund Balances	\$ (1,166,227)	(2,111,164)	(126,272)	47,080	709,678	(256,200)	2,820,842		
Fund Balances, Beginning	2,445,387	3,092,933			3,092,933	3,822,443	-		
Fund Balances, Ending	\$ 1,279,160	981,769			3,802,611	3,566,243	2,820,842		

Waco Independent School District
EXPENDITURES AND ENCUMBERED FUNDS BY FUNCTION AND MAJOR OBJECT
CHILD NUTRITION FUND
For the Period Ended July 31, 2021

								<i>(Memo)</i>
	Payroll Costs <u>6100</u>	Purchased & Contracted Services <u>6200</u>	Supplies & Materials <u>6300</u>	Other Operating Costs <u>6400</u>	Debt Services <u>6500</u>	Capital Outlay <u>6600</u>	Total Year-to-Date 7/31/2021 <u>6000</u>	Total Year-to-Date 7/31/2020 <u>6000</u>
35 Food Services	\$ 2,529,166	3,143,084	1,278,282	5,827	-	399,364	7,355,723	8,706,918
Total Expenditures & Encumbered Funds	<u>\$ 2,529,166</u>	<u>3,143,084</u>	<u>1,278,282</u>	<u>5,827</u>	<u>-</u>	<u>399,364</u>	<u>7,355,723</u>	<u>8,706,918</u>

Waco Independent School District
BALANCE SHEET
DEBT SERVICE FUND
As of July 31, 2021

ASSETS

Cash and Temporary Investments	\$ 15,326,758
Property Taxes Receivable, Net of Allowance of \$459,634	231,563
Accrued Interest	-
Total Assets	<u>\$ 15,558,321</u>

LIABILITIES

Due to Other Funds	\$ 750
Due to Other Governments	26,509
Total Liabilities	<u>\$ 27,259</u>

DEFERRED INFLOWS OF RESOURCES

Unavailable Revenues - Property Taxes	\$ 231,563
Total Deferred Inflows of Resources	<u>\$ 231,563</u>

FUND BALANCES

Restricted Fund Balance	<u>\$ 15,299,499</u>
Total Fund Balances	<u>\$ 15,299,499</u>
Total Liabilities and Fund Balances	<u>\$ 15,558,321</u>

Waco Independent School District
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
For the Period Ended July 31, 2021

DEBT SERVICE FUND

	Adopted Budget	Amended Budget	(Memo)		(Memo)		Difference- Amended Budget to YTD Actual	CY YTD As % of Budget	PY YTD As % of Budget
			Monthly		Year-to-Date				
			Current 7/31/2021	Prior Year 7/31/2020	Current 7/31/2021	Prior Year 7/31/2020			
REVENUES									
LOCAL SOURCES									
5710 Local Property Taxes	\$ 13,923,690	13,923,690	78,693	74,302	14,128,653	13,802,567	204,963	101.47%	96.65%
5740 Other Local Revenue	1,504,979	1,504,979	(4,717)	12,885	1,168,079	1,297,412	(336,900)	77.61%	99.57%
Total Local Sources	\$ 15,428,669	15,428,669	73,976	87,187	15,296,732	15,099,979	(131,937)	99.14%	96.89%
STATE SOURCES									
5820 Other State Program (TEA)	\$ -	-	-	-	285,550	335,579	285,550	0.00%	0.00%
Total State Sources	\$ -	-	-	-	285,550	335,579	285,550	0.00%	0.00%
Total Revenues	\$ 15,428,669	15,428,669	73,976	87,187	15,582,282	15,435,558	153,613	101.00%	99.05%
EXPENDITURES									
71 Debt Service	\$ 13,666,000	14,702,833	750	750	4,153,525	5,805,969	10,549,308	28.25%	40.49%
97 Payments to Tax Increment Fund	1,472,979	1,472,979	(5,586)	6,498	1,156,872	1,196,356	316,107	78.54%	101.99%
Total Expenditures	\$ 15,138,979	16,175,812	(4,836)	7,248	5,310,397	7,002,325	10,865,415	32.83%	45.14%
Excess (Deficiency) of Revenues Over (Under) Expenditures	\$ 289,690	(747,143)	78,812	79,939	10,271,885	8,433,233	11,019,028		
OTHER FINANCING SOURCES (USES)									
7900 Other Sources	-	124,160,123	-	-	124,160,122	-	(1)		
8900 Other Uses	-	(123,123,290)	-	-	(123,123,290)	(16)	-		
Total Other Financing Source (Uses)	\$ -	1,036,833	-	-	1,036,832	(16)	(1)		
Total Changes in Fund Balances	\$ 289,690	289,690	78,812	79,939	11,308,717	8,433,217	11,019,027		
Fund Balances, Beginning	3,974,721	3,990,782			3,990,782	4,057,107	-		
Fund Balances, Ending	\$ 4,264,411	4,280,472			15,299,499	12,490,324	11,019,027		

Waco Independent School District
Statement of Net Position
Proprietary Fund
As of July 31, 2021

	Governmental Activities ----- Internal Service Fund
Assets	
Current assets:	
Due from other funds	\$ 4,702,543
Other receivables	36,015
Prepaid items-health insurance	191,000
Total Assets	\$ 4,929,558
Liabilities	
Current liabilities:	
Accounts payable	\$ 235,323
Other current liabilities	802,920
Health claims payable	700
Total current liabilities	\$ 1,038,943
Total liabilities	\$ 1,038,943
Net position	
Unrestricted net position	\$ 3,890,615
Total net position	\$ 4,929,558

Waco Independent School District
Statement of Revenues, Expenses, and Changes in Net Position
Budget and Actual
For the Period Ended July 31, 2021

Proprietary Fund
Governmental Activities - Internal Service Fund

	Budget	(Memo)		(Memo)		Difference Budget to Current Year-to-Date	CY YTD As % of Budget	PY YTD As % of Budget
		Monthly		Year-to-Date				
		Current 7/31/2021	Prior Year 7/31/2020	Current 7/31/2021	Prior Year 7/31/2020			
Operating revenues:								
Employee contributions:								
Group health	\$ 3,580,000	\$ 264,527	\$ 341,752	\$ 3,478,672	\$ 3,337,023	\$ (101,328)	97.17%	112.55%
Assessments to other funds:								
Group health	9,203,000	755,562	773,349	8,524,158	8,445,604	(678,842)	92.62%	93.11%
Unemployment	54,000	4,845	4,601	50,310	49,705	(3,690)	93.17%	127.45%
Workers compensation	459,000	9,636	38,561	200,071	421,004	(258,929)	43.59%	107.40%
Total operating revenues	<u>\$ 13,296,000</u>	<u>1,034,570</u>	<u>1,158,263</u>	<u>12,253,211</u>	<u>12,253,336</u>	<u>(1,042,789)</u>	<u>92.16%</u>	<u>98.29%</u>
Operating expenses:								
Administrative fees	\$ 1,281,700	94,823	83,342	1,343,896	1,147,504	(62,196)	104.85%	96.18%
Claims expense:								
Medical claims	6,781,900	671,199	560,693	6,139,060	5,556,088	642,840	90.52%	88.39%
Prescription drug claims	3,215,100	283,295	246,360	3,150,795	2,543,516	64,305	98.00%	77.71%
Unemployment	88,200	-	-	70,668	23,355	17,532	80.12%	59.88%
Workers compensation	299,200	-	-	148,533	144,400	150,667	49.64%	42.72%
Wellness Program	-	-	-	2,705	-	(2,705)	#DIV/0!	0.00%
Stop-loss insurance	1,629,900	134,703	127,525	1,442,845	1,355,216	187,055	88.52%	101.30%
Total operating expenses	<u>\$ 13,296,000</u>	<u>1,184,020</u>	<u>1,017,920</u>	<u>12,298,502</u>	<u>10,770,079</u>	<u>997,498</u>	<u>92.50%</u>	<u>86.39%</u>
Change in net position	\$ -	<u>(149,450)</u>	<u>140,343</u>	(45,291)	1,483,257	(45,291)		
Net position:								
Net position, beginning	<u>\$ 3,935,906</u>			<u>3,935,906</u>	<u>2,726,801</u>	-		
Net position, ending	<u>\$ 3,935,906</u>			<u>\$ 3,890,615</u>	<u>\$ 4,210,058</u>	<u>\$ (45,291)</u>		

Waco Independent School District
Statement of Cash Flows
For the Period Ended July 31, 2021

Proprietary Fund

	Governmental Activities Internal Service Fund
Cash flows from operating activities:	
Cash received from employee contributions	\$ 264,527
Cash received from assessments to other funds	919,493
Cash payments for claims	(954,494)
Cash payments for stop loss premiums	(134,703)
Cash payments for professional and contracted services	(94,823)
Net cash provided by operating activities	\$ -
Net increase in cash and cash equivalents	\$ -
Cash and cash equivalents at beginning of year	-
Cash and cash equivalents at end of year	\$ -
 Reconciliation of operating income to net cash provided by operating activities:	
Operating income	\$ (149,450)
Effects of increases and decreases in current assets and liabilities:	
Decrease in due from other funds	206,000.00
Increase in other receivables	(35,839.00)
Decrease in accounts payable	(20,784.00)
Increase in claims liability	73.00
Net cash provided by operating activities	\$ -

Waco Independent School District
Board of Trustee Workshop Agenda Item

Date: August 26, 2021

Contact Person: Dr. Josie Gutierrez

RE: T-TESS Appraisers for 2021-2022 School Year

=====
Background Information:

Per DNA (Local), the Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

Attached is the 2021-2022 T-TESS Appraiser list for Board consideration. T-TESS Administrators who may serve as Second Appraisers for 2021-2022 are designated in the attached list with an asterisk (*).

Fiscal Implications:

None

Administrative Recommendation(s):

The administration recommends approval of the 2021-2022 T-TESS Appraisers list as presented.

2021-2022 T-TESS Appraisers
August 26, 2021

Last Name	First Name	Role
Adams	Bryant	Assistant Principal
Alexander	Joseph	Principal
Allen	Thia	Principal
Barefield	Elijah	Dean
Beckham	Kandace	Dean
Carridine*	Ronnita	District Administrator
Carrier	Isaac	Principal
Castillo	Jessica	Assistant Principal
Collier	Krystal	Assistant Principal
Cornblum*	Deena	Assistant Superintendent
Cox	Charles (Craig)	Assistant Principal
Craytor	Samantha	Principal
Curtis	Larryl	Principal
Dean	Haley	Principal
Decker	Adrian	Assistant Principal
Edison	Ricky	Principal
Evans-Jackson	Monica	Assistant Principal
Flentge	Amanda	Assistant Principal
Frasure	Lauren	Principal
Goodman	Sheree	Assistant Principal
Guajardo	Diana	Assistant Principal
Gutierrez*	Josie	District Administrator
Hamilton*	David	Executive Director
Hardeman	Desiree	Assistant Principal
Helton	Lindsey	Principal
Herring	Melody	Assistant Principal
Jenkins	Glenna	Assistant Principal
Jenkins	Joi	Assistant Principal
Johnson	Daneric	Assistant Principal
Johnson	Kristan	Dean
Johnson	Valerie	Assistant Principal
Kilgore	Kathleen	Assistant Principal
Knight	Kathleen	Assistant Principal
Lackey	Adam	Assistant Principal
Lange	Erin	Assistant Principal
Laster	Anverly	Assistant Principal
Latchison	Daphanie	Principal
Lee	Twana	Assistant Principal
Lenord	Deloz	Assistant Principal
Logan	Jennifer	Assistant Principal
Logan*	Karmen	Executive Director
Lopez	Areli	Assistant Principal

Love	Alfreda	Assistant Principal
Lozano	Isabel	Principal
McAdoo	Alonzo	Assistant Principal
McCall	Dale	Dean
McCowan	Some'	District Administrator
Mechell	Rebekah	Principal
Moore	Bamma	Assistant Principal
Ochoa	Christina	Assistant Principal
Oliver	Elisha	Assistant Principal
Orchard	Amber	Assistant Principal
Ortiz	Lena	Principal
Parker	Rhonda	Assistant Principal
Pritchard	Melissa	Principal
Rambo	Mathew	Principal
Rankin	Chris	Principal
Salinas	Elizabeth	Assistant Principal
Sanders	Brittany	Dean
Saxenian	Lisa	Principal
Smith	Elizabeth Helen	Principal
Sora	Chemise	Assistant Principal
Stewart, Jr.	James	Assistant Principal
Tankersley	Stephanie	Principal
Taylor*	Amy	District Administrator
Taylor	Everette	Principal
Tinney	Troy	Assistant Principal
Walker	Lisa	Assistant Principal
Weeks	John	Principal
Whitaker	Courtney	Principal
White*	Keonna	Executive Director
Wilhelm	Bobby Jo	Assistant Principal

*Second Appraisers

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: Dr. Kincannon

**RE: Legal Services Agreement Between Waco ISD and
Sheehy, Lovelace & Mayfield P.C.**

=====

Background Information:

Sheehy, Lovelace & Mayfield P.C. has provided services Waco ISD for many years as outside General Counsel. The Legal Services Agreement proposed continues to provide the same General Counsel services which have been previously provided, but provides for an increased level of support but still as an independent contractor. The agreement is attached for your review. Board Policy BDD(LOCAL) provides that legal services are to be provided pursuant to a written contract between the Board and the law firm.

Fiscal Implications:

The Legal Services Agreement is for a flat rate fee of \$1000.00 per day with the expectation being that such General Counsel Services will be provided for approximately three District business days per calendar week (for an anticipated approximately 150 days on an annual basis). The estimated annual cost of the increase to the District is \$150,000.

Administrative Recommendation(s):

Recommend approval of Legal Services Retainer Agreement between Sheehy, Lovelace & Mayfield P.C.

LEGAL SERVICES AGREEMENT

The Waco Independent School District (hereinafter "District") hereby retains the law firm of Sheehy Lovelace & Mayfield, P.C. (hereinafter the "Firm"), to provide legal services to the District beginning on September 1, 2021, and continuing thereafter until terminated by either party as set forth below:

Scope of Services. The Firm will represent, advise and counsel the District and its employees as designated by the District, including the Superintendent, Deputy Superintendent, Assistant Superintendents, Executive Directors, the Board of Trustees, and any other designated staff, including, without limitation, by telephone and in office conferences, both at the District's facilities and at the Firm's offices, in the regular conduct of the District's day-to-day operations ("General Counsel Services") as follows:

Peter K. Rusek will provide General Counsel Services at a flat rate fee of \$1000.00 per day, with the expectation being that such General Counsel Services will be provided for approximately three District business days per calendar week (for an anticipated approximately 150 days on an annual basis).

Additionally, Peter K. Rusek will provide legal services and counsel and representation on such other matters for which the Law Firm is authorized by the Superintendent or Board of Trustees, on behalf of the District that are beyond and in excess of the three District business days per calendar week ("Additional Legal Services"), on the following terms: Fees for Additional Legal Services will be billed to the District at Mr. Rusek's hourly rate.

All other time spent by attorneys in the Firm providing General Counsel Services to the District will do so at each attorney's hourly rate.

General Counsel Services to be provided by the Firm will include:

- Advise and counsel the Superintendent and other designated staff on all legal issues that may arise while conducting the business of the District, including personnel, special education, and student issues;
- Draft, review or revise all contracts, agreements or other legal documents, as presented;
- Advise and counsel the District's hearing officer(s) for applicable student, parent, community member and employee grievances, complaints, and appeals as required by policy and represent the District when appropriate;
- Appear for and represent the District in any Texas Education Code, Chapter 21 proceeding filed with the Texas Education Agency;
- Appear for and represent the District in any Texas Education Agency Special Education Complaint, Hearing or Mediation;
- Assist with the District's compliance with the IDEA and Special Education laws and policies;

- Assist with the District's compliance with the Texas Public Information Act by assisting and advising Public Information Officer;
- Assist with compliance with the Texas Open Meetings Act by assisting in the preparation of Board of Trustee Agenda Notices and Memos;
- Assist with compliance with competitive procurement and purchasing contract requirements as such items are presented for review;
- Provide legal analysis regarding the formulation and execution of existing and/or proposed TASB policies and regulations and review materials for publication in associated manuals and/or handbooks, including Administrative Guidelines;
- Coordinate responses to investigations and subpoenas from Texas Education Agency, U.S. Department of Education Office for Civil Rights, Equal Employment Opportunity Commission and other administrative or regulatory agencies, as appropriate;
- Provide legal assistance on District elections;
- Monitor and counsel the District on the impact of proposed or enacted legislation;
- Conduct professional development training on issues regarding legal matters, special education matters, including preparing training material for staff and Board members, as requested;
- Draft and edit construction contracts using AIA approved software;
- Assist with the compilation, maintenance and filing of reports as required by regulation, policy and/or law;
- Collaborate with District administrative staff and provide legal assistance to promote compliance with policies and/or rules established by federal and state law;
- Serve as liaison to any outside counsel retained by the District, and review billing as submitted to District;
- Assist in negotiating and drafting contracts for the acquisition of real and personal property, and the employment of professional services, contractors and other entities; and
- Other work as requested by Superintendent and/or Board of Trustees.

For these General Counsel Services, District agrees to pay the Firm monthly after receipt of an invoice from the Firm. In addition, the District agrees to reimburse the Firm for the reasonable and necessary expenses incurred by the Firm in providing the General Counsel Services, such as transportation, lodging and meals for travel required outside of the District's boundaries, courier and shipping services, recording and filing fees, expert and other witness fees, court reporting services and other litigation expenses. Payment of each monthly invoice is due within thirty (30) days of receipt by the District.

Whenever appropriate and consistent with proper legal representation, the Firm will use associates and legal assistants in order to minimize the fees which will enable the Firm to provide economical and efficient legal services.

Third Party Vendors and Services. All third-party vendors and services (e.g., mediators, court reporters, etc.) will look directly to the District for payment. Accordingly, the District hereby agrees to pay all third-party vendors and services directly and promptly. The Firm will attempt

to advise the District in advance of such expenses and seek prior approval of any single expenditure anticipated to be in excess of \$100.00.

Term. This agreement shall continue in effect until it is terminated by either party by giving 30 days' written notice to the other party.

Executed this _____ day of _____, 2021.

WACO INDEPENDENT SCHOOL DISTRICT

BY: _____

Waco ISD Board President

Sheehy Lovelace & Mayfield, P.C.

BY: _____

Peter K. Rusek

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: Sheryl Davis

RE: Beer and Wine Application Permit

=====

Background Information:

The District has received notice that an application is being made by Alexis Rivas to the Texas Alcoholic Beverage Commission (TABC) for a Wine and Beer Retailer’s Off-Premise Permit. The business is Ally’s Drive In located at 2105 Dutton Avenue, Waco, Texas 76706.

As required by the TABC, the business is required to notify the District of the intention to sell alcoholic beverages within 1,000 feet of school property. Bell’s Hill Elementary, located at 2100 Ross Avenue, is within 1,000 feet of the business site.

The table below reflects prior Board action on these types of requests.

Requestor	Type	Campus	Date	Motion	Board Action
Taco Loco y Mas	Beer and Wine Retailer’s Permit	Bell’s Hill Elementary	April 28, 2016	No action taken	No action taken
OneStop Convenience, Inc.	Beer & Wine Off Premise	University High	December 16, 2004	Contest Request	Passed:4 Ayes, 2 Nays (one Member Absent)
Cabanna Beverages	Mixed Beverage On Site	Sul Ross Elem	June 16, 2006	Not to Contest	Passed: 7 Ayes, 0 Nays
El Vaquero Club	Beer On Premise	Provident Heights	January 26, 2006	Contest Request	Passed: 6 Ayes, 0 Nays (one Member Absent)
Zehra Enterprises	Beer & Wine Off Premise	University High University Middle	May 18, 2006	Not to Contest	Passed: 7 Ayes, 0 Nays
Cruz’s Drive-In	Wine Only Off Premise	Alternative Campus	September 21, 2006	Contest Request	Passed: 7 Ayes, 0 Nays
Cruz’s Drive-In	Wine Only Off Premise	Alternative Campus	July 19, 2007	Not to Contest	Passed: 6 Ayes, 0 Nays
Banson Fan	Mixed Beverage On-Site Permit	Sul Ross Elementary	August 23, 2007	Contest Request	Passed: 7 Ayes, 0 Nays
Sankalp, L.L.C.	Beer & Wine Off Premise	University High University Middle	September 20, 2007	Contest Request	Passed: 7 Ayes, 0 Nays
JJ Group, L.L.C.	Wine & Beer Off Premise	University High University Middle	November 19, 2009	No action taken	No action taken
Lewis’ Liquor Store	Beer & Wine Off Premise	G. L. Wiley Middle	March 25, 2010	No action taken	No action taken
Z’s Bar and Grill	Mixed Beverage Permit, Mixed Beverage Late Hours Permit, Food & Beverage Certificate, Beverage Cartage Permit	Sul Ross Elementary	April 29, 2010	No action taken	No action taken
Cobies Drive-In	Beer & Wine Off Premise	Bell’s Hill Elementary	October 25, 2012	Contest Request	Passed: 7 Ayes, 0 Nays
Thunder Beverage Co., LLC dba Super Plaza	Wine and Beer Retailer’s Off-Premise Permit	Provident Heights Elementary	February 28, 2013	No action taken	No action taken

Fiscal Implications:

None

Administrative Recommendation(s):

The administration recommends that the Board of Trustees take no action on this request.

NOTICE OF APPLICATION TO SCHOOLS

Per Sec. 109.33 of the Texas Alcoholic Beverage Code, applicant must give written notice of the application to officials of the public or private school BEFORE filing the application with the commission.

BELL'S HILL ELEMENTARY SCHOOL

07/07/2021

School

Date of Mailing

2100 ROSS AVENUE

Address

WACO, TEXAS 76706

City, State, Zip

As required by Sec. 109.33 of the Texas Alcoholic Beverage Code, this serves as notice that plans have been made for an original application to be submitted to the Texas Alcoholic Beverage Commission for a permit authorizing the retail sale or service of alcoholic beverages for on-premises consumption at a location that is within 1,000 feet of the school's property line.

Type of Business:

Restaurant Sporting Arena, Civic Center, Hotel Bar
 Grocery/Market Sexually Oriented Misc. _____

License/Permit Type:

WINE AND BEER RETAILER'S OFF-PREMISE PERMIT

Trade Name of Business:

ALLY'S DRIVE IN

Address of Business:

2105 DUTTON AVENUE

WACO, TEXAS 76706

Owner/Applicant:

ALLY'S C-STORE LLC



Signature

ALEXIS RIVAS

Print Name

07/07/2021

Date

MANAGING MEMBER

Title

Waco Independent School District

Board of Trustees Meeting Agenda

Date: August 26, 2021

Contact Person: Dr. Josie Gutierrez

RE: School District Teaching Permit for Selected Teacher Candidate to Teach a Non-Core Academic CTE Course

=====

Background Information:

Since 1995, Texas law has allowed school districts to issue a school district permit to someone who does not hold a teaching certificate subject to approval by the Commissioner of Education (Texas Education Code 21.055). For “non-core academic career and technical education (CTE) courses” only, state law allows the school district’s Board of Trustees the authority to determine if a school district may issue a school district teaching permit without approval by the Commissioner of Education (House Bill 2205, 84th Regular Legislative Session).

In order for a non-core academic CTE teacher candidate to be qualified for a school district teaching permit, the individual must demonstrate subject matter expertise, such as:

- Professional work experience
- Formal training and education
- Relevant industry license, certification, or registration
- Any combination of work experience, training and education, or industry credential related to the subject matter he or she will be teaching

A bachelor’s degree is not a requirement.

Donna McKethan (Director of Career and Technical Education) and Dr. Ricky Edison (University High School) are requesting the following candidate be issued a school district teaching permit effective for the 2021-2022 school year:

David Dunham– Culinary Arts

Chef David Dunham is a teacher candidate for the Culinary Arts program at University High School. He brings a wealth of knowledge and experience from the field. He is currently helping deliver instruction at TSTC and coordinates the SkillsUSA program. Chef Dunham will be a great asset to the UHS Culinary Arts program and team for continued student achievement and growth.

Fiscal Implications:

Salary included in fiscal year budget for CTE.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the named teacher candidate to be issued a school district teaching permit which will allow them to teach assigned non-core academic career and technology courses for Waco ISD.

Waco Independent School District

Board of Trustees Board Meeting Item

Date: August 26, 2021

Contact Person: Suzanne Hamilton

RE: 2021-2022 Student Code of Conduct

=====

Background Information:

Attached is the Student Code of Conduct (SCC) for 2021-2022 with changes and updates as indicated.

Location	Date of Change	Name & Reason	Summary of Change
Entire Document Review	July 2021	Suzanne Hamilton; TASB model	Minor changes, updated dates
Document updates	July 2021	Suzanne Hamilton; SHB policy & procedural updates; TASB guidance	Updated policies & procedures as reflected in the Student Handbook, to include Curriculum & Instruction areas in relation to HB 4545 & SB 1697; Amendments in language from HB 375, HB 785, HB 957, SB 248, SB 530, and SB 768.

TASB made the following changes as a result of 2021 legislative action:

- HB 375 Amended the offense of continuous sexual abuse of a young child to include abuse of disabled individual.
- HB 785 Amended to require parental permission for a Functional Behavior Assessment (FBA), the review of previous FBAs and/or Behavior Intervention Plans (BIP), and develop a BIP or revise existing one on any special education student that has a change in placement for discipline within 10 days of action.
- HB 957 Removed “silencer” from the list of prohibited items to include it within the definition of a firearm.
- SB 248 Expanded the definition of e-cigarettes in the Health and Safety Code.
- SB 530 Expanded the definition of harassment to include publishing repeated electronic communications that are likely to cause emotional distress, abuse, or torment to another person.
- SB 768 Amended the Health and Safety Code for controlled substances.

