Agenda
Midlothian ISD
Board of Trustees Regular Meeting

L.A. Mills Administration Building
100 Walter Stephenson Road
Midlothian, Texas 76065

November 16, 2020 – 5:00 PM

Immediately after opening, the Board of Trustees will convene in Closed Session and will return to Open Session upon completion of closed session

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A Regular Meeting of the Board of Trustees of Midlothian ISD will be held November 16, 2020, beginning at 5:00 PM.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed on the agenda, which is attached to, and made a part of this Notice. Items do not have to be taken in the order shown on this meeting notice.

For those attending in person, social distancing guidelines will be followed. Members of the public may access this meeting in real time by clicking the video conference link and selecting the Board of Trustees Regular Meeting for November 16, 2020.

The open portions of this meeting will be streamed live and recorded. The video will be made available to the public on the District's website.

PUBLIC COMMENT – Public comments related to this meeting will be accepted in person and virtually, in accordance with the Open Meetings Act and Local District Policy, BED(LOCAL). Members of the public wishing to address the Board during the public comment portion of this regular meeting shall be limited to five minutes.

Individuals wishing to speak remotely, should complete an online Public Comment Form for virtual participation prior to 4:00 pm on November 16, 2020. ***Please note:*** *Comments will not be read into the record. Those participating virtually will be admitted to the meeting at the designated time to speak via the Zoom link with meeting ID: 821 0648 9872.* In-person participants must sign in and complete a "Public Comment Participation Form" and present it to the Board President or designee by 5:50 p.m. on November 16, 2020. If a completed form for public comment is not received by the applicable deadline posted, the individual will not be able to participate in public comment at this meeting.

In accordance with the Texas Open Meetings Act, Board Members will listen to the comments. The Board, through the presiding officer or Superintendent, can offer factual information, cite Board policy, or direct the administration to investigate items and report back to the Board, but shall not engage in a two-way dialogue with patrons.

1. FIRST ORDER OF BUSINESS

    A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551

2. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.

    A. Consideration of Personnel, Texas Government Codes 551.074 - Resignations,

Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
B. Consider Purchase, Exchange, Lease, or Value of Real Property 551.072
C. Students, Texas Government Code 551.082, 551.0821
1. Discipline Issues
2. Non-Discipline Issues
D. Consider Safety and Security, Texas Government Code Chapter 551.067
3. RECONVENE TO OPEN SESSION
4. INTRODUCTION OF MEETING
A. Invocation
B. Pledges of Allegiance
5. PUBLIC HEARING
A. Public Hearing for FIRST Report 5
B. Public Hearing for Accelerated Instruction 52
6. PRESENTATIONS / RECOGNITIONS
A. Heritage High School Tennis Team Recognition 57
B. College Board National Recognition Programs 58
7. PUBLIC COMMENT - Members of the public may address the Board during the public comment portion of the board meeting in accordance with Board policy BED (LOCAL). Individuals wishing to speak shall follow the procedures outlined above.
8. INSTALLATION OF SCHOOL BOARD MEMBERS
A. Administer Oath of Office to Places 6 and 7 Members 59
B. Reorganization of Board Officers
9. CONSENT AGENDA
A. Consider Meeting Minutes
1. October 19, 2020 - Regular Meeting Minutes 65
B. Consider Requisitions over $50,000 68
C. Consider and Approve Vendors for RFP-2021--005 Medical and PPE Supplies 74
D. Consider and Approve Vendors for RFP-2021-004 Apparel and Accessories 77
E. Consider Approval of Gifts and/or Donations 79
F. Consider Policy Revisions to EIE (LOCAL) and FNA (LOCAL) 81
10. DISCUSSION/ACTION ITEMS
A. Consider and Approve Boundary Process and Parameters 91
B. Consider Parameters and Timeline for Strategic Planning and Long Range Plan 93
C. Consider Additional One-Time Supplemental Pay for Employees
D. Action, if any, on Items Discussed in Closed Session
11. INFORMATION ITEMS
A. Consider Preliminary Courses for 2021-2022 98
B. Consider Retiree Daily Rate for Paid Leave, 2020 106
C. Consider Approving a Policy Suspension for Community Service Hours 107

for 2021 Senior Students
D. Community Engagement Opportunities 108
E. Consider 2016 Bond Update and Summer Projects for 2021 115
F. HB3: Board Quarterly Report on Goals 118
G. Board Priority 1-B: GOAL 1 Academics: Department of Learning Special Programs &. Dyslexia Report 153
H. Update on College and Career Solution for Post Secondary Planning 216
I. Consider TEA General Waiver for Additional Staff Development Days for 2020-2021 and Possible Calendar Adjustment 278
J. COVID Update: Dual Platform of Learning - Face-To-Face and Virtual 283
K. Superintendent's Report and Announcements
1. Business Reports 311
2. Key Dates
12. ADJOURNMENT OF MEETING

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed meeting or session of the Board of Trustees is required, then such closed meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel, or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Discussing personally identifiable information about a public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups.
551.084	Excluding witnesses from a hearing.

Should any final action, final decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed meeting or session, then the final action, final decision, or final vote shall be either:

(a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
(b) at a subsequent public meeting of the School Board upon notice thereof;

as the School Board shall determine.

Theda McGrew
Superintendent Administrative Assistant

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**FIRST Report and Public Hearing**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	State law requires each Texas school district to hold a public hearing on the Financial Integrity Rating System of Texas (FIRST). This is the 18th year of School FIRST, a financial accountability system for Texas school districts developed by the Texas Legislature in 1999. Major changes to the School FIRST system were implemented by the Texas Education Agency in August 2015 that combined financial indicators with financial solvency indicators, in accordance with House Bill 5, 83rd Texas Legislature, Regular Session, 2013. The primary goal of School FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system. Midlothian ISD earned a "Superior" rating for the 2018-2019 fiscal year with a score of 100 out of 100 possible points. The Schools FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, with the highest being "Superior Achievement." Midlothian ISD has received the highest rating since the inception of the FIRST rating. Midlothian ISD has received a perfect score in 15 of the 18 years the program has been in existence. Notice of the public hearing must be advertised one time in the newspaper of record for MISD not less than 14 days or more than 30 days prior to holding the public hearing. Midlothian ISD published such notice on Thursday, October 29, 2020. The following documents include information on all fifteen indicators in the School's FIRST as well as other disclosures required by the State law and the Texas Education Agency.	
Fiscal Impact/Budget Function Code:	None	
Policy:	N/A	
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
Administration Recommended Option:	No recommendation since this is a public hearing and board report	
Motion:	No motion needed – report and public hearing only	
Presenter:	Jim Norris	

User: James Norris
User Role: District

RATING YEAR 2019-2020 DISTRICT NUMBER district # Select An Option Help Home Log Out

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON SCHOOL YEAR 2018-2019 DATA - DISTRICT STATUS DETAIL

Name: MIDLOTHIAN ISD(070908)	**Publication Level 1:** 8/6/2020 9:26:37 AM
Status: Passed	**Publication Level 2:** 8/6/2020 11:17:34 AM
Rating: A = Superior	**Last Updated:** 8/6/2020 11:17:34 AM
District Score: 100	**Passing Score:** 60

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	3/30/2020 1:06:31 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	3/30/2020 1:06:31 PM	Yes
2.B	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	3/30/2020 1:06:31 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	3/30/2020 1:06:31 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	3/30/2020 1:06:32 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)	3/30/2020 1:06:32 PM	10
7	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-	3/30/2020	10

	term debt? (See ranges below.)	1:06:32 PM	
8	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.	3/30/2020 1:06:33 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	3/30/2020 1:06:33 PM	10
10	Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)	3/30/2020 1:06:35 PM	10
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)	3/30/2020 1:06:35 PM	10
12	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	3/30/2020 1:06:35 PM	10
13	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	3/30/2020 1:06:37 PM	10
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	3/30/2020 1:06:38 PM	10
15	Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?	3/30/2020 1:06:38 PM	10
			100 Weighted Sum
			1 Multiplier Sum
			100 Score

DETERMINATION OF RATING

A.	Did the district answer '**No**' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.	
B.	Determine the rating by the applicable number of points. (Indicators 6-15)	
	A = Superior	90-100
	B = Above Standard	80-89
	C = Meets Standard	60-79
	F = Substandard Achievement	<60

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

User: James Norris
User Role: District

DISTRICT NUMBER district # Select An Option Help Home Log Out

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON 2018-2019 SCHOOL YEAR DATA INDICATOR TEST 12

Name:	**MIDLOTHIAN ISD (070908)**
Indicator:	**Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)**
Result/Points	10
Last Updated:	3/30/2020 1:06:35 PM

FORMULA

	Field	Value	
(			
	2018-2019 Total Enrollment	9,389	.1135
/	2018-2019 Number of FTE Staff	1,065.6961	
)			
/			
(			
	2016-2017 Total Enrollment	8,441	.1182
/	2016-2017 Number of FTE Staff	997.501	
)			
-	1		
>	Threshold for Three-Year Percent Change in Ratio	-0.15	
Or			
	2018-2019 Total Enrollment	9,389	
-	2016-2017 Total Enrollment	8,441	
>	0		

Mathematical Breakdown: 0.0411 > -0.15 Or 948 > 0

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	0
Yes	No

User: James Norris
User Role: District

DISTRICT NUMBER district # Select An Option Help Home Log Out

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON 2018-2019 SCHOOL YEAR DATA INDICATOR TEST 13

Name:	**MIDLOTHIAN ISD (070908)**
Indicator:	**Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?**
Result/Points	10
Last Updated:	3/30/2020 1:06:37 PM

FORMULA

	Field	Value
	Sum of Differences	89
/	Denominator	82,036,742
<	Acceptable Level of Variance	.03

Mathematical Breakdown: 0 < 0.03

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	0
< 3%	>= 3%

User: James Norris
User Role: District

DISTRICT NUMBER district # | Select An Option | Help | Home | Log Out

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON 2018-2019 SCHOOL YEAR DATA INDICATOR TEST 14

Name:	**MIDLOTHIAN ISD (070908)**
Indicator:	**Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)**
Result/Points	10
Last Updated:	3/30/2020 1:06:38 PM

FORMULA

	Field	Value
Not	Material Non-Compliance	false

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	0
Yes	No

User: James Norris
User Role: District

DISTRICT NUMBER district # Select An Option Help Home Log Out

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON 2018-2019 SCHOOL YEAR DATA INDICATOR TEST 15

Name:	**MIDLOTHIAN ISD (070908)**
Indicator:	**Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?**
Result/Points	10
Last Updated:	3/30/2020 1:06:38 PM

FORMULA

Field	Value
No Adjusted Repayment Schedule	true

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	0
Yes	No

User: James Norris
User Role: District

DISTRICT NUMBER district # Select An Option Help Home Log Out

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON 2018-2019 SCHOOL YEAR DATA INDICATOR TEST 6

Name:	**MIDLOTHIAN ISD (070908)**
Indicator:	**Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)**
Result/Points	10
Last Updated:	3/30/2020 1:06:32 PM

FORMULA

	Field	Value
(		
(		
	Cash and Equivalents	28,743,860
+	Current Investments	0
)		
/		
(		
	Total Expenditures	82,036,831
-	Facilities Acquisition and Construction	0
)		
)		
*	365	

Mathematical Breakdown: 127.8878

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	8	6	4	2	0
>=90	<90 >=75	<74 >=60	<60 >=45	<45 >=30	<30

User: James Norris
User Role: District

DISTRICT NUMBER district # Select An Option Help Home Log Out

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON 2018-2019 SCHOOL YEAR DATA INDICATOR TEST 7

Name:	**MIDLOTHIAN ISD (070908)**
Indicator:	**Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)**
Result/Points	10
Last Updated:	3/30/2020 1:06:32 PM

FORMULA

Field	Value
Current Assets	133,941,332
/ Current Liabilities	32,702,443

Mathematical Breakdown: 4.0958

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	8	6	4	2	0
>=3.00	<3.00 >=2.50	<2.50 >=2.00	<2.00 >=1.50	<1.50 >=1.00	<1.00

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON 2018-2019 SCHOOL YEAR DATA INDICATOR TEST 8

Name:	**MIDLOTHIAN ISD (070908)**
Indicator:	**Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.**
Result/Points	10
Last Updated:	3/30/2020 1:06:33 PM

FORMULA

	Field	Value
(		
	Long Term Liabilities	384,218,672
/	Total Assets	419,502,693
<=	1	
)		
Or		
(		
(		
	2019 Total Students	9,355
-	2015 Total Students	7,881
)		
/	2015 Total Students	7,881
>=	Threshold for Five-Year Percent Increase in Students	0.07
)		

Mathematical Breakdown: 0.9159 <= 1 Or 0.187 >= 0.07

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	8	6	4	2	0
<=0.60	>0.60 <=0.70	>0.70 <=0.80	>0.80 <=0.90	>0.90 <=1.00	>1.00

User: James Norris
User Role: District

DISTRICT NUMBER district # Select An Option Help Home Log Out

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON 2018-2019 SCHOOL YEAR DATA INDICATOR TEST 9

Name:	**MIDLOTHIAN ISD (070908)**
Indicator:	**Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?**
Result/Points	10
Last Updated:	3/30/2020 1:06:33 PM

FORMULA

	Field	Value	
(			
	Total Revenue	82,234,516	?
/			
(			
	Total Expenditures	82,036,831	?
-	Facilities Acquisition and Construction	0	?
)			
-	1		
)			
>=	0		
Or			
(			
(			
	Cash and Equivalents	28,743,860	?
+	Current Investments	0	?
)			
/			
(			
	Total Expenditures	82,036,831	?
-	Facilities Acquisition and Construction	0	?
)			
)			
*	365		
>=	Acceptable Days Cash on Hand	60	?

Mathematical Breakdown: 0.0024 >= 0 Or 127.8878 >= 60

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	0
>=0%	<0%

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON 2018-2019 SCHOOL YEAR DATA INDICATOR TEST 10

Name:	**MIDLOTHIAN ISD (070908)**
Indicator:	**Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)**
Result/Points	10
Last Updated:	3/30/2020 1:06:35 PM

FORMULA

Field	Value
(	
Total Revenues (in the General Fund and Debt Service Fund)	105,495,094
- Total Expenditures (in the General Fund and Debt Service Fund)	103,751,856
+Debt Service function codes 71, 72, and 73 (in the General Fund and Debt Service Fund)	23,249,324
+Fund Code 599 (Ending Debt Service fund balance)	16,790,544
+Function Code 81	0
)	
/ Debt Service function codes 71, 72, and 73 (in the General Fund and Debt Service Fund)	23,249,324

Mathematical Breakdown: 1.7972

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	8	6	4	2	0
>=1.20	<1.20 >=1.15	<1.15 >=1.10	<1.10 >=1.05	<1.05 >=1.00	<1.00

FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON 2018-2019 SCHOOL YEAR DATA INDICATOR TEST 11

Name:	**MIDLOTHIAN ISD (070908)**
Indicator:	**Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)**
Result/Points	10
Last Updated:	3/30/2020 1:06:35 PM

FORMULA

Field	Value
District Administrative Cost Ratio	0.0831
And	
ADA	8,966.096
Or	
Sparse	false

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

ADA Size	10	8	6	4	2	0
10,000 and Above	<= 0.0855	> 0.0855 <= 0.1105	> 0.1105 <= 0.1355	> 0.1355 <= 0.1605	> 0.1605 <= 0.1855	> 0.1855
5,000 to 9,999	<= 0.1000	> 0.1000 <= 0.1250	> 0.1250 <= 0.1500	> 0.1500 <= 0.1750	> 0.1750 <= 0.2000	> 0.2000
1,000 to 4,999	<= 0.1151	> 0.1151 <= 0.1401	> 0.1401 <= 0.1651	> 0.1651 <= 0.1901	> 0.1901 <= 0.2151	> 0.2151
500 to 999	<= 0.1311	> 0.1311 <= 0.1561	> 0.1561 <= 0.1811	> 0.1811 <= 0.2061	> 0.2061 <= 0.2311	> 0.2311
Less than 500	<= 0.2404	> 0.2404 <= 0.2654	> 0.2654 <= 0.2904	> 0.2904 <= 0.3154	> 0.3154 <= 0.3404	> 0.3404
Sparse	<= 0.3364	> 0.3364 <= 0.3614	> 0.3614 <= 0.3864	> 0.3864 <= 0.4114	> 0.4114 <= 0.4364	> 0.4364

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

School FIRST Public Hearing FY 2018-2019 Data

November 16, 2020

School FIRST Rating - FY 2018-2019

School FIRST Rating - FY 2018-2019

What is the School FIRST Rating?

- Financial Integrity Rating System of Texas
- Created by Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999 to measure the performance of school districts' financial resources
- Rating indicators this year test all school districts in 15 areas
- Rating calculations this year are based on data from the 2018-2019 fiscal year

School FIRST Rating - FY 2018-2019

What are the objectives of School FIRST?

- Assess the quality of financial management in Texas public schools
- Measure and report the extent to which financial resources are allocated for direct instructional purposes
- Fairly evaluate the quality of financial management decisions
- Openly report results to the general public

School FIRST Rating - FY 2018-2019

Ratings are determined by the number of points earned from the 15 indicators

Superior Achievement
90-100 points
Above Standard Achievement
80-89 points
Meets Standard Achievement
60-79 points
Substandard Achievement
<60 points
or a "NO" answer on one default indicator (1, 2a, 3, 4)

School FIRST Rating - FY 2018-2019

MISD Passed with Superior Achievement

A perfect score of 100 for 2019-2020

MISD has received the top rating since the inception of the rating system 18 years ago

School FIRST Rating - FY 2018-2019

FIRST Indicators

1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?

YES

2a. Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion).

YES

School FIRST Rating - FY 2018-2019

FIRST Indicators

2b. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weaknesses.)

YES

3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?

YES

School FIRST Rating - FY 2018-2019

FIRST Indicators

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?

YES

5. Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero?

Not scored this year

School FIRST Rating - FY 2018-2019

FIRST Indicators

6. Was the number of days of cash on hand and current investments in the General Fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?

Score = 10 TEA >90 days MISD 127.89 days

7. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?

Score = 10 TEA >3.0 MISD 4.0958

School FIRST Rating - FY 2018-2019

FIRST Indicators

8. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency (exempt if growth rate more than 7% in past five years)? MISD 18.70% Growth

Score = 10 TEA <.60 MISD 0.9159

9. Did the school district's general fund revenues equal or exceed expenditures? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?

Score = 10 TEA >60 MISD 127.89

School FIRST Rating - FY 2018-2019

FIRST Indicators

10. Was the debt service coverage ratio sufficient to meet the required debt service?

Score = 10 **TEA >1.2** **MISD 1.7972**

11. Was the school district's administrative cost ratio equal to or less than the threshold ratio (based upon school district size)?

