

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

**Thursday, May 15, 2025 - 6:00 PM**

A Regular Meeting of the Board of Trustees of Waco Independent School District will be held May 15, 2025, 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. **Oath of Office**
3. **Public Comments on Agenda Items**
4. **Moment of Silence and Pledge of Allegiance**
5. **Special Recognitions**
  - 5.A. Pledge Leaders
  - 5.B. UIL State Speech and Debate
  - 5.C. UIL All-State Band Solo and Ensemble
  - 5.D. UIL All-State Choir Solo
  - 5.E. Community Partner Award
6. **Superintendent's Report**
  - 6.A. Bus Driver Appreciation
  - 6.B. Graduation
  - 6.C. Summer School and Other Programs
  - 6.D. Superintendent's Super Hero Fun Run and Family Fest
  - 6.E. Waco ISD Education Foundation Enrichment Grants
7. **Information Items/Reports**
  - 7.A. Monthly Financial Reports for the Period Ended April 30, 2025
  - 7.B. District Vulnerability Assessment (DVA) Full Report
8. **Review, Discuss, and Take Appropriate Action on K-12 Math Resource Adoption and Purchase**

**Presenter:** Dr. Deena Cornblum

9. **Consent Agenda: Consider and Take Appropriate Action**
  - 9.A. Amendments to the 2024-2025 Budget
  - 9.B. Bid Award for Educational Consultants, Professional Development, and Other Student-Based Contracted Services
  - 9.C. Bid Award for Local Retailers' General Merchandise
  - 9.D. Bid Award for Restaurant and Catering Services
  - 9.E. Purchases in Excess of \$50,000 under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Service
  - 9.F. Partnership Agreement between McLennan Community College and Waco ISD 2025-2028
  - 9.G. Resolution Regarding Edward Byrne Memorial Justice Assistance Grant Program
  - 9.H. Certification of Provision of Instructional Materials for the 2025-2026 School Year
  - 9.I. Board of Trustees Meeting Minutes
    - 9.I.1. April 23, 2025 - Special Meeting
    - 9.I.2. April 23, 2025 - Workshop Meeting
    - 9.I.3. April 24, 2025 - Regular Meeting
    - 9.I.4. April 24, 2025 - Workshop Meeting
10. **Review and Discuss Budget Update**  
**Presenter:** Sheryl Davis
11. **Review and Discuss the Waco High School Construction Project and Occupancy Plan**  
**Presenter:** Gloria Barrera
12. **Announcements**
13. **Review and Discuss Potential Contracts on Real Property**
14. **Consideration of Personnel**
  - 14.A. Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee - Superintendent (Evaluation/Duties)
  - 14.B. Hear a Complaint or Charge Against an Officer or Employee
15. **Consider, Discuss and Take Appropriate Action Regarding the Reorganization of the Board of Trustees**
  - 15.A. President
  - 15.B. Vice President
  - 15.C. Secretary
16. **Adjournment**

**Waco Independent School District**

***Board of Trustees Meeting Agenda Item***

**Date:** May 15, 2025

**Contact Person:** Elizabeth Cox

**RE: Special Recognitions**

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**Background Information:**

**Pledge Leaders**

Pledge leaders are Jazlynn Potts and Aryah Curtis of Cesar Chavez Middle School.

**UIL State Speech and Debate**

University High School student Derrick Thomas captured first place in the Prose category at the regional UIL Speech and Debate competition and advances to the state contest.

**UIL All-State Band Solo and Ensemble**

Waco High School Lion Pride Band members qualified for the state solo and ensemble contest, which will be held on May 24.

Trumpet: Jose Aldaco, Miguel Lopez, Tevin Parker

Percussion: Theodore Aldaco, Joan Briceno, Matthew Everett, Marisol Ledezma, Jocelyn Salazar, Stephen Talley, Jeremy Williams

Clarinet: Judith Arias, Anelis Galan, James Nava (bass), Valeria Quintana, Denny Rivera-Espinoza

Flute: A’Jonae Davis, Luke Hamerly, Daniella Mercado, Genesis Romero

Tuba: Damian Dominguez

Horn: Aiden Duarte

Saxophone: Yaretzin Garcia (alto), Angel Juarez-Lorenzo (tenor), Brittany Leija (baritone), Jorge Nunez (alto)

Trombone: Pedro Gonzalez

Euphonium: Lilly Rose

University High School Mighty Trojan Band members qualified for the state solo and ensemble contest, with several earning a Sweepstakes award at UIL Concert and Sight-Reading. Members competing in both are indicated by the asterisk (\*).

Saxophone Quartet: Brandon Dominguez\*, Leobardo Gama-Serrato\*, Andrea Monrial\*, Sinai Sanchez\*

Trumpet Solo: Xochitl Gardea\*

Snare Drum Solo: Jaxen Ruby\* (also qualified in Steel Band)

Brass Quintet: Angel De La Cruz\*, Micah Hatten\*, Eric Lopez\*, Jose Olguin\*, Gabriel Ramirez\*

Steel Band: Michael Castro, Jasen Cervantez\*, Na'Kavion Cheaves, Evan Cuevas, LaNya Davis, Ariana Delfin, Edwin Esquivel, Elyza Gutierrez, Ivy Gutierrez, Israel Lozano, Adrian Martinez, Diego Martinez\*, David Perez-Zamago\*, William Ruby\*, Zaviure Sadler, Alyvia Sardaneta, Hector Toca-De La Hoya, Albino Vazquez, Maddux Wheeler\* (also qualified in Multiple Percussion Solo)

Sweepstakes only: Tristan Bailey, Osmar Cazares, Myanna Christian, Kourtlyn Davis, Kevin Gutierrez, Alexandria Hatten, Adrian Salas, Abel Serrato, Braelynn Serrato, Amy Ugalde, Asai Williams.

### **UIL All-State Choir Solo**

Waco High School students advanced to the UIL All-State Solo and Ensemble Contest to be held in Austin on May 24. All Waco High students advanced in the Class I vocal solo category.

Elena Aagesen, Lydia Allen, Emma Clark-Martinez, Eliah Contreras, Ta'Darius Dobbins, Mira Goodsohm, Holland Harp, Karis Henderson, Grace Ilapogu, Andrew Llano, Lucius Luna, Claire Prather, Eiza Reyes, Eleanor Rhodes, Abigail Sanders, Jordan Williams.

University High School students qualified for the state UIL All-State Solo and Ensemble Contest to be held in Austin on May 24. All University High students advanced in the Class I vocal solo category.

Rayone Bryant-Hightower, Ambar Calderon, Marlen Frias, Jade Garcia, Oliver Houston, Ra'Miyah Kelly, Aryana Leyo, Ana Mendoza, Kennady Minor, Sheyla Montes, Lila Moore, Vania Palacios, Narcissa Ramirez, Eva Rodriguez, Mariah Rodriguez, Armando Romo-Barajas, Arely Salazar, Jobanny Serrano, Aidyn Tarver, Thomas Vidana, Mariana Zavala.

## **Community Partner Award**

Whataburger is honored with the TASB Stand Up for Public Education Award as the May Waco ISD Community Partner of the Month. Receiving the award are Field Marketing Partner Chad Klepmnauer and Waco Market Leader Chris Alavez.

Since August 2023, Whataburger has celebrated individual campuses and teachers in Waco ISD with Back to School celebrations, National Special Education Day donations, Baylor Whatateacher Promotion Award Winners and National Teacher Appreciation Week Whatateacher \$1,000 Grant Awards. Breakfast donations and Waco ISD Stadium Football Game Day Activations and other cool Whataburger swag and coupons have also been shared in support of Waco ISD staff and events.

### **Fiscal Implications:**

None

### **Administration Recommendations:**

None

**Waco Independent School District**

**Board of Trustee Meeting Agenda Item**

**Date:** May 15, 2025

**Contact Person:** Sheryl Davis

**RE: Monthly Financial Reports for the Period Ended April 30, 2025**

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**Background Information:**

Attached are the compiled April 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:**

None.

**Administrative Recommendations:**

The monthly financial reports for the period ended April 30, 2025 are presented for information, only. No action is required.

Sheryl Davis  
Chief Financial Officer

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

May 8, 2025

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 April 30, 2025 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 financial statements. These preliminary financial reports are prepared utilizing the following assumptions:

- Revenue: Recorded on a cash basis with adjustments to accrual basis made at August 31, 2025.
- 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, 2025. Outstanding encumbrances are included on the "Encumbrances and Expenditures by Fund, Function, and Object" schedule, only.
- Beginning Fund Balance: Represents August 31, 2024 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 2024-2025 Revenues and Expenditures to Previous Fiscal Year as of April 30, 2025**

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 – Collections as of the end of April have increased \$1,351,168 over last year and, as a percent of estimated revenue, collections have increased by 4.9%. Value adjustments as of the end of April have resulted in a decrease of \$95.4 million in value compared to \$138.0 million last year. Additionally, the current year levy has decreased \$1.0 million with an additional decrease of \$0.9 million in prior years' taxes due. This is a much lower adjustment than last year where the current year's levy had decreased \$4.6 million and the prior years' levy had decreased \$1.4 million. The prior years' levy adjustments have been significantly impacted by the change in the homestead exemption and freeze.

5730 Tuition and Fees – Current year revenue reflects an increase of \$42,794 over last year.

5740 Other Local Revenue – Revenues have decreased \$946,692 from last year. This is primarily attributable to the receipt of \$500,000 in insurance recoveries, associated with hail damages, in November 2023. Additionally, earnings on investments have decreased \$471,325 due to lower interest rates.

5810 Per Capita and Foundation School Program Revenue – Although the financial statements reflect a decrease of \$0.5, Foundation School Program revenue is currently projected to be \$0.1 million less than budgeted estimates (excluding the Teacher Incentive Allotment for which expenditures have not yet been amended into the budget). The District has appealed the preliminary values from the Comptroller's 2024 Property Value Study that are utilized in determining state Foundation School Program revenue. However, we will not get the results of that appeal until late July. Throughout last year, the Texas Education Agency was recouping an overpayment of \$17 million from the final settle-up for the 2022-2023 school year.

5900 Federal Sources Revenue – Revenues have increased \$2.0 million over last year primarily due to the recording of indirect cost recoveries associated with the finalization of federal stimulus funds as of September 30<sup>th</sup>.

#### **Functional Expenditures:**

The termination of the partnership with Transformation Waco for the management of a number of the district's campuses, resulted in a revenue loss of \$1.6 million to the District. This loss was offset by reductions in appropriations throughout the budget, particularly in functional expenditures for curriculum and staff development, instructional leadership, school leadership, social work services, and general administration. Expenditures in the functional categories appear to be consistent with last year's spending pattern with the exceptions shown below.

11 Instruction – Expenditures have increased \$0.4 million from last year. Approximately \$0.5 million in professional salaries for positions, such as dyslexia specialists, were previously funded through federal stimulus funds. Additionally, substitute costs have increase \$0.3 million over last year. Salary savings, due to vacancies in teaching positions, are currently projected to be about \$1.0 million for the fiscal year.

12 Instructional Resources and Media Services – As discussed during budget development, librarian positions, added through federal stimulus funds, were going to be picked up by the general fund effective this year. This change in funding source is responsible for the increase in expenditures of \$0.7 million.

13 Curriculum and Instructional Staff Development – Expenditures have decreased \$0.4 million or 17.8%. As mentioned above, the termination of the agreement with Transformation Waco resulted in the elimination of a number of supplemental positions including two administrative positions performing curriculum and instructional staff development functions.

21 Instructional Leadership – The decrease of \$.3 million is again due to the elimination of positions from the Transformation Zone operations management.

23 School Leadership – For the 2024-2025 school years the campuses, previously under contracted management, were subject to the District’s staffing guidelines. Adherence to these guidelines resulted in the elimination of five administrative and three paraprofessional positions and is reflected in the decreased expenditure of \$0.6 million.

31 Guidance, Counseling and Evaluation Services – Expenditures have increased \$0.6 million over last year. This increase is primarily due to the increase in diagnosticians and other evaluation services in the special education department.

32 Social Work Services – Positions funded in the Transformation Zone included three social work positions which were eliminated with the end of the management contract. As a result, expenditures have decreased \$0.2 million.

33 Health Services – The increase of \$146,655 represents an increase of 14.0% over last year. This is due, in part, to the shift in staffing campus clinics with registered nurses rather than aides of licensed vocational nurses. Additionally, there has been very little turnover in the current year, reducing salary savings recognized in developing the original budget.

34 Student Transportation – Expenditures have increase \$1.5 million. The increase is a combination of increased costs arising from bringing the service in-house as well as the receipt of three micro-buses and five special education buses costing \$1.0 million. All of the new buses have been received.

41 General Administration – Two administrative positions were eliminated with the Transformation Zone management contract. Additionally, contracted services for the executive officer and program consultant, had reduced expenditures by \$0.3 million.

51 Plant Maintenance and Operations – Expenditures have increased \$0.8 million. Approximately \$0.4 million of the increase due to the almost 40% increase in property insurance. The remainder is in expenditures for maintenance projects funded after the budget was adopted.

52 Security and Monitoring Services – The increase of \$0.4 million is primarily due to the increase in salary and benefit expenditures which are partially offset by a decrease in contracted services. Almost all of the positions added to staff all District campuses are currently filled. At sites where

the positions have not been filled, the District continues to place contracted off-duty officers from other agencies. Expenditures include \$64,915 for a police car received in September and \$565,178 in substitute security through contracted services.

53 Data Processing Services – Expenditures have increased \$1.2 million over last year, most of this increase is due to the recording of the expenditure side of E-Rate reimbursements for technology equipment at the new Waco High School and the additions and renovations at South Waco Elementary School. Included in this month’s agenda is an amendment budgeting for the revenues and expenditures associated with the E-Rate funding.

61 Community Services – Upon the termination of the management partnership with Transformation Waco, the District entered into an agreement for the continuation of wrap-around services to the previously managed campuses. The increase of \$0.3 million reflects those costs.

71 Debt Service – The increase of \$0.1 million results from the accounting of new copier leases. This amount is offset in other financing sources as required under GASB Statement 87.

95 Juvenile Justice Program – An increase in daily rates and the District’s participation in the program has resulted in increased expenditures of \$189,259.

### **Child Nutrition Fund**

#### **Revenues:**

5740 Other Local Revenue – The increase of \$83,683 is in earnings on investments, a result of a more consistent investment strategy for the current year.

5900 Federal Sources Revenue – Federal reimbursements for meals, as reflected in the April financial statements, is even with the prior year after showing an increase of \$0.4 million last month. The monthly revenue for April is down \$0.4 million from last year. This is primarily due to a timing difference between the two years as the March reimbursement had not yet been received when the financial statements were prepared.

#### **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 increased \$1.2 million over last year. Expenditures of \$0.8 million, for the purchase of food service equipment items, have been made, as proposed under the District’s plan to draw down the excess fund balance. Bids have been awarded for additional purchases needed to facilitate compliance and prevent recapture of the funds. This month’s agenda also includes an amendment to place budget for a number of walk-in cooler/freezer units and backup generators at campuses throughout the District. These projects are part of the plan, approved by the Texas Department of Agriculture to reduce the excess fund balance in the Child Nutrition Fund.

## Debt Service Fund

### **Revenues:**

5710 Local Property Taxes – Property tax collections at the end of April have increased \$2.2 million in comparison to last year. This is primarily due to the \$0.02035 increase in the I&S tax rate to cover debt service costs for the 2024-2025 fiscal year as well as the difference in levy adjustments discussed under the general fund.

5740 Other Local Revenue – The increase in other local revenues of \$0.2 million results from the timing of earnings on investments between the two years.

5820 Other State Program Revenue – The increase in State program revenue is a timing difference between fiscal years. The \$2.6 million received represents additional State aid for the change in the homestead exemption (ASAHE) for facilities. Last year, \$1.2 million of the funds were received in December and another \$1.0 million was received in July. The delay in payments last year was caused by the immediate implementation of changes in the homestead exemption and TEA's need to develop and allocate hold harmless adjustments for the increase from \$40,000 to \$100,000.

### **Functional Expenditures:**

71 Debt Service – The decrease in debt service of \$0.9 million reflects the lower interest payments that were due in February. The February payments on the various debt issues are strictly interest and do not include any principal. Principal payments will be included made in August along with the interest for the second half of the year. Total debt payments for the year will exceed last year's debt by \$36,271.

## 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, administrative fees, and stop-loss or excess insurance costs.

As of April 30, 2025, revenues exceeded expenditures by \$873,598, compared to a deficit of \$460,625 last year. An increase in contributions of \$0.5 million is partially responsible for the plan's improvement. The increased contribution went into effect in January with the beginning of the plan year. Additionally, there was a single claim of over \$1.6 million paid in January 2024 for which the District received stop-loss reimbursement in April of last year. Through April, medical claims reflect a decrease of \$0.5 million. Prescription drug claims continue to climb, increasing \$0.6 million over last year. Prescription drug rebates generated under CVS have increased \$794,004. Payments for stop-loss insurance coverage are consistent with last year's amounts.

The following chart reflects net operations for the various programs accounted for in the fund:

<b>Program</b>	<b>Revenues</b>	<b>Expenditures</b>	<b>Net</b>
Group Health Insurance	\$ 10,861,829	\$ 10,310,982	\$ 550,847
Unemployment Compensation	60,577	40,714	19,863
Workers' Compensation	627,760	330,152	297,608
Wellness Programs	43,758	38,478	5,280
<b>Total</b>	<b>\$ 11,593,924</b>	<b>\$ 10,720,326</b>	<b>\$ 873,598</b>

Under the terms of the agreement with United Health Care, the District may be reimbursed up to \$50,000 for eligible wellness program costs. In December, we utilized the funding to replace audiometers throughout the District, purchased equipment for a wellness center as well as swag for health fair activities. For the 2025 plan year, the District will utilize these wellness funds for fees related to the newly initiated weight management program. In order to continue coverage of weight loss drugs and curb the escalating cost to the District's health program, drug co-pays were increased from \$50 to \$100 and employees are required to participate in the weight management program. The program includes one-on-one support from a registered dietitian to develop a personalized nutrition plan, provider oversight to adjust or prescribe medications, as needed, and a digital support application. Weight loss medications prescribed for diabetes are not subject to the co-pay increase.

Unemployment shows an expense of \$40,714 for the year. This amount is for the quarter ended March 31, 2025.

Workers' compensation claims expenses have increased \$58,438 and TASB's administrative fee, paid at the beginning of the year, totaled \$120,516, an increase of \$17,243 over last year. While contribution rates under TASB's coverage increased overall, with the transition to an in-house transportation system, we added coverage for transportation staff. Driver rates run about 80% of the rates for police officers and 76% of the rates for auxiliary workers but are significantly higher than the rates for professional and clerical staff. As a result, contributions have increased \$131,586.

Reserves for estimated incurred-but-not-reported (IBNR) claims for the fully self-funded health insurance plan totaled \$562,000 for medical claims and \$110,000 for prescription drugs, at August 31, 2024. Additionally, reserves for the estimated allocated loss adjustment expense (ALAE) for the partially self-funded workers' compensation plan totaled \$273,429. In total this is an increase in the estimated liability of \$609,137. The audited beginning net position at September 1, 2024 was \$1,640,250. This is an increase of \$56,419 over last year's beginning fund balance.

Waco Independent School District  
**BALANCE SHEET**  
**GENERAL FUND**  
As of April 30, 2025

**ASSETS**

Cash and Temporary Investments	\$	86,713,852
Property Taxes Receivable, Net of Allowance of \$992,196		2,161,643
Due from Other Governments		-
Accrued Interest		116,205
Due from Other Funds		192,240
Other Receivables		74,871
Inventories		416,897
Deferred Expenditures		22,118
Total Assets	\$	<u>89,697,825</u>

**LIABILITIES**

Accounts Payable	\$	607,322
Payroll Withholdings and Contributions Payable		1,656,147
Accrued Wages Payable		14,427,231
Due to Other Funds		441,196
Due to Other Governments		-
Unearned Revenue		1,282
Total Liabilities	\$	<u>17,133,179</u>

**DEFERRED INFLOWS OF RESOURCES**

Unavailable Revenues - Property Taxes	\$	<u>2,161,643</u>
Total Deferred Inflows of Resources	\$	<u>2,161,643</u>

**FUND BALANCES**

Nonspendable Fund Balance	\$	439,015
Restricted Fund Balance		-
Committed Fund Balance		1,915,792
Unassigned Fund Balance		68,048,197
Total Fund Balances	\$	<u>70,403,004</u>
Total Liabilities and Fund Balances	\$	<u>89,697,825</u>

Waco Independent School District  
**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE**  
**BUDGET AND ACTUAL**  
For the Period Ended April 30, 2025

**GENERAL FUND**

	Adopted Budget	Amended Budget	(Memo) Monthly		(Memo) Year-to-Date		Difference- Amended Budget to YTD Actual	CY YTD As % of Budget	PY YTD As % of Budget
			Current	Prior Year	Current	Prior Year			
			4/30/2025	4/30/2024	4/30/2025	4/30/2024			
<b>REVENUES</b>									
<b>LOCAL SOURCES</b>									
5710 Local Property Taxes	\$ 67,283,414	67,283,414	385,081	37,264	64,180,129	62,828,961	(3,103,285)	95.39%	90.49%
5720 Services to Other Districts	77,000	77,000	9,202	8,426	64,831	58,451	(12,169)	84.20%	76.91%
5730 Tuition & Fees	150,000	150,000	19,470	15,830	161,532	118,738	11,532	107.69%	62.82%
5740 Other Local Revenue	2,982,880	3,553,608	383,319	417,805	2,890,081	3,836,773	(663,527)	81.33%	105.31%
5750 Extracurricular Activities	379,400	379,400	67,998	30,044	477,542	343,615	98,142	125.87%	109.33%
5760 Intermediate Source (C.E.D.)	381,000	381,000	-	-	401,567	328,691	20,567	105.40%	0.00%
Total Local Sources	\$ 71,253,694	71,824,422	865,069	509,369	68,175,682	67,515,228	(3,648,740)	94.92%	91.25%
<b>STATE SOURCES</b>									
5810 Per Capita & FSP Act	\$ 72,248,367	72,248,367	5,518,235	(9,750,138)	42,135,895	42,639,446	(30,112,472)	58.32%	59.45%
5830 Other State Program	7,740,070	7,740,070	599,591	563,352	4,746,062	4,509,919	(2,994,008)	61.32%	60.43%
Total State Sources	\$ 79,988,437	79,988,437	6,117,826	(9,186,786)	46,881,957	47,149,365	(33,106,480)	58.61%	59.54%
<b>FEDERAL SOURCES</b>									
5900 Federal Sources Revenue	3,718,789	2,800,371	91,713	105,562	4,184,903	2,216,731	1,384,532	149.44%	41.01%
Total Revenues	\$ 154,960,920	154,613,230	7,074,608	(8,571,856)	119,242,542	116,881,324	(35,370,688)	77.12%	73.71%
<b>EXPENDITURES</b>									
11 Instruction	\$ 88,021,699	89,129,077	8,435,733	8,375,858	62,877,503	62,449,822	26,251,574	70.55%	69.75%
12 Instructional Resources & Media	1,422,823	1,477,029	162,203	51,046	1,086,662	422,002	390,367	73.57%	62.86%
13 Curriculum & Staff Development	3,372,422	3,290,430	266,763	298,874	1,909,075	2,322,093	1,381,355	58.02%	49.97%
21 Instructional Leadership	3,415,549	3,411,684	277,591	317,891	2,093,055	2,374,418	1,318,629	61.35%	58.73%
23 School Leadership	9,519,505	9,571,375	874,015	956,951	6,279,967	6,922,357	3,291,408	65.61%	65.97%
31 Guidance, Counseling & Evaluation	7,040,303	7,240,029	699,224	610,929	5,081,974	4,447,761	2,158,055	70.19%	69.17%
32 Social Work Services	543,622	449,373	38,837	67,042	285,847	523,924	163,526	63.61%	63.15%
33 Health Services	1,622,342	1,644,607	163,292	146,611	1,225,609	1,078,954	418,998	74.52%	69.94%
34 Student Transportation	4,927,508	6,010,880	332,718	37,891	3,641,297	2,147,152	2,369,583	60.58%	38.10%
35 Food Service	-	21,157	-	-	21,157	-	0	100.00%	0.00%
36 Extracurricular Activities	5,577,914	6,071,001	412,212	412,605	3,924,885	3,941,990	2,146,116	64.65%	66.72%
41 General Administration	6,349,454	6,832,855	475,777	544,961	4,113,083	4,398,216	2,719,772	60.20%	57.97%
51 Plant Maintenance & Operations	20,313,668	23,468,234	1,202,158	1,154,037	13,021,996	12,180,193	10,446,238	55.49%	61.02%
52 Security & Monitoring Services	3,692,568	4,090,443	328,631	325,833	2,908,622	2,522,079	1,181,821	71.11%	66.65%
53 Data Processing Services	3,430,585	4,826,884	156,595	163,639	3,539,519	2,268,514	1,287,365	73.33%	75.91%
61 Community Services	1,039,707	1,046,187	85,698	43,949	677,419	362,305	368,768	64.75%	69.73%
71 Debt Service	318,000	318,000	26,801	25,219	271,465	153,717	46,536	85.37%	50.90%
93 Shared Services Arrangements	300,000	300,000	-	-	-	-	300,000	0.00%	0.00%
95 Juvenile Justice Program	555,000	755,000	-	986	512,299	323,040	242,701	67.85%	55.22%
97 Payments to Tax Increment Fund	175,000	175,000	-	-	76,822	103,565	98,178	43.90%	414.26%
99 Other Intergovernmental Charges	935,000	935,000	-	-	643,621	626,526	291,379	68.84%	66.79%
Total Expenditures	\$ 162,572,669	171,064,245	13,938,247	13,534,324	114,191,877	109,568,628	56,872,368	66.75%	65.72%
Excess (Deficiency) of Revenues Over (Under) Expenditures	\$ (7,611,749)	(16,451,015)	(6,863,639)	(22,106,179)	5,050,665	7,312,696	21,501,680		
<b>OTHER FINANCING SOURCES (USES)</b>									
7900 Other Sources	-	191,791	-	-	204,084	13,494	12,293		
8900 Other Uses	(535,000)	(535,000)	-	-	-	-	(535,000)		
Total Other Financing Source (Uses)	\$ (535,000)	(343,209)	-	-	204,084	13,494	(522,707)		
Total Changes in Fund Balances	\$ (8,146,749)	(16,794,224)	(6,863,639)	(22,106,179)	5,254,749	7,326,190	22,048,973		
Fund Balances, Beginning	49,904,907	65,148,265			65,148,265	57,995,361	-		
Fund Balances, Ending	\$ 41,758,158	48,354,041			70,403,014	65,321,551	22,048,973		

Waco Independent School District  
**EXPENDITURES AND ENCUMBERED FUNDS BY FUNCTION AND MAJOR OBJECT**  
**GENERAL FUND**  
For the Period Ended April 30, 2025

							<i>(Memo)</i>		
		Payroll	Purchased & Contracted	Supplies & Materials	Other Operating	Debt Services	Capital Outlay	Total Year-to-Date	Total Year-to-Date
		Costs	Services	6300	Costs	6500	6600	4/30/2025	4/30/2024
		<u>6100</u>	<u>6200</u>	<u>6300</u>	<u>6400</u>	<u>6500</u>	<u>6600</u>	<u>6000</u>	<u>6000</u>
11	Instruction	\$ 59,011,725	2,739,740	1,096,474	365,380	-	166,296	63,379,615	63,215,552
12	Instructional Resources & Media	1,009,646	4,141	66,087	3,059	-	6,499	1,089,433	433,950
13	Curriculum & Staff Development	1,728,012	82,700	48,221	105,410	-	2,985	1,967,329	2,362,044
21	Instructional Leadership	1,956,535	26,967	48,791	87,568	-	-	2,119,861	2,453,058
23	School Leadership	6,118,761	44,153	83,282	91,791	-	5,204	6,343,192	6,998,095
31	Guidance, Counseling & Evaluation	4,949,983	47,936	70,760	39,687	-	-	5,108,366	4,476,057
32	Social Work Services	280,572	280	608	4,509	-	-	285,969	524,184
33	Health Services	1,205,647	3,230	17,512	2,166	-	-	1,228,555	1,081,684
34	Student Transportation	2,342,873	139,139	661,014	(393,551)	-	1,038,531	3,788,006	4,435,961
35	Child Nutrition	-	-	-	-	-	21,157	21,157	-
36	Co/Extracurricular Activities	2,228,355	588,400	497,828	839,517	-	148,629	4,302,729	4,276,941
41	General Administration	2,978,798	784,382	155,187	347,494	-	5,970	4,271,831	4,568,459
51	Plant Maintenance & Operations	6,280,545	5,239,979	1,245,649	1,834,587	-	264,820	14,865,580	13,289,091
52	Security & Monitoring Services	1,889,644	896,844	205,101	24,164	-	174,716	3,190,469	2,850,824
53	Data Processing Services	1,072,433	289,963	2,044,133	18,301	-	559,405	3,984,235	2,435,574
61	Community Services	551,126	157,099	665	4,163	-	-	713,054	407,875
71	Debt Service	-	-	-	-	275,051	-	275,051	153,717
81	Facilities Acquisition & Construction	-	-	-	-	-	-	-	-
93	Shared Services Arrangements	-	-	-	-	-	-	-	-
95	Juvenile Justice Program	-	-	-	512,299	-	-	512,299	323,040
97	Payments to Tax Increment Fund	-	-	-	76,822	-	-	76,822	103,565
99	Other Intergovernmental Charges	-	643,621	-	-	-	-	643,621	626,526
<b>Total Expenditures &amp; Encumbered Funds</b>		<b>\$ 93,604,654</b>	<b>11,688,576</b>	<b>6,241,312</b>	<b>3,963,367</b>	<b>275,051</b>	<b>2,394,212</b>	<b>118,167,171</b>	<b>115,016,197</b>

Waco Independent School District  
**BALANCE SHEET**  
**CHILD NUTRITION FUND**  
As of April 30, 2025

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**ASSETS**

Cash and Temporary Investments	\$ 8,504,135
Due from Other Governments	1,697,667
Accrued Interest	69,065
Due from Other Funds	-
Other Receivables	17,897
Total Assets	<u>\$ 10,288,764</u>

**LIABILITIES**

Accounts Payable	\$ 602,188
Accrued Wages Payable	364,442
Due to Other Funds	676,600
Total Liabilities	<u>\$ 1,643,230</u>

**FUND BALANCES**

Restricted Fund Balance	\$ 8,645,534
Total Fund Balances	<u>\$ 8,645,534</u>
Total Liabilities and Fund Balances	<u>\$ 10,288,764</u>

Waco Independent School District  
**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE**  
**BUDGET AND ACTUAL**  
For the Period Ended April 30, 2025

**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 4/30/2025	Prior Year 4/30/2024	Current 4/30/2025	Prior Year 4/30/2024			
<b>REVENUES</b>									
LOCAL SOURCES									
5740 Other Local Revenue	\$ 65,000	65,000	29,961	13,756	236,396	152,713	171,396	363.69%	610.85%
5750 Extracurricular Activities	550,000	550,000	72,640	74,463	540,933	494,780	(9,067)	98.35%	130.55%
Total Local Sources	\$ 615,000	615,000	102,601	88,220	777,329	647,493	162,329	126.39%	160.27%
STATE SOURCES									
5820 Other State Program (TEA)	\$ 39,000	39,000	-	-	42,235	42,615	3,235	108.29%	0.00%
Total State Sources	\$ 39,000	39,000	-	-	42,235	42,615	3,235	108.29%	0.00%
FEDERAL SOURCES									
5900 Federal Sources Revenue	\$ 10,835,400	10,835,400	856,989	1,302,032	8,615,637	8,634,974	(2,219,763)	79.51%	81.40%
Total Revenues	\$ 11,489,400	11,489,400	959,589	1,390,251	9,435,201	9,325,082	(2,054,199)	82.12%	84.68%
<b>EXPENDITURES</b>									
35 Food Services	\$ 12,325,453	13,888,776	1,033,964	1,029,102	8,544,100	7,342,157	5,344,676	61.52%	53.45%
Total Expenditures	\$ 12,325,453	13,888,776	1,033,964	1,029,102	8,544,100	7,342,157	5,344,676	61.52%	53.45%
Excess (Deficiency) of Revenues Over (Under) Expenditures	\$ (836,053)	(2,399,376)	(74,374)	361,149	891,101	1,982,925	3,290,477		
<b>OTHER FINANCING SOURCES (USES)</b>									
7900 Other Sources	-	-	-	-	49,927	63,394	49,927		
Total Other Financing Sources (Uses)	\$ -	-	-	-	49,927	63,394	49,927		
Total Changes in Fund Balances	\$ (836,053)	(2,399,376)	(74,374)	361,149	941,028	2,046,319	3,340,404		
Fund Balances, Beginning	6,776,660	7,704,506			7,704,506	5,873,953	-		
Fund Balances, Ending	\$ 5,940,607	5,305,130			8,645,534	7,920,272	3,340,404		

Waco Independent School District  
**EXPENDITURES AND ENCUMBERED FUNDS BY FUNCTION AND MAJOR OBJECT**  
**CHILD NUTRITION FUND**  
For the Period Ended April 30, 2025

							<i>(Memo)</i>
	<u>Payroll Costs</u>	<u>Purchased &amp; Contracted Services</u>	<u>Supplies &amp; Materials</u>	<u>Other Operating Costs</u>	<u>Capital Outlay</u>	<u>Total Year-to-Date 4/30/2025</u>	<u>Total Year-to-Date 4/30/2024</u>
	<b>6100</b>	<b>6200</b>	<b>6300</b>	<b>6400</b>	<b>6600</b>	<b>6000</b>	<b>6000</b>
35 Food Services	\$ 2,806,756	3,840,544	1,707,501	120,400	1,391,921	9,867,123	7,635,230
Total Expenditures & Encumbered Funds	<u>\$ 2,806,756</u>	<u>3,840,544</u>	<u>1,707,501</u>	<u>120,400</u>	<u>1,391,921</u>	<u>9,867,123</u>	<u>7,635,230</u>

Waco Independent School District  
**BALANCE SHEET**  
**DEBT SERVICE FUND**  
As of April 30, 2025

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<b>ASSETS</b>	
Cash and Temporary Investments	\$ 22,577,267
Property Taxes Receivable, Net of Allowance of \$281,215.58	597,914
Due from Other Funds	-
Total Assets	\$ 23,175,180
<b>LIABILITIES</b>	
Accounts Payable	\$ 1,250
Due to Other Funds	\$ -
Due to Other Governments	38,511
Total Liabilities	\$ 39,761
<b>DEFERRED INFLOWS OF RESOURCES</b>	
Unavailable Revenues - Property Taxes	\$ 597,914
Total Deferred Inflows of Resources	\$ 597,914
<b>FUND BALANCES</b>	
Restricted Fund Balance	\$ 22,537,506
Total Fund Balances	\$ 22,537,506
Total Liabilities and Fund Balances	\$ 23,175,180

Waco Independent School District  
**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE**  
**BUDGET AND ACTUAL**  
For the Period Ended April 30, 2025

**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 4/30/2025	Prior Year 4/30/2024	Current 4/30/2025	Prior Year 4/30/2024				
<b>REVENUES</b>										
LOCAL SOURCES										
5710	Local Property Taxes	\$ 23,531,688	23,531,688	140,954	12,678	23,638,837	21,479,116	107,149	100.46%	96.30%
5740	Other Local Revenue	106,000	106,000	79,417	82,756	431,855	223,188	325,855	407.41%	44.20%
	Total Local Sources	\$ 23,637,688	23,637,688	220,371	95,434	24,070,692	21,702,304	433,004	101.83%	95.14%
STATE SOURCES										
5820	Other State Program (TEA)	\$ 2,358,804	2,358,804	-	-	2,593,259	1,187,138	234,455	109.94%	50.31%
	Total State Sources	\$ 2,358,804	2,358,804	-	-	2,593,259	1,187,138	234,455	109.94%	50.31%
	Total Revenues	\$ 25,996,492	25,996,492	220,371	95,434	26,663,951	22,889,442	667,459	102.57%	90.94%
<b>EXPENDITURES</b>										
71	Debt Service	\$ 25,950,492	25,950,492	0	-	8,056,946	9,001,424	17,893,546	31.05%	34.74%
97	Payments to Tax Increment Fund	46,000	46,000	0	213	33,578	34,563	12,422	73.00%	576.05%
	Total Expenditures	\$ 25,996,492	25,996,492	-	213	8,090,524	9,035,987	17,905,968	31.12%	34.86%
	Total Changes in Fund Balances	\$ -	-	220,371	95,222	18,573,427	13,853,455	18,573,427		
	Fund Balances, Beginning	3,669,624	3,964,079			3,964,079	5,075,473	-		
	Fund Balances, Ending	\$ 3,669,624	3,964,079			22,537,506	18,928,928	18,573,427		

Waco Independent School District  
**Statement of Net Position**  
**Proprietary Fund**  
As of April 30, 2025

	Governmental Activities ----- Internal Service Fund
<b>Assets</b>	
Current assets:	
Due from other funds	\$ 2,884,022
Other receivables	81,140
Prepaid items-health insurance	622,159
Total assets	\$ 3,587,321
<b>Liabilities</b>	
Current liabilities:	
Accounts payable	\$ 128,043
Other current liabilities	945,429
Total current liabilities	\$ 1,073,472
Total liabilities	\$ 1,073,472
<b>Net position</b>	
Unrestricted net position	\$ 2,513,848
Total net position	\$ 3,587,321

Waco Independent School District  
Statement of Revenues, Expenses, and Changes in Net Position  
Budget and Actual  
For the Period Ended April 30, 2025

Proprietary Fund  
Governmental Activities - Internal Service Fund

	Budget	<i>(Memo)</i>		<i>(Memo)</i>		Difference Budget to Current Year-to-Date	CY YTD As % of Budget	PY YTD As % of Budget
		Monthly		Year-to-Date				
		Current 4/30/2025	Prior Year 4/30/2024	Current 4/30/2025	Prior Year 4/30/2024			
<b>Operating revenues:</b>								
Employee contributions:								
Group health	\$ 3,791,900	313,933	\$ 326,669	2,501,796	\$ 2,492,338	(1,290,104)	65.98%	58.32%
Assessments to other funds:								
Group health	10,907,700	949,535	796,579	6,881,084	6,335,138	(4,026,616)	63.08%	56.68%
Unemployment	72,100	7,131	3,132	60,577	26,068	(11,523)	84.02%	59.60%
Workers compensation	837,900	75,208	67,707	620,914	489,328	(216,986)	74.10%	95.56%
Wellness Program	50,000	-	-	43,758	-	(6,242)	87.52%	0.00%
Prescription drug rebates	2,228,700	-	-	1,478,949	684,944	(749,751)	66.36%	85.19%
Insurance recovery	-	6,846	-	6,846	3,049	6,846	0.00%	0.00%
Total operating revenues	<u>\$ 17,888,300</u>	<u>1,352,654</u>	<u>1,194,087</u>	<u>11,593,924</u>	<u>10,030,865</u>	<u>(6,294,376)</u>	<u>64.81%</u>	<u>59.83%</u>
<b>Operating expenses:</b>								
Administrative fees	\$ 1,398,005	78,072	46,472	881,028	786,472	516,977	63.02%	63.70%
Claims expense:								
Medical claims	7,243,200	461,993	996,255	3,810,244	4,351,745	3,432,956	52.60%	53.15%
Prescription drug claims	6,635,000	524,122	478,197	4,469,984	3,838,555	2,165,016	67.37%	71.04%
Unemployment	80,000	-	-	40,714	56,690	39,286	50.89%	176.93%
Workers compensation	619,100	-	-	209,636	151,198	409,464	33.86%	66.40%
Stop-loss insurance	1,881,400	165,690	314,472	1,270,243	1,264,111	611,157	67.52%	62.74%
Wellness Program	31,595	-	-	38,478	42,720	(6,883)	121.79%	85.44%
Total operating expenses	<u>\$ 17,888,300</u>	<u>1,229,877</u>	<u>1,835,397</u>	<u>10,720,326</u>	<u>10,491,490</u>	<u>7,167,974</u>	<u>59.93%</u>	<u>60.29%</u>
Change in net position	\$ -	<u>122,777</u>	<u>(641,310)</u>	873,598	(460,625)	873,598		
<b>Net position:</b>								
Net position, beginning	<u>\$ 1,976,289</u>			1,640,250	1,585,716	(336,039)		
Net position, ending	<u>\$ 1,976,289</u>			<u>2,513,848</u>	<u>1,125,091</u>	<u>537,559</u>		

Waco Independent School District  
**Statement of Cash Flows**  
For the Period Ended April 30, 2025

**Proprietary Fund**

	Governmental Activities ----- Internal Service Fund
<b>Cash flows from operating activities:</b>	
Cash received from employee contributions	\$ 313,933
Cash received from assessments to other funds	909,098
Cash payments for claims	(986,115)
Cash payments for stop loss premiums	(165,690)
Cash payments for professional and contracted services	<u>(78,072)</u>
Net cash provided by operating activities	<u>\$ 0</u>
Net increase in cash and cash equivalents	<u>\$ 0</u>
Cash and cash equivalents at beginning of year	<u>-</u>
Cash and cash equivalents at end of year	<u><u>\$ 0</u></u>
<b>Reconciliation of operating income to net cash provided by operating activities:</b>	
Operating gain (loss)	\$ 122,777
Effects of increases and decreases in current assets and liabilities:	
Increase in receivables	(230,500)
Decrease in prepaid items	215,993
Decrease in accounts payable	<u>(108,269)</u>
Net cash provided by operating activities	<u><u>\$ 0</u></u>

**Waco Independent School District**  
**Board of Trustees Board Meeting Item**

**Date:** May 15, 2025

**Contact Person:** Suzanne Hamilton

**RE: District Vulnerability Assessment (DVA) Full Report**

=====

**Background Information:**

This report was conducted as mandated by Texas Education Code, §37.1083. The report was prepared using standardized reporting guidelines by the established Texas Education Agency (TEA), Office of School Safety and Security (OSSS).