Fiscal Implications:

None

Administrative Recommendation(s):

Approve the 2021-2022 Student Code of Conduct as presented.



**Waco ISD Student Code of Conduct
2021-2002**

RESPONSIBILITY~COOPERATION~RESPECT~
COMPASSION~SELF-DISCIPLINE~SELFLESSNESS~
TRUSTWORTHINESS/HONESTY~COURAGE~TOLERANCE~
CHARACTER EDUCATION TRAITS

If you have difficulty accessing the information in this document because of disability, please contact the District Administrative Offices at 254-755-9473

Waco ISD Student Code of Conduct

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Waco ISD Student Code of Conduct

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the campus principal, call the District Administrative Offices at 254-755-9473 or email info@wacoisd.org.

Purpose

The Student Code of Conduct (“Code”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Waco ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code shall be available at the campus behavior coordinator’s office and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Texas Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district’s authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;

Waco ISD Student Code of Conduct

5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Texas Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Texas Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. Waco ISD utilizes a multi-administrator team process for student discipline which includes the campus principal and assistant principal(s). The campus administrative personnel assigned to a campus are designated as the campus behavior coordinator(s) for their campus. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.wacoisd.org, along with a digital copy of the Student Handbook.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Waco ISD Student Code of Conduct

Reporting Crimes

The principal, campus behavior coordinator, and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure the security and protection of students, staff, and property, the board employs police officers, school resource officers (SROs), and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).

Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, District police officers shall have the authority to:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent. District police officers shall not be assigned routine classroom discipline or administrative tasks.

“Parent” Defined

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

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

Participation might include a speaking role, as established by district policy and procedures.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year, the last day of placement in the DAEP shall be the last

Waco ISD Student Code of Conduct

instructional day, and the student will be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

[See board policy FNA (LOCAL)]

See [DAEP—Restrictions During Placement](#) on page 26 for information regarding a student assigned to DAEP at the time of graduation.

Unauthorized Persons

In accordance with Texas Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

Waco ISD Student Code of Conduct

Chapter 37 requires the Texas Education Code to include standards that schools expect from students. It is the responsibility of parents or guardians to see that a student is dressed and groomed according to the standards of the District.

Teachers have the responsibility to enforce the dress code. The final authority for interpreting, enforcing, and permitting deviations of the dress code rests with the principal, campus behavior coordinator or his/her designee. Students are expected to be appropriately dressed and groomed at school and at school functions.

Specific standards for appropriate dress and grooming for all District students are as follows:

General Dress and Grooming Code

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the specific standards for appropriate dress and grooming for all District students as described below:

General Dress and Grooming Code:

- Articles of clothing with pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene, or advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under Board Policy FNCA (Local) are not allowed.
- Students must wear shoes. No beach-style flip-flops or house shoes will be allowed.
- Hats, caps, and hoods may not be worn inside the school building during the school day. These items may be worn at other school sponsored events as determined appropriate by the principal or designee.
- Hair must be neat and well-groomed. Hair must not be tied up in a bandana, or covered by a hat, a hood, a cap, a doo rag or a visor.
- Sunglasses, or other glasses not required for vision correction, may not be worn inside the building.
- Pants with holes or frayed may not be worn. Garments must be hemmed or cuffed appropriately.
- Longer athletic/gym style shorts may be worn.
- Undergarments must be appropriately covered by a student's clothing.
- Pierced earrings may be worn on the ear(s) only. All other body-piercing jewelry is prohibited.
- Tattoos or fake tattoos are allowed if they are not lewd, offensive, vulgar, or obscene, or advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under Board Policy FNCA (Local).
- "Grillz" or temporary decorations on teeth are not to be worn.
- Inappropriate appearance will not be allowed. Clothes should fit and be worn appropriately. Pants are to be worn at waist and with a belt (if the pants have belt loops), and shirts buttoned. All shirts must be tucked in pants and/or skirts if they extend beyond the end of the student's

Waco ISD Student Code of Conduct

fingertips. Cardigan sweaters, pullover sweaters, and sweatshirts may be worn outside of pants and skirts. No sagging pants or oversized clothes are permitted. Underwear type shirts such as tank tops or muscle shirts are not acceptable and may only be worn with t-shirts under them.

The decision on whether a style is appropriate will be at the discretion of the principal or his/her designee.

Female Dress and Grooming Code:

- Females will not wear halters, tank tops, tops that expose any part of the midriff, low-cut dresses/tops, short-shorts or excessively tight clothing. The neck opening on any type of dress, shirt, or blouse may not exceed the equivalent of the second button below the collar.
- Hair rollers must not be worn.
- Females must wear brassieres or appropriate undergarments.
- Skirts, dresses, and shorts must extend beyond the end of the student's fingertips when standing.

Male Dress and Grooming Code:

- Males must wear shirts with sleeves. The neck opening on any type of shirt may not exceed the equivalent of the second button below the collar.
- Male haircuts must be neat and in good taste. Mustaches and beards shall be acceptable if neatly trimmed.

Dress and Grooming Code Violation Procedure:

One of the following procedures will be followed when students are found to be inappropriately dressed:

- The student will be given a change of clothing and the parent/guardian notified or,
- Parents/guardians will be notified and requested to bring the appropriate apparel to school. If parents cannot come with a change of clothes, the student will be asked to change into clothing provided by the school or they will be assigned to in-school suspension (ISS) for the remainder of the day or until the problem is corrected.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct. Absences incurred due to inappropriate dress will be considered unexcused. [See Board Policies FO, FOA, FOD]

Waco ISD Student Code of Conduct

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on [Out-of-School Suspension](#) on page 20, [DAEP Placement](#) on page 21, [Placement and/or Expulsion for Certain Offenses](#) on page 28, and [Expulsion](#) on page 30, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in [Removal from the Regular Educational Setting](#) as detailed on page 19.

Fighting

Absolutely no fighting will be allowed. (See [glossary](#).)

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher, principal, or designee.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see [DAEP—Placement and/or Expulsion for Certain Offenses](#) on page 28.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See [glossary](#) for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See [glossary](#).)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See [glossary](#).)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Waco ISD Student Code of Conduct

- Retaliate against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see [DAEP—Placement and/or Expulsion for Certain Offenses](#) on page 28.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see [DAEP— Placement and/or Expulsion for Certain Offenses](#) on page 28.)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocket knife or any other small knife; (blade under five and one-half inches)
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see [DAEP—Placement and/or Expulsion for Certain Offenses](#) on page 28. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

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Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

The District permits students to possess personal cellular telephones; however, except for high school students (addressed below) these devices must remain turned off and out of sight during the instructional day unless they are being used for approved instructional purposes as identified by their teachers.

Elementary and middle school students may not use such devices in the hall or common areas during the school day (lunch, etc.). High school students may carry cellular phones as long as the phones are not visible and remain in the off mode except during lunch and passing periods at which times use is permitted. Campus administrators shall have the discretion to determine the appropriate use of cellular phones for students participating in or attending extracurricular activities while on school property or while attending school-sponsored school-related activities on or off school property.

Students shall not use a telecommunications device, including a cellular telephone, or other electronic device in violation of District and campus rules. If a student violates the cell phone rules, it may be confiscated by school staff. If confiscated, the parent may pick it up from the office for a fee of \$15.00.

The use of mobile telephones or any device capable of capturing images (whether pictures or video) is strictly prohibited in locker rooms, or restroom areas while at school or at school-related or school-sponsored events.

Alcohol and Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see [DAEP Placement](#) on page 21 and [Expulsion](#) on page 28 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See [glossary](#) for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See [glossary](#) for “abuse.”)
- Abuse over-the-counter drugs. (See [glossary](#) for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to the body or mind. (See [glossary](#) for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy. Board Policy FFAC(Local)

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Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.

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- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions (whether on or off campus) or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

Any disciplinary action that would require a change in placement for longer than a total of 10 days (for the entire year), for a student with disabilities will occur only after an ARD committee has met and a manifestation determination hearing has been conducted. All guidelines of the manifestation determination must be followed before any decision by the ARD committee or administrator is made as to placement in a DAEP and/or expulsion. Placement, as it is defined here, means a DAEP placement or an expulsion and a recommendation for placement in the Juvenile Justice Alternative Education Program (JJAEP).

In accordance with the Texas Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see [glossary](#)) until an ARD committee meeting has been held to review the conduct.

The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et.seq.) imposes a number of procedural requirements when a school District contemplates disciplinary actions against a student with a disability. A student with a disability who receives special education services may not be placed in a Disciplinary Alternative Education Program (DAEP) solely for educational purposes. The student must have engaged in misconduct warranting DAEP placement and is entitled to all due process afforded to a nondisabled student accused of the same conduct. Any disciplinary action regarding a student with a disability that would constitute a change in placement involves additional legal requirements. School personnel are authorized by IDEA to consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for the child with a disability who violates a code of student conduct. 20 U.S.C. 141 (k) (1) (A) and TEC 37.004.

State Law Bullying Provisions Concerning Special Education Students

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1. Texas law contains two main provisions that relate to bullying and the special education student. Texas Education Code 37.001 (b-1) provides that a student who is enrolled in special education may not be disciplined for bullying, cyberbullying, harassment or making hit lists until an ARD committee meeting has been held to review the conduct.

2. A second provision relates to transfers of special education students. Under Texas Education Code 25.0342 (b-1), the Board of Trustees may transfer a student found to have engaged in bullying or cyberbullying to another classroom or campus in the District. However, under Texas Education Code 37.004, special education placements may be made only by a duly constituted ARD Committee. Further, any disciplinary action regarding a student with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the student's ARD committee conducts a manifestation determination review under 20 U.S.C. 141 (k)(4). Any disciplinary action shall be in accordance with federal laws and regulations, including laws or regulations requiring the provision of (a) functional behavioral assessments; (b) positive behavior interventions, (c) behavioral intervention plans, and (d) the manifestation determination review. TEC 37.004(b), (1)-(4).

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.

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- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in [Out-of-School Suspension](#) on page 20 .
- Placement in a DAEP, as specified in [DAEP](#) on page 21 .
- Expulsion and/or placement in an alternative educational setting, as specified in [Placement and/or Expulsion for Certain Offenses](#) on page 28.
- Expulsion, as specified in [Expulsion](#) on page 30.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Restorative Discipline Practices.
- Check in - Check out
- Saturday Diversion Course.
- Stay Away Agreements.
- Alternate classroom assignments.
- Other strategies and consequences as determined by school officials.

NOTE: Corporal punishment is NOT an approved discipline management technique.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.

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- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Texas Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: www.wacoisd.org.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to

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improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, Office of Student Management, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP (Emergency Placement as approved by the Office of Student Management).

A teacher or administrator must remove a student from class if the student engages in behavior that under the Texas Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

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A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended, a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see [glossary](#)),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,

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5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see [glossary](#)),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Absolutely no fighting will be allowed. (See [glossary](#)-Fighting/Mutual Combat).

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Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See [glossary](#).)
- Involvement in criminal street gang activity. (See [glossary](#).)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see [glossary](#)) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see [glossary](#)) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

Pursuant to §37.006 of the Texas Education Code, a student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See [glossary](#).)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see [glossary](#)) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in

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[Expulsion](#) on page 30.) (See [glossary](#) for “under the influence” “controlled substance,” and “dangerous drug.”)

- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in [Expulsion](#) on page 30.)
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See [glossary](#).)
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in [Expulsion](#) on page 30.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see [glossary](#)) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see [glossary](#)),
 2. A court or jury finds that the student has engaged in delinquent conduct (see [glossary](#)), or
 3. The superintendent or designee has a reasonable belief (see [glossary](#)) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim’s parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

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Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, Office of Student Management, and, in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see [glossary](#)),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the Office of Student Management shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the Office of Student Management shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

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Length of Placement

The Office of Student Management shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see [glossary](#)) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: www.wacoisd.org.

Appeals shall begin at *Level One* with the *Student Services Department*.

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The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator, Office of Student Management, or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings upon approval of the Office of Student Management.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see [glossary](#)), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe

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that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parents may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

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Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Texas Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Texas Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the Office of Student Management, board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see [glossary](#)) of the Penal Code. The student must:

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- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

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Expulsion

In deciding whether to recommend expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see [glossary](#)),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See [DAEP Placement](#) on page 28.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See [glossary](#).)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not

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punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See [glossary](#) for “under the influence.”)

- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See [glossary](#).)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See [glossary](#).)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student’s person a handgun or a location-restricted knife, as these terms are defined by state law. (See [glossary](#).)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See [glossary](#).)
- Possession of a firearm, as defined by federal law. (See [glossary](#).)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district’s Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:

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- a. Public lewdness under Penal Code 21.07;
- b. Indecent exposure under Penal Code 21.08;
- c. Criminal mischief under Penal Code 28.03;
- d. Hazing under Texas Education Code 37.152; or
- e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See [glossary](#).)

Under the Texas Penal Code

- A student shall be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property: Unlawfully carrying a weapon under Section 46.02, Texas Penal Code, or possession of a prohibited weapon under Section 46.05, Texas Penal Code. Carrying on or about the student's person the following, as defined by the Texas Penal Code "Weapon" Includes:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See [glossary](#).) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See [glossary](#).)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See [glossary](#).)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See [glossary](#).)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.

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- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol, or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Due Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parents shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP (emergency placements approved by Office of Student Management).

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Office of Student Management the authority to conduct hearings and expel students.

Expulsion Appeal

After the due process expulsion hearing, the expelled student may request an administrative review of the expulsion decision. Any such request shall be in writing and submitted to the Department of Student Services within seven days after receipt of the written expulsion order/decision. The appropriate administrator and/or Superintendent's designee must provide the student or parent written notice of the date, time, and place of the meeting at which the Superintendent's designee will conduct the review.

The Superintendent's designee will review the record of the expulsion hearing and hear a statement from the student or parent and or any other administrator. The Superintendent's

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designee or other District administrator at the review will base its decision on evidence reflected in the record and any statements made by the parties at the review. The Superintendent's designee may make and communicate his/her decision orally at the conclusion of the presentation and follow up in writing or communicate the decision in writing to all parties within seven school days after the review. Consequences will not be deferred pending the outcome of any appeal/grievance or hearing.

Board Review of Expulsion

After the due process administrative review/appeal hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board, Office of Student Management or campus behavior coordinator shall take into consideration:

1. Self-defense (see [glossary](#)),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Coordinator of Student Management shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

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The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the Office of Student Management fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the Coordinator of Student Management or the board's designee may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

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If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LLEGAL) and FODA(LLEGAL) for more information.

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Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - i. Knowing that it is within the limits of an incorporated city or town,
 - ii. Knowing that it is insured against damage or destruction,
 - iii. Knowing that it is subject to a mortgage or other security interest,
 - iv. Knowing that it is located on property belonging to another,
 - v. Knowing that it has located within it property belonging to another, or
 - vi. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another, or
 - b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

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Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Texas Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that

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federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;

Waco ISD Student Code of Conduct

3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such a term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Texas Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
 - e. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

Hazing is defined by Texas Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Texas Education Code 37.151, including:

1. Any type of physical brutality;

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2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or

Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Texas Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or

Waco ISD Student Code of Conduct

4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon;
 - b. A machine gun;
 - c. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Texas Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37, of the Texas Education Code, requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Texas Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.

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- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;

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- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

**WACO INDEPENDENT SCHOOL DISTRICT
BOARD MEETING MINUTES
Special Meeting, July 15, 2021 - 6:00 PM
Waco ISD Conference Center**

BOARD MEMBERS PRESENT

Angela Tekell
Stephanie Korteweg
Jose Vidana
Allen Sykes
Keith Guillory
Jeremy Davis

BOARD MEMBERS ABSENT

Cary DuPuy

CALL TO ORDER

Angela Tekell, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 6:00 p.m. She stated that a quorum of Board Members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

The Board convened in closed session at 6:01 p.m.

CLOSED SESSION (TEXAS GOVERNMENT CODE, SUBCHAPTERS D AND E)

RECONVENE IN OPEN SESSION

The Board reconvened in open session at 7:24 p.m.

AUDIENCE FOR GUESTS

None

SUPERINTENDENT'S REPORT

Dr. Kincannon introduced new administrators - Haley Dean is the new Principal of Hillcrest Professional Development School. Lauren Frasure was introduced as the new Principal of South Waco Elementary School. Celeste Sodergren was introduced as the new Director of Advanced Academics. Amy Taylor has been hired as the new Director of Strategic Evaluation Systems and Support.

Waco ISD's Proposed Use of the Elementary and Secondary School Emergency Relief (ESSER) III, Part II and ESSER II Funding under the American Rescue Plan (ARP)

On May 27, Dr. Kincannon gave a public hearing on the district's proposed use of ESSER III funding. The district's allocation was \$49.9 million. Of that, the state had released \$33.2 million at a time. Since then, the remaining funds in ESSER III (\$16.6 million) and ESSER II (about \$22.1 million for Waco ISD) have become available through an application process. About \$3 million of the ESSER II allotment will be used to fund ADA hold harmless. An additional 2.5 million of funding will be used for HVAC replacement, bringing that total to \$5.5 million. A teacher retention bonus plan will total just under \$8.7 million. Other items to be funded include:

- Libraries - Funds will be allocated to support the addition of a librarian at every campus with each school having at least a part-time librarian. Additional funding has also been included for books.
- Classroom Libraries - Funds of nearly \$1.3 million to provide our elementary classroom teachers and secondary English language arts teachers with \$2,000 worth of books for students to read within their classrooms.
- Classroom projectors and cafeteria upgrades will be about \$1 million.
- Furniture to support academic interventions will total \$750,000.
- Social Emotional Learning and Mental Health - Waco ISD will be adding 2 social workers to serve students at GL Wiley.
- Teacher leadership development activities - \$820,000
- Administrative leadership development activities - \$385,000 - This amount includes reading materials, and conference registration and travel.
- Waco ISD has allocated \$125,000 to work with the University of Texas' School of Design and Creative Technologies to develop a student camp or other activities to provide us with the opportunity to engage with representative high school students from all 3 secondary campuses.

Vaccination Clinics

Thanks to a partnership with Ascension Providence and the Waco-McLennan County Public Health District, nearly 100 people, including 55 Waco ISD students, were able to receive a first dose of the Pfizer vaccine at a clinic hosted at University High last month. A second clinic will be held on July 16 from 2 to 7 p.m. in the University High School gym. Anyone age 12 or older can get vaccinated against COVID-19 for free.

REVIEW AND DISCUSS LONG-RANGE FACILITIES PHASING

Jarrold Sterzinger, O'Connell Robertson Architects, presented the Long-Range Facilities Phasing. There are 3 Waco ISD Facilities Master Plan Guiding Principles:

- Create facilities in support of the District's vision for academic excellence.
- Ensure equity across primary and secondary campuses for academic and co-curricular programs.
- Maintain and protect the community's investment in facilities while improving operational efficiency.

Immediate Priorities include:

- Waco High School
- Middle School Replacement for Carver and Indian Spring
- Middle School Replacement for Tennyson
- New Elementary for Alta Vista/Kendrick + Additions/Renovations for South Waco

Long Term Priorities include:

- Continued development of the best opportunities for students from pre-kindergarten to student choice at high school
- Implementation of the long-term vision goals across the portfolio of Waco ISD elementary school campuses
- District Wide Goals
- Capital Improvement Projects from FCA

REVIEW AND DISCUSS PROPERTY TAX EXEMPTIONS

Joe Don Bobbitt, McLennan County Chief Appraiser, discussed property tax exemptions. Those exemptions included:

- Homestead
 - Mandatory \$25,00 value exemption for Schools, optional for other entries
 - Requirements
 - ownership of property
 - primary residence
 - no other homestead claimed
 - must provide copy of state identification with application
 - although April 30th is the application deadline, it may still be submitted within 2 years from the delinquency date
- Over 65 or Disabled
 - Mandatory additional \$10,000 value exemption and Tax Ceiling "Freeze" for Schools, optional for other entities
 - Requirements
 - same as homestead and;
 - must be 65 or older during the year or,

- meet the definition of disabled for the purpose of payment of disability insurance benefits under the Federal Old-age, Survivors and Disability Insurance Act

REVIEW AND DISCUSS POTENTIAL BOND ELECTION

Dr. Kincannon reviewed the potential bond program as recommended by the Community Advisory Committee. It includes a new Waco High School, two new middle schools (G.W. Carver and Tennyson), one new elementary school (Kendrick), and renovations to the South Waco Elementary. A new G. W. Carver Middle would accommodate the students currently attending G. W. Carver Middle School and Indian Spring Middle School while a new Kendrick Elementary and a renovated and expanded South Waco Elementary would serve students currently attending Alta Vista Elementary.

REVIEW AND DISCUSS THE 2021-2022 COMPENSATION PLAN

Dr. Gutierrez reviewed the proposed 2021-2022 compensation plan. The proposed plan provides an average increase of 3% of the paygrade midpoint increase for all employee groups and moves the starting teacher salary from \$49,100 to \$50,250, with all continuing teachers receiving a \$1,600 increase (including moving to the next step). This salary scenario is an increase of approximately \$3.7 million, which includes recommended market adjustments to maintain equity for current employees and maintain competitiveness in the market for new employees.

TASB recommended stipend adjustments for athletics, performing arts and academics are included at an additional \$136,236. New stipends include funding for teacher leadership responsibilities such as Opportunity Culture, Reading Recovery, elementary grade level leads and secondary department heads at a cost of \$368,000.

The estimated cost of the proposed salary increase, with equity adjustments is \$3.7 million and increases and changes to the stipend schedule is an additional \$504,236.

REVIEW, DISCUSS, AND TAKE APPROPRIATE ACTION REGARDING PROPOSED USE OF ESSER FUNDING TO PROVIDE RETENTION BONUSES FOR CLASSROOM TEACHERS AND HARD TO FILL POSITIONS

Dr. Gutierrez reviewed the proposed plan for retention bonuses for classroom teachers and hard to fill positions. Bonuses will be paid in three payments beginning in December 2022.

Jose Vidana made a motion, seconded by Allen Sykes, to accept the proposed use of ESSER funding to provide retention bonuses for classroom teachers and hard to fill positions. The motion passed unanimously (6-0).

REVIEW AND DISCUSS WACO ISD'S GENERAL FUND BUDGETS

Sheryl Davis presented a brief status update on the 2020-2021 General Fund projected revenues, expenditures, and ending fund balances as well as an overview of the preliminary 2021-2022 General Fund Budget.

ANNOUNCEMENTS

Kyle DeBeer, Chief of Staff, made the following announcements:

- All Waco ISD families are eligible for the current Pandemic-Electronic Benefit Transfer (P-EBT), which is intended to provide support for students that receive free school meals but had reduced access to those meals due to quarantines and school closures. The application is available at <https://yourtexasbenefits.com/Learn/PEBT> , and the deadline to apply is Aug 13.
- The Central Texas Food Bank's mobile pantry will be at the Waco ISD Stadium from 10 a.m. to noon on July 22, 2021.
- Waco High Alumnus Wil London III has qualified for the Tokyo Olympics as a member of the 4X400 relay pool. The track and field events begin on July 30,2021, and London will be recognized at other district events later this year.

ADJOURNMENT

The meeting was adjourned at 9:17 p.m.

**WACO INDEPENDENT SCHOOL DISTRICT
BOARD MEETING MINUTES**

Regular Meeting, July 22, 2021 - 6:00 p.m.
WISD Administration Offices Board Room

BOARD MEMBERS PRESENT

Angela Tekell
Stephanie Korteweg
Jose Vidana
Allen Sykes
Cary DuPuy
Keith Guillory
Jeremy Davis

BOARD MEMBERS ABSENT

None

CALL TO ORDER

Angela Tekell, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 6:00 p.m. She stated that a quorum of Board Members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

The Board convened in closed session at 6:01 p.m.

CLOSED SESSION (TEXAS GOVERNMENT CODE, SUBCHAPTERS D AND E)

RECONVENE IN OPEN SESSION

The Board reconvened in open session at 7:29 p.m.

AUDIENCE FOR GUESTS

Pam Cooper from the Greater Waco American Federation of Teachers (GWAFT) spoke about paraprofessionals and compensation for serving as classroom teachers during COVID shortages.

SPECIAL RECOGNITIONS

Educators Rising National Conference Award Winners

The Board recognized two University High School students who placed and earned national-level awards as a part of advancing in competition from the Texas Association of Future Educators' (TAFE).

- Kayla Sturdevant - 4th Place, Children's Literature
- Karla Suarez - 4th Place, Children's Literature

Greater Waco Chamber's Waco Under 40 Honoree

The Greater Waco Chamber's Waco Under 40 celebrates dynamic young leaders under the age of 40 from McLennan County. Earlier this summer the 45 nominees were announced for this year and included a valued Waco ISD employee. Rhiannon Settles, Director of Waco ISD Health Services was one of the 13 winners.

Waco ISD Adopt-A-School Partnership Awards

The Board recognized volunteers and partnerships through the Adopt-a-School program.

Outstanding Partnership

- Mosaic Church with J.H. Hines Elementary School and G.W. Carver Middle School

Outstanding Business Coordinator

- Kenneth McAdam (STARS Book Clubs) with West Avenue Elementary School

Outstanding Volunteer

- Anne Broaddus with Brook Avenue Elementary School

Outstanding School Coordinator

- Anthony Baney, Bell's Hill Elementary School

Golden Apple Award: Academic Enrichment

- Central National Bank with Parkdale Elementary School

Golden Apple Award: Community Service - Elementary

- Meadowbrook Baptist Church with Alta Vista Elementary School

Golden Apple Award: Community Service - Secondary

- First Woodway Baptist Church with G. W. Carver Middle School

Golden Apple Award: Science and Math

- Baylor Society of Women Engineers with J. H. Hines Elementary School

Golden Apple Award: Rookie of the Year

- Baylor Lady Bears Basketball with South Waco Elementary School

SUPERINTENDENT'S REPORT

Dr. Kincannon introduced Christine Holecek as the Dean of the Future Educators Academy, Lisa Saxenian was introduced as the principal of Waco High School, and Dr. Josie Gutierrez as Deputy Superintendent.