Score = 10 **TEA <.1** **MISD 0.0831**

School FIRST Rating - FY 2018-2019

FIRST Indicators

12. Did the school district **not** have a 15 percent decline in the student to staff ratio over 3 years (enrollment to total staff)? **Yes**

Score = 10 **TEA <15%** **MISD 3.98%**

13. Did the comparison of Public Education Information Management Systems (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?

Score = 10 **TEA <3** **MISD .03**

School FIRST Rating - FY 2018-2019

FIRST Indicators

14. Did the external independent auditor indicate the AFR was free of any instances of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?

Score = 10 TEA Yes MISD Yes

15. Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?

Score = 10 TEA Yes MISD Yes

School FIRST Rating - FY 2018-2019

Five Additional Disclosures

1. Superintendent's Employment Contract in place during the public hearing
2. Reimbursements received by the Superintendent and Board Members for fiscal year 2018-2019
3. Outside compensation and/or fees received by the Superintendent for professional consulting and /or other professional services for fiscal year 2018-2019
4. Gifts received by the Executive Officer and Board Members (and first degree relatives, if any) in fiscal year 2018-2019
5. Business transactions between school district and Board Members for fiscal year 2018-2019 Members for fiscal year 2019

School FIRST Rating - FY 2018-2019

Disclosure #1

- Superintendent's Employment Contract

The Superintendent's current contract is public information and available for review upon request.

School FIRST Rating - FY 2018-2019

Disclosure #2

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period Ended June 30, 2019

Description of Reimbursements	Lane Ledbetter	Bobby Soto	Gary Vineyard	Heather Prather	Matt Sanders	Carl Smith	Stewart Domke	Tami Tobey	Andrea Walton
Meals	65.00							45.00	
Lodging	845.25							261.21	
Transportation	373.80						102.13	187.62	
Motor Fuel									
Other (Registrations)	1,747.50	395.00	395.00			395.00		375.00	930.00
Total	**3,031.55**	**395.00**	**395.00**	**0.00**	**0.00**	**395.00**	**102.13**	**868.83**	**930.00**

School FIRST Rating - FY 2018-2019

Disclosure #2, cont'd

Note – The spirit of the rule is to capture all "reimbursements" for fiscal year 2018-2019, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:

- **Meals – Meals consumed off of the school district's premises, and in-district meals at area restaurants (excludes catered meals for board meetings).**
- **Lodging - Hotel charges.**
- **Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.**
- **Motor fuel – Gasoline.**
- **Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.**

School FIRST Rating - FY 2018-2019

Disclosure #3

- Outside compensation and/or fees received by the Superintendent for professional consulting and /or other professional services for fiscal year 2018-2019.

  None

School FIRST Rating - FY 2018-2019

Disclosure #4

- **Gifts received by the Executive Officer and Board Members (and first degree relatives, if any) in fiscal year 2018-2019 (gifts with an economic value of $250 or more in aggregate)**

  None

School FIRST Rating - FY 2018-2019

Disclosure #5

- Business transactions between the school district and Board Members for fiscal year 2018-2019.

  Trustee Carl L. Smith, Jr.
  Insurance Agent to District
  Scarbrough, Medlin & Associates

  No Direct Compensation
  Local Government Officer Conflicts Disclosure Statement
  on file

School FIRST Rating - FY 2019-2020

SCHOOL FIRST CHANGES

- Fiscal years 2017-2018, 2018-2019 and 2019-2020 were transition years
- Next major change will be the 2020-2021 rating (FY 2019-2020 data)
- 2020-2021 rating will include 20 indicators with the 5 critical indications remaining

School FIRST Rating - FY 2019-2020

SCHOOL FIRST CHANGES

- **2020-2021 Scoring**

  Ratings:

A - Superior	**90 -1 00**
B - Above Standard	**80 - 89**
C - Meets Standard	**70 - 79**
F - Substandard	**0 - 69**

School FIRST Rating - FY 2019-2020

SCHOOL FIRST CHANGES

- Financial Solvency Indicator Changes

6. Was the average change in (assigned and unassigned) **Fund Balance** over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned Fund Balance **exceed 75% of operational expenditures**?

School FIRST Rating - FY 2019-2020

SCHOOL FIRST CHANGES

- Financial Solvency Indicator Changes

10. Did the school district average less than a 10 percent **variance (90%-110%) when comparing budgeted revenues to actual revenues** over the past 3 years?

(not included in 2020-2021 due to COVID uncertainties)

School FIRST Rating - FY 2019-2020

SCHOOL FIRST CHANGES

- Financial Solvency Indicator Changes

12. Was the debt per $100 of assessed property value ratio sufficient to **support future debt payment**?

School FIRST Rating - FY 2019-2020

SCHOOL FIRST CHANGES

- Financial Competency Indicator Changes

15. Was the school district's actual average daily attendance (ADA) within the allotted range of the **district's biennial pupil projection** submitted to TEA?

(not included in 2020-2021 due to COVID uncertainties)

School FIRST Rating - FY 2019-2020

SCHOOL FIRST CHANGES

- Financial Competency Indicator Changes

17. Did the external independent auditor report that Annual Financial Audit was free of any instances of material weaknesses in i**nternal controls** over financial reporting and compliance for local, state, or federal funds?

(formerly a portion of indicator 2)

School FIRST Rating - FY 2019-2020

SCHOOL FIRST CHANGES

- Financial Competency Indicator Changes

19. Did the school district **post the required financial information on its website** in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statues, laws, and rules?

School FIRST Rating - FY 2019-2020

SCHOOL FIRST CHANGES

- Financial Competency Indicator Changes

20. Did the school board members **discuss the district's property values** at a board meeting within 120 days **before** the district adopted its budget?

School FIRST Rating - FY 2018-2019

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**
Item:	**Accelerated Instruction at Midlothian Heritage High School**
Supporting Document(s):	Electronic: Yes ☒ No ☐ Hard Copy: Yes ☐ No ☒

Background Information:

Midlothian Heritage High School
Accelerated Instruction for End of Course Exams
For School Year 2019-2020

FALL 2019:
We offered individualized accelerated instruction for two weeks in the Fall of 2019 in order to provide remediation for the students who did not meet standard on one or more EOC tests. Here are some aspects of our accelerated instruction:

- All retesters were provided the opportunity to receive up to 12 hours of remediation in a staggered program that pulled students from classes for two-hour sessions at different times of the day so that the students did not miss too much class time.
- Letters were sent home to all parents of retesters explaining the remediation process.
- Incentives were given to students to attend review sessions.
- All retesters were given an individualized report of their results from the Spring 2019 EOC, including their answer choices, the released test, and the correct answer key. The students looked at each test question that they missed and analyzed it by determining the reason that they missed that particular question.
- Core teachers worked with the individual students in each session in each subject and the students also worked through modules on the online Edgenuity program to personalize their review.

- **Results of Accelerated Instruction for Fall EOC Retesters**:

TEST	# Passers Fall 2016	% Passing Fall 2016	# Passers Fall 2017	% Passing Fall 2017	# Passers Fall 2018	% Passing Fall 2018	# Passers Fall 2019	% Passing Fall 2019
Eng I	8 of 44	18%	7 of 20	35%	18/36	50%	13 of 27	48%
Eng II	3 of 29	10%	10 of 32	31%	3/21	14%	14 of 22	64%
Algebra	1 of 14	7%	2 of 6	33%	5/11	45%	8 of 11	73%
Biology	4 of 8	50%	1 of 4	25%	1/2	50%	1 of 1	100%
US Hist	1 of 2	50%	3 of 5	60%	1/3	33%	5 of 8	63%
Total	97 Testers	17%	67 Testers	34%	73 Testers	38%	69 Testers	59%

Spring 2020:

- TEA cancelled the administration of the Spring 2020 EOC Exams

- **Results of Accelerated Instruction for Spring EOC Retesters:**

Test	# Passers Spring 2017	% Passing Spring 2017	# Passers Spring 2018	% Passing Spring 2018	# Passers Spring 2019	% Passing Spring 2019	# Passers Spring 2020	% Passing Spring 2020
Eng I	8 of 21	38%	2 of 13	15%	3/18	17%	Exempt	Exempt
Eng II	8 of 18	44%	5 of 21	24%	3/15	20%	Exempt	Exempt
Algebra	3 of 12	25%	0 of 3	0%	0/5	0%	Exempt	Exempt
Biology	0 of 3	0%	3 of 3	100%	1/1	100%	Exempt	Exempt
US Hist	0 of 1	0%	1 of 2	50%	1/3	33%	Exempt	Exempt
Total	55 Testers	35%	42 Testers	26%	42 Testers	19%	Exempt	Exempt

Summer 2020:

- TEA cancelled the administration of the Summer 2020 EOC Exams

- **Results of Accelerated Instruction for Summer EOC Retesters**:

Test	# Passers Summer 2017	% Passing Summer 2017	# Passers Summer 2018	% Passing Summer 2018	# Passers Summer 2019	% Passing Summer 2019	# Passers Summer 2020	% Passing Summer 2020
Eng I	7 of 17	41%	10 of 29	34%	7/27	26%	Exempt	Exempt
Eng II	2 of 19	11%	7 of 18	39%	3/13	23%	Exempt	Exempt
Algebra	4 of 8	50%	0 of 6	0%	8/14	57%	Exempt	Exempt
Biology	1 of 4	25%	3 of 5	60%	2/4	50%	Exempt	Exempt
US Hist	1 of 5	20%	2 of 4	50%	1/1	100%	Exempt	Exempt
Total	53 Testers	28%	62 Testers	35%	59 Testers	36%	Exempt	Exempt

2020-2021 School Year:

- This year, we plan to use structured plans to pull students from classes in a staggered fashion again to provide individualized and targeted review and support needed for each student needing to retest.
- We plan to give students online review items that they can work on at home, in addition to the methods we will use at school.
- We plan to share a Zoom link to the review sessions and information on Canvas for Virtual Students.
- We plan to use some of the methods and techniques described in this document, and we also will try new methods of accelerated instruction that will assist each individual in achieving their goal of passing all of their EOC exams.

Fiscal Impact/Budget Function Code:	Presentation only
Policy:	Presentation only
District Goal:	Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
Administration Recommended Option:	N/A
Motion:	N/A
Presenter:	Krista Tipton

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Public Hearing to Consider End of Course Accelerated Instruction Results Midlothian High School**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒

Background Information:

Midlothian High School
Accelerated Instruction for End of Course Exams
2020-2021

Fall 2019 Interventions:
We identified students who were not successful in each EOC exam and sent the list to the teachers in that content area. Parent/guardian of these students were notified.
Score reports were given to the students so they are aware of their area of weakness. This will help individualized instruction when working with teachers. Every student was contacted and advised to report to specific EOC tutorials during advisory time. Teachers would work with the students in the specific areas in which they were unsuccessful.

	Fall 2018		Fall 2019	
Subjects	# passed	% passed	# passed	% passed
Algebra 1	9/68	13%	25/66	38%
Biology	29/42	29%	7/29	24%
English I	21/141	15%	35/146	24%
English II	41/138	30%	20/116	17%
US History	16/27	59%	12/29	41%
Total	116/416	29%	99/386	26%

2020 Spring Interventions: N/A

	Spring 2017		Spring 2018		Spring 2019	
Subjects	# passed	% passed	# passed	% passed	# passed	% passed
Algebra 1	15/38	39%	9/36	25%	6/45	13%
Biology	3/10	30%	4/15	27%	5/29	17%
English I	12/68	18%	13/83	16%	13/97	13%
English II	12/39	31%	16/55	29%	17/75	23%

US History	3/6	50%	2/6	33%	6/10	60%
Total	45/161	28%	44/195	23%	47/256	18%

2019 Summer Interventions:
Students and parents were notified early in the summer about the retake opportunity. Students attended a 4 day bootcamp specifically designed to help each individual EOC. This occurred the week before the Summer administration. The boot camp was tailored to helping students in areas of greatest need.

	Summer 2017		Summer 2018		Summer 2019	
Subjects	# passed	% passed	# passed	% passed	# passed	% passed
Algebra 1	6/21	29%	2/6	33%	14/25	56%
Biology	5/5	100%	3/7	43%	2/6	33%
English I	17/52	33%	18/42	43%	9/41	22%
English II	4/37	11%	12/43	28%	9/28	32%
US History	3/8	38%	2/4	50%	0/4	0%
Total	35/123	28%	37/102	39%	34/104	33%

2020-2021 School Year:
Fall 2020 Remediation Plan
Our remediation plan will serve both our virtual and face to face students. Students will have access to tutorial pathways through Canvas. Students will work on these during advisory and outside of the school day for all subject re-test areas. Below is the plan for each course in addition to the Canvas tutorials. We are planning to have structured EOC tutorials by subject during advisory, after school and a Saturday boot camp. We understand that a lot of our LEP students struggle with EOC tests. We are going to use our ELL labs during advisory to help them. Our teachers are getting assistance from iCoaches with Accelerated Instruction for our students.

Algebra I-Saturday boot camp, virtual students can zoom in. Canvas course for tutorials will be set up and students can work on their course during advisory and outside of school.

English I- After school Tuesday and Thursdays, first 3 weeks of November. Canvas multiple choice and tutorials will focus on the writing.
November 7th-Saturday boot camp 9-1
December 5th-Saturday boot camp 9-1

English II- After school Tuesday and Thursdays, first 3 weeks of November. Data day for English II will include review of retesters and narrow down skills to work on in tutorial time. Canvas tutorials that students can work on advisory.

	November 7th-Saturday boot camp 9-1 December 5th-Saturday boot camp 9-1 Biology- Five Pathways are now set up in Canvas. Students will be assigned a mentor (present science teacher) starting the last week of October. Each week the mentor will check student progress on the pathway and guide the student towards completion. Additionally, a biology teacher will be available Tuesday and Thursday afterschool for any questions and to help with the pathway. US History- Review Packet and canvas course to review. Morning tutoring twice a week for struggling students. Due to the COVID waiver, some of our students were not able to average high enough on their tested courses for the semester to receive it. This has caused an inflation in our current re-test list. Students who needed to re-test missed two opportunities (Spring 2020n and Summer 2020) to pass, which has also caused an inflation on our current fall re-test numbers. Parents were sent a letter in the mail and an email with the retest listed that their student will need to retake. Also provided in the letter was the remediation plan. Students were sent an email and will also be called down individually to receive their letter.
Fiscal Impact/Budget Function Code:	State Compensatory Education Funds
Policy:	N/A
District Goal:	Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
Administration Recommended Option:	Information only
Motion:	Information only
Presenter:	Dr. Carolyn Spain

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Board Recognition of the Heritage High School Tennis Team**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	The Heritage High School tennis team advanced to the regional semi-finals and qualified for the fourth round of the Team Tennis playoffs. Notably, out of the 16 members of the Varsity Tennis Team, nine are underclassmen.	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goal:	Transform our classroom to be truly student-centered through aligned teaching and learning	
Administration Recommended Option:	N/A	
Motion:	Presentation only	
Presenter:	Todd York	

`Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Board Recognition of College Board National Recognition Programs**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	An invitation was extended last Spring from the College Board regarding student eligibility for National Recognition Programs. These students scored in the top 2.5% of PSAT/NMSQT test takers who identify as one or more of the following: African American, Hispanic American or Latinx, Indigenous, or attend school in a rural area, or are from a small town. During the past few months, all students who submitted an application were evaluated and recognized accordingly. Participation in the College Board National Recognition Programs is completely free of charge and will enable students to highlight their outstanding educational achievements to top colleges and universities. The following students were identified as College Board National Recognition Program Scholars: ● National Hispanic Recognition Program ○ David Salazar, MHS ● National African American Recognition Program ○ Amanda Omehe, MHS ○ Jaylon Palmer, MHS ● National Rural & Small Town Recognition Program ○ Elliott Moore, MHHS ○ Lauren Sims, MHHS ○ Catherine Larson, MHHS ○ Gabriel Bell, MHHS	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goal:	Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	
Administration Recommended Option:	Presentation only	
Motion:	N/A	
Presenter:	Judy Walling	

Form 2204 - Oath of Office
(General Information)

The attached form is designed to meet minimal constitutional filing requirements pursuant to the relevant provisions. *This form and the information provided are not substitutes for the advice and services of an attorney.*

Execution and Delivery Instructions

An Oath of Office that is required to be filed with the Office of the Secretary of State is considered filed once it has been received by this office. The Oath of Office may be administered to you by a person authorized under the provisions of Chapter 602 of the Texas Government Code. Authorized persons commonly used to administer oaths include notaries public and judges.

***Mail*:** P.O. Box 12887, Austin, Texas 78711-2887.
***Overnight mail or hand deliveries*:** James Earl Rudder Officer Building, 1019 Brazos, Austin, Texas 78701.
***Fax*:** (512) 463-5569. If faxed, the original Oath should also be mailed to the appropriate address above.
***Email*:** Scanned copies of the executed Oath may be sent to register@sos.texas.gov. If sent by email, the original Oath should also be mailed to the appropriate address above.

***NOTE**: Do not have the Oath of Office administered to you before executing and filing the Statement of Officer (Form 2201 – commonly referred to as the "Anti-Bribery Statement") with the Office of the Secretary of State*.

Commentary

Pursuant to art. XVI, Section 1 of the Texas Constitution, the Oath of Office *may not* be taken until a Statement of Officer (see Form 2201) has been subscribed to and, as required, filed with the Office of the Secretary of State. Additionally, gubernatorial appointees who are appointed during a legislative session *may not* execute their Oath until after confirmation by the Senate. Tex. Const. art. IV, Section 12.

***Officers Required to File Oath of Office with the Secretary of State*:**

Gubernatorial appointees
District attorneys
Appellate and district court judges
Officers appointed by the supreme court, the court of criminal appeals, or the State Bar of Texas
Associate judges appointed under subchapter B or C, chapter 201 of the Texas Family Code
Directors of districts operating pursuant to chapter 36 or 49 of the Texas Water Code file a duplicate original of their Oath of Office within 10 days of its execution. Texas Water Code, Sections 36.055(d) and 49.055(d)

***Officers Not Required to File Oath of Office with the Secretary of State*:**

Members of the Legislature elected to a *regular* term of office will have their Oath of Office administered in chambers on the opening day of the session and recorded in the appropriate Journal. Members elected to an *unexpired* term of office should file their Oath of Office with either the Chief Clerk of the House or the Secretary of the Senate, as appropriate.

All other persons should file their Oaths locally. Please check with the county clerk, city secretary or board/commission secretary for the proper filing location.

As a general rule, city and county officials do not file their oath of office with the Secretary of State– these officials file at the local level. The Legislature amended the Texas Constitution, Article 16, Section 1, in November 2001 to no longer require local level elected officials to file with our office. **The Office of the Secretary of State does NOT file Statements or Oaths from the following persons**: Assistant District Attorneys; City Officials, including City Clerks, City Council Members, Municipal Judges, Justices of the Peace, and Police/Peace Officers; Zoning/Planning Commission Members; County Officials, including County Clerks, County Commissioners, County Judges (*except County Court of Law Judges who file with the Elections Division),* County Tax Assessors, and District Clerks; and Officials of Regional Entities, such as, Appraisal Review Districts, Emergency Service Districts, and School Districts (ISD's). Questions about whether a particular officer is a state-level officer may be resolved by consulting relevant statutes, constitutional provisions, judicial decisions, and attorney general opinions.