**Fiscal Implications:**

None

**Administrative Recommendation(s):**

Report only. No action needed.

**Waco Independent School District**

***Board of Trustee Meeting Agenda***

**Date:** May 15, 2025

**Contact Person:** Dr. Deena Cornblum

**RE: Review, Discuss, and Take Appropriate Action on K-12 Math Resource Adoption and Purchase**

=====

**Background Information:**

In Texas, the State Board of Education (SBOE) establishes textbook adoption cycles based on subject areas and grade levels. This includes setting the timeline and processes for reviewing, selecting, and approving educational resources. Historically, this was managed through the Proclamation system. Waco ISD adopted K-8 reading language arts resources in 2020, high school reading language arts in 2021, prekindergarten materials in 2021, and science resources in 2024. The last math adoption under this system was in 2014 for K-8 and 2015 for high school.

In 2023, the SBOE replaced the Proclamation system with the Instructional Materials Review and Approval (IMRA) process, mandated by House Bill 1605 during the 88th Texas Legislature. IMRA evaluates materials for alignment with prekindergarten guidelines, English Language Proficiency Standards, Texas Essential Knowledge and Skills (TEKS), quality, and suitability using SBOE-approved rubrics. All SBOE-approved materials are deemed high-quality and qualify for funding.

Following the adoption timeline, and because it has been 11 years since Waco ISD adopted comprehensive resources for math, the district launched the instructional materials review process by forming textbook adoption committees to evaluate and select new math resources for K-8 math, Algebra I and II, and Geometry. The committee conducted a thorough review with input from teachers, campus leadership, instructional specialists, and district leaders. Resources were evaluated using the SBOE rubric, focusing on:

- Intentional instructional design
- Progress monitoring
- Support for all learners
- Depth and coherence of key concepts
- Balance of conceptual and procedural understanding
- Productive struggle

Resources were made available for campus review. Scoring results indicated that 11.5 out of 15 elementary campuses chose Great Minds (Bluebonnet), and four out of six secondary campuses chose Carnegie (Bluebonnet). Both resources support Tier I high-quality, on-grade-level math instruction.

If approved, the new math resources will be purchased using the district’s remaining IMA funds, funds from IMRA, including an entitlement of \$40 per enrolled student and an additional \$20 per student for State-Developed Open Education Resources (OER). Funds are calculated using student enrollment data and are updated each March based on the final enrollment data from the previous PEIMS fall snapshot.

It is important to note that entitlement funds become available each September and carry over yearly, while OER funds cannot be carried over and must be used by August 31 annually. All funds are credited to the district's Instructional Materials and Technology Account (IMA).

**Fiscal Implications:**

Funding from remaining IMA (Instructional Materials Allotment) funds, the IMRA entitlement, and funding based on the purchase of Open Education Resources will be used to purchase the math resources. The quotes for each resource are attached to the board memo.

**Administrative Recommendation(s):**

It is recommended that the Board approve the adoption and purchase of Great Minds (Bluebonnet) for grades K-5 and Carnegie (Bluebonnet) for grades 6-8, Algebra I and II, and Geometry as the primary math instructional resources for the district.

# Math Resource Adoption



WACO INDEPENDENT SCHOOL DISTRICT

# Purpose

## Why This Matters

- High-quality math resources directly impact student success.
- Resources that align with our district's needs and support effective instruction are critical.

## Goals

- Review the adoption process that was used.
- Ensure there is transparency and collaboration in choosing new resources for math.

# Focus on Core Instruction (Tier 1)

Our goal is to ensure students have access to high-quality, on-grade-level content for Tier I instruction without the need for extensive supplementation.

## Key components that were considered:

- Which resources provided strong support for Tier 1 instruction without heavy modifications?
- Did the resource support students in mastering grade-level standards effectively?
- How well did the resource align with our instructional vision and best practices?
- Did the resource provide support for teachers in both content knowledge and pedagogy?
- The focus was selecting the best foundational resource for core instruction.

# Timeline Overview

**March 17–26:** Form initial review committee to explore available resources

**April 1:** C&I Department explains adoption process to principals

**April 2:** Math Adoption Committee meet (5:00–6:30 PM) to review purpose, timeline, and next steps

**April 3–18:** Gather input from teachers across all campuses

- Principals & committee members encourage staff participation in reviewing textbooks and accessing the resource digitally.
- Flyer with digital access will be emailed to all of Waco ISD on Thursday, April 3rd.

**April 4:** District Resource Showcase Day at the Administration Building (8:00 AM-6:00 PM)

**April 25:** Campus rubric submissions due to Brittany Sanders (Elementary)/ Tiffany Flores (Secondary)

**April 28:** Dr. Deena Cornblum shares findings with district leadership

**April 29:** Virtual Math Adoption Committee meeting to finalize selection

**May 15:** Board approval

# The District-Level Vetting Process

# Purpose for Initial Meetings

The initial meetings were designed to determine whether the available resource options were viable for our district's needs.

The committee included members from the Curriculum & Instruction Department, along with principals, instructional specialists, and teacher leaders from various campuses.

## Focus

- Reviewing the core structure and components of each program
- Ensuring alignment with state standards and district priorities
- Identifying any immediate concerns that would prevent further consideration

# Instructional Materials Review Rubric



## Math K-12 Instructional Materials Review

Criteria	Rating (1-4)	Comments/Evidence
<b>1. Intentional Instructional Design</b> Materials provide a clear scope and sequence aligned with relevant standards, including adaptable pacing guides and comprehensive lesson plans detailing objectives, materials, and assessments.	1 2 3 4	
<b>2. Progress Monitoring</b> Materials offer a variety of assessments (diagnostic, formative, summative) aligned with learning objectives, along with guidance for interpreting results and tools for tracking student progress.	1 2 3 4	
<b>3. Support for All Learners</b> Materials include differentiated instruction strategies, scaffolds for diverse learners, and guidance for supporting students at varying proficiency levels, including emergent bilingual students.	1 2 3 4	
<b>4. Depth and Coherence of Key Concepts</b> Materials promote a deep understanding of key concepts, progressively increase in complexity, and demonstrate coherence by connecting ideas within and across grade levels.	1 2 3 4	
<b>5. Balance of Conceptual and Procedural Understanding</b> Materials balance the development of conceptual understanding with procedural skills, providing opportunities for students to model, apply, and practice concepts and procedures.	1 2 3 4	
<b>6. Productive Struggle</b> Materials encourage students to engage in problem-solving, persevere through challenges, and reflect on their thinking, supporting the development of self-efficacy and deeper understanding.	1 2 3 4	
<b>Total: /24</b>		

Overall Comments:

# Instructional Materials Review Rubric

## Rating Scale

1. Does Not Meet Expectations
2. Partially Meets Expectations
3. Meets Expectations
4. Exceeds Expectations

## Expectations

- Resources were rated for each criterion using this scale.
- Specific evidence or notes were provided in the Comments/Evidence Column to justify each rating.
- Cumulative scores were used to inform decisions made about each resource.

# Narrowing Down Resource Options

Factors That Supported Selection	Challenges That Led to Eliminations
<ul style="list-style-type: none"> <li>● Strong alignment with state standards and district priorities</li> <li>● Clear and structured lesson design that supports Tier 1 instruction</li> <li>● High-quality print and digital resources for teachers and students               <ul style="list-style-type: none"> <li>○ English and Spanish for Elementary</li> <li>○ Support for families</li> </ul> </li> <li>● Embedded supports for conceptual understanding and problem-solving</li> <li>● User-friendly platform for both teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>● Required significant supplementation to meet core instruction needs               <ul style="list-style-type: none"> <li>○ Still under and not approved on IMRA</li> </ul> </li> <li>● Weak or inconsistent alignment with best practices in math instruction</li> <li>● Limited teacher supports for content knowledge and pedagogy</li> <li>● Complex or non-intuitive digital platform</li> <li>● Lack of balance between procedural fluency, conceptual understanding, and application</li> <li>● Spanish translation was not effective or accurate</li> </ul>

# Initial vs. Considered Curriculum Resource Options

## The following resources were initially considered based on approved IMRA List

- Agile Mind
  - *6-12 Resource*
- Bluebonnet Learning (*Great Minds*) and (*Carnegie Learning*)
  - *K-12 Resource*
- i-Ready Classroom Mathematics
  - *K-8 Resource*
- Kiddom Texas Math
  - *K-5 and Geometry Resource*

## Considered Curriculum Resource Selections

### Elementary:

- Bluebonnet Learning (*Great Minds*)
- Kiddom Texas Math

### Secondary:

- Agile Mind
- Bluebonnet Learning (*Carnegie Learning*)

# Initial Meeting Ratings

<b>Instructional Material</b>	<b>Total Rubric Rating</b>
Agile Mind	18.5/24
Carnegie- Bluebonnet Learning	21/24
Great Minds- Bluebonnet Learning	21/24
i-Ready	15.5/24
Kiddom Texas Math	16.5/24

# Campus-Level Vetting Expectations

# Campus-Level Vetting

## The role of campus teams was to:

- Gather feedback from teachers and stakeholders.
- Ensure materials aligned with instructional needs.
- Facilitated hands-on exploration of resources.
  - Reviewed textbooks, digital platforms, and lesson plans.
  - Explored sample lessons and activities.

# Campus-Level Vetting

## Key Responsibilities

- Reviewed and evaluated curriculum resource options.
- Used the provided rubrics and guidelines for consistency.
- Documented feedback and share insights with the committee.
- Scheduled campus-level review sessions.
- Supported teachers in engaging with the materials.
- Submitted feedback by the designated deadline.

# Instructional Materials

## Review Rubric



### Math K-12 Instructional Materials Review

Criteria	Rating (1-4)	Comments/Evidence
<b>1. Intentional Instructional Design</b> Materials provide a clear scope and sequence aligned with relevant standards, including adaptable pacing guides and comprehensive lesson plans detailing objectives, materials, and assessments.	1 2 3 4	
<b>2. Progress Monitoring</b> Materials offer a variety of assessments (diagnostic, formative, summative) aligned with learning objectives, along with guidance for interpreting results and tools for tracking student progress.	1 2 3 4	
<b>3. Support for All Learners</b> Materials include differentiated instruction strategies, scaffolds for diverse learners, and guidance for supporting students at varying proficiency levels, including emergent bilingual students.	1 2 3 4	
<b>4. Depth and Coherence of Key Concepts</b> Materials promote a deep understanding of key concepts, progressively increase in complexity, and demonstrate coherence by connecting ideas within and across grade levels.	1 2 3 4	
<b>5. Balance of Conceptual and Procedural Understanding</b> Materials balance the development of conceptual understanding with procedural skills, providing opportunities for students to model, apply, and practice concepts and procedures.	1 2 3 4	
<b>6. Productive Struggle</b> Materials encourage students to engage in problem-solving, persevere through challenges, and reflect on their thinking, supporting the development of self-efficacy and deeper understanding.	1 2 3 4	
	<b>Total: /24</b>	41
<b>Overall Comments:</b>		

**Overall Comments:**

**Questions:**

**Concerns:**

# Digital Demo Account Access



## Elementary Math Curriculum Resource Options

Please explore the demo logins and watch the overview videos for Bluebonnet Learning (Great Minds) and Kiddom TX Math.

Option 1	Option 2
 <p>♦ <b>Demo Account Access</b></p> <ul style="list-style-type: none"> <li>•  <a href="#">Why Bluebonnet Learning Video</a></li> <li>•  <a href="#">Bluebonnet Learning Padlet</a> <ul style="list-style-type: none"> <li>◦ Click the link above and explore the resources.</li> </ul> </li> <li>•  <a href="#">Great Minds Digital Platform</a> <ul style="list-style-type: none"> <li>◦ Click the link above to learn about the sample digital tools that Great Minds offers.</li> <li>◦  Watch the sample implementation support videos they will have available. You will need to scroll down.</li> </ul> </li> </ul>	 <p>♦ <b>Demo Account Access</b></p> <ul style="list-style-type: none"> <li>•  <a href="#">Accessing the Resource</a></li> <li>•  <a href="#">Kiddom TX Math Overview Video</a> <ul style="list-style-type: none"> <li>◦ To start, click the links above to watch these videos.</li> </ul> </li> <li>•  <a href="#">Kiddom TX Math Review Page</a> <ul style="list-style-type: none"> <li>◦ Afterwards, click the link above to explore the resource further by selecting "Start Your Tour" in the yellow box. You will need to scroll down.</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>•  <a href="#">Kiddom TX Math Webinar</a></li> </ul>



## Secondary Math Curriculum Resource Options

Please browse the demo logins and watch the overview videos for Agile Mind and Bluebonnet Learning (Carnegie Learning).

Option 1	Option 2
 <p>♦ <b>Demo Account Access</b></p> <ul style="list-style-type: none"> <li>• <b>URL:</b> <a href="https://explore.agilemind.com">explore.agilemind.com</a></li> <li>• <b>Username:</b> WacoISD</li> <li>• <b>Password:</b> WacoISD</li> </ul> <p> <a href="#">Agile Mind Overview Video</a></p>	 <p>♦ <b>Reviewer Account Access</b></p> <p>Follow these steps to access the resource:</p> <ol style="list-style-type: none"> <li>1. Click <a href="#">this link</a></li> <li>2. Click on the "Logins" tab at the bottom of the spreadsheet.</li> <li>3. Find your name under the <b>Teacher Assigned</b> column.</li> <li>4. Follow the instructions at the top of the spreadsheet to enter your credentials.</li> </ol> <p> <b>Book Previews - Bluebonnet Secondary Math (Texas)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Digital Flip Books representing the Bluebonnet Secondary Curriculum Content.</a></li> <li>• These flipbooks <b>DO NOT</b> represent the digital platform, interactivity, or teacher tools.</li> <li>• The reviewer account access above will allow you to explore those tools in the <b>Clear Learning Platform.</b></li> </ul> <p> <a href="#">Carnegie Overview Video</a> Passcode: DR&amp;KW.s1</p>

Digital demo accounts provided hands-on access to explore the instructional materials in depth.

# K-12 Math Instructional Materials Look-For Page



## K-12 Math Instructional Materials Look-For Page

### Intentional Instructional Design

Key Elements to Look For:

- Clear course-level scope and sequence aligned to TEKS and ELPS
- Pacing guides adaptable to different calendars
- Rationale for unit sequence and connections between concepts
- Unit and lesson internalization protocols
- Support for instructional leaders
- Comprehensive unit overviews and lesson plans
- Family resources in English and Spanish
- Homework/extension guidance

### Progress Monitoring

Key Elements to Look For:

- Diagnostic, formative, and summative assessments
- Varied tasks/question types
- Aligned to TEKS and unit/lesson objectives
- Tools and guidance for interpreting data
- Resources for responding to student performance trends
- Tools for tracking student and class progress

### Supports for All Learners

Key Elements to Look For:

- Differentiated support for students below and above grade level
- Embedded vocabulary and language support
- Clear instructional modeling and guidance
- Practice structures: whole class, independent, small group
- Support for emergent bilingual students (aligned to ELPS)
- Resources for ESL/Bilingual/Dual Language programs

The Look-For document was a key resource designed to guide campuses through the rubric evaluation process.

[Look-For Page PDF](#)

# K-12 District Math

## Instructional Materials Showcase

This come-and-go event provided an opportunity to preview the resource options for both elementary and secondary math.

**When:** Friday, April 4, 2025

**Time:** 8:00 AM - 6:00 PM

**Where:** Waco ISD Administration Building



### K-12 District Math Instructional Materials Showcase

The final two resource options for elementary and secondary math will be displayed on the 9th floor for you to examine.

When: April 4th  
8:00 a.m. - 6:00 p.m.  
Come and Go

Where: Waco Administration  
Building (9th Floor)

# Teacher Feedback

- ❖ Anna McNair- Parkdale Elementary School
- ❖ Kristina Munoz- Kendrick Elementary School
- ❖ Stephanie Marsteller- G.W. Carver Middle School
- ❖ Melton Holcomb- University High School

# Elementary Campus Ratings

Campus Name	Bluebonnet (Great Minds) Rating	Kiddom Rating
Alta Vista	20 out of 24	10 out of 24
Bell's Hill	20 out of 24	16 out of 24
Brook Avenue	22 out of 24	15 out of 24
Cedar Ridge	18 out of 24	12 out of 24
Crestview	23 out of 24	14 out of 24
Dean Highland	17 out of 24	17 out of 24
Hillcrest	15 out of 24	23 out of 24
J.H. Hines	19 out of 24	14 out of 24
Kendrick	21 out of 24	16 out of 24
Lake Air	18 out of 24	20 out of 24
Mountainview	21 out of 24	13 out of 24
Parkdale	19 out of 24	10 out of 24
Provident Heights	17 out of 24	20 out of 24
South Waco	22 out of 24	18 out of 24
West Avenue	21 out of 24	18 out of 24
<b>Total Average</b>	<b>21 (87.5%)</b>	<b>17.07 (71.13%)</b>
11.5 campuses selected Bluebonnet (Great Minds) and 3.5 campuses selected Kiddom		

# Campus Rubric Summaries and Trends

# Elementary Feedback Trends

Bluebonnet (Great Minds)
<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Clear TEKS alignment and structured lessons</li> <li>• Concepts intentionally build in complexity across the year and vertically across grade levels</li> <li>• Supports teacher planning with ready-to-use lesson plans, exemplars, and pacing that support new and veteran teachers</li> <li>• Lesson internalization tools for teachers</li> <li>• Good for conceptual development and CRA model</li> <li>• Family letters and supports available in English &amp; Spanish</li> <li>• Cognates and vocabulary bridges between English and Spanish are included to help ELLs connect meaning</li> <li>• Academic vocabulary is clearly listed and reinforced with visuals</li> <li>• Common misconceptions are identified with teacher tips on how to address them</li> <li>• Lessons offer multiple models and strategies to show mathematical thinking</li> </ul>
<p style="text-align: center;"><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Lessons are highly structured, which may require teachers to adapt them to fit individual teaching styles and classroom needs</li> <li>• Few ready-to-go stations</li> <li>• Limited small group and extension activities</li> <li>• Engagement strategies are limited and not enough opportunities for creative exploration</li> <li>• Many TEKS are packed into short modules</li> <li>• Number of student workbooks may be overwhelming, especially for younger students</li> <li>• Heavy workbook reliance</li> <li>• Assessment variety could be improved</li> <li>• Student voice and choice is limited <sup>48</sup></li> <li>• Not enough built-in student exploration</li> </ul>

# Elementary Feedback Trends

<b>Kiddom</b>
<b>Strengths</b>
<ul style="list-style-type: none"><li>● Strong digital platform with real-time data tools</li><li>● High student engagement in upper grades</li><li>● Built-in differentiation and access tools for ELLs/SPED</li><li>● Multiple formats of assessments; visual and interactive content</li><li>● AI-generated tasks, warm-ups, and cool downs</li><li>● Embedded centers and station ideas</li><li>● Flexible lesson tools like the “Clip It” feature that allows teachers to shorten or adjust lessons.</li><li>● Students can track their own progress with personalized dashboards</li><li>● Provides conversation starters and structures for students to justify their thinking.</li><li>● Visuals and digital manipulatives are available for teachers and students.</li></ul>
<b>Areas of Growth</b>
<ul style="list-style-type: none"><li>● Inconsistent TEKS alignment, especially in K–1 (curriculum leans Common Core-like)</li><li>● Minimal support for teacher content knowledge</li><li>● Early grades lack clear pacing and skill progression.</li><li>● Limited concrete (hands-on) representation in early grades</li><li>● Very technology-dependent (problems if internet fails or tech access is limited)</li><li>● Teacher guides and lessons can feel overwhelming and hard to follow</li><li>● Requires extra teacher prep to piece together full lessons</li><li>● Assessments and rigor not consistently aligned to STAAR expectations</li><li>● Lessons sometimes too procedural without enough conceptual build</li><li>● Differentiation and scaffolding feel surface-level in some grades</li></ul>

# Secondary Campus Ratings

Campus Name	Bluebonnet (Carnegie Learning) Rating	Agile Mind Rating
Cesar Chavez	21 out of 24	17 out of 24
G.W. Carver	20.5 out of 24	16 out of 24
Tennyson	18 out of 24	20 out of 24
Lake Air	19 out of 24	16 out of 24
Waco High	17.1 out of 24	18.8 out of 24
University High	16 out of 24	13 out of 24
<b>Total Average</b>	<b>18.6 (77.5%)</b>	<b>16.8 (70%)</b>
4 campuses selected Bluebonnet (Carnegie) and 2 selected Agile Mind		

# Secondary Feedback Trends

<b>Bluebonnet (Carnegie)</b>
<b>Strengths</b>
<ul style="list-style-type: none"><li>• Strong TEKS alignment with structured lesson objectives and pacing guides</li><li>• Effective use of Mathia for real-time student feedback and practice</li><li>• Balanced focus on conceptual understanding and procedural fluency</li><li>• Vertical alignment supports progressive learning across grades</li><li>• Encourages productive struggle with real-world tasks and discussions</li><li>• Includes visuals and some tools for differentiation (e.g., ELPS summaries)</li><li>• Student-friendly digital features and organized support resources</li><li>• Scaffolded lesson format supports instructional consistency</li><li>• Reflective tasks and interactive tools to deepen understanding</li></ul>
<b>Areas of Growth</b>
<ul style="list-style-type: none"><li>• Limited differentiation for EB and struggling learners</li><li>• Progress monitoring tools are not always user-friendly or accessible without student login</li><li>• Traditional, rigid structure may not suit all classrooms or learning styles</li><li>• Material complexity may overwhelm some students without additional reteaching support</li><li>• Navigation of digital content can be clunky and less intuitive</li><li>• Lacks dynamic generation of varied practice tasks or alternative solution paths</li><li>• Supports for conceptual gaps and reteaching are minimal</li><li>• Online tools can feel static; not much flexibility in lesson customization</li></ul>

# Secondary Feedback Trends

<b>Agile Mind</b>
<b>Strengths</b>
<ul style="list-style-type: none"><li>• TEKS-aligned with clear, logical progression of concepts</li><li>• Emphasis on conceptual understanding through exploration activities</li><li>• Strong teacher guidance and alignment with Thinking Classroom strategies</li><li>• Digital manipulatives and interactive elements like GIFs enhance learning</li><li>• Student workbook is streamlined and user-friendly</li><li>• Visuals and built-in questions help develop mathematical reasoning</li><li>• Encourages productive struggle with open-ended questions</li><li>• Real-time feedback with interactive tools and assessments</li><li>• Flexible for various learning models (print and digital)</li></ul>
<b>Areas of Growth</b>
<ul style="list-style-type: none"><li>• Limited diagnostic and progress monitoring tools</li><li>• Differentiation and scaffolding support for diverse learners is inconsistent</li><li>• Online platform can feel flat and uninspiring for students</li><li>• Conceptual rigor may be too advanced for struggling learners</li><li>• Requires significant teacher-created supplements and prep work</li><li>• Spanish language resources and early learner extensions are lacking</li><li>• Unit placement and pacing sometimes feel off (e.g., complex topics late in year)</li><li>• More reflection tools and multiple solution strategies would improve engagement</li><li>• May not align tightly enough with STAAR expectations in some grades</li></ul>

# Recommendations

## Elementary

- Bluebonnet Learning (Great Minds)

## Secondary

- Bluebonnet Learning (Carnegie Learning)

# Professional Development and Support Plan

<b>June</b>	<b>Campus Leadership Teams</b>	<ul style="list-style-type: none"> <li>• How to support effective implementation and strategic planning.</li> </ul>
<b>June</b>	<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Overview of the resource, guidance on implementation, and rehearsal.</li> <li>• Teachers who attend summer professional development will be given time back on campus in August to dedicate to math planning.</li> </ul>
<b>August</b>	<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Repeat of June training for teachers who were unable to attend.</li> </ul>
<b>October/February</b>	<b>Teachers and Leaders</b>	<ul style="list-style-type: none"> <li>• TBD based on needs</li> </ul>
<b>On going</b>	<b>Math cohort leaders and Instructional Specialists</b>	<ul style="list-style-type: none"> <li>• Additional professional development through the Math Cohort, which will then be turned around and scaled across their campus.</li> </ul>
<b>Fall and Spring</b>	<b>Teachers</b>	<ul style="list-style-type: none"> <li>• A tailored support plan developed in collaboration with the vendor and district to address the campus's specific needs and provided through campus coaching visits.</li> </ul>

# Questions

















4 Smithfield St, 8th Floor  
 Pittsburgh, PA 15222  
 (888) 851-7094  
 Send Payment to: PO Box 646003, Pittsburgh, PA 15264  
 salessupportmailbox@carnegielearning.com

QUOTE NO: Q-59412

DATE: 5/8/2025  
 EXPIRES ON: 6/9/2025

CONTACT INFORMATION		
Waco Independent School District 501 Franklin Ave. Ofc Waco, TX, 76703	Deena Cornblum Assistant Superintendent 2547559473 deena.cornblum@wacoisd.org	Bradley Luster Account Executive bluster@carnegielearning.com

**Print Materials, Students**

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
Texas Math Solution Student Edition Grade 6 Accelerated	Print - Student Edition (Texas)	1 Yrs	395	USD 9,219.30
Texas Math Solution Student Edition Grade 7 Accelerated	Print - Student Edition (Texas)	1 Yrs	300	USD 7,002.00
Texas Math Solution Student Edition Geometry	Print - Student Edition (Texas)	1 Yrs	725	USD 16,921.50
Texas Math Solution Student Edition Algebra II	Print - Student Edition (Texas)	1 Yrs	750	USD 17,505.00
<b>Print Materials, Students TOTAL:</b>				USD 50,647.80

**Blended Materials, Teacher**

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
Texas Math Solution - Teacher's Implementation Guide - Print and Digital Course Grade 6 Accelerated	Texas Math Solution - Teacher's Implementation Guide - Print and Digital Course	1 Yrs	15	USD 1,591.50
• Texas Math Solution Teacher Edition Grade 6 Accelerated	Print - Teacher Implementation Guide (Texas)		15	Included
• Texas Math Solution Digital Course - Teacher Edition Grade 6 Accelerated	Digital Course - Teacher (Texas)	1 Yrs	15	Included
Texas Math Solution - Teacher's Implementation Guide - Print and Digital Course Grade 7 Accelerated	Texas Math Solution - Teacher's Implementation Guide - Print and Digital Course	1 Yrs	15	USD 1,591.50
• Texas Math Solution Teacher Edition Grade 7 Accelerated	Print - Teacher Implementation Guide (Texas)		15	Included
• Texas Math Solution Digital Course - Teacher Edition Grade 7 Accelerated	Digital Course - Teacher (Texas)	1 Yrs	15	Included
Texas Math Solution - Teacher's Implementation Guide - Print and Digital Course Geometry	Texas Math Solution - Teacher's Implementation Guide - Print and Digital Course	1 Yrs	45	USD 4,774.50
• Texas Math Solution Teacher Edition Geometry	Print - Teacher Implementation Guide (Texas)		45	Included

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
• Texas Math Solution Digital Course - Teacher Edition Geometry	Digital Course - Teacher (Texas)	1 Yrs	45	Included
Texas Math Solution - Teacher's Implementation Guide - Print and Digital Course Algebra II	Texas Math Solution - Teacher's Implementation Guide - Print and Digital Course	1 Yrs	45	USD 4,774.50
• Texas Math Solution Teacher Edition Algebra II	Print - Teacher Implementation Guide (Texas)		45	Included
• Texas Math Solution Digital Course - Teacher Edition Algebra II	Digital Course - Teacher (Texas)	1 Yrs	45	Included
<b>Blended Materials, Teacher TOTAL:</b>				USD 12,732.00

### Enhanced Digital Materials and Access

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
TX MATHia (CLC) Student License	MATHia per Student License (Texas)	1 Yrs	5,520	USD 116,582.40
TX MATHstream Student License	MATHstream per Student License (Texas)	1 Yrs	75	USD 1,033.50
Texas Math Solution Digital Course - Student Edition Grade 6 Accelerated	Digital Course - Student (Texas)	1 Yrs	395	USD 6,169.90
Texas Math Solution Digital Course - Student Edition Grade 7 Accelerated	Digital Course - Student (Texas)	1 Yrs	300	USD 4,686.00
Texas Math Solution Digital Course - Student Edition Geometry	Digital Course - Student (Texas)	1 Yrs	725	USD 11,324.50
Texas Math Solution Digital Course - Student Edition Algebra II	Digital Course - Student (Texas)	1 Yrs	750	USD 11,715.00
Texas CLC Bluebonnet Learning, Digital Course Student Edition Grade 6	Clear Learning Center Texas Bluebonnet Digital Interactive Course - Student	1 Yrs	900	USD 14,058.00
Texas CLC Bluebonnet Learning, Digital Course Student Edition Grade 7	Clear Learning Center Texas Bluebonnet Digital Interactive Course - Student	1 Yrs	750	USD 11,715.00
Texas CLC Bluebonnet Learning, Digital Course Student Edition Grade 8	Clear Learning Center Texas Bluebonnet Digital Interactive Course - Student	1 Yrs	700	USD 10,934.00
Texas CLC Bluebonnet Learning, Digital Course Student Edition Algebra I	Clear Learning Center Texas Bluebonnet Digital Interactive Course - Student	1 Yrs	1,000	USD 15,620.00
<b>Enhanced Digital Materials and Access TOTAL:</b>				USD 203,838.30

<b>SUBTOTAL:</b>	USD 267,218.10
<b>SHIPPING AND HANDLING:</b>	USD 5,693.30
<b>ESTIMATED SALES TAX:</b>	USD 0.00
<b>TOTAL:</b>	USD 272,911.40

## TERMS AND CONDITIONS

- The attached quotation is confidential and proprietary information not to be distributed or shared by the Customer.
- By accepting this quote, Customer accepts Carnegie Learning, Inc.'s Terms of Use policy available at: <http://www.carnegielearning.com/terms-of-use>
- Prices are subject to change without notice.
- Quote is valid for 30 days.
- Quoted sales tax is an estimate. Sales Tax is subject to change based on shipping locations and rates at the time of order processing.
- Please include your tax exempt certificate with your purchase order. The Carnegie Learning Federal Tax ID# is 25-1805640.
- Payment Terms: Net 30 Days. Payment of entire invoice amount is required within 30 days from invoice date.
- All media sold by Carnegie Learning, Inc. are sold on a non-returnable basis. The only exceptions to this policy are:
  - Media received that was not ordered (wrong title, wrong quantity). Materials must be in original shrink wrap, if applicable, and not used.
  - Media received in a damaged condition that would render it unsuitable for use.
  - Customer is responsible to inspect textbook shipments and report any textbook quantity, title or damage issues within 45 days of receipt. Failure to report issues within the 45 days could result in additional return fees.
- Carnegie Learning, Inc. is under no obligation to accept return requests after 45 days of customer receipt of order.
- Customer is responsible for expedited shipping costs that fall outside of our standard delivery process. All textbooks carry a standard shipping time frame of 4-6 weeks. Shipments will occur earlier if stock is available.
- Multi-year licenses run consecutively from license activation date.
- The school district is responsible for providing all hardware necessary to run the software, as specified in CLI's Systems Requirements (available at <http://carnegielearning.com/support>). Prices do not include hardware.
- All Professional Development services purchased expire at the term of this agreement. Standalone Professional Development purchases will expire one year from the purchase date.
- An additional credit card fee of 2.5% of total before sales tax will be applied if customer decides to pay by credit card.

- All credit memos and credit balances that exceed 120 days old will first be applied to any existing balances. After application, any remaining credit balance will be refunded via a check. Carnegie Learning will mail the check to the address on file.