Dr. Kincannon also announced that the Family Fest event would be held on Saturday, August 14, from 9 a.m. - 12 p.m. at Waco High School and University High School. This year's event includes COVID-19 vaccinations through the Waco-McLennan County Public Health District.

Dr. Kincannon explained the new **Parental Option for Students to Repeat Grades or Courses** as required by Senate Bill (SB) 1697, amending state law to allow parents to elect for a student to repeat a grade or retake a high school course. Parents now have the option to:

1. Repeat prekindergarten;
2. Enroll in kindergarten if the child was eligible to enroll in prekindergarten in the previous school year, and has not yet enrolled in kindergarten;
3. Repeat kindergarten;

July 22, 2021

4. Enroll in kindergarten if the child would have enrolled in kindergarten in the previous school year and has not yet enrolled in first grade; and
5. For grades one through three, repeat the grade the student was enrolled in the previous school year.

For the 2021-2022 school year only, parents have the right to opt for their child:

6. For grades four through eight, repeat the grade the student was enrolled in during the 2020-2021 school year; and
7. For courses taken for high school credit, repeat any course in which the student was enrolled during the 2020-2021 school year.

CONSENT AGENDA: CONSIDER AND TAKE APPROPRIATE ACTION

- Amendments to the 2020-2021 Budget
- Bid Award for Educational Consultants, Professional Development, and Other Student-based Contracted Services
- Bid Award for Printing Services
- Bid Award for Security Cameras for the Child Nutrition Program
- Bid Renewal for Courier Services
- Bid Renewal for Security Patrol Services
- Renewal of Interlocal Participation Agreement with the Texas Association of School Boards Risk Management Fund for Property, Auto Liability and Physical Damage, and School Liability Insurance and Workers' Compensation Coverage
- Amendment to Professional Services Contract with O'Connell Robertson for the Design of Waco High School
- Purchases in Excess of \$50,000 Under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Service
- Cost Share Agreement between Waco ISD and Communities-in-Schools of the Heart of Texas
- Interlocal Cooperation Agreement and Fiscal Agent Contract between the McLennan County Challenge Academy and Participating Districts for the 2021-2022 School Year
- Memorandum of Understanding between Waco ISD and the Economic Opportunities Advancement Corporation (EOAC) for Head Start Programming for the 2021-2022 School Year
- Memorandum of Understanding between Waco ISD and Partner Independent School Districts for the Greater Waco Advanced Manufacturing and Health Care Academies for the 2021-2022 School Year
- Monthly and Quarterly Financial Reports for the Period Ended May 31, 2021
- Monthly Financial Reports for the Period Ended June 30, 2021
- Acquisition of Property at 2002 Ross Avenue (Lot 1, Block 3, of the J.D. Bell Addition to the City of Waco, McLennan County, Texas), Including Exercising "First Right of Refusal" and/or Authorizing the Superintendent (and/or Outside Counsel) to Negotiate the Terms and Conditions of Acquisition and Bring a Recommendation Back to the Board for Approval

- School District Teaching Permit for Selected Teacher Candidate to Teach a Non-Core Academic CTE Course
- T-TESS Calendar for 2021-2022 School Year
- Hiring of an Employee Related to an Administrator
- Report on gifts to Waco ISD
- Board of Trustees Meeting Minutes
 - May 27, 2021 Regular Meeting
 - June 10, 2021 Regular Meeting

Cary DuPuy made a motion to approve the consent agenda minus the “Cost Share Agreement between Waco ISD and Communities-in-Schools of the Heart of Texas.” Jeremy Davis seconded the motion. The motion carried unanimously (7-0).

After a discussion for the “Cost Share Agreement between Waco ISD and Communities-in-Schools of the Heart of Texas,” Cary Dupuy made a motion to approve the agreement, seconded by Stephanie Korteweg. Jeremy Davis abstained from voting. The motion carried unanimously (6-0).

REVIEW, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING THE EMPLOYMENT OF ADMINISTRATIVE EMPLOYEES

Dr. Josie Gutierrez presented the following administrators for recommendation for contracts:

- Anverly Laster as Assistant Principal at Parkdale Elementary
- Amanda McLellan as Assistant Principal for Lake Air Montessori
- Molly Godwin as Assistant Principal for University High School
- Valerie Johnson as Assistant Principal for Cesar Chavez Middle School

Jose Vidana made a motion, seconded by Cary DuPuy, to approve the recommendation for contracts. The motion carried unanimously (7-0).

REVIEW AND DISCUSS 2021 STUDENT ACHIEVEMENT DATA AND ACCOUNTABILITY UPDATE

Denise Bell presented the 2021 Student Achievement Data and Accountability Update. Results from this year’s STAAR testing indicate significant student achievement drops for the district, the region and the state. Waco ISD’s decreased performance on the STAAR exceeded state declines in most areas, but showed similar patterns when compared to comparable districts in the region and across the state.

REVIEW AND DISCUSS UPDATED PRELIMINARY TAX VALUES AND TAX IMPACT OF POTENTIAL BOND PROGRAM

Sheryl Davis stated certified tax values are needed to complete the annual budget planning process and determine the impact of potential bond program scenarios. The McLennan County Tax Appraisal District is expected to certify values on July 23, 2021. In order to facilitate bond program planning discussions with the Board of Trustees, the Chief Appraiser has provided

updated preliminary values for Waco ISD, so that the Board can more accurately predict the tax impact associated with different scenarios.

The Board reviewed updated preliminary tax values and the tax impact of the following scenarios:

- \$376,112,026 - Community Advisory Committee's recommendation with architect's recommended phasing of projects
- \$372,922,415 - Community Advisory Committee's recommendation with architect's alternative phasing of projects
- \$311,768,584 - Waco High School, Carver Middle School and Tennyson Middle School (with middle school costs based on architect's alternative phasing of projects)
- \$234,323,622 - Waco High School and one new middle school
- \$156,878,600 - Waco High School

These scenarios were chosen to reflect the Community Advisory Committee's prioritization of projects and to provide additional information requested by the Board.

REVIEW AND DISCUSS POTENTIAL BOND PROGRAM

Dr. Kincannon reviewed the potential November 2, 2021, bond program. As recommended by the CAC, a potential bond program would include a new Waco High School, two new middle schools (G.W. Carver and Tennyson), one new elementary school (Kendrick), and renovations to South Waco Elementary. A new G.W. Carver Middle would accommodate the students currently attending G.W. Carver Middle School and Indian Spring Middle School while a new Kendrick Elementary and a renovated and expanded South Waco Elementary would serve students currently attending Alta Vista Elementary.

REVIEW, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING THE 2021-2022 COMPENSATION AND STIPEND PLAN

Dr. Josie Gutierrez brought the following recommendations to the board:

- A \$1600 minimum salary increase for employees paid on Teacher Pay Schedule, which is an average of 3% of the midpoint for all continuing teachers;
- An additional \$100 to \$600 market adjustment for teachers on steps 15 to 25 of the teacher pay scale (maximum increase of \$2200); and
- An increase in the starting teacher salary from \$49,100 to \$50,250;
- A 3% of the appropriate pay grade midpoint increase for all other employee pay groups (Administrative/Professional, Paraprofessional, and Auxiliary);
- Targeted equity pay adjustments for some pay groups (Assistant Principal, Instructional Specialist, Custodian, and Child Nutrition Worker) along with individual employees in order to maintain equity for current employees and maintain competitiveness in the market for new employees;
- No changes to the Temporary pay schedule, with the exception of a newly added Baseball Pitch Counter job title and rate;

- No change in substitute compensation; however, the number of consecutive days of an assignment for a paraprofessional or a degreed or certified substitute teacher to receive the long-term rate of pay will now begin after completing 10 consecutive days in an assignment, reduced from after 20 days.
- An updated stipend schedule with adjustments and newly created stipends for athletics, performing arts and academics; and new stipends for teacher leadership responsibilities such as Opportunity Culture, Reading Recovery, elementary grade level leads and secondary department chairs.
- Effective January 1, 2022, increasing the District contribution for health insurance from \$404.26 to \$428 per employee, per month and continuing the \$41.667 monthly (\$500 annually) contribution to a flexible spending account for any employee who waives insurance coverage through the District.

Cary DuPuy made a motion, seconded by Jeremy Davis, to approve the 2021-2022 Compensation and Stipend Plan. The motion carried unanimously (7-0).

REVIEW, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING THE SUPERINTENDENT'S SALARY

Allen Sykes made a motion, seconded by Cary Dupuy, to approve a 3% increase in the Superintendent's salary. The motion carried unanimously (7-0).

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING DESIGNATION OF A DELEGATE AND AN ALTERNATE FOR THE 2021 TEXAS ASSOCIATION OF SCHOOL BOARDS (TASB) DELEGATE ASSEMBLY

Allen Sykes made a motion, seconded by Cary DuPuy, to nominate Stephanie Korteweg as the Delegate for the 2021 Texas Association of School Boards Delegate Assembly. The motion carried unanimously (7-0).

ANNOUNCEMENTS

Kyle DeBeer, Chief of Staff, announced the resignation of Allen Sykes from the District 5 Seat of the Board of Trustees.

ADJOURNMENT

The meeting adjourned at 8:55 p.m.

Waco Independent School District
Board of Trustees Meeting Agenda

Date: August 26, 2021

Contact Person: Dr. Josie Gutierrez

**RE: Consider, Discuss and Take Appropriate Action Regarding
Administrator Contracts**

=====

Background Information:

According to policy DC (Local), the Board retains final authority for employment of all contracted administrative personnel. The Administration may make a recommendation to the Board of Trustees to approve campus administrative positions.

Christina Ochoa is recommended for assistant principal at Waco High School. Mrs. Ochoa has 17 years of experience in public school education. She has served as a teacher and athletic coach in Rosebud-Lott ISD, China Spring ISD, and Midway ISD. She has a Master of Education in Education Administration and a Bachelor of Science in Education, both degrees are from Baylor University. She also has an Associate of Arts degree from Temple College.

Elisha Oliver is recommended for assistant principal at West Avenue Elementary. Ms. Oliver has 12 years of experience in public school education and almost all of this experience has been in Waco ISD. She has served as a teacher, instructional coach of professional development, and campus instructional specialist. She has a Master of Education in Curriculum and Instruction from Sam Houston State University and a Bachelor of Science in Interdisciplinary Childhood Studies from University of Texas at Arlington. She also has an Associate of Arts degree in Commercial Art and Advertising from Texas State Technical College.

Fiscal Implications:

Salary is included in fiscal year budget.

Administrative Recommendation(s):

Approve contract recommendations as presented.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith/A. Villanueva

RE: Consider, Discuss, and Take Appropriate Action Regarding an Amendment to the Professional Services Contract with O’Connell Robertson for the Design of G. W. Carver Middle School

=====

Background Information:

On January 23, 2020, the Board of Trustees approved a professional services agreement with O’Connell Robertson for various architectural and engineering projects throughout the district.

After initial approval, this agreement has been subsequently amended to cover each project for which they have been engaged. This professional services agreement needs to be amended once again to cover the architectural services for the replacement G.W. Carver Middle School.

Fiscal Implications:

Fees for architectural services have been agreed upon at six percent (6%) of the cost of each project. Based upon initial figures, the total design services for the replacement G.W. Carver Middle School are estimated at \$3,861,000.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the amendment to O’Connell Robertson’s professional services agreement for the design of the replacement G. W. Carver Middle School, and authorizes the Superintendent to execute the final corresponding contracts for these services, as presented.



AIA Document G802™ – 2017

Amendment to the Professional Services Agreement

PROJECT: *(name and address)*
Waco ISD - Carver Middle School
Replacement

AGREEMENT INFORMATION:
Date: AIA B102-2021 dated: January 20,
2020

AMENDMENT INFORMATION:
Amendment Number: 008

Date: Effective August 26, 2021

OWNER: *(name and address)*
Waco Independent School District
501 Franklin Avenue
Waco, Texas 76701

ARCHITECT: *(name and address)*
O'Connell Robertson
811 Barton Springs Road, Suite 900
Austin, Texas 78704

The Owner and Architect amend the Agreement as follows:

Basic design services for the Replacement Carver Middle School campus. The Owner's estimated Cost of Work is \$55M with a total project cost of \$73M.

The Architect's compensation and schedule shall be adjusted as follows:

Compensation Adjustment:

Basic Services as identifies in the prime agreement, compensation shall be based on 6.0% of the Cost of the Work. Civil survey and geotechnical engineering shall be included as a reimbursable expense.

The estimated design services will be:

Fee Percentage	6.00%
Initial Estimated Cost of the Work	\$55,000,000
Initial Fee Estimate	\$3,300,000
Revised Estimated Cost of the Work	\$61,600,000
Revised Fee Estimate	\$3,696,000
Fee Increase	\$396,000
Initial Fee (Basic Services) Estimate	\$3,300,000
Fee Increase	\$396,000
Reimbursable Expenses	\$165,000
Total Design Services Contract	\$3,861,000

On August 12, 2021, the Waco ISD Board of Trustees passed a reimbursement resolution in the amount of \$3,000,000. O'Connell Robertson acknowledges this project funding constraint and the contractually required approvals at the completion of the design phases. We estimate the following progress and cost incurrence for the project (the numbers below are not cumulative project totals):

	Estimated Period Payment	Estimated Cumulative Amount Paid
Notice to Proceed to August 2021	\$772,200	\$772,200
August 2021 to November 2021	\$386,100	\$1,158,300
November 2021 to May 2022	\$1,737,450	\$2,895,750

Schedule Adjustment:

The following dates are anticipated for the project (see B2021 Article 1.2):

Phase	
Design Notice to Proceed	September 2021

Construction Notice to Proceed
Construction Substantial Completion

April 2022 estimated
August 2023 estimated

SIGNATURES:

O'Connell Robertson
ARCHITECT (*Firm name*)

Waco Independent School District
OWNER (*Firm name*)

SIGNATURE
Jarrod Sterzinger, AIA, LEED AP,
Principal

PRINTED NAME AND TITLE

August 12, 2021
DATE

SIGNATURE
Dr. Susan Kincannon, Waco ISD
Superintendent

PRINTED NAME AND TITLE

DATE

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: S. Smith

RE: Consider, Discuss and Take Appropriate Action Regarding the Hiring of a Construction Auditor for the G.W. Carver Middle School Replacement Project

=====

Background Information

Professional services are required to be procured in accordance with Chapter 2254, Section 2254.003 of the Texas Government Code. This code states, the entity may not select a provider or professional services or award a contract for the services on the basis of competitive bids, rather it shall make the selection and award on the basis of demonstrated competence and qualifications to perform the services.

The administration recommends that RL Townsend and Associates be engaged to provide construction audit services for the G.W. Carver Middle School Replacement project. R. L. Townsend and Associates, LLC, is a firm that brings considerable expertise and outstanding qualifications to the task of construction auditing, providing high-quality, cost-effective construction cost control and related contract compliance cost verification services. A copy of the proposed agreement is attached for your review.

Fiscal Implications

The audit services related to the G. W. Carver Middle School Replacement project will not exceed \$51,750. The cost of these services will be paid from the general fund and reimbursed from bond proceeds as provided under the previously approved reimbursing resolution.

Administrative Recommendation(s):

The administration recommends that the Board of Trustees approve R. L. Townsend and Associates, LLC, for construction auditing services in relation to the G. W. Carver Middle School Replacement project and authorize the superintendent to execute a contract, as presented.

August 16, 2021

Ms. Sherry Smith
Director of Business Services
Waco ISD
501 Franklin Avenue
Waco, TX 76703

**RE: Construction Audit Services
G.W. Carver Middle School**

This memo will serve to document our proposal to provide construction audit services for your organization.

Project to Be Audited and Agreed Upon Not-to-Exceed:

Exhibit "A" documents the construction audit related engagement to be performed by R. L. Townsend & Associates, LLC. This form outlines the specifics related to the requested engagement and establishes a **Not-to-Exceed Amount of \$51,750** to be billed for work completed during this engagement.

Invoice Payment Terms:

For work completed, invoices will be submitted periodically as the construction audit services are performed. Payment will be due upon receipt of an approved invoice.


Confidentiality:

All information reviewed during the performance of our audit services will be treated as strictly confidential by R. L. Townsend & Associates, LLC representatives and not disclosed to anyone other than Client representatives on a need to know basis and/or others as directed by authorized representatives of Client.

We appreciate this opportunity to be of service to your organization and look forward to working with you.

Submitted by:
R. L. Townsend & Associates, LLC

Approved by Client:
Waco ISD



Debbie A. Townsend
President

By: _____

Exhibit A
R. L. Townsend & Associates, LLC
Construction Audit Services to Be Provided

Engagement: Construction Audit

Projects: G.W. Carver Middle School – CMR Contract

Amount to be Audited: Approximately \$61M

Substantial Completion: To be determined

Audit Objective: Determine that Waco ISD is being billed in accordance with the terms of the contract terms.

Timing of Project: The project will be started as directed by Waco ISD.

Kick off Meeting: Set up a meeting with the contractor & owner representatives to discuss the audit and the process. Items to be discussed include:

- Contract language review and recommendations
- Documentation requested for review & methods of obtaining
- Communications throughout the audit
- Documented log of questions and status
- Draft & Final report process

Methodology:

- All documentation received from the contractor is maintained on our FTP site.
- An audit question log will be maintained on an Excel spreadsheet which is used to document questions and responses from the contractor.
- Documentation such as analysis work sheets, document exhibits, etc. to support conclusions are provided as necessary.
- At the end of the project, the open items on the audit question log will be included in the audit report.
- A draft report is normally reviewed by both the contractor and the owner.
- We will normally assist in the resolution of any audit issues.
- As items are resolved in the report, the report is updated and finalized when the final pay app is processed.
- The final report is issued.

Services Scope of Work to Be Provided:

Construction Contract Language Consulting Services:

1. Review draft construction contract terms and provide recommendations for best practices in contract language.
2. Share knowledge regarding best practices for contract terms.
3. Assist, as requested, in implementing changes for final construction contract and its executive with the owner.

Construction Audit Scope for CMR Project:

1. Read the construction contract agreement to obtain an understanding of the provisions therein
2. Meet with the Contractor to gain a general understanding of how transactions relative to the Project are processed
3. Review the Contractor's method for computation of any construction cost to be reimbursed requiring prior approval by Client, if provided by the contract agreement

General Conditions:

4. Determine whether the contractor's charges for labor and labor burden, materials and equipment are in accordance with the terms of the contract agreement
5. Review to ensure that all specified bonds and insurance are actually purchased by the Contractor for the specified amount as stated in the contract agreement

Subcontracts:

6. Review bid process for selected subcontracts, review leveling of bids and reconcile to subcontract amount.
7. Obtain from the Contractor copies of subcontractor agreements between the Contractor and its respective subcontractors.
8. Review of Subcontractor status reports to determine change order activity by subcontractor.
9. For selected subcontractors, obtain from Contractor copies of the labor rate (and related labor rate breakdowns) provided to the Contractor by the subcontractors. Review the labor rates and burden calculation to determine whether they are in accordance with the contract agreement and whether the rates are reasonable in terms of the job scope and comparable market rates.
10. For subcontractors with a significant amount of equipment in their change orders, obtain from the Contractor and its subcontractors' copies of their equipment rental rates to determine whether they are in accordance with the provisions of the contract agreement.
11. For selected subcontractors, review commodity material prices to determine whether they are in accordance with the provisions of the contract agreement and whether the material prices are reasonable in terms of the job scope and comparable market rates.
12. Review the subcontractor's current Schedule of Values and compare to what is billed on the owner payment application.
13. Review of subcontracts for allowances and back charges.

Payment Applications:

14. Review all applications for payment and review the underlying documentation to determine whether amounts are reimbursable and reasonable in accordance with the terms of the contract.
15. Review for any job-owned equipment to ensure that appropriate credit is received for all equipment purchased and charged to the job.

Use of Contingency Funds and Owner Changes:

16. Review a sample of significant change order requests submitted by the Contractor and determine whether amounts are reimbursable in accordance with the terms of the contract.

Exhibit A
 R. L. Townsend & Associates, LLC
 Construction Audit Services to Be Provided

17. Analyze the Contractor’s accounting for “Allowance” and “Contingency” items and verify that they have been incurred in accordance with the terms of the contract.

Credits:

18. Select a sample of costs incurred by Contractor and determine if there are any credits due from the Contractor related to discounts, rebates, sales of surplus material, dividends, and refunds or any nature and determine whether the credits have been properly applied for the benefit of Client.
19. Review to ensure that credit is received for any applicable sales of scrap or recyclable material.

Final cost reconciliation:

20. Reconcile total project expenditures to ensure discrepancies do not exist between contract billings and the actual payments. Review to ensure that duplicate billings, duplicate payments and/or duplicate scope items are detected in a timely manner.
21. Reconcile the final Contractor’s Application and Certificate for Payment for selected line items to the contractor’s cost reports and Schedule of Construction Costs Incurred to Date as submitted by the Contractor.
22. Review of other areas as deemed appropriate, such as Prevailing Wage Rates, etc.

Process Improvements:

Process improvements identified during the audit will be provided if applicable.

Not-to-Exceed (NTE) Fee Budget for this Engagement:

The Not-to-Exceed amount of \$51,750 has been established to cover R. L. Townsend & Associates, LLC fees for the professional services covered by this Exhibit “A”.

A breakdown of the NTE fee is shown in the following chart:

Classification	Rate	Hours	NTE Fee
Project Executive	\$195.00	25	\$4,875
Senior Construction Auditor	\$150.00	60	\$9,000
Construction Auditor	\$125.00	235	\$29,375
Construction Audit Assistant	\$85.00	100	\$8,500
Total			\$51,750

Changes in Fee and/or Scope:

Increases in the agreed upon Fee Schedule may be requested in order to fulfill the agreed upon scope of services. Changes may be requested for the following:

- Extension of substantial completion date by >90 days
- Significant increases to the GMP value.
- Other circumstances as agreed upon by R. L. Townsend & Waco ISD.

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: August 26, 2021

Contact Person: Sheryl Davis

RE: Consider, Discuss, and Take Appropriate Action Regarding an Order Defeating and Calling Certain Bonds for Redemption and Other Matters Relating to Waco Independent School District Unlimited Tax Refunding Bonds, Series 2016

=====

Background Information:

The enactment of HB 3 and the continued compression of the District’s M&O tax rate from \$1.0398 to \$1.0244. Property value increases of approximately 4.3% offer an opportunity for the District to defease a portion of outstanding general obligation bonds with a slight decrease in the I&S tax rate. The proposed transaction would redeem \$1.5 million of the outstanding August 15, 2030 maturities of the Unlimited Tax Refunding Bonds, Series 2016.

Funds in an estimated amount of approximately \$1.72 million will be deposited with a qualified escrow agent on or before February 15, 2022 pursuant to the terms of the Escrow Agreement to pay in full all of the interest on, principal of, and the redemption price of the defeased bonds on their respective interest payment dates and their redemption date. Interest savings are estimated to be approximately \$288,374 between 2022 and 2030.

A copy of the defeasance analysis and a draft defeasance order are attached for your review.

Fiscal Implications:

The bond defeasance would result in an estimated interest savings of approximately \$288,374 over the remaining life of the bonds.

Administration Recommendation:

The Administration recommends that the Board of Trustees approve the Order Defeating and Calling Certain Bonds for Redemption and Enacting Other Matters Relating to the Subject and Purposes of this Order within agreed upon parameters, as presented.

Defeasance Analysis

Summary of Assumptions

Assumes defeasance on February 18, 2020 of \$650,000 of the District's Unlimited Tax Refunding Bonds, Series 2016. This is detailed below.

Callable Candidates

Series	Maturities to be Defeased	Refunded Par Amount	Coupon Range	Call Date	Call Price
Unlimited Tax Refunding Bonds, Series 2016	2030	\$1,500,000	4.000%	08/15/2026	100.00%
Total		\$1,500,000			

Summary of Defeasance Results

Par Redeemed	\$1,500,000
Average Coupon of Refunded Bonds	5.00%
Estimated Net Debt Service Savings	\$288,374

Annual Debt Service Savings

Date (8/31)	Prior Debt Service	Cash for Redemption	Savings
2022	\$30,000	\$1,721,626	(\$1,691,626)
2023	60,000		60,000
2024	60,000		60,000
2025	60,000		60,000
2026	60,000		60,000
2027	60,000		60,000
2028	60,000		60,000
2029	60,000		60,000
2030	1,560,000		1,560,000
Total	\$2,010,000	\$1,721,626	\$288,374

ORDER DEFEASING AND CALLING CERTAIN BONDS FOR REDEMPTION
AND OTHER MATTERS RELATING TO WACO INDEPENDENT SCHOOL
DISTRICT UNLIMITED TAX REFUNDING BONDS, SERIES 2016

WHEREAS, the Board of Trustees (the “Board”) of the Waco Independent School District (the “District”) heretofore authorized the issuance of, and sold, the Waco Independent School District Unlimited Tax Refunding Bonds, Series 2016 (the “Bonds”); and

WHEREAS, the District is authorized by law to discharge, defease and redeem all or a portion of the outstanding Bonds; and

WHEREAS, the District has sufficient funds in the Interest & Sinking Fund established for the Bonds to fully redeem and defease all or a portion of certain outstanding maturities of the Bonds (as specifically identified on **Schedule I** hereto, such bonds to be hereinafter referred to as the “Defeased Bonds”); and

WHEREAS, the District is authorized accomplish such defeasance and redemption by depositing with a qualified escrow agent (the “Escrow Agent”), available funds of the District in amounts sufficient to provide for the defeasance of the Defeased Bonds and their redemption on their redemption date; and

WHEREAS, the District desires to authorize the execution of an escrow agreement (the “Escrow Agreement”) in order to provide for the deposit of such available funds of the District and to obtain a verification report relating to the defeasance and redemption of the Defeased Bonds; and

WHEREAS, upon the deposit of funds required under the verification report, such portion of the Defeased Bonds shall no longer be regarded as being outstanding, except for the purpose of being paid pursuant to such deposit and for purposes of federal income tax laws relating to tax-exempt bonds, and the pledges, liens, trust and all other covenants, provisions, terms and conditions of the Order authorizing the issuance of the Bonds with respect thereto shall be discharged, terminated and defeased, except to the extent such covenants, provisions, terms and conditions of the Order are relevant to the continued excludability of interest on the Bonds for federal income tax purposes; and

WHEREAS, the District will, on or before February 15, 2022, deposit cash and/or securities authorized by Chapter 1207, Texas Government Code, as amended (the “Escrow Securities”) with the Escrow Agent under and pursuant to the Escrow Agreement in an amount, at maturity of the Escrow Securities, if any, sufficient to pay in full all of the interest on, principal of and the Redemption Price of the Defeased Bonds on their respective interest payment dates and their redemption date; and

WHEREAS, it is officially found, determined and declared that the meeting at which this Order has been adopted was open to the public and public notice of the date, hour, place and subject of said meeting, including this Order, was given, all as required by the applicable provisions of Texas Government Code, Chapter 551;

NOW, THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF WACO INDEPENDENT SCHOOL DISTRICT:

Section 1. RECITALS. The Board hereby incorporates the recitals set forth in the preamble hereto as if set forth in full at this place and further finds and determines that said recitals are true and correct.