All state or county officers, other than the governor, lieutenant governor, and members of the legislature, who qualify for office, are commissioned by the governor. Tex. Gov't Code, Section 601.005. The Secretary of State performs ministerial duties to administer the commissions issued by the governor, including confirming that officers are qualified prior to being commissioned. Submission of this oath of office to the Office of the Secretary of State confirms an officer's qualification so that the commission may be issued.

Questions about this form should be directed to the Government Filings Section at (512) 463-6334 or register@sos.texas.gov.

Revised 9/2017

Form #2204 Rev 9/2017 **Submit to:** **SECRETARY OF STATE** **Government Filings Section** **P O Box 12887** **Austin, TX 78711-2887** **512-463-6334** **FAX 512-463-5569** **Filing Fee: None**	**This space reserved for office use** **OATH OF OFFICE**

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, Andrea Walton , do solemnly swear (or affirm), that I will faithfully execute the duties of the office of Midlothian ISD Board of Trustee, Place 7 of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this State, so help me God.

Signature of Officer

Certification of Person Authorized to Administer Oath

State of Texas

County of Ellis

Sworn to and subscribed before me on this 16th day of November, 2020.

(Affix Notary Seal, only if oath administered by a notary.)

Signature of Notary Public or
Signature of Other Person Authorized to Administer An Oath

Judge Cindy Ermatinger
Printed or Typed Name

Print Reset

Form 2204 - Oath of Office
(General Information)

The attached form is designed to meet minimal constitutional filing requirements pursuant to the relevant provisions. *This form and the information provided are not substitutes for the advice and services of an attorney.*

Execution and Delivery Instructions

An Oath of Office that is required to be filed with the Office of the Secretary of State is considered filed once it has been received by this office. The Oath of Office may be administered to you by a person authorized under the provisions of Chapter 602 of the Texas Government Code. Authorized persons commonly used to administer oaths include notaries public and judges.

***Mail*:** P.O. Box 12887, Austin, Texas 78711-2887.
***Overnight mail or hand deliveries*:** James Earl Rudder Officer Building, 1019 Brazos, Austin, Texas 78701.
***Fax*:** (512) 463-5569. If faxed, the original Oath should also be mailed to the appropriate address above.
***Email*:** Scanned copies of the executed Oath may be sent to register@sos.texas.gov. If sent by email, the original Oath should also be mailed to the appropriate address above.

***NOTE**: Do not have the Oath of Office administered to you before executing and filing the Statement of Officer (Form 2201 – commonly referred to as the "Anti-Bribery Statement") with the Office of the Secretary of State*.

Commentary

Pursuant to art. XVI, Section 1 of the Texas Constitution, the Oath of Office *may not* be taken until a Statement of Officer (see Form 2201) has been subscribed to and, as required, filed with the Office of the Secretary of State. Additionally, gubernatorial appointees who are appointed during a legislative session *may not* execute their Oath until after confirmation by the Senate. Tex. Const. art. IV, Section 12.

***Officers Required to File Oath of Office with the Secretary of State*:**

Gubernatorial appointees
District attorneys
Appellate and district court judges
Officers appointed by the supreme court, the court of criminal appeals, or the State Bar of Texas
Associate judges appointed under subchapter B or C, chapter 201 of the Texas Family Code
Directors of districts operating pursuant to chapter 36 or 49 of the Texas Water Code file a duplicate original of their Oath of Office within 10 days of its execution. Texas Water Code, Sections 36.055(d) and 49.055(d)

***Officers Not Required to File Oath of Office with the Secretary of State*:**

Members of the Legislature elected to a *regular* term of office will have their Oath of Office administered in chambers on the opening day of the session and recorded in the appropriate Journal. Members elected to an *unexpired* term of office should file their Oath of Office with either the Chief Clerk of the House or the Secretary of the Senate, as appropriate.

All other persons should file their Oaths locally. Please check with the county clerk, city secretary or board/commission secretary for the proper filing location.

As a general rule, city and county officials do not file their oath of office with the Secretary of State– these officials file at the local level. The Legislature amended the Texas Constitution, Article 16, Section 1, in November 2001 to no longer require local level elected officials to file with our office. **The Office of the Secretary of State does NOT file Statements or Oaths from the following persons**: Assistant District Attorneys; City Officials, including City Clerks, City Council Members, Municipal Judges, Justices of the Peace, and Police/Peace Officers; Zoning/Planning Commission Members; County Officials, including County Clerks, County Commissioners, County Judges (*except County Court of Law Judges who file with the Elections Division),* County Tax Assessors, and District Clerks; and Officials of Regional Entities, such as, Appraisal Review Districts, Emergency Service Districts, and School Districts (ISD's). Questions about whether a particular officer is a state-level officer may be resolved by consulting relevant statutes, constitutional provisions, judicial decisions, and attorney general opinions.

All state or county officers, other than the governor, lieutenant governor, and members of the legislature, who qualify for office, are commissioned by the governor. Tex. Gov't Code, Section 601.005. The Secretary of State performs ministerial duties to administer the commissions issued by the governor, including confirming that officers are qualified prior to being commissioned. Submission of this oath of office to the Office of the Secretary of State confirms an officer's qualification so that the commission may be issued.

Questions about this form should be directed to the Government Filings Section at (512) 463-6334 or register@sos.texas.gov.

Revised 9/2017

Form #2204 Rev 9/2017 **Submit to:** **SECRETARY OF STATE** **Government Filings Section** **P O Box 12887** **Austin, TX 78711-2887** **512-463-6334** **FAX 512-463-5569** **Filing Fee: None**	**This space reserved for office use** **OATH OF OFFICE**

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, Tami Tobey , do solemnly swear (or affirm), that I will faithfully execute the duties of the office of Midlothian ISD Board of Trustee, Place 6 of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this State, so help me God.

Signature of Officer

Certification of Person Authorized to Administer Oath

State of Texas

County of Ellis

Sworn to and subscribed before me on this 16th day of November, 2020.

(Affix Notary Seal, only if oath administered by a notary.)

Signature of Notary Public or
Signature of Other Person Authorized to Administer An Oath

Judge Cindy Ermatinger
Printed or Typed Name

Print Reset

Minutes of Regular Meeting
The Board of Trustees
October 19, 2020

Board Members Present:	Matt Sanders	Carl Smith	Gary Vineyard*
	Heather Prather	Tami Tobey	Andrea Walton
Administration Present:	Lane Ledbetter	Courtney Carpenter	Karen Fitzgerald*
	Judy Walling	Leslie Garakani,	KayLynn Day
	Jim Norris		

**Participated virtually*

1. FIRST ORDER OF BUSINESS
   A. Announcement by the presiding officer that a quorum of Board members is present, that the meeting has been duly called, and that notice of the meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551

      The meeting was called to order at 5:00 p.m. The Board moved out of open session at 5:01 pm and into closed session at 5:05.

2. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chp. 551.
   A. Consideration of Personnel, Texas Government Codes 551.074 – Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
   B. Consider Purchase, Exchange, Lease, or Value of Real Property 551.072
   C. Students, Texas Government Code 551.082, 551.0821
      1. Discipline Issues
      2. Non-Discipline Issues

3. RECONVENE TO OPEN SESSION

   The Board moved out of closed session at 5:41 pm and into open session at 5:57 pm.

4. INTRODUCTION OF MEETING
   A. Invocation

      The invocation was given by Bobby Soto.

   B. Pledges of Allegiance

5. PUBLIC COMMENT – Members of the public may address the Board during the public comment portion of the board meeting in accordance with Board policy BED (LOCAL). Individuals wishing to speak shall follow the procedures outlined above.

- Justin Coffman, Midlothian City Council member invited/challenged the Board to a kickball game at 2:00 pm on 10/25/2020 at the City Park.

6. CONSENT AGENDA
   A. Consider Meeting Minutes
      1. August 13, 2020 – Special Meeting Minutes
      2. September 21, 2020 – Regular Meeting Minutes
      3. October 6, 2020 – Special Meeting Minutes
   B. Quarterly Investment Report
   C. Consider Requisitions over $50,000
   D. Consider Budget Amendments
   E. Consider Approval of Gifts and/or Donations
   F. Consider Usage and Designation of Portions of Fund Balance
   G. Consider and Approve SHAC Committee AIM Programming Recommendations
   H. Consider and Approve Budget Calendar for 2021-2022
   I. Update to Library Board Membership
   J. Consider and Approve SHAC Committee Members for 2020-2021

   Heather Prather moved, seconded by Bobby Soto, to approve the consent agenda as presented. The motion passed with a vote of 7-0.

7. DISCUSSION/ACTION ITEMS
   A. Receive Auditor Report for 2019/2020
      Dan Tonn with Hankins, Eastup, Deaton, Tonn and Seay, PC, Certified Public Accountants, provided a report on the 2019/2020 Audit for Midlothian ISD sharing that MISD had an unmodified report (highest rating level that could be received).

      Heather Prather moved, seconded by Tami Tobey, to approve the Midlothian ISD Financial Report for the year ended June 30, 2020, be approved as presented. The motion passed with a vote of 7-0.

   B. Consider 2020/2021 District and Campus Improvement Plans
      Tami Tobey moved, seconded by Heather Prather, to approve the 2020-2021 District Improvement Plan and Campus Improvement Plans as submitted by the MISD Administration. The motion passed with a vote of 7-0.

   C. Consider Request to Issue RFP for Technology Services and Equipment
      Leslie Garakani shared information relating to the technology services and e-rate implementation.

      Heather Prather moved, seconded by Carl Smith, to approve the administration's request to

seek bids for technology services and equipment. The motion passed with a vote of 7-0.

D. Consider Suspending Board Standard Operating Procedures Pending Legal Review to Ensure Procedures are in Alignment and Compliance with Board Policies
No action taken on this item; Board will work on scheduling a workshop to review and update the Standard Operating Procedures with legal guidance.

E. Action, if any, on Items Discussed in Closed Session
N/A

8. INFORMATION ITEMS

A. Review Boundary Process and Parameters
Presented as information with action to be taken in November.

B. Board Priority 1-B: Goal 1 Academics CTE Departmental Report
Nikki Nix answered questions related to the departmental report provided.

C. Consider Policy Revisions to EIE (LOCAL) and FNA (LOCAL)
No questions on the proposed policy revisions. This item will be brought back in November for Board action.

D. Review Public Comment Parameters and Procedures
Mr. Sanders stated as a point of privilege, moving forward individuals wishing to make pubic comments shall do so in person or through Zoom via video or real-time audio. These modifications are due to anonymous letters circulating within the community, patterns of negativitiy, etc.

E. Superintendent's Report and Anouncements

9. ADJOURNMENT OF MEETING
The meeting adjourned at 7:10 p.m.

_____ _____

Board President Board Secretary

November 16, 2020
Date

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Requisitions over $50,000**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The following: • Waxahachie ISD –Cosmetology and Automotive classes - student tuition for the Fall 2020 and Spring 2021 semesters– General Fund - $83,956.24 • Region X Business Services – 20-21 Contract TEKS Resource System – Instructional Materials Allotment Fund - $50,160	
Fiscal Impact/Budget Function Code:	These requisitions are budgeted from the General Fund and Instructional Materials Allotment Fund.	
Policy:	CH (Local)	
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
Administration Recommended Option:	It is the Administration's recommendation that the requisitions of $50,000 or over be approved.	
Motion:	Presented as a consent item. If the item is pulled from the consent agenda, the motion might be: "I make a motion to approve the requisitions of $50,000 or over as presented."	
Presenter:	Jim Norris	

REQ DATE
10/06/2020

REQUISITION NUMBER
0000094456

.INTED 10/12/2020

VENDOR KEY : WAXAHISD000
SHIP DATE : 10/06/2020
FISCAL YEAR : 2020-2021
ENTERED BY : SOMERKEN000
ORIGINAL REQ # : 0000094456

VENDOR:
WAXAHACHIE ISD
411 N GIBSON ST
WAXAHACHIE, TX 75165

PHONE: (214) 937-4631

SHIP TO:
MIDLOTHIAN I.S.D.
100 WALTER STEPHENSON ROAD
MIDLOTHIAN, TX 76065

ATTN: KENI SOMERVILLE

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
		2020-2021 Career & Technical Tuition: Waxahachie ISD Career & Technical Education		
1		MHHS: Two Credit Students (V2): 12 @ $1,446.92 ($17,363.04) Three Credit Students (V3): 6 @ $2,172.56 ($13,035.36)	30398.40000	30,398.40
1		MHS: Two Credit Students (V2): 22 @ $1,446.92 ($31,832.24) Three Credit Students (V3): 10 @ $2,172.56 ($21,725.60)	53557.84000	53,557.84
		Please Return Purchase Order To Keni Somerville. Thank You		
		ACCOUNT SUMMARY (FOR INTERNAL USE)		
		ACCOUNT NUMBER **ACCOUNT AMOUNT**		
		199 E 11 6222 00 001 0 22 867 53,557.84		
		199 E 11 6222 00 003 0 22 867 30,398.40		
		CommCode: Tuition - Student		
			PAGE TOTAL	83,956.24
			TOTAL	83,956.24

This is a Requisition and not an official Purchase Order.
The District is not financially responsible for the unauthorized purchases made with a Requisition.

REQ DATE
10/12/2020

REQUISITION NUMBER
0000094629

PRINTED 10/12/2020

VENDOR KEY : REGION X007
SHIP DATE : 10/12/2020
FISCAL YEAR : 2020-2021
ENTERED BY : WALTODAN000
ORIGINAL REQ # : 0000094629

VENDOR:
REGION X - BUSINESS SERVICES
400 E SPRING VALLEY RD
RICHARDSON, TX 75081

PHONE: (972) 348-1120

SHIP TO:
LAURA JENKINS CENTER
315 EAST AVE E
MIDLOTHIAN, TX 76065

ATTN: DANIELLA WALTON

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
1		REGION 10 TEKS RESOURCE SYSTEM 2020-2021 CONTRACT 7/1/2020-6/30/21 ACCOUNT SUMMARY (FOR INTERNAL USE) ACCOUNT NUMBER — ACCOUNT AMOUNT 410 E 11 6321 00 999 0 11 000 — 50,160.00	50160.00000	50,160.00
			PAGE TOTAL	50,160.00
			TOTAL	50,160.00

This is a Requisition and not an official Purchase Order.
The District is not financially responsible for the
unauthorized purchases made with a Requisition.

Midlothian ISD

Curriculum Support Services Package (formerly TEKS Resource System Cooperative) (2020-2021)

Education Service Center, Region 10: eSystem Contracts

Description

The Curriculum Support Services Package includes ongoing, targeted support for all needs related to your LEA curriculum. The professional learning support is customized based upon district needs.

Curriculum Support includes but is not limited to:

- Curriculum Training for Administrators
- Curriculum Management Plan Development
- Curriculum Review
- Professional Development Planning
- Research-Based Facilitated Lesson Planning
- Professional Learning Community Support and Facilitation
- Customized Instructional Strategies that Align with Specific LEA Resources
- Assessment Analysis and Design
- Effective Teaching Practices
- Classroom Management Training
- Grade Level, Campus, and Teacher Support

TEKS Resource System is included as a part of the Curriculum Support Services Package.

TEKS Resource System is an online curriculum management system collaboratively developed by Texas educators. Seeking ongoing feedback from teachers and continually updating resources, the TEKS Resource System analyzes the Texas Standards and provides a coherent sequence of content for teachers.

In addition, TEKS Resource System provides a wealth of research-based materials that enhance a teacher's ability to plan for quality instruction.

TEKS Resource System Includes a Guaranteed and Viable Curriculum for:

- English Language Arts and Reading (K-12)
- Mathematics (K-12)
- Science (K-12)
- Social Studies (K-12)
- Spanish Language Arts and Reading (K-6)
- Spanish-translated versions for grades K-5:
- Ciencias (Science)
- Estudios Sociales (Social Studies)
- Matematicas (Mathematics)

Support for TEKS Resource System Districts Includes:

- Free logins to Implementing TEKS R/S Website
- Implementation Specialist
- Region 10 Pacing Tools
- Facilitated Planning
- Data Analysis
- Unit Assessment Support
- TRS Newsletter
- Core Content Training and Support
- Rollout Support
- Technical Assistance

ESC Contact(s)

Kristin Hebert: kristin.hebert@region10.org (mailto:kristin.hebert@region10.org) - (972-348-1470)

Fees $50,160.00

Fees:

$5.00 per ADA grades K-12 based on prior-year second summer PEIMS Submission.

Yearly Technology Fee:

- 1A or 2A Districts or Districts with fewer than three campuses-$1600
- All OtherDistricts: $2,250 plus $200 /campus (after 3 campuses)

One Time Start-Up Fee:

- 1A or 2A Districts or Districts with fewer than three campuses: $1000
- All Other Districts: $3000 plus $275 /campus (after 3 campuses)

Districts will be sent finalized contract amounts in October of each school year.

Base Fee: $0.00

PO Number

Service Duration

7/1/2020 - 6/30/2021

Additional Information

The specific purpose of this agreement is to establish a binding contract for services under the CASC Cooperative between the LEA and Region 10 Education Service Center (ESC 10). This agreement outlines the services to be provided to the LEA and the responsibilities of each party.

ESC 10 Responsibilities:

ESC 10 shall:

- Retain or contract qualified personnel sufficient to assist the LEA with appropriate services,
- Provide staff development, materials, and customized assistance to support the product,
- Provide sustained, on-going staff development and follow-up activities based on scientific research for products and services,
- Provide technical assistance and consultations product, and
- Provide on-line and/or onsite technical assistance upon request.

LEA Responsibilities:

The LEA shall:

- Contribute funds as determined by the fee structure to maintain subscription,
- Participate in planning with ESC 10 consultants and take advantage of product services,
- Provide a facilitator at each training, who will assist the presenter and provide follow-up training or support, and
- Provide representation at geographically clustered meetings.