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Phone 888.851.7094 + Fax 412.690.2444 + [www.carnegielearning.com](http://www.carnegielearning.com)



every child  
is capable of  
greatness

**Great Minds Quote**

Date April 16, 2025  
Expiration Date July 14, 2025  
Prepared By Amanda McQuade  
Email amanda.mcquade@greatminds.org

Quote Number 00455132  
Contact Name Brittany Sanders  
Phone (254) 755-9420  
Email brittany.sanders@wacoisd.org

Bill to Name Brittany Sanders  
Bill To PO Box 27  
Waco, TX 76703

Ship to Name Brittany Sanders  
Ship To 501 FRANKLIN AVE  
WACO, TX 76701

End User Waco Independent School District

**Make Payment to:**  
Great Minds PBC Tax ID: 84-3785772  
**Mail payment to:**  
Great Minds PBC  
P.O. Box 200283  
Pittsburgh, PA 15251-0283

**Phone:** 202.223.1854  
**Email:** ordertracking@greatminds.org

**Wire/ACH** details are available by visiting this link: <https://digitalsupport.greatminds.org/s/ach-instructions>

Eureka Math - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Bluebonnet Learning (GM) K-5 Math, Grade K Student Program Bundle	9798894171487	950.00	\$26.00	0.00%	\$24,700.00
Bluebonnet Learning (GM) K-5 Math, Grade K Teacher Program + Manipulative Kits Bundle	9798894171470	100.00	\$878.00	0.00%	\$87,800.00
Grade 1					
Bluebonnet Learning (GM) K-5 Math, Grade 1 Student Program Bundle	9798894171531	1100.00	\$27.00	0.00%	\$29,700.00
Bluebonnet Learning (GM) K-5 Math, Grade 1 Teacher	9798894171524	100.00	\$470.00	0.00%	\$47,000.00

Program + Manipulative Kits Bundle					
Grade 2					
Bluebonnet Learning (GM) K-5 Math, Grade 2 Student Program Bundle	9798894171586	1100.00	\$32.00	0.00%	\$35,200.00
Bluebonnet Learning (GM) K-5 Math, Grade 2 Teacher Program + Manipulative Kits Bundle	9798894171579	100.00	\$806.00	0.00%	\$80,600.00
Grade 3					
Bluebonnet Learning (GM) K-5 Math, Grade 3 Student Program Bundle	9798894171630	1125.00	\$30.00	0.00%	\$33,750.00
Bluebonnet Learning (GM) K-5 Math, Grade 3 Teacher Program + Manipulative Kits Bundle	9798894171623	100.00	\$656.00	0.00%	\$65,600.00
Grade 4					
Bluebonnet Learning (GM) K-5 Math, Grade 4 Student Program Bundle	9798894171685	1125.00	\$29.00	0.00%	\$32,625.00
Bluebonnet Learning (GM) K-5 Math, Grade 4 Teacher Program + Manipulative Kits Bundle	9798894171678	100.00	\$938.00	0.00%	\$93,800.00
Grade 5					
Bluebonnet Learning (GM) K-5 Math, Grade 5 Student Program Bundle	9798894171739	1125.00	\$28.00	0.00%	\$31,500.00
Bluebonnet Learning (GM) K-5 Math, Grade 5 Teacher Program + Manipulative Kits Bundle	9798894171722	100.00	\$554.00	0.00%	\$55,400.00

Kit \$617,675.00

Solution Subtotal	\$617,675.00
Discount	(\$0.00)
Shipping and Handling	\$58,679.13
<b>*Pre-Tax Solution Total</b>	<b>\$676,354.13</b>
Estimated Sales Tax	\$50,958.20
Estimated S&H Tax	\$4,841.04
Total Solution:	<b>\$732,153.37</b>

This Quote is governed by the Terms and Conditions at <https://greatminds.org/customer-quote-terms> which are hereby incorporated by reference as if fully set forth herein.

**\*Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.**





every child  
is capable of  
greatness

**Great Minds Quote**

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 Expiration Date July 14, 2025  
 Prepared By Amanda McQuade  
 Email amanda.mcquade@greatminds.org

Quote Number 00455133  
 Contact Name Brittany Sanders  
 Phone (254) 755-9420  
 Email brittany.sanders@wacoisd.org

Bill to Name Brittany Sanders  
 Bill To PO Box 27  
 Waco, TX 76703

Ship to Name Brittany Sanders  
 Ship To 501 FRANKLIN AVE  
 WACO, TX 76701

End User Waco Independent School District

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**Mail payment to:**  
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**Email:** ordertracking@greatminds.org

**Wire/ACH** details are available by visiting this link: <https://digitalsupport.greatminds.org/s/ach-instructions>

Eureka Math - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Bluebonnet Learning (GM) K-5 Math, Spanish, Grade K Module 1 Teacher Edition	9798894648675	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K-5 Math, Spanish, Grade K Module 3 Teacher Edition	9798894648316	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K-5 Math, Spanish, Grade K Module 4 Teacher Edition	9798894648750	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K-5 Math, Spanish, Grade K Module 5 Teacher Edition	9798894648996	12.00	\$18.34	0.00%	\$220.08

Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 6 Teacher Edition	9798894649030	12.00	\$18.34	0.00%	\$220.08
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 1 Learn SE (1 Year Consumable)	9798894648651	40.00	\$1.45	0.00%	\$58.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 1 Practice SE (1 Year Consumable)	9798894648644	40.00	\$1.44	0.00%	\$57.60
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 1 Succeed SE (1 Year Consumable)	9798894648668	40.00	\$1.45	0.00%	\$58.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 2 Learn SE (1 Year Consumable)	9798894648699	40.00	\$1.44	0.00%	\$57.60
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 2 Practice SE (1 Year Consumable)	9798894648682	40.00	\$1.44	0.00%	\$57.60
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 2 Succeed SE (1 Year Consumable)	9798894648705	40.00	\$1.44	0.00%	\$57.60
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 3 Learn SE (1 Year Consumable)	9798894648293	40.00	\$1.45	0.00%	\$58.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 3 Practice SE (1 Year Consumable)	9798894648286	40.00	\$1.44	0.00%	\$57.60
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 3 Succeed SE (1 Year Consumable)	9798894648309	40.00	\$1.45	0.00%	\$58.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 4 Learn SE (1 Year Consumable)	9798894648736	40.00	\$1.45	0.00%	\$58.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 4 Practice SE (1 Year Consumable)	9798894648729	40.00	\$1.44	0.00%	\$57.60
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 4 Succeed SE (1 Year Consumable)	9798894648743	40.00	\$1.45	0.00%	\$58.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 5 Learn SE (1 Year Consumable)	9798894648972	40.00	\$1.45	0.00%	\$58.00

Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 5 Practice SE (1 Year Consumable)	9798894648965	40.00	\$1.44	0.00%	\$57.60
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 5 Succeed SE (1 Year Consumable)	9798894648989	40.00	\$1.45	0.00%	\$58.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 6 Learn SE (1 Year Consumable)	9798894649016	40.00	\$1.44	0.00%	\$57.60
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 6 Practice SE (1 Year Consumable)	9798894649009	40.00	\$1.44	0.00%	\$57.60
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade K Module 6 Succeed SE (1 Year Consumable)	9798894649023	40.00	\$1.44	0.00%	\$57.60
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Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 1 Teacher Edition	9798894649078	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 2 Teacher Edition	9798894648798	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 3 Teacher Edition	9798894648361	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 4 Teacher Edition	9798894649115	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 5 Teacher Edition	9798894649153	12.00	\$18.34	0.00%	\$220.08
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 6 Teacher Edition	9798894649191	12.00	\$18.34	0.00%	\$220.08
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 1 Learn SE (1 Year Consumable)	9798894649054	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 1 Practice SE (1 Year Consumable)	9798894649047	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 1 Succeed SE (1 Year Consumable)	9798894649061	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 2 Learn SE (1 Year Consumable)	9798894648774	73 50.00	\$1.50	0.00%	\$75.00

Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 2 Practice SE (1 Year Consumable)	9798894648767	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 2 Succeed SE (1 Year Consumable)	9798894648781	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 3 Learn SE (1 Year Consumable)	9798894648347	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 3 Practice SE (1 Year Consumable)	9798894648330	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 3 Succeed SE (1 Year Consumable)	9798894648354	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 4 Learn SE (1 Year Consumable)	9798894649092	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 4 Practice SE (1 Year Consumable)	9798894649085	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 4 Succeed SE (1 Year Consumable)	9798894649108	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 5 Learn SE (1 Year Consumable)	9798894649139	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 5 Practice SE (1 Year Consumable)	9798894649122	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 5 Succeed SE (1 Year Consumable)	9798894649146	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 6 Learn SE (1 Year Consumable)	9798894649177	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 6 Practice SE (1 Year Consumable)	9798894649160	50.00	\$1.50	0.00%	\$75.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 1 Module 6 Succeed SE (1 Year Consumable)	9798894649184	74 50.00	\$1.50	0.00%	\$75.00

Grade 2					
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 1 Teacher Edition	9798894649320	12.00	\$13.75	0.00%	\$165.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 2 Teacher Edition	9798894649238	12.00	\$13.75	0.00%	\$165.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 3 Teacher Edition	9798894649368	12.00	\$13.75	0.00%	\$165.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 4 Teacher Edition	9798894649276	12.00	\$13.75	0.00%	\$165.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 5 Teacher Edition	9798894649405	12.00	\$13.75	0.00%	\$165.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 6 Teacher Edition	9798894649443	12.00	\$13.75	0.00%	\$165.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 7 Teacher Edition	9798894649481	12.00	\$13.75	0.00%	\$165.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 8 Teacher Edition	9798894649528	12.00	\$13.75	0.00%	\$165.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 1 Learn SE (1 Year Consumable)	9798894649306	50.00	\$1.34	0.00%	\$67.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 1 Practice SE (1 Year Consumable)	9798894649290	60.00	\$1.34	0.00%	\$80.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 1 Succeed SE (1 Year Consumable)	9798894649313	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 2 Learn SE (1 Year Consumable)	9798894649214	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 2 Practice SE (1 Year Consumable)	9798894649207	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 2 Succeed SE (1 Year Consumable)	9798894649221	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 3 Learn SE (1 Year Consumable)	9798894649344	60.00	\$1.34	0.00%	\$80.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2	9798894649337	75 60.00	\$1.33	0.00%	\$79.80

Module 3 Practice SE (1 Year Consumable)					
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 3 Succeed SE (1 Year Consumable)	9798894649351	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 4 Learn SE (1 Year Consumable)	9798894649252	60.00	\$1.34	0.00%	\$80.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 4 Practice SE (1 Year Consumable)	9798894649245	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 4 Succeed SE (1 Year Consumable)	9798894649269	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 5 Learn SE (1 Year Consumable)	9798894649382	60.00	\$1.34	0.00%	\$80.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 5 Practice SE (1 Year Consumable)	9798894649375	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 5 Succeed SE (1 Year Consumable)	9798894649399	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 6 Learn SE (1 Year Consumable)	9798894649429	60.00	\$1.34	0.00%	\$80.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 6 Practice SE (1 Year Consumable)	9798894649412	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 6 Succeed SE (1 Year Consumable)	9798894649436	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 7 Learn SE (1 Year Consumable)	9798894649467	60.00	\$1.34	0.00%	\$80.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 7 Practice SE (1 Year Consumable)	9798894649450	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 7 Succeed SE (1 Year Consumable)	9798894649474	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2	9798894649504	76 60.00	\$1.34	0.00%	\$80.40

Module 8 Learn SE (1 Year Consumable)					
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 8 Practice SE (1 Year Consumable)	9798894649498	60.00	\$1.33	0.00%	\$79.80
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 2 Module 8 Succeed SE (1 Year Consumable)	9798894649511	60.00	\$1.33	0.00%	\$79.80
Grade 3					
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 1 Teacher Edition	9798894648033	12.00	\$15.71	0.00%	\$188.52
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 2 Teacher Edition	9798894648071	12.00	\$15.71	0.00%	\$188.52
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 3 Teacher Edition	9798894648118	12.00	\$15.71	0.00%	\$188.52
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 4 Teacher Edition	9798894648156	12.00	\$15.71	0.00%	\$188.52
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 5 Teacher Edition	9798894648194	12.00	\$15.72	0.00%	\$188.64
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 6 Teacher Edition	9798894648231	12.00	\$15.72	0.00%	\$188.64
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 7 Teacher Edition	9798894648279	12.00	\$15.72	0.00%	\$188.64
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 1 Learn SE (1 Year Consumable)	9798894648019	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 1 Practice SE (1 Year Consumable)	9798894648002	55.00	\$1.42	0.00%	\$78.10
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 1 Succeed SE (1 Year Consumable)	9798894648026	55.00	\$1.42	0.00%	\$78.10
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 2 Learn SE (1 Year Consumable)	9798894648057	55.00	\$1.42	0.00%	\$78.10
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 2 Practice SE (1 Year Consumable)	9798894648040	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3	9798894648064	55.00	\$1.43	0.00%	\$78.65

Module 2 Succeed SE (1 Year Consumable)					
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 3 Learn SE (1 Year Consumable)	9798894648095	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 3 Practice SE (1 Year Consumable)	9798894648088	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 3 Succeed SE (1 Year Consumable)	9798894648101	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 4 Learn SE (1 Year Consumable)	9798894648132	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 4 Practice SE (1 Year Consumable)	9798894648125	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 4 Succeed SE (1 Year Consumable)	9798894648149	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 5 Learn SE (1 Year Consumable)	9798894648170	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 5 Practice SE (1 Year Consumable)	9798894648163	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 5 Succeed SE (1 Year Consumable)	9798894648187	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 6 Learn SE (1 Year Consumable)	9798894648217	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 6 Practice SE (1 Year Consumable)	9798894648200	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 6 Succeed SE (1 Year Consumable)	9798894648224	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 7 Learn SE (1 Year Consumable)	9798894648255	55.00	\$1.43	0.00%	\$78.65
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3	9798894648248	78 55.00	\$1.43	0.00%	\$78.65

Module 7 Practice SE (1 Year Consumable)					
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 3 Module 7 Succeed SE (1 Year Consumable)	9798894648262	55.00	\$1.43	0.00%	\$78.65
Grade 4					
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 1 Teacher Edition	9798894648545	12.00	\$15.71	0.00%	\$188.52
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 2 Teacher Edition	9798894648835	12.00	\$15.71	0.00%	\$188.52
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 3 Teacher Edition	9798894649573	12.00	\$15.71	0.00%	\$188.52
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 4 Teacher Edition	9798894649603	12.00	\$15.71	0.00%	\$188.52
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 5 Teacher Edition	9798894649641	12.00	\$15.72	0.00%	\$188.64
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 6 Teacher Edition	9798894648583	12.00	\$15.72	0.00%	\$188.64
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 7 Teacher Edition	9798894648620	12.00	\$15.72	0.00%	\$188.64
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 1 Learn SE (1 Year Consumable)	9798894648521	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 1 Practice SE (1 Year Consumable)	9798894648514	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 1 Succeed SE (1 Year Consumable)	9798894648538	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 2 Learn SE (1 Year Consumable)	9798894648811	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 2 Practice SE (1 Year Consumable)	9798894648804	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 2 Succeed SE (1 Year Consumable)	9798894648828	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4	9798894649559	55.00	\$1.45	0.00%	\$79.75

Module 3 Learn SE (1 Year Consumable)					
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 3 Practice SE (1 Year Consumable)	9798894649542	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 3 Succeed SE (1 Year Consumable)	9798894649566	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 4 Learn SE (1 Year Consumable)	9798894649580	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 4 Succeed SE (1 Year Consumable)	9798894649597	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 5 Learn SE (1 Year Consumable)	9798894649627	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 5 Practice SE (1 Year Consumable)	9798894649610	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 5 Succeed SE (1 Year Consumable)	9798894649634	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 6 Learn SE (1 Year Consumable)	9798894648569	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 6 Practice SE (1 Year Consumable)	9798894648552	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 6 Succeed SE (1 Year Consumable)	9798894648576	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 7 Learn SE (1 Year Consumable)	9798894648606	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 7 Practice SE (1 Year Consumable)	9798894648590	55.00	\$1.45	0.00%	\$79.75
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 4 Module 7 Succeed SE (1 Year Consumable)	9798894648613	55.00	\$1.45	0.00%	\$79.75
Grade 5		80			

Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 1 Teacher Edition	9798894648415	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 2 Teacher Edition	9798894648873	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 3 Teacher Edition	9798894648910	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 4 Teacher Edition	9798894648958	12.00	\$18.33	0.00%	\$219.96
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 5 Teacher Edition	9798894648453	12.00	\$18.34	0.00%	\$220.08
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 6 Teacher Edition	9798894648491	12.00	\$18.34	0.00%	\$220.08
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 1 Learn SE (1 Year Consumable)	9798894648392	40.00	\$1.55	0.00%	\$62.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 1 Practice SE (1 Year Consumable)	9798894648385	40.00	\$1.55	0.00%	\$62.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 1 Succeed SE (1 Year Consumable)	9798894648408	40.00	\$1.55	0.00%	\$62.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 2 Learn SE (1 Year Consumable)	9798894648859	40.00	\$1.56	0.00%	\$62.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 2 Practice SE (1 Year Consumable)	9798894648842	44.00	\$1.55	0.00%	\$68.20
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 2 Succeed SE (1 Year Consumable)	9798894648866	40.00	\$1.56	0.00%	\$62.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 3 Learn SE (1 Year Consumable)	9798894648897	40.00	\$1.56	0.00%	\$62.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 3 Practice SE (1 Year Consumable)	9798894648880	40.00	\$1.55	0.00%	\$62.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 3 Succeed SE (1 Year Consumable)	9798894648903	40.00	\$1.56	0.00%	\$62.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5	9798894648934	81 40.00	\$1.56	0.00%	\$62.40

Module 4 Learn SE (1 Year Consumable)					
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 4 Practice SE (1 Year Consumable)	9798894648927	40.00	\$1.55	0.00%	\$62.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 4 Succeed SE (1 Year Consumable)	9798894648941	40.00	\$1.56	0.00%	\$62.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 5 Learn SE (1 Year Consumable)	9798894648439	40.00	\$1.56	0.00%	\$62.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 5 Practice SE (1 Year Consumable)	9798894648422	40.00	\$1.55	0.00%	\$62.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 5 Succeed SE (1 Year Consumable)	9798894648446	40.00	\$1.56	0.00%	\$62.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 6 Learn SE (1 Year Consumable)	9798894648477	40.00	\$1.56	0.00%	\$62.40
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 6 Practice SE (1 Year Consumable)	9798894648460	40.00	\$1.55	0.00%	\$62.00
Bluebonnet Learning (GM) K–5 Math, Spanish, Grade 5 Module 6 Succeed SE (1 Year Consumable)	9798894648484	40.00	\$1.56	0.00%	\$62.40

Print \$16,367.84

Solution Subtotal	\$16,367.84
Discount	(\$0.00)
Shipping and Handling	\$1,554.94
<b>*Pre-Tax Solution Total</b>	<b>\$17,922.78</b>
Estimated Sales Tax	\$1,350.91
Estimated S&H Tax	\$128.27
<b>Total Solution:</b>	<b>\$19,401.96</b>

This Quote is governed by the Terms and Conditions at <https://greatminds.org/customer-quote-terms> which are hereby incorporated by reference as if fully set forth herein.

**\*Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.**

**Waco Independent School District**

**Board of Trustee Meeting Agenda Item**

**Date:** May 15, 2025

**Contact Person:** Sheryl Davis

**RE: Amendments to the 2024-2025 Budget**

=====

**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 is a copy of the proposed amendment to the Official Budget identifying details of the request. The following summarizes the effect of the amendment by functional category.

**Summary:**

***Amendment #043: G. W. Carver Middle School (Fund 199)***

This amendment will reallocate excess funds budgeted for instructional part-time teachers to school administration for extra-duty, contracted services, supplies, travel, and miscellaneous operating costs. 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	\$	12,000	Instruction
Use of Funds	\$	12,000	School Leadership
Fund Balance Effect		<b>None</b>	

***Amendment #044: Districtwide (Fund 199)***

This amendment will allocate funds from instructional contingency to cover payroll budget shortages in instructional resources and media, guidance, counseling and evaluation services, and health services necessitate by a reduction in salary savings due to lower turnover this fiscal year. 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	\$	200,800	Instruction
Use of Funds	\$	200,800	Instructional Resources & Media Services, Guidance, Counseling & Evaluation Services, Health Services
Fund Balance Effect		<b>None</b>	

***Amendment #045: Police Department (Fund 199)***

This amendment will reallocate funds from plant maintenance and operations excess districtwide utilities budgets to security and monitoring payroll costs and contracted services for substitute police officers. 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	\$	229,959	Plant Maintenance & Operations
Use of Funds	\$	229,959	Security & Monitoring Services
Fund Balance Effect		<b>None</b>	

***Amendment #046: Child Nutrition Services (Fund 240)***

This amendment will place budget in food services for engineering, equipment, and installation costs for a walk-in freezer/cooler at six campuses as well as backup generators at another four campuses. 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	\$	1,525,000	Restricted Fund Balance – Child Nutrition Fund
Use of Funds	\$	1,525,000	Food Services
Fund Balance Effect		<b>Decrease</b>	

A copy of the amendments, detailing line items to be adjusted, are attached for your review.

**Fiscal Implications:**

Amendment #046 will decrease the restricted fund balance in the Child Nutrition Fund by \$1,525,000. These expenditures are included in the District’s plan to reduce its excess fund balance in the Child Nutrition Fund, as approved by the Texas Department of Agriculture. The remaining amendments have no impact on the fund balance.

**Administrative Recommendation(s):**

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









**Waco Independent School District**

**Board of Trustee Meeting Agenda Item**

**Date:** May 15, 2025

**Contact Person:** M. Tish

**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 six (6) responses during the past month. The recommended vendors will be added to our previously approved list of three hundred ninety-eight (398) 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
- 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.

Additional vendors to this bid will be awarded 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 six (6) vendors for the Educational Consulting, Professional Development, and Other Student-Based Contracted Services bid, as presented.

**BNX Financial Solutions, LLC DBA BNX Business Advisors**

Company Name: BNX Financial Solutions, LLC DBA BNX Business Advisors  
Street Address: 11111 San Jose Blvd Suite 56 #1057  
City, State, Zip: Jacksonville, FL 32223  
Contact Name: Yara Banks  
Contact Phone Number: 904-345-0070  
Contact Email Address: yaraB@bnxba.com  
Category of Service Provided: Professional/Staff Development Training  
Target Audience: District and administrative staff, School leadership and school board  
Description of Services: Leadership Training: Strategic; Trauma-Informed; Conflict Resolution; Decision-Making, Change/Crisis, Staff Motivation, Accountability, Policy Implementation/Compliance, Coaching/Mentorship Skills, Vision Building/Culture Transformation  
Pricing: Seminars 2-Day: \$1,000/person; Web-based 1/2 day: \$450; Pre-Assessment: \$150; Keynotes \$6,500 & below; Remote Keynote: \$3,500; Series: 90-Day Series (12 classes): \$10,000/person & below; Custom Coaching: \$1,500 & below; Follow-Up Sessions: \$200/hr.; Custom Course Development: \$200/hr.

**Bolt City Productions, Inc.**

Company Name: Bolt City Productions, Inc.  
Street Address: 3830 Escalera Pass  
City, State, Zip: Bulverde, TX 78163  
Contact Name: Kazuhiro Kibuishi  
Contact Phone Number: 830-252-7688  
Contact Email Address: boltcity@gmail.com  
Category of Service Provided: Academic Educational Consultant  
Target Audience: Middle grade readers and families  
Description of Services: Published author serving as a public speaker  
Pricing: N/A

**Isaiah Broussard Art**

Company Name: Isaiah Broussard Art  
Street Address: 8605 Shoal Creek Blvd.  
City, State, Zip: Austin, TX 78757  
Contact Name: Isaiah Broussard  
Contact Phone Number: 610-773-7800  
Contact Email Address: ibroussard@brasscomics.com  
Category of Service Provided: Academic Educational Consultant  
Target Audience: All-ages  
Description of Services: Graphic Novels; Speaking  
Pricing: \$300 speaking fee

### **Jeffrey Larch**

Company Name: Jeff Larch  
Street Address: 1268 Thoreau Rd. LOWER  
City, State, Zip: Lakewood, OH 44107  
Contact Name: Jeff Larch  
Contact Phone Number: 440-728-0936  
Contact Email Address: Jeffrey.larch@gmail.com  
Category of Service Provided: Fine Arts Services (Band, Choir, Theater)  
Target Audience: Marching Band  
Description of Services: Percussion Composition/Sound Design  
Pricing: Pricing varies

### **The Art of Chris Foreman**

Company Name: The Art of Chris Foreman  
Street Address: 1607 Laura Anne Dr.  
City, State, Zip: Houston, TX 77049  
Contact Name: Chris Foreman  
Contact Phone Number: 713-591-4418  
Contact Email Address: chrisforemanart@gmail.com  
Category of Service Provided: Motivational or Professional Speaker  
Target Audience: Students and families  
Description of Services: Exhibiting artwork; prints and custom handmade works  
Pricing: Fee to cover my participation in scheduled panels

### **VV Sopher LLC**

Company Name: VV Sopher LLC  
Street Address: 4771 Sweetwater Blvd. #374  
City, State, Zip: Sugar Land, TX 77479  
Contact Name: Veronica V. Sopher  
Contact Phone Number: 512-694-6853  
Contact Email Address: veronica@veronicavsopher.com  
Category of Service Provided: Professional/Staff Development Training  
Target Audience: District leadership team, Communication Staff, Paraprofessional Staff  
Description of Services: Training for executive team; Customer service training for paras; Communications support: writing/speechwriting/talking points for emerging topics; Graphics and Collateral Material Support  
Pricing: Pricing varies

**Waco Independent School District**  
**Board of Trustee Meeting Agenda Item**

**Date:** May 15, 2025

**Contact Person:** M. Tish

**RE: Bid Award for Local Retailers' General Merchandise**

=====

**Background Information:**

Request for Proposal, RFP # 24-1263, Local Retailers' General Merchandise have been received for the purpose of creating a list of vendors from the Greater Waco Area that can provide supplies, equipment, and services for the District on an as needed basis. We have previously received fifty-four (54) responses for this bid. We received two (2) additional vendors this past month. The complete has been attached for your consideration.

In an effort to allow maximum participation for vendors currently residing in the Greater Waco Area, as well as new vendors moving into the area, the Waco Independent School District is electing to engage in Extended Period for Multiple Award Contracts as allowed under the Texas Education Agency's, Financial Accountability Systems Resource Guide (FASRG), Module 5: Purchasing, exhibited below.

**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.

Additional vendors will be added as needed. Vendors submitting a bid by the end of each month will be recommended 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 two (2) additional vendors for the Local Retailers' General Merchandise, as presented.

RFP # 24-1263  
Local Retailer's General Merchandise  
Vendors for May 2025

New Responding Suppliers	City	State
A & K Express Inflatables (Orlando Ray Galindo-Beverly)	Waco	TX
2 Crazy B Designs	Hewitt	TX
Previously Awarded Suppliers	City	State
25N Coworking Waco (25N Waco, LLC)	Waco	TX
A-1 Banner & Sign Co., Inc.	Waco	TX
ACE Fence & Supply (Ace Commercial Fence, Inc.)	Robinson	Tx
AHP Media Technology	Hewitt	TX
Air Flow Filter Service, Ltd	Waco	TX
ARC Abatement 1, Inc.	Waco	TX
Astro Events of Waco	Waco	TX
Award Specialties, Inc.	Waco	TX
Axiom Advertising (Bosque Forms, Inc.)	Waco	TX
Barnes & Noble	Waco	TX
Batteries Plus Waco/Temple/Harker Heights (Glacierbeach	Waco	TX
Big Ben Dry Cleaners	Waco	TX
Bosque Fence and Supply, LLC. (Jeff Bray)	Waco	TX
Bugsdotcom Termite and Pest	Waco	TX
Centex Carpet & Interiors	Waco	TX
CTWP (Hayday, Inc.)	Waco	TX
Diesel Power Supply Co.	Waco	TX
Dream Big Balloons	China Spring	TX
Express Yourself Designs	Waco	TX
Firmin Business Forms	Waco	TX
Flow Plumbing Services, LLC	Waco	TX
Gene Ives Acoustic & Tile Co	Waco	TX
Gross-Yowell	Waco	TX
HEB Grocery Store	Waco	TX
Herff Jones/Overall Recognition (Overall Recognition LLC)	Waco	TX
Hidewilly (will Suarez)	Waco	TX
Hobby Lobby Creative Centers (Hobby Lobby Stores, Inc.)	Waco	TX
Hole in the Roof Marketing (Hole in the Roof)	Waco	TX
Jeff's Balloons	Waco	TX
Kleen-Air Filter Services & Sales (Allison Enterprises Inc.)	Groesbeck	TX
Landscape Supply (Waco Landscape Supply, LP)	Waco	TX
Mardel Christian and Education (Mardel Inc.)	Waco	TX
North Waco Tropical Fish	Waco	TX
Paramount Waste Water (Paramount Porta-Potty)	Temple	TX
Peerport Collective	Waco	TX
Pendley Party Productions & Rentals	Waco	TX
Resco (E & O Investments, LLC)	Waco	TX
Smoot-Anderson Co., Inc.	Waco	TX
Stephanie Asselin	Waco	TX
Swift Uniforms	Waco	TX
T&G Chemical and Supply	Waco	TX
T.E.A.M. Solutions, Inc.	Waco	TX
Tarpley Music Company, Inc.	Waco	TX

RFP # 24-1263  
Local Retailer's General Merchandise  
Vendors for May 2025

Previously Awarded Suppliers	City	State
TDR COMP	Robinson	TX
Tessera Technology Group	Woodway	TX
Texas Security Equipment, Inc.	Waco	TX
Total Office Solutions	Waco	TX
Triple S Sports (Triple S Sales, Inc.	Waco	TX
Vincent Thomas	Waco	TX
Virkim, Inc.	Waco	TX
Waco Bounce House Rentals, LLC	Eddy	TX
Wesley Blanton Service Co/WBSCO	Hewitt	TX
Wizard Wash & Paint	Waco	TX
Wolfe Wholesale Florist, Inc.	Waco	TX

**Waco Independent School District**  
**Board of Trustee Meeting Agenda Item**

**Date:** May 15, 2025

**Contact Person:** M. Tish

**RE: Bid Award for Restaurant & Catering Services**

=====

**Background Information:**

Request for Proposal, RFP # 19-1150, Restaurant & Catering Services have been received for the purpose of creating a list of vendors which can service the District in their Restaurant and Catering needs. We received one (1) additional response since the last bid was awarded.

The one (1) new vendor, to be considered with the previously approved seventy-four (76) vendors, are attached for your consideration.

In an effort to create inclusivity with our local Restaurant and Catering 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 one (1) additional vendor<sup>1</sup> for the Restaurant & Catering Services bid, as presented.

RFP # 19-1150  
 Restaurant and Catering Services  
 Vendors for May 2025

<b>New Responding Supplier</b>	<b>City</b>	<b>State</b>
Sascee's Southern Eatery	Waco	TX
<b>Previously Awarded Vendors</b>	<b>City</b>	<b>State</b>
Andy's Frozen Custard (Andy's Texas #5, LLC)	Austin	TX
Apex Coffee Roasters	Waco	TX
Backyard Bar Stage and Grill	Waco	TX
Bigwards Smokehouse	Waco	TX
Blanek's Custom Catering by Big Daddy's (Joe Blanek)	Robinson	TX
Boardwalk on Elm	Waco	TX
Bush's Chicken	Waco	TX
Cafe Venture Catering and Fuddruckers	Lubbock	TX
Chaney Brothers Coffee Truck (Waco Coffee Company)	Waco	TX
Chick-fil-A at Baylor University (Sykora Family Enterprises)	Waco	TX
Chick-fil-A of Waco	Waco	TX
Chuy's Opco Inc.	Austin	TX
Cicis Pizza (Smitty Investments)	Waco	TX
Coach's Smoke BBQ (Josey's BBA, Inc.)	Waco	TX
DoubleDave's Pizzaworks (Hearne Pizza, LLC)	Waco	TX
Fazoli's (FazTex Restaurants, Inc.)	Austin	TX
Firehouse Subs (Brazos Valley Subs)	Waco	TX
Franklin Avenue Mac House (Cheddar Box, LLC)	Waco	TX
Freebirds World Burrito (TavistockFreebirds, LLC)	Waco	TX
Fuego Waco II, LLC	Waco	TX
Gelu Italian Ice (Waco Coffee Company, LLC)	Waco	TX
George's Restaurant & Catering (George's 1, Ltd.)	Waco	TX
Good'N Gone Cookie Jar	Waco	TX
Hecho en Waco	Waco	TX
Heritage Creamery (Heritage Creamery, LLC)	Waco	TX
HTeaO (N2T, LLC)	Amarillo	TX
Ichiban	Waco	TX
Jason's Deli (Deli Management, Inc.)	Waco	TX
Jeremiah's Italian Ice of Waco	Waco	TX
Jimmy Johns (Butts Largest Investment Group II, Inc.)	Waco	TX
Jon Lillie's Steakhouse	Waco	TX
Kings Chicken Wings	Waco	TX
Kona Ice of Waco, LLC (Tie Dye Interprises)	Waco	TX
Kurbside Coffee & Goods	Waco	TX
La Fiesta Restaurant (Wanda Patlis, Inc.)	Waco	TX
Little Caesars Pizza (Reno, Ltd.)	Hewitt	TX
Lotz of Bunz, LLC	Waco	TX
Lula Jane's, LLC	Waco	TX
McAlister's Deli (The Saxton Group)	Dallas	TX
Mo Cookies	Waco	TX
Newk's-1033-Waco-TX (Newk's Eatery)	Waco	TX
Nightlight Donuts & Coffee	Woodway	TX
Ninfas Mexican Restaurant (Texas rodco Waco)	Waco	TX
Nothing Bundt Cakes (DOXA JaM LLC)	Waco	TX

RFP # 19-1150  
 Restaurant and Catering Services  
 Vendors for May 2025

Previously Awarded Vendors	City	State
Ohana Shaved Ice and ice Cream	Hewitt	TX
Panda Express, Inc.	Waco	TX
Panera Bread	Waco	TX
Papa Bear	Waco	TX
Performance Foodservice Group Roma (PFG Holdings, LLC)	Temple	TX
Peter Piper Pizza (Pizza Properties, Inc.)	El Paso	TX
Po' Boy Place	Waco	TX
Pop's Lemonade Company	Waco	TX
Raising Canes (Raising Canes Restaurants, LLC)	Plano	TX
Revival Eastside Eatery	Waco	TX
Roni's Mac Bar	Waco	TX
Rosa's Café & Tortilla Factory	Waco	TX
Rosati's of Waco (Odling Pizza, LLC)	Waco	TX
Shipleigh Do-Nuts (S. Valley Mills Dr, Waco Dr., Speight Ave.)	Waco	TX
Southern Roots Brewing (Southern Roots Taproom, LLC)	Waco	TX
Subway (Benchmark Subs)	Waco	TX
Sweetness Desserts (Laura Summersett)	Waco	TX
Sweets by Rachel	Waco	TX
Talk More Meals	Waco	TX
Texas Roadhouse	Waco	TX
The Olive Branch (Stewart Branch)	Waco	TX
Toaster Yolk Café	Waco	TX
Tony DeMaria's BBQ	Waco	TX
Travelin' Toms (CTX Coffee, LLC)	Waco	TX
Tres Manos Coffee	Waco	TX
Triple B's Smokehouse (J&C Triple B, LLC)	Waco	TX
Uncle Dan's Bar-B-que and Catering (D.W.Henderson Corporation)	Waco	TX
Waco Cha	Waco	TX
Walkons Waco	Waco	TX
What About Cupcakes? (What About Cupcakes, LLC)	Waco	TX
Wheat's Cocina	Woodway	TX
Zookies Investments, LLC	Waco	TX

**Waco Independent School District**

**Board of Trustee Meeting Agenda Item**

**Date: May 15, 2025**

**Contact Person: M. Tish**

**RE: Purchases over \$50,000 Under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Service**

=====

**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 May 15, 2025:

Pre-Existing Bid:

1. JGA Roofing Systems, LLC - \$87,250.00 – Replacement of the Transportation and Mechanic Shop Building’s Metal Roof – Waco ISD Bid # 22-1229 Maintenance Supplies, Equipment, & Services
2. University of Mary Hardin-Baylor - \$210,000.00 – Principal Residency Grant Tuition & Fees payment for Aaron Fanning, Briana Fisher, Angie Goodman, Emili Newmans, Arelena Nixon, Nicole Raner, and Allison Teal – Funding through Principal Residency Grant - Waco ISD Bid# 21-1182 Educational Consulting, Professional Development, and Other Student-Based Contracted Services

Purchasing Cooperative:

3. Jacobs-Cathey Company - \$170,920.00 – Multiple campuses HVAC replacement units and Bard units – TIPS Contract # 25010501 Comprehensive HVAC

Other:

4. EMA Engineering & Consulting, Inc. - \$89,600.00 – Professional Services Design for CNS Walk-in Cooler and Generators for multiple campuses – Professional Services Engineering Agreement
5. Education Service Center Region XI - \$61,177.00 Technology Resources Education Consortium (TREC) for Library Management Services and Resources Management Services – Interagency Agreement

**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:** May 15, 2025

**Contact Person:** Dr. Deena Cornblum

**RE: Partnership agreement between McLennan Community College and Waco  
ISD 2025-2028**

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**Background Information**

Board Policy GNC(LEGAL) provides that an agreement between a district and a community college be approved by the board or designee of both the district and the college district. The partnership agreement must address student eligibility requirements, faculty qualifications, location and student composition of classes, provision of student learning and support services, eligible course, grading criteria, transcription of credit, and funding provisions.