Section 2. AUTHORIZED OFFICER. The Chief Financial Officer is hereby designated as an “Authorized Officer” of the District, and is hereby authorized, appointed and designated as the officer or employee of the District authorized to act on behalf of the District in carrying out the procedures specified in this Order.

Section 3. DEFEASANCE AND REDEMPTION OF THE BONDS, ESCROW AGREEMENT APPROVAL, NOTICE OF REDEMPTION AND DEFEASANCE.

(a) The District has found and determined that sufficient funds are available for the purpose of defeasing the Defeased Bonds in an amount sufficient to pay all of the principal of and interest on the Defeased Bonds on their respective interest payment date and the Redemption Date. The District hereby finds and determines that it is in the best interest of the District to use such additional funds to defease the Defeased Bonds, as set forth on Schedule I attached hereto and the District hereby directs the Defeased Bonds to be defeased and called for early redemption on their Redemption Date, at the redemption price set forth in Schedule I.

(b) The paying agent/registrars for the Defeased Bonds is hereby directed to mail the appropriate notice of redemption as required by the order authorizing the issuance of the Bonds and to file the appropriate notice of defeasance of the Defeased Bonds on the Electronic Municipal Market Access (“EMMA”) web filing system promulgated by the Municipal Securities Rulemaking Board within ten (10) days of the deposit of funds pursuant to (e) below and to file the notice of redemption of the Defeased Bonds on EMMA when such notice of redemption is transmitted to the bondholders prior to their Redemption Date.

(c) The Authorized Officer is hereby authorized to enter into and execute on behalf of the District an escrow agreement (the “Escrow Agreement”) with The Bank of New York Mellon Trust Company, N.A., Dallas, Texas (in such capacity, the “Escrow Agent”), in the form and substance as shall be approved by the Authorized Officer, which Escrow Agreement will provide for the payment of the Defeased Bonds.

(d) The Authorized Officer is authorized to make necessary arrangements for and to execute such documents and agreements in connection with the purchase of the Escrow Securities required by and referenced in the Escrow Agreement, if any, as may be necessary for the Escrow Fund and the application for the acquisition of the Escrow Securities is hereby approved and ratified. The Authorized Officer is further authorized to make necessary arrangements for and to execute such documents and agreements in connection with the purchase of such securities as may be required by and referenced in

the Escrow Agreement, if any, and the application for the acquisition of such securities is hereby approved and ratified.

(e) The Authorized Officer is directed to arrange for the transfer of the funds to the Escrow Agent pursuant to the Escrow Agreement in the amount set forth in the Verification Report that is necessary to accomplish the defeasance of the Defeased Bonds on February 15, 2022. Such transfer shall be made on or before February 15, 2022.

(f) To satisfy in a timely manner all of the District's obligations under this Order, the Chief Financial Officer and all other appropriate officers and agents of the District (each, an "Authorized Officer") are hereby authorized and directed to take all actions that are reasonably necessary to provide for the defeasance and redemption of the Defeased Bonds, including, without limitation, paying any fees or expenses required in connection with the defeasance and/or redemption and executing and delivering on behalf of the District all certificates, consents, receipts, requests, and other documents as may be necessary to direct the application of funds of the District consistent with the provisions of this Order.

Section 4. No Personal Liability. No recourse shall be had for payment of principal of or interest on any Defeased Bonds or for any claim based thereon against any member of the Board or employee of the District.

Section 5. Severability. If any provision, section, subsection, sentence, clause or phrase of this Order, or the application of same to any person or set of circumstances is for any reason held to be unconstitutional, void, invalid, or unenforceable, neither the remaining portions of this Order nor their application to other persons or sets of circumstances shall be affected thereby, it being the intent of the Board in adopting this Order that no portion hereof or provision or regulation contained herein shall become inoperative or fail by reason of any unconstitutionality, voidness, invalidity or unenforceability of any other portion hereof, and all provisions of this Order are declared to be severable for that purpose.

Section 6. Effective Date. This Order shall take effect immediately upon its approval.

Section 7. Notice To Paying Agent. The Defeased Bonds are hereby called for redemption, on their Redemption Date and upon the deposit made pursuant to Section 3(e) above, shall be defeased. The paying agent/registrars for the Bonds is hereby directed to make appropriate arrangements so that the Defeased Bonds may be redeemed on their Redemption Date.

PASSED, APPROVED AND EFFECTIVE this August 26, 2021.

President, Board of Trustees
Waco Independent School District

ATTEST:

Secretary, Board of Trustees
Waco Independent School District

Signature Page for Defeasance Order

SCHEDULE I

Unlimited Tax Refunding Bonds, Series 2016

<u>Maturity</u>	<u>Maturity Amount Outstanding</u>	<u>Maturity Amount to be Defeased</u>	<u>Interest Rate</u>	<u>Redemption Date</u>	<u>Redemption Price</u>
8/15/2030	\$2,225,000	\$1,500,000	4.000%	8/15/2026	100%

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: Susan Kincannon

RE: Consider, Discuss, and Take Appropriate Action Regarding the 2021-2022 District Improvement Plan

=====

Background Information

In accordance with state and local policy as outlined in Policy BQ, the Board shall insure that a District Improvement Plan is developed, reviewed and revised annually for the purpose of improving the performance of all students.

The Waco ISD District Improvement Plan was developed after an extensive needs assessment and discussion with district leaders representing all programs and departments.

Fiscal Implications

Goals, objectives, and activities drive the annual budgeting process.

Administrative Recommendation(s):

Approve the 2021-2022 District Improvement Plan as presented.

Waco Independent School District

District Improvement Plan



Mission Statement

The mission of Waco ISD is to provide an educational foundation that empowers and values all.

Vision

The vision of Waco ISD is to grow students and staff to create a better future for all.

Core Beliefs

We believe that all students shall reach their full potential.

We believe that race, ethnicity, gender, or socio-economic status should not result in achievement gaps.

We believe that all students should graduate ready for college, workforce, or the military.

We believe that parent and community involvement is fundamental to student success.

We believe a high quality teacher in every classroom is critical to student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Waco ISD serves the community of Waco, Texas, in McLennan County. Waco ISD has 25 campuses including 15 elementary schools, 4 middle schools, 2 traditional high schools, 1 credit recovery high school and 2 alternative schools. Two of the elementary schools are magnet schools and one middle school has a district GT program option. Three of the elementary schools and two of the middle schools belong to an in-district charter system known as Transformation Waco. There are also two CTE based programs available for students, the Greater Waco Advanced Health Care Academy and the Greater Waco Advanced Manufacturing Academy.

As of the 2020 snapshot, Waco ISD has a total of 14,428 students enrolled. This represents a smaller drop in enrollment for the second year. The 2019-2020 school year also saw a considerable drop in Pre-K enrollment of 275 students (1.75% of district enrollment) as well as a drop in Kindergarten of 60 students. Based on the 2020 PEIMS Fall Submission, Waco ISD represents the following student demographics:

Ethnicity (2020-21 Fall PEIMS file)	Count	Percent
American Indian/ Alaskan Native	9	0.06%
Asian	41	0.28%
Black/ African American	4,045	28.04%
Hispanic	8,817	61.11%
Native Hawaiian - Pacific Islander	6	0.04%
White	1,206	8.36%
Two or More Races	304	2.11%
Gender	Count	Percent
Male	7,068	48.99%
Female	7,360	51.01%

School Population (2019-20 PEIMS)	Count	Percent
Early Education Grade	35	0.24%
Pre-Kindergarten Grade	727	5.04%
Kindergarten	1,097	7.60%
1st Grade	1,149	7.96%
		203

Grade	Count	Percent
2nd Grade	1,112	7.71%
3rd Grade	1,080	7.49%
4th Grade	1,059	7.34%
5th Grade	1,049	7.27%
6th Grade	1,004	6.96%
7th Grade	1,071	7.42%
8th Grade	974	6.75%
9th Grade	1,175	8.14%
10th Grade	1,083	7.51%
11th Grade	928	6.43%
12th Grade	884	6.13%

Participation in Special Programs (Based on PEIMS 2020 Snapshot) include:

Special Program Participation	Count	Percent
Special Education	1,490	10.33%
Gifted and Talented	1,250	8.66%
Students in the Bilingual Program	604	4.19%
Students in the ESL Program	1,822	12.63%
English Language Learners	2,999	20.79%
Free/ Reduced Meals/ Economically Disadvantaged	13,167	91.26%
At-Risk	10,993	76.19%
Section 504	859	5.82%
CTE	3,871	26.23%

For program participation, an increase of 296 (2%) students enrolled in Special Education services with GT and Bilingual programs seeing smaller decreases in enrollment.

The percentage of WISD students who were identified as At-Risk in 2020-2021 was 76%, this is an increase from over the last three years: 2019-2020 - 67.73%; 2018-2019 - 70.72% and 70.74% in 2017-2018. For the district, the annual dropout rate for 9-12 graders has been well above the state average for the last 5 years and has increased or remained the same. This has caused a need to examine the needs of high school students, offerings and opportunities as well and campus procedures. For the 2019-2020 annual dropout rate, Waco ISD saw a decrease in dropouts.

Year	Waco ISD annual dropout rate	State annual dropout rate
2014-15	3.6%	2%
2015-16	4.2%	2%
2016-17	5.6%	1.9%
2017-18	5.4%	1.9%
2018-19	3.8%	1.4%
2019-20	2.5%	N/A

Waco ISD’s students represent a high rate of free/reduced lunch. The percentage of students who qualify for free or reduced-priced meals in Waco ISD in 2020-2021 was 91.26%, which is higher than the state average for 2019-2020 of 60.6%. This is an increase of 2% which matches the trend over the past 3 years for Waco ISD.

Data on Teacher Retention will be added in with the release of the 2021 TAPR in November 2021.

Demographics Strengths

The main strength in Waco ISD's demographics is consistency across the district. While schools may see mobility at the campus level, the district overall has had a consistent demographic makeup. This strength can help identify groups who need long term plans. Identification into special programs has been a focus of the district for both compliance and for student instructional needs. Special Education saw an increase of 2% in student participation. Students in the Bilingual program overall increased by 0.6% but the percent in ESL programs decreased by 2%. For the EL students, the stability in enrollment reflects a strength because it can help build long term systems. There was an increase in the number of At Risk students by 572. Stronger systems for identification have helped campuses meet the needs of students more accurately.

For enrollment, there is a strength seen in the high school data. The percentage of 9-12 grade students has increased slightly at all 4 grade levels. This is a reflection of the work on keeping students in school.

Student Learning

Student Learning Summary

Student Learning Summary

Progress on achievement measures was reviewed across a number of domains for all student groups and examining a number of assessment types including, but not limited to STAAR, district assessments, PSAT, SAT, ACT, etc. Graduation rate and College, Career and Military Readiness data was also reviewed. A summary of findings is below.

Summary of Accountability:

Due to COVID 19, there was not an analysis of Texas school districts for accountability for 2019-2020. Therefore the statistics used for the 2019 accountability A through F rating are the most current. Based on the TAPR Accountability System, the district earned an overall rating of 81%. Within the three domains, Waco ISD had a 72, 85, and 70. The second domain used the relative performance measure to rate the district. This means that compared to other districts with the same economically disadvantaged percentage of students, WISD performs well. This is also a lower number than it should be due to incorrect PEIMS data submission for the economically disadvantaged during the 2018 school year.

Below is a breakdown of the overall ratings for WISD Campuses by level (2019):

WISD Campus Overall Ratings	A	B	C	D	F
Elementary	0	2	6	3	4
Middle School	0	1	1	0	2
High School	0	2	1	0	1
Total	0	5	8	3	6

Of these campus ratings, 5 campuses are a part of the Transformation Waco charter. Of these campuses two elementary schools and a middle school rated C and one elementary and one middle school rated an F. [For further breakdown of the accountability ratings, refer back to the 2019-2020 Needs Assessment.]

To get a more accurate picture of the potential accountability data for the district moving forward, recent TELPAS and STAAR performance along with CCMR and graduation data was used.

TELPAS showed an unusually high amount of students scoring as Beginners. Almost all students participated.

TELPAS COMPOSITE PERFORMANCE FOR 2020-21 (In percents)

Grade Level	Beginning	Intermediate	Advanced	Advanced High	Not Rated
Kindergarten	3%	11%	49%	23% 206	14%

TELPAS COMPOSITE PERFORMANCE FOR 2020-21 (In percents)

First Grade	2%	10%	35%	36%	16%
Second Grade	2%	10%	35%	36%	16%
Third Grade	6%	3%	42%	41%	9%
Fourth Grade	8%	5%	45%	34%	8%
Fifth Grade	7%	3%	23%	50%	16%
Sixth Grade	26%	4%	29%	36%	4%
Seventh Grade	30%	3%	27%	32%	8%
Eighth Grade	28%	1%	21%	43%	8%
Ninth Grade	62%	3%	18%	15%	2%
Tenth Grade	68%	3%	14%	15%	1%
Eleventh Grade	76%	3%	8%	10%	3%
Twelfth Grade	81%	1%	11%	7%	0%

For STAAR, results varied across the district, grade level and subject. Comparison with state drops in performance can help provide some frame of reference due to Covid issues which caused disruption in both participation and results.

DISTRICT PASSING RATES -- 2021 COMPARED TO 2019

Subject	Year	Grade	State	Waco ISD
Reading	Spring 2019	3	76	58
Reading	Spring 2021	3	68	48
			-8	-10
Reading	Spring 2019	4	74	57
Reading	Spring 2021	4	63	39
			-11	-18
Reading	Spring 2019	5	77	63
Reading	Spring 2021	5	72	56
			-5	-7
Reading	Spring 2019	6	66	51
Reading	Spring 2021	6	61	44
			-5	-7
Reading	Spring 2019	7	74	65
Reading	Spring 2021	7	68	53
			-6	-12

Subject	Year	Grade	State	Waco ISD
Reading	Spring 2019	8	77	68
Reading	Spring 2021	8	72	58
			-5	-10
Writing	Spring 2019	4	65	47
Writing	Spring 2021	4	53	26
			-12	-21
Writing	Spring 2019	7	69	53
Writing	Spring 2021	7	61	43
			-8	-10
Mathematics	Spring 2019	3	78	59
Mathematics	Spring 2021	3	61	35
			-17	-24
Mathematics	Spring 2019	4	74	57
Mathematics	Spring 2021	4	58	33
			-16	-24
Mathematics	Spring 2019	5	83	70
Mathematics	Spring 2021	5	69	50
			-14	-20
Mathematics	Spring 2019	6	79	67
Mathematics	Spring 2021	6	66	49
			-13	-18
Mathematics	Spring 2019	7	73	58
Mathematics	Spring 2021	7	54	39
			-19	-19
Mathematics	Spring 2019	8	81	72
Mathematics	Spring 2021	8	60	41
			-21	-31
Science	Spring 2019	5	74	61
Science	Spring 2021	5	61	42
			-13	-19
Science	Spring 2019	8	79	71
Science	Spring 2021	8	67	51
			-12	-20
Social Studies	Spring 2019	8	67	53
Social Studies	Spring 2021	8	56	33

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Subject	Year	Grade	State	Waco ISD
			-11	-20
Algebra I	Spring 2019	84	81	
Algebra I	Spring 2021	72	65	
			-12	-16
Biology	Spring 2019	88	81	
Biology	Spring 2021	81	60	
			-7	-21
English I	Spring 2019	63	47	
English I	Spring 2021	66	44	
			3	-3
English II	Spring 2019	67	52	
English II	Spring 2021	70	55	
			3	3
U.S. History	Spring 2019	93	87	
U.S. History	Spring 2021	88	82	
			-5	-5

The district began to utilize the Renaissance 360 program to measure progress for students in math and reading. Students took this twice in the year so it can help determine more accurate support needs for students. Renaissance 360 data shows a pattern of 27% Approaches, 13% Meets and 10% Masters for overall reading scores in the district. The Math trend is 26% Approaches, 12% Meets and 6% Masters. This correlates with the drop in scores by students in both areas but Math decreased more. The participation rate for Renaissance was similar in pattern to STAAR participation.

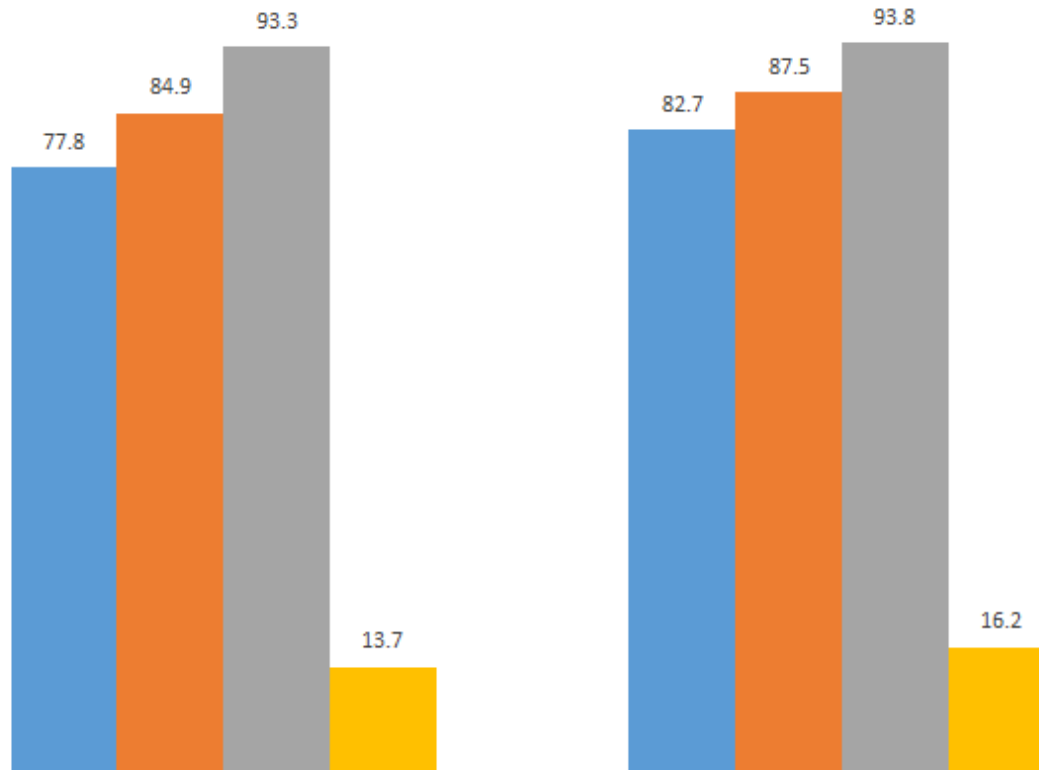
For the Graduation Rate, rates improved across campuses for the classes of 2020 through 2018. If Waco ISD had received an accountability rating in this area, these would be the statistics used. Overall these results show:

4 year state rate (2020) - Domain 1 option	5 year (2019) - Domain 1 option	6 year (2018) - Domain 1 option
Number of students in cohort	Graduation Rate %	Graduation Rate %
	Graduation Rate %	Graduation Rate %

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	4 year state rate (2020) - Domain 1 option	5 year (2019) - Domain 1 option	6 year (2018) - Domain 1 option	
District	1013	83.9 (+4.6)	82.5 (+3.1)	82.3 (+0.6)
Waco HS	471	87.9 (+ 7.9)	89.2 (+5.4)	86.5 (+1.3)
University HS	447	93.7 (+ 0.2)	94.9 (+2)	93.8 (+0.8)
Brazos HS	91	67 (+16.3)	47.9 (+2.3)	45.8 (+14.2)

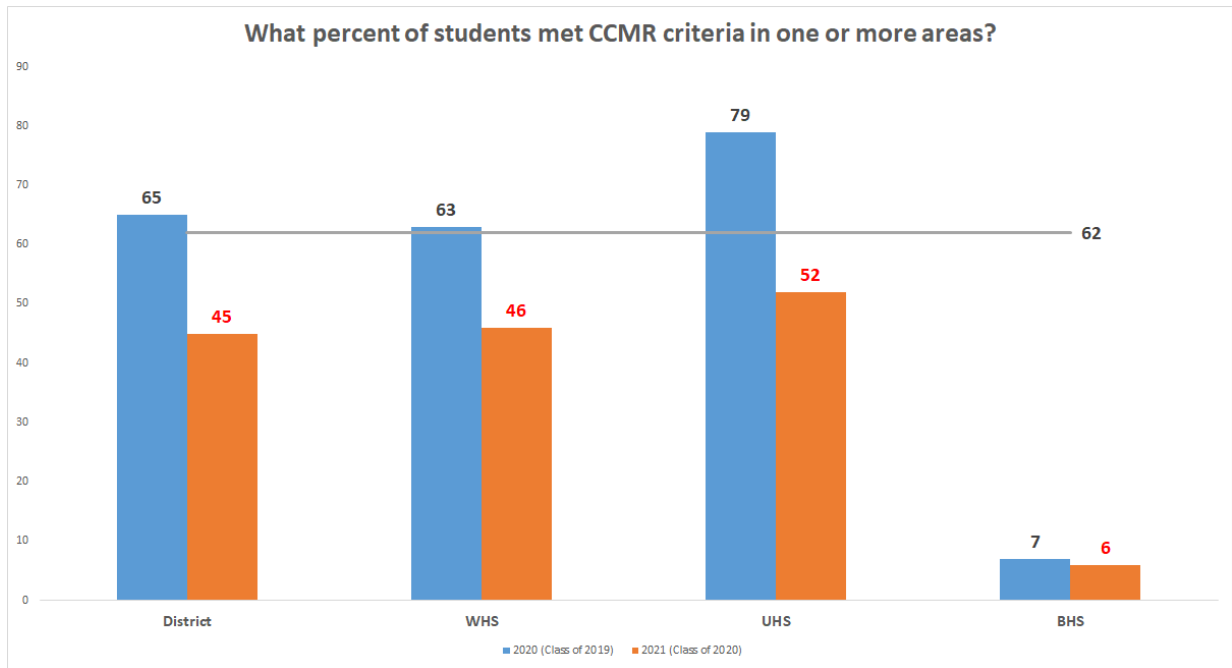
4 year Federal Graduation Rates for Class of 2019 and Class of 2020



	Graduation Rate %	Graduation Rate %
■ Waco ISD	77.8	82.7
■ Waco HS	84.9	87.5
■ University HS	93.3	93.8
	210	210

For College, Career and Military Readiness, there was a significant decrease in performance for the class of 2020. The drops came in areas that were taken out of the accountability system including military readiness and CTE course completions so the drops were anticipated. There was a minor drop in dual credit performance for the spring of 2020 which was when schools and colleges transitioned to online due to COVID-19 closures. In a review of 3 years, the trends in each area help to see where improvement is needed. The WISD Board of Trustees created a goal of 62% for CCMR for 2020-2021. The campuses and district are now below this goal with the class of 2020.

CRITERIA FOR COLLEGE, CAREER AND MILITARY READINESS	839 Graduates of 2018 (2019 Accountability)	900 Graduates of 2019 (would have been 2020 Accountability)	924 Graduates of 2020 (would have been 2021 Accountability)
Met TSI criteria in both ELA/Reading and Mathematics	20%	22%	20%
Met criterion score on an AP/IB exam in any subject	12%	11%	9%
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	20% (164 students)	29% (259 students)	18% (165 students)
Earned an industry-based certification from approved list	10%	16%	22%
Earned a level I or level II certificate in any workforce education area	0%	0%	0%
Earned an associate's degree while in high school	0%	3%	3%
Earned a level I or level II certificate in any workforce education area	0%	0%	0%
Received graduation type code of 04, 05, 54, or 55	0%	1%	2%
Identified as receiving special education services and earned an advanced degree plan	2%	2%	3%
Enlisted in the U.S. Armed Forces	9% (79 students)	18% (164 students - 56 students only this)	Currently not available
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and did not meet any other criteria (1/2 credit)	16% (133 students)	15% (133 students)	No longer available



Student Learning Strengths

The main strength in Student Learning is the decrease in students dropping out in all 3 high schools. The graduation rate of these campuses also increased for all classes: 4 year, 5 year and 6 year. This strength stands as a measure of the improvements made in coding but also in working to help students complete high school. COVID-19 remained a challenge for the state of Texas in 2020-2021. The drop in scores is consistent with the pattern statewide. Math performance dropped more than reading performance statewide and within Waco ISD as well. So STAAR scores cannot accurately be a measure of curricular output.