District Contact (for this program only)

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Consider to Approve Vendors for Medical and PPE Supplies, Materials and Equipment RFP 2021-005**	
Supporting Document(s):	**Electronic: Yes ☒ No ☐**	**Hard Copy: Yes ☐ No ☒**
Background Information:	According to Education Code Section 44.031, all school district contracts for the purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at $50,000 or more in the aggregate for a 12-month period shall be made by the method of the following methods that provides the best value for the district: (1) Competitive bidding for services other than construction services; (2) Competitive sealed proposals for services other than construction services; (3) A request for proposals, for services other than construction services; (4) An interlocal contract (5) A method provided by Chapter 2267, Government code, for construction services; (6) The reverse auction procedure as defined by Section 2155.062(d), Government Code; or (7) The formation of a political subdivision corporation under Section 304.001, Local Government Code. The total purchases in each budget year for Medical and PPE Supplies, Materials and Equipment exceed $50,000, and consequently, request for proposals were opened on October 27, 2020 in the Business Office. This proposal allows potential vendors to submit catalog information and pricing. This award does not guarantee goods to be purchased; it gives our district the opportunity to work with the vendor to supply goods, if desired. The results with Administration's recommendation are attached.	
Fiscal Impact/Budget Function Code:	Approving the vendors in these categories will ensure the district increases the availability of resources in order to receive the best pricing, value, and support on those resources.	
Policy:	CH	
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
Administration Recommended Option:	It is the Administration's recommendation that the Medical and PPE Supplies, Materials and Equipment acceptable vendors be approved. This gives campuses/departments flexibility to procure goods with multiple vendors when needed.	
Motion:	A consent item. If pulled, a motion might be: "I make a motion to approve the Medical and PPE Supplies, Materials and Equipment vendors as presented."	
Presenter:	Jim Norris	

Medical/PPE Equipment & Supply Vendors RFP 2021-005

Vendor	Address	Contact	Percentage Discount	Accepts POs	EPCNT Interlocal
Alamo Music Center	425 N. Main Ave, San Antonio, TX 78205	210-224-1010	35-45%	Yes	Yes
Alert Services	PO Box 1088, San Marcos, TX 78667	830-372-3333	25% Supplies 20% PPE	Yes	Yes
Anchorage Medical	PO Box 543472, Grand Prairie, TX 75054	800-981-8991	5%	Yes	Yes
Brownmed Inc	1 Federal Street, 29th Floor Boston, MA 02110	857-317-3366	0%	Yes	Yes
BSN Sports	PO Box 7726 Dallas, TX 75209-0726	800-527-7510	10%	Yes	Yes
Clean Life Inc	5335 Dividend Drive, Suite A Decatur, GA 30035	678-336-1534	2% net 10	Yes	No
Deepka Import	340 Cambridge Drive, Union, NJ 07083	707-400-9177	0-10%	Yes	Yes
EAI	118 Bauer Dr, Oakland, NJ 07436	800-770-8010	15%	Yes	Yes
EDG Sales	2400 Heroidan Way SE, Ste 425 Smyrna, GA 30080	404-548-8548	0%	Yes	Yes
FORA Care	893 Patriot Drive Suite D, Moorpark, CA 93021	805-498-8188	18%	Yes	Yes
Froggy's Fog	302 Rutherford Lane, Columbia, TN 38401	615-540-7715	Varies	Yes	Yes
Gulf Coast Sales	4263 Simonton Rd, Farmers Branch, TX 75244	972-702-0838	0%	Yes	Yes
Hand Safety	831 Reynolds Ln, Wichita Falls, TX 76301	940-337-1481	15%	Yes	Yes
Insulfab	600 Freeport Parkway, Suite 150	214-956-0015	0%	Yes	Yes
Intercontinental Pharma	7360 Bryan Dairy Rd, Ste 225-230, Largo, FL 33777	727-216-9529	Pricing provided	Yes	Yes
Ionized Consulting	2505 Reed Rd, Ste 110, Sugar Land, TX 77478	281-450-8657	20%	Yes	Yes
Laredo Technical	22011 Roan Bluff, San Antonio, TX 78259-2714	210-705-2904	0%	Yes	Yes
LFB3 LLC	130 N. Preston Rd, Prosper, TX 75078	646-773-0315	20%	Yes	Yes
Medical Shop	87 Danbury Road, Unit 1, New Milford, CT 06776	866-563-6812	1 - 5%	Yes	Yes
New Bold Corporation	450 Weaver Street, Rocky Mount, VA 24151	540-489-4400	10%	Yes	Yes
ProcureNet America	30 N Gould St., Ste 9894, Sheridan, WY 82801	415-319-0246	0%	Yes	Yes

Medical/PPE Equipment & Supply Vendors RFP 2021-005

Vendor	Address	Contact	Percentage Discount	Accepts POs	EPCNT Interlocal
Protect Education	10901 Reed Hartman Hwy, Ste 215 Blue Ash, OH 45242	513-236-2856	0 - 25%	Yes	Yes
Riddell	7501 Perfomance Lane, North Ridgeville, OH 44039	800-275-5338 x 8697	1 - 23%	Yes	Yes
School Nurse Supply	1690 Wright Blvd, Shaumburg, IL 60193	800-485-2737	8%	Yes	Yes
School Outfitters	3736 Regent Ave, Cincinnati, OH 45212	800-260-2776	2%	Yes	Yes
School Specialty	W6316 Design Drive, Greenville, WI 54942	888-388-3224	35%	Yes	No
Shyyasher	1430 S Dixie Hwy, Ste 105, Coral Gables, FL	888-789-7464	0%	Yes	Yes
T3 Expo	8 Lakeville Business Park, Lakeville, MA 02347	703-987-1630	0%	Yes	Yes
Texas Medical	6115 Skylind Dr., Ste C, Houston, TX 77057	346-250-2655	1%	Yes	Yes
The Master Teacher	PO Box 1207, Manhattan, KS 66505-1207	800-834-9093	5%	Yes	Yes
TJ Sanders Group	8150 N. Central Expressway, Ste 1225, Dallas, TX 75206	214-363-9200	10%	Yes	Yes
Unipak Corporation	PO Box 300027, Brooklyn, NY 11230	888-808-5120	11%	Yes	Yes
US Health Express	18701 Arenth Avenue, City of Industry, CA 91748	312-905-4501	Varies	Yes	Yes
Vita Persona	3553 Loddick Ln, Keller, TX 76244	817-518-5125	0%	Yes	Yes
Weaver Manufacturing	3101 Justin Road, Flower Mound, TX 75028	972-679-8765	0%	Yes	Yes
World of Promotions	1310 Louis Ave, Elk Grove Village, IL 60007	847-439-7930	10%	Yes	Yes

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Consider to Approve Vendors for Apparel and Accessories RFP 2021-004**	
Supporting Document(s):	**Electronic: Yes ☒ No ☐**	**Hard Copy: Yes ☐ No ☒**
Background Information:	According to Education Code Section 44.031, all school district contracts for the purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at $50,000 or more in the aggregate for a 12-month period shall be made by the method of the following methods that provides the best value for the district: (1) Competitive bidding for services other than construction services; (2) Competitive sealed proposals for services other than construction services; (3) A request for proposals, for services other than construction services; (4) An interlocal contract (5) A method provided by Chapter 2267, Government code, for construction services; (6) The reverse auction procedure as defined by Section 2155.062(d), Government Code; or (7) The formation of a political subdivision corporation under Section 304.001, Local Government Code. The total purchases in each budget year for Apparel and Accessories exceed $50,000, and consequently, request for proposals were opened on October 22, 2020 in the Business Office. This proposal allows potential vendors to submit catalog information and pricing. This award does not guarantee goods to be purchased; it gives our district the opportunity to work with the vendor to supply goods, if desired. The results with Administration's recommendation are attached.	
Fiscal Impact/Budget Function Code:	Approving the vendors in these categories will ensure the district increases the availability of resources in order to receive the best pricing, value, and support on those resources.	
Policy:	CH	
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
Administration Recommended Option:	It is the Administration's recommendation that the Apparel and Accessories acceptable vendors be approved. This gives campuses/departments flexibility to procure goods with multiple vendors when needed.	
Motion:	A consent item. If pulled, a motion might be: "I make a motion to approve the Apparel and Accessories vendors as presented."	
Presenter:	Jim Norris	

Apparel & Accessories Vendors RFP 2021-004

Vendor	Address	Contact	Percentage Discount	Accepts POs	EPCNT Interlocal
4Imprint	101 Commerce St., Oshkosh, WI 54901	877-446-7746	10%	Yes	Yes
American Challenge	60 Corbin Ave Unit N, Bayshore, NY 11706	800-638-9112	Varies, Qty based 5% TASCO discount	Yes	Yes
BSN	PO Box 7726, Dallas, TX 75209-0726	800-527-7510	10% catalog, 40% Nike, 40% UA	Yes	No
Clever Items	333 Exchange Drive, Arlington, TX 76011	817-706-3715	0%	Yes	Yes
Custom Sportswear	8 Enterprise Ct, Sewell, NJ 08080	800-697-0330	0%	Yes	Yes
Educational Products (EPI Inc)	4100 N Sam Houston Pkwy W, Ste 250 Houston, TX 77086	832-327-6306	5%	Yes	Yes
Gandy Ink	2027 Industrial Ave, San Angelo, TX 76904	800-999-8137	5-15% Qty based	Yes	Yes
Hawkeye Home Improvement/Mom's Creations	121 Lynnie Penny, Midlothian, TX 76065	972-754-1320	10%	Yes	Yes
Incentive Brands	610 Coit Road, Ste 100, Plano, TX 75075	972-740-0193	25-35% Qty based	Yes	Yes
Inked Screenprinting	417 Partridge Circle, Desoto, TX 75115	972-920-6924	10%	Yes	Yes
Kolby Lane Designs	1613 Plum Creek Drive, Midlothian, TX 76065	210-837-0030	Varies, Qty based	Yes	Yes
Mac Marketing	4040 S. 14th Street, Midlothian, TX 76065	214-878-0485	10%	Yes	Yes
Midlo Print Factory	7420 W. Highland Rd., Midlothian, TX 76065	775-830-4290	Varies	Yes	Yes
Pepwear LLC	1540 High Meadows Way, Cedar Hill, TX 75104	972-632-1402	0%	Yes	Yes
Proforma A-Z	214 S. Main Street, Duncanville, TX 75116	972-709-0015	10%	Yes	Yes
School Tee Factory	8 Enterprise Court, Sewell, NJ 08080	888-301-3110	0%	Yes	Yes
Sugafoots	5810 Cynthia Dr. Midlothian, TX 76065	469-309-1238	0%	Yes	Yes
The J. Paul Company	2535 B E. State Hwy 121, Ste 100 Lewisville, TX 75056	469-293-2483	25%	Yes	Yes
TJ Sanders Group	8150 N. Central Expressway, Dallas, TX 75206	214-363-9200	13%	Yes	Yes
Trihex Athletic	16960 Square Drive, Marysville, OH 43040	937-738-6900	Varies	Yes	Yes
World of Promotions	1310 Louis Ave., Elk Grove Village, IL 60007	847-439-7930	10%	Yes	Yes

Midlothian I.S.D. School Board
Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

<table>
<tr><td>Board Meeting Date:</td><td colspan="2">November 16, 2020</td></tr>
<tr><td>Item:</td><td colspan="2">Consider Donations and Gifts to the District</td></tr>
<tr><td>Supporting Document(s):</td><td>Electronic: Yes ☐ No ☒</td><td>Hard Copy: Yes ☐ No ☒</td></tr>
<tr><td>Background Information:</td><td colspan="2">According to CDC (LOCAL), “The Board may accept any bequest or gift of money or property on behalf of the District. The gift shall become the sole property of the District for its use and disposition. All gifts shall be given to the District and not to a particular school. At the discretion of the superintendent or designee, the gift may be used in a particular school.”</td></tr>
<tr><td>Fiscal Impact/Budget Function Code:</td><td colspan="2">
<table>
<tr><td>MHS and Heritage Football programs</td><td>$300 monetary donation: students could not sell the discount cards this year; but the supercenter allowed customers to donate $10 and keep their discount for this year - she then donated the funds to the football programs for Heritage and MHS.</td><td>Customer Dry Cleaners and Customers</td></tr>
<tr><td>Heritage HS Boys’ Basketball</td><td>$767 monetary donation for basketball uniforms</td><td>Heritage Booster Club</td></tr>
<tr><td>Heritage Swim Team</td><td>$1822.73 monetary donation from the dissolution of MHS/HHS Swim Booster Club -moving to individual booster clubs for each campus</td><td>HHS/MHS Swim Boosters</td></tr>
<tr><td>MHS Swim Team</td><td>$1822.73 monetary donation from the dissolution of MHS/HHS Swim Booster Club -moving to individual booster clubs for each campus</td><td>HHS/MHS Swim Boosters</td></tr>
<tr><td>Midlothian ISD</td><td>360 8 oz. bottles of hand sanitizer valued at $1,544.40</td><td>Ferguson Facilities Supply / Matera Division</td></tr>
<tr><td>MHS Softball</td><td>$1,104 monetary donations for team jackets</td><td>MHS Softball Boosters</td></tr>
</table>
<table>
<tr><td colspan="2">Running Total for 2020/2021</td><td>$42,560</td><td></td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="2">November</td><td>$7,360.86</td><td></td></tr>
<tr><td>October</td><td></td><td>$5,800</td><td></td></tr>
<tr><td>September</td><td></td><td>$ 7,500</td><td></td></tr>
<tr><td>August</td><td></td><td>$21,900</td><td></td></tr>
<tr><td>July</td><td></td><td>$0</td><td></td></tr>
</table>
</td></tr>
<tr><td>Policy:</td><td colspan="2">CDC (LOCAL)</td></tr>
<tr><td>District Goal:</td><td colspan="2">Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning space</td></tr>
</table>

Administration Recommended Option:	Accept the donations
Suggested Motion	This is a consent item. If the item is pulled a motion might be: "I make a motion to approve the donation(s) to the District as presented."
Presenter:	Lane Ledbetter

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**EIE/FNA Local Policy**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	EIE Local policy needs to be changed to reflect current practice that has been approved by the board. EIE Local needs to be updated to state standards based grading for K-3rd grades. FNA Local policy is being updated to designate the students eligible to use the limited public forum during graduation.	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	EIE (Local) and FNA (Local)	
District Goal:	N/A	
Administration Recommended Option:	It is the administration's recommendation to approve the update to local policies as outlined and presented.	
Motion:	This is a consent agenda item; if pulled for discussion, the motion might be, "I move that the Board update the EIE and FNA Local policy as presented."	
Presenter:	Shorr Heathcote	

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving Special Education Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Kindergarten–Grade ~~1~~3

In kindergarten–grade ~~1~~3, promotion to the next grade level shall be based on a standards-based reporting system, which covers grade-level standards (essential knowledge and skills) for all subject areas. A student shall "meet standard" or above in three of the following areas: reading/language arts, mathematics, science, and social studies.

Grades ~~4~~2–5

For students in grades ~~4~~2–5, promotion to the next grade level shall be based on demonstrated proficiency, which includes all of the following:

1. A final grade average of at least 70 in reading;
2. A final combined grade average of at least 70 in language arts;
3. A final grade average of at least 70 in mathematics;
4. A final grade average of at least 70 in science; and
5. A final grade average of at least 70 in social studies.

Retention for Grades ~~2~~4–5	Failure to meet any one of the above criteria may result in retention of the student in his or her current grade level. The campus principal shall be responsible for the promotion of all students.
Grades 6–8	In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: English/language arts and reading, mathematics, science, and social studies. The principal shall confer with the classroom teacher when decisions on promotion or retention differ. The final decision for retention shall be determined by the campus principal.
Grades 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]
Accelerated Instruction	If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of Grade Advancement Testing, below.
Grade Advancement Testing	Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.
Definition of "Parent"	For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]
Alternate Assessment Instrument	The Superintendent or designee shall select from the state-approved list, if available, for each applicable subject an alternate assessment instrument that may be used for the third testing opportunity. Each student's GPC shall decide whether he or she shall be

given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee's decision shall be based on a review of the student's performance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.

Standards for Promotion Upon Appeal

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

Transfer Students

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

Assignment of Retained Students

In the event a student is not promoted to the next grade level, the District shall nevertheless assign the student to an age-appropriate campus, unless:

1. The student's parent requests that the student be assigned to the same or a similar campus setting; or

2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:

    a. Recommendations from the student's teachers.

    b. Observed social and emotional development of the student.

Reducing Student Retention

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]

Student Expression of Religious Viewpoints

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Student Speakers at Nongraduation Events

The District hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

Introductory Speakers

Student speakers shall introduce:

1. Football games;
2. Opening announcements and greetings for the school day at the high school, middle school, and elementary school levels;
3. National and Junior Honor Society Induction ceremony;
4. Midlothian Education Foundation Top Five Percent banquet;
5. Athletic, FFA, band, choir, and other banquets; and
6. Senior Awards Night.

The forum shall be limited in the manner provided by this section on nongraduation events.

Eligibility and Selection

At the secondary level, only those students in the highest two grade levels of the school at which the student is publicly speaking who have had no disciplinary consequences for the current and preceding semester and who hold one of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, members of the National Honor Society, student organization officers, and National Merit Finalists or Semifinalists.

At the elementary level, only those students in the highest two grade levels of the school at which the student is publicly speaking who have had no disciplinary consequences for the current and preceding semester and who hold the following positions of honor based on neutral criteria are eligible to use the limited public forum: those who have earned the "A" honor roll and have earned at a minimum an "E" in citizenship.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall

submit the student's name to the student council during an announced period of not less than three days.

The announced period shall occur at the beginning of each semester or at the end of the preceding semester so speakers are in place for the next semester. The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn.

Assignment of Introductory Speakers

Each selected student shall be matched chronologically to the event for which the student shall be giving the introduction. Each student may rotate after each speaking event. The list of student speakers shall be chronologically repeated as needed, in the same order. The District may repeat the selection process each semester rather than once a year.

Content of Student Introductions

The subject of the student introductions must be related to the purpose of the event and to the purpose of marking the opening of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event. A student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech. The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Disclaimer

For as long as there is a need to dispel confusion over the nonsponsorship of the student's speech, at each event in which a student shall deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as, "The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position, or expression of the District."

Other Student Speakers

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, irrespective of grade level, address school audiences in the normal course of their respective positions.

The District shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Student Speakers at Graduation Ceremonies

Opening and Closing Remarks

The District hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

The forum shall be limited in the manner provided by this section on student speakers at graduation. [See also FMH(LEGAL)]

Eligibility

Only students who are graduating and ~~are in leadership roles in campus activities, have performed community service, or have distinguished themselves academically by being in the top ten percent of the graduating class or by obtaining academic honor graduate status shall be eligible to use the limited public forum.~~ Who hold one of the following positions of honor shall be eligible to use the limited public forum:

- Student council officers,
- Class officers of the graduating class

A student who shall otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. All eligible students shall be given an opportunity to volunteer their names to be put on a list submitted to the graduating senior class. The graduating senior class shall then nominate speakers from among these names to make the opening and closing remarks. In the event that more than one name is nominated for either category, a random drawing (or drawings in the event that both categories have multiple nominations) shall be conducted to determine which students will speak.

Content of Opening and Closing Remarks

The topic of the opening and closing remarks must be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event.