Waco ISD offers opportunities for students to earn college credit from McLennan Community College (MCC) while in high school. Courses are offered on the college campus, on the high school campus and/or online. The course crosswalk was revised to address realignment needs and to streamline course offerings.

The corresponding documents are attached for your review.

**Fiscal Implications**

MCC provides free dual credit tuition for students qualifying for free and reduced lunch. At the time of the board meeting, Waco ISD has paid \$47,297.25 in tuition costs to MCC for the 2024-2025 school year for students who did not qualify for free and reduced lunch. Additionally, the district has paid \$16,111.23 for student textbooks for dual credit classes.

**Administrative Recommendation(s):**

Approve the three-year Dual Credit Partnership Agreement, Memorandum of Understanding as presented.



**Partnership agreement between**

**McLennan Community College**

**and**

**Waco ISD**

**2025-2028**

**Included:**

1. Dual Credit
2. Pathways in Technology Early College High School
3. Data Sharing
4. College Prep Courses
5. Course Crosswalk, Dual Credit
6. Course(s) of Study, Dual Credit
7. Annual Notices
8. Signature Page

# Dual Credit Partnership

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## **I. Parties**

This Dual Credit Partnership Agreement ("Agreement") is entered into between McLennan Community College ("MCC") and Waco Independent School District ("ISD") and is designed to allow high school students from the ISD to earn dual high school and college credit by enrolling in MCC credit courses.

## **II. Purpose and Background**

In accordance with the rules and regulations of the Texas Higher Education Coordinating Board (THECB), MCC offers regular college credit courses in Core Curriculum, Foreign Language, Field of Study programs, and workforce education for dual credit high school students. If the ISD approves these college courses for dual credit, high school students meeting MCC admission requirements can enroll in these courses and receive college and high school credit simultaneously.

MCC and the ISD will work together in a spirit of cooperation to offer course sequences that accelerate post-secondary completion for students, support accountability measures at the school district, and promote completion of 15 semester credit hours for college funding purposes.

In order to ensure the quality of dual credit courses and to facilitate communication and understanding between the ISD and MCC, the following provisions are agreed to by MCC and the ISD where dual credit courses are offered.

## **III. Statewide Goals for Dual Credit**

Pursuant to Texas House Bill 1638 (85<sup>th</sup> Legislature, 2017), MCC and the ISD set forth the following goals for dual credit programs in Texas, as prescribed by the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA).

1. GOAL 1: Create collaborative outreach efforts.
  - a. The MCC dual credit program will collaborate with the ISD to provide information sessions for parents, students, and high school counselors addressing the potential benefits, risks, and costs of dual credit.
  - b. MCC will provide online information regarding the dual credit program, including contact information, eligibility requirements, the enrollment process, cost data, and potential benefits/risks of dual credit coursework.
  - c. MCC recruiters will collaborate with the ISD to provide additional assistance to students and families seeking information or assistance with enrolling at MCC.

2. GOAL 2: Improve transition to and acceleration through postsecondary education.
  - a. The MCC dual credit program requires all new dual credit students to complete an online orientation to facilitate the transition to college coursework.
  - b. The dual credit program will collaborate with the ISD to provide in-person or video conference orientation sessions upon request.
  - c. The program has identified a Transfer Block of courses that transfer well to Texas public colleges to encourage selection of courses that will apply to a four-year degree.
  - d. Dual credit students will be advised by MCC to enroll only in courses applicable to their selected degree plan.
  
3. GOAL 3: Provide college advising and student support services to promote success.
  - a. The MCC dual credit program requires all students who select courses outside of the Transfer Block, who plan to attend a private or out-of-state institution, or who have goals other than an AA, AS, or bachelor's degree to meet with a college transfer advisor each semester prior to registration.
  - b. All dual credit students will have access to drop-in college advising via regularly scheduled Zoom sessions, email, or by visiting the Dual Credit offices located on the first floor of the Michaelis Academic Center.
  - c. All support services at MCC are available to dual credit students. Note that the College provides online and in-person tutoring, library instruction, and success coaching to promote student success.
  - d. MCC and the ISD will collaborate to encourage dual credit students to make use of support services available at the College.
  
4. GOAL 4: Ensure quality and rigor of dual credit courses.
  - a. MCC is committed to quality and rigor in its dual credit courses. As required by the THECB and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the quality and rigor of dual credit courses shall be the same as courses taught at the college campus.
  - b. Dual credit faculty, including faculty hired from the ISD, will meet the credentialing standards set by the THECB and SACSCOC.
  - c. Oversight of dual credit faculty and course content will occur according to the same standards and processes employed on the MCC campus.
  
5. TOOLS: Identify tools to assist students and families with selecting endorsements and dual credit courses as well as navigating the college process.
  - a. MCC will provide degree guides through the online [Student Planning](#) program as well as dual credit specific guides via the [High School Programs website](#).
  - b. The THECB provides the following tools.
    - 1) [College for All Texans](#)
    - 2) [Exploring College Options](#)

- c. The TEA has made the following tools available to the public.
  - 1) [Graduation Toolkit](#)
  - 2) [CTE Pathways](#)
- d. The Texas Workforce Commission provides tools to assist with career selection and education planning at <https://twc.texas.gov/students>.

Metrics associated with the state dual credit goals, such as students' future college enrollment and success, will be tracked by MCC's Office of Institutional Research and Effectiveness.

#### **IV. Eligible Courses**

1. College credit courses approved for MCC Dual Credit for a high school student must be foreign language, in the MCC core curriculum, in a state-approved Field of Study curriculum, or a course in the Workforce Education Course Manual applicable to an industry-recognized credential, certificate, or associate degree (WECM), [TAC 19, Part 1, Chapter 4, Subchapter D, §4.83, (10)(B)]
2. Continuing education courses approved for MCC Dual Credit for a high school student must be listed in the WECM, be eligible for conversion as articulated credit, and meet the institution's program or instructor accreditation standards. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.83, (3)(B)]
3. Courses approved for dual credit for a high school student must be applicable to a college certificate or degree.
4. High school students may not audit college credit courses at MCC.
5. High school students may not enroll in dual credit and early admission courses in the same MCC semester.
6. See Appendix A for the crosswalk of MCC courses accepted by the ISD with the corresponding high school course information. The ISD may add courses to be articulated for credit to the crosswalk by submitting an addendum to this agreement at any time during the academic year.
7. Each partner high school is expected to establish a sequence of dual credit courses that comprises the standard, anticipated schedule for participating students. The sequence should include a minimum of fifteen (15) semester credit hours. See Appendix B for course sequences and/or degree plans applicable to dual credit students from the ISD.

#### **V. Student Eligibility**

1. High school students must meet all eligibility requirements set forth in the THECB Rules.

2. Dual credit students must meet the testing and placement guidelines stipulated in the MCC catalog, the THECB rules, the Texas Education Code, and the Texas Administrative Code.
3. To be eligible for enrollment in a dual credit course offered by McLennan Community College, students must meet course prerequisite and corequisite requirements.
4. Eligible students may first enroll in dual credit courses in the fall semester of grade nine (9).
5. Eligibility for High School Pathways courses/programs ends six (6) weeks prior to high school graduation. High school seniors who elect to enroll in a minimester course immediately prior to high school graduation will enroll in the course using the process established for a non-dual credit student.
6. McLennan Community College requires that dual credit students enrolling in college credit courses:
  - a. have the written approval of the high school principal or counselor, parent or guardian, and a Dual Credit specialist at MCC;
  - b. complete the Dual Credit Orientation prior to first course registration and Title IX training prior to registration for the second semester.
7. To receive full admission into the dual credit program for college credit courses, the student must score as college ready on the TSIA or be exempted from the TSIA according to state guidelines. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85, (b)(1)]

The following shall be exempted from TSIA requirements.

- a. Students enrolled in a certificate program with fewer than 42 semester credit hours are exempt from TSIA requirements.
    - i. MCC **recommends** high school students score 945 on the TSI Assessment 2 ELAR multiple choice section before enrolling in a course contained in a certificate program.
  - b. Students who provide evidence of exemplary SAT or ACT scores as defined by the state of Texas (see score chart).
  - c. Students who complete ENGL 1301 and/or MATH 1314 with a grade of C or better will be considered TSIA complete for the specific subject area.
8. Students who do not qualify for full admission into the dual credit program for college credit courses may receive conditional admission.

- a. Students conditionally admitted to the dual credit program may enroll in no more than fifteen (15) semester credit hours total. Students should plan to complete the requirements for full admission to the program prior to reaching the fifteen (15) hour limit.
  - b. Students conditionally admitted to the dual credit program will be designated as non-degree seeking in the MCC registration/advising system.
  - c. College readiness standards are not applicable to students designated as non-degree seeking.
  - d. Students seeking conditional admission to the dual credit program should meet criteria set by the school district.
9. Prospective high school students must complete the MCC admission process prior to registration. Students must also submit a recent Bacterial Meningitis Shot Record (within the past five (5) years) if scheduling a course on the MCC campus.
10. Each semester, prospective high school students must submit an MCC High School Pathways Schedule Request approved by the high school counselor or principal. The Schedule Request must be on file at MCC at the time of registration. The Schedule Request is available through the MCC High School Pathways online enrollment portal.
11. High school students may enroll in dual credit coursework offered through the MCC Continuing Education department (not college credit courses) provided the students satisfy the following.
- a. Meet requirements specified by the MCC Continuing Education department for the course.
  - b. Follow the enrollment process employed by the MCC Continuing Education department.
12. Dual credit students with less than a 2.0 grade point average (GPA) in MCC college credit courses after completion of six (6) credit hours will be suspended from the college credit program. MCC enrollment may resume after completion of the high school diploma or upon approval by MCC of a dual credit suspension appeal.
- a. A dual credit suspension from the college credit program will not affect eligibility for the dual credit Continuing Education program unless required by ISD policy.
13. Dual credit students who have three (3) or more withdrawals on their college credit transcript will be suspended from the program. MCC enrollment may resume after completion of the high school diploma or upon approval by MCC of a dual credit

suspension appeal.

- a. A dual credit suspension from the college credit program will not affect eligibility for the dual credit Continuing Education program unless required by ISD policy.
14. High school students taking MCC courses for dual credit will be treated as college students. It is expected that high school students taking MCC courses as dual credit will conduct themselves as college students. A collegiate classroom environment is expected. Controversial material may be addressed. The level of maturity of the high school student should be one of the criteria considered by high school officials prior to approving individuals for enrollment.
  15. The awarding of high school credit for graduation and/or weighted grades on the high school transcript will be at the discretion and approval of the ISD.

## **VI. Financial Aid for Swift Transfer (FAST) and Dual Credit Costs**

MCC participates in the FAST program, a state program for dual credit financial aid. MCC and the ISD agree to the following in support of the FAST program with the intent to accelerate college completion for economically disadvantaged dual credit students.

1. Students are eligible for benefits under the FAST program if they:
  - a. are enrolled at a Texas public or charter school;
  - b. are enrolled in an eligible dual credit course included in the annual dual credit agreement between MCC and the ISD; and
  - c. were qualified for the national free/reduced-price lunch program in any of the four school years prior to the academic year in which they enroll in the dual credit course.
2. FAST-eligible students will incur no cost for eligible dual credit coursework.
3. Responsibility for dual credit costs will be assigned as follows.

MCC

- a. MCC will waive dual credit tuition and fees for FAST-eligible students for college credit courses.
- b. MCC will waive dual credit tuition for FAST-eligible students for dual credit courses offered through the MCC Continuing Education department.
- c. Computers and Internet connection are provided for all MCC students in the MCC library and other publicly-accessible areas on campus. Devices may be available for check-out on a first-come, first-served basis. These resources are available for FAST-eligible dual credit students in need of such resources.

ISD

- a. The ISD will provide textbooks and/or required dual credit course materials for FAST-eligible students in the district.
- b. The district will assume the cost of fees and other non-tuition course costs for dual credit courses offered through the MCC Continuing Education department.
- c. ISDs may provide access to technology, including computers and Internet access, to FAST-eligible students at their discretion.

Student or ISD

- a. For non-FAST eligible students, dual credit tuition, fees, textbooks, course materials, and/or computer/Internet access will be the responsibility of the student *unless* the ISD elects to cover the expenses for the non-FAST students.
- b. Transportation to/from the MCC campus will be the responsibility of the ISD or the student for any dual credit student/course.
- c. Meals for any dual credit student on the MCC campus will be the responsibility of the ISD or the student.

4. Dual Credit Semester Credit Hour Rate

- a. MCC will adopt the maximum dual credit tuition rate set annually by the FAST program for all dual credit students.
  - i. The maximum dual credit tuition rate is set by the state and is subject to adjustment each academic year.
  - ii. The ISD will be notified annually of the dual credit tuition rate (Appendix C).
- b. Non-FAST students will be assessed the following course fees for college credit courses: General Services fee, Facilities fee, and any required course fee, such as a lab fee.
  - i. The ISD will be notified annually of the amount of the General Services fee and Facilities fee (see Appendix C).
- c. Course fees for Continuing Education dual credit courses will vary depending on the course/program and may result in an amount higher than the dual credit per semester credit hour rate for college credit courses.
- d. For purposes of the FAST program, for dual credit courses offered through the MCC Continuing Education department, 16 contact hours shall be considered the equivalent of 1 semester credit hour, or 1.6 continuing education units of instruction will equal 1 semester credit hour of instruction. [TAC 19, Part 1, Chapter 13, Subchapter Q, §13.501, (6)]
- e. The non-FAST tuition/fee billing rate applies to non-FAST public/charter students, all private school students, and all homeschool students.

5. To ensure accurate and timely exchange of information necessary to allow FAST-eligible students to enroll in dual credit costs at no expense:
  - a. The district/charter school will supply to MCC for all dual credit applicants the TSDS number and the expected eligibility for the FAST program based on qualification for the national free/reduced lunch program during the four academic years prior to the dual credit course enrollment.
  - b. The district/charter school will provide to MCC the name and contact information for the person or office responsible for the FAST-eligible textbook/course material bill.
  - c. The MCC Business Office will bill the district/charter school directly after the start of each semester for FAST-eligible textbook/course material costs assessed on the MCC student bill, to include IncludEd (inclusive access) textbook charges.
  - d. The district/charter school will establish an account with the MCC bookstore or make other arrangements to supply textbooks/course materials not addressed on the MCC bill to FAST-eligible students.
  - e. For dual credit courses offered through the MCC Continuing Education department, the standard enrollment/billing process will be followed with the addition of the student TSDS number to the enrollment materials. Billing may occur later than in previous years depending on the time required to determine FAST eligibility of students.
6. Early Admission Courses  
*(college credit only; no high school credit awarded; no courses through MCC Continuing Education)*
  - a. Early admission courses will be billed at the dual credit tuition rate.
  - b. All students will be responsible for the cost of textbooks, course materials, and technology needs for early admission courses.
  - c. MCC will waive early admission tuition/standard fees for FAST-eligible students enrolled in the dual credit program.
7. Open Educational Resources
  - a. MCC will consider the use of free or low-cost open educational resources for courses as may be deemed appropriate by the faculty member and MCC.

**VII. Student Composition of Class**

1. Dual credit courses will be composed of dual credit students only or of dual and college credit students.

#### VIII. **Instructional Calendar**

1. Both MCC and the ISD will maintain their own instructional calendars, to begin in August/September and continue through May/June.
2. Students who are enrolled in courses meeting on the MCC campus will be expected to attend classes even when the ISD is not in session. Issues of transportation will need to be addressed and resolved by the student and/or ISD. MCC will not be required to provide transportation.
3. Students enrolled in online dual credit courses will be expected to participate regardless of the ISD calendar.
4. In situations involving dual credit courses on a high school campus, schedule conflicts between the institutions, including ISD holidays and dates of state-mandated testing, will be resolved on a case-by-case basis, but in all instances the contact time for the college course will be maintained either by an additional course meeting or other solution acceptable to both MCC and the ISD.

#### IX. **Faculty Selection, Supervision and Evaluation**

1. As required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), MCC controls all aspects of its educational programs. Each educational program for which academic credit is awarded is approved by the faculty and the administration. MCC will maintain qualified faculty who demonstrate the ability to deliver college-level course content with high quality and effectiveness.
2. In order to serve as an instructor of record at MCC, for freshman and sophomore level courses designed for transfer to a baccalaureate degree, faculty should have a minimum of a master's degree with at least 18 graduate hours in the discipline in which they are teaching. In appropriate areas, work experience, professional licensure, and certification are also considered. Degrees and graduate credit hours held by faculty members, whether full time or part-time, must have been earned at a U. S. regionally accredited institution. [SACSCOC, Principles of Accreditation, 3.7.1]
3. In order to serve as an instructor of record at MCC, for associate degree courses designed to prepare students specifically for employment in career and technical areas, instructors should have a minimum of three (3) years of experience in the field, appropriate certification or professional licensure, and educational background and credentials at the same level as or higher than the certificate or degree being awarded in the program. Degrees and graduate credit hours held by faculty members, whether full time or part-

time, must have been earned at a U. S. regionally accredited institution. [SACSCOC, Principles of Accreditation, 3.7.1]

4. ISD faculty hired by MCC to teach dual credit courses at the high school site will follow the same application and screening procedures as adjuncts hired to teach at the MCC campus. Employment will only be awarded after approval by the appropriate division or program chair.
5. MCC shall evaluate instructors of college courses offered for dual credit using the same or comparable procedures used for faculty teaching at the MCC campus. Faculty teaching courses for dual credit shall comply with MCC's standards of instruction and policies. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2)] [SACSCOC, Principles of Accreditation, 3.7.2]

When such evaluations include classroom observation, the ISD will provide access to the classroom in question to the appropriate MCC personnel. The MCC personnel will be expected to comply with the standard ISD visitor screening process.

MCC classroom observations of ISD faculty hired to teach dual credit courses at the high school are separate and distinct from observations made by the ISD for the purposes of district evaluation and employment. ISD observations will be conducted according to district policy with the understanding that 1) the college classroom should experience minimal disruption and 2) the course content, assessment methods, texts, and materials are approved by MCC and may not be altered at the discretion of the ISD.

6. The appropriate representatives of the MCC academic department will evaluate the performance of faculty teaching college courses offered as dual credit. Included in this evaluation will be a determination of how well the faculty member performs in achieving the desired learning outcomes. Additionally, the evaluation will include a review of performance on the items delineated in Section VI, item 9. The evaluation will be forwarded to the Vice President of Instruction for a decision regarding continued employment as an adjunct instructor for dual credit courses. In the event it is determined that a faculty member employed by the ISD will not be granted continued employment, the ISD will be informed in a timely manner. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2)] [SACSCOC, Principles of Accreditation, 3.7.2]
7. MCC will pay ISD faculty members hired to teach dual credit courses at the high school site in the same manner as other adjunct employees of MCC.
8. The MCC Division Chair of the program area oversees instructional content for college courses taught for dual credit. All course content, learning outcomes, and instructional objectives will be consistent with courses taught on the MCC campus. All instructors must have a syllabus that incorporates instructional objectives and intellectual competencies posted on the MCC website, by the MCC deadline.

9. Faculty teaching college courses for dual credit are expected to carry out the following:
- a. Teach assigned courses, with the same level of rigor of a regular college course, according to approved course syllabi and learning outcomes associated with course. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (f)]
  - b. Provide each student with a syllabus/class outline that explains the expectations of the instructor, learning outcomes, attendance policy, cheating policy, and other information needed by the student (Examples: timelines, required class materials, outside assignments, course pre-requisites, etc.).
  - c. Check student enrollment in the course. If a student's name does not appear on the MCC class roll, the student may not attend class. If a student's name does not appear, the student should be instructed to contact the MCC High School Pathways Office to complete the enrollment process.
  - d. Arrive on time for classes or notify the High School Pathways Office and the high school as early as possible of an inability to meet a class.
  - e. Submit an instructor absence form to the division director to document each absence.
  - f. Maintain control of the class. If there is a discipline problem that requires immediate attention, contact the administrator in charge on that campus. Additionally, report any serious classroom discipline issues to the High School Pathways Office and the high school administrator. If there are violations of the MCC General Conduct Policy (E-VIII), you may contact the Associate Director, Accommodations and Title IX.
  - g. Submit Textbook Request Forms to the appropriate academic department for each course taught every semester, by the MCC deadline.
  - h. Keep class record books, lesson assignments, and other necessary materials or equipment available for substitute instructors.
  - i. Submit all required class rosters, student grade reports, and required documentation, by MCC deadlines.
  - j. Maintain accurate attendance records for all classes.
  - k. Assign both an alphanumeric *and* numeric grade for each dual credit student.
  - l. Maintain a copy of grade books for each dual credit class at the high school. If MCC personnel need to review grade books, the High School Pathways Program Director and/or the appropriate Division Chair will request and receive a copy at

that time. Detailed records should be saved for one (1) calendar year following the end of the course. If employment with MCC ends, records for the previous year should be submitted to the appropriate Division Chair.

- m. Maintain a Brightspace course shell for each section taught, to include at minimum professor contact information, a course syllabus, grade book, and attendance records.
  - n. Check MCC email on a regular basis for information on deadlines, reporting, grades, etc. This is one form of official communication from the college.
  - o. Attend faculty meetings and other special meetings called by the High School Pathways Office, Division Chair, Dean of Arts and Sciences, Dean of Health Professions, Dean of Workforce & Public Service, Vice President of Instruction, or the President, when possible.
  - p. Direct students seeking accommodations for disabilities to the MCC Accommodations Coordinator for appropriate action. The instructor should not give opinions about disabilities or provide accommodations for disabilities prior to receiving appropriate direction from the MCC Accommodations Coordinator.
  - q. Provide the institution with an updated Curriculum Vitae, which includes educational history.
  - r. Keep the High School Pathways Office informed regarding matters affecting the welfare of students, faculty, and MCC.
  - s. Participate in evaluation procedures in relation to the above stated requirements under this agreement. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2)] [SACSCOC, Principles of Accreditation, 3.7.2]
10. The ISD shall perform criminal background checks as required by applicable law on all persons teaching dual credit courses.
11. As with all MCC instructors, faculty teaching courses offered for dual credit who are also employed by the ISD are subject to MCC policies, rules, and regulations. Faculty employed by the ISD will be required to meet the same teaching expectations as other faculty at MCC, expectations delineated in Section VIII, item 9.
12. Faculty teaching courses offered for dual credit who are also employed by the ISD will be required to participate in a minimum of four (4) hours per year of MCC professional development activities, activities such as MCC Professional Development Day, Dual Credit Faculty Seminar, and courses offered through the MCC Center for Instructional Design. For purposes of this agreement, the year shall run from the Fall semester through the end of the Summer 2 semester.

**X. Location of Classes**

1. Dual credit courses may be taught on the college campus or on the high school campus, or by distance education, including Internet delivery and/or blended courses. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (c)]
2. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, McLennan Community College complies with applicable rules and procedures for offering courses at a distance. In addition, dual credit courses taught electronically comply with the THECB's Principles of Good Practice for Courses Offered Electronically.

**XI. Transcription of Credit**

For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (h)]

**XII. Academic Policies**

1. All academic policies applicable to courses taught on MCC campuses shall apply to dual credit high school students enrolled in face-to-face campus, distance education, and courses, as outlined in the MCC policies and catalog. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (g)(1)]
2. Students violating MCC policies relating to academic integrity will be subject to the consequences described in the course syllabus and the relevant MCC policies. Such violations will also be reported to the ISD, but college policy and consequences will have precedence in these situations.

**XIII. Student Services, College Credit Courses**

1. Students taking college classes for dual credit may utilize the same services that are available to other MCC students. MCC is responsible for ensuring timely and efficient access to such services as academic advising, learning materials (e.g., library resources), and other services for which the student may be eligible. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (g)(2)]
2. Dual credit students are entitled to access online tutoring or face-to-face tutoring at no cost to the student.
3. Students seeking 504-type accommodations for dual credit courses will arrange for those services through the MCC Accommodations Coordinator in the Accommodations and

Title IX office. For details, please visit <http://www.mclennan.edu/disability/> or email [disabilities@mclennan.edu](mailto:disabilities@mclennan.edu).

4. Dual credit students 17 years of age will have access to mental health counseling on the MCC campus with parental consent. Dual credit students 18 years or older will not require parental consent for counseling services through MCC. Requests for mental health counseling made by students younger than 17 will be referred to the respective school counselor or behavioral intervention specialist for mental health counseling.
5. One ISD employee per high school campus will be designated as a facilitator for dual credit students. The facilitator will maintain familiarity with MCC resources and services and assist in guiding dual credit students to those services.
6. College Advising and Degree Plans, College Credit Program:
  - a. Academic advising for MCC dual credit courses, college credit, will be the responsibility of the High School Pathways Advisor, currently Ms. Abby Valenta. The High School Pathways Advisor may directly advise dual credit students or coordinate advising for students with other MCC academic advisors.
  - b. The ISD counselor will be responsible for advising ISD students on the alignment between the college and ISD courses, for coordinating advising sessions with the MCC advisor, and for referring students to MCC academic advising when made aware a student's college plans may not align well with the ISD dual credit course plan. The counselor will also be responsible for academic advising for high school coursework, endorsements and high school graduation.
  - c. Dual credit students are required by state regulation to file a degree plan with the college no later than the end of the regular semester following the semester in which the student earned a cumulative total of 15 or more semester credit hours. Students entering MCC's dual credit program with 15 or more semester credit hours must file a degree plan by the end of the student's first regular semester at MCC.

All dual credit students will be designated as non-degree seeking upon admission to the program. To satisfy the state requirement:

- 1) Programs of study will be updated as necessary following college advising meetings.
- 2) Students who do not file a degree plan in accordance with state policy shall be notified the degree plan is required by law and will be required to meet with an MCC academic advisor in that same semester to select a degree plan.
- 3) Students may not obtain an official transcript from MCC until the degree plan is filed.

- d. Dual credit students who adhere to the MCC Transfer Block, detailed below, will be permitted to enroll without a mandatory college advising visit. However, students are encouraged to seek college advising each semester.

**Dual Credit Transfer Block**

*Pre-approved dual credit courses for students seeking an AA, AS, or bachelor's degree from a Texas public institution.*

- EDUC 1300
- Choose 1: ARTS 1301, DRAM 1310, MUSI 1306
- HIST 1301 and 1302
- Choose 1\*: ECON 2301, PSYC 2301, SOCI 1301
- ENGL 1301 and 1302
- GOVT 2305 and 2306
- SPCH 1315

*\*Check college degree plan or seek college advising to determine best course for a specific degree plan.*

- e. Dual credit students who request a course not included in the Transfer Block, who plan to attend a private or out-of-state institution, or who have plans other than completion of an AA, AS, or bachelor's degree should meet with an MCC advisor at least once per semester prior to registration:
- 1) to verify the correct degree plan/program of study has been registered at the college;
  - 2) to ensure course selection is consistent with the selected degree plan; and
  - 3) to discuss potential transition to a four-year institution of the student's selection.
- f. Students will be advised for dual credit courses based on self-identified career and educational goals. Students should not enroll in courses not appropriate for those identified goals, particularly in courses unlikely to transfer to the student's intended future college.
- g. MCC does not recommend students enroll in more than six (6) semester credit hours the first semester of dual credit.
- h. MCC recommends that dual credit students with an MCC GPA below 2.5 reduce the MCC course load in order to focus on fewer courses with the goal of raising the overall college GPA.
- i. High school counselors are encouraged to participate in advising sessions with their students.
- j. Advising sessions may be scheduled on the high school campus, on the MCC campus, or online via video conference.

- k. Advising notes will be maintained in the MCC system for each student for future reference.
- l. Common terminology:
  - 1) Applicable toward a degree: Refers to a course that will transfer to a school and apply toward a specific degree plan.
  - 2) Core curriculum: A basic set of course options required of all students at a particular institution; commonly refers to the Texas state core curriculum.
  - 3) Course transfer: Refers to whether or not a course will be accepted by another institution of higher education. It is possible for a course to transfer as an elective but not apply toward a specific degree plan.
  - 4) Degree plan: A detailed set and sequence of courses leading to a specified degree in a major.
  - 5) Maximum time frame: A government stipulation that financial aid will only pay for 150% of coursework toward a post-secondary credential. Dual credit coursework applies toward this limit.
  - 6) Satisfactory progress: A government requirement that high school graduates maintain a 2.0 or higher GPA and complete 67% or more of attempted courses to remain eligible for state/federal financial aid. Dual credit coursework may impact this status after high school graduation.

#### **XIV. Student Conduct**

- 1. Dual credit students will be subject to the MCC General Conduct Policy (E-VIII) while on the MCC campus and/or while in attendance at MCC classes. Students may also be subject to ISD student conduct policies as determined by the ISD.
- 2. Failure to comply with the MCC General Conduct Policy (E-VIII) may result in dismissal of the student from MCC courses.
- 3. MCC and the partner ISD will cooperate in disciplinary issues to the extent possible. When not possible, each institution may impose separate student penalties according to its own policies and practices in matters related to discipline and academic integrity.
- 4. Disciplinary issues will be reported and addressed according to published college policy. ISD employees who are not also employed by MCC may contact the Associate Director, Accommodations and Title IX, or the High School Pathways office for guidance in reporting an issue.
- 5. The ISD will notify MCC of student behavioral issues that would impact a dual credit course, particularly in regards to matters concerning student safety. Please refer to section XXVIII Campus Assessment Response and Evaluation (C.A.R.E.) for *safety* purposes.

6. In the event ISD disciplinary measures prevent a dual credit student from attending an MCC course, the student, ISD, and MCC will consult regarding possible outcomes. If the student's absences will exceed 25% of course meetings, and if no satisfactory alternative can be found, the student will be withdrawn from the MCC course for disciplinary reasons.
7. In the event a conduct or academic-integrity-related visit to the high school is needed, the ISD will facilitate a meeting between the student(s) in question and the appropriate MCC personnel. The MCC personnel will be expected to comply with the standard ISD visitor screening process.

**XV. Course Curriculum, Instruction, and Grading**

1. The MCC Division Chair of the program area oversees instructional content for college courses taught for dual credit.
2. MCC shall ensure that a college course offered for dual credit at the high school and the corresponding course offered at the College are equivalent with respect to the curriculum, contact hours, course maximum, materials, instruction, and method/rigor of evaluation of student performance, regardless of student composition of the class. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (f)]
3. All MCC instructors must have a syllabus on file which incorporates the policy and procedure for learning outcomes, grading policies, and disability services.
4. Instructors shall follow MCC grading policies for awarding college credit.
5. Faculty will participate in providing information for the assessment of student learning outcomes as required by the Southern Association of Colleges and Schools Commission on Colleges. This includes, but is not limited to, the submission of summary scores/data where such information is needed for evaluating departmental success and the submission of student work for secondary evaluation by the division to ensure that relevant learning outcomes are achieved in any given course.

**XVI. Grade Reports, College Credit Courses**

1. MCC will provide final grade reports for dual credit students each semester following the conclusion of the final exam period.
2. Grades may be reported via an unofficial college transcript that provides information regarding courses, letter and numeric grades, and cumulative GPA *or* by delivery of a report summarizing grades for each high school.
3. A minimum of two progress reports will be provided by MCC during each fall and spring semester for dual credit students. Reports will be sent to the high school counselor or designated dual credit contact for the ISD.

- a. Grade reports are compiled through an automated process that queries the Brightspace gradebook for each course. Grade reports may not be accurate for certain students/courses if course assignments are in process of being graded.
- b. MCC recommends that high school counselors complete an academic wellness check with any student identified as having a low course grade to verify student status in a course.

## **XVII. Transfer of Courses**

McLennan Community College is fully accredited by the SACSCOC, and basic academic, general education courses are readily transferable to other public institutions of higher education in Texas. However, since each college has its own policy regarding the transferability of courses, students are strongly advised to check with the college they plan to attend after high school, other than MCC, in order to determine the transferability of MCC courses.

CTE/Workforce education courses are not designed for transfer beyond the community college level. However, programs exist at some universities that allow these courses to be applied directly to baccalaureate degree requirements. Students are encouraged to check with prospective universities concerning programs such as the BAAS, BAT, and other similar programs.

Dual credit courses offered through the MCC Continuing Education department are not expected to transfer to another institution of higher education.

## **XVIII. Academic Regulations, College Credit Courses**

1. An MCC class minimum of fifteen (15) students is deemed necessary for a dual credit-only course section. Any exceptions will be approved by the Vice President of Instruction.
2. MCC courses offered as dual credit, regardless of where they are taught, follow the same college calendar, syllabus requirements, course outline, grading procedure, and other instructional and evaluative policies and procedures. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (g)(1)]
3. The Texas Education Code and SACSCOC do not allow for outside influence on college grading systems.
4. Letter grades are given in accordance with policies printed in the college catalog. Whenever possible, numerical grades will be provided to the high school counselor by the High School Pathways Office. Dual credit grades will be provided to the ISD each semester the week following final exams.
5. In the event of a grade dispute, the MCC policy for grade appeals will be followed. Please see the MCC catalog and/or the *Highlander Guide*.

6. Per MCC policy, students who do not participate in a course by the census date will be dropped from the course by the professor.
7. Dual credit students may withdraw from a course and receive a grade of "W" at any time during the semester on/prior to the MCC official withdrawal deadline specified in the College Calendar located in the class schedule or catalog. After the MCC official withdrawal deadline, dual credit students will follow published MCC policy in regards to withdrawing from courses and the grade recorded for such courses. It is the student's responsibility to officially withdraw from a course or verify that the instructor initiated the withdrawal procedure.

**XIX. Attendance and Funding**

1. Students enrolled in college credit courses will follow current MCC attendance policies. Attendance will be taken at MCC based on the published College Attendance Policy.
2. State funding for college courses offered for dual credit will be available to both the ISD and MCC based upon current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (i)(1)]

**XX. Classroom Facilities and Technology**

1. The ISD agrees to provide MCC faculty and dual credit high school students with the facilities and technology necessary to support a college learning environment.
2. The high school or ISD will ensure MCC faculty and the dual credit students have access on ISD devices and through ISD Internet service to MCC email, Brightspace, Zoom, MyMCC, the MCC Library, and other software programs approved by MCC for campus-wide use.
3. Dual credit students regularly need access to devices capable of running online exam monitoring programs and devices and/or Internet access unrestricted by the ISD internet filter. In addition, some courses may require audio or video recording capability. Such access is vital for academic integrity measures, Internet-based course materials, research, and course projects. Student resources are available on the MCC campus to fulfill such needs should the student choose to implement them.
4. MCC recommends the ISD assign students enrolled in online dual credit courses to a computer lab with a facilitator for at least one class period per day.

**XXI. Data Sharing**

Student records transferred between MCC and the ISD shall remain the sole property of the institution that created the records. Data that is transferred must be used consistent with the

Family Educational Rights and Privacy Act (FERPA), HIPAA, and ISD and MCC policies and procedures for managing student education records and other confidential information.

The Parties expressly understand that MCC and the ISD are subject to the requirements of the Texas Public Information Act. In the event that any student records must be released pursuant to state or federal law, as determined by a court or administrative agency with jurisdiction over the matter, the Parties shall continue to treat a confidential any student records received or created under this Agreement except to the extent specifically required by the court or administrative order. The Parties shall mark as “CONFIDENTIAL” all records that are released.

Additional details related to data sharing are specified in a separate, data sharing section of this agreement.

## **XXII. Indemnity and Liability**

1. To the extent allowed by Texas law, the ISD does hereby agree to defend, indemnify, and hold harmless MCC, its Board of Trustees, agents, employees, and representatives, from and against any and all causes of action, claims, liabilities, debts, or judgments arising from or related to: (1) the actions or omissions of ISD instructors provided under this Agreement; or (2) the actions or omissions of any employee, agent, instructor, or anyone else acting on behalf of the ISD in the performance of this Agreement.
2. To the extent permitted by applicable law, the ISD assumes all liability related to or arising from the acts and/or omissions of its employees, contractors, agents, or representatives related to this Agreement or the dual credit program.

## **XXIII. Force Majeure**

Neither Party hereto will be liable or responsible to the other for any loss or damage, or for any delays or failure to perform (other than the performance of payment obligations), due to causes beyond either Party’s reasonable control, including but not limited to acts of God; flood; fire; earthquake; explosion; order, requisition, or necessity of the government; war, invasion or hostilities (whether war is declared or not); terrorist threats or acts, riot, or other civil unrest; regional or national emergency; revolution; insurrection; epidemic or pandemic; lock-outs, strikes or other labor disputes (whether or not relating to either Party’s workforce); restraints or delays affecting carriers or inability or delay in obtaining supplies of adequate or suitable materials; telecommunication breakdown or power outage; and/or any other circumstances of like character. Should performance of any obligation (other than any payment obligations) created under this Agreement become illegal, impossible, impracticable, not reasonably possible, or if a Party is otherwise prevented or hindered from complying by a force majeure incident as described in this section or any other cause not enumerated herein but which is beyond the reasonable control of the Party whose performance is affected, then the performance of any such obligation is suspended during the period of, and only to the extent of, such prevention or hindrance, provided the affected Party provides reasonable notice as soon as practicable (within 45 days) following an event of force majeure and exercised all reasonable diligence to remove

the cause of force majeure.