District Processes & Programs

District Processes & Programs Summary

District Processes & Programs Summary

Over the past few years, campus leaders were guided through a process where they shared their views about the needs of their campuses and the district, a review of district accountability data helped provide a quantitative analysis of the district's needs and those of each campus. Throughout the year, principals received coaching to grow campus leaders while also being mindful of the safety of students and teachers during a pandemic. These reviews and discussions continue to lead the district to focus on concepts that would help develop leadership and teacher potential to improve student outcomes.

In examining district concerns, there was a need for a problem-solving protocol that would incorporate qualitative and quantitative data, strategies, and a focus on empathy. Training in Design Thinking in fall 2019 provided a common framework to examine broader district issues. This training was utilized again in the fall of 2020 and in 2021 to focus on concerns and needs for all stakeholders within the district.

Culture and Vision

In the spring of 2020, district and campus leaders began reviewing and building a mission and vision for Waco ISD. Two themes emerged. First, there was limited institutional knowledge around the current statements. Second, there was a consensus that it would be appropriate to develop new vision and mission statements for Waco ISD. From this work, Waco ISD's mission was determined to be to provide an educational foundation that empowers and values all. The vision of Waco ISD is to grow students and staff to create a better future for all. District and campus leaders worked collaboratively in the fall 2020 leadership retreat to bring to life the new mission and vision by using the Design Thinking process to focus on the idea of building a culture of belonging in Waco ISD. This work continued with Design Thinking in the summer of 2021, where the focus was on moving forward from a challenging year in a positive direction. The theme for the district for 2021-2022 school year is "We are Waco ISD," which supports the district's overall vision. Signage and social media posts help to share the mission and vision of Waco ISD.

Leadership Development

According to the TAPR, Waco ISD campus leaders have an average of 5-6 years of experience in 2018-2019 and 4-5 years in 2017-2018. For both of these data points, almost all of the years match the average years of experience as leaders in Waco ISD. This illustrates that many of the leaders are newer to the role of campus leadership. This makes mentorship and support challenging; therefore, further supporting the need for districtwide support in leadership development.

In the fall of 2019, principal meetings were established to begin building a culture of collaboration. Through these meetings, it was shared that there had not been any formal professional development on leadership in 5 years. Leadership training began in the spring of 2020 to build instructional leadership capacity for planning, instruction, and alignment. These included Action Coaching, Data Driven Instruction, and Lesson Planning. As implementation began, the need for other campus/district systems to be in place became clear (e.g., observation schedules, lesson planning processes). Without these

essential systems, new learning would be difficult to implement.

The Effective Schools Framework process also identified this as a common need in the campuses in School Improvement.

Waco ISD has been selected to participate in the Holdsworth Center's leadership pipeline development program beginning in the fall of 2021. This 18-month program will be attended by the Superintendent, the Deputy Superintendent, and the Assistant Superintendent of Curriculum and Instruction.

Quality Teaching and Learning

Waco ISD continues to focus on developing a strong Tier 1 curriculum concentrating on planning, instruction, and alignment. This was derived from STAAR data for all students and all tests in 2019 as well as a review of the 2021 performance. With the instability of student learning from both home and in person at school, other pieces of data were used to review student performance including Renaissance 360, CIRCLE, TxKEA and district TCA (Taught Curriculum Assessments) for each core area.

Two years ago it was found that there was also a lack of available resources for curricular implementation or training to use resources in an aligned manner. There were no district-level expectations set for lesson planning structures and processes. Historically, this was a campus level decision. A system for building lessons was put into place beginning in the 2019-2020 school year but was disrupted in the spring with COVID-19 requiring emergency measures for teaching and learning virtually in place. Throughout the 2020-2021 school year, administrators and teachers were trained and coached on developing richer lesson plans to support improvements in teacher skill and student learning. This protocol will continue to be followed in the 2021-2022 school year.

Curriculum development has been an ongoing process. For the past two years, WISD Curriculum Coordinators have been guided by the Assistant Superintendent of Curriculum and Instruction through a specific process for building curriculum documents and resource connections. This work has been completed for Language Arts, Social Studies, Mathematics and Science (with the exception of a few higher level high school courses). This work will continue to improve curriculum, planning, instruction and assessment processes.

Literacy has been an issue for Waco ISD students. In 2019, 39% of students did not pass STAAR Reading, and another 30% were scoring at Approaches grade level. Approximately 69% of students are below grade level in reading. When you combine this with curricular issues, there was a clear need to begin focusing on literacy instruction for students. Since STAAR begins at grade 3, there is a need for stronger early literacy Tier 1 instruction. In 2019-2020 Waco ISD began implementing the HB3 required training and coaching for elementary teachers on literacy through the Reading Academies and support for ESC Region 12. Measures are needed for organized RTI/MTSS structures district wide to help provide predictable structures across the district to combat student mobility.

Data Driven Instruction

To support the implementation of a strong curriculum focusing on standards-based instruction, a specific protocol is needed to review data and respond effectively. This begins with understanding the state's accountability data, establishing aligned assessments to gather useful data, and responding to student needs through instruction and intervention. This requires ongoing professional development beginning with instructional leaders. Data Driven Instruction was implemented in 2019-2020 to address this need. The Curriculum Department began by aligning assessments from the district. This provided better data to start training on protocols with campus instructional specialists and principals to develop the teachers' ability to respond to student needs. This requires ongoing job-embedded professional development of campus instructional leaders to work with teachers.

Teacher Retention

In examining the issue of teacher retention, Design Thinking provided a framework to explore district issues. With data showing the trends of teachers leaving the district and new teachers being mostly inexperienced, it was clear that there needed to be an examination of root causes to build more effective practices. Systems like onboarding and mentorship needed to be created for more effective support. Beginning in 2021-2022 WISD will be establishing a P-TECH school to establish a Future Educators Academy. In 2020-2021, the WISD board approved measures for possible leadership opportunities for teachers on some campuses through Opportunity Culture. The Texas Incentive Allotment (TIA) was established for Waco ISD and began data collection in 2020-2021 to nominate PreK- through 12 reading and math teachers. An application was put in at the same time to include Social Studies and Science teachers not already covered by the math and reading option. Also, the WISD board approved bonuses for teachers who stay in the district moving forward. These processes were all designed to attract and retain teachers.

For new teachers, there are mentor programs that provide support for the first two years of a teacher's career. These protocols are supported at the district level.

High School Systems

With a dropout rate of 3.8% and a graduation rate of 77%, WISD examined the student based systems to determine needs. This included reviewing the roles of all campus leaders, reviewing student tracking systems and examining the credit recovery structures available including Brazos High School. A protocol for tracking students which aligns students across campuses and assigns specific responsibilities to the leadership roles regardless of the campus was established. This improved the statistics to a 2.5% dropout rate and an overall graduation rate of 83.9%. Brazos HS was able to graduate 78 students in one year.

There is a need to continue working on reviewing student based data to determine root causes for students who are dropouts or at risk of dropping out. There is a specific focus on reviewing the overall rates as well as those of the Special Education, English Learner and Homeless populations. These groups are required to monitor the rates of their students following plans submitted to TEA.

Perceptions

Perceptions Summary

Waco ISD conducts annual surveys of students, parents, and staff. The following represents a summary of the culture/climate, values, and beliefs as based upon the responses collected in the spring of 2021.

Staff Survey

The staff/teacher survey had 467 responses. Results included a positive response to feeling valued and school leadership effectiveness. Faculty members felt respected by colleagues but results were lower for them feeling connected with other adults in the building. Questions about professional learning were favorable. With the new methodologies being introduced, this shows a move towards support by teachers and staff. There was a strong response for teachers feeling that they are trusted to do their work the way they believe is best. Staff felt that students were not enthusiastic about being in school and were not supportive of one another. Given the circumstances of virtual versus in person learning, this is not surprising. There were improved scores in how teachers feel their campus leaders are supporting them and providing a positive climate.

Staff Survey (2020)

A total of 5,899 students responded to a survey about school climate and safety. Elementary students who responded to the survey, there is a trend of students feeling safe when asked about various settings. This includes feeling safe in locations such as: cafeteria (80%), hallways (79%), the bus (72%), and in their classrooms (88%). For middle school students, the trend was similar for feeling safe in the cafeteria (82%), hallways (74%), the bus (62%) and in their classrooms (87%). The high school trends similarly with students feeling safe in the cafeteria (82%), hallways (80%), the bus (70%) and in their classroom (88%). For each of the levels, there was a range of 60% to 85% who said the rules and expectations for these areas had been taught to them. The only exception was behavior in the parking lot which was 54% or lower.

While students responded this way about their overall safety, there was still a trend of students feeling as though there is still a lack of respect in social interactions. For example, the elementary students' data shows that only 48% believe students treat each other respectfully on the bus and 56% in the cafeteria. Only 61% of the high school students felt as though students treat each other respectfully in the classroom.

Interestingly, the percentage of students who felt that high school students treat teachers respectfully was even lower than the peer interactions with 50%. The lowest numbers in the area of respectful treatment were seen at the middle school where only 45% thought students treated each other respectfully in the cafeteria and 52% in the classroom. Only 45% thought that students treated staff members respectfully. Even the elementary students only had 57% who believed students treat adults respectfully.

In reviewing the student survey data for their perspective on how teachers treat students, there were high percentages of students who felt supported and encouraged as well as treated kindly and respectfully. For elementary the range was 74% - 85%, for middle school students the range was 55% to 79% and for the high school it was 57% to 77%. The highest percentage for all three levels came with the question asking if they felt teachers encouraged them to do their best.

In reviewing data on the biggest issues on campus from student and staff perceptions, there is some agreement among all of what the main issues are which

crossover campuses.

Top Problems for Campuses

Elementary students	Elementary staff	Middle School students	Middle School staff	High School students	High School staff
Student language	Classroom misbehavior	Classroom misbehavior	Classroom misbehavior	Classroom misbehavior	Student language
Students hurting one another	Student language	Student language	Student language	Student language	Threat of violence towards staff

Parent Survey (2020)

The parent survey showed some discrepancy in participation. The elementary schools had 492 responses. The middle school had 57 responses. The high school had 150 with almost all responses coming from Waco HS. With some of the results from middle school staff and students, further data collection efforts may be needed in the future with this group to help with any strategies for improvement.

Elementary school parents' responses were higher than the student/staff when it came to questions of safety, almost all were above 90% with the exception of students treating each other respectfully which showed agreement at 82%. All questions concerning how teachers treat students were at or above 91% for attributes such as treating students respectfully and kindly, encouraging students, being fair and supportive. With these positive results, it is not a surprise that over 89% of parents feel welcomed, get supported when they ask and the communication is good.

High school parent results trend like the students/staff responses. Most felt that their child felt safe at school but only 53% felt that students treated each other respectfully. Over 80% shared that the teachers did a good job teaching expectations for behavior and work as well as sharing grading policies and procedures. Encouraging results can be seen in responses to how parents feel welcomed, get supported when they ask and the communication is good, over 74% in each area.

Of the parents who responded for middle school, the results for student safety and how teachers treat students mirrored the responses by staff and students with over 84% agreeing that their child feels safe and they are treated well by teachers. They also trend similarly to the students and staff when it comes to the respectful treatment of students and teachers by students. A little over half thought students treat each other respectfully and 65% felt they treated staff respectfully.

Overall the results showed that there are commonalities between the three stakeholder groups which enables more collaboration when working together for improvement. With Waco ISD doing continued work to turn its vision and mission into actions, it has already begun to improve campus cultures. The middle schools seem to need the most support which is born out by the staff and student data.

Technology and Learning

In the spring of 2021, three technology surveys were administered. The audiences of these surveys were parents, students and faculty. This information was gathered to plan for support needs for Covid 19 and distance learning as well as an overall view of technology. The parent survey contained 6 questions and received 439 responses, a 50% decrease from 2020 participation.. The student survey was 8 questions and had responses from 994 students from grades 3-12, a dramatic increase from 2020. The faculty survey was 9 questions and included 366 responses from across the elementary, middle and high schools. For staff, there was also a category of “Special Services” added.

The parent survey data reflected an even distribution of responses from grades Pre-K to 12. The trends included 87% of their children having sufficient internet access at home yet only 50% indicated they had enough devices for all of their school aged children. There were fewer questions this year since last year’s survey related to needs for virtual learning for the entire district.

Student responses indicated that the greatest bulk came from the 6th through 10th grade. Results showed that 55% of the students have access to a computer at home that is not their school issued one and 89% said they have access to wireless internet that is not from their phone. When relating to instructional uses, 87% noted that their teachers used technology daily but only 69% said that this usage was directly to receive instruction. The program's weekly usage was predominantly noted to be Canvas/Seesaw and Clever. This is not surprising given that these were the district's overall platforms for delivery. The top 3 reasons students noted that they used their computer for were: taking tests, communicating with teachers, and checking their grades. The least uses were: social media, composing music and videos. Students felt Waco ISD should prioritize technology purchases on classroom projectors and sound, newer devices for students and Canvas/Seesaw. Finally students believed the instructional focus for technology should be helping teachers develop more engaging lessons.

For the faculty survey, the amount of responses essentially increased by grade level. For devices and access, 80% have other devices at home and 98% have internet access at home. Teachers ranked the use of technology in the classroom. The highest was helping reinforce and expand on content. This differs from student responses. Teachers felt they needed more technology training in: remote learning tools, Canvas/Seesaw and social and emotional learning. Teachers felt their students used their devices to access class materials, take tests, and communicate with teachers. This correlates with what students noted.

Perceptions Strengths

There were improvements from 2020 to 2021 on how teachers felt about being supported by leadership and their growth. There is an increased sense of belonging. The technology survey shows that teachers and students are making more use of technology for instructional purposes.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Recognize community partners who share and support the district's values to promote race equity.

Evaluation Data Sources: Number of partners recognized in various formats including board meeting recognition, special ceremonies, and social media posts





Strategy 1 Details	Reviews			
Strategy 1: Launch a "We are Waco ISD" video series to tell stories of the unique, complex, and diverse identities in Waco ISD. Strategy's Expected Result/Impact: Instill a sense of belonging, connection, and empowerment among students and staff Staff Responsible for Monitoring: Exec. Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide recognition at monthly board meetings. Strategy's Expected Result/Impact: School partners/community organizations recognized Staff Responsible for Monitoring: Exec. Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use all communication outlets to profile community partners working to support race equity. Strategy's Expected Result/Impact: Partners recognized Staff Responsible for Monitoring: Exec. Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Participate in Race Equity Key Stakeholders Group to build relationships and coordinate community efforts. Strategy's Expected Result/Impact: Enhanced efforts to promote race equity work in schools and the community Staff Responsible for Monitoring: Supt., Chief of Staff, Asst. Supt. Student Services and Support	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 2: Engage with parents, community members, and business partners.

Evaluation Data Sources: Records of Engagement Activities, Community Newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform parents, community members, and business partners about the Long-Range Facilities Planning process and proposed bond program. Strategy's Expected Result/Impact: Understanding of the district's facilities needs and bond proposal Staff Responsible for Monitoring: Supt., Exec. Director of Communications</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate the district's key priorities for 2021-2022 including but not limited to increased academic interventions, literacy initiatives, and social-emotional learning activities. Strategy's Expected Result/Impact: Increased knowledge of district focus areas Staff Responsible for Monitoring: Exec. Director of Communications</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate unique program opportunities for students including the P-TECH Future Educators Academy. Strategy's Expected Result/Impact: Increased knowledge of district programs promotes student engagement and increased enrollment Staff Responsible for Monitoring: Exec. Director of Communications</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Invite parents, community members, and business partners to engage with the Superintendent via tele town hall and/or other events. Strategy's Expected Result/Impact: Open lines of communication between members of the community Staff Responsible for Monitoring: Chief of Staff, Exec. Director Communications Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Make presentations, attend meetings, and solicit feedback from community groups such as the NAACP, Waco Leadership Forum, Executive Advisory Board for Greater Waco Area Manufacturing Academy, Waco Business League, and others. Strategy's Expected Result/Impact: Community groups are full partners in public school goals and strategies Staff Responsible for Monitoring: Supt., Chief of Staff, Exec. Director Communications</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Continue monthly newsletter to share district information with key community leaders and post on district website for parents and others to view.</p> <p>Strategy's Expected Result/Impact: Newsletter provides timely information to parents and community stakeholders</p> <p>Staff Responsible for Monitoring: Supt., Exec. Director Communications</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 3: Increase opportunities for family engagement at the campus level.

Evaluation Data Sources: Sign-In Sheets, Parent Involvement Survey Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Use ESSER III funding to support family engagement activities. Each campus will receive a per student allocation to facilitate campus based activities.</p> <p>Strategy's Expected Result/Impact: Increased family engagement opportunities at the campus level</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to produce "Classroom Close-Ups" video series to highlight in-person and remote instruction.</p> <p>Strategy's Expected Result/Impact: Quality classroom instruction promoted, increased parent confidence</p> <p>Staff Responsible for Monitoring: Exec. Director Communications</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support and professional development for early childhood education including using the Parents as Teachers Program.</p> <p>Strategy's Expected Result/Impact: Higher achievement for students</p> <p>Staff Responsible for Monitoring: Director of Early Childhood Education</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Parents as Educators - Title I Parent Involvement</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Host district-wide family engagement activities to cultivate authentic relationships and produce positive academic, social and emotional results for students.</p> <p>Strategy's Expected Result/Impact: Increased family engagement supporting their students and making connections between families and supporting resources in the community and surrounding areas</p> <p>Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support</p> <p>Funding Sources: Family Fest - Title I Parent Involvement</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a Saturday Diversion Educational Program for parents and students as a part of the district's comprehensive plan for supporting students. Parents and students will learn about the importance of attendance and ways to self-regulate behaviors.</p> <p>Strategy's Expected Result/Impact: Lower disciplinary referral rates and dropout rates long with increased attendance rates</p> <p>Staff Responsible for Monitoring: Asst. Supt. of Student Services and Support, Exec. Director Student Services</p> <p>Funding Sources: Diversion Program - State Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the projected 2021 turnover rate from 23% to 18%.

Performance Objective 1: Analyze human resources systems and processes to support teacher recruitment, induction, and retention.

Evaluation Data Sources: Teacher Turnover Rate, Exit Interviews, Staff Satisfaction Surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement recommendations from the 2020 TASB Staffing Study. ESSER funding will be used to support the recommendation to hire additional school counselors and librarians.</p> <p>Strategy's Expected Result/Impact: Ensure consistent and equitable staffing, increased efficiencies</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen current hiring processes to onboard more high quality candidates through efficient pre-screening/screening structures, interviewing protocols and final review checks.</p> <p>Strategy's Expected Result/Impact: Hiring processes ensure that hiring managers can efficiently screen viable candidates, use rigorous interviewing tools, and recommend quality candidates in a timely manner</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify district and campus trends using the Panorama Climate Survey and exit empathy interviews and determine next steps for improvement with district and school leaders.</p> <p>Strategy's Expected Result/Impact: Improved teacher retention</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Design a stronger orientation process for new hires and differentiate for employees based on roles including written "Need to Knows" to ensure employees are knowledgeable and prepared to serve in the role for which they are employed.</p> <p>Strategy's Expected Result/Impact: Tailored orientation sessions for new employees to meet role needs</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources, Exec. Director Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the projected 2021 turnover rate from 23% to 18%.

Performance Objective 2: Implement innovative solutions and strategies for teacher recruitment, induction and retention.

Evaluation Data Sources: Teacher Turnover Rate, Number of Teachers Recruited, Teacher Satisfaction Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Use ESSER funds to launch a multi-year retention bonus for teachers and other hard to fill positions. Strategy's Expected Result/Impact: Bonuses improve teacher retention rates and reduce turnover in other hard to fill positions Staff Responsible for Monitoring: Asst. Supt. Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement year one of a teacher residency program using the Opportunity Culture model in partnership with Texas Tech University, Tarleton State University and Public Impact. Strategy's Expected Result/Impact: Develop pipeline of quality teachers and retain teachers Staff Responsible for Monitoring: Asst. Supt. Human Resources, Exec. Director Professional Development, Director of Opportunity Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Research, design and implement 2-3 strategies for recruiting a more diverse teaching workforce including improving the current Grow Your Own program for district paraprofessionals. Strategy's Expected Result/Impact: Increase the number of professional educators and leaders of color and increase the number of males in teaching and leadership roles Staff Responsible for Monitoring: Asst. Supt. Human Resources, Exec. Director HR, Director of HR Recruitment</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Cultivate the recruitment of high school students who receive the paraprofessional certification and help them transition into college and university education programs for teaching. Strategy's Expected Result/Impact: Develop pipeline of paraprofessionals who ultimately teach for Waco ISD Staff Responsible for Monitoring: Asst. Supt. Human Resources, Director of Opportunity Culture, Asst. Director Human Resources, Director of CTE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Assess the New Teacher Induction Model and implementation of campus onboarding processes to determine what is working and what opportunities exist for improvement.</p> <p>Strategy's Expected Result/Impact: Improved processes for inducting new teachers that results in increased retention of new teachers</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources, Executive Director Human Resources, Coordinator of New Teacher Mentoring Program</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the projected 2021 turnover rate from 23% to 18%.





Performance Objective 3: Develop and implement a professional development plan to support increased student achievement.

Evaluation Data Sources:

Professional Development Plan, Sign-In Sheets, Session Survey Results, Increased Knowledge and Skills of Effective Instructional Strategies, T-TESS Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement year two of a three-year elementary literacy plan and initiate a middle school literacy plan to deepen teacher knowledge and skills in effective literacy instruction.</p> <p>Strategy's Expected Result/Impact: STAAR Results, Professional Development Records</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: WIN Literacy Training - Title II, Part A (TPTR)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote teacher leadership through the development and implementation of a Teacher Leadership Academy.</p> <p>Strategy's Expected Result/Impact: Opportunities for results-oriented teachers to work collaboratively with new or struggling teachers</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to implement professional development focused on Data-Driven Instruction and ensure district curriculum coordinators, instructional coaches, and instructional specialists are available to assist with data-driven instructional planning, in-class instructional support, and professional development for teachers.</p> <p>Strategy's Expected Result/Impact: Schedule to ensure all campuses have access to instructional coaches as needed and schedule for DDI training and campus implementation plans</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Instructional Coaches and Instructional Specialist - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to provide professional development to onboard new leaders with Action Coaching to increase the effectiveness of observation and feedback and focus on strengthening knowledge and skills of principals, assistant principals, instructional specialists, and district leaders.</p> <p>Strategy's Expected Result/Impact: Observation and feedback schedules and coaching scripts using the See It, Name It, Do It coaching protocols to increase effectiveness of feedback given to teachers</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to implement professional development around lesson planning, processes and protocols.</p> <p>Strategy's Expected Result/Impact: Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier I instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to provide job-embedded, practice based professional development based on campus needs to support the district's initiatives. Using a framework, train campus leaders on how to identify ways to support teachers in high leverage areas.</p> <p>Strategy's Expected Result/Impact: Real time learning and application of new skills to support implementation in high leverage student achievement areas</p> <p>Staff Responsible for Monitoring: Exec. Director Professional Development</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Use student achievement data to develop a 2022 summer professional development plan. The plan will provide differentiated opportunities for teachers based on experience level and need.</p> <p>Strategy's Expected Result/Impact: Digital and/or print document outlining summer professional development offerings</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Professional Learning Activities - Title II, Part A (TPTR)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Ensure 100% of K-3 teachers and principals complete the Reading Academies, as outlined in HB 3 by the 86th Texas Legislature. For 2021-2022, train kindergarten and third grade teachers.</p> <p>Strategy's Expected Result/Impact: Teachers and principals have increased knowledge and skills in the science of reading instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director of Elementary Education</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide training to academic intervention teachers to support the implementation of small group instruction in literacy and mathematics.</p> <p>Strategy's Expected Result/Impact: Systemized interventions implemented for small group remediation</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction</p> <p>Funding Sources: LLI, DTM, Reading Plus, Neuhaus Trainings - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide professional development and support for campus paraprofessionals to improve effectiveness of academic and behavioral strategies.</p> <p>Strategy's Expected Result/Impact: Increased knowledge and skills of campus paraprofessionals, resulting in system effectiveness</p> <p>Staff Responsible for Monitoring: Exec. Director Professional Development, Asst. Supt. Student Services and Support</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Develop web-based, flexible professional development offerings to respond to problems of practice.</p> <p>Strategy's Expected Result/Impact: Flexible, real-time professional development provided to address teacher needs</p> <p>Staff Responsible for Monitoring: Exec. Dir. of Curriculum and Professional Development, Executive Dir. of Secondary Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the projected 2021 turnover rate from 23% to 18%.

Performance Objective 4: Increase the number of highly effective teachers in schools through recruitment, placement, and retention.

Evaluation Data Sources: Teacher Turnover Rates, T-TESS Evaluation Results, Circle, TX KEA, STAAR Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement year 2 of the Teacher Incentive Allotment (TIA) project tasks to support the effective implementation of T-TESS.</p> <p>Strategy's Expected Result/Impact: Strong inter-rater reliability for evaluating teachers across all schools and congruence between student growth and teacher performance</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum & Instruction, Asst. Supt. Human Resources, Director of Strategic Evaluation Systems</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Phase 2 of the Teacher Incentive Allotment (TIA) for teachers.</p> <p>Strategy's Expected Result/Impact: Increase retention of highly effective teachers, increase student achievement and close opportunity gaps</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources, Director of Strategic Evaluation Systems</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to systematically monitor teacher performance through data reviews and calibrations in order to identify teachers who need additional support.</p> <p>Strategy's Expected Result/Impact: Develop and retain highly effective teachers in our schools with the most need to improve learning outcomes</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources, Exec. Director of Human Resources, Director of Strategic Evaluation Systems</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 1: Continue to develop and refine the district's scope and sequence curriculum documents.