Other Student Graduation Speakers

In addition to the students giving the opening and closing remarks, the valedictorian and salutatorian may have speaking roles at graduation ceremonies.

For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the District creates a limited public forum for these students to deliver the addresses. The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech. The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Disclaimer

A written disclaimer shall be printed in the graduation program that states, "The students who shall be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the District or the board of trustees, or the District's administration, or employees of the District, or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the District refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects."

Religious Expression in Class Assignments

Students may express the students' beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the students' submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Students may not be penalized or rewarded on account of religious content. If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded on account of its religious content.

Freedom to Organize Religious Groups and Activities

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during, and after school to the same extent that students are permitted to

organize other noncurricular student activities and groups. [See FNAB(LOCAL)] Religious groups must be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the groups' expression. If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities may not discriminate against groups that meet for prayer or other religious speech. School authorities may disclaim sponsorship of noncurricular groups and events, provided they administer the disclaimer in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Review Zoning Process & Parameters**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	As MISD prepares to open Elementary School #8 and Heritage High School Phase 2, reviewing and recommending new school boundaries are necessary. To take a proactive and holistic approach, the district administration recommends convening a community committee to review the latest demographer and housing information and make recommendations for elementary and high school boundaries, as well as re-evaluate middle school boundaries, as needed. The administration recommends the following: **Administrative recommendation for Board Approval:** Convene a community committee comprised of parents, staff and students to review and provide recommendations for elementary, possible modifications to middle school and newly defined high school zones. **Administrative recommended parameters for Board Approval:** ● Balance enrollment across MISD ● Keep neighborhoods/subdivisions in tact ● Leverage natural boundaries as much as possible ● Review/follow district policy on grandfathering options **Updated Information:** Based on feedback from the October 2020 Board meeting, we have modified the committee matrix to include one representative to represent neighborhoods that have been rezoned more than 3 times in the past 8-10 years and one representative to represent a subdivision/neighborhood that is zoned to attend a campus away from a neighboring campus.	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goal:	Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.	
Administration Recommended Option:	Approve the School Boundary Process as presented with the modification to include the additional two representatives as recommended by the Administration.	
Motion:	A motion might be, "I move to approve the school boundary process with the modification to include the additional two representatives as	

	presented.”
Presenter:	Karen Fitzgerald, Assistant Superintendent

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Strategic Planning Process**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	As our current strategic plan is nearly completed, and as directed by the Board at the February 14, 2020 workshop, administration is moving forward with next steps in the strategic plan process. MISD has sought three proposals for a strategic plan facilitator. Administration is seeking direction as to whether next steps will include updating the current plan or re-writing the strategic plan all together. This decision impacts the cost, the process, and the scope of work. We anticipate the strategic planning process to begin in November and conclude no later than April/May 2021 with Board action. Additionally, this process will include stakeholder voice throughout the process.	
Fiscal Impact/Budget Function Code:	$10,000-$78,000	
Policy:	N/A	
District Goal:	Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.	
Administration Recommended Option:	It is the recommendation of the administration to update the current strategic plan; based on community and staff input as well as data analysis. (This will allow current vision and beliefs as well as other items related to the current district direction to remain intact.) We recommend N2 Learning as our facilitator. However, if it be the will of the Board to rewrite the strategic plan in its entirety, please direct administration accordingly. For a complete rewrite we recommend N2 Learning as well.	
Motion:	A motion might be, "I make the motion for MISD administration to move forward with an updated strategic plan facilitated by N2 Learning." or "I make a recommendation for MISD administration to conduct a complete strategic plan rewrite facilitated by N2 Learning."	
Presenter:	Karen Fitzgerald, Assistant Superintendent and Lane Ledbetter, Superintendent	

imagination • facilitation • planning

Proposal for
Facilitation of a Strategic Plan

Submitted to
Midlothian ISD

Prepared by
N2 Learning
2024 W. 15th Street
Suite F #502
Plano, TX 75075
(P) 972.515.2268

OVERVIEW

Five years ago, Midlothian Independent School District (MISD) engaged staff, students, and community members to create a strategic plan for the district. The MISD Board of Trustees and administration desire to review, revise, and develop the strategic plan to provide a clear vision for the district. Roz Keck, N2 Learning partner, will facilitate the update of this plan.

PROCESS

I. Review of Current Plan

N2 will work with staff to identify critical information about the progress on the current plan.

II. Vital Signs

N2 will work with staff to compile vital information about the District to be used to complete a SWOT analysis to identify any changes in the strengths, weaknesses, opportunities, and threats.

III. Thoughtexchange Survey

The district will survey the community, students, and staff regarding their aspirations for the students of MISD.

IV. Planning Meetings

N2 will facilitate planning meetings with a MISD Strategic Plan Update Committee (the committee) that will be made up of approximately 30-40 members. The committee will include, but is not limited to:

- Parents and community members
- Board members
- Central administration staff members

Review of Current Plan –A brief review of the current plan will be presented to the committee.

Analysis of the Current Conditions and Perceptions of the District – In order to update the external analysis and opportunities, N2 will facilitate the committee through a SWOT analysis using the information from the Vital Signs to identify the strengths, weaknesses, opportunities, and threats. A review of the Thoughtexchange survey results will be included in the process.

Thinking Challenge – N2 will gather a variety of materials from experts to challenge the thinking of the participants.

Development of the Plan – N2 will facilitate the work of the committee through the process of reviewing, revising, and developing the following parts of the strategic plan.

Review and/or Revise Parts of the Strategic Plan

- ***Mission Statement*** – N2 will facilitate the work of the committee through the review of the mission statement.

- ***Vision*** – N2 will facilitate the work of the committee through the review of the vision statement.

- ***Beliefs*** – N2 will facilitate the work of the committee through the review of core beliefs that describe what is important to the MISD community

Develop Parts of the Strategic Plan

- ***Objectives –*** N2 will facilitate the work of the committee through the development of new measurable objectives that will lead the district to accomplish its mission and objectives

- ***Strategies*** – N2 will facilitate the work of the committee through the development of new strategies

V. Sequencing & Assigning Responsibility For Implementation

N2 will work with MISD staff to sequence the action plans for implementation through the life of the plan (approximately five years) and appropriately assign responsibility for each plan.

N2 RESPONSIBILITIES

- Work with the MISD administration to plan the details of the committee meetings
- Assist in the identification of vital information about the district to conduct the SWOT analysis
- Analyze the results of the Thoughtexchange survey
- Identify research information to challenge the thinking of the committee members
- Develop the agendas for all planning meetings
- Facilitate all planning meetings
- Draft the written plan

MISD RESPONSIBILITIES

- Conduct the Thoughtexchange survey
- Identify members of the planning committee
- Prepare Vital Signs information
- Prepare and present update to progress on current plan
- Secure meeting locations for the planning meetings
- Provide all supplies including, but not limited to:
  - Large poster paper
  - Markers
  - Easels
- Provide refreshments for meetings

TIMELINE

- **Option 1** – Seven 3-hour meetings; specific dates/times to be agreed upon by N2 and MISD

- **Option 2** –Two 7-hour meetings, one 3-hour meeting, and two 2-hour meetings; specific dates/times to be agreed upon by N2 and MISD

- **Option 3** – Two 6-hour meetings and three 3-hour meetings; specific dates/times to be agreed upon by N2 and MISD

FEE

This proposal includes facilitation of the process described in this proposal, N2 staff support, and routine communication costs. Travel and expenses will be billed at cost. All meeting arrangements will be made by MISD and all expenses associated with meetings will be the responsibility of MISD, including duplication and printing of materials. The cost for any additional resources will be the responsibility of MISD.

Option 1 – Seven 3-hour meetings ……..……..$14,000.00
Option 2 – Two 7-hour meetings, one 3-hour meeting, and two 2-hour meetings.$12,000.00
Option 3 – Two 6-hour meetings and three 3-hour meetings……$12,000.00

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**New Course Offerings**	
Supporting Document(s):	Electronic: Yes x No☐	Hard Copy: Yes ☐ No ☒
Background Information:	Each year there are courses that need Board approval (new or innovative courses) or need renewing. These courses offer additional opportunities for students in both core and elective areas. 2021-2022 Courses for Board Approval *These new courses will be offered based on student interest and demand, scheduling availability, and the 2021-2022 budget.*	
Fiscal Impact/Budget Function Code:	We will use existing personnel. Instructional materials will be funded through Instructional Material Allotment.	
Policy:	EHAC (Legal)	
District Goal:	**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning. **Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.	
Administration Recommended Option:	Information Only	
Motion:	Information only, approval will be on the December Board Meeting	
Presenter:	Nikki Nix	

New, Innovative and Renewed Innovative Courses for 2021-2022

Electives

Course Name: Ethnic Studies: African American Studies
PEIMS Number: N1130027
Credits: 1 **Course Length: Year**
Course Type: Regular **Weight: 1.0**
CTE : YES NO
Grade Placement: 9-12
Prerequisite: none

Course Description: African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. These strands should not be taught in isolation but woven together in an integrated study that helps students understand the world in which we live. This course should provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content. The historical content of this course should be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students.

Rationale: To be inclusive of our ever changing demographics.

Course Name: Ethnic Studies: Mexican American Studies
PEIMS Number: 03380084
Credits: 1 **Course Length: Year**
Course Type: Regular **Weight: 1.0**
CTE : YES NO
Grade Placement: 10-12
Prerequisite: none

Course Description: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

Rationale: To be inclusive of our ever changing demographics.

Course Name: PE Substitution - JROTC 1
PEIMS Number: PES00004
Credits: 1 **Course Length: Year**
Course Type: Regular **Weight: 1.0**
CTE : YES NO
Grade Placement: 9-12
Prerequisite: none

Course Description: JROTC program has been accredited as a Special Purpose Program by the national accrediting agency known as AdvancED. JROTC curriculum provides equitable and challenging academic content and authentic learning experiences for all Cadets. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence.

Rationale: To offer additional elective courses for students. This course would allow students to earn PE credit for JROTC.

Course Name: Reserve Officers Training Corps (ROTC) I
PEIMS Number: 03160100
Credits: 1 **Course Length: Year**
Course Type: Regular **Weight: 1.0**
CTE : YES NO
Grade Placement: 9-12
Prerequisite: none

Course Description: JROTC program has been accredited as a Special Purpose Program by the national accrediting agency known as AdvancED. JROTC curriculum provides equitable and challenging academic content and authentic learning experiences for all Cadets. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership,

health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence.

Rationale: To offer additional elective courses for students.

Innovative Courses for Students with Special Needs

Course Name: College Transition
PEIMS Number: N1290050
Credits: 1 **Course Length: Year**
Course Type: Regular **Weight:** 1.0
CTE : YES NO
Grade: 9-12

Course Description:
College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research based learning strategies that are proven to lead to academic success such as goal setting, effective time management, handling stress, note taking, active reading, test-taking strategies, and conducting research. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to meet these post-secondary opportunities in grades 9-12.

Rationale:
Enables students to identify their own skill sets and interests to establish their individual goals. Course offers specific instruction in time management, organization, study skills, and motivation while learning the importance of college education.

Course Name: Making Connections I-IV
PEIMS Number: N1290332, N1290333, N1290334, N1290335
Credits: .5 **Course Length: Semester**
Course Type: **Weight:** .5
CTE : YES NO
Grade: 9-12

Course Description:
The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes

them to have difficulty with social skills. The courses also assist the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome.

Making Connections I assists the students in developing an understanding of autism and other related disorders. The course also assists the students in developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome.

Making Connections III assists students in understanding how their specific disability impacts their learning style. Students learn to employ the proper accommodations and modifications to be more successful. Additionally, they develop the skill to effectively self-advocate for the accommodations and modifications they require.

Making Connections III assists students in understanding how their specific disability impacts their learning style. Students learn to employ the proper accommodations and modifications to be more successful. Additionally, they develop the skill to effectively self-advocate for the accommodations and modifications they require.

Making Connections IV assists students with developing skills to employ collaborative problem solving.

Rationale:
This would help open up opportunities for students to receive CTE credit while working on social skills that would increase postsecondary outcomes.

Course Name: Community Transportation
PEIMS Number: N1304660
Credits: .5 **Course Length: Year**
Course Type: Regular **Weight: .5**
CTE : YES **NO**
Grade Levels: 9-12
Course Description:
The purpose of this course is to introduce knowledge and skills to empower students to research and access public transportation options in their respective communities. Areas to be addressed include pedestrian and rider safety, navigating public transportation systems, use of technology, and general social skills, including self-advocacy, self-assertiveness, and transportation etiquette. This course provides necessary transportation information, resources, and opportunities that will benefit students in secondary and postsecondary environments as they follow their chosen education or career path.

Rationale:

This would open up more opportunities for students to develop life skills while in high school.

Course Name: Orientation and Mobility for Students with Visual Impairments
PEIMS Number: N1160510
Credits: 1 **Course Length: Year**
Course Type: Regular **Weight: 1**
CTE : YES **NO**
Grade Levels: 9-12
Course Description:
The Orientation and Mobility for Students with Visual Impairments courses will focus on skills and strategies that will enhance essential travel skills. These travel skills will enable students with visual impairments and blindness to access all of the educational environments in which they will be involved. The courses will focus on travel in the following domains:
• Home/Living Environment which includes directionality, positional concepts, and using landmarks and clues for travel within the school environment
• Campus Environment which includes cane techniques, on-campus orientation and mobility, cardinal directions and low vision devices
• Residential Environment which includes vehicle familiarization, residential area travel, address systems and travel within rural areas as necessary
• Commercial Environment which includes commercial area travel, and commercial street crossings to access community experiences
• Public Transportation which includes skills necessary to travel on public transportation such as buses, taxicabs and rail systems

Rationale:
This would open up more opportunities for visually impaired students to develop life skills pertaining to travel skills while in high school.

Fine Arts

Course Name: Art 1, Art Appreciation
PEIMS Number: 03500110
Credits: 1 **Course Length: Year**
Course Type: Regular **Weight:** 1.0
CTE : YES **NO**

Course Description:
The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. Art

Appreciation will introduce learners to the various forms of the visual arts, such as drawing, painting, sculpture, photography, etc. Students will learn to examine works of art, identify and compare key characteristics as they relate to specific periods/styles, and discern the role art has played throughout history. Through hand-on activities, discussion, and research, learners will develop an overall appreciation for the art they encounter in their daily lives.

Rationale:
Adding Art Appreciation will allow an opportunity for students to fulfill the required fine arts credit for graduation in a survey-type course that covers basic art concepts/skills, art history, and critique. It will also allow teachers to offer opportunities in Art I-IV for students to focus more specifically on a 4-year art pathway aligned to post-secondary programs.

LOTE- Languages Other than English

Course Name: German II
PEIMS Number: 03420200
Credits: 1 **Course Length: Year**
Course Type: Regular **Weight: 1.0**
CTE : YES NO

Course Description:
The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

Rationale:
Offering German II will add the second level of foreign language for students to complete their LOTE requirements for graduation.

Career and Technical Education Courses

Course Name: College and Career Readiness
PEIMS Number: 12700300
Credits: 1 **Course Length: .5-1**

Course Type: xxx **Weight: none- Middle School Course**
CTE : YES NO

Course Description:
Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success. The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

Rationale:
Additional CTE Course offering for middle school students.

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Reimbursement for Leave Upon Retirement**	
Supporting Document(s):	**Electronic: Yes ☒ No ☐**	**Electronic: Yes ☒ No ☐**
Background Information:	In January of 2019, the Board approved policy changes to offer pay employee retiring for remaining local leave – up to a maximum of 30 days. Policy states that each year the Board will determine the daily rate to be used in reimbursing retiring staff for the unused leave days. NOTE: The following leave provisions shall apply to state and local leave earned beginning on the original effective date of January 7, 2019. An employee who retires from the District shall be eligible for reimbursement for state and local leave under the following conditions: 1. The employee's retirement from employment is voluntary, i.e., the employee is not being discharged or non-renewed. 2. The employee has at least five years of consecutive service with the District. 3. The employee meets state eligibility requirements for retirement. If an employee is reemployed with the District, days for which the employee received payment shall not be available to that employee. The District shall reimburse an employee up to 30 days of unused leave earned during employment with the District.	
Fiscal Impact/Budget Function Code:	The maximum a retiring employee could earn under this program is $2,100.	
Policy:	DEC (LOCAL)	
District Goal:	Design a comprehensive staffing plan to foster excellence, high expectations, and positive morale throughout the district.	
Administration Recommended Option:	It is the recommendation of the administration that the rate at which an eligible employee shall be compensated for unused leave for the 20-21 year be $70 per day.	
Motion:	A suggested motion for the change in rate of pay might be: "I move to approve the 20-21 rate of pay to compensate eligible retiree employees for unused leave at $70.00 per day up to 30 days as presented."	
Presenter:	Shorr Heathcote	

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Consider Adjusting Community Service Graduation Requirements due to COVID**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	Due to the impact of the COVID-19 closure in the Spring of 2020, the start of remote learning in the Fall of 2020 and restrictions due to COVID health protocols, we are asking that the community service hours graduation requirement for Seniors 2021 be waived. **Community Service Hour Requirement** *EIF (Local)-* The District shall require completion of community service to satisfy graduation requirements.	
Fiscal Impact/Budget Function Code:	None	
Policy:	***EIF (Local)***	
District Goal:	**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	
Administration Recommended Option:	Information for this month.	
Motion:	Information for this month.	
Presenter:	Judy Walling	

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Engagement Opportunities & Timeline**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	As the district continues its engagement opportunities this school year, the administration wants to share the myriad of ways the district is collecting input, feedback and recommendations. These opportunities include annual methods to gain feedback, as well as specific committee opportunities.	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goal:	Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.	
Administration Recommended Option:	N/A	
Motion:	This is Information Only	
Presenter:	Karen Fitzgerald, Assistant Superintendent	

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Engagement Opportunities & Timeline

November 16, 2020

Purpose of Engagment:

Midlothian ISD's purpose for engagment foster's our culture by creating myriad of opportunities to provide input, feedback and voice in the decision making process, as well as opening our doors to learn more about our district and operational decisions.