**XXIV. Miscellaneous**

1. Both parties agree to have a spirit of cooperation and to endeavor to provide a positive collegiate-level experience for those high school students with the maturity and academic preparation to be successful in college-level courses.
2. All policies and requirements set forth herein are subject to the THECB Rules, and, in the event of conflict, the THECB Rules govern and apply. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85, (i)(2)]
3. This Agreement may only be modified in writing signed by both parties.
4. This Agreement will become effective on the date the last party executes it and will remain in effect until either party decides to terminate same. Either party may terminate this Agreement without cause by giving the other party notice in writing at least thirty (30) days before the beginning of the first day of the MCC semester or ISD semester, whichever is earlier.
5. Nothing herein shall waive the parties' immunity to suit or liability as established by applicable law.
6. The parties to this Agreement are not in a joint venture, partnership, or otherwise.
7. This Agreement shall be governed by the laws of Texas.
8. All parties to this Agreement agree to abide by and comply with all applicable laws regarding student privacy including, but not limited to, FERPA.
9. Notwithstanding anything to the contrary in this agreement, MCC acknowledges, stipulates and agrees that nothing in this agreement shall be construed as a waiver of any defenses available to the ISD under applicable law, including, without limitation, any statutory or governmental immunity from suit and liability.
10. MCC is aware and acknowledges that the ISD (a public entity) is subject to constitutional and statutory limitations on its ability to enter into certain terms and conditions of the agreement, which may include those terms and conditions relating to: liens on the school property; disclaimers and limitations of warranties; disclaimers and limitations of liability for damages; waivers, disclaimers, and limitations on legal rights, remedies, requirements, and processes; limitations of time in which to bring legal action; granting control of litigation or settlement to another party; liability for acts or omissions of third parties; payment of attorney's fees; dispute resolution; indemnities; and confidential information. Terms and conditions relating to these limitations will only be binding on the school to the extent permitted by the constitution and the laws of the state of Texas.

11. The signatures below indicate and represent that the governing boards of both MCC and ISD have approved this Agreement.

**XXV. Other Agreements with the ISD**

This agreement does not apply to other agreements between MCC and the ISD.

**XXVI. Accommodations/Disabilities**

Dual credit students who qualify for accommodations in order to have proper access to meet course requirements due to a documented disability should contact MCC Accommodations and Title IX office as soon as possible. Dual credit students are required to complete the process for requesting accommodations. This includes completing the registration form in MyMCC, submitting documentation for the diagnosed disability, and attending an interactive meeting with the MCC Accommodations Coordinator. When granted, accommodations will be made viewable to students and faculty. Faculty may review accommodations by accessing their roster via MyMCC, and students may review their accommodations under the Student Accommodations tab in MyMCC. The student should then communicate with instructors regarding granted accommodations. Instructors are not required to provide classroom accommodations to students until appropriate verification from MCC Accommodations Coordinator has been provided. Note that accommodations may differ between the high school and college. For additional information, please visit [mclennan.edu/disability](http://mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should call, email, or visit the office:

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)  
254-299-8122  
Student Services Center Room 319

MCC policies related to accommodations will apply to students enrolled in dual credit courses. In appropriate circumstances, MCC and the ISD may collaborate to provide accommodations to dual credit students.

**XXVII. Title IX**

MCC cares about student safety and values an environment where students and instructors can successfully teach and learn together. Individuals who would like to report an incident of sex/gender-based discrimination or sexual harassment are encouraged to immediately contact the Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Claudette Jackson (Director, Accommodations and Title IX) at (254) 299-8465. Individuals also may contact the MCC Police Department at (254) 299-8911.

The MCC Student Counseling Center is a confidential resource for students. Individuals who wish to speak with a confidential resource may contact the Student Counseling Center by calling (254) 299-8210. Note: Disclosures by students under 18 years old may be subject to mandated reporting requirements related to minors' safety and/or releases to parents/guardians.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, responsible employees, and pregnant/parenting rights.

Faculty who teach dual credit students whether at the MCC campus or at the high school are considered responsible employees and are required by state law and MCC policy to report Title IX situations immediately to the Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu)

In the event a Title IX-related visit to the high school is needed, the ISD will facilitate a meeting between the student(s) in question and the appropriate MCC personnel. The MCC personnel will be expected to comply with the standard ISD visitor screening process.

### **XXVIII. Campus Assessment Response and Evaluation (C.A.R.E.)**

The mission and purpose of C.A.R.E. at MCC is to promote the overall safety of its students and college community and will address situations in which a student may be of harm to self or others. C.A.R.E. will reach out to students of concern to assess the level of risk stratification in order to triage appropriately by: developing strategies for reducing various risk(s), implementing strategies, and monitoring the student's circumstances to ensure safety for both students and MCC campus as needed.

In the event that a dual credit student is referred to C.A.R.E. by an ISD employee due to concerns of safety, MCC C.A.R.E. shall:

- a) Contact the dual credit student to introduce program and explain the role of a C.A.R.E. Case Manager, what to expect (including privacy to the extent possible), and information about eligibility and length of services.
- b) C.A.R.E. Case Manager will screen and assess concerns and will;
- c) Work with the dual credit partner to determine appropriate actions and support the dual credit partner as necessary and needed to ensure students safety and that of the MCC campus community.

In the event that a dual credit student is referred to C.A.R.E. by an MCC employee due to concerns of harm-to-self or others, MCC C.A.R.E. shall:

- d) Contact Educational Partnerships to determine the dual credit partner point of contact.
- e) Contact the dual credit partner point of contact and inform them of the student of concern and related concerns.
- f) Work with the dual credit partner to determine appropriate actions, and support the dual credit partner as necessary and needed to ensure students safety and that of the MCC campus community.

McLennan's C.A.R.E. Team webpage (<https://www.mclennan.edu/care/>) contains further information about its mission and purpose, team members, and instruction on when and how to refer students, what to look for, and what to do if you have concerns about a student's ability to keep themselves and others safe. To refer a student or discuss concerns, the C.A.R.E. Case Manager, Lacey Fitch-Ondracek, can be reach by phone at (254) 299-8204 or by email at [lfitch-ondracek@mclennan.edu](mailto:lfitch-ondracek@mclennan.edu).

In the event a C.A.R.E. related visit to the high school is needed, the ISD will facilitate a meeting between the student(s) in question and the appropriate MCC personnel. The MCC personnel will be expected to comply with the standard ISD visitor screening process.

**XXIX. Non-Discrimination**

Neither McLennan Community College nor the ISD will discriminate against any individual regardless of race, color, religion, national or ethnic origin, gender, disability, age, veteran status, genetic information, sexual orientation, gender identity, pregnancy, or other legally protected category in its educational programs, activities, or employment as required by Title VI or Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments Act of 1972, and the Age Discrimination Act of 1978.

The following staff member is designated to handle inquiries regarding nondiscrimination policies: Dr. Claudette Jackson, Director, Accommodations and Title IX, 1400 College Drive, 254-299-8645, [titleix@mclennan.edu](mailto:titleix@mclennan.edu).

## Pathways in Technology Early College High School Partnership

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### CREATION OF THE P-TECH

This document is executed as a Memorandum of Understanding (MOU) between McLennan County Junior College District, an Institute of Higher Education (herein referred to as MCC), and the Waco Independent School District (herein referred to as ISD), a local public school, which are both located in McLennan County, Texas. It has been developed for the support of the Waco Early College High School as a Pathways in Technology Early College High School (P-TECH) under the auspices of the Texas Education Agency (TEA) Early College High School Designation pursuant to the authority granted in compliance with section 29.551-557 of the Texas Education Code.

WHEREAS, the purpose of this agreement is to outline the collaboration of the parties, as listed above, in support of the P-TECH.

WHEREAS, the parties to this MOU desire a Pathways in Technology Early College High School and seek to provide for enrollment in college courses by the P-TECH students in accordance with the Texas Higher Education Coordinating Board (THECB) Rules, as codified under Title 19, Part 1, Chapter 4, Subchapter G of the Texas Administrative Code;

WHEREAS, both the ISD and MCC are willing and able to facilitate development of this program to benefit underserved students;

WHEREAS: MCC and the ISD are authorized by state law to establish and enter into agreements for P-TECH programs;

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

### **Purpose**

This school, serving grades 9-12, will offer traditionally underserved students (at-risk, economically disadvantaged students, students who are English language learners, and first generation college students) an opportunity to complete a high school diploma and earn up to 60 credit hours toward an Associate degree. While attending the P-TECH, these students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and technical skills necessary to achieve success in these and other arenas. Students graduating from the P-TECH will enter post-secondary education and/or training with significant advanced standing.

### **Principles**

- A. To establish a mutually beneficial partnership between MCC and the ISD that allows a flexible and creative response to the missions and organizational/fiscal needs of both institutions.
- B. To collaborate in the planning, implementation, and continuous improvement of Pathways in Technology Early College High School programs, including provision for faculty, staff, and administration.
- C. To provide rigorous college readiness and early college credit courses.
- D. To collaborate financially to address costs of both partners and assist each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully and without student fees.

- E. To assure that classes and activities of the P-TECH on the MCC campus will occur with students integrated on an age-appropriate basis in accordance with college readiness guidelines established by the Texas Higher Education Coordinating Board and the Texas Education Code.
- F. To share use of facilities including classrooms, labs, offices and libraries in ways that reduce operating costs and promote collaboration of students, faculty, staff, and community members in program success.
- G. To promote student success through participation in college visits and in academic and admission procedures, including advisement, registration procedures, assessment and placement procedures, at MCC. In addition, weekend, Saturday, or summer programs and activities, and extracurricular activities may be offered by the ISD, MCC, or both. Students will gain access to the MCC facilities by way of their MCC student ID cards.
- H. To ensure the selection of students based on the intent of the program, a selection that will reflect the diversity of the student populations identified.

**Term**

Subject to the approval of the Program application by TEA, any additional approvals that may be required from the THECB, and annual approval as required by law or by TEA or THECB, the term of this MOU shall commence upon the date that the second of the Parties has signed this MOU (“Commencement Date”) and shall expire on July 31, 2028 (“Expiration Date”). Notwithstanding the foregoing, both Parties acknowledge and agree that a condition precedent to a Party’s signing the MOU is approval of the Agreement by that Party’s governing board. The time period between the Commencement Date and the Expiration Date shall be referred to as (“Initial Term”). Upon mutual written agreement by the Parties and approval as may be required by the Parties’ governing boards, TEA, and THECB, this MOU may be extended for a one-year renewal term (“Renewal Term”). As used in this MOU, the term (“Term”) shall mean the Initial Term, or such shorter period of time in the event of termination of this MOU at any time on notice by either party as set forth on page 7 below.

**Governance**

- A. The Early College High School established under this agreement will be governed by state and federal laws and regulations, as well as ISD, and college policies and requirements. The ISD shall apply to the Texas Education Agency for the establishment and continued approval of a P-TECH designation.
- B. A Steering Committee comprised of representatives of MCC and the ISD, and co-chaired by the MCC President and the ISD Superintendent, shall meet once per semester, or as mutually agreed to by both parties, to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration. The Steering Committee shall make reports, at least annually, to their respective boards.
- C. An Advisory Committee will be created for the purpose of establishing local, state, and national partnerships, to leverage opportunities for fund development, innovative projects, and overall sustainability. The advisory committee shall meet at least twice annually and shall consist of representatives from MCC, the ISD, local and regional communities.

The Advisory committee and all other subcommittees established under this entity will report as needed and as requested to the Steering Committee.

- D. The P-TECH Director/Principal (chief administrative officer of the P-TECH) will be appointed by the Superintendent of the ISD. The Director will be an employee of the ISD. The ISD will be responsible for payment of benefits, if any, to the Director, and the Director shall not be entitled to receive employee benefits from the MCC including, but not limited to, unemployment compensation, workers' compensation, health insurance and retirement benefits. The ISD assumes full responsibility for workers' compensation insurance and for payment of all federal, state and local taxes or contributions, including, but not limited to, unemployment insurance, Medicare and income taxes with respect to the Director. Should the school Director position become vacant and the need to appoint a new Director arise, following all ISD Human Resources Policies and Procedures, MCC will have the opportunity to be represented on the Director search committee and take part in the deliberations. The ISD agrees to assign the Director as soon as a qualified candidate is identified and hired. An adequate number of faculty for high school credit-only courses, counselor(s), clerical staff, and any other high school personnel that may be necessary, will be the responsibility of the ISD.
- E. This Agreement does not create a partnership or a joint venture between the parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of or on behalf of the other party.

### **Location**

The Pathways in Technology Early College High School will offer courses at the P-TECH campus for ISD students served in 9<sup>th</sup> and 10<sup>th</sup> grades. P-TECH courses for 11<sup>th</sup> and 12<sup>th</sup> grades will be held at the MCC campus as appropriate. Approved locations and delivery models can include:

- P-TECH site
- MCC campus
- Internet Delivery, including hybrid

### **Subchapter B, Chapter 39**

The P-TECH shall comply with State Board of Education rules regarding administration of the assessment instruments as required by Subchapter B, Chapter 39 and shall adopt a policy that requires a student's performance on an end-of-course assessment instrument for a course listed in this subsection in which the student is enrolled to account for 15 percent of the student's final grade for the course. In addition, the P-TECH will administer the Texas Success Initiative college placement exam to all incoming ninth (9<sup>th</sup>) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and willing.

P-TECH students will be required to participate in the appropriate end-of-course assessment instruments for secondary-level courses in Algebra I, biology, English I, English II, and United States history as specified in Texas Education Code 39. 023. Early College High School students will be required to participate in Algebra I EOC in grade 8; English Language Arts I EOC and Biology EOC in grade 9; and English Language Arts II EOC and United States History EOC in grade 10.

### **Grading Periods and Policies**

P-TECH students classified as freshmen and sophomores will be enrolled in coursework at the P-TECH campus. P-TECH students classified as juniors and seniors will receive course instruction at the MCC campus, as appropriate.

Grading periods and policies for high school courses will be governed by ISD high school policies and procedures. All grades will be recorded in a numerical format or other format approved by the ISD. ISD Grade Point Average (GPA) policies will remain in place for the P-TECH students. P-TECH course grades are weighted for Grade Point Average purposes as specified by the ISD. All grading practices and policies are defined in the P-TECH Student and Parent Handbook.

Grading periods and policies for college credit courses will be under the authority of the College. MCC grading practices are on a semester rotation. The Course Catalog, syllabi and policies at MCC will determine the grading practices. Grades for college credit coursework will be provided to the P-TECH each semester the week following final exams.

### **Eligible Courses**

8. Courses approved for dual credit for a P-TECH student must be applicable to a college certificate or degree.

### **Student Eligibility**

1. Eligibility requirements specified in the dual credit portion of this agreement will apply unless specifically noted in this document.

### **Courses of Study**

Courses of study have been developed to allow the implementation of rigorous academic standards. See Appendix B for the courses of study developed for the ISD.

### **Curriculum Alignment**

Curriculum alignment will be assured through completed grade level based crosswalks or matrices that delineate which P-TECH courses may be taken for college credit. The crosswalks will be reviewed annually by MCC and the P-TECH.

See Appendix A for the detailed course crosswalk.

### **Instructional Materials**

Instructional materials for high school courses will be under the authority of the ISD and the P-TECH. Instructional materials will be provided that align with approved PEIMS courses as specified by the Texas Education Code, the High School curriculum and teacher syllabi.

Students enrolled in MCC courses will use instructional materials adopted by MCC. The P-TECH will be responsible for purchasing appropriate materials, including college textbooks, for students enrolled in college credit courses. P-TECH faculty teaching college credit courses as MCC adjunct faculty may select their own instructional materials if permitted by the policies of the MCC department/division.

To the extent possible, MCC will coordinate with the ISD to reduce college textbook costs through use over multiple semesters and/or the use of low-cost open educational resources.

### **Financial Responsibility**

As specified in the dual credit portion of this agreement, MCC participates in the state Financial Aid for Swift Transfer (FAST) program and abides by its policies and procedures. The following ECHS financial responsibilities are spelled out in accordance with those policies as well as the state requirements for a P-TECH partnership.

P-TECH students will not have financial responsibility for tuition, fees, textbooks, or transportation costs associated with the program.

The P-TECH will be responsible for the following for all students: course textbooks; course materials; day to day costs, such as transportation to and from the MCC campus.

MCC will waive dual credit tuition and fees for FAST-eligible P-TECH students, whose status will be determined by the student's eligibility for the national free/reduced lunch program over the four-year period prior to the dual credit enrollment.

The P-TECH will be responsible for tuition and fees for students who are not FAST eligible. Such students will be assessed the tuition rate set by the FAST program plus relevant fees; billing will be directed to the ISD.

### **P-TECH Enrollment, Attendance, and Conduct**

Students are eligible to enroll in the P-TECH after they have filled out all necessary application forms, including parental support forms. The ISD will select students through a blind scoring of each application according to the application rubric. All students enrolled in high school courses will be expected to follow current ISD attendance policies. Attendance records will be taken for all courses offered at the P-TECH campus. Students will also be expected to adhere to the ISD code of conduct.

Students enrolled in college credit courses will follow current MCC attendance policies. Attendance will be taken at MCC based on the College Attendance Policy, published online in the MCC General Catalog. Students will be expected to adhere to the General Conduct policy of the college, also published online in the MCC General Catalog.

### **Building a College Culture**

The P-TECH and MCC will establish a learning community that blends high school and college, instilling a college-going culture among participating students. P-TECH students will:

- develop a four-year high school graduation plan and post-secondary plan;
- participate in high school credit classes and college credit classes for which students receive both high school and college credit; and
- participate in an advisory program which provides college campus orientation, academic counseling, college and career planning and additional student counseling.

### **Professional Development**

Professional Development of the P-TECH staff will be on-going, and will be provided through a selected Campus Improvement Team. The MCC liaison will meet with the Team to identify any challenges and make recommendations to the Principal for effective coordination, collaboration and continued development of the P-TECH. P-TECH faculty teaching college credit courses will be expected to participate in professional development activities offered by MCC, a minimum of 4 hours per academic year, which may include Professional Development Day, the annual Dual Credit Seminar, general faculty meetings, and division meetings. Professional development of MCC faculty will be addressed by MCC.

MCC will endeavor to provide professional development opportunities that will promote interaction between P-TECH , MCC faculty and advisors.

### **Procedures for Collecting and Sharing Data**

Student data will be collected at the P-TECH facility in accordance with state regulations and ISD data collection procedures. All student data will be disaggregated from the High School general population. Student data to be shared with MCC will include, but is not limited to, demographic and academic information, including TSI readiness by grade level, SAT/ACT and PSAT scores, number of hours taken and credits earned, GPA's, results of State assessments, and any other data necessary to assess program effectiveness in accordance with the Family Education Rights and Privacy Act.

The Parties agree to maintain the records of all students in accordance with all applicable federal, state, and local laws. In accordance with the Family Education Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g) and ISD Board Policy, all records relating to students which are generated or maintained by either party shall be considered education records in accordance with applicable laws and policies. All parties shall maintain the confidentiality of these and all education records in accordance with all applicable state, federal and local laws and regulations, including FERPA. For purposes of this agreement, each party designates the other party as its agent with legitimate educational interest in the students' educational records for purposes of FERPA.

Records related to teacher qualifications will be maintained by the ISD and MCC in accordance with current institutional policies related to privacy and recordkeeping. ISD teachers applying for adjunct faculty positions with MCC will submit appropriate paperwork directly to MCC.

### **Evaluation**

The ISD and MCC will develop a plan for the evaluation of the P-TECH program to be completed each year that will include, but not be limited to, attendance and retention rates, GPA of high school-credit only courses and college courses, satisfactory progress in college courses, and adequate progress toward the college-readiness of the students in the program.

### **Additional Requirements--Dual Credit at MCC**

Given that a P-TECH program is a specialized form of dual credit, the MCC policies regarding dual credit will also apply to P-TECH students from the ISD unless noted otherwise in the P-TECH portion of the agreement.

A separate section of this agreement details the dual credit agreement between MCC and the ISD, covering both P-TECH students (except as noted above) and traditional dual credit students from the ISD.

### **Severability**

If any clause or provision of this agreement is determined to be illegal, invalid, or unenforceable under present or future laws effective during the term of this agreement, including any renewals, then in that event it is the intent of the parties hereto that the remainder of this agreement shall not be affected thereby, and it is also the intent of the parties to this agreement that in lieu of each clause or provision of this agreement that is illegal, invalid or unenforceable, there be added as part of this agreement a clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

### **Termination**

This agreement and partnership may be terminated by either party upon ninety (90) days written notice to the other party. In the event of termination during the initial term of this agreement, the effective date of termination shall be as of June 30 following the notice. It is the intent of both parties that no termination shall be made during the middle of the school year which will disrupt the academic progress for the students of the P-TECH, unless the parties mutually agree.

### **Provision for Discontinuation**

Discontinuation of the P-TECH program will only be allowed at the end of a grade level cohort, or when a cohort graduates. Discontinuation of the program will provide for the support of students enrolled in the program to ensure proper planning for graduation, and meet all the required elements of the program until complete discontinuation of the program.

# Data Sharing Agreement

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## Section 1.0 Parties

This Data Sharing Agreement for Dual Credit Partnership is entered into by and between McLennan Community College (“MCC”) and Waco ISD (“ISD”). At times, MCC and the ISD are referred to individually as “Party” and collectively as “Parties.”

The Contact Information for MCC is:           Dr. Londa Carriveau  
Director, Educational Partnerships  
1400 College Drive  
Waco, TX 76708  
lcarriveau@mcclennan.edu

The Contact Information for the ISD is:       Dr. Tiffany Spicer  
Superintendent  
Waco ISD  
PO Box 27  
Waco, TX 76703-0027  
Tiffany.spicer@wacoisd.org

## Section 2.0 Term of Agreement

The term of this Agreement begins upon execution by the last party to sign and ends on July 31, 2028, unless terminated earlier by the Parties. The Parties may extend the term of this Agreement by an amendment signed by the Parties.

## Section 3.0 Background and Purpose

The purpose of this Agreement is to document the rights and obligations of the Parties pursuant to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and its implementing regulations, 34 C.F.R. Part 99, in order to protect the privacy of students’ education records and afford parents and eligible students (i.e., students who are 18 years of age or older or attend an institution of postsecondary education) the right to access student records.

## Section 4.0 Data

For the purpose of this Agreement, the definitions of “directory information,” “education records,” and “personally identifiable information” are set out in 34 C.F.R. § 99.3. The Parties agree and represent that the information shared under this Agreement is narrowly tailored to meet the applicable exceptions set out in Section 5.0, below.

The Parties agree that MCC will share the following data with the ISD.

1. An unofficial transcript at the end of each semester for each dual credit student enrolled from the ISD.
2. A minimum of two progress reports per semester for dual credit students.
3. Attendance data for students from the ISD enrolled in dual credit-only sections, as requested by the ISD.

4. Enrollment data for students from the ISD, including course schedule, registration holds, or other impediments to successful registration in a dual credit course at MCC.
5. Identification of students identified as eligible for the Financial Aid for Swift Transfer (FAST) program by the state of Texas.
6. Notifications of student disciplinary or academic integrity issues that would interfere with participation in the dual credit program.

The Parties agree that the ISD will share the following data with MCC.

1. A current high school transcript for each dual credit student upon application for admission to the dual credit program and one updated transcript per academic year thereafter while the student remains active in the dual credit program.
2. SAT, ACT, PSAT, Plan, STAAR EOC, or other test scores that may exempt or waive students from the requirement to test as college ready on the TSI Assessment exam.
3. The TSDS number for each dual credit applicant and/or other student identifiers required by the state of Texas to verify student eligibility for the state FAST program.
4. Identification of dual credit applicants reported to TEA as economically disadvantaged, as indicated by free/reduced lunch status, within the four-year period prior to this agreement.
5. Current record of bacterial meningitis vaccination for students enrolling in courses on the MCC campus.
6. Notifications of student disciplinary actions or other issues that would prohibit the student from participating in an ongoing dual credit course.
7. At the end of each spring semester, names and contact information for the high school juniors in the top 20% of their class, who will be recognized with an MCC academic scholarship.
8. If free TSIA preparation is provided to students of the district by MCC, the district will provide to MCC de-identified data showing pre- and post-test results for participating students.

## **Section 5.0 Applicable FERPA Provisions**

5.01 MCC obtained written consent to exchange student records with the ISD. (§99.30)

The Dual Credit Schedule Request form completed and signed by the student each semester includes a notice that the student signature authorizes exchange of educational records between MCC and the student's high school. Copies of completed Schedule Request forms are maintained in the student's MCC digital record.

5.02 The exchange of student education records between MCC and the ISD also falls under an exception to the FERPA written consent rule. (§99.31)

“The disclosure is to officials of another institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.” (AACRAO 2012 FERPA Guide, pp. 16-17).

## **Section 6.0 FERPA Confidentiality and Data Governance Provisions**

The Parties agree to comply with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the implementing federal regulations, 34 C.F.R. Part 99. Each Party agrees to protect with reasonable data security procedures any confidential student information it receives or accesses that could make a student's identity traceable. Each Party agrees that the data shall be treated as FERPA-confidential and in accordance with this Agreement regardless of which Party possesses the data.

The Parties are authorized to use data obtained under this agreement for the purposes of student enrollment, transcription of college and/or high school course credit, and assessment of MCC high school GPA-based scholarship awards.

### **Section 7.0 General Terms Applicable to All Access**

- a. The Parties each individually and collectively represent that under all terms of this Agreement the disclosure of education records is for an education purpose and the access is narrowly tailored to permit disclosure of PII and education records only as essential to carry out the terms of the dual credit and scholarship programs.
- b. Each Party agrees individually that it and its employees and authorized representatives who access information pursuant to this Agreement will use the information only for the purpose(s) expressly authorized under the Agreement and shall not use or disclose the information for any other purpose except by written amendment to this Agreement. This Agreement further expressly prohibits “unauthorized look-ups.”
- c. Each Party individually agrees to allow access to PII only to those individuals employed by the ISD with a need to know.
- d. The Parties represent that they will ensure that each individual who is able to access PII is expressly informed of the limitations on the right to access and use the PII. The Parties represent that they will immediately terminate access to PII and have the right to discipline any authorized representative who fails to comply with this Agreement or otherwise violates FERPA.
- e. The Parties represent that they will not redisclose any data or PII governed by this agreement without express permission from the party that provided the original data.

### **Section 8.0 Breach**

Any breach of this Agreement leading to unlawful disclosure of education records or PII that is covered under 20 U.S.C. § 1232g and its implementing regulations in 34 C.F.R. Part 99 constitutes a material breach of this Agreement and constitutes cause for immediate termination by MCC.

### **Section 9.0 Termination**

Either party may terminate this agreement without cause upon fifteen (15)-days written notice. Any unlawful disclosure of information covered by the Agreement, including by data security incident or breach, shall constitute a break of this Agreement and cause for any party to immediately terminate the Agreement, as set out in Section 9.0. Any duty of confidentiality as to FERPA-protected information at any time subject to the Agreement shall survive this Agreement notwithstanding termination of this Agreement.

### **Section 10.0 Amendment**

This Agreement may be modified only by written amendment executed by the Parties hereto. No amendment shall be effective except upon final signature of all parties. This Agreement, and executed amendments hereto, constitutes the final and exclusive agreement of the Parties.

## College Preparatory Mathematics and English Language Arts Courses

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McLennan Community College partners with local school districts for College Preparatory courses through agreements with third party vendors. The college has signed an MOU with Texas College Bridge and thereby supports compliance with House Bill 5 in this manner. School districts wishing to utilize the Texas College Bridge program for this purpose should contact the program at [texascollegebridge.org](http://texascollegebridge.org) to request a partnership contract for the district.

Student scores and/or completion certificates from the Texas College Bridge program may be delivered digitally to the College to be utilized to determine readiness for college courses and to determine appropriate placement. TSIA scores are not necessary to determine college readiness for students who complete the Texas College Bridge program successfully and satisfy the requirements detailed in the Texas Administrative Code.

- The student will be exempt related to the content area of the Texas College Bridge certificate for a period of 24 months from the date of high school graduation.
- The student will enroll in the first college-level course in the exempted content area in the student's first year of enrollment at MCC.

*(TAC, Title 19, Part 1, Chapter 4, Subchapter C, Rule §4.54)*

School districts that adopt a course from a provider approved by the Texas Education Agency, other than Texas College Bridge, should contact Dr. Londa Carriveau ([lcarriveau@mclennan.edu](mailto:lcarriveau@mclennan.edu)) to request MCC evaluate the provider/course for potential inclusion in the College Prep portion of this partnership agreement.

## Appendix A: Course Crosswalk for Waco ISD

The chart below is a complete list of courses accepted as dual credit by the District with the corresponding high school course information. The District may add courses to be articulated for credit by submitting an amendment to this agreement during the academic year.

### COLLEGE CREDIT

**Agreement Type:** Dual Credit, ECHS

**Tracks:** Transfer Block (dual credit); AA, General Academics; AA-Field of Study in Business Administration

<b>ACCT 2301</b>	Principles of Financial Accounting	Business Administration, Field of Study	13016800 Financial Analysis	1	Business & Industry
<b>ACCT 2302</b>	Principles of Managerial Accounting	Business Administration, Field of Study	13016700 Accounting II	1	Business & Industry
<b>ARTS 1301</b>	Art Appreciation	Core	03500110 Art Appreciation	1	Arts & Humanities
<b>ARTS 1303</b>	Art History I	Core	03500110 Art I or 03500200 Art II	1	Arts & Humanities
<b>ARTS 1304</b>	Art History II	Core	03500200 Art II or 03500300 Art III or 03500400 Art IV	1	Arts & Humanities
<b>BCIS 1305</b>	Business Computer Applications	Core	13011400 Business Information Management I	1	Business & Industry
<b>BIOL 1322</b>	Nutrition & Diet Therapy	Nursing, Field of Study	13024500 Lifetime Nutrition and Wellness	0.5	Public Services
<b>BIOL 1406</b>	Biology for Science Majors	Core	13037200 Scientific Research & Design (A)**^	0.5	STEM
<b>BIOL 1407</b>	Biology for Science Majors II	Core	13037200 Scientific Research & Design (B)**^	0.5	STEM
<b>BIOL 1408</b>	Biology for Non-Science Majors I	Core	13037200 Scientific Research & Design (A)**^	0.5	STEM

<b>BIOL 1409</b>	Biology for Non-Science Majors II	Core	13037200 Scientific Research & Design (B)**^	0.5	STEM
<b>BIOL 1413</b>	General Zoology	Core	03060300 or 03060310 Specialized Topics in Science (First or Second Time Taken)	0.5	Multidisciplinary, STEM
<b>BIOL 2401</b>	Anatomy and Physiology I	Core	13020600 Anatomy & Physiology (A)	0.5	STEM and Public Services
<b>BIOL 2402</b>	Anatomy and Physiology II	Core	13020600 Anatomy & Physiology (B)	0.5	STEM and Public Services
<b>BIOL 2404</b>	Anatomy and Physiology (specialized)	Core	13020600 Anatomy & Physiology or IHE11200 Science, Institution of Higher Education Endorsed	1	Public Service OR STEM
<b>BIOL 2420</b>	Microbiology for Non-Science Majors	Core	13020700 Medical Microbiology	1	STEM and Public Services
<b>BUSI 1301</b>	Survey of Business	Business Administration, Field of Study	13011800 Global Business	0.5	Business & Industry
<b>CDEC 1393</b>	Special Topics in Early Childhood Education and Teaching	Educational Aide II, Level 1 Certificate	13014400 Instructional Practices, Semester A	1	Public Service
<b>CDEC 1319</b>	Child Guidance	Educational Aide II, Level 1 Certificate	13014400 Instructional Practices, Semester B	1	Public Service
<b>CDEC 2386</b>	Internship-Child Development	Educational Aide II, Level 1 Certificate	13014500 Practicum in Educational and Training, Semester A	1	Public Service
<b>CHEM 1405</b>	Chemistry for Non-Science Majors	Core	03040000 Chemistry or 13037201 Scientific Research & Design I**^	1	STEM
<b>CHEM 1411</b>	General Chemistry I	Core	03040000 Chemistry (A) or 13037201 Scientific Research & Design I (A)**^	0.5	STEM
<b>CHEM 1412</b>	General Chemistry II	Core	03040000 Chemistry (B) or 13037201 Scientific Research & Design I (B)**^	0.5	STEM

<b>COMM 1307</b>	Intro to Mass Communication	Core	03241401 Contemporary Media	1	Foundation
<b>CRIJ 1301</b>	Intro to Criminal Justice	Core; Criminal Justice, Field of Study	13029300 Law Enforcement I	1	Public Services
<b>CRIJ 1306</b>	Court Systems and Practices	Criminal Justice, Field of Study	13029600 Court Systems & Practices	1	Public Services
<b>CRIJ 1310</b>	Fundamentals of Criminal Law	Criminal Justice, Field of Study	13028900 Federal Law Enforcement and Protective Services	1	Public Services
<b>CRIJ 1313</b>	Juvenile Justice System	Criminal Justice, Field of Study-Directed Elective	13030100 Practicum in Law, Public Safety, Corrections and Security	2	Public Services
<b>CRIJ 2313</b>	Correctional Systems and Practices	Criminal Justice, Field of Study	13029700 Correctional Services	1	Public Services
<b>CRIJ 2314</b>	Criminal Investigations	Criminal Justice, Field of Study-Directed Elective	13029550 Criminal Investigations	1	Public Services
<b>CRIJ 2328</b>	Police Systems and Practices	Criminal Justice, Field of Study	13029400 Law Enforcement II	1	Public Services
<b>DRAM 1310</b>	Introduction to Theater	Core	03250100 Theater I	1	Arts & Humanities
<b>ECON 2301</b>	Principles of Macroeconomics	Core	03310300 Economics with Emphasis on the Free Enterprise System	0.5	Multidisciplinary
<b>ECON 2302</b>	Principles of Microeconomics	Core	03310301 Economics Adv. Studies	0.5	Arts & Humanities
<b>EDUC 1300</b>	Learning Frameworks	Core	N1290050 College Transition	0.5	Foundation

<b>EDUC 1301</b>	Introduction to the Teaching Profession	AA, Education Field of Study; Educational Aide II, level 1 certificate	13014500 Practicum in Education and Training I A <b>NOTE:</b> 2025-2026 only; grade 12 students	1	Public Services
<b>EDUC 1301</b>	Introduction to the Teaching Profession	AA, Education Field of Study; Educational Aide II, level 1 certificate	Principles of Education and Training, 13014200	1	Public Services
<b>EDUC 2301</b>	Introduction to Special Populations	AA, Education Field of Study; Educational Aide II, level 1 certificate	13024700 Child Development, Semester A	0.5	Public Services
<b>EMSP 1160</b>	Clinical - EMT	Paramedicine, Level 1 Certificate	13030100 Practicum in Law, Public Safety, Corrections, and Security	1	Public Services
<b>EMSP 1173</b>	EMS Agility & Fitness	Paramedicine, Level 1 Certificate	PES00052 Foundations of Personal Fitness or; PES00053 Adventure/Outdoor Education or; PES00054 Aerobic Activities or; PES00055 Individual or Team Sports	0.5	Foundation
<b>EMSP 1501</b>	Emergency Medical Technician	Paramedicine, Level 1 Certificate	N1303015 Emergency Medical Technician, Basic	0.5	Public Services
<b>EMSP 2271</b>	Simulation in Respiratory Care	Paramedicine, Level 1 Certificate	12701500 Problem Based Research or; 12701510 Problem Based Research or; 1201520 Problem Based Research	1	Public Services