Evaluation Data Sources: Curriculum Documents for Core Content Areas, STAAR Data, SAT/ACT Results





Strategy 1 Details	Reviews			
<p>Strategy 1: Convene groups of content and grade level teachers from all campuses to provide feedback and revise curriculum documents.</p> <p>Strategy's Expected Result/Impact: Teachers provide feedback to refine scope and sequence document based on experiences during the first year of implementation</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education, Core Content Coordinators</p> <p>Funding Sources: Planning time during summer months - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement new scope and sequence curriculum documents and unit assessments for grades 6-8 science, chemistry, biology, physics and environmental systems, grades 6-8 social studies, world geography, and world history.</p> <p>Strategy's Expected Result/Impact: New documents implemented in classrooms beginning August 2021</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education, Core Content Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Pay staff for curriculum development - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop scope and sequence curriculum documents for additional core content areas including elementary social studies, Pre-Advanced and Advanced Placement courses and LOTE, which have not yet been written.</p> <p>Strategy's Expected Result/Impact: Equitable instruction across district, differentiated instruction for advanced learners</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education, Core Content Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Support the use of curriculum documents in the lesson planning process.</p> <p>Strategy's Expected Result/Impact: Aligned lesson plans created by teachers that reflect the proper level of rigor and complexity of assigned grade level TEKS and reteach plans for identified student expectations</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Teaching planning and alignment during summer months - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide instructional resources and professional development aligned to the district's curriculum.</p> <p>Strategy's Expected Result/Impact: Teachers have needed resources and training to effectively implement the district's curriculum</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction</p> <p>Funding Sources: TEKS Resource Guide, Enhanced Curriculum, Imagine Learning - Title 1, Reading Plus, Neuhaus - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 2: Evaluate and revise the district's assessment program to measure the effectiveness of curriculum and instructional delivery.

Evaluation Data Sources: Local Assessment Data, STAAR Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to develop and refine common unit assessments for use in the DDI process to ensure equity across campuses and to evaluate learning and guide instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Schedule of common assessments to include the number of assessments, timeline for administration of each assessment, and leverage areas for each assessment</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Eduphoria/STAAR Test Maker - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use TEA interim assessments to identify areas of instruction focus and interventions at each school.</p> <p>Strategy's Expected Result/Impact: Greater alignment to the state testing system and achievement predictability</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support to campus leadership teams to use data to determine instructional adjustments and targeted interventions for students in need of additional support.</p> <p>Strategy's Expected Result/Impact: Schedule outlining district instructional support for campus leaders and teachers to evaluate data and develop campus and/or student-specific interventions</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Eduphoria Suite, Renaissance Learning - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 3: Review, refine, and clearly communicate the district's literacy program including resources, data collection techniques, and interventions.

Evaluation Data Sources: Student Achievement on Literacy Assessments, STAAR Achievement Data, Board-Adopted Plans and Goals for Early Childhood Literacy and Math Proficiency

Strategy 1 Details	Reviews			
<p>Strategy 1: Using ESSER funding, initiate a Ready Recovery program by employing three Reading Recovery Lead Teachers to attend training at Texas Woman's University in 2021-2022 and place teachers on campuses with lowest state accountability ratings to serve targeted students. These teachers will train selected teachers in 2022-2023 to implement the Reading Recovery model.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to support intensive reading instruction for struggling students, increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Intervention Services/State and Federal Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: TWU tuition/materials - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use ESSER funding to establish at least two model literacy classrooms at every campus, K-8, to build capacity of literacy leaders on campus and provide coaching for campus teachers.</p> <p>Strategy's Expected Result/Impact: Increased teacher and knowledge and skills of effective literacy instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education</p> <p>Funding Sources: Materials to establish a model classroom - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Using ESSER funding, provide all elementary teachers and secondary ELA teachers with funding for classroom libraries.</p> <p>Strategy's Expected Result/Impact: Increased access to reading materials, increased student achievement</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Coordinator of Library Services</p> <p>Funding Sources: Materials for classroom - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue the implementation of the district's elementary professional development plan for literacy and make adjustments based on determined gaps.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective literacy instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development, Exec. Director Elementary Education</p> <p>Funding Sources: Warren Instructional Network - Title II, Part A (TPTR)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Launch the professional development plan for effective literacy instruction for middle school teachers.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective literacy instruction for middle school ELAR</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p> <p>Funding Sources: Warren Instruction Network - Title II, Part A (TPTR)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Send first and second grade teachers, SIT teachers, and assistant principals to state reading academies.</p> <p>Strategy's Expected Result/Impact: Increased knowledge and skills on the science of reading instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Review and make annual recommendations for board-adopted plans and goals for early literacy and math proficiency.</p> <p>Strategy's Expected Result/Impact: Feedback received from board, plans and goals adopted as required by HB 3</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Train paraprofessionals assigned to support early literacy.</p> <p>Strategy's Expected Result/Impact: Effective use of paraprofessionals to support literacy</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Elementary Education</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 4: Review district and campus processes in place impacting grade point calculations to ensure fidelity with attendance accounting, consistency, and clear communication to students and families.





Evaluation Data Sources: Audit of Transcripts, PEIMS Attendance Accounting Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Align middle and high school core courses, including middle school courses offered for high school credit, and elective courses to provide consistency among campuses.</p> <p>Strategy's Expected Result/Impact: Equity and alignment of courses at the secondary level</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor student attendance in dual credit courses to ensure compliance with state attendance accounting guidelines.</p> <p>Strategy's Expected Result/Impact: Report outlining all students currently taking dual credit courses, the number of minutes in attendance overall, and the number of minutes on campus each day of week</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, PEIMS Director, Exec. Director of Secondary Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Review and continue to refine and revise course planning guide, ensuring alignment to EIC (LOCAL).</p> <p>Strategy's Expected Result/Impact: Updated course planning guide</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue training for secondary counselors including academic advising, transcript process for incoming students, and separation of class rank calculations from academic advising.</p> <p>Strategy's Expected Result/Impact: Accurate transcripts and 4 year graduation plans in place for each student</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of Accountability Systems and Data Analysis</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 5: Review the Languages Other than English (LOTE) program.





Evaluation Data Sources: Course Alignment in Secondary Planning Guide, Student Achievement Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop scope and sequence curriculum documents for Spanish I and Spanish II for implementation in 2022-2023 to ensure program consistency and equity.</p> <p>Strategy's Expected Result/Impact: Increased program consistency, student achievement</p> <p>Staff Responsible for Monitoring: Exec. Director Secondary Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review all Languages Other than English (LOTE) courses taught in district and staffing at each location where LOTE program offered.</p> <p>Strategy's Expected Result/Impact: Graphic organizer depicting all LOTE courses taught in district, campuses where courses are taught, and impact on endorsements</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Curriculum</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify middle school students for appropriate placement in high school LOTE courses, providing opportunities for Spanish speakers to advance.</p> <p>Strategy's Expected Result/Impact: Training for secondary counselors to identify students eligible for year 1 and year 2 LOTE credit by exam, Spanish speakers are advanced through curriculum to higher level courses to match skill level</p> <p>Staff Responsible for Monitoring: Exec. Director Secondary Curriculum</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 6: Coordinate district instructional improvement efforts with Transformation Zone campuses.

Evaluation Data Sources: STAAR Achievement Data, Grant Evaluation





Strategy 1 Details	Reviews			
<p>Strategy 1: Include Transformation Zone teachers in district curriculum writing, state reading academies, and the model literacy classroom initiative.</p> <p>Strategy's Expected Result/Impact: Consistency among Waco ISD and Transformation Zone campuses</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Include Transformation Zone leaders in principal meetings and all professional development sessions.</p> <p>Strategy's Expected Result/Impact: Instructional efforts aligned to extent possible to ensure equity of instruction to address student mobility</p> <p>Staff Responsible for Monitoring: Superintendent, CEO Transformation Zone, Asst. Supt. Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Meet periodically and/or as needed with the CEO of the Transformation Zone to coordinate services.</p> <p>Strategy's Expected Result/Impact: Coordinated services for students at Alta Vista, Brook Avenue, JH Hines, Indian Spring, and Carver Middle School</p> <p>Staff Responsible for Monitoring: Supt.</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct an annual evaluation of the Transformation Zone.</p> <p>Strategy's Expected Result/Impact: Evaluation meets requirements of contract</p> <p>Staff Responsible for Monitoring: Board of Trustees, Chief of Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Develop and implement plans, systems and processes to support improved campus A-F ratings, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for students.

Performance Objective 1: Meet TEA requirements for schools labeled as Additional Targeted Improvement and/or Comprehensive.

Evaluation Data Sources: A-F Ratings, Federal Accountability Indicators, Targeted Improvement Plans Submitted to TEA, Record of School Improvement Grant Activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend Targeted Improvement Plan training prior to developing intervention plans for 2021-2022. Strategy's Expected Result/Impact: Quality Targeted Improvement Plans submitted to TEA Staff Responsible for Monitoring: Supt., Exec. Director Elementary Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in required activities and site visits with ESC 12 and TEA to document work as prioritized in Targeted Improvement Plans. Strategy's Expected Result/Impact: Plans implemented with fidelity, documentation in place to support Effective Schools Framework Staff Responsible for Monitoring: Exec. Director Elementary Education Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide continued training for Data Driven Instruction (DDI) to systematically inform response to data and reteach plans. Strategy's Expected Result/Impact: Creation of systems and processes around DDI to be used in data meetings and creation of cycles for coaching of campus leaders, specialist and district curriculum coordinators Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to provide Action Coaching training with campus leaders to increase the use of effective observation and feedback cycles. Strategy's Expected Result/Impact: Creation of systems and processes around observation and feedback to include documentation, teacher action steps, and data tracking Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director of Curriculum and Professional Development</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Plan, submit, and implement School Improvement Grant activities to support schools labeled as Additional Targeted, Targeted Support or Comprehensive.</p> <p>Strategy's Expected Result/Impact: Grant activities increase student achievement</p> <p>Staff Responsible for Monitoring: Asst. Supt, Curriculum and Instruction, Exec. Director Curriculum and Professional Development, Exec. Director Elementary and Secondary Education</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Develop and implement plans, systems and processes to support improved campus A-F ratings, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for students.

Performance Objective 2: Increase knowledge and skills of administrators, teachers, and professional staff in understanding the state and federal accountability systems.

Evaluation Data Sources: Increased Student Achievement on STAAR and Domain Indicators including CCMR

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to train district and campus leaders to understand and develop systems to monitor progress on state and federal accountability systems and clarify any misconceptions.</p> <p>Strategy's Expected Result/Impact: District and campus leaders have clear understanding of accountability system allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct training on understanding the TELPAS testing system, how to interpret data reported on the TAPR for federal accountability standards, and developing campus monitoring systems to track student progress.</p> <p>Strategy's Expected Result/Impact: Use of data to develop interventions for applicable students, identify strategies to support successful TELPAS testing in primary grades</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis, Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase support for students having previously earned "Approaches" or "Meets" to push toward "Masters" by collaborating with teachers to develop strategies to facilitate increased student achievement.</p> <p>Strategy's Expected Result/Impact: An increase in "Masters" level scores on STAAR English and Mathematics assessments</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide technical assistance at each campus to develop increased knowledge of state and federal accountability systems and set student achievement goals.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct review of data to identify instructional leverage points and verify all state and federal accountability coding is accurate.</p> <p>Strategy's Expected Result/Impact: Student data coded and mined for state and federal accountability will be an accurate account of student data and achievement</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Develop and implement plans, systems and processes to support improved campus A-F ratings, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for students.

Performance Objective 3: Develop strategies to evaluate, monitor, and improve the College, Career, and Military Readiness (CCMR) graduate indicators.

Evaluation Data Sources: TSI Scores, ACT/SAT Scores, Advanced Placement Scores, Data on Number of Students Earning National Certifications, Dual Credit Course Completion Rates, Military Enlistment Data, Board-Adopted Plans and Goals for CCMR

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and refine board-adopted plans and goals for CCMR.</p> <p>Strategy's Expected Result/Impact: Feedback received from board, plan and goals adopted, compliance with HB 3</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to ensure that students who meet CCMR requirements through dual credit or advanced courses are accurately identified and coded in PEIMS.</p> <p>Strategy's Expected Result/Impact: Accurate coding for students meeting CCMR through dual credit or advanced courses</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of CCMR</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to evaluate and refine TSI testing practices across campuses.</p> <p>Strategy's Expected Result/Impact: Testing processes administered according to College Board guidelines, consistent and accurate TSI testing</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of CCMR</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Facilitate registration and attendance at the AVID Summer Institute, ensuring that staff are trained in order to implement the AVID program with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased number of AVID students identified college and/or career</p>	Formative			Summative
	Nov	Jan	Mar	June

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Staff Responsible for Monitoring: AVID District Director

Title I Schoolwide Elements: 2.5, 3.2

Funding Sources: AVID Summer Institute - State Compensatory Education



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.





Performance Objective 1: Improve the district's four-year graduation rate (77% for the Class of 2019) through the development and implementation of research-based dropout prevention strategies.

Evaluation Data Sources: Disaggregated Dropout Rates by Campus and District, STAAR End-of-Course Exam Results, Attendance Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Using ESSER funding to design and implement a high school Optional Flexible School day night school program to allow students flexibility based upon their needs.</p> <p>Strategy's Expected Result/Impact: Increased graduation rate and decreased dropout rate</p> <p>Staff Responsible for Monitoring: Exec. Director Secondary Education</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use 5Lab electronic data collection and analysis systems and dashboards to improve identification of early warning signs of students at risk for dropping out of school.</p> <p>Strategy's Expected Result/Impact: Data analyzed frequently to identify students based on absenteeism, homelessness, discipline concerns, credit accrual, grades</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Secondary Education, Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to evaluate attendance monitoring and intervention strategies by coordinating with various departments (SPED, Homeless, ELL, etc.) through cohort meetings to create personalized plans for students with excessive absences.</p> <p>Strategy's Expected Result/Impact: Increased student attendance, individual plans in place for students with excessive absences</p> <p>Staff Responsible for Monitoring: Exec. Director Secondary Education, Director of Accountability Systems and Data Analysis</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to evaluate knowledge and skills of ESL and special education teachers and campus administrators to inform professional development and curriculum planning, including instructional resources.</p> <p>Strategy's Expected Result/Impact: Develop plans to increase teacher and leader knowledge and skills of effective instructional strategies to support special education and Bilingual/ESL students</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education, Director of Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Use the Quality District Academic Committee (QDAC) to review, evaluate, and make recommendations for addressing dropout prevention.</p> <p>Strategy's Expected Result/Impact: Decrease in dropout rates as a result of improved support for students</p> <p>Staff Responsible for Monitoring: Deputy Supt., Asst. Supt. Curriculum and Instruction</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Identify key stakeholders and focus group members to attend a Design Thinking Institute with the University of Texas School of Design and Creative Technologies. Include students in such a way that we understand issues from their perspectives.</p> <p>Strategy's Expected Result/Impact: Design Thinking Institute provides a framework for focus committee and key stakeholders to collaboratively develop an improved strategy for dropout prevention</p> <p>Staff Responsible for Monitoring: Deputy Supt., Supt., Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis</p> <p>Funding Sources: Design Thinking Institute - Title II, Part A (TPTR)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Convene campus and district leaders to discuss the district's philosophy and practices regarding student retention and overage students and develop a plan.</p> <p>Strategy's Expected Result/Impact: Discussion and the plan leads to clarity and revised district practices regarding student retention</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Directors Elementary and Secondary Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Develop a plan and program for the transition of students from 5th to 6th grade and 8th to 9th grade.</p> <p>Strategy's Expected Result/Impact: Address patterns and issues related to poor academic progress and dropout prevention</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director of Secondary Education</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Transition Activities - State Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Develop a system and conduct post-secondary conferences with students. Individual conferences will provide an opportunity for counselors to discuss possible CTE certifications, opportunities for advanced or dual credit courses, and military options based on individual student interest and academic level of achievement.</p> <p>Strategy's Expected Result/Impact: Students establish post-secondary plans, receive information about Texas OnCourse as a means to explore other post-secondary options, decrease in dropout rate</p> <p>Staff Responsible for Monitoring: Exec. Director of Secondary Education, Exec. Director Student Support</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Engage families with student goal setting, implementing support, and responding to feedback related to student performance and attendance with at least formalized conferences in October and February.</p> <p>Strategy's Expected Result/Impact: Parent support results in increased student achievement and decreased dropout rate</p> <p>Staff Responsible for Monitoring: Exec. Director Secondary Education, Executive Director of Elementary Education</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Develop elementary and middle school campus campaigns including the use of hallway banners to communicate and celebrate each student's graduation year.</p> <p>Strategy's Expected Result/Impact: Develop common language and excitement around graduation</p> <p>Staff Responsible for Monitoring: Exec. Directors of Elementary and Secondary Education, Executive Director of Student Services and Support</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Formalize a plan with McClennan County Community College (MCC) to identify strategies for supporting students participating in dual credit including tutorials, meal service, and counseling.</p> <p>Strategy's Expected Result/Impact: Increased passing rates for dual credit, student achievement and success, decreased dropout rate</p> <p>Staff Responsible for Monitoring: Exec. Director of Secondary Education, Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 13 Details	Reviews			
<p>Strategy 13: Using ESSER III funds, continue the use of a Homeless Population Specialist to provide case management and services to secondary homeless and unaccompanied youth including ongoing monitoring of previously coded homeless students.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and attendance of homeless students and ensure that students with a history of homelessness do not again become homeless.</p> <p>Staff Responsible for Monitoring: Exec. Director Student Support</p> <p>Funding Sources: Homeless Specialist - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Evaluate and enhance wrap around services provided to students at-risk of dropping out of school to determine which services have the greatest impact. Determine where gaps exist and plan for improved support.</p> <p>Strategy's Expected Result/Impact: Students receive services to support overall well-being</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Ensure special education participation in secondary cohort and "bridge" meetings to monitor the academic achievement, attendance and the emotional/behavioral needs of special education students, and ensuring a smooth transition from one grade level span to the next.</p> <p>Strategy's Expected Result/Impact: Decreased dropout rates of special education students, increased student achievement</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 2: Systemize processes, procedures, and instructional services for Special Education students to ensure state and federal compliance and increased student achievement.

Evaluation Data Sources: Special Education Manual, Student Achievement Data, Improved Special Education Compliance

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a process to assist special education teachers and administrators in actively monitoring instructional delivery methods for individualizing students needs.</p> <p>Strategy's Expected Result/Impact: Support special education teachers and administrators in the areas of instructional planning, knowledge of students and student learning, content knowledge and expertise, learning environment, data driven practices, and professional practices and responsibilities.</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop processes to collaborate with community entities to increase early identification of Deaf and Hard of Hearing (DHH) students. Identify instructional strategies and resources to increase language development and academic achievement of students attending the RDSPD instructional setting.</p> <p>Strategy's Expected Result/Impact: Earlier identification of DHH students aged 0-3 and deaf education teachers receive appropriate professional development to increase student achievement and language acquisition</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement new instructional resources to support students in the Resource instructional setting including Reading by Design (elementary) and Neuhaus (middle school). Identify program gaps and develop strategies to provide improved support for instruction.</p> <p>Strategy's Expected Result/Impact: Improved support for students receive Resource instruction</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Analyze endorsements for special education students, CCMR, and graduation rate data for areas in need of improvement. Establish goals to ensure that special education students are challenged, have clear pathways and graduate from high school.</p> <p>Strategy's Expected Result/Impact: Special education students graduate at highest levels with a clear path post secondary</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Special Education, Director of Accountability Systems and Data Analysis</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to monitor implementation of services, including Frog Street Threes, for ECSE instructional setting. Identify program gaps and develop strategies to provide improved support for instruction.</p> <p>Strategy's Expected Result/Impact: Improved support for students in ECSE</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide training and coaching to campus administrators and staff to support the implementation of Emergent Tree's Solid Root's program to address Tier III behavioral and social-emotional needs of students in Social Adaptive and Interpersonal Learning (SAIL) classrooms.</p> <p>Strategy's Expected Result/Impact: Support administrators, teachers and paraprofessionals in the implementation of Solid Roots to decrease inappropriate student behaviors</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue to monitor initial assessment processes and timelines to meet state and federal guidelines.</p> <p>Strategy's Expected Result/Impact: Initial referral timelines are met in compliance with state and federal guidelines</p> <p>Staff Responsible for Monitoring: Exec. Director Special Education</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 3: Systemize processes, procedures, and instructional services for students in Bilingual/ESL to ensure state and federal compliance and increased student achievement.

Evaluation Data Sources: TELPAS Results, STAAR Data, Dropout Rates, Bilingual/ESL Teacher Certifications





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a one-way dual language program at Dean Highland Elementary for students in grades PK-5 beginning in the fall of 2021 for students whose first language is Spanish.</p> <p>Strategy's Expected Result/Impact: Students will become proficient in Spanish and English, becoming biliterate</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review and implement recommendations from the bilingual/ESL evaluation conducted by Dr. Monica Lara and Dr. Morales of Seidlitz Education including program restructuring to support dual language.</p> <p>Strategy's Expected Result/Impact: Program evaluation identifies strategies for improving program, increased student achievement</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Consultation services provided by Dr. Morales from Seidlitz Education - Title III</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Begin planning process for identifying additional campuses to provide dual language in 2022-2023 to support increased student achievement.</p> <p>Strategy's Expected Result/Impact: Plan developed for adding additional dual language courses at elementary campuses</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue training with Seidlitz Education, the Dual Language Institute (Gomez and Gomez), and ESC 12 to provide additional training for teachers and administrators on best practices for increasing English language proficiency, especially for dual language immersion.</p> <p>Strategy's Expected Result/Impact: Effective instructional strategies and program structures result in increased student achievement</p> <p>Staff Responsible for Monitoring: Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Professional Development provided by Dr. Morales from Seidlitz Education - Title III</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor the implementation of English Learner Language Acquisition (ELLA) in 7th and 8th grades as ELAR options for ELL students and English Language Development and Acquisition (ELDA) as a corequisite to ESOL I or ESOL II for secondary immigrant students for students with little or no English proficiency. These courses will be also used to serve students in need of intervention support.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and language proficiency</p> <p>Staff Responsible for Monitoring: Director Bilingual/ESL</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue mentoring activities for Bilingual/ESL students and use feedback and connections from the English Learners Advisory Council.</p> <p>Strategy's Expected Result/Impact: Mentors provide valuable information to students on topics such as how to gain citizenship and local resources, connecting students to others with similar backgrounds</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL</p> <p>Funding Sources: Resources and materials for English Learners Advisory Council Meetings - Title III</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 4: Systemize processes, procedures, and instructional services for Dyslexia and Section 504 to ensure state and federal compliance and increased student achievement.

Evaluation Data Sources: Number of Students Served, Student Achievement Data, Compliance with State and Federal Guidelines





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide annual training to dyslexia staff, 504 coordinators, and campus administrators to review the Dyslexia Manual, which outlines screening procedures for students with indicators of possible Dyslexia or 504 needs.</p> <p>Strategy's Expected Result/Impact: Shared understanding of Dyslexia and 504 screening protocols between district and campus leaders and teachers</p> <p>Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide annual training to general education teachers on dyslexia characteristics/traits.</p> <p>Strategy's Expected Result/Impact: Teachers are able to recognize students with dyslexia characteristics</p> <p>Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use the district's lead dyslexia teacher to monitor and coach the implementation of the Multi-sensory Teaching Approach (MTA) curriculum.</p> <p>Strategy's Expected Result/Impact: Equitable instruction across all campuses</p> <p>Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Use the district's bilingual dyslexia specialist to assist in the identification of dual language students with dyslexia characteristics and ensure appropriate instructional strategies are in place.</p> <p>Strategy's Expected Result/Impact: Dual language students are assessed to determine need for intensive dyslexia instruction, increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training and develop a plan to implement dysgraphia instructional strategies for students in need of support.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished 255  Continue/Modify  Discontinue </p>				

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 5: Implement a clear Response to Intervention (RtI) plan to support increased student achievement.

Evaluation Data Sources: STAAR Data, Graduation Rates, Dropout Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with the City of Waco to provide tutorials as a part of the after school care program offered at community centers.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support, Asst. Supt. Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement "What I Need When I Need It" (WIN) at the secondary level to provide a structured time within the master schedule for interventions and literacy support. Students will receive direct support for 20-30 minutes each day including the use of weekly social-emotional learning lessons.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management</p> <p>Funding Sources: Branching Minds - Title 1, Reading Plus - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue the use of Renaissance as the district's universal screener for grades 1-12 and implement protocols for data analysis and action plans with fidelity.</p> <p>Strategy's Expected Result/Impact: Establish a base line of student achievement data to determine student progress and growth toward STAAR and measure growth over time</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis, Director of Student Support, Intervention and Grant Management</p> <p>Funding Sources: Renaissance - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Using federal ESSER funding to expand staffing and instructional resources to support Tier III interventions.</p> <p>Strategy's Expected Result/Impact: Increased support for students in need of interventions</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Student Support, Intervention and Grant Management</p> <p>Funding Sources: Districtwide personnel - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to provide training for Tier 3 intervention programs. Monthly PLCs will be conducted with SIT teachers to ensure expectations are being met and to address instructional needs.</p> <p>Strategy's Expected Result/Impact: Intervention programs implemented with fidelity, increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management</p> <p>Funding Sources: Warren Instructional Network/LLI Training - American Rescue Plan (ARP/ESSER III), - Title II, Part A (TPTR)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Use Lead4Ward resources and professional development to analyze student achievement data to determine impact of interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Accountability Systems and Data Analysis</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Lead4Ward Subscription for the District from Eduphoria - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue to monitor implementation and refine current RtI processes and interventions K-12, with a focus on the selection criteria for students to be served in interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, clear RtI systems implemented with fidelity</p> <p>Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Branching Minds - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Implement extended year interventions for students who are at risk of failing or losing academic credit due to failing grades or truancy and attend conferences or training for additional information for research-based interventions for classrooms and funding that is available for RTI.</p> <p>Strategy's Expected Result/Impact: Recovery of academic credits</p> <p>Staff Responsible for Monitoring: Director of Student Support, Intervention and Grant Management</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Summer School - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 6: Improve district library services PK-12.