2020-21 Engagement Opportunities & Timeline: External Opportunities

Annual Opportunities:

- **Community Update (use with ThoughtExchange):** weekly
- **INSIDE MISD:** October-April
- **District Ed Improv Committee & Campus Ed Improv Comm:** October - May
- **Diversity Council Committee:** October - May
- **Bond Oversight Committee:** Quarterly
- **CTE Advisory Board:** Monthly
- **Safety & Security Committee/SHAC Committee:** October-May
- **Youth Truth Survey:** October 19 - November 6
- **Bright Bytes Survey:** November 9 - November 20
- **State of the District with Chamber of Commerce:** February 2021
- **2021-2022 Calendar Committee:** November 2020 - January/February 2021

2020-21 Engagement Opportunities & Timeline: External Continued

As Needed:

- **Re-Entry Committee:** May 2020-ongoing
- **Elementary #8 Naming Committee:**
  - Committee Nominations Oct-Nov
  - Process Feb. 2021 - May 2021
- **MTAC Device Refresh:** October 29 - December 10, 2020
- **Boundary Process:** November 2020 - April 2021
- **Strategic Planning Committee:** Winter-Spring 2020/2021

2020-21 Engagement Opportunities & Timeline: Internal Opportunities

Annual Opportunities:

- **Weekly district staff meetings:** every Wednesday; 3:30 & 4:15 p.m.
- **Lunch and Learns with every campus and department:** Fall-Spring
- **Teacher Ambassador:** Meet monthly with Teachers of the Year
- **District calendar committee:** November 2020-February 2021
- **Instructional Materials Allotment Committee:** Monthly

As Needed:

- **Teacher Allotment Committee:** Provide additional funds to teacher leaders as outlined by the latest legislation
- **Standards-based report card committee:** Spring 2021
- **Pre-K curriculum adoption committee:** December 2020-March 2021

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Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Consideration of Additional Projects from the 2016 Bond Program**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	**Information Only this Month** In November 2016, MISD voters approved a $268M bond program with a long list of important projects. Four years later, many of those projects are completed, others are in progress, some are nearing completion, a few are in the planning stage, and only a few are yet to be started. It is time once again to pause and reflect where we are and what else remains to be accomplished. With the completion and near-completion of projects, a clearer picture of total project costs and any possible funds for other projects becomes available each month. The Finance and Construction Teams have been working to evaluate where we are today and what resources will be needed to complete the bond program as well as additional projects as funds are available. They are also looking at projects on the replacement schedule which might be funded with bond funds. **<u>But it is absolutely imperative that all projects listed in the bond election be completed in a timely manner</u>**. All projects are always brought to the board for approval before work proceeds so this merely gives administration a framework to work within when planning future facility improvements. The project needing immediate attention is the roof at Baxter. But there are other projects worthy of consideration as we try to improve and maintain all the MISD Facilities. A copy of the latest financial report for the 2016 Bond Program will be reviewed at the meeting. In December, it is expected a list of projects which might be funded in the next year will be brought to the board for consideration. All projects are brought back to the board for final approval before any project is started.	
Fiscal Impact/Budget Function Code:	To be determined.	

Policy:	CH (Local)
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.
Administration Recommended Option:	Information only this month
Motion:	No motion needed -- Information only this month
Presenter:	Rola Fadel, Jim Norris

2016 Bond Program

Potential Future Projects

November 2020

Roofs:

1. Baxter Roof
2. MILE/Jenkins Roof/DAEP
3. FSMS Roof
4. Mills Roof
5. Hill Support Center

HVAC:

1. MHS HVAC
2. Baxter HVAC

Parking:

1. Meadows Library Parking
2. Hill Support Parking/Drives
3. Vitovsky Parking

Upgrades:

1. MHS Arena
2. Longbranch Marquee
3. Mt. Peak Marquee
4. FSMS Atrium
5. LEAP Renovations
6. Longbranch, Mt. Peak, and Vitovsky Restrooms & Demo Library walls
7. MHS Flooring
8. FSMS Football Bleachers Expanded
9. WGMS Football Bleachers Expended
10. WGMS Tennis Court Additions
11. Old Bus Barn – removal and clean up

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Consider HB3 Goals Update for EC 3rd Rdg, EC 3rd Math, and CCMR - Quarter 1/Beginning of the Year**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	***House Bill 3 (HB 3)*** amends Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that target goals in: ● early childhood (EC) literacy and ● early childhood (EC) math proficiency and ● college, career, and military readiness (CCMR). On December 16, the Board approved the below goals for 3rd grade and CCMR. **Goal 1:** The percent of third grade students that score "meets" grade level or above on STAAR Reading will increase from 46.57% to 60% by June 2024. **Goal 2:** The percent of third grade students that score "meets" grade level or above on STAAR Math will increase from 55.32% to 61% by June 2024. **Goal 3:** The percent of graduates that meet the requirement for CCMR will increase from 68.3% to 80% by June 2024. At this time, the DOL is presenting an update to the Board Goals, including PreK-2 and CCMR progress monitoring from beginning of the year data and implementation of plans. As a reminder, **the Superintendent's Management Team is defined as the MISD Department of Learning:** Judy Walling - Deputy Superintendent Melissa Wolfe - Executive Director of Specialized Learning Shannon Thompson - Director of Specialized Learning Becki Krsnak - Director of Elementary Learning Becky Wiginton - Director of College/Career Readiness & Guidance Nikki Nix - Director of Secondary Learning Dr. Aaron Williams - Testing & Accountability Coordinator Tanesha Yusuf - ELAR/IMA Coordinator Lisa Knight - Coordinator of Federal Programs	
Fiscal Impact/Budget Function Code:	None	
Policy:	***House Bill 3 (HB 3)*** amends Texas Education Code (TEC) to add Sec. 11.185 and 11.186	

District Goal:	**<u>Goal 1:</u>** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
Administration Recommended Option:	Information only
Motion:	N/A
Presenter:	Nikki Nix and Becki Krsnak

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MISD School Board Meeting

Department of Learning Update: HB 3

10/19/20

House Bill 3 Board Goals and Progress Monitoring Update

Early Childhood and CCMR Plans

Why This Matters

- In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a preK through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public preK through 12th grade educational continuum:

  - Sixty percent of all students meeting the state's "Meets" standard at third-grade reading.
  - Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.

Connection to Superintendent Metrics & DIP Goal 1

Early Literacy and Early Math

College and Career Readiness

Category	Academic Excellence
GOAL 1	Goal 1 - Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
PO 5	• *HS Enrollments in Pre AP, AP/Dual credit courses* • *MS Enrollments in Pre AP and Algebra I*
PO 5	• *College hours earned by High School Students (Dual credit course completion or 3+ on AP exam)* ***DO NOT PUT ON PERF. TRACKER - THIS IS JUST NOTES**: *AP college hours earned are calculated with 3 hours earned because each college grants varying levels of credit from 3 to 6 or 7 credit hours. DC college hours earned calculated with 3 hours earned.*
PO 5	• *Performance SAT and ACT (TAPR lagging indicator)*
PO 4	• *Early math progress indicators - Tier 1 Students Kinder on track to meet grade level expectations*
PO 4	• *Early literacy progress indicators - Tier 1 Students Kinder on track to meet grade level expectations*
PO 4	• *Early math progress indicators - Tier 1 Students 1st & 2nd grade on track to meet grade level expectations*
PO 4	• *Early literacy progress indicators - Tier 1 Students 1st-2nd on track to meet grade level expectations*
PO 5	• *CCMR Accountability Score*
PO 5	• *CTE Certifications*
PO 5	• *Dollar amount of scholarships earned by graduating Seniors*

Connection to Principal Metrics & CIP Goal 1

GOAL 1	Design ***innovative learning environments*** while increasing ***academic rigor*** through ***aligned teaching and learning***.				
Performance Objective	***Measure:***	**2018-2019**	**2019-2020**	**2020-2021**	**Target**
PO 5	• *Enrollments in Pre Ap, AP/Dual credit courses*				
PO 5	• *Percentage of enrolled students taking AP exams*				
PO 5	• *Percentage of AP Testers scoring 3,4, and 5's on AP exams*				
PO 5	• *Percentage of students meeting TSI requirements*				
PO 5	• *College hours earned (Dual credit course completion or 3+ on AP exam)*				
PO 5	• *Performance on SAT and ACT*				
PO 5	• *Number of National Merit Recognitions*				
PO 5	• *Number of students graduating with an Associates Degree*				
PO 5	• *Four-year graduation rate percentage*				
PO 5	• *Value of scholarships earned by graduating Seniors*				
PO 5	• *Number of CTE Certifications (PER and Local)*				
PO 5	• *Percentage of active student participation in Naviance*				
PO 5	• *Percentage of parents actively participating in individual student four year plan and post secondary options*				
PO 5	• *Percentage of students enrolled in Algebra I in 8th grade*				
PO 5	• *Percentage of enrolled students successfully completing Algebra I in 8th grade and scoring at the Masters level on EOC*				
PO 5	• *Percentage of 6th graders participating in Duke Talent Identification Program by taking the PSAT* • *Percentage of 7th graders participating in Duke Talent Identification Program by taking the ACT or SAT*				
PO 4	• *Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations*				
PO 4	• *Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations*				
PO 5	• *Percentage of students 4th - 5th grade participating in Duke Talent Identification Program*				
PO 1 & 4	• *Percentage of students achieving masters level on STAAR/EOC for each assessment*				
PO 1	• *Percentage of teachers scoring proficient or higher on MPOWERED Dimensions of T-TESS Rubric for each domain (Only teachers on Full Observation Cycle)*				

College and Career Readiness

Early Literacy and Early Math

HB 3 Board Adopted Goals & Plans Timeline

- ***December 2019***: Superintendent, Department of Learning (Management Team), and two appointed Board representatives meet to collaborate on the HB3 requirements to write EC reading and math **goals** and a CCMR **goal**. Current data will be used to develop these **goals** according to HB3 requirements.
    - Dec. 2 1:00-4:00 - DOL and 2 Appointed Board Members review historical data and begin drafting **goals**
    - Dec. 4 7:00am - Board Workshop - share draft **goals** with Board for input
    - Dec. 9 1:00-3:00 ~~**if needed**~~ (was not needed)- DOL and 2 Appointed Board Members come back to consider Board input and adjust **goals** as needed
- ***December 16, 2019***: Draft **goals** presented as Information Only to the Board for input
- ***January 21, 2020***: Board consider final adoption of HB3 Board **Goals** in the areas of EC Reading/Math and CCMR in order for the management team to move forward in the development of the plan.
- ***January - March 2020***: The Department of Learning works to develop the required plan based on adopted goals.
- ***March 16, 2020***: The Department of Learning presents the ***draft*** plan to the Board for Information Only & input.
- ***April 20, 2020***: The Department of Learning requests Board consideration of adoption of the plan as presented.
- ***May-August 2020***: The Department of Learning works with campuses to include newly adopted plan into campus improvement plans.

Board Adopted Goals

Goal 1: The percent of third grade students that score “meets” grade level or above on STAAR Reading will increase from 46.57% to 60% by June 2024.

Goal 2: The percent of third grade students that score “meets” grade level or above on STAAR Math will increase from 55.32% to 61% by June 2024.

Goal 3: The percent of graduates that meet the requirement for CCMR will increase from 68.3% to 80% by June 2024.

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3rd Grade Reading

MISD 3rd Grade Reading Goal

The percent of third grade students that score "meets" grade level or above on STAAR Reading will increase from 46.57% to 60% by June 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
~~48%~~** *Istation 58% on Decoding to Encoding Meeting Standards*	51% Readability study will be released	54% New TEKS tests 3rd grade/writing will be added to reading test	57% New 3rd grade Test; Online Assessments begin	**Target: 60%**

** *Due to COVID-19, TEA has recommended that we use Progress Monitoring data for the Spring 2020 data. Therefore, the goal for Spring 2020 for Reading is Istation Decoding to Encoding with 58% in Meeting Standards increased from 55% in June 2019.*

Reading Progress Monitoring - PreK

Early Childhood Literacy Goal 1, Progress Measure 1 - PreK CIRCLE

The percent of PreK students that score on grade level or above in Reading will increase from 85% in June 2019 to 90% by June 2024, according to TPEIR Emergent Literacy Reading.

Yearly Target Goals

BOY 2020	2021	2022	2023	2024
51%	85%	87%	89%	90%

BOY 2020 Data: 51%

- Rapid Letter Naming
- Rapid Vocabulary
- Phonological Awareness

**Results are measured as to where students should be as of their current age.*

- Region 10 Coaching
- The UT Health Science Center at Houston - academic vocabulary and "Developing Talkers" professional development
- Additional PA resource

PreK Reading Demographics and Goals

Closing the Gaps Student Groups Yearly Targets									
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.
BOY 2020	50%	34%	39%	n/a	n/a	n/a	n/a	n/a	44%
2021	87%	85%	85%	n/a	n/a	n/a	n/a	n/a	80%
2022	90%	87%	87%	n/a	n/a	n/a	n/a	n/a	84%
2023	91%	89%	89%	n/a	n/a	n/a	n/a	n/a	87%
2024	92%	90%	90%	n/a	n/a	n/a	n/a	n/a	89%

Reading Progress Monitoring - Kindergarten

Early Childhood Literacy Goal 1, Progress Measure 2 - Amplify mClass

The percent of K students that score "At Benchmark" in Reading will increase from 48% in September 2020 to 80% by June 2024, according to Amplify mClass EOY Composite Score.

Yearly Target Goals

BOY 2020	2021	2022	2023	2024
48%	73%	76%	78%	80%

BOY 2020 Data: 48%

- Automaticity of Literacy
- Early Childhood part-time coach/trainer
- Training on analyzing new assessment data
- Amplify Reading online student program
- Campus Leaders in Reading Academies
- Additional PA resource

Kindergarten Reading Demographics and Goals

Closing the Gaps Student Groups Yearly Targets									
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.
BOY 2020	52%	44%	48%	n/a	n/a	n/a	50%	n/a	48%
2021	75%	73%	74%	n/a	n/a	n/a	74%	n/a	74%
2022	77%	75%	76%	n/a	n/a	n/a	76%	n/a	76%
2023	79%	77%	78%	n/a	n/a	n/a	78%	n/a	78%
2024	81%	79%	81%	n/a	n/a	n/a	81%	n/a	81%

Reading Progress Monitoring - First-Third Grades

Early Childhood Literacy Goal 1, Progress Measure 3 - Istation
The percent of students that score Istation Meeting Standards on Decoding to Encoding for Grade 1 will increase from 50% in June 2019 to 75% in June 2024, Grade 2 will increase from 54% in June 2019 to 75% in June 2024, and Grade 3 will increase from 55% in June 2019 to 75% in June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
58%	61%	65%	70%	75%

BOY 2020	First Grade - 42%	Second Grade- 36%	Third Grade - 36%

- Focus on effective small group instruction with decodables and leveled text
- Istation data analysis training
- Additional PA resource
- Early Childhood coach/trainer & Campus Leaders in Reading Academies
- Amira - digital interactive online reader for running records

First-Third Grades Demographics and Goals

BOY 2020	All Students	AA	Hisp	White	Am Indian	Asian	2 or More Races
Grade 1	42%	65%	49%	37%	n/a	n/a	26%
Grade 2	36%	42%	30%	37%	n/a	n/a	30%
Grade 3	36%	39%	33%	36%	n/a	n/a	45%

Reading Big Initiatives 20-21

- Early Childhood Coach, formerly a UT-HSC-CLI researcher and developer
  - Met with principals to determine focus and needs of individual campuses/grade levels
  - Began working with teachers and in classrooms
  - Creating instructional video models
  - Meets with Becki every 2 weeks for debriefing
- Principals, Asst. Principals, iCoaches, and RTI Specialists/Interventionists working with The UT at Austin's Meadows Center for Preventing Educational Risk through the state Reading Academies
  - Completed modules 1-5 out of 12 modules
  - Received 1 of 4 coaching days on campuses - walking classrooms, discussing academy content vs. what they see in classrooms, attend PLCs, etc.
- Focus on analyzing data and using it to inform instruction - CIRCLE, Amplify, Istation, and Pre-&Post-PIs, and continue to progress monitor grade-level skills

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3rd Grade Math

MISD 3rd Grade Math Goal

The percent of third grade students that score "meets grade level or above" on STAAR Math will increase from 55.32% to 61% by June 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
~~57%~~** Imagine Math 52% Meeting Gr. Level Quantile	58%	59%	60% Online test; New test structure	**Target: 61%**

** *Due to COVID-19, TEA has recommended that we use Progress Monitoring data for the Spring 2020 data. Therefore, the goal for Spring 2020 for Math is Imagine Math with 52% meeting Grade Level Quantile increased from 47% in 2020 February.*

Math Progress Monitoring - PreK

Early Childhood Math Goal 2, Progress Measure 1 - PreK CIRCLE

The percent of PreK students that score on grade level or above in math will increase from 90% in June 2019 to 95% by June 2024, according to TPEIR Mathematics data.

Yearly Target Goals

BOY 2020	2021	2022	2023	2024
87%	92%	93%	94%	95%

BOY 2020 Data: 87%

- Counting
- Shapes
- Number discrimination
- Number Naming
- Operations

**Results are measured as to where students should be as of their current age.*

- R10 Coaching
- Training and implementation of new resources

PreK Math Demographics and Goals

Closing the Gaps Student Groups Yearly Targets										
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	
BOY 2020	80%	85%	93%	n/a	n/a	n/a	91%	n/a	87%	
2021	90%	94%	95%	n/a	n/a	n/a	95%	n/a	90%	
2022	93%	96%	96%	n/a	n/a	n/a	96%	n/a	93%	
2023	94%	97%	97%	n/a	n/a	n/a	97%	n/a	94%	
2024	95%	98%	98%	n/a	n/a	n/a	98%	n/a	95%	

Math Progress Monitoring - Kindergarten

Early Childhood Math Goal 2, Progress Measure 2 - Amplify mClass

The percent of K students that score "At Benchmark" or above in math will increase from 18% in September 2020 to 80% by June 2024, according to Amplify mClass Math.

Yearly Target Goals

BOY 2020	2021	2022	2023	2024
18%	60%	65%	70%	75%

BOY 2020 Data: 18%

- Automaticity of Number Sense

- Early Childhood part-time coach/trainer
- Training on analyzing new assessment data
- Training and implementation on new math resources

Kindergarten Demographics and Goals

Closing the Gaps Student Groups Yearly Targets									
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.
BOY 2020	20%	13%	19%	n/a	n/a	n/a	19%	n/a	18%
2021	62%	55%	62%	n/a	n/a	n/a	62%	n/a	62%
2022	65%	58%	65%	n/a	n/a	n/a	65%	n/a	65%
2023	70%	63%	70%	n/a	n/a	n/a	70%	n/a	70%
2024	75%	70%	75%	n/a	n/a	n/a	75%	n/a	75

Math Progress Monitoring - First-Third Grades

Early Childhood Math Goal 2, Progress Measure 3 - Imagine Math

The percent of students that meet grade level quantile or above in Imagine Math will increase from 66% in September 2020 to 82% by June 2024 in Grade 1, 76% in September 2020 to 86% by June 2024 in Grade 2, and 23% in September 2020 to 62% by June 2024 in Grade 3.