<b>ENGL 1301</b>	Composition I	Core	03220400 English IV (A)	0.5	Multidisciplinary
<b>ENGL 1301</b>	Composition I	Core	03220300 English III (A)	0.5	Multidisciplinary
<b>ENGL 1302</b>	Composition II	Core	03220400 English IV (B)	0.5	Multidisciplinary
<b>ENGL 1302</b>	Composition II	Core	03220300 English III (B)	0.5	Multidisciplinary
<b>ENGL 2311</b>	Technical & Business Writing	Core	03221100 Research & Technical Writing	1	Multidisciplinary
<b>ENGL 2321</b>	British Lit (I & II combined)	Core	03221800 Independent Study English I*	1	Multidisciplinary
<b>ENGL 2322</b>	British Literature I	Core	03221800 Independent Study English I	1	Multidisciplinary
<b>ENGL 2326</b>	American Lit (I & II combined)	Core	03220400 English IV	1	Multidisciplinary
<b>ENGL 2328</b>	American Literature II	Core	03221600 Humanities	1	Multidisciplinary
<b>ENVR 1101</b>	Environmental Science I, Lab	Core	03020000 Environmental Systems	Local 1	STEM
<b>ENVR 1102</b>	Environmental Science II, Lecture	Core	03060300 or 03060310 Specialized Topics in Science (First or Second Time Taken)	Local - 1	N/A
<b>ENVR 1301</b>	Environmental Science I, Lecture	Core	03020000 Environmental Systems	1	STEM
<b>ENVR 1302</b>	Environmental Science II, Lab	Core	03060300 or 03060310 Specialized Topics in Science (First or Second Time Taken)	1	Multidisciplinary, STEM
<b>GEOL 1401</b>	Earth Science Lecture and Lab	Core	03060200 Earth & Space Science or IHE11200 Science, Institution of Higher Education Endorsed	1	STEM
<b>GEOL 1403</b>	Physical Geology (Lect & Lab)	Core	03060200 Earth & Space Science or IHE11200 Science, Institution of Higher Education Endorsed	1	STEM
<b>GOVT 2305</b>	Federal Government	Core	03330100 US Government	0.5	Multidisciplinary
<b>GOVT 2306</b>	Texas Government	Core	03380002 Special Topics in Social Studies I	0.5	Arts & Humanities and Multidisciplinary

<b>HIST 1301</b>	United States History I	Core	03340100 US History A	0.5	Multidisciplinary
<b>HIST 1302</b>	United States History II	Core	03340100 US History B	0.5	Multidisciplinary
<b>HIST 2321</b>	World Civilizations I	Core	03340400 World History Studies (A)	0.5	Arts & Humanities and Multidisciplinary
<b>HIST 2322</b>	World Civilizations II	Core	03340400 World History Studies (A)	0.5	Arts & Humanities and Multidisciplinary
<b>HPRS 1206</b>	Essentials to Medical Terminology	Nursing, Field of Study-MCC Elective	13020300 Medical Terminology	1	Public Service
<b>HUMA 1301</b>	Introduction to Humanities I	Core	03221600 Humanities	1	Foundation
<b>MATH 1314</b>	College Algebra	Core	03101100 Pre-Calculus (A) or 03102500 Independent Study In Mathematics I (A)*	1	STEM
<b>MATH 1316</b>	Plane Trigonometry	Core	03101100 Pre-Calculus (B) or 03102500 Independent Study In Mathematics I (B)*	1	STEM
<b>MATH 1324</b>	Math for Business and Social Science	Core	13018000 Financial Mathematics	1	Foundation
<b>MATH 1325</b>	Calculus for Business and Social Science	Core	IHE11100 Mathematics, Institution of Higher Education Endorsed	1	STEM
<b>MATH 1332</b>	Contemporary Mathematics	Core	03102510 Advanced Quantitative Reasoning	1	STEM
<b>MATH 1342</b>	Elementary Statistical Methods	Core	03102530 Statistics	1	Foundation
<b>MATH 1350</b>	Mathematics for Teachers I	AA, Education Field of Study	03102500 Independent Study in Math I (A)*	0.5	Public Service
<b>MATH 1351</b>	Mathematics for Teachers II	AA, Education Field of Study	03102500 Independent Study in Math I (B)*	0.5	Public Service
<b>MATH 2412</b>	Pre-Calculus Mathematics	Core	IHE11100 Mathematics, Institution of Higher Education Endorsed	1	STEM

<b>MATH 2413</b>	Calculus I	Core	IHE11100 Mathematics, Institution of Higher Education Endorsed (A)	0.5	STEM
<b>MATH 2414</b>	Calculus II	Core	IHE11100 Mathematics, Institution of Higher Education Endorsed (B)	0.5	STEM
<b>MUSI 1306</b>	Music Appreciation	Core	03155600 Music Appreciation	1	Arts & Humanities
<b>MUSI 1307</b>	Music Literature	Core	03156400 Music Studies, Music and Media Communications I	1	Arts & Humanities
<b>MUSI 1310</b>	American Music	Core	03155700 Music Studies, Music Appreciation II	1	Arts & Humanities
<b>PHIL 1301</b>	Introduction to Philosophy	Core	03380002 Special Topics in Social Studies I*	0.5	Arts & Humanities and Multidisciplinary
<b>PHYS 1401</b>	College Physics I	Core	03050000 Physics (A) or Scientific Research and Design (A)*^	0.5	STEM
<b>PHYS 1402</b>	College Physics II	Core	03050000 Physics (B) or Scientific Research and Design (B)*^	0.5	STEM
<b>PHYS 2425</b>	University Physics I	Core	IHE11200 Science, Institution of Higher Education Endorsed~	1	STEM
<b>PSYC 2301</b>	General Psychology	Core	03350100 Psychology	0.5	Arts & Humanities
<b>PSYC 2314</b>	Lifespan Growth & Development	Core	13014300 Human Growth & Development	1	Public Service
<b>PSYC 2319</b>	Social Psychology	Core	03380002 Special Topics in Social Studies I*	0.5	Arts & Humanities and Multidisciplinary
<b>SGNL 1401</b>	Beginning ASL I	AAS, Interpreter Training; foreign language	03980100 ASL I	1	Arts & Humanities and Multidisciplinary

<b>SGNL 1402</b>	Beginning ASL II	AAS, Interpreter Training; foreign language	03980200 ASL II	1	Arts & Humanities and Multidisciplinary
<b>SGNL 2301</b>	Intermediate ASL I	AAS, Interpreter Training; foreign language	03980300 ASL III	1	Arts & Humanities and Multidisciplinary
<b>SGNL 2302</b>	Intermediate ASL II	AAS, Interpreter Training; foreign language	03980400 ASL IV	1	Arts & Humanities and Multidisciplinary
<b>SOCI 1301</b>	Introduction to Sociology	Core	03370100 Sociology	0.5	Arts & Humanities
<b>SOCI 2336</b>	Criminology	Core	N1303012 Forensic Psychology	1	Public Services
<b>SPCH 1311</b>	Introduction to Speech Communication	Core	03241400 Communication Applications	0.5	Foundation
<b>SPCH 1315</b>	Public Speaking	Core	03240900 Public Speaking I	1	Foundation
<b>SPCH 1318</b>	Interpersonal Communication	Core	03241200 Independent Study in Speech I*	1	Foundation
<b>SPCH 1321</b>	Business & Professional Communication	Core	13009900 Professional Communications	0.5	Foundation
<b>TECA 1354</b>	Child Growth & Development	Core; AA, Educational Field of Study; Educational Aide II, level 1 certificate	13024700 Child Development, Semester B	0.5	Public Services

## **APPENDIX B – COURSE(S) OF STUDY**

The degree tracks identified below represent the most common credentials sought by the students from the ISD. Students seeking other credentials will select a program and its accompanying degree guide in consultation with an MCC advisor.

The district may not have approved all of the following courses for dual credit. In such cases, students may complete the remaining coursework after high school graduation to earn the indicated credential.

**Courses of study are unofficial guides subject to change. Students seeking to complete an MCC credential should meet with an MCC academic advisor to confirm course choices.**

**Sequences offered:** Transfer Block; AA, General Academics; AA, Teaching, Path to Tarleton; AA, Teaching, Path to Texas Tech; Paramedicine, Level 1 Certificate; AA, Field of Study in Business Administration; AA, Field of Study in Criminal Justice; Educational Aide II, Level 1 Certificate

### **Transfer Block (non-degree seeking); AA, General Academics**

HS Grade	Fall	Spring	Summer
9			
10			
11	HIST 1301	HIST 1302	
12	ENGL 1301 GOVT 2305	ENGL 1302 ECON 2301	
Notes:			

### **AA, General Academics**

HS Grade	Fall	Spring	Summer
9	• EDUC 1300	• Choose 1: ARTS 1301, MUSI 1306, DRAM 1310	
10	• HIST 1301 • SPCH 1315	• HIST 1302 • GOVT 2306	• Elective
11	• ENGL 1301 • GOVT 2305 • MATH	• ENGL 1302 • Elective • Choose 1: ECON 2301, PSYC 2301, SOCI 1301	• ENGL Literature
12	• Science • Elective • Elective	• Science • Elective • Elective	
Notes:	All courses must be in the MCC core curriculum. Select courses with the guidance of an MCC advisor, considering the future degree plan.		

### **AA, Field of Study in Education (EC-6), Tarleton**

HS Grade	Fall	Spring	Summer
9	EDUC 1300	EDUC 1301	
10	HIST 1301 EDUC 2301	HIST 1302 TECA 1354*	GOVT 2306
11	ENGL 1301 GOVT 2305 MATH 1314	ENGL 1302 ECON 2301* MATH 1350	ENGL 2XXX (literature)
12	BIOL 1408 MATH 1351 SPCH 1315	GEOL 1401 SOCI 1301 Choose 1: ARTS 1301, MUSI 1306, DRAM 1310	
<b>Notes:</b>	Please see official degree guide for criteria for admission to Tarleton's education program. Students may also complete PHYS 1404 and CHEM 1405 at MCC to apply to the Tarleton degree. <i>*Directed elective</i>		

### AA, Field of Study in Education

4-8 Core Subject Area (ELAR), Texas Tech

HS Grade	Fall	Spring	Summer
9	EDUC 1300	EDUC 1301	
10	HIST 1301 EDUC 2301	HIST 1302 MUSI 1306*	GOVT 2306
11	ENGL 1301 GOVT 2305 MATH 1314	ENGL 1302 PSYC 2301 MATH 1350	ENGL 2311
12	BIOL 1408* MATH 1351 SPCH 1315	GEOL 1403 PHYS 1404 ENGL 2341	
<b>Notes:</b>	<ul style="list-style-type: none"> <li>•Please see official degree guide for criteria for admission to Texas Tech's education program.</li> <li>•Students may also complete ENGL 2307 at MCC to apply the Texas Tech degree.</li> <li>•Students should take high school foreign language or prepare for Texas Tech language requirement in another way.</li> </ul> <i>*Directed elective</i>		

### AA, Field of Study in Business Administration

HS Grade	Fall	Spring	Summer
9	• EDUC 1300	• Choose 1: ARTS 1301, MUSI 1306, DRAM 1310	
10	• HIST 1301 • SPCH 1315	• HIST 1302 • GOVT 2306	• BUSI 1301

11	<ul style="list-style-type: none"> <li>• ENGL 1301</li> <li>• GOVT 2305</li> <li>• MATH 1324</li> </ul>	<ul style="list-style-type: none"> <li>• ENGL 1302</li> <li>• ECON 2301</li> <li>• Directed Elective</li> </ul>	<ul style="list-style-type: none"> <li>• ENGL 2XXX (literature)</li> <li>• BCIS 1305</li> </ul>
12	<ul style="list-style-type: none"> <li>• Science</li> <li>• ECON 2302</li> <li>• ACCT 2301</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• ACCT 2302</li> <li>• Directed Elective</li> </ul>	
<b>Notes:</b>			

### AA, Field of Study in Criminal Justice

HS Grade	Fall	Spring	Summer
9	EDUC 1300	ARTS 1301	
10	HIST 1301 SPCH 1315	HIST 1302 GOVT 2306	CRIJ 1301
11	ENGL 1301 GOVT 2305 CRIJ 1306	ENGL 1302 CRIJ 1310 MATH	ENGL 2XXX (literature)
12	Science CRIJ 2313 Directed Elective	Science CRIJ 2328 Directed Elective	
<b>Notes:</b>			

### Educational Aide II, Level 1 Certificate

HS Grade	Fall	Spring	Summer
9	EDUC 1300	EDUC 1301	
10	EDUC 2301	TECA 1354	
11	CDEC 1393	CDEC 1319	
12	CDEC 2386		
<b>Notes:</b>			

### Paramedicine, Level 1 Certificate

HS Grade	Fall	Spring	Summer
9			
10			
11	EDUC 1300 HPRS 1206	BIOL 2404	
12	EMSP 1501	EMSP 1160 EMSP 2271 EMSP 1173	
<b>Notes:</b>	Please review the program handout for specific program requirements.		

**APPENDIX C – Annual NOTICES 2025-2026**

**Semester Credit Hour Rate, Dual Credit**

MCC will adopt the maximum dual credit tuition rate set annually by the FAST program for all dual credit students.

- a. The maximum dual credit tuition rate is set by the state and **is subject to adjustment each academic year.**
- b. Non-FAST dual credit students will also be assessed the MCC general services fee, the facilities fee, and any mandatory course fees.
- c. The state-approved FAST tuition rate for 2025-2026 is \$58.52 per semester credit hour.

The semester credit hour rate for dual credit courses for 2025-2026 will be calculated as follows.

Tuition	\$55 per semester credit hour*
General Services/Facilities Fees	\$16 per semester credit hour
Required Course Fees	Varies
Total	\$71 per semester credit hour plus required course fees

*\*Although the FAST tuition rate has been approved at \$58.52/SCH, MCC will continue the \$55/SCH rate for the 2025-2026 academic year due to the current, statewide freeze on higher education tuition.*

# SIGNATURE PAGE

## 2025-2028 Partnership Agreement McLennan Community College and Waco ISD

### Term of Agreement

The term of this agreement shall be three years, all portions excepting Appendix C, the annual notices section, which will be updated each academic year. In the event of a change in dual credit policy or regulations, the agreement shall be updated and renewed prior to the end of the three-year period.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

Dr. Tiffany Spicer  
Printed Name

On behalf of Waco Independent School District

\_\_\_\_\_  
Dr. Johnette McKown  
President  
McLennan Community College

\_\_\_\_\_  
Date

**Signature:**

**Email:**

**Signature:**

**Email:**

**Waco Independent School District**

**Board of Trustee Meeting Agenda Item**

**Date:** May 15, 2025

**Contact Person:** Chief Craig Goodman

**RE: Resolution Regarding Edward Byrne Memorial Justice Assistance Grant program**

**Background Information:**

The Waco ISD Police Department sought funding through the Department of Justice Edward Byrne Memorial Justice Assistance Grant (JAG) program for financial assistance in purchasing law enforcement equipment, including Body Worn Cameras (BWCs) and vehicles.

The Waco Independent School District Police Department submitted a JAG proposal titled "Waco ISD Technology Implementation and Vehicle Reliability," by the deadline of 02/13/2025. This project was designed to significantly enhance our operational capabilities, improve evidence collection, and foster transparency and accountability across our 26 school campuses.

Waco ISD Police Department sought funding for both Body Worn Cameras (BWCs) and vehicles. After the formal presentation, Waco ISD was tentatively allotted \$144,000 for the purchase of body worn cameras.

The use of BWCs is common and provides many benefits. For example, BWCs assist in officer training, provides public transparency and protects officers from false accusations. In addition, this technology enhances accountability and provides video evidence involving citizen contacts. These recording devices are designed to provide high-definition, secure, and objective documentation of officer interactions.

**Fiscal Implications:**

Should the district be awarded funding under this grant proposal, we expect to receive \$144,000, which will allow the department to purchase thirty-two (32) BWCs. This expenditure would cover a five (5) year time period and includes all associated costs to operate the system effectively and efficiently. There are no out-of-pocket expenses for the district, and video storage is cloud based.

**Administrative Recommendation(s):**

Approve the Resolution for the JAG program proposal for BWCs as presented.

**Resolution of the Board**

**DJ-Edward Byrne Memorial Justice Assistance Grant Program**

WHEREAS, the Waco Independent School District (Waco ISD) Board of Trustees finds it in the best interest of the citizens of Waco, Texas, that the Waco ISD Technology Implementation (Body Worn Camera Program) and Vehicle Reliability be adopted beginning for the 2025-2026 School Year; and

WHEREAS, Waco ISD Board agrees that in the event of loss or misuse of the Office of the Governor funds received by Waco ISD for support of the Body Worn Camera Program, Waco ISD District Board assures that (as required by the grant), the funds will be returned to the Office of the Governor in full.

WHEREAS, Waco ISD Board designates Mr. Craig U. Goodman, Chief of Waco ISD Police Department, as the grantee’s authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that the Waco ISD District Board supports the grant application for the Body Worn Camera Program to the Office of the Governor.

Passed and approved this 15th day of May, 2025, by the Waco ISD Board of Trustees.

APPROVED:

---

Board President

Grant Number: 5422201

**Waco Independent School  
District Board of Trustee Meeting  
Agenda Item**

**Date:** May 15, 2025

**Contact Person:** Dr. Deena Cornblum

**RE: Certification of Provision of Instructional Materials for the 2025-2026 School Year**

=====

**Background Information:**

The Certification of Provision of Instructional Materials Survey is a requirement from the Texas Education Agency (TEA) for school districts to access instructional material funds through the Electronic Materials Approval Tool (EMAT). School districts and charter schools are required to certify annually that, for each subject in the required curriculum (excluding physical education), students have access to instructional materials that cover all Texas Essential Knowledge and Skills (TEKS). Districts and charters must submit these certifications to gain access to ordering instructional materials through EMAT.

The district must indicate the instructional materials it has adopted or plans to adopt for the 2025-2026 school year for each grade level and core subject or course. This information will be uploaded electronically and must include the signature of the School Board President and Secretary to certify the accuracy of the uploaded information.

**Fiscal Implications:**

Not Applicable

**Administrative Recommendation(s):**

The Administration recommends that the Board of Trustees approve the required Certification of Provision of Instructional Materials for the 2025-2026 school year and further authorize the submission of this data, as presented.

# Certification 2025–26 Survey

## Background Information

QUESTION 1.0: Name of person completing this form

Dr. Deena Cornblum

QUESTION 1.1: Your email address

deena.cornblum@wacoisd.org

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

## LEA Information

QUESTION 2.0: Region #

12

QUESTION 2.1: LEA name and number

Waco ISD 161-914

QUESTION 2.2: Superintendent's name

Dr. Tiffany Spicer

QUESTION 2.3: Superintendent's email address

Tiffany.spicer@wacoisd.org

QUESTION 2.4: School board president's or governing body's name

Stephanie Korteweg

QUESTION 2.5: School board president's or governing body's email address

Skorteweg@wacoisd.org

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

May 15, 2025

## Reading Language Arts Certification

### Scope and Sequence - All Grade Levels RLA

#### QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the LEA level and generally consistent across classrooms?

Yes

No

## English Reading Language Arts K–5 TEKS Coverage Certification

#### QUESTION 4.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## English Reading Language Arts K–5 Instructional Materials

#### QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/ or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA and/ or Phonics grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

HMH-Into Reading, HMH Phonics

iReady

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Reading Language Arts, Edition 1* (grades K–5) in their classroom on a regular basis?

Insert here

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Foundational Skills, Edition 1* (grades K–3) in their classroom on a regular basis?

Insert here

## Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

## Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Spanish RLA and/or Phonics grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Arriba: Phonics and Reading and Writing

iReady

QUESTION 7.1:

(If above answer includes *Aprendizaje Bluebonnet* pilot instructional materials instructional materials):

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet artes del lenguaje y lectura, piloto* (grados K–5) in their classroom on a regular basis?

Insert here

QUESTION 7.2:

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet destrezas fundamentales, piloto* (grados K–2) in their classroom on a regular basis?

Insert here

## English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

## English Reading Language Arts (RLA) 6–8 Instructional Materials

### QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas “My Perspectives”

College Board-Springboard, English Language Arts, 2020 Edition

## English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

### QUESTION 10.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.

Yes

No

## English Reading Language Arts (RLA) 9–12 Instructional Materials

### QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas “My Perspectives”

Edmentum

## Mathematics Certification

### Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the LEA level and generally consistent across classrooms? ?

Yes

No

## Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

Great Minds (Bluebonnet)

iReady

QUESTION 14.1:

(If above answers include *Bluebonnet Learning* instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning, Edition 1 (grades K–5) in their classroom on a regular basis?

6,525

## Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

Carnegie (Bluebonnet)  
Carnegie Texas Solution  
i-Ready Teacher Toolbox  
Lead4ward-Teach Transform  
College Board-Springboard, 2020 Edition

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

2,541

## Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

Carnegie (Bluebonnet)  
Carnegie Texas Math Solution  
Edmentum

## Social Studies Certification

### Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

Are instructional materials for social studies managed at the LEA level and generally consistent across classrooms?

Yes

No

## Social Studies K–5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Social Studies K–5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas – myWorld

TEKS Resource System and TexGuide

## Social Studies 6–8 TEKS Coverage Certification

### QUESTION 22.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes  
 No

## Social Studies 6–8 Instructional Materials

### QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

Savas TEKS Resource System TexGuide Edmentum
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## Social Studies 9–12 TEKS Coverage Certification

### QUESTION 24.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes  
 No

## Social Studies 9–12 Instructional Materials

### QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

9th - World Geo Nystrom Education, Active Classroom

10-12 Savvas

TEKS Resource System and TexGuide

Edmentum

## Science Certification

### Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

Are instructional materials for science managed at the LEA level and generally consistent across classrooms?

- Yes  
 No

### Science K–5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes  
 No

### Science K–5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Science grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill Texas Science  
i-ready Teacher Toolbox  
TEKS Resource System and TexGuide

### Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 6–8 Instructional Materials

### QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Science grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill Texas Science

i-ready Teacher Toolbox

TEKS Resource System and TexGuide

## Science 9–12 TEKS Coverage Certification

### QUESTION 31.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 9–12 Instructional Materials

### QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

### **Science grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill Texas Biology  
McGraw Hill Texas Chemistry  
McGraw Hill Texas Integrated Physics and Chemistry  
McGraw Hill Texas Physics  
HMH Environmental Systems  
TEKS Resource System and TexGuide  
Edmentum

## Children's Internet Protection Act

### The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 33.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

## Additional Informational Questions (Optional)\*

### QUESTION 35.0:

Has your LEA used, or do you plan to use, Instructional Materials Review and Approval (IMRA) Cycle 2024 reports to inform local decisions related to instructional materials adoption?

(Note: IMRA replaced the State Board of Education's Proclamation process and the Texas Resource Review (TRR))

Yes

No

### QUESTION 35.1:

**If "Yes" is selected:** In which subject area(s) have you used the TRR to obtain information about the quality of products? \*

English Reading Language Arts

Spanish Reading Language Arts

English Phonics

Spanish Phonics

Mathematics

### QUESTION 35.2:

On a scale from 0 to 10, how effectively do you believe the IMRA reports support LEA adoption of high-quality instructional materials? 0 (Not at all) to 10 (Extremely effectively)\*

0.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

<b>Product</b>	<b>Interim</b>	<b>Diagnostic</b>	<b>Unit/Module Formatives</b>
Eduphoria	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="iReady"/>			
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="CLI Engage TX-KEA"/>			
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Amira"/>			

## Certification 2025–26 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

## Other Certified Subject Areas

### QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills:

[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages Other Than English
- None

### District County Number (6-digit ID):

161-194

### District Name:

Waco ISD

### Date of Ratification by Local School Board of Trustees or Governing Body:

5/15/2025

### Signature of the Board President and Secretary or Governing Board Officer

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Secretary

After ratification, please scan the last page of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey.

**WACO INDEPENDENT SCHOOL DISTRICT**

**Board Meeting Minutes**

Workshop Meeting, Wednesday, April 23, 2025 - 8:00pm

WISD Administration Offices Board Room

**BOARD MEMBERS PRESENT**

Stephanie Korteweg  
Jose Vidana  
Jeremy Davis  
Keith Guillory  
Angelo Ochoa  
Jonathan Grant  
Jim Patton

**BOARD MEMBERS ABSENT**

**CALL TO ORDER**

Stephanie Korteweg, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 8:02 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.

**REVIEW AND DISCUSS POTENTIAL CONTRACTS ON REAL PROPERTY**

**CONSIDERATION OF PERSONNEL**

- Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee

**ADJOURNMENT**

The meeting adjourned at 9:27 p.m.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

**WACO INDEPENDENT SCHOOL DISTRICT**

**Board Meeting Minutes**

Workshop Meeting, Wednesday, April 23, 2025 - 6:00pm

WISD Administration Offices Board Room

**BOARD MEMBERS PRESENT**

Stephanie Korteweg  
Jose Vidana  
Jeremy Davis  
Keith Guillory  
Angelo Ochoa  
Jonathan Grant  
Jim Patton

**BOARD MEMBERS ABSENT**

**CALL TO ORDER**

Stephanie Korteweg, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 6:06 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.

**HOLD VISION AND GOALS BOARD WORKSHOP PROVIDED BY MOAKCASEY, LLC, TO INCLUDE SETTING THE BELIEFS/MISSION/VISION STATEMENTS WITH THE COMMUNITY**

Dr. Jodi Duron facilitated the community meeting. She guided stakeholders through a structured process to develop and refine the District’s beliefs, mission, and vision statements.

**ADJOURNMENT**

The meeting adjourned at 8:02 p.m.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

# WACO INDEPENDENT SCHOOL DISTRICT

## Board Meeting Minutes

Regular Meeting, Thursday, April 24, 2025 - 6:00pm

WISD Administration Offices Board Room

### BOARD MEMBERS PRESENT

Stephanie Korteweg  
Jose Vidana  
Jeremy Davis (arrived 6:03pm)  
Keith Guillory (arrived 6:02pm)  
Jonathan Grant  
Jim Patton

### BOARD MEMBERS ABSENT

Angelo Ochoa

### CALL TO ORDER

Stephanie Korteweg, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 6:01 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.

### PUBLIC COMMENTS ON AGENDA ITEMS

None

### MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

### SPECIAL RECOGNITIONS

#### **Pledge Leaders**

Nathan Valdez, a student at Crestview Elementary School, led the Pledge of Allegiance.

#### **Texas Association of School Boards Student Governance Camp**

The following Waco ISD students were recognized for being selected to present in the TASB Student Governance Camp:

#### **Waco High School:**

Jocely Austin  
Isaiah Pullen

#### **University High School:**

Osmar Cazares Guillen  
Luke Courtney  
Daisy Barco

#### **UIL Texas High School Powerlifting Meet**

The following Waco ISD students were recognized for competing in the UIL Texas High School Powerlifting Meet:

#### **Waco High School:**

Sha’Niya Smith  
Sha’Nija Smith  
Jennifer Martinez  
Dewayne Simmons

#### **University High School:**

Aliveyah Thomas  
Sophia Gonzales  
Danna Fuentes  
Brayden Chelmo Harrison  
Carlos Navarro

### **Texas History Fair**

The following Waco ISD students were recognized for competing in the state Texas History Fair:

#### **Tennyson Middle School:**

Caroline Taube

#### **Lake Air Montessori:**

Eliza Smith

Grace Scott

Romina Dracos

Ciera Saldana

### **Texas SkillsUSA Competition**

The following Waco ISD students were recognized for competing in the SkillsUSA contest in the category of Team Fabrication:

#### **Greater Waco Advanced Manufacturing Academy:**

Jorge Falcon

Alexander Varela

Carlos Rodriguez

### **Texas Science and Engineering Fair**

The following Waco ISD students were recognized for competing in the Texas Science and Engineering Fair in the Chemistry category:

#### **University High School:**

Kevin Gutierrez

Cristian Martinez

Osmar Cazares Guillen

### **UIL Texas Theatrical Design Contest**

The following Waco ISD students were recognized for advancing to the state contest in UIL Theatrical Design:

#### **Waco High School:**

Lily Howell

Eisley Lawson

Addison Roark

Eleanor Rhodes

Claire Prather

Sarah Townsend

Abbie Sanders

#### **University High School:**

Ayanna Flores

Natalie Rodrigez

### **Texas Educational Theater Association**

Waco ISD Fine Arts Director, Larry Carpenter, was selected as the Texas Educational Theater Association Administrator of the Year.

### **Community Partner Award**

O'Connell Robertson was honored with the TASB Stand Up for Public Education Award as the April Waco ISD Community Partner of the Month.

### **SUPERINTENDENT'S REPORT**

Dr. Spicer attended the Academic Achievers Recognition ceremonies at Waco High School and University High School where she expressed gratitude to the Advanced Academics staff, campus teams, and Trustee Vidana, who attended both ceremonies in his role as a board member and proud parent.

### **ALTA VISTA COMMUNITY LEGACY CELEBRATION**

Dr. Spicer invited the community to join in celebrating Alta Vista Elementary's 115 years of service at a special event on April 26 from 1:00-3:00pm. Community members were encouraged to attend and walk the halls one final time before the school closes.

### **ATTENDANCE BOUNDARIES COMMUNICATION UPDATE**

Dr. Spicer shared that the district initiated communication to families regarding the 2025-2026 Transfer Window, which includes an opportunity for families impacted by the new attendance boundaries approved at the March board meeting, to apply for transfers.

### **BUDGET AND LEGISLATIVE UPDATE**

Dr. Spicer reported that the Senate advanced SB 2, creating an education savings account/school voucher program, which will head to the Governor. The district continues to monitor legislative developments.

### **2023 A-F ACADEMIC ACCOUNTABILITY RATINGS**

Dr. Spicer shared concerns about recent TEA changes to the STAAR test and accountability ratings introduced after the school year began and without a phase-in period. Despite these challenges, Dr. Spicer ensured the district remains committed to excellence. With clearer rules now set through 2028, the district will continue to align efforts through curriculum, CTE pathways, and strategic planning to ensure student success.

### **INTRODUCTION OF UNIVERSITY HIGH SCHOOL HEAD FOOTBALL COACH**

Dr. Spicer introduced Charles Foster as the new Head Football Coach at University High School. Coach Foster joined University High School in August 2023 as the defensive coordinator and played a key role in a historic season. With over 13 years of coaching experience and a strong background in academics and athletics, Coach Foster brings vision, leadership, and a student-centered approach to his new role.

### **INFORMATION ITEMS/REPORTS**

- Monthly Financial Reports for the Period Ended March 31, 2025

### **CONSENT AGENDA: CONSIDER AND TAKE APPROPRIATE ACTION**

- Amendments to the 2024-2025 Budget
- Bid Award for Educational and Other School District Related Software
- Bid Award for Educational Consultants, Professional Development, and Other Student-Based Contracted Services
- Bid Award for Local Retailers' General Merchandise
- Bid Award for Maintenance Supplies, Equipment, and Services
- Bid Award for Interpreter and Sign Language Services
- Bid Renewal for Bank Depository Services
- Purchases in Excess of \$50,000 under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Service
- Amendment to the Food Service Management Contract for the 2025-2026 School Year
- Engagement of External Auditor for the 2024-2025 Fiscal Year
- Interlocal Agreement Between the Waco Independent School District and Texas State University

- 2025-2026 Tuition Rate for Prekindergarten Students Ineligible for Free Prekindergarten
- Administrator Contract Renewals and/or Extensions for 2025-2026 and Professional Contract Renewals for 2025-2026
- Gifts to Waco ISD
- 2025-2026 Principal Residency Grant Program, Cycle 7 Continuation Memorandum of Understanding
- New Course Approval
- Board of Trustees Meeting Minutes
  - February 26, 2025 - Community Strategic Plan Meeting
  - March 27, 2025 - Regular Meeting
  - April 2, 2025 - Special Meeting

President Korteweg entertained a motion to approve the consent agenda as presented except for item 7.E *Bid Award for Maintenance Supplies, Equipment and Services*. Jonathan Grant made a motion, seconded by Jeremy Davis. The motion passed unanimously (7-0).

Mr. Guillory indicated that he wished to recuse himself from voting on item 7.E *Bid Award for Maintenance Supplies, Equipment and Services*. Jeremy Davis made a motion to approve, seconded by Jim Patton. The motion passed (6-0), with Mr. Guillory abstaining.

**REVIEW AND DISCUSS THE KENDRICK ELEMENTARY SCHOOL CONSTRUCTION PROJECT AND OCCUPANCY PLAN**

Representatives from Built Wright Construction Education Group, O’Connell Robertson and Gloria Barrera presented a status report on the work to date and the occupancy process.

**REVIEW, DISCUSS AND TAKE APPROPRIATE ACTION ON THE SECO LOANSTAR PROGRAM FOR IMPROVEMENT OF MECHANICAL, ELECTRICAL, AND PLUMBING (MEP) SYSTEMS AT VARIOUS CAMPUSES**

Estes McClure & Associates (EMA), along with Gloria Barrera and Alex Villanueva presented an overview of the proposed SECO LoanSTAR Program. The program supports energy efficiency initiatives aimed at improving sustainability and reducing energy consumption across the district.

President Korteweg entertained a motion to approve the SECO LoanSTAR Program for Improvement of Mechanical, Electrical, and Plumbing (MEP) Systems at Various Campuses. Keith Guillory made a motion, seconded by Jeremy Davis. The motion passed unanimously (7-0).

**REVIEW AND DISCUSS REPORT ON BOARD MEMBER CONTINUING EDUCATION CREDIT**

President Korteweg reported that she, along with members Jose Vidana, Jeremy Davis, Keith Guillory, Angelo Ochoa, and Jim Patton have all fulfilled and surpassed required continuing education requirements. Trustee Jonathan Grant will no longer serve the Waco ISD School Board after the May election.

**ANNOUNCEMENTS**

Elizabeth Cox, Chief of Staff, shared the following announcements:

- April 24, 2025 - UHS Softball Playoff Game 1
- April 26, 2025 - PreK Roundup
- April 29-May 3, 2025 - Early Voting
- May 14, 2025 - Special Board Meeting to canvass the election
- May 15, 2025 - Regular Board Meeting
- May 8, 2025 - Outstanding Teacher of the Year
- May 20, 2025 - Retirement Breakfast

**REVIEW AND DISCUSS POTENTIAL CONTRACTS ON REAL PROPERTY**

**CONSIDERATION OF PERSONNEL**

- Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee
- Hear a Complaint or Charge Against an Officer or Employee

**ADJOURNMENT**

The meeting adjourned at 7:40 p.m.

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Board President

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Board Secretary

**WACO INDEPENDENT SCHOOL DISTRICT**

**Board Meeting Minutes**

Workshop Meeting, Thursday, April 24, 2025 - 8:00pm

WISD Administration Offices Board Room

**BOARD MEMBERS PRESENT**

Stephanie Korteweg  
Jose Vidana  
Jeremy Davis  
Keith Guillory  
Jonathan Grant  
Jim Patton

**BOARD MEMBERS ABSENT**

Angelo Ochoa

**CALL TO ORDER**

Stephanie Korteweg, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 8:00 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.

**HOLD BOARD WORKSHOP TO REVIEW DRAFT OF THE BALANCED SCORECARD BELIEF(S)/MISSION/VISION/FOUR PERSPECTIVES/STRATEGIC OBJECTIVES**

Dr. Jodi Duron facilitated the workshop meeting. She guided the Board of Trustees through a structured process to develop and refine the District’s beliefs, mission, and vision statements.

**CONSIDERATION OF PERSONNEL**

- Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee
- Hear a Complaint or Charge Against an Officer or Employee

**ADJOURNMENT**

The meeting adjourned at 9:33 p.m.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

**Waco Independent School District**

**Board of Trustee Meeting Agenda Item**

**Date:** May 15, 2025

**Contact Person:** Sheryl Davis

**RE: Review and Discuss Budget Update**

=====

**Background Information:**

The administration will present an update on projections for the 2024-2025 fiscal year the General Fund, discuss the 2025 preliminary local property values and projected tax rates. We will also touch on some of significant bills impacting school finance and their current status in the legislature.

*The presentation has been updated with information regarding school funding available as of 4:00 pm, May 15, 2025.*

**Fiscal Implications:**

None.

**Administrative Recommendation(s):**

The report is presented for information, only.