Evaluation Data Sources: Federal ESSER Budget Records, Number of Library Books by Campus, Circulation Rates, Satisfaction Surveys, Student Achievement Data in Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with the City of Waco to enhance library services including providing students with digital library cards to access e-books and other resources, promotion of special library events, scheduled collaboration between district and City of Waco librarians, and establish a Student Advisory Committee for middle school and/or high school.</p> <p>Strategy's Expected Result/Impact: Shared resources and collaboration are used to enhance library services and promote reading for students PK-12</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction, Exec. Director of Technology, Coordinator of Library Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use federal stimulus funds to update the district's library collection.</p> <p>Strategy's Expected Result/Impact: Recommendations to improve the equity and age of books across campuses, increased circulation rates, increased student achievement</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction</p> <p>Funding Sources: new library books - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hire a part-time Coordinator of Library Services to oversee the district's libraries.</p> <p>Strategy's Expected Result/Impact: Systemic improvements are made to the district's libraries</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Human Resources</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Using ESSER II and III funding, develop a plan to staff all campus libraries.</p> <p>Strategy's Expected Result/Impact: Improved library services, increased circulation rates, systemic systems and processes implemented across the district</p> <p>Staff Responsible for Monitoring: Supt., Asst. Supt. Curriculum and Instruction</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Work with architect's interior designer to assist with the selection of library furnishings. Furniture will be purchased with federal stimulus funds.</p> <p>Strategy's Expected Result/Impact: Improved library climate and environment to support increased library usage</p> <p>Staff Responsible for Monitoring: Supt., Exec. Director of Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 7: Ensure students are aware of and have an understanding of opportunities afforded them through CTE courses of study.

Evaluation Data Sources: Number of Certifications Earned, CCMR Data, Number of Students Participating in CTE Programs, Budget Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with McLennan Community College's University Center to implement the Texas Education Agency's P-Tech Planning grant to develop a pipeline of teachers.</p> <p>Strategy's Expected Result/Impact: Planning for a P-Tech school for teaching and learning in order to develop future teachers</p> <p>Staff Responsible for Monitoring: Director of CTE, Exec. Director of Secondary Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify strategies to ensure that students are completing a sequence of courses within a program of study and achieving a workforce certification.</p> <p>Strategy's Expected Result/Impact: Increase in number of certifications achieved in programs of study</p> <p>Staff Responsible for Monitoring: Director of CTE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to communicate to students and parents the value of workforce certifications.</p> <p>Strategy's Expected Result/Impact: Workforce certification pursuit and achievement will increase over prior year</p> <p>Staff Responsible for Monitoring: Director of CTE</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to evaluate and explore CTE middle school CTE courses for one or programs of study.</p> <p>Strategy's Expected Result/Impact: Students begin programs of study early and continue through high school</p> <p>Staff Responsible for Monitoring: Director of CTE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase transition activities for incoming ninth graders through orientation events, tours, scheduling assistance, etc.</p> <p>Strategy's Expected Result/Impact: Students identify a program of study and complete a sequence of courses as a part of a four-year plan</p> <p>Staff Responsible for Monitoring: Director of CTE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to include and increase mathematics and technical reading or technical writing instruction in all lessons and project assignments for CTE courses.</p> <p>Strategy's Expected Result/Impact: Increase in students' college readiness, TSI reading, mathematics, and writing scores, and STAAR EOC passing rates</p> <p>Staff Responsible for Monitoring: Director of CTE</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Enhance project based learning opportunities through participation in community service projects for students in CTE Career Academies.</p> <p>Strategy's Expected Result/Impact: Increased co-curricular opportunities that can improve opportunities for employment and scholarships beyond high school</p> <p>Staff Responsible for Monitoring: Director of CTE</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 8: Increase achievement for advanced learners.

Evaluation Data Sources: ACT/SAT Achievement Data, STAAR Masters Level Data, Number of Students Recognized at Special Events

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with LOTE teachers, counselors and secondary curriculum staff to increase participation in AP Spanish and in the number of students taking the College Board assessment.</p> <p>Strategy's Expected Result/Impact: Increased participation in AP testing and number of Spanish speakers who participate in advanced courses</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Explore innovative instructional models for all middle school campuses including problem based learning, Gateway to Technology, and/or other models to advance learning and higher level thinking and problem solving skills.</p> <p>Strategy's Expected Result/Impact: Identify and implement innovative instructional models to advance student achievement</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop strategies to expand secondary students knowledge and skill development in all content areas to help them engage in difficult coursework, expanding future opportunities for academic growth and career options. Parent involvement activities will be included to ensure they understand pathways and help guide their student's future plans and choices.</p> <p>Strategy's Expected Result/Impact: Increased choices and future opportunities for advanced learners</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Identify actionable steps resulting from the 2020-2021 Atlas evaluation including a focus on 21st Century Learning skills for mini courses and enrichment/extension activities incorporated in the district's scope and sequence curriculum documents. In addition, the needs of Atlas students will be considered in the district's plan for improving libraries with federal stimulus funds including the addition of a maker space to generate advanced thinking skills for gifted learners.</p> <p>Strategy's Expected Result/Impact: Clear purpose of program, increased achievement of students in program</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Review achievement of advanced students, evaluate teacher strengths, and implement rigorous strategies for ensuring that students meet the Masters level on STAAR and demonstrate growth annually.</p> <p>Strategy's Expected Result/Impact: Identified advanced students are achieving at the highest levels</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics, Director of Accountability Systems and Data Analysis</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Require Pre-Advanced and Advanced Placement teachers to attend College Board Advanced Placement Summer Institutes and other targeted professional development to deepen program content knowledge and develop instructional strategies. Develop teacher recognition program to recognize teachers with high student achievement.</p> <p>Strategy's Expected Result/Impact: Increased Advanced Placement Scores</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue to implement the PSAT 8 and 9 for all students and PSAT 10 to the top 20% and other advanced testing options as well as extending the testing opportunity to others with a desire or aptitude for taking the test.</p> <p>Strategy's Expected Result/Impact: Increased number of students taking PSAT, students use results to establish goals and study plans toward 11th grade PSAT and SAT</p> <p>Staff Responsible for Monitoring: Director Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Cost of testing for school day testing of all 8th, 9th, and 11th graders and top 20% of 10th graders - Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Implement a Superintendent's Scholars program for academically high-performing students in grades 5-12 based on previous STAAR and PSAT data.</p> <p>Strategy's Expected Result/Impact: Increased student interest in selecting advanced academic courses and preparing for the NMQST and/or achieving at the highest levels on the ACT</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Cost of preparation materials, resources, and teacher training for Superintendent Scholars program - Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Implement an annual Principal's Scholars recognition ceremony for grades 4-6, Junior Scholars ceremony for 7-9, and Superintendent's Scholars award ceremony for 10th and 11th graders.</p> <p>Strategy's Expected Result/Impact: Increased awareness of opportunities for high-achieving students, increased numbers taking college entrance exams</p> <p>Staff Responsible for Monitoring: Director Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 10 Details	Reviews			
<p>Strategy 10: Implement a schedule of opportunities and incentives for students who received 10th grade PSAT recognition to further develop skills through use of Khan Academy and Knowsys.</p> <p>Strategy's Expected Result/Impact: Increased achievement on NMSQT and/or ACT</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Resources and incentives for students who received PSAT recognition - State Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Develop a schedule for field trips to state and private universities for students identified as Superintendent Scholars.</p> <p>Strategy's Expected Result/Impact: Increased student and parent awareness regarding college admission and opportunities for strong academic achievers</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Plan webinars with top tier universities such as Stanford and Harvard for students identified as Superintendent Scholars.</p> <p>Strategy's Expected Result/Impact: Increased student and parent awareness regarding significance of college entrance exams and opportunities available to high achievers</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Include recognition for high achievement on the ACT and/or PSAT at the Academic Achievers event.</p> <p>Strategy's Expected Result/Impact: Students begin to focus on college entrance exam preparation in addition to GPA</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 1: Implement strategies that affirm the district's commitment to racial equity.

Evaluation Data Sources: Professional Development descriptions, Conference Registrations, Meeting Minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand the district's Committee on Race Equity (CORE) to explore strategies for identifying and addressing system inequities.</p> <p>Strategy's Expected Result/Impact: Equity audit, summary report including potential interventions or next steps</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Design an equity mobilization plan that considers the impact of House Bill 3979.</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify training opportunities, including book studies, and partnerships to increase knowledge and skills about race equity.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of race equity and enhanced ability to identify and dismantle existing systemic inequities</p> <p>Staff Responsible for Monitoring: Asst. Superintendent Student Services and Support, Executive Director of Professional Development</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Use ESSER funding to partner with the University of Texas at Austin's School of Design and Creative Technologies to engage high school students on topics such as dropout prevention, inclusiveness, racism, bias, and prejudice.</p> <p>Strategy's Expected Result/Impact: Students identify campus activities to promote safety and anti-bias, improved dropout and graduation rates</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support, Exec. Directors Student Services and Support</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Review hiring and recruitment practices.</p> <p>Strategy's Expected Result/Impact: TAPR data indicates improved racial equity in relation to student demographics</p> <p>Staff Responsible for Monitoring: Asst. Supt. Human Resources, Asst. Supt. Student Services and Support</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Host a Baylor University School of Social Work master's level intern to focus on connections between Community Practice and racial equity.</p> <p>Strategy's Expected Result/Impact: Improved outcomes for students of color including disciplinary placements, student achievement, and graduation rates</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 2: Implement strategies to support the safety and well-being of students.

Evaluation Data Sources: Training Sign-In Sheets, Number and Type of Anonymous Reports, Professional Development Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with the City of Waco Police Department to explore the potential implementation of the Teen and Police Service Academy (TAPS) program. The 11-week curriculum covers specific topic areas associated with Children and Youth Safety such as violence, physical and sexual abuse, stalking, domestic trafficking, sexual exploitation and bullying. The Academy also covers law enforcement-related subject areas that are important to youth.</p> <p>Strategy's Expected Result/Impact: Help youth change behavior, learn responsible decision making, reduce the social distance between themselves and law enforcement</p> <p>Staff Responsible for Monitoring: Chief of Police, Asst. Supt. Student Services and Support, Exec. Director Secondary Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use federal stimulus funds to hire two social worker transitional specialists at G.L. Wiley to ensure compliance with legislative mandates for transition plans.</p> <p>Strategy's Expected Result/Impact: Students effectively transition from DAEP placement back to home campus</p> <p>Staff Responsible for Monitoring: Exec. Director of Student Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training to staff on identification of student mental health needs with partners such as Ascension Providence. Use federal stimulus funds to support training efforts including an overview of Dr. Bruce Perry's Neurosequential Model for administrators.</p> <p>Strategy's Expected Result/Impact: Consistent research-based protocol to support student well-being</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p> <p>Funding Sources: - Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and implement processes for the use of campus threat assessment teams. Use of federal stimulus funds to provide a Threat Assessment Specialist to implement processes and systems for compliance with SB 11.</p> <p>Strategy's Expected Result/Impact: Threat assessment teams implemented with fidelity at all campuses</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support, Exec. Director Student Services</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Implement the use of Care Solace to provide online case management and timely access to mental health support for students and staff. Strategy's Expected Result/Impact: Increased student and staff engagement and attendance Staff Responsible for Monitoring: Exec. Director Student Support Funding Sources: - Title IV	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Continue Klaras support at Waco High School to provide direct mental health services to identified students. Strategy's Expected Result/Impact: Increased student engagement and attendance Staff Responsible for Monitoring: Exec. Director Student Support	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Identify, implement and/or refine strategies to address mental health, substance abuse, coping mechanisms, grief-informed care, trauma-informed practices and suicide prevention with students in compliance with SB11. Strategy's Expected Result/Impact: Improved student well-being Staff Responsible for Monitoring: Asst. Supt. Student Services and Support	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Implement the Stop It anonymous reporting system for students, parents, and/or others to report incidents of bullying or other unsafe behavior. Strategy's Expected Result/Impact: Anonymous reporting system used to support school safety Staff Responsible for Monitoring: Exec. Director Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Annually review the Emergency Operations Plan to ensure compliance with state of Texas legislative requirements. Strategy's Expected Result/Impact: EOP is in compliance with state requirements, procedures clearly communicated across district Staff Responsible for Monitoring: Exec. Director Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Convene a focus group to review the district's student dress code policy and make recommendations. Strategy's Expected Result/Impact: Dress code is fair and equitable Staff Responsible for Monitoring: Asst. Supt. Student Services and Support	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Conduct regular district safety committee meetings to review processes, systems and training. Strategy's Expected Result/Impact: Improved school safety Staff Responsible for Monitoring: Asst. Supt. Student Services and Support, Exec. Director Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Implement the Unbound anti-trafficking curriculum. Strategy's Expected Result/Impact: Increase student knowledge and safety Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Continue to use the STOP mental health grant to implement a student peer mediation program at secondary campuses. Strategy's Expected Result/Impact: Fewer incidences of violence reported, improved campus climate Staff Responsible for Monitoring: Exec. Director Student Support	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 3: Implement Social-Emotional Learning (SEL) strategies as a district-wide initiative.

Evaluation Data Sources: Professional Development Sign-In Sheets, Conference Registrations, Meeting Minutes of Principal Meetings, Stimulus Funding Budgets





Strategy 1 Details	Reviews			
Strategy 1: Use Title IV and federal ESSER funds to employ two SEL/Counseling Coordinators. Strategy's Expected Result/Impact: Coordinated effort to facilitate the alignment of SEL strategies Staff Responsible for Monitoring: Exec. Director Student Support Funding Sources: - American Rescue Plan (ARP/ESSER III)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Identify existing SEL strategies and align campus efforts with a district-wide framework. Strategy's Expected Result/Impact: Decrease in achievement gap between student groups, district alignment of SEL strategies Staff Responsible for Monitoring: Asst. Supt. Student Services and Support Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Identify strategies to support the social-emotional health of employees. Strategy's Expected Result/Impact: Improved well-being of district employees Staff Responsible for Monitoring: Asst. Supt. Student Services and Support, Asst. Supt. Human Resources, Exec. Director Student Support	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 4: Evaluate effectiveness of behavior intervention programs across district and make necessary adjustments to ensure equity and student success.

Evaluation Data Sources: Student Discipline Records, Climate Surveys, Job Descriptions





Strategy 1 Details	Reviews			
<p>Strategy 1: Use new SEL/Counseling Coordinators and additional counselors to ensure a comprehensive, effective school counseling program. An additional six counselors will be added with federal ESSER funds.</p> <p>Strategy's Expected Result/Impact: Improvement of all students' performance, consistent core practices demonstrated on all campuses</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the universal behavior screener district-wide.</p> <p>Strategy's Expected Result/Impact: Use specific criteria to identify students who need specialized behavioral support</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to refine district plans to provide a coherent, multi-tiered system of supports for behavior, including an instructional structure that develops teacher capacity to address dysregulated behaviors.</p> <p>Strategy's Expected Result/Impact: All students in need of behavior supports will have an active plan in the district RTI/MTSS System. Evidence for each campus will include accurately tiered students with active behavior plans in Branching Minds, up-to-date progress monitoring, and teacher/staff notes</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support, Exec. Director of Special Education</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Branching Minds - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop graphic organizer to accurately depict the district's multi-tiered system of support for behavior.</p> <p>Strategy's Expected Result/Impact: Graphic organizer depicting intervention structure, professional development initiatives around behavior intervention, grade levels of interventions, current staffing, and alternative programs when behavior interventions are not producing desired results</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Pilot Emergent Tree Education's Bridges program for Tier II behavioral interventions at GL Wiley and Cesar Chavez Middle School.</p> <p>Strategy's Expected Result/Impact: Decreased disciplinary placements, improved student engagement</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Use Title IV funds to provide social work interns through Baylor University's BEAR Project to implement training and support to teachers on how to identify and address dysregulated behavior caused by trauma. As a part of the project, students will be taught self-regulation strategies.</p> <p>Strategy's Expected Result/Impact: Decreased disciplinary placements (ISS/OSS)</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p> <p>Funding Sources: - Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Evaluate the use of behavior aides and professionals across the district and make recommendations for staffing for 2022-2023.</p> <p>Strategy's Expected Result/Impact: Concise report to include number of employees used as behavior aides, use of behavior aides and professionals, training provided for behavior aide employees, and total cost</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Support the behavioral leadership team on each campus in assessing and improving Positive Behavioral Interventions and Support (PBIS) using the Tiered Fidelity Inventory (TFI).</p> <p>Strategy's Expected Result/Impact: Each campus will have an up-to-date action plan tied directly to the TFI</p> <p>Staff Responsible for Monitoring: Asst. Supt. Student Services and Support</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Safe and Civil Schools - Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: Evaluate, develop and/or refine district processes and systems.

Performance Objective 1: Continue to increase staff knowledge and skills to support improved processes and use of student management software (Frontline) for online student registration, enrollment verification, and secondary course selection.





Evaluation Data Sources: Streamlined Online Processes for Student Registration, Enrollment Verification, and Secondary Course Selection

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate RFPs and make recommendation for new student management and business information software system in preparation for the launch of a new system for the fall of 2022.</p> <p>Strategy's Expected Result/Impact: RFP developed and vendor selected and recommended</p> <p>Staff Responsible for Monitoring: PEIMS Director, Asst. Supt. Technology, Asst. Supt. Finance and Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct weekly meetings to review leaver coding for high schools to ensure accurate dropout rate data.</p> <p>Strategy's Expected Result/Impact: Accurate coding and development of plans to contact students</p> <p>Staff Responsible for Monitoring: Director of Accountability Systems and Data Analysis</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: Evaluate, develop and/or refine district processes and systems.

Performance Objective 2: Improve district and campus websites.

Evaluation Data Sources: Information on Websites, Analytics on Website Access and Use

Strategy 1 Details	Reviews			
Strategy 1: Train campus and department webmasters in content management system, website accessibility, and district expectations. Strategy's Expected Result/Impact: Updated, accessible websites Staff Responsible for Monitoring: Exec. Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Remove outdated content from district and campus websites. Strategy's Expected Result/Impact: Updated information provided on district and campus websites Staff Responsible for Monitoring: Exec. Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 8: Build capacity for school leadership.

Performance Objective 1: Develop campus and district leadership capacity to serve student needs while working as a team to advance the goals of the district.

Evaluation Data Sources: Student Achievement Data, Culture and Climate Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate in the Holdsworth Center's Leadership Pipeline Development program. Strategy's Expected Result/Impact: District leadership capacity developed through a 18-month program Staff Responsible for Monitoring: Supt., Deputy Supt., Asst. Supt. Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify leaders to serve as design thinking champions across the district and provide additional professional development with the University of Texas' School of Design and Creative Technologies to systemize the use of design thinking strategies for continued improvement. Strategy's Expected Result/Impact: Leaders use framework for developing creative solutions to existing problems Staff Responsible for Monitoring: Supt., Deputy Supt.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and deliver an orientation program for new school leaders. Strategy's Expected Result/Impact: New campus principals and assistant principals are oriented to tools, processes and systems to ensure a smooth start in leadership role and understand who to call for help in district as needed by program/department area Staff Responsible for Monitoring: Deputy Supt., Exec. Director Professional Development</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Using design thinking strategies, facilitate training with school and district leaders to launch the 2021-2022 school year with a focus on resiliency, prioritizing social-emotional learning and identifying strategies to address learning loss. Strategy's Expected Result/Impact: Deepen leaders knowledge of design thinking while focusing on strategic plan for 2021-2022 Staff Responsible for Monitoring: Supt., Deputy Supt.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide monthly targeted, real-time leadership training to support campus principals. Strategy's Expected Result/Impact: Increased knowledge of interrater reliability and calibration of teacher evaluations Staff Responsible for Monitoring: Deputy Supt., Asst. Supt. Curriculum and Instruction, Asst. Supt. Human Resources, Asst. Supt. Student Services and Support</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Develop systems for campus leadership teams to track and respond to campus level data related to data-driven instruction and action coaching.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback resulting in improved Tier I instruction</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Prioritize professional learning conferences for campus leaders including Columbia University's Reimagining Education for Leading a Racially Just Society, Columbia University's Equity institute, University of Texas Human Dimensions of Organizations (HDO) Leadership Certificate Programs, Lucy Calkins Literacy Institute for Leaders, Harvard Turnaround Leaders Program, Stanford University and University of Texas Design Thinking Institutes, Momentous Institute, CASEL, and Texas Association of Behavior Specialists.</p> <p>Strategy's Expected Result/Impact: Leaders develop in-depth leadership skills in racial equity, problem solving, social-emotional learning, and behavior</p> <p>Staff Responsible for Monitoring: Supt., Deputy Supt., Asst. Supt. Curriculum and Instruction, Asst. Supt. Student Services and Support, Exec. Director Curriculum and Professional Development</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide book study opportunities for district and campus leaders.</p> <p>Strategy's Expected Result/Impact: Leaders increase knowledge of research-based strategies for topics such as high-yield instructional strategies for students from poverty, school culture, literacy knowledge, systems approaches, and leadership</p> <p>Staff Responsible for Monitoring: Supt., Deputy Supt.</p> <p>Funding Sources: - State Compensatory Education, - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Conduct master schedule training for new secondary administrators and support those previously trained with implementation support.</p> <p>Strategy's Expected Result/Impact: Secondary campus administrators will exit training with clearer understanding of steps to create a master schedule based on student needs and requests</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director Curriculum and Professional Development</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Strengthen instructional leadership capacity of campus instructional specialists through monthly targeted professional development based on district patterns and trends.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased teacher effectiveness</p> <p>Staff Responsible for Monitoring: Asst. Supt. Curriculum and Instruction, Exec. Director of Curriculum and Professional Development</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: Build capacity for school leadership.

Performance Objective 2: Develop capacity of aspiring leaders to build a pipeline for succession planning.

Evaluation Data Sources: PD evaluation surveys, number of internal candidates in the eligible hiring pool, number of aspiring leaders hired for school and/or district leadership roles

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement plans for year 2 of the district's Aspiring Leaders program to deepen the understanding for systems thinking and leadership competencies. Strategy's Expected Result/Impact: Increase the pipeline of prepared assistant principals Staff Responsible for Monitoring: Deputy Supt., Exec. Director Professional Development	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Design and implement a year long Aspiring Leaders Academy to develop aspiring assistant principals and principals. Strategy's Expected Result/Impact: Develop a high quality pool of candidates for school leadership roles Staff Responsible for Monitoring: Deputy Supt., Exec. Director Professional Development	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: Provide technology to support teaching and learning initiatives and support district operations.


Performance Objective 1: Maintain and update the district's technology systems and infrastructure.


Evaluation Data Sources: Budget Records, Replacement Cycle Plan, WAN Usage, e-Rate plan, Technology Organizational Chart

Strategy 1 Details	Reviews			
<p>Strategy 1: Use federal stimulus funding (Operation Connectivity/Emergency Connectivity Fund) to add additional external wireless access points to provide increased bandwidth and access including additional exterior locations for middle schools and Lake Air Montessori.</p> <p>Strategy's Expected Result/Impact: Provide external internet connectivity at four locations to provide equity for learning</p> <p>Staff Responsible for Monitoring: Exec. Director Technology</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase utilization of Microsoft Office 365 platform to systemize and improve district processes including TEAMS, One Note, and Share Point.</p> <p>Strategy's Expected Result/Impact: Systems work together effectively to increase efficiency and control of data and sharing</p> <p>Staff Responsible for Monitoring: Exec. Director Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Annually review and update the District's Cybersecurity plan to meet legislative compliance for student safety, security, and privacy.</p> <p>Strategy's Expected Result/Impact: Compliance with legislative requirements, security of district resources and systems</p> <p>Staff Responsible for Monitoring: Exec. Director Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue contract for expert assistance for e-Rate services as needed to ensure proper filings in order to maximize funding to support technology needs.</p> <p>Strategy's Expected Result/Impact: e-Rate plan submitted in a timely manner and fully funded without delays, federal guidelines followed</p> <p>Staff Responsible for Monitoring: Exec. Director Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure proper systems and processes are in place to provide security support through video surveillance and campus access including card readers, training for staff, and updated equipment and software.</p> <p>Strategy's Expected Result/Impact: Enhanced school safety</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Exec. Director Technology

 No Progress

 Accomplished

 Continue/Modify





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Goal 9: Provide technology to support teaching and learning initiatives and support district operations.

Performance Objective 2: Use technology to support teaching and learning initiatives.

Evaluation Data Sources: Student Achievement Data, e-Rate Reports, Budget Records, Surveys, Stimulus Budgets

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher knowledge and skills regarding the use of the district's digital learning management systems (Canvas and SeeSaw) to support instruction.</p> <p>Strategy's Expected Result/Impact: High-quality instruction is delivered using a variety of instructional tools including district learning management systems (Canvas and SeeSaw)</p> <p>Staff Responsible for Monitoring: Exec. Director Technology, Exec. Director of Professional Development</p> <p>Funding Sources: - Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to provide high-quality, on demand training for teachers to support digital learning and effective instructional strategies for 1:1 learning environments.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective digital, online instruction</p> <p>Staff Responsible for Monitoring: Exec. Director Technology</p> <p>Funding Sources: - Title IV, - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use a Technology Advisory Committee to update the District's Technology Plan.</p> <p>Strategy's Expected Result/Impact: Updated Technology Plan, minimum technology standard implemented across all classrooms</p> <p>Staff Responsible for Monitoring: Exec. Director Technology, Asst. Supt. Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Use stimulus funds to improve the district's technology to improve student learning and ensuring preparation for online state testing.</p> <p>Strategy's Expected Result/Impact: Improve district technology</p> <p>Staff Responsible for Monitoring: Exec. Director Technology, Asst. Supt. Finance</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Evaluate the scope of coverage performed by WISD-TV to determine continued desired focus and use. Discuss any changes with the City of Waco.</p> <p>Strategy's Expected Result/Impact: Effective and efficient use of district resources</p> <p>Staff Responsible for Monitoring: Exec. Director Communications, Exec. Director Technology, Chief of Staff</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Draft Policy CMD (LOCAL) for the Board's approval to provide an opportunity to sell used technology devices at fair market value. Strategy's Expected Result/Impact: Students and staff are able to purchase devices at fair market value Staff Responsible for Monitoring: Exec. Director of Technology, Chief of Staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: Ensure well-maintained, quality teaching and learning spaces.


Performance Objective 1: Implement the Long-Range Facilities Master Plan.


Evaluation Data Sources: Board Meeting Minutes, Citizens Planning Committee Meeting Minutes, Architectural Plans

Strategy 1 Details	Reviews			
Strategy 1: Recommend bond program to Board of Trustees for November election. Strategy's Expected Result/Impact: Bond election results in improved facilities for teaching and learning Staff Responsible for Monitoring: Supt.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Recommend Construction Manager At-Risk for the new Waco High School. Strategy's Expected Result/Impact: Construction Manager At-Risk hired and assisting with the planning of Waco High School Staff Responsible for Monitoring: Supt., Chief Construction Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Hire construction auditor to provide detailed review of bond program expenditures. Strategy's Expected Result/Impact: Strong accountability of bond expenditures to taxpayers Staff Responsible for Monitoring: Supt., Chief Construction Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Complete and present schematic design for Waco High School. Strategy's Expected Result/Impact: Waco High School design completed with input of staff, presented to Board for approval Staff Responsible for Monitoring: Supt.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Recommend a Guaranteed Maximum Price (GMP) for Waco High School. Strategy's Expected Result/Impact: Planning with architects and contractors result in best pricing for Waco High School Staff Responsible for Monitoring: Supt., Chief Construction Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Upon successful bond election, work with architects to design additional campuses and/or renovation projects included in program. Strategy's Expected Result/Impact: Design and construction completed on time and within budget	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Supt.

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 2: Identify, plan and implement district facilities projects.

Evaluation Data Sources: Budget Records, Planning Documents, Board Meeting Minutes





Strategy 1 Details	Reviews			
Strategy 1: Use ESSER funding to identify and implement HVAC upgrade projects up to \$6,000,000. Strategy's Expected Result/Impact: Federal stimulus funding used to improve campus HVAC systems Staff Responsible for Monitoring: Supt., Asst. Supt. Finance Funding Sources: - American Rescue Plan (ARP/ESSER III)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Complete the construction of replacement baseball and softball fields for Waco High School and the Paul Tyson Field replacement project. Strategy's Expected Result/Impact: New baseball and softball fields and Paul Tyson field completed Staff Responsible for Monitoring: Supt., Exec. Director Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Complete repairs to the athletic irrigation system at University High School. Strategy's Expected Result/Impact: Fields maintained properly to support student athletic programs Staff Responsible for Monitoring: Exec. Director Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Complete insurance projects from the February 2021 freeze including gym floor replacements and the Athletic Stadium elevator project. Strategy's Expected Result/Impact: Projects completed Staff Responsible for Monitoring: Asst. Supt. Finance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Contract for a roofing assessment to prioritize replacement projects. Strategy's Expected Result/Impact: Update roofs on district facilities Staff Responsible for Monitoring: Exec. Director of Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Continue to evaluate the district's overall number of portables and discontinue leases on existing portables. Strategy's Expected Result/Impact: Reduce aging and leased portables developed and implemented Staff Responsible for Monitoring: Supt., Exec. Director Operations	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Maintain an updated Capital Projects Plan to identify large construction projects to be completed as funds become available. Strategy's Expected Result/Impact: Capital Projects Plan available for the Board to review when funding is available for projects and/or there is a bond program Staff Responsible for Monitoring: Supt.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide an annual furniture replacement budget to update classroom furniture across the district. Strategy's Expected Result/Impact: School furniture replacement cycle implemented to ensure optimal learning for students Staff Responsible for Monitoring: Supt., Asst. Supt. Finance and Operations	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 3: Ensure efficient and effective maintenance, custodial, grounds, warehouse, transportation and child nutrition departments.

Evaluation Data Sources: Five-Year Maintenance Plan, Budget Records, Program Reviews

Strategy 1 Details	Reviews			
Strategy 1: Contract with the Texas Association of School Business Officials for an analysis of the custodial department. Strategy's Expected Result/Impact: Recommendations for improvement identified and implemented Staff Responsible for Monitoring: Exec. Director Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Complete the Child Nutrition Services freezer project. Strategy's Expected Result/Impact: Increase storage space for food products and USDA commodities, allowing for more immediate access to products to be provided to campuses Staff Responsible for Monitoring: Director of Child Nutrition Services, Asst. Supt. Finance and Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Dedicate Child Nutrition fund balances to purchase new equipment to support new menu initiatives, product storage, cooking initiatives and program efficiencies to provide new offerings to students and increase participation. Strategy's Expected Result/Impact: Upgrades serving lines increase participation and student and staff satisfaction Staff Responsible for Monitoring: Director of Child Nutrition Services, Asst. Supt. Finance and Operations	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Waco Independent School District
Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: Sheryl Davis

RE: Consider, Discuss, and Take Appropriate Action Regarding Adoption of the Budgets for the 2021-2022 Fiscal Year

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Background Information:

In accordance with Section 44.002 of the Education Code, the Superintendent has caused to be prepared a proposed budget covering all estimated revenue and proposed expenditures of the district for the 2021-2022 fiscal year. Under rules adopted by the State Board of Education, the annual official budget includes the general, food service and debt service funds. The proposed budget was presented to the Board of Trustees at a specially-called meeting on August 12, 2021.

The proposed General Fund budget of \$165,054,484, Child Nutrition Fund budget of \$10,968,269 and Debt Service Fund budget of \$17,277,246 are presented on the attached schedule.

The Budgets were prepared under the following assumptions:

- ADA estimated at 13,261
- Local net taxable property values of \$7,557,152,053 with \$295,228,268 in value under protest and \$819,443,494 in homesteads with tax ceilings
- Maintenance and Operations Tax Rate of \$1.02440/\$100 of assessed value
- Interest and Sinking Tax Rate at \$0.22024/\$100 of assessed value

A general compensation increase is included in the 2021-2022 proposed budgets. Employees paid on the Teacher schedule will receive an average increase of \$1600 or 3.0% for the 2021-2022 school year with the starting salary increasing from \$49,100 to \$50,250. An additional market adjustment of \$100 to \$600 for teachers on steps 15 to 25 of the teacher pay scale was also given. Employees paid on the other employee schedules received a 3.0% increase of the midpoint. Additionally, selected salaries were adjusted to address market differences and improve pay equity.

The district's monthly contribution to group health insurance was increased from \$404.25 per employee to \$428.00. The budget also includes mandatory benefit increases in contributions to the Teacher Retirement System and unemployment.

The proposed budgets were developed based on an M&O tax rate of \$1.02240 and an I&S tax rate of \$0.22024 per \$100 of valuation for a total tax rate of \$1.24464. This is a \$0.019329 reduction from the total 2020 tax rate of \$1.263953.

Included in the attachments are budgets for the McLennan County Challenge Academy and the Regional Day School for the Deaf, both of which Waco ISD acts as the fiscal agent, and the locally funded budgets for the Greater Waco Advanced Health Care and

Manufacturing Academies. These budgets are primarily funded through contributions from member/participating districts.

The proposed budgets for the McLennan County Challenge Academy, the Regional Day School for the Deaf, and the Greater Waco Advanced Health Care Academy balance estimated revenues with proposed appropriations. Estimated revenues will fall short of covering budgeted expenditures for the Greater Waco Advanced Health Care Academy by \$275,723, the Greater Waco Advanced Manufacturing Academy by \$31,814, and estimated revenues for the Regional Day School Program for the Deaf must be subsidized by the District's General Fund by an estimated \$381,906. Students enrolled in this program are counted in the District's attendance and generate Foundation School Program revenue for the General Fund. The projected deficit for these programs will be covered by the budgeted operating transfer from the District's General Fund.

Fiscal Implications:

Adoption of the proposed budgets provides funding for District operations for fiscal year 2021-2022.

Administrative Recommendations:

The administration recommends the Board of Trustees consider and approve budgets for the 2021-2022 fiscal year in the following amounts, as presented.

Official Budget:

General Fund	\$165,054,484
Child Nutrition Fund	10,968,269
Debt Service Fund	17,277,246

Other Budgets:

Greater Waco Advanced Health Care Academy	\$ 1,361,938
Greater Waco Advanced Manufacturing Academy	1,217,047
McLennan County Challenge Academy	918,256
Regional Day School for the Deaf	1,009,645

Waco Independent School District

**Official Budget
2021-2022**

	General Fund	Child Nutrition Fund	Debt Service Fund	Memorandum Total
Revenues:				
Local and Intermediate Source Revenue	\$ 75,266,353	427,900	15,949,445	91,643,698
State Program Revenue	85,574,609	-	307,292	85,881,901
Federal Program Revenue	3,908,900	9,141,280	-	13,050,180
Total Revenues	164,749,862	9,569,180	16,256,737	190,575,779
Appropriations:				
Instruction	89,278,274	-	-	89,278,274
Instructional Resources and Media Services	963,609	-	-	963,609
Instructional Staff Development and Curriculum Development	4,526,701	-	-	4,526,701
Instructional Leadership	3,619,018	-	-	3,619,018
School Leadership	10,130,698	-	-	10,130,698
Guidance, Counseling and Evaluation Services	5,451,254	-	-	5,451,254
Social Work Services	897,678	-	-	897,678
Health Services	1,562,518	-	-	1,562,518
Student Transportation	3,789,590	-	-	3,789,590
Food Services	-	10,968,269	-	10,968,269
Extracurricular Activities	5,408,768	-	-	5,408,768
General Administration	6,838,759	-	-	6,838,759
Plant Maintenance and Operations	17,091,637	-	-	17,091,637
Security and Monitoring Services	2,652,597	-	-	2,652,597
Data Processing Services	3,876,226	-	-	3,876,226
Community Services	528,187	-	-	528,187
Debt Service	-	-	16,206,517	16,206,517
Facilities Acquisition and Construction	40,183	-	-	40,183
Payments to Shared Services Arrangement	345,000	-	-	345,000
Payments to Juvenile Justice Alternative Education Program	700,000	-	-	700,000
Payments to Tax Increment Fund	6,533,499	-	1,070,729	7,604,228
Other Intergovernmental Charges	820,288	-	-	820,288
Total Appropriations	165,054,484	10,968,269	17,277,246	193,299,999
Excess (Deficiency) of Estimated Revenues Over Appropriations				
	(304,622)	(1,399,089)	(1,020,509)	(2,724,220)
Other Financing Sources/(Uses)	(689,443)	-	-	(689,443)
Net Change in Fund Balance	(994,065)	(1,399,089)	(1,020,509)	(3,413,663)
Fund Balance, beginning of year	42,072,279	2,758,147	4,816,349	49,646,775
Fund Balance, end of year	41,078,214	1,359,058	3,795,840	46,233,112
Non-spendable Fund Balance	(400,000)	-	-	(400,000)
Restricted Fund Balance:				
Retirement of Long-term Debt	-	-	(3,795,840)	(3,795,840)
National School Lunch and Breakfast Program	-	(1,359,058)	-	(1,359,058)
Other Restricted Fund Balance	-	-	-	-
Committed Funds	(3,000,000)	-	-	(3,000,000)
Unassigned Fund Balance	\$ 37,678,214	-	-	37,678,214

Waco Independent School District
Other Proposed Budgets
2021-2022

	Greater Waco Advanced Health Care Academy	Greater Waco Advanced Manufacturing Academy	McLennan County Challenge Academy	Regional Day School for the Deaf	Memorandum Total
Revenues:					
Local and Intermediate Source Revenue	\$ 1,017,728	1,132,400	831,620	575,560	3,557,308
State Program Revenue	68,487	52,833	86,636	52,179	260,135
Total Revenues	<u>\$ 1,086,215</u>	<u>1,185,233</u>	<u>918,256</u>	<u>627,739</u>	<u>3,817,443</u>
Appropriations:					
Instruction	\$ 914,259	795,737	558,882	911,385	3,180,263
Instructional Staff and Curriculum Development	6,825	2,750	-	78,863	88,438
Instructional Leadership	234,789	148,547	-	-	383,336
School Leadership	-	-	193,046	-	193,046
Guidance, Counseling and Evaluation Svcs	127,272	124,768	70,075	-	322,115
Health Services	-	-	200	-	200
Plant Maintenance and Operations	78,793	145,245	5,877	-	229,915
Payments to Shared Services Arrangement	-	-	90,176	19,397	109,573
Total Appropriations	<u>\$ 1,361,938</u>	<u>1,217,047</u>	<u>918,256</u>	<u>1,009,645</u>	<u>4,506,886</u>
Excess (Deficiency) of Estimated Revenues					
Over Appropriations	\$ (275,723)	(31,814)	-	(381,906)	(689,443)
Other Financing Sources/(Uses)	275,723	31,814	-	381,906	689,443
Net Change in Deferred Revenue	\$ -	-	-	-	-
Deferred Revenue, beginning of year	-	-	72,496	-	72,496
Deferred Revenue, end of year	<u>\$ -</u>	<u>-</u>	<u>72,496</u>	<u>-</u>	<u>72,496</u>

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: August 26, 2021

Contact Person: Sheryl Davis

RE: Consider, Discuss, and Take Appropriate Action Regarding a Resolution Adopting the Tax Rate for the 2021 Tax Year

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Background Information:

Annually, the Board of Trustees must determine the property tax rate necessary to provide sufficient local revenues to fund the adopted budget for the succeeding fiscal year. The tax rate must be in two parts: (1) an Interest and Sinking Fund (I&S) tax rate is determined to levy sufficient taxes required to service the interest and principal requirements for the District’s outstanding bonded debt; (2) a Maintenance and Operations (M&O) tax rate is determined to meet the District’s share of the general operating fund budget. All legal requirements for setting the 2021 tax rate have been accomplished except for the formal adoption of the resolution establishing the tax rate. The Notice of Public Meeting to Discuss Budget and Proposed Tax Rate was published in the Waco Tribune on August 16, 2021. A copy of the notice is attached.

The administration is recommending an M&O tax rate of \$1.02440/\$100 assessed value and a proposed I&S rate of \$0.22024/\$100 assessed value for 2021 for a total tax rate of \$1.24464/\$100 assessed value. The 2020 M&O rate was \$1.03980 and the I&S rate was \$0.22420/\$100 assessed value. Earnings on investments and fund balance may also be utilized in funding the District’s 2021-2022 debt service.

This year’s proposed tax rate exceeds the no-new-revenue tax rate. **The vote on the resolution setting the tax rate must be a record vote.** A motion to adopt the resolution, or order must be made in the following form:

“I move that the property tax rate be increased by the adoption of a tax rate of \$1.24464, which is effectively a 1.85 percent increase in the tax rate.”

The District may not set the 2021 tax rate above the \$1.24464/\$100 assessed value published in the attached public notice. The resolution supporting the adoption of proposed tax rate proposal is attached.

Fiscal Implications:

The proposed tax rate will generate funding for the General Fund and the Debt Service Fund budgets as adopted by the Board of Trustees.

Administrative Recommendations:

The administration recommends adoption, by resolution, of the proposed 2021 tax rate of \$1.24464/\$100, \$1.02440/\$100 assessed value for Maintenance and Operations and \$0.22420/\$100 assessed value for Interest and Sinking. **The motion must be made in the above form.**

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Waco ISD will hold a public meeting at 06:00 PM, August 26, 2021 in Waco ISD Administration Building Conference Center 115 South 5th St Waco, TX 76701. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	\$1.024400/\$100 (proposed rate for maintenance and operations)
School Debt Service Tax	\$0.220240/\$100 (proposed rate to pay bonded indebtedness)
Approved by Local Voters	

Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories.

Maintenance and operations	0.02 % increase
Debt Service	14.12 % increase
Total expenditures	1.20 % increase

Total Appraised Value and Total Taxable Value (as calculated under Section 26.04, Tax Code)

	<u>Preceding Tax Year</u>	<u>Current Tax Year</u>
Total appraised value* of all property	\$10,104,770,683	\$10,564,989,345
Total appraised value* of new property**	\$77,058,980	\$93,805,360
Total taxable value*** of all property	\$6,448,220,570	\$6,735,883,560
Total taxable value*** of new property**	\$69,920,419	\$88,810,816

*Appraised value is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.

** "New property" is defined by Section 26.012(17), Tax Code.

*** "Taxable value" is defined by Section 1.04(10), Tax Code.

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* \$133,030,000

*Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

	<u>Maintenance & Operations</u>	<u>Interest & Sinking Fund*</u>	<u>Total</u>	<u>Local Revenue Per Student</u>	<u>State Revenue Per Student</u>
Last Year's Rate	\$1.039800	\$0.224200*	\$1.264000	\$6,186	\$5,684
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	\$1.031320	\$0.246860*	\$1.278180	\$6,424	\$5,497
Proposed Rate	\$1.024400	\$0.220240*	\$1.244640	\$6,349	\$5,618

*The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both.

The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	<u>Last Year</u>	<u>This Year</u>
Average Market Value of Residences	\$151,071	\$169,930
Average Taxable Value of Residences	\$117,402	\$130,561
Last Year's Rate Versus Proposed Rate per \$100 Value	\$1.264000	\$1.244640
Taxes Due on Average Residence	\$1,483.96	\$1,625.01
Increase (Decrease) in Taxes		\$141.05

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is \$1.244640. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of \$1.244640.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment.

Maintenance and Operations Fund Balance(s)	\$296 08,198
Interest & Sinking Fund Balance(s)	\$4,700,068

A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

WACO INDEPENDENT SCHOOL DISTRICT

A RESOLUTION ADOPTING THE TAX RATE FOR THE 2021 TAX YEAR

BE IT RESOLVED by the Board of Trustees of the Waco Independent School District that:

The tax rate for the 2021 tax year is hereby set and adopted and a tax levied on the taxable property in the District as follows:

- (a) For Maintenance and Operations, \$ 1.02440 for each \$100.00 valuation;
- (b) For payment of Principal and Interest on Bonds (Interest and Sinking Fund), \$ 0.22024 for each \$100.00 valuation

TOTAL TAX RATE FOR 2021 \$ 1.24464 for each \$100.00 valuation.

This year’s levy to fund maintenance and operations expenditures exceeds last year’s maintenance and operations tax levy. The following statement must be included in the resolution setting this year’s tax rate. The statement must be in larger type than the type used in any other portion of the document.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR’S TAX RATE.

BE IT FURTHER RESOLVED that for the 2021 tax year, each adult is entitled to an exemption of \$25,000 of the appraised value of his/her resident homestead. An adult who is disabled or is 65 years of age or older is entitled to an additional exemption of \$10,000 of the appraised value of his/her residence homestead. “Disabled” means under a disability for purposes of payment of disability insurance benefits under Federal Old-Age, Survivors and Disability Insurance. The exemptions herein made and confirmed are both the Maintenance and Operations and the Interest and Sinking Fund Rates.

BE IT FURTHER RESOLVED that the appointment of the tax assessor-collector for the County of McLennan, Texas, as the tax assessor-collector for the Waco Independent School District is hereby ratified and confirmed. The Secretary of the Board is directed to notify the assessor-collector of the tax rate herein adopted by transmitting a true and correct copy of this Resolution to the assessor-collector. The assessor-collector is hereby authorized to assess and collect the taxes for the Waco Independent School District at the above rate and to deposit the proceeds to the account of the District in accordance with law.

The resolution was adopted and passed by the Board of Trustees of the Waco Independent School District at a public meeting called for that purpose pursuant to statutory notice at the school Administration Building, 115 S. 5th Street, Waco, Texas, with a quorum of the Board present and voting on this 26th day of August, 2021.

Angela Tekell, President
Board of Trustees
Waco Independent School District

ATTEST:

Jose Vidana, Secretary

Randy H. Riggs, CPA
McLennan County
Tax Assessor/Collector



P O Box 406
Waco, TX 76703
(254) 757-5130
Fax (254) 757-5141
Randy.riggs@co.mclennan.tx.us

Date: August 13, 2021

Dear Waco ISD,

Under the Truth-in Taxation laws, it is the duty of the Tax Assessor-Collector to calculate the No-New-Revenue Tax Rate and the Voter-Approval Tax Rate for the entities for which he collects tax and to publicize these rates and other items of information in a way that will come to the attention of the entities' property owners. After this has been done, the governing bodies of the taxing units must adopt by ordinance, resolution, or order the rate for the current tax year. Our office has complied with the calculation and publication requirement. Enclosed you will find a copy of your unit's 2021 rate calculations as published in The Waco Tribune Herald .

******IF YOUR UNIT'S TAX RATE CONTAINS A DEBT COMPONENT, YOU MUST ADOPT THE DEBT RATE PUBLISHED IN THE NO-NEW-REVENUE & VOTER-APPROVE RATE CALCULATIONS. ******

Below you will find items that will help you in determining your 2021 tax rate. If you have any questions, feel free to contact our office.

- 1) Total Certified Taxable Value - Value certified to us by the McLennan County Appraisal District that includes all real and personal property with all applicable exemptions deducted.
- 2) Taxable Value of New Improvements - Value of properties that appear on the roll for the first time in 2021.
- 3) Anticipated Collection Rate (ACR) for the coming year-used to adjust upward the Debt Component of the No-New-Revenue Tax Rate (NNR) to offset expected delinquencies. The ACR is our best estimate of the total amount of taxes, penalty, interest, and attorney fee that will be collected between July 1, 2021 and June 30, 2022. If the ACR is 100% or more, no adjustment in the calculation of the debt rate is allowed. If your NNR does not contain a debt component, the ACR will have no effect on the calculation.

2021 Total Certified Taxable Value		<u>\$ 7,261,923,785.00</u>
2021 Taxable Value Still Under ARB Review		<u>\$ 243,287,047.00</u>
2021 Adjusted Taxable Value for School District		<u>\$ 6,690,897,638.00</u>
2021 Taxable Value of New Improvements		<u>\$ 88,810,816.00</u>
2021 Anticipated Collection Rate		<u>100%</u>
2021 Voter Approval Rate	295	<u>1.244640</u> Per \$100 valuation

WHEN YOU HAVE ADOPTED THE 2021 TAX RATE FOR YOUR UNIT, PLEASE WRITE THAT RATE IN THE SPACE PROVIDED BELOW.

“We, the governing body of Waco ISD,
Have adopted the following tax rate for 2021:

M&O	1.024400
I&S	0.220240
TOTAL	1.244640

If this rate exceeds the Notice and Hearing Rate, we certify that we have followed the “Truth-in-Taxation” notice and hearing laws and have adopted the new rate by voting in a public meeting.”

Please have the members of your governing body sign below and return to our office by **August 31, 2021**, but **not later than September 4, 2021**. We would appreciate you getting this information to us as close to the above date as possible to give us plenty of time to print the statements for mailing.

Thank you very much for your consideration.

Randy H. Riggs, CPA
McLennan County Tax Assessor/Collector

Governing Body Members’ Signatures:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

DATE

Waco Independent School District
Board of Trustee Meeting Agenda

Date: August 26, 2021

Contact Person: Dr. Josie Gutierrez

**RE: Consider, Discuss and Take Appropriate Action Regarding the use of
ESSER II Funds to Provide Additional Compensation for Paraprofessionals
Assuming Additional Responsibilities During COVID-19**

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Background Information:

Since the COVID pandemic began, it has been a struggle to ensure schools have a sufficient number of staff onsite due to an increase in employee absences and a shortage of substitute teachers. Without dedicated campus instructional and special education paraprofessionals going beyond the call of duty, it would be impossible to meet the demands of the daily operation of the campus.

Waco ISD appreciates the support that paraprofessionals provide on our campuses. With the resurgence of COVID-19, paraprofessionals will once again need to assume additional responsibilities as we navigate another challenging school year. To compensate them for the additional duties that will continue during the 2021-2022 school year, a one-time payment is recommended in recognition of the valuable support that is provided to our schools.

The one-time payment would apply to Instructional or Special Education Aides only including Reach Associate, Student Support, Special Education (ECSE, Achieve, Aspire, 18-21 Transition, SAIL, Resource/Inclusion, Deaf Ed, etc.), RESET Classroom, Primary Literacy, PK/K, Pre-K, Physical Education, Multimedia, Library, ISS, Instructional/Library, Instructional SIT, GWAMA, Compensatory, Instructional, Child Care, Bilingual Instructional, and Behavior Support.

The following guidelines have been established for payment:

- Those hired prior to January 27, 2021, and have since continued employment are eligible for a one-time payout of \$1000 on December 15, 2021.
- Those hired between January 27, 2021, and August 31, 2021, and continue employment are eligible for a one-time payout of \$500 on December 15, 2021.
- Must be employed as an eligible aide on the day of the payout.

Fiscal Implications:

The estimated cost of the proposed pay for paraprofessionals assuming additional responsibilities during COVID-19 is \$329,500 and impacts an estimated 367 employees.

Administrative Recommendations:

Approve the use of ESSER II funds to pay campus instructional and special education paraprofessionals for assuming additional responsibilities.