Yearly Target Goals

	BOY 2020	2021	2022	2023	2024
GR. 1	66%	76%	78%	80%	82%
Gr. 2	76%	80%	82%	84%	86%
Gr. 3	23%	50%	56%	58%	62%

BOY 2020 Data:
1st Gr. - 66%
2nd Gr. - 76%
3rd Gr. - 23%

- Early Childhood part-time coach/trainer
- Training and implementation on new math resources
- Analyzing pre- and post- PIs to inform instruction

Math Big Initiatives 20-21

- Implementation of new Hand2Mind resources that focus on conceptual math understanding and state standards
- Early Childhood Coach working with Kindergarten on automaticity
- Analyzing pre and post PIs to inform instruction and to differentiate to meet individual student needs, including COVID gaps

Overall Elementary Initiatives 20-21

- iCoaches supporting teachers with best practices connected to district's Learner Experience and Best Practices
- Explicit Instruction training and book for Principals, Asst. Principals, and iCoaches from UT's Meadows Center for Preventing Educational Risk with support on how to turn around small pieces to their staff as needed
- Ongoing support from two national research institutes through our Early Childhood Coach and our leader of Reading Academies

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

CCMR

MISD CCMR Goal

The percent of graduates that meet the requirement for CCMR will increase from 68.3% to 80% by June 2024.

MISD Baseline is 68.3% from 2019. ***How do we use historical data and the MISD teaching and learning lens of the Learner Experience to set the measurable component of the goal?***

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
70	72	75	78	**80%**

2020 Accountability Rating System

All districts and campuses are labeled *Not Rated: Declared State of Disaster* for 2020. Visit **TXSchools.gov** to view the 2019 accountability rating reports for each district, campus, and open-enrollment charter school in the state of Texas. *(TXSchools.gov is optimized for Chrome, Firefox, and Safari)*.

The 2020 College, Career, and Military Readiness and Graduation Rate reports will be available in the fall with the Texas Academic Performance Report (TAPR).

Campus Projection

Heritage High School		
2018 *(Based off of 2016-2017 data)*	97.5/148	**64%**
2019 *(Based off of 2017-2018 data)*	153/207	**74%**
2020 *(PROJECTED off of 2018-2019 data)*	167/220	**75%**
2021 *(PROJECTED off of 2019-2020 data)*	156/242	**64.5%** **expected COVID impact*
2022 *(PROJECTED off of 2020-2021 Graduate data)*	105/248 *As of 10/26/20*	**46%**

Midlothian High School		
2018 *(Based off of 2016-2017 data)*	268/457	**59%**
2019 *(Based off of 2017-2018 data)*	265.5/406	**65%**
2020 *(PROJECTED off of 2018-2019 data)*	251/376	**66%**
2021 *(PROJECTED off of 2019-2020 data)*	186/430	**43.5%** **expected COVID impact*
2022 *(PROJECTED off of 2020-2021 Graduate data)*	177/460 *As of 10/26/20*	**38%**

CCMR Demographics

School Year Ending in...	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL	Continu-ously Enrolled	Non-Continu-ously Enrolled
2017	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018	**60.40%**	37.10%	51.90%	64.80%	*	77.80%	*	54.50%	14.00%	44.20%	*	63%	42%
2019	**68.30%**	56.10%	52.70%	74.10%	*	87.50%	*	63.20%	76.90%	42.20%	21.40%	72%	43%
2020	**70.10%**	60.40%	59.90%	75.0%	*	77.80%	*	59.40%	56.70%	65.30%	16.70%	73.80%	55.30%
2021	**72**	60	57	78					79	47	27	76	47
2022	**75**	63	60	81					80	50	30	78	50
2023	**78**	66	63	84					81	53	33	80	53
2024	**80**	**68%**	**65%**	**85**	**60%**		**60%**		**82**	**55%**	**35%**	**82**	**55%**

MISD CCMR Goal

The percent of graduates that meet the requirement for CCMR will increase from 68.3% to 80% by June 2024.

MISD Baseline is 68.3% from 2019. ***How do we use historical data and the MISD teaching and learning lens of the Learner Experience to set the measurable component of the goal?***

Yearly Target Goals				
2020 *(PROJECTED off of 2018-2019 data)*	**2021** *(PROJECTED off of 2019-2020 data)*	**2022** *(PROJECTED off of 2020-2021 data)*	**2023** *(PROJECTED off of 2021-2022 data)*	**2024** *(PROJECTED off of 2022-2023 data)*
70%	72%	75%	78%	**80%**
PROJECTED: **70.1%**	*PROJECTED:* *50%* **expected COVID impact*	*Projected:* *41.3%* **as of 10/26/20*		

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	V	W	X	Y	Z	AA	AB	AD	AE	AF	AG
Local ID	Student Last	Student First	EL	Sped	IEP Cont	Formerly Sped	CONT/NON ENR	Eco Dis	Race Eth	TSI Rdg (351)	TSI Math (350)	ACT English (19) Comp (23)	ACT Math (19) Comp (23)	SAT EBRW (480)	SAT Math (530)	CPC Rdg Credit	CPC Math Credit	Meets TSI Criteria	AP exam =>3	9+ or 3+ DC Rdg/ Math	Armed Forces	Ind. Cert.	Assoc Degree	IEP Workforce Ready	SE Adv Plan	LI or LII Cert	CCMR	Grad. Status
							3	Y	W					460	Y												0	
							3	N	W																		0	
														400	430													
							3	Y	B					400	440												0	
														370	360													
							3	Y	H					470	420												0	
							3	Y	H					Y	Y			Y	Y	Y							3	
							3	N	W			13	16	420	390												0	
							3	N	W	Y	N			Y	510				Y	Y							2	
							3	N	W					440	420					Y							1	
							1	N	T					Y	490												0	
							3	N	W					Y	Y			Y	y								2	
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							1	Y	W																		0	
							3	N	W					Y	480					Y							1	
							3	N	H					470	490												0	
							3	N	T					470	470												0	
							0	N	T					350	370												0	
							3	N	W																		0	
														440	420													
							3	Y	H					440	500												0	
							3	Y	H					Y	480					Y							1	
				Y			3	N	W																		0	
							2	N	W					470	420												0	
							3	N	I																		0	
							3	N	W					Y	Y			Y		Y							2	

Plans for 2020-2021

- CCMR Tracking
- MISD became a TSI testing site
- SAT school day
- Trained internal ACT bootcamp instructors
- Exploring College Bridge
- Expanding CTE certifications every year
- Adding JROTC as course offering on selection sheet for 2021-2022

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Board Priorities Standard 1B Departmental Updates: Specialized Learning**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	On April 29, 2020, the MISD School Board adopted a set of Board Priorities that are aligned with the XG Board Governance Self-Assessment Survey discussed at the Board Visioning Retreat from February 14, 2020. The process in developing these priorities began in February 2020 and concluded in April 2020. This presentation covers the following adopted Board Priority: **STANDARD 1: PROVIDE RESPONSIBLE SCHOOL DISTRICT GOVERNANCE** ● **Benchmark B:** Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process. ○ **BOARD PRIORITY ACTION:** Departmental Updates will be conducted at Monthly Meetings. Include the Strategies and Progress as identified in DIP for your department and other language as identified in Supt Evaluation Tool The Specialized Learning Department will present an update on Special Education, Dyslexia, 504, Bilingual and ESL as well as Federal Programs.	
Fiscal Impact/Budget Function Code:	N/A	
Policy:		
District Goal:	**Goal 1**	
Administration Recommended Option:	Information Only	
Motion:	Information Only	
Presenter(s):	Melissa Wolfe, Shannon Thompson and Lisa Knight	

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

MISD School Board Meeting

Department of Learning Update: Special Programs & Dyslexia

11/16/2020

Adopted Board Priority

STANDARD 1: PROVIDE RESPONSIBLE SCHOOL DISTRICT GOVERNANCE

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- ***Benchmark B***: Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.
  - ***Action:*** *District summarize programs/department initiatives to Board throughout the year*

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Special Education

Specialized Learning Programs

District Improvement Plan Goal 1

Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1

- Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards.

Special Education Expectations:

- Provide access to the same opportunities as their peers as appropriate
- Provide innovative learning environments while increasing academic rigor based on individual student needs

Connection to Superintendent Metrics & DIP Goal 1

Early Literacy and Early Math

College and Career Readiness

Category	Academic Excellence
GOAL 1	Goal 1 - Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
PO 5	• *HS Enrollments in Pre AP, AP/Dual credit courses* • *MS Enrollments in Pre AP and Algebra I*
PO 5	• *College hours earned by High School Students (Dual credit course completion or 3+ on AP exam)* ***DO NOT PUT ON PERF. TRACKER - THIS IS JUST NOTES**: *AP college hours earned are calculated with 3 hours earned because each college grants varying levels of credit from 3 to 6 or 7 credit hours. DC college hours earned calculated with 3 hours earned.*
PO 5	• *Performance SAT and ACT (TAPR lagging indicator)*
PO 4	• *Early math progress indicators - Tier 1 Students Kinder on track to meet grade level expectations*
PO 4	• *Early literacy progress indicators - Tier 1 Students Kinder on track to meet grade level expectations*
PO 4	• *Early math progress indicators - Tier 1 Students 1st & 2nd grade on track to meet grade level expectations*
PO 4	• *Early literacy progress indicators - Tier 1 Students 1st-2nd on track to meet grade level expectations*
PO 5	• *CCMR Accountability Score*
PO 5	• *CTE Certifications*
PO 5	• *Dollar amount of scholarships earned by graduating Seniors*

Connection to Principal Metrics & CIP Goal 1

GOAL 1	Design ***innovative learning environments*** while increasing ***academic rigor*** through ***aligned teaching and learning***.				
Performance Objective	***Measure:***	**2018-2019**	**2019-2020**	**2020-2021**	**Target**
PO 5	• *Enrollments in Pre Ap, AP/Dual credit courses*				
PO 5	• *Percentage of enrolled students taking AP exams*				
PO 5	• *Percentage of AP Testers scoring 3,4, and 5's on AP exams*				
PO 5	• *Percentage of students meeting TSI requirements*				
PO 5	• *College hours earned (Dual credit course completion or 3+ on AP exam)*				
PO 5	• *Performance on SAT and ACT*				
PO 5	• *Number of National Merit Recognitions*				
PO 5	• *Number of students graduating with an Associates Degree*				
PO 5	• *Four-year graduation rate percentage*				
PO 5	• *Value of scholarships earned by graduating Seniors*				
PO 5	• *Number of CTE Certifications (PER and Local)*				
PO 5	• *Percentage of active student participation in Naviance*				
PO 5	• *Percentage of parents actively participating in individual student four year plan and post secondary options*				
PO 5	• *Percentage of students enrolled in Algebra I in 8th grade*				
PO 5	• *Percentage of enrolled students successfully completing Algebra I in 8th grade and scoring at the Masters level on EOC*				
PO 5	• *Percentage of 6th graders participating in Duke Talent Identification Program by taking the PSAT* • *Percentage of 7th graders participating in Duke Talent Identification Program by taking the ACT or SAT*				
PO 4	• *Early literacy progress indicators - Tier 1 Students K-2 on track to meet grade level expectations*				
PO 4	• *Math progress indicators - Tier 1 Students K-2 on track to meet grade level expectations*				
PO 5	• *Percentage of students 4th - 5th grade participating in Duke Talent Identification Program*				
PO 1 & 4	• *Percentage of students achieving masters level on STAAR/EOC for each assessment*				
PO 1	• *Percentage of teachers scoring proficient or higher on MPOWERED Dimensions of T-TESS Rubric for each domain (Only teachers on Full Observation Cycle)*				

College and Career Readiness

Early Literacy and Early Math

On September 1st at the Board Workshop, you asked.....

Is what we are doing working?

How do we know?

We say.....

YES

And..... Here is how we know

To start with..... how do you qualify for Special Education?

- A student must meet the eligibility criteria through an evaluation.
- There must be an educational need for specially designed instruction

What Special Education programs do we have in MISD?

- All campuses have Resource classes for Reading, Language Arts, and Math
- All campuses have Content Mastery/Learning Lab
- All campuses have Inclusion programs
- All campuses have Speech programs

What additional programs are on each campus?

- JAV Elementary-ECSE
- Irvin Elementary - ECSE
- Mt. Peak Elementary-ECSE, CBI & BAC
- Miller Elementary-CBI & LEAD
- Baxter Elementary-ECSE, 2 CBIs & BAC
- DME-CBI & BAC
- Longbranch Elementary - 2 ECSEs
- DMS - CBI & Partners in PE
- WGMS-CBI & Partners in PE
- FSMS-BAC, 2 CBIs & Partners in PE
- MHHS-CBI & Partners in PE
- MHS-2 CBIs, BAC, Transitions, Partners in PE, & Peer Coaching
- Elevate at Navarro, Waxahachie

Special Education Numbers

2020	1280
2019	1194
2018	1019

Instructional Settings

Speech Only	250
Self Contained (ECSE, CBI, BAC, 18+ programs)	174
Other Programs (Resource, Inclusion and Content Mastery)	856
TOTAL	1280

Professional Development

- Special Education teachers participate in all PD opportunities just as general education teachers because our students are required to take all district and state assessments just as their general education peers
- Provide additional trainings specific to special education disabilities, law and best practices
- Individual Campus meetings are held to discuss data on Performance Indicators and strategies to address areas of need for individual student growth
- Monthly Lead Sped Representative meetings provide support and the opportunity for us to stay abreast of campus needs

How do we measure progress?

- Each student in special education has an Individual Education Plan (IEP) which is developed by the special education teacher to address the student's individual needs
- In addition to report cards, every special education student receives a progress report on his/her IEP goals at the end of each grading period.
- Data from the Performance Indicators given this school year in grades 2-12 shows that our students have scored on average of 10 points below their general education peers.

Partner Program

- Our Partner Program involves Partner PE as well as Elementary Partners who go in classrooms and work with our students (on hold now due to COVID)
- We currently have 78 Partners between the two high schools and 37 at the three middle schools

Partners Pictures

Special Olympics

Elevate at Navarro, Waxahachie

- MISD began this program with Navarro, Waxahachie in 2008 and started with 10 students age 18+ to provide vocational and on the job training
- The program focuses on employability skills for individual students
- Students attend a vocational class ½ day at Navarro and work in the community the other ½ day with a job coach who provides support as needed
- Offered the opportunity for other Ellis County districts to participate with us in the Elevate Program in 2009

Elevate at Navarro, Waxahachie

- Waxahachie and Red Oak currently have students in the Elevate program along with our MISD students
- MISD is the fiscal agent of the Elevate program and the teacher is an employee of MISD, but her salary is paid proportionately by the number of students each district has in the program.
- In its 12 years, the Elevate program has provided services to 75+ students not only from MISD but from Ellis County districts

Transitions at MHS

- MISD began this program in 2018 for our 18+ students as an option for those who don't attend the Elevate program at Navarro
- The program is housed at MHS but serves students ages 18+ from both high schools
- Transitions focuses on functional and daily living skills as well as post-secondary skills needed for students on an individual basis

Transitions at MHS

- Services are provided for students through their 21st birthday
- Most of these students reside with their families but some live in group homes
- Another focus for this group is to make sure they are connected and able to access services with outside agencies once they leave this program

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Dyslexia

Dyslexia

District Improvement Plan Goal 1

Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 4

Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students

Strategy 3

Provide tools and support to ensure that all students' needs are met and data is maintained to track progress

Update/Overview

- We use the Multi Sensory Teaching (MTA) approach based off the Scottish Rite program which is also used across many districts in Texas
- Special Education Diagnosticians are trained through Scottish Rites to provide the dyslexia assessment in addition to the Full Individual Evaluation
- MISD Dyslexia teachers completed their Certified Academic Language Practitioner training last year through the June Shelton School and is being followed up this year with Coaching.

CALP Coaching on 10/28/20

Staff/Parent Training

- All staff were previously trained in the Dyslexia Simulation which portrays the frustration our students feel on a daily basis; however, we were not able to fulfill this training with new staff this summer due to staff training for Virtual Learning. We are making plans to follow up on that training with new teachers.
- Parents participated in Virtual "Dyslexia Night" on October 22. In addition, we have provided links for our parents to join meetings through Region X. We would like to provide the simulation experience for our parents as we have done in the past but don't believe it will be as effective in a virtual setting.

Staffing across the district

- Each elementary campus has one full time dyslexia teacher in addition to another teacher who provides part time dyslexia services along with ESL
- Each middle school has a teacher who provides dyslexia instruction
- We currently only have one student at the high school level receiving dyslexia services

Dyslexia Numbers

Year	Numbers	% Growth
2020-21	687	6.97
2019-20	665	6.83
2018-19	528	5.62

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Section 504

504

District Improvement Plan Goal 1

Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 4

Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students

Strategy 3

Provide tools and support to ensure that all students' needs are met and data is maintained to track progress

Section 504

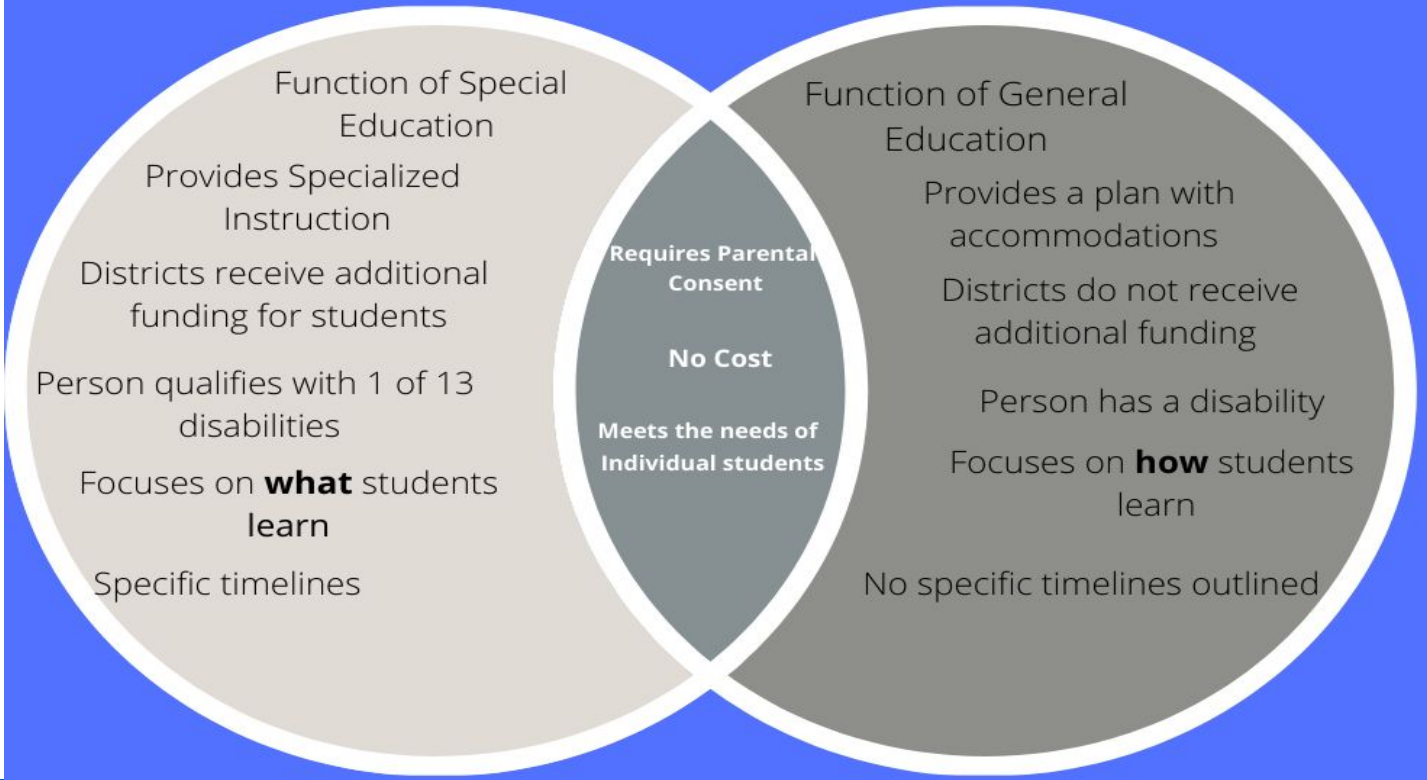
- Section 504 of the Rehabilitation Act is a federal civil rights law that prohibits discrimination against individuals with disabilities.
- Has been amended several times to encompass more disabilities.

Section 504

- To be protected under Section **504**, a student must be determined to:
  - Have a physical or mental impairment that substantially limits one or more major life activities

An evaluation meeting is held to determine if a student requires a 504 plan with accommodations.

Special Education vs 504



504 Numbers

2020	918
2019	934
2018	920

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Special and Federal Programs

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1

- Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards.

Special Programs

- Bilingual
- ESL
- Mckinney-Vento Homeless Education
- Migrant Education Program
- ESSA Federal Title Funds
- State Compensatory Education

Programs for English Learners

Bilingual and English as A Second Language

How do Students Qualify for these programs?

- Students whose home language is not English
- Assessment determines level of English proficiency
- Language Proficiency Assessment Committee (LPAC) determines program placement.
- Once in the program, a student must meet state exit criteria.

Programs for English Learners

Bilingual Program (for language minority students)

- Our Bilingual Program began in 2003
- Program was required once we had at least 20 students in the same language (Spanish) in the same grade.
- Currently housed at J. A. Vitovksy.
- Transportation is provided for students from other MISD attendance zones who qualify.
- Program model for **Prekindergarten-4th grade** is **Dual Language Enrichment** (DLE) One Way
- The goal is to **attain full proficiency in the first language**, **as well as English,** with at least half of the instruction delivered in the student's primary language for the duration of the program.
- 5th grade is in the last year of the **Late Exit Bilingual** model, as we have been transitioning to the Dual Language program a grade level each year

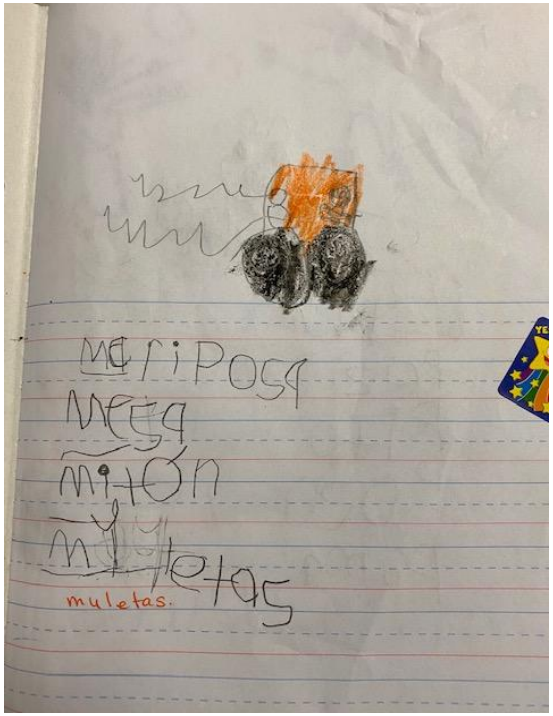
Programs for English Learners

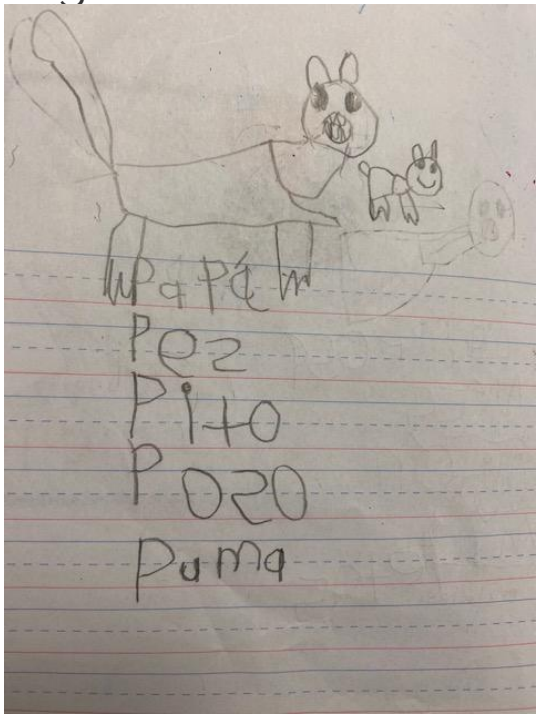
English as a Second Language

- ESL is provided at all MISD campuses for students in PreK-12th grade who meet eligibility criteria
- 6th-12th grade ESL students are served through Language Arts, English, or ESL pull-out, depending on the need of student, as determined by the LPAC
- All teachers providing services are appropriately certified.
- MISD has 24 teachers working in either Bilingual or ESL classrooms, not including the English or Language Arts teachers who have ESL certification.

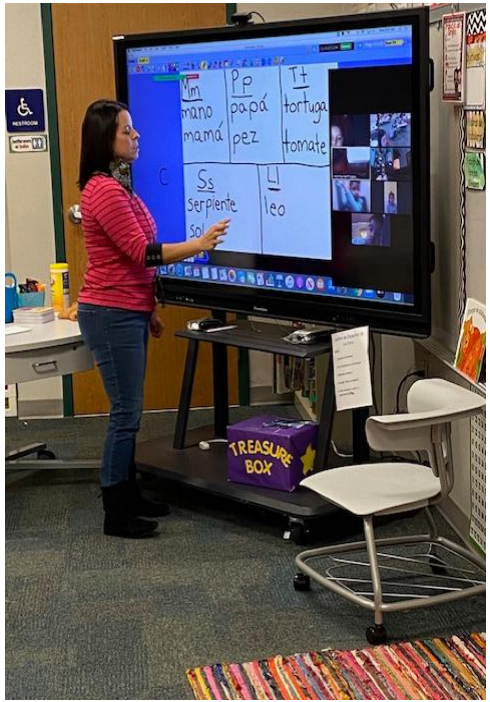
Prekindergarten Bilingual Journal Writing

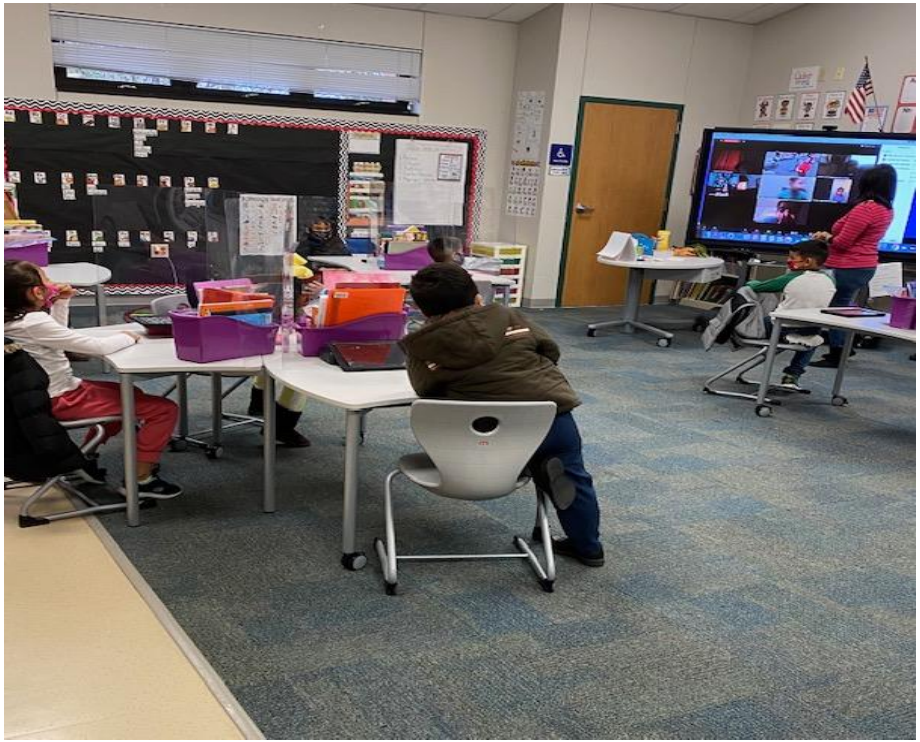
An emphasis of the program is daily writing across the curriculum.



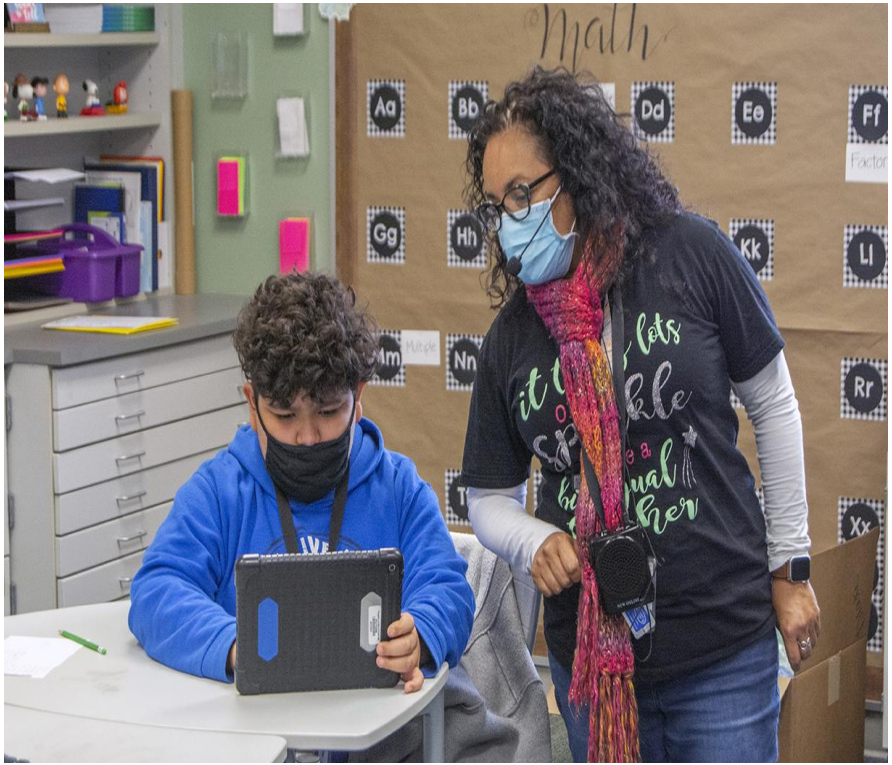


Kindergarten Bilingual

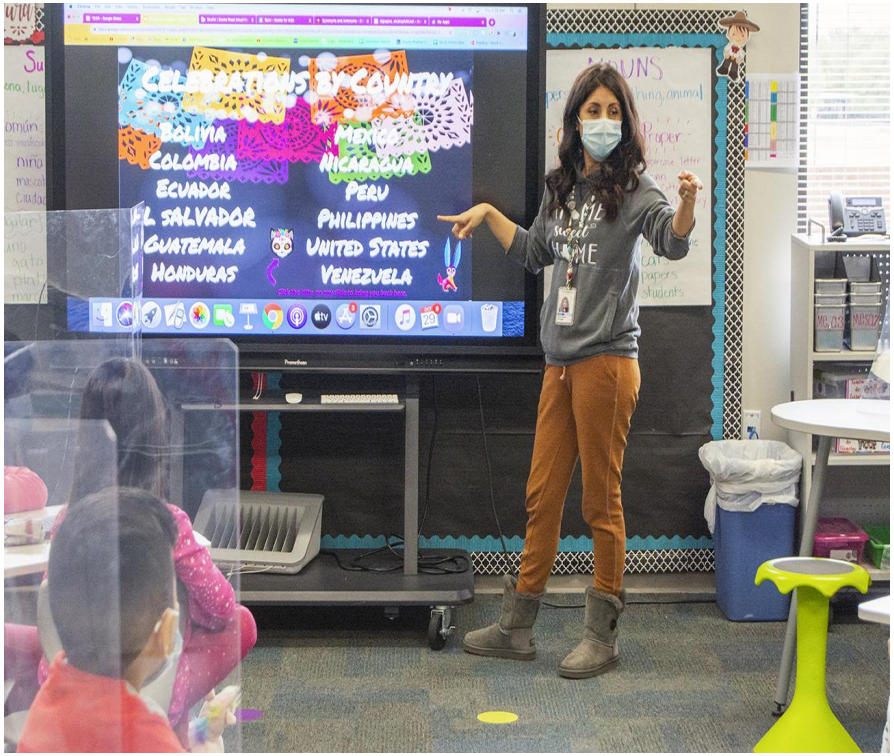




Dual Language



Dual Language Classrooms



English Learner Students 2019-20 and 2020-21

	2019-20	2020-21
Total Enrollment	9,783	9,850
Bilingual Students Grades Pre-Kindergarten through 5th	143	133
ESL Students Grades Pre-kindergarten through 12th	216	234
Total English Learners Served	359	367
Total LEP	364	367
Number of Parent Denial of Services	5	
Number of Students Exited/Reclassified as non-EL	20	

Texas English Language Proficiency Assessment System (TELPAS)

- EL students are given this state required assessment, in addition to the STAAR test.
- Students are scored in four domains of Listening, Speaking, Reading, and Writing.
- In grades K-1 students are assessed by their teacher.
- In grades 2-12 students are given a computer-based test in the areas of Listening, Speaking, and Reading. They are scored by their teacher in Writing.
- Students may attain a Beginning, Intermediate, Advanced, or Advanced High rating, with Advanced High being the best.

- For the past year, the requirement for reclassification as an **English Proficient** student was to attain an **Advanced High** rating in all four domains of Listening, Speaking, Reading, and Writing, and to meet standard on STAAR Reading.

- STAAR was waived due to COVID-19.

- Twenty students met reclassification/exit criteria

TELPAS Grade Clusters and Average Composite Rating 2018-19 and 2019-20

Grade Cluster	Number of Students	Percent of Students at Grade Cluster TELPAS Rating		Average Composite Rating
		% Advanced	% Advanced High	
K-2 (2018-19)	112	35%	6%	2.2 Intermediate
K-2 (2019-20)	77	41%	7%	2.4 Intermediate
3-12 (2018-19)	214	53%	20%	2.9 Advanced
3-12 (2019-20)	146	55%	28%	3.1 Advanced

Another Indicator of Progress

- Advancing one proficiency level in TELPAS is the expectation from TEA.
- 49% in K-2 Grade cluster progressed at least one proficiency level from 2019-2020.
- 49% in the 3-12 Grade Cluster progressed at least one proficiency level from 2019-20
- Students usually need to be Advanced or Advanced High to be successful in school without support on the STAAR test.

TELPAS Composite Score Conversion Chart

TELPAS Composite Score	TELPAS Composite Rating
1.0-1.4	Beginning
1.5-2.4	Intermediate
2.5-3.4	Advanced
3.5-4.0	Advanced High

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

- **Performance Objective 3:**
- Systematically support professional development in the implementation of a K-12 aligned curriculum

Targeted Professional Development

- Based on needs of the learners, targeted professional development was provided at two secondary campuses and the elementary where bilingual is housed.
- January, 2020, Midlothian High School teachers were presented Research-based Stratiques, by El Saber to help them address the needs of the English learner, differentiated by Proficiency Language Level, aligned to the English Language Proficiency Standards (ELPS), based on needs determined by the campus.
- August 17, 2020 Professional development at MHS was designed to develop Academic Vocabulary.
- Frank Seale Middle School staff received Strategies aligned to the ELPS in August.

Professional Development for Teachers of ELs

- Dual Language teachers and the Coordinator for Special and Federal Programs attended virtual training in Best Practices, while working virtually last spring.

- Five Bilingual Teachers, two ESL teachers, and Coordinator attended The National Best Practices in Dual Language Conference.

- Dual Language consultants supported bilingual teachers with one-on-one coaching and curriculum support last fall.

- As a follow-up to one-on-one coaching, a bilingual consultant was provided to Dual Language teachers for more intensive curriculum support
- Support will be provided during the current year to continue the progress that has been made in the Dual Language program
- All core content teachers have the opportunity to receive Sheltered Instruction training

McKinney-Vento Homeless Youth

Living Situation	Numbers
Unaccompanied Youth	4 (included below)
Doubled-up	12
Unsheltered	5
Hotel/Motel	0
Sheltered	0
Homeless Status Total	17

Migrant Education Program

- Students who move to seek or obtain work in the area of fishing or agriculture are considered migrant.
- A student maintains this identifier for three years.
- Currently, no students have identified in this way.

ESSA Federal Funds Supplement the Basic Programs

- Apply for funds annually
- Use to supplement what is required
- Use to achieve goals in the Campus or District Improvement Plan
- Determine goals through a Comprehensive Needs assessment

Common uses of funds

- Additional staff
- Supplemental materials
- High Quality professional development

Title I Funds- Educationally Disadvantaged

Four Campuses are supported with Title I funds

- T. E. Baxter
- J. R. Irvin
- J. A. Vitovsky
- Frank Seale Middle School
  - Supplemental Interventionists
  - Supplemental Parent Education
- Must set aside funds to support homeless

Additional Title Funds

- Title II funds
  - Mentors for new teachers
  - Recruitment and retention stipends for Bilingual teachers
  - Targeted professional development
- Title III Funds
  - Second Language Acquisition
- Title IV Funds
  - Activities to support safe and healthy students
  - Well-rounded educational opportunities and SEL programs

State Compensatory Funds

- Funds are allocated to the district according to the number of students who qualify for free or reduced meals
- Used to serve students who are at risk of dropping out of school

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**11/16/2020**	
Item:	**College and Career Postsecondary Planning**	
Supporting Document(s):	Electronic: Yes ☐ No ☒	Hard Copy: Yes ☐ No ☒
Background Information:	Postsecondary planning for students is a large part of secondary guidance. Educating students and parents of postsecondary options requires multiple approaches to ensure students graduate high school with a postsecondary plan fit for each individual. Naviance is a college and career technology solution for students to explore their strengths and interests for post-secondary planning. Students are able to use feedback from assessments to help guide them