# Budget Update

May 15, 2025

*Wisdom works wonders.*

# Agenda

## General Fund

- 2024-2025 Updated Projections
- 2025 Local Property Values and Projected Tax Rates
- School Finance Legislation Update
  - Key Legislation
  - Legislative Timelines

# Updated Projections for 2024-2025

	Revised Budget	Actual / Projected	Variance
Enrollment	13,294	13,366	+ 72
Average Daily Attendance <i>(projected at end of fifth six weeks)</i>	11,645	11,673	+ 28
Comptroller's Property Value Study (T2 Value)	8,574,528,716	8,605,427,890	+ 0.036%
Revenues <i>(does not include TIA at this point)</i>	\$ 156,334,318	\$ 158,524,108	\$ + 2,189,790
➤ Foundation School Program Revenue	\$ 72,248,367	\$ 73,738,725	\$ + 1,606,106
➤ Maintenance & Operations Property Tax Collections	\$ 67,283,414	\$ 65,515,348	\$ - 1,768,066
➤ Earnings on Investments	\$ 2,500,000	\$ 4,520,511	\$ + 2,020,511
Expenditures <i>(does not include TIA at this point)</i>	\$ 170,839,187	\$ 165,697,678	\$ - 5,141,509
Other Resources/(Uses)	\$ (343,209)	\$ (330,916)	\$ - 12,294
Change in Fund Balance	\$(14,848,078)	\$ (7,504,486)	\$ + 7,343,592

Under appeal

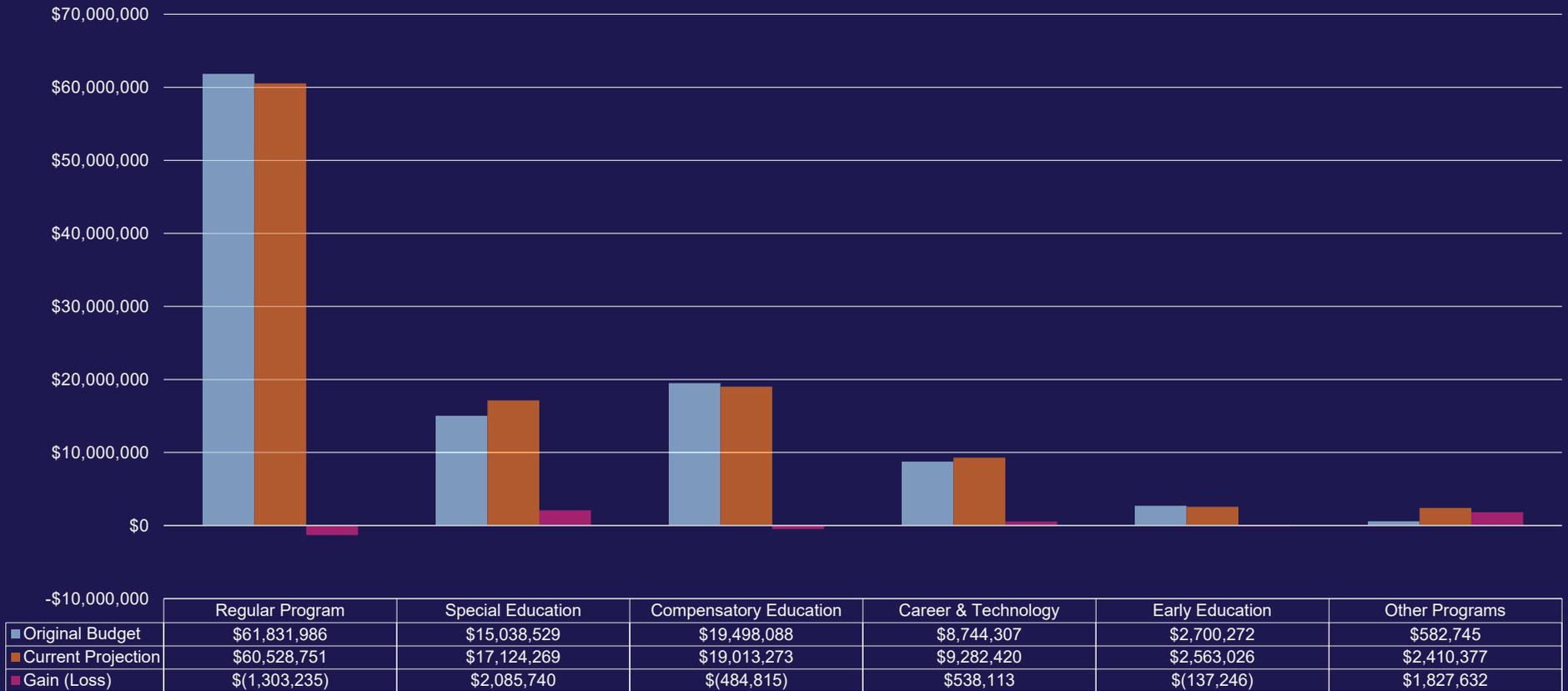
Wisdom works wonders.

# Value Lost Due to Freeze/Compression of Over 65 Homesteads Issue

On March 14<sup>th</sup>, the Texas State Comptroller's Office notified districts that a portion of self-reported data, specifically, value lost due to the freeze/compression of over 65 homesteads, had been miscalculated. These reports are submitted by the Central Appraisal Districts. The miscalculations are likely due to insufficient and vague instructions from the Comptroller's Office on how to calculate the freeze/compression value loss. Nearly every district in the state was negatively impacted and would lose out on hold-harmless funding if not corrected.

The District's delinquent tax attorney's office has filed the appropriate paperwork. It is not yet known what the financial impact will be. We have been told that we will not have the final adjustment until the end of July or early August.

# 2024-2025 Foundation School Program Revenue



# Preliminary Estimates for 2025-2026

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment:										
Fall PEIMS	14,756	14,899	14,428	14,086	13,823	13,517	13,366			
Increase / (Decrease) from Prior Year		143	(471)	(342)	(263)	(306)	(151)			
Percentage Change		+0.97%	-3.16%	-2.37%	-1.87%	-2.21%	-1.12%			
Demographic Projections	14,808	14,907	14,991	14,825	14,118	13,827	13,812	13,128	12,970	12,816
District Projections	14,722	14,648	14,800	14,661	14,001	13,776	13,294	13,166	12,933	12,706
Average Daily Attendance	13,337	12,693	12,925	11,923	11,909	11,782	11,673	11,526	11,340	11,155

*Utilizing current ADA projections for 2025-2026, would result in a decrease of \$2.2 million in State Foundation School Program revenues under current law, partially offset by a small gain in property tax collections*

# 2025 Local Property Values & Projected Tax Rates

- School FIRST requires a discussion of property values with the School Board within 120 days of adopting the budget
- Current year state property values, certified by the Comptroller's Office, are used in the formulas to calculate State Foundation School Program revenue
- District must now estimate those "CPTD" values for the coming year when we may not have final values for the current year
- Differences between local and state values are primarily related to local exemptions and deductions such as the Freeport exemption, leased vehicles, pollution control, and solar energy deductions
- Current estimated 2025 "T-2" value for state funding purposes is **\$9,007,075,799**

# 2025 Local Property Values & Projected Tax Rates

Tax Year	Net Taxable Values		Value Adjustment	Percent Change from:		Homestead Exemption
	Preliminary	Certified		Preliminary	Prior Year	
2018	\$ 6,530,822,722	\$ 6,341,596,283	\$ (189,226,439)	- 2.90%	+ 10.39%	\$ 25,000
2019	7,014,667,561	6,827,446,082	(187,221,479)	- 3.21%	+ 7.66%	25,000
2020	7,587,072,447	7,247,140,447	(339,932,000)	- 4.48%	+ 6.74%	25,000
2021	7,421,037,502	7,557,152,053	136,114,551	+ 1.83%	+ 4.28%	25,000
2022	9,773,735,622	8,838,221,086	(935,514,536)	- 9.57%	+ 16.95%	\$ 40,000
2023	10,101,801,466	9,191,914,689	(909,886,777)	- 9.01%	+ 4.00%	\$ 100,000
2024	9,808,290,401	9,237,012,137	(571,278,264)	- 5.82%	+ 0.49%	\$ 100,000
2025*	10,159,659,992	9,244,561,798	(915,098,194)	- 9.01%	+ 0.08%	\$ ???

\* Projections based on 2023 year when the homestead exemption was increased from \$40,000 to \$100,000

Certified values of \$9.2 billion coupled with a projected WADA of 18,111 will drive the district into recapture to the tune of about \$272,000

# 2025 Local Property Values & Projected Tax Rates

- The Maintenance & Operations tax rate, under current law, is subject to compression each year based on estimated statewide property value growth compared to local property value growth
- At this point, we do not have the 2025 maximum compressed tax rate template so I have utilized the template from 2024
- The Voter Approval (or rollback) Tax Rate includes any previously voter approved pennies for Tier 2 Funding, Level 1 (Golden Pennies) and Level 2 (Copper Pennies – as previously compressed under HB 3)

Computation of Tax Rate – Current Law (Preliminary)	
2024 Comptroller Certified Taxable Value	\$ 8,605,427,890
2024 Chief Appraiser's Certified Values	9,237,012,137
2025 Chief Appraiser's Estimated Certified Values	9,576,962,208
Central Appraisal District (CAD) Value Growth	3.68%
2025 Comptroller Estimated Certified School District Value	8,922,133,745
Prior Year Maximum Compressed Tax Rate (MCR)	\$ 0.6281
MCR (lesser of state or local limited under law)	\$ 0.6209
Add: Voter Approved Golden Pennies	\$ 0.0800
Add: Voter Approved Copper Pennies (compressed)	\$ 0.0583
2025 Total M&O Tax Rate	\$ 0.7592
2025 I&S Tax Rate (required to pay debt service)	\$ 0.2435
<b>2025 Voter Approved Tax Rate</b>	<b>\$ 1.0027</b>

Bill language is not yet clear on the hold harmless allocations for either M&O or I&S, we currently receive \$2.6 million in hold harmless in the I&S fund. If this is eliminated, it would take another \$0.028 of tax rate to cover debt requirements in 2025-2026.

# 2025 Local Property Values & Projected Tax Rates

Tax	2024	2025*	Increase / (Decrease)
Maintenance & Operations (General Fund)	\$ 0.76640	\$ 0.75920	\$ (0.00720)
Interest & Sinking (Debt Service Fund)	0.28254	0.24352	(0.03902)
Total Tax Rate	\$ 1.04894	\$ 1.00272	\$ (0.04622)

\* Projections based preliminary property values and current law

Currently our interest & sinking rate comprises 26.9% of the total tax rate – this is important in relation to proposed legislation in HB19

# Some Preliminary Cost Increases for 2025-2026

## What we know right now....



Utilities – Should remain flat overall, increases in water and gas should be offset by the savings under the new bid for telephone service



Property and casualty insurance – TASB is working on projections but has told us that the increase for next year will be modest, should be around \$100,000 - \$150,000



U.S. Energy Information Administration is currently projecting a decrease in both gasoline and diesel prices for 2026, as much as 6%, slight savings of \$25,000



The health fund, after eight months, is currently in the black even with only four months of increased contributions, we will get better projections in early May



An increase in state funding for Special Education makes up most of the FSP gains, \$2.4 million, approximately \$1.3 million will need to be allotted in 2025-2026

# Key School Finance Legislation - Finance

	1 <sup>st</sup> Committee	1 <sup>st</sup> Chamber	2 <sup>nd</sup> Committee	2 <sup>nd</sup> Chamber	Governor
<p><b>HB 124</b> School safety allotment increase</p>	Approved as substituted 4/8	SB 260 considered in lieu of on 4/17			
<p><b>SB 260</b> School safety allotment increase - \$14 per ADA (+\$1 under CSHB 2?) plus \$37,000 per campus</p>	Approved 3/5	Approved as substituted 3/10	Approved as substituted 4/15	Approved 4/17 Senate conferees appointed 4/29	
<p><b>SB 2</b> Vouchers</p>	Approved 1/28	Approved 2/5	Approved as substituted 4/3	Approved as amended 4/17	Signed by Governor 5/3
<p><b>HB 2196</b> Virtual education</p>	Approved as substituted 4/3	SB 569 considered in lieu of on 4/17			
<p><b>SB 569</b> Virtual education</p>	Approved as substituted 3/10	Approved 3/13	Approved 4/15	Approved 4/17	Signed by Governor 5/6
<p><b>HB 2249</b> Teacher scholarships &amp; incentives</p>	Approved as substituted 4/8	Approved as amended 4/24			

Source 2025 Moak Casey

# Key School Finance Legislation – Property Tax

	1 <sup>st</sup> Committee	1 <sup>st</sup> Chamber	2 <sup>nd</sup> Committee	2 <sup>nd</sup> Chamber	Governor
<b>HB 8</b> Additional tax compression	Approved 3/10				
<b>HB 9 / HJR 1</b> Increasing business personal property exemption to \$250,000	Approved as substituted 3/10	Approved 4/3	Approved as substituted 5/8		
<b>HB 19</b> Limit on debt service	Left pending 4/21				
<b>HB 30</b> Prohibiting disaster pennies (non-ISDs)	Approved as substituted 5/2	Passed 5/8			
<b>HB 195</b> Recapture info reported to property tax database	Approved as substituted 3/20	Passed 4/1			
<b>HB 2889</b> Funding for bond opponents	Left pending in committee 5/5				

Source 2025 Moak Casey

# Key School Finance Legislation – Property Tax

	1 <sup>st</sup> Committee	1 <sup>st</sup> Chamber	2 <sup>nd</sup> Committee	2 <sup>nd</sup> Chamber	Governor
<p><b>SB 4 / SJR 2</b> Homestead exemption increase from \$100,000 to \$140,000, new hold harmless is created, tax compression s/b calculated based on \$140k values, reduction in district's I&amp;S state aid if exceed minimum debt service</p>	Approved 2/11	Approved 2/13	Approved as substituted 5/8		
<p><b>SB 23 / SJR 85</b> Tax relief for 65+/disabled increases exemption from \$10,000 to \$60,000, tax compression s/b calculated based on values after the impact of SB 23</p>	Approved 4/22	2Approved 4/3	Approved as substituted 5/8		
<p><b>SB 414</b> Bond language to include interest information</p>	Approved 3/24	Approved 4/7			
<p><b>SB 1453</b> I &amp; S rate generating amounts above minimum debt service would require 60 percent vote threshold</p>	Approved 3/24	Approved 4/3	Scheduled for hearing on 5/12		

Source 2025 Moak Casey

# 89<sup>th</sup> Legislature - CSHB 2

## Article I – Teacher Compensation (SB 26) \$4.2 billion

- *Largest Teacher Pay Raise in State History*
- Provides “permanent” across the board pay raises for teachers with at least 3 years of experience, providing a substantial incentive for teachers to make it to year 5 by a least doubling that pay raise. Referred to as a Teacher “Retention” Allotment:

Enrollment of 5,000 or less		Enrollment of 5,001 or more	
3-4 years experience	\$ 5,000	3-4 years experience	\$ 2,500
5+ years experience	\$ 10,000	5+ years experience	\$ 5,500

- Teacher Incentive Allotment reforms: adds a fourth designation & increases floor and ceiling for TIA pay raises in Year 2
- Free Pre-K for teachers
- Liability insurance for teachers
- *Questions: stipend, benefit impact, impact on statutory minimum salaries*
- *Based on 2024 Fall PEIMS counts, District would get \$4.1 million, additional funding for teachers with 0-2 years of experience would come from District funds - \$1,500 would cost \$200k, benefit impact would be approximately \$550k*

Wisdom works wonders.

# 89<sup>th</sup> Legislature - CSHB 2

## Article IIA – Educator Preparation & Certification (SB 2253) \$0.3 Billion

- Creates a new “PREP” allotment, pays teacher candidates for their in-classroom, pre-service training, outcomes bonuses for educator preparation programs, formula funding for grow-your-own programs, investment in teacher residency programs, & one-time incentives to help districts get existing teachers certified
- Phases out uncertified teachers: blanket DOI waivers allowing uncertified teachers end by 2030. Limited exceptions will remain.
- Districts cannot waive duty to notify parents if teacher is not appropriately certified
- \$3,000 per new teacher for on the job mentorship

## Article IIB – Educator Bill of Rights (SB 27)

- Rehire-Retired grants
- Teacher abandonment & grievance proceedings protections
- Bilingual & Special Education Certification Exam fees waived
- Additional reporting of teacher time & position data

*Wisdom works wonders.*

# 89<sup>th</sup> Legislature - CSHB 2

## Article III – Special Education Finance Reform (SB 568) \$1.3 Billion

- New model for special education funding - changes to innovative intensity of services model in Year 2.
- Evaluation reimbursement - \$1,000 per evaluation of new state funding for special education evaluations. This biennium only, additional reimbursement for evaluations on homeschooled/private school students.

## Article IV – Early Learning Reforms (SB 2252) \$0.7 Billion

- Enhances early literacy & numeracy through targeted investment screeners, requires & funds interventions, includes investments in math academies.

## Article V – Career & Technical Education (HB 120) \$0.2 Billion

- Includes CTE facilities under new instructional facilities allotment funding
- Improves funding of Rural Pathway Excellence Partnership (R-PEP) program and Pathways in Technology Early College High School (P-TECH) programs

# 89<sup>th</sup> Legislature - CSHB 2

## Article VI – Additional School Finance Reforms (HB 2) \$1.3+ Billion

- Increases basic allotment by \$55 through golden penny yield reforms (*preliminary calculations would indicate that Waco ISD could lose \$448k*)
- Increases in the School Safety Allotment (*this should double our current allotment of \$500k*)
- Increases the charter facilities funding by \$255 million (*\$0 impact for Waco ISD*)
- Increases the small & mid-size district allotment by \$300+ million (*\$0 impact for Waco ISD*)
- Allots \$42 million for regional variations in insurance costs (*\$0 impact for Waco ISD*)
- Adds another \$300 million in miscellaneous adjustments and tier II impacts (*??? impact on Waco ISD*)

## 89<sup>th</sup> Legislature - CSHB 2

- Lots of questions since we haven't seen the bill language, as yet...
- Have harmless adjustments for increased homestead exemptions for both M&O and I&S been revised or eliminated?
- The teacher salary increase is described as permanent but must it be re-appropriated every biennium?
- Can we cover benefit impact with salary increase funds?
- What do the miscellaneous adjustments include?
- What is the effective date for specific changes such as the increase in the basic allotment?

# 89<sup>th</sup> Legislature, Regular Session Deadlines

## Important Dates:

- The full House must pass House Bills and Joint Resolutions on second reading on the daily or supplemental calendar by Thursday, May 15<sup>th</sup>, and on the local and consent calendar by Friday, May 16<sup>th</sup>
- House Bills that have been amended by the Senate must be returned to the House for consideration by Thursday, May 29<sup>th</sup> before midnight
- The last day for the House to agree with a conference committee report or with Senate amendments to a House Bill is Sunday, June 1, leaving the last day of the legislative session (Monday, Jun 2<sup>nd</sup>) for any needed corrections
- Last day governor can sign or veto bills passed, June 22<sup>nd</sup>

# CSHB 2 - Article I - Educator Compensation and Support

Relating to public education and public school finance

Staff: Court Manske O: 512-463-0355

## Changes from SB 26

- Instead of automatically phasing out of certification, as outlined in SB26, a new provision exists that will direct the State Board of Educator Certification (SBEC) to review the suitability of National Board Certification (NBCT) in the Teacher Incentive Allotment (TIA) - pending review of SBEC, NBCT will stay or not stay in the TIA framework.
- School districts that adopt a merit pay system for all staff through Enhanced TIA have flexibility in how Teacher Retention Allotment dollars are deployed to teachers.
- TIA pay raises will start in year 2 of the biennium

## Permanent Teacher Retention Allotment

Article I provides **permanent pay raises** for teachers with at least 3 years of experience, providing a substantial incentive for teachers to make it to year 5 by at least doubling that pay raise.

Enrollment of 5,000 or less		Enrollment of 5,001 or more	
3-4 years experience	\$5,000	3-4 years experience	\$2,500
5+ years experience	\$10,000	5+ years experience	\$5,500

## Teacher Incentive Allotment

The Teacher Incentive Allotment (TIA) has been proven to significantly increase teacher retention and enhance student outcomes in districts that participate. Building on this success, the proposed expansion of TIA is designed to maximize these positive effects, with spill-over impacts extending beyond just TIA-designated teachers.

**Changes to TIA** (Included in SB 9, 88R & SB 2, 88(3) & 88(4))

- **New designation category:** Addition of a new category for teacher designation along with increased allotment amounts. Up to 50% of teachers at a district could receive a designation (prior was 33%)

Current									
Base + (Multiplier X (Average Student enrolled Eco-Dis Tier + 2 for rural schools))									
	Base	Multiplier	Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	
			0	0.5	1	2	3	4	
Recognized Top 33%	3000	1500	3000	3750	4500	6000	7500	9000	
Exemplary Top 20%	6000	3000	6000	7500	9000	12000	15000	18000	
Master Top 5%	12000	5000	12000	14500	17000	22000	27000	32000	
Potential Update									
	Base	Multiplier	0	0.5	1	2	3	4	
Acknowledged Top 50%	3000	1500	3000	3750	4500	6000	7500	9000	
Recognized Top 33%	5000	2500	5000	6250	7000	10000	12500	15000	
Exemplary Top 20%	9000	4000	9000	11000	13000	17000	21000	25000	
Master Top 5%	12000	6000	12000	15000	18000	24000	30000	36000	

- **Increased technical assistance:** Providing greater support to districts for the effective implementation and management of TIA through TEA administered grant programs

**Enhanced TIA:** Districts can level up their TIA dollars by 10% by adopting reforms:

- For principals, districts implement an evaluation system consistent with TIA and adopt a performance-based pay structure.
- For teachers, districts implement a comprehensive evaluation system for all teacher types and move away from blanket pay raises, instead adopting targeted distribution models based on individual performance and student needs. This also requires districts to strategically place their best teachers at the lowest performing campuses

## Free Pre-K for Teachers

- Adds children of teachers to the eligibility for free Pre-K for 3- and 4-year-olds in the districts where they are employed

## State-Supported Liability Insurance for Teachers

This insurance would cover legal fees, damages, and settlements for incidents arising from duties performed within the scope of employment, such as classroom management disputes, injuries, or disciplinary actions

## CSHB 2 - Article II, Part A - Educator Preparation

Relating to public education and public school finance

Staff: Court Manske, Steven Santoyo O: 512-463-0355

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### **Changes from SB 2253**

- Public Education Grant (PEG) Language from SB 2253 struck from this Article II, Part A
- Only educator preparation providers that accept state dollars through the PREP allotment are required to meet the elevated standards in the bill.
- Integrated input from The Higher Education Coordinating Board on language that affects institutions of higher education.
- Greater SBEC oversight and approval of commissioner actions required

### **New “Preparing and Retaining Educators through Partnerships” PREP Allotment**

**Article II, Part A**, creates a new “PREP” allotment to reward teacher candidates and incentivize educator preparation providers. The PREP allotment pays teacher candidates for their in-classroom, pre-service training, provides outcomes bonuses for educator preparation programs, formula funding for grow-your-own programs, incredible investment in teacher residency programs, and one-time incentives to help districts get their existing teachers certified.

**Phase Out Uncertified Teaching by 2030** Blanket ODI waivers allowing uncertified teachers end by 2030. Limited exceptions will remain for districts that cannot meet the requirements.

**Parent Notification** Districts cannot waive their duty to notify parents if their child’s teacher is not appropriately certified.

**Mentorship Allotment** \$3,000 per new teacher for on the job mentorship.

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### **Codify 4 Types of Teacher Certificates** - Education Code §21.0412(a)

- Enhanced Standard Certificate
  - Standard Certificate
  - Intern Certificate with Pre-Service Certificate
  - Intern
- 

### **Residency Pathway - PREP Allotment Funded** - Education Code §21.904

What is the Residency Pathway? Residency pathway programs must meet the requirements of traditional undergraduate pathway programs, provide synchronous training, and require the candidate to receive one full-year of pre-service training in the classroom.

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### **Grow Your Own (GYO) Formula Funding - PREP Allotment Funded** - Education Code §21.906, §48.157(b)(4)

What is Funded? Candidates must earn a bachelor’s degree and teacher certification within 3 years. State formula funds support districts in implementation and covering tuition and fees for GYO candidates.

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### **Alternative + Pre-Service Pathway** - Education Code §21.905

What is the Alternative Pre-Service Pathway? Candidates must have already attained a degree and must be seeking certification through an alternative preparation route.

What are the requirements for a Pre-Service Pathway?

- Provides synchronous training
- Formal partnership between the EPP and a School District or Charter School
- Teacher candidates must complete reading and math academies
- Same substantial hands-on experience in a Pre-K-12 classroom required as a Traditional pathway candidate under a cooperating teacher. Hours in a classroom as a paraprofessional can count.

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### **SBEC Powers Over Educator Preparation Providers (EPP)** - Education Code §21.0443, §21.0456

- SBEC must ensure that each EPP requires the completion of Literacy and Math academies by their candidate if applicable to the grade and subject matter of the teacher, incorporate the training for teacher training and instructional materials, ensure the instructor is has completed proper training to provide the instruction, and is compliant with the instruction prohibitions under Sec. 28.0022 of the Ed Code

# CSHB 2 - Article II, Part B - Educator Bill of Rights

*Relating to public education and public school finance*

Staff: Court Manske O: 512-463-0355

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## **Changes from SB 27**

- Corrects a duplicate section number from the engrossed version

## **Teacher Contract Abandonment Protections**

- SBEC can't punish educators that abandon their contract due to:
  - Serious illness or health condition of the teacher or a close family member
  - Relocation because the teacher's spouse or partner who resides with the teacher changes employers or employment locations

## **Rehire-Retired Grant**

- Reimbursement grants for hiring retired teachers for districts, charters, and Windham school districts.

## **Teacher Quality Assistance**

- TEA technical assistance to districts for:
  - strategic compensation, staffing, and scheduling efforts that improve professional growth, teacher leadership opportunities, and staff retention
  - programs that encourage high school students or other members of the community in the area served by the district to become teachers, including available teacher apprenticeship programs; and

## **Teacher Time Study**

- TEA technical assistance to districts for:
  - studying how the district's or school's staff and student schedules, required non instructional duties for classroom teachers, and professional development requirements for educators are affecting the amount of time classroom teachers work each week
  - refining the schedules for students or staff as necessary to ensure teachers have sufficient time during normal work hours to fulfill all job duties, including addressing the needs of students.
  - studying how to reduce and streamline the tasks and duties a teacher is required to perform.

## **Teacher Position Information**

- TEA shall collect data from districts to address teacher retention and recruitment, including the classifications, grade levels, subject areas, duration, and other relevant information regarding vacant teaching positions at districts and schools.

## **Discipline**

- Allows a teacher to remove a student from class if they are interfering, even a single instance, with a teacher's ability to teach
- The written consent of a teacher and a return-to-class plan is required before returning a student to a teacher's classroom. Unless the placement review committee determines otherwise.
- Students can appeal their removals.

## **In-Demand Certification Exam Fee Costs Waived**

- Waives exam fees the first time a teacher takes the certification exam for bilingual or special education.

## **Grievances**

- School district employees are entitled to be notified of and provided an opportunity to provide a written response to complaints against them. Their written response must be included in the record of the grievance.

## **Threat Assessments**

- As soon as safe and practicable a district campus receives information regarding a threat, an administrator or team must immediately provide to each staff member who may be directly affected by the threat notice that includes the existence of, nature of, and other details regarding the threat.

## CSHB 2 - Article III - SPED Finance Reform

*Relating to public education and public school finance*

Staff: Court Manske, O: 512-463-0355

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### Changes from SB 568

- Increased reimbursement for Special Education evaluations from \$250 to \$1,000
- **Up to additional \$2,000** for special education evaluations in this biennium for non-enrolled students
- Cap to **Parent-Directed Services for Students Receiving Special Education Services (PDSES)** spending

### Background

House Bill 1525, 87th Texas Legislature, established the Texas Commission on Special Education Funding to develop recommendations for financing special education in public schools. The Commission held eight hearings and presented a report to the 88th Texas Legislature. Article III is the legislative result of those efforts.

Article III incorporates several recommendations based on stakeholder feedback and committee hearings. Key adjustments include:

- Expansion from a 7-tiered to an 8-tiered service intensity model, including a tier for students receiving only speech therapy and a tier for residential placements.
- Transitioning the Regional Day School Programs for the Deaf from a budget rider to a student-based allotment to ensure consistency in funding.
- Additional \$125 million one-time supplement to support recruitment grants for special education personnel.
- Removal of the dyslexia definition language to streamline implementation and reduce confusion.
- Enhanced technical assistance through TEA for behavior management and classroom environment training.
- Emphasis on training for educators and paraprofessionals on serving students with significant behavioral challenges.
- Grants for both day placement and residential programs, with ongoing funding and a cap of 20 programs per year.

### Formula-Based Changes

- Transition to a service intensity-based system composed of two components: a service intensity tier of support and a service group funding level.
  - **8 Tiers of Support:** Developed by the Commissioner, based on ADA, including one tier for residentially placed students and a tier for students receiving only speech therapy.
  - **4 Service Group Funding Levels:** Based on student enrollment and receipt of services.
- Embedding a cost offset for Full and Individual Initial Evaluations (FIEEs) for students evaluated for special education services.
- Increasing the special education transportation mileage reimbursement rate.
- Allowing Education Service Centers (ESCs) to partner with school districts and open-enrollment charter schools to receive funding to establish and operate day program placements statewide.
- Doubling the college, career, or military readiness outcomes bonus for students receiving special education services.
- Renaming Supplemental Special Education Services (SSES) to Parent-Directed Services for Students Receiving Special Education Services, with a \$1,500 per student allocation, with exceptions for additional allotments.

### Non-Formula Based Changes

- HHSC to develop informational materials about state-supported living centers for parents considering residential placement.
- Grant programs to increase the number of qualified and credentialed special education staff, including teachers, paraprofessionals, and evaluation personnel.
- Returning to statute dedicated autism and dyslexia grant programs.

# CSHB 2 - Article IV - Early Literacy & Numeracy Reforms

Relating to public education and public school finance

Staff: Court Manske, Steven Santoyo O: 512-463-0355

## Changes from SB 2252

- Opts for HB 123 language on grants to families for students failing 2 or more reading diagnostics, rather than \$750 after a student fails the 3rd grade reading STAAR.
- Removes proposed Early Childhood Parental Support Sections (29.163 & 48.316) from prior versions; concept will not be included in the bill.
- Language adjusted to ensure funding flexibility for both in-school and out-of-school intervention programs
- Grants for training teachers on Bluebonnet curriculum included.

## Pre-K (Different from SB 2252)

The Senate Committee Substitute to House Bill 2 adjusts the flow of funds generated by the early education allotment to provide full-day funding to students entitled to full-day preK. The state **will first use** the funds generated by **the early education allotment** to cover the additional half-day costs for all eligible pre-K students, which amounts to about ~\$650 million out of the ~\$900 million allotment generated by the early education allotment. Any remaining funds will then be distributed to school districts on a pro-rated basis according to the number of K-3 students who are economically disadvantaged or emergent bilingual.

Additionally, when school districts engage in **Pre-K partnerships**, districts are required to **flow 85%** of the student's entitlement to the Pre-K partner (waivers can be approved by the commissioner). This bill **funds 4 pre-K intermediaries** that will support districts in creating Pre-K partnerships. **School Districts cannot expand their in-house Pre-K** or offer tuition-based Pre-K, **unless a Pre-K intermediary verifies there are no partnerships available.**

## Literacy and Numeracy Instruments

Kindergarten Readiness Literacy Instrument - Section 28.006, Education Code

Required Instrument The Commissioner must adopt (and may approve up to two alternatives) a single reading instrument for all districts to use at the start of kindergarten, rather than districts choosing from a list. This instrument must measure foundational literacy skills and may include other developmental skills, such as screening for letter knowledge, phonemic awareness, word reading, and fluency/comprehension (as part of a "**multidimensional assessment**"). These instruments are available to districts free of cost.

K-3rd Grade Literacy Instruments - Section 28.0063, Education Code

Adoption of Instruments The commissioner must adopt a list of reading instruments for kindergarten through third grade. These instruments measure students' foundational literacy skills, helping districts identify students who may additionally need "Tier 2 or Tier 3" targeted instructional support.

Key Requirements for Instruments

- Must be based on solid research on reading development that supports teaching "the science of reading" and not the "whole language" approach.
- Must be capable of being administered at multiple points throughout the school year (at least beginning, middle, and end) to capture inevitable student growth through the school year.
- Aligned to the Texas Essential Knowledge and Skills (TEKS) for reading.

Approval of District Instruments The list of approved instruments is updated at least once every four years. The commissioner must provide a way for districts to request approval of additional instruments. For example, if the list recommends TPRI, Tejas LEE, and mCLASS Texas, but a district is currently using iReady or Amplify instead, the Commissioner will provide a way for districts to request approval of their preferred instruments.

Parent Right to Opt Out Parents have a right to submit a written request opting their child out of taking these screeners and progress-monitoring instruments.

Instrument Schedule	
Kindergarten Readiness Literacy Instrument	Beginning of Year Kindergarten
Literacy Measurement Instruments	<u>Kindergarten</u> : middle and end of year <u>1st grade</u> : beginning, middle, and end of year <u>2nd grade</u> : beginning, middle, and end of year <u>3rd grade</u> : beginning and middle of year

## Early Literacy Intervention Required for Certain Students - Section 28.0064, Education Code

Trigger for Intervention	If a student's results on two consecutive reading instruments (administered per Section 28.0063) indicate the student is "at risk," as set by the agency and clearly reported by the screener technologies, of not meeting third-grade literacy standards, the school district must provide reading interventions (Tier 2 and Tier 3 student interventions).
Scope and Duration of Interventions	Interventions must begin as soon as possible once the district receives the student's qualifying results. They continue until the student is no longer deemed at risk by the commissioner or the student starts fourth grade.
Content and Delivery of Interventions	<ul style="list-style-type: none"><li>• Delivered frequently enough to address the student's skill gaps; must use effective instructional materials designed for reading intervention.</li><li>• Staff providing interventions must be experienced and well-trained; if possible, the same person should work with the student through the whole intervention period.</li><li>• When providing reading interventions, districts may not remove students from core instruction, enrichment classes, or physical activity (like recess) any more than they would for students not receiving interventions. Interventions must be scheduled in a way that preserves equal access to a full school experience.</li></ul>
Parent Opt-Out	A parent may submit a written request to opt the child out of all or some of the intervention components. Districts are prohibited from encouraging parents to opt out.

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## Reading & Math Academies (K-3, Reading - K-5, Math – soon to be, K-8)

Our Vision for Academy Redesign	<ul style="list-style-type: none"><li>• Literacy Achievement Academies will be developed for K–8 teachers and will focus on key instructional domains: phonemic awareness, phonics, fluency, vocabulary, comprehension, and appropriate interventions for struggling readers.</li><li>• Math Achievement Academies will be similarly structured for K–8 teachers, and will include separate pathways for interventionists, campus leaders, and instructional coaches.</li><li>• Academies will include both in-person and asynchronous components, designed to reduce teacher burden while ensuring strong practice-based learning.</li><li>• By the 2030–2031 school year, all mathematics teachers, principals, and instructional coaches in K–8 must attend these redesigned academies (Section 28.0071).</li></ul>
Who Must Attend and When?	<p><b>Reading Academies:</b> Required for teachers in Grades K–3 under current law. Grades 4–8 are not required to attend.</p> <p><b>Math Academies:</b> The bill establishes a <b>requirement to attend</b>, but only <b>once the academies are fully available</b>. Currently, this applies to Grades K–5, with Grades 6–8 added over time. Once established, attendance will become mandatory.</p>
Stipends – When They Apply	Teachers attending <b>outside of contract hours</b> are <b>eligible to receive a stipend</b> , either through <b>Section 48.108 or other legislative appropriations</b> . Teachers attending <b>during contract hours</b> may not receive stipends. Districts may use <b>professional development days</b> to provide teachers time to complete the asynchronous components.
Improving the Academies – What's New?	Statute intentionally maintains flexibility to allow the Commissioner and TEA to iterate on academy design. Current Reading Academies have undergone three redesigns, with the fully online model phased down due to lower effectiveness. The goal is to drive costs down while maintaining high-quality, impactful experiences for educators. Math Academies are anticipated to cost ~\$1,200 per teacher and take place over 11 months, including: <ul style="list-style-type: none"><li>• 2-day kickoff training (summer or January),</li><li>• 3 asynchronous modules (~5 hours each),</li><li>• 2 virtual coaching check-ins (30 minutes each).</li></ul>
Funding for Academies	The bill does <b>not include an expansion of Reading Academies</b> , but <b>funds Math Academies indirectly</b> through an increase to the <b>Early Education Allotment (EEA)</b> : <ul style="list-style-type: none"><li>• EEA increase = 0.01 x Basic Allotment (\$6,160) = \$61.60 per K–3 students. Statewide estimates project <b>\$80M/year</b> in costs during implementation, supported by <b>~\$90M/year</b> generated from the .01 weight.</li><li>• While this won't fully fund Grades 4–8 up front, a <b>four-year phased implementation</b> allows districts to cover costs through strategic budgeting and carryover funding.</li></ul>

# CSHB 2 - Article V - Career and Technical Education

Relating to public education and public school finance  
 Staff: Court Manske O: 512-463-0355

## Identical to HB 120 as Passed Senate Ed Committee

- Approximately 15 pages
- Previously SB 1826 by Senator Schwertner and HB 120 Rep. Keith Bell
- Article V improves or further funds the new instructional facility allotment and career and technical education, Rural Pathway Excellence Partnership Program (R-PEP), and Pathways in Technology Early College High School (P-TECH) programs.

## Notable Provisions

- **JROTC Funding Cap:** Removed \$20M cap as current spending aligns with it.
- **CTE Funding:** Increases \$79/year; regular program offsets drop by \$57/year, netting \$22M.
- **CTE Adjustment Provision:** Removed \$20M funding cap adjustment.
- **HS Advising Allotment:** removed.

## Program Revisions

Program	Revision
Pathways in Technology Early College High School (P-TECH)	<ul style="list-style-type: none"> <li>• Increases existing P-TECH per student funding from \$50 to \$150.               <ul style="list-style-type: none"> <li>○ CSHB 120 Ensures the increase to <u>P-TECH funding remains calculated via ADA</u> rather than changing to enrollment based.</li> <li>○ This funding is accessible to P-TECH participants in years five and six who are enrolled in P-TECH programs through which the student may earn dual credit.</li> </ul> </li> </ul>
Junior Reserve Officers' Training Corps (JROTC)	<ul style="list-style-type: none"> <li>• Establishes JROTC courses as eligible for CTE allotment funding.</li> <li>• Establishes a military pathway grant program. \$50,000 for each grant; <u>CSHB 2 caps total amount at \$20 million.</u></li> </ul>
Rural Pathway Excellence Partnership Program (R-PEP)	<ul style="list-style-type: none"> <li>• <u>CSHB 120 caps total R-PEP allotment at \$20 million. Caps R-PEP startup grants at \$5 million.</u></li> <li>• Ensures admitted school districts may continue to participate regardless of enrollment. However, funding for school districts admitted when under <u>1,600 students is capped at an amount equal to 1,760 students.</u></li> </ul>
New Instructional Facility Allotment Program (NIFA)	<ul style="list-style-type: none"> <li>• Raises the allotment cap from <u>\$100 million to \$150 million.</u></li> <li>• Expands eligibility to include CTE renovations that align with high-cost and high-need programs of study.</li> </ul>

## IBC and CTE Exam Reimbursements

- Allows a student to receive a subsidy for two IBC examinations rather than one. Allows a teacher to receive a subsidy for passing any certification examination related to CTE.
- Caps total reimbursable expenses (student IBC exams and ancillary items) under Section 48.156 at \$15 million.

## Success Monitoring and Reporting

- Ensures educational performance indicators are clear, rigorous, and timely refreshed.
  - Expands military readiness indicator to include students who both pass the ASVAB and complete JROTC.
  - Requires college, career, and military readiness indicators of achievement be studied and weighted based on correlation with post-secondary success.
  - Requires the commissioner to refresh thresholds for indicator scores every five years.
- Requires the board of trustees of each school board to include in its required CCMR plan goals related to completion of postsecondary credentials and associates degrees while in high school as well as postsecondary outcomes of recent graduates.
- Requires each school board to utilize outcomes data provided by the TEA.
- Requires the TEA to report on its website the college and career outcomes for the 10 most recent student cohorts.
- Expands the types of career-oriented information that counselors are required to provide students as part of yearly counseling meetings.

## CSHB 2 - Article VI - Additional School Finance Reforms

*Relating to public education and public school finance*

Staff: Court Manske O: 512-463-0355

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### **Funding the Basic Allotment (BA) - Very Similar to Provisions in HB 2, Engrossed**

- **Mechanism:** The BA increase is funded through redirecting funds allocated to increasing the golden penny yield, a property tax revenue tool that adjusts for local property value growth.
- **Why It Matters:** This funding structure enables **continuous monitoring and adjustment of the BA for inflation in future legislative sessions.**
- **Revenue Impact:** The reallocation generates sufficient revenue to cover the \$55 BA increase without new taxes.
- **Changes from HB 2:** Added language to address issues fairness to districts with lower property values.

### **Charter School Facility Funding**

- **Funding Increase:** Charter facility funding multiplier adjusted to 0.07, resulting in \$255 million for the biennium.
- **Eligible Uses:**
  - Leasing instructional facilities
  - Paying property taxes on facilities
  - Bond payments or facility purchases

### **Facility Usage Report Required**

- Identical to language used in SB 12 as passed the Senate

### **Small and Mid-Sized School Adjustments**

- Multiplier increased from 0.06 to 0.07, generating \$255 million over the biennium. Funds may be used for leasing facilities, property taxes, and bond payments.

### **Federal Grant Reporting Simplification**

- Reduces ISD paperwork without additional cost or funding impact.

### **Additional State Aid for Certain Districts (Sec. 48.283)**

- Clarifies that the changes in this section supersede conflicting provisions in other bills to ensure funding consistency.

### **Regional Insurance Adjustments**

- \$43 million set aside to support rising insurance costs in coastal districts.

### **Repeal of Compensatory Allotment (Comp Ed) - 55% Spending Requirement**

- This provision increases administration costs for districts; its repeal allows more efficiency in spending of comp ed allotment funding without affecting the dollars districts receive.

### **Miscellaneous Tier II Adjustments**

- Increases to the small/midsize allotment, the basic allotment, special education funding all have complex impacts on the tier ii yield and spillover effects into other funding streams. Those impacts are included in this bucket.



# Budget Update

May 15, 2025

# Agenda

## General Fund

- 2024-2025 Updated Projections
- 2025 Local Property Values and Projected Tax Rates
- School Finance Legislation Update
  - Key Legislation
  - Legislative Timelines

# Updated Projections for 2024-2025

	Revised Budget	Actual / Projected	Variance
Enrollment	13,294	13,366	+ 72
Average Daily Attendance <i>(projected at end of fifth six weeks)</i>	11,645	11,673	+ 28
Comptroller's Property Value Study (T2 Value)	8,574,528,716	8,605,427,890	+ 0.036%
Revenues <i>(does not include TIA at this point)</i>	\$ 156,334,318	\$ 158,524,108	\$ + 2,189,790
➤ Foundation School Program Revenue	\$ 72,248,367	\$ 73,738,725	\$ + 1,606,106
➤ Maintenance & Operations Property Tax Collections	\$ 67,283,414	\$ 65,515,348	\$ - 1,768,066
➤ Earnings on Investments	\$ 2,500,000	\$ 4,520,511	\$ + 2,020,511
Expenditures <i>(does not include TIA at this point)</i>	\$ 170,839,187	\$ 165,697,678	\$ - 5,141,509
Other Resources/(Uses)	\$ (343,209)	\$ (330,916)	\$ - 12,294
Change in Fund Balance	\$(14,848,078)	\$ (7,504,486)	\$ + 7,343,592

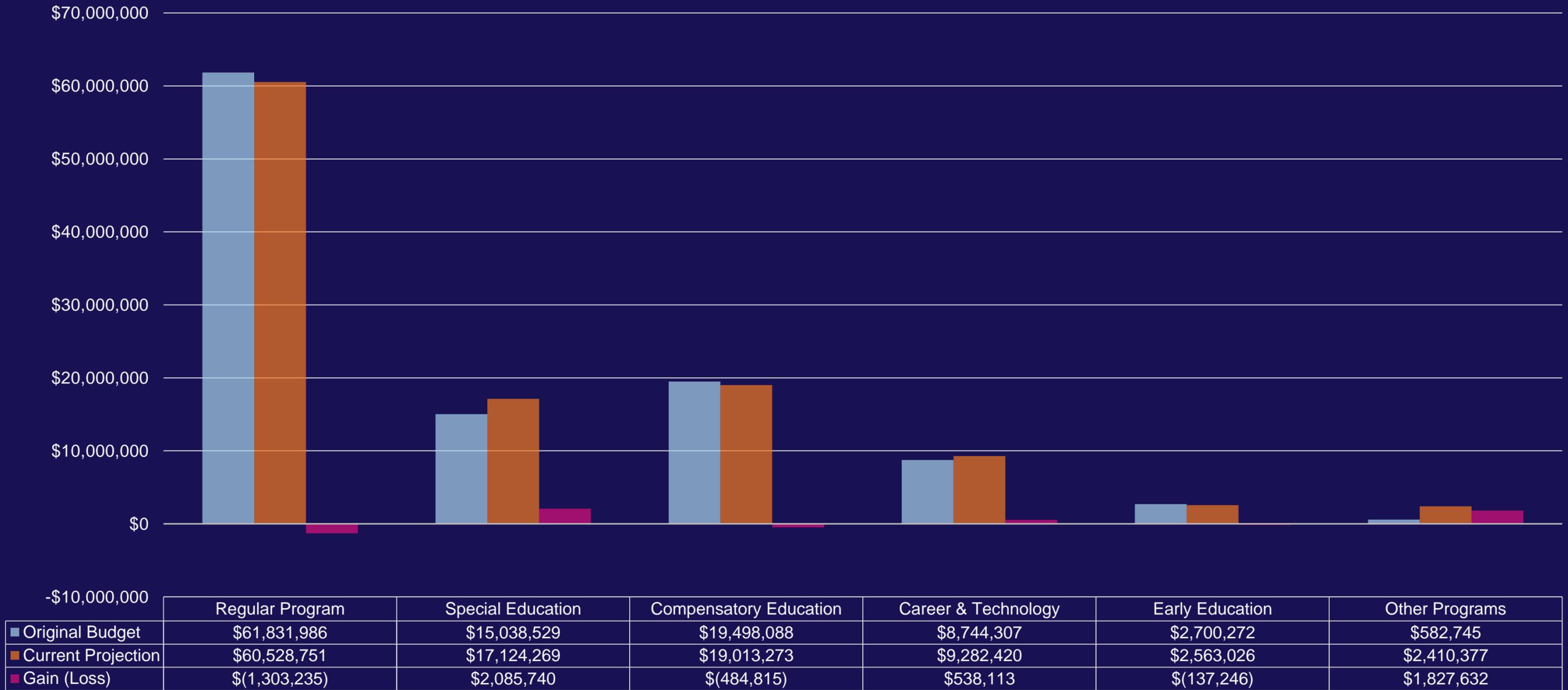
Under appeal

# Value Lost Due to Freeze/Compression of Over 65 Homesteads Issue

On March 14<sup>th</sup>, the Texas State Comptroller's Office notified districts that a portion of self-reported data, specifically, value lost due to the freeze/compression of over 65 homesteads, had been miscalculated. These reports are submitted by the Central Appraisal Districts. The miscalculations are likely due to insufficient and vague instructions from the Comptroller's Office on how to calculate the freeze/compression value loss. Nearly every district in the state was negatively impacted and would lose out on hold-harmless funding if not corrected.

The District's delinquent tax attorney's office has filed the appropriate paperwork. It is not yet known what the financial impact will be. We have been told that we will not have the final adjustment until the end of July or early August.

# 2024-2025 Foundation School Program Revenue



# Preliminary Estimates for 2025-2026

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment:										
Fall PEIMS	14,756	14,899	14,428	14,086	13,823	13,517	13,366			
Increase / (Decrease) from Prior Year		143	(471)	(342)	(263)	(306)	(151)			
Percentage Change		+0.97%	-3.16%	-2.37%	-1.87%	-2.21%	-1.12%			
Demographic Projections	14,808	14,907	14,991	14,825	14,118	13,827	13,812	13,128	12,970	12,816
District Projections	14,722	14,648	14,800	14,661	14,001	13,776	13,294	13,166	12,933	12,706
Average Daily Attendance	13,337	12,693	12,925	11,923	11,909	11,782	11,673	11,526	11,340	11,155

Utilizing current ADA projections for 2025-2026, would result in a decrease of \$2.2 million in State Foundation School Program revenues under current law, partially offset by a small gain in property tax collections

# 2025 Local Property Values & Projected Tax Rates

- School FIRST requires a discussion of property values with the School Board within 120 days of adopting the budget
- Current year state property values, certified by the Comptroller's Office, are used in the formulas to calculate State Foundation School Program revenue
- District must now estimate those "CPTD" values for the coming year when we may not have final values for the current year
- Differences between local and state values are primarily related to local exemptions and deductions such as the Freeport exemption, leased vehicles, pollution control, and solar energy deductions
- Current estimated 2025 "T-2" value for state funding purposes is **\$9,007,075,799**

# 2025 Local Property Values & Projected Tax Rates

Tax Year	Net Taxable Values		Value Adjustment	Percent Change from:		Homestead Exemption
	Preliminary	Certified		Preliminary	Prior Year	
2018	\$ 6,530,822,722	\$ 6,341,596,283	\$ (189,226,439)	- 2.90%	+ 10.39%	\$ 25,000
2019	7,014,667,561	6,827,446,082	(187,221,479)	- 3.21%	+ 7.66%	25,000
2020	7,587,072,447	7,247,140,447	(339,932,000)	- 4.48%	+ 6.74%	25,000
2021	7,421,037,502	7,557,152,053	136,114,551	+ 1.83%	+ 4.28%	25,000
2022	9,773,735,622	8,838,221,086	(935,514,536)	- 9.57%	+ 16.95%	\$ 40,000
2023	10,101,801,466	9,191,914,689	(909,886,777)	- 9.01%	+ 4.00%	\$ 100,000
2024	9,808,290,401	9,237,012,137	(571,278,264)	- 5.82%	+ 0.49%	\$ 100,000
2025*	10,159,659,992	9,244,561,798	(915,098,194)	- 9.01%	+ 0.08%	\$ ???

\* Projections based on 2023 year when the homestead exemption was increased from \$40,000 to \$100,000

**Certified values of \$9.2 billion coupled with a projected WADA of 18,111 will drive the district into recapture to the tune of about \$272,000**

# 2025 Local Property Values & Projected Tax Rates

- The Maintenance & Operations tax rate, under current law, is subject to compression each year based on estimated statewide property value growth compared to local property value growth
- At this point, we do not have the 2025 maximum compressed tax rate template so I have utilized the template from 2024
- The Voter Approval (or rollback) Tax Rate includes any previously voter approved pennies for Tier 2 Funding, Level 1 (Golden Pennies) and Level 2 (Copper Pennies – as previously compressed under HB 3)

Computation of Tax Rate – Current Law (Preliminary)	
2024 Comptroller Certified Taxable Value	\$ 8,605,427,890
2024 Chief Appraiser's Certified Values	9,237,012,137
2025 Chief Appraiser's Estimated Certified Values	9,576,962,208
Central Appraisal District (CAD) Value Growth	3.68%
2025 Comptroller Estimated Certified School District Value	8,922,133,745
Prior Year Maximum Compressed Tax Rate (MCR)	\$ 0.6281
MCR (lesser of state or local limited under law)	\$ 0.6209
Add: Voter Approved Golden Pennies	\$ 0.0800
Add: Voter Approved Copper Pennies (compressed)	\$ 0.0583
2025 Total M&O Tax Rate	\$ 0.7592
2025 I&S Tax Rate (required to pay debt service)	\$ 0.2435
<b>2025 Voter Approved Tax Rate</b>	<b>\$ 1.0027</b>

Bill language is not yet clear on the hold harmless allocations for either M&O or I&S, we currently receive \$2.6 million in hold harmless in the I&S fund. If this is eliminated, it would take another \$0.028 of tax rate to cover debt requirements in 2025-2026.

# 2025 Local Property Values & Projected Tax Rates

Tax	2024	2025*	Increase / (Decrease)
Maintenance & Operations (General Fund)	\$ 0.76640	\$ 0.75920	\$ (0.00720)
Interest & Sinking (Debt Service Fund)	0.28254	0.24352	(0.03902)
Total Tax Rate	\$ 1.04894	\$ 1.00272	\$ (0.04622)

\* Projections based preliminary property values and current law

Currently our interest & sinking rate comprises 26.9% of the total tax rate – this is important in relation to proposed legislation in HB19

# Some Preliminary Cost Increases for 2025-2026

## What we know right now....



Utilities – Should remain flat overall, increases in water and gas should be offset by the savings under the new bid for telephone service



Property and casualty insurance – TASB is working on projections but has told us that the increase for next year will be modest, should be around \$100,000 - \$150,000



U.S. Energy Information Administration is currently projecting a decrease in both gasoline and diesel prices for 2026, as much as 6%, slight savings of \$25,000



The health fund, after eight months, is currently in the black even with only four months of increased contributions, we will get better projections in early May



An increase in state funding for Special Education makes up most of the FSP gains, \$2.4 million, approximately \$1.3 million will need to be allotted in 2025-2026

# Key School Finance Legislation - Finance

	1 <sup>st</sup> Committee	1 <sup>st</sup> Chamber	2 <sup>nd</sup> Committee	2 <sup>nd</sup> Chamber	Governor
<p><b>HB 124</b> School safety allotment increase</p>	Approved as substituted 4/8	SB 260 considered in lieu of on 4/17			
<p><b>SB 260</b> School safety allotment increase - \$14 per ADA (+\$1 under CSHB 2?) plus \$37,000 per campus</p>	Approved 3/5	Approved as substituted 3/10	Approved as substituted 4/15	Approved 4/17 Senate conferees appointed 4/29	
<p><b>SB 2</b> Vouchers</p>	Approved 1/28	Approved 2/5	Approved as substituted 4/3	Approved as amended 4/17	Signed by Governor 5/3
<p><b>HB 2196</b> Virtual education</p>	Approved as substituted 4/3	SB 569 considered in lieu of on 4/17			
<p><b>SB 569</b> Virtual education</p>	Approved as substituted 3/10	Approved 3/13	Approved 4/15	Approved 4/17	Signed by Governor 5/6
<p><b>HB 2249</b> Teacher scholarships &amp; incentives</p>	Approved as substituted 4/8	Approved as amended 4/24			

# Key School Finance Legislation – Property Tax

	1 <sup>st</sup> Committee	1 <sup>st</sup> Chamber	2 <sup>nd</sup> Committee	2 <sup>nd</sup> Chamber	Governor
<p><b>HB 8</b> Additional tax compression</p>	Approved 3/10				
<p><b>HB 9 / HJR 1</b> Increasing business personal property exemption to \$250,000</p>	Approved as substituted 3/10	Approved 4/3	Approved as substituted 5/8		
<p><b>HB 19</b> Limit on debt service</p>	Left pending 4/21				
<p><b>HB 30</b> Prohibiting disaster pennies (non-ISDs)</p>	Approved as substituted 5/2	Passed 5/8			
<p><b>HB 195</b> Recapture info reported to property tax database</p>	Approved as substituted 3/20	Passed 4/1			
<p><b>HB 2889</b> Funding for bond opponents</p>	Left pending in committee 5/5				

Source 2025 Moak Casey

# Key School Finance Legislation – Property Tax

	1 <sup>st</sup> Committee	1 <sup>st</sup> Chamber	2 <sup>nd</sup> Committee	2 <sup>nd</sup> Chamber	Governor
<p><b>SB 4 / SJR 2</b></p> <p>Homestead exemption increase from \$100,000 to \$140,000, new hold harmless is created, tax compression s/b calculated based on \$140k values, reduction in district's I&amp;S state aid if exceed minimum debt service</p>	Approved 2/11	Approved 2/13	Approved as substituted 5/8		
<p><b>SB 23 / SJR 85</b></p> <p>Tax relief for 65+/disabled increases exemption from \$10,000 to \$60,000, tax compression s/b calculated based on values after the impact of SB 23</p>	Approved 4/22	2Approved 4/3	Approved as substituted 5/8		
<p><b>SB 414</b></p> <p>Bond language to include interest information</p>	Approved 3/24	Approved 4/7			
<p><b>SB 1453</b></p> <p>I &amp; S rate generating amounts above minimum debt service would require 60 percent vote threshold</p>	Approved 3/24	Approved 4/3	Scheduled for hearing on 5/12		

Source 2025 Moak Casey

# 89<sup>th</sup> Legislature - CSHB 2

## Article I – Teacher Compensation (SB 26) \$4.2 billion

- *Largest Teacher Pay Raise in State History*
- Provides “permanent” across the board pay raises for teachers with at least 3 years of experience, providing a substantial incentive for teachers to make it to year 5 by a least doubling that pay raise. Referred to as a Teacher “Retention” Allotment:

Enrollment of 5,000 or less		Enrollment of 5,001 or more	
3-4 years experience	\$ 5,000	3-4 years experience	\$ 2,500
5+ years experience	\$ 10,000	5+ years experience	\$ 5,500

- Teacher Incentive Allotment reforms: adds a fourth designation & increases floor and ceiling for TIA pay raises in Year 2
- Free Pre-K for teachers
- Liability insurance for teachers
- *Questions: stipend, benefit impact, impact on statutory minimum salaries*
- *Based on 2024 Fall PEIMS counts, District would get \$4.1 million, additional funding for teachers with 0-2 years of experience would come from District funds - \$1,500 would cost \$200k, benefit impact would be approximately \$550k*

# 89<sup>th</sup> Legislature - CSHB 2

## Article IIA – Educator Preparation & Certification (SB 2253) \$0.3 Billion

- Creates a new “PREP” allotment, pays teacher candidates for their in-classroom, pre-service training, outcomes bonuses for educator preparation programs, formula funding for grow-your-own programs, investment in teacher residency programs, & one-time incentives to help districts get existing teachers certified
- Phases out uncertified teachers: blanket DOI waivers allowing uncertified teachers end by 2030. Limited exceptions will remain.
- Districts cannot waive duty to notify parents if teacher is not appropriately certified
- \$3,000 per new teacher for on the job mentorship

## Article IIB – Educator Bill of Rights (SB 27)

- Rehire-Retired grants
- Teacher abandonment & grievance proceedings protections
- Bilingual & Special Education Certification Exam fees waived
- Additional reporting of teacher time & position data

# 89<sup>th</sup> Legislature - CSHB 2

## Article III – Special Education Finance Reform (SB 568) \$1.3 Billion

- New model for special education funding - changes to innovative intensity of services model in Year 2.
- Evaluation reimbursement - \$1,000 per evaluation of new state funding for special education evaluations. This biennium only, additional reimbursement for evaluations on homeschooled/private school students.

## Article IV – Early Learning Reforms (SB 2252) \$0.7 Billion

- Enhances early literacy & numeracy through targeted investment screeners, requires & funds interventions, includes investments in math academies.

## Article V – Career & Technical Education (HB 120) \$0.2 Billion

- Includes CTE facilities under new instructional facilities allotment funding
- Improves funding of Rural Pathway Excellence Partnership (R-PEP) program and Pathways in Technology Early College High School (P-TECH) programs

# 89<sup>th</sup> Legislature - CSHB 2

## Article VI – Additional School Finance Reforms (HB 2) \$1.3+ Billion

- Increases basic allotment by \$55 through golden penny yield reforms (*preliminary calculations would indicate that Waco ISD could lose \$448k*)
- Increases in the School Safety Allotment (*this should double our current allotment of \$500k*)
- Increases the charter facilities funding by \$255 million (*\$0 impact for Waco ISD*)
- Increases the small & mid-size district allotment by \$300+ million (*\$0 impact for Waco ISD*)
- Allots \$42 million for regional variations in insurance costs (*\$0 impact for Waco ISD*)
- Adds another \$300 million in miscellaneous adjustments and tier II impacts (*??? impact on Waco ISD*)

# 89<sup>th</sup> Legislature - CSHB 2

- Lots of questions since we haven't seen the bill language, as yet...
- Have harmless adjustments for increased homestead exemptions for both M&O and I&S been revised or eliminated?
- The teacher salary increase is described as permanent but must it be re-appropriated every biennium?
- Can we cover benefit impact with salary increase funds?
- What do the miscellaneous adjustments include?
- What is the effective date for specific changes such as the increase in the basic allotment?

# 89<sup>th</sup> Legislature, Regular Session Deadlines

## Important Dates:

- The full House must pass House Bills and Joint Resolutions on second reading on the daily or supplemental calendar by Thursday, May 15<sup>th</sup>, and on the local and consent calendar by Friday, May 16<sup>th</sup>
- House Bills that have been amended by the Senate must be returned to the House for consideration by Thursday, May 29<sup>th</sup> before midnight
- The last day for the House to agree with a conference committee report or with Senate amendments to a House Bill is Sunday, June 1, leaving the last day of the legislative session (Monday, Jun 2<sup>nd</sup>) for any needed corrections
- Last day governor can sign or veto bills passed, June 22<sup>nd</sup>

**Waco Independent School District**

**Board of Trustee Meeting Agenda Item**

**Date:** May 15, 2025

**Contact Person:** Gloria Barrera

**RE: Review and Discuss the Waco High School Construction Project and Occupancy Plan**

=====

**Background Information:**

In September of 2022, the Board of Trustees approved the award of Guaranteed Maximum Price Amendment #2 to Rogers O'Brien Construction Company for the new Waco High School project. The project is nearing completion and the occupancy process is underway.

Representatives from Rogers O'Brien Construction, O'Connell Robertson, and Waco ISD will present a status report on the work to date and occupancy process.

**Fiscal Implications**

There are no funding implications.

**Administrative Recommendation(s):**

There are no Administrative recommendations.

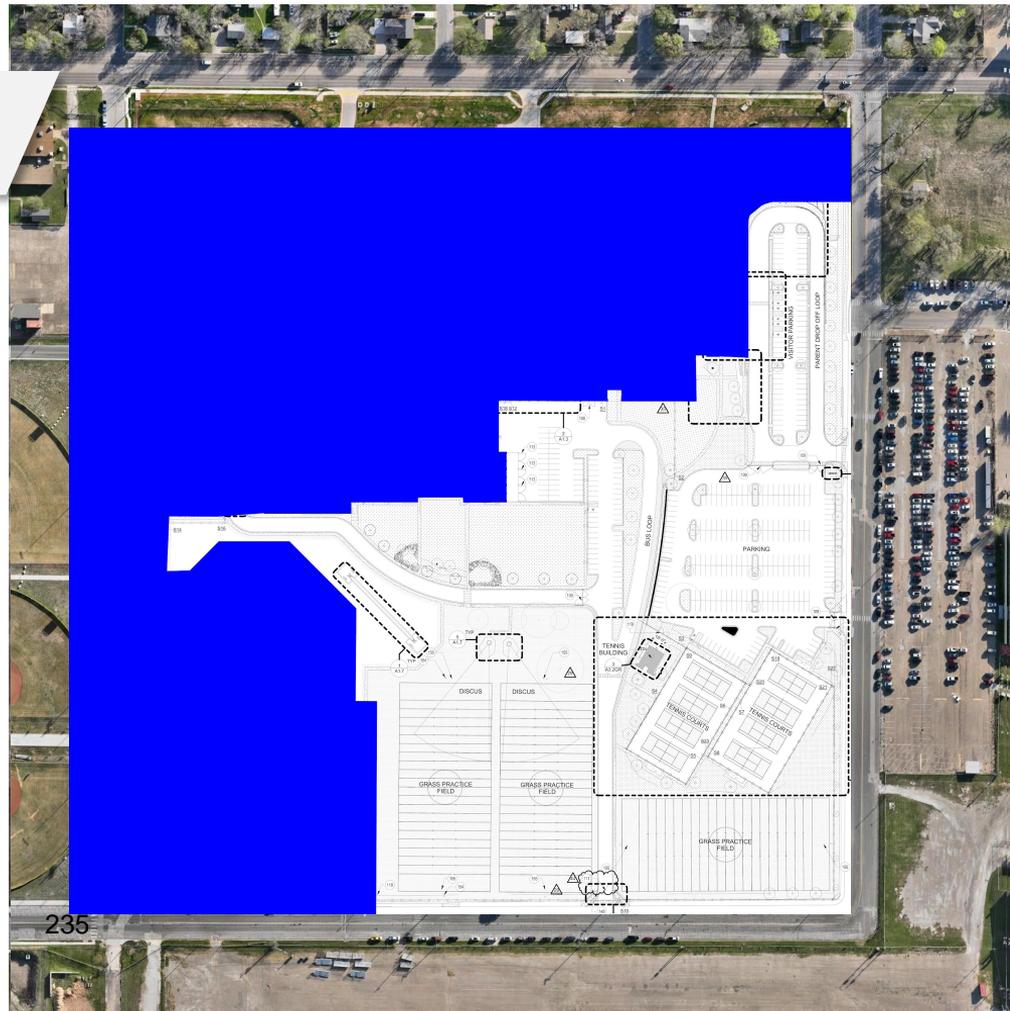
# Waco High School

May 15, 2025

Project Construction Update



# Overall Progress



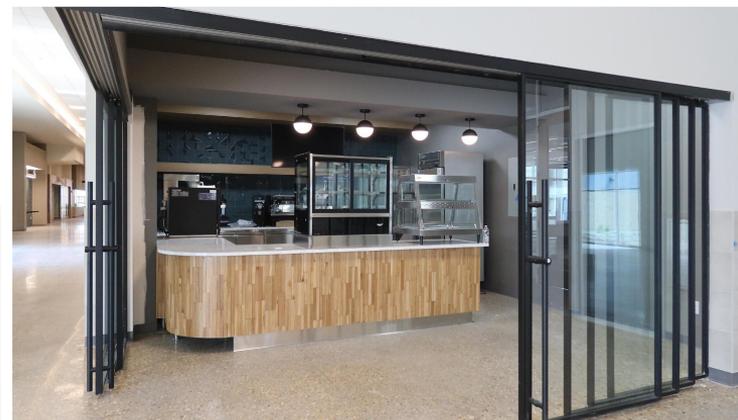
# Front Entry + Site



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# Entrance + Public Spaces



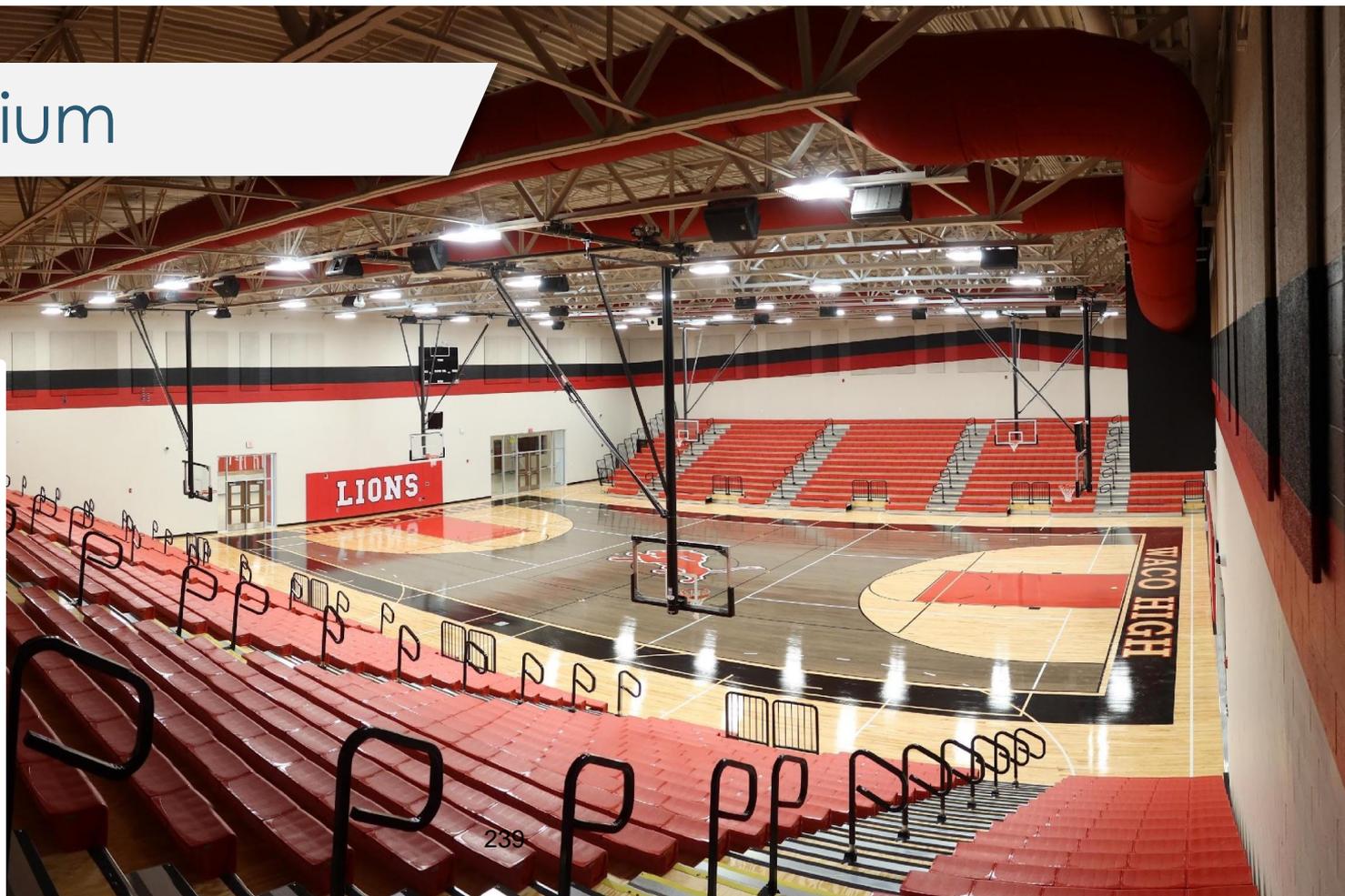
# Library



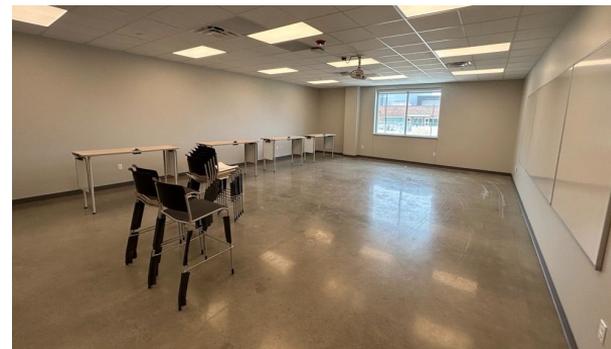
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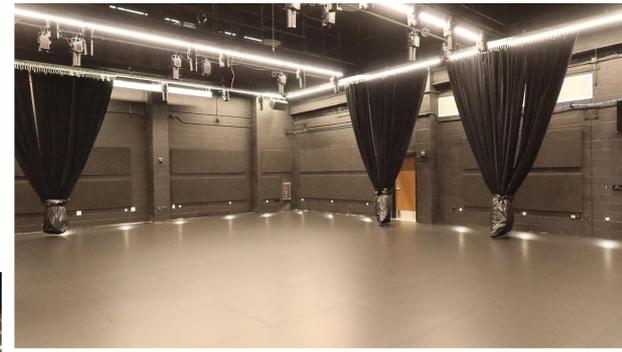
# Gymnasium



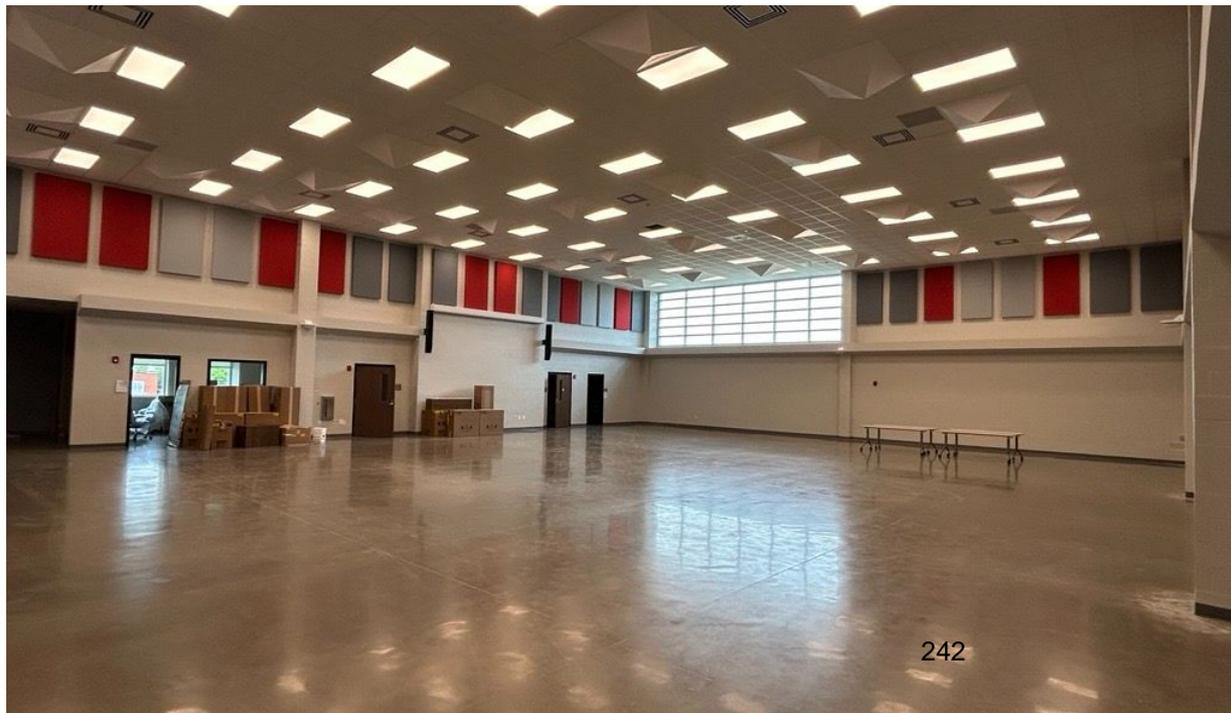
# Classroom Neighborhoods



# Theater / Black Box



# Band, Choir & Art



# CTE – Culinary & Auto Tech



# Moving Towards Opening Day

- **Substantial + Final Completion**
  - 92% Complete
  - Contractual Completion Dates
    - Phase 1 (Building): May 28, 2025
    - Phase 2 (Site): January 19, 2026
- **Close-out Efforts**
- **Furniture, Fixtures, + Equipment**
  - Delivery + Install – Started Mid-April
  - Completed – Anticipated end of May
- **Technology Installation ongoing**
- **Administration + Staff Move-In**
  - Packing Materials Delivered: April 28
  - Full Building Controlled Access: May 23
  - Rentacrate Move: May 21 - 30
- **City of Waco Permits**
  - Temporary Occupancy for Stocking – Received April 24
  - Temporary Certificate of Occupancy – Anticipated May 23



Lion **PRIDE** runs deep!

# WISD Activities

- Online auction of existing items
- Salvage of HVAC and technology equipment
- Salvage/reuse of autotech equipment
- Relocation of historical items
- Excavation of time capsule
- Painting of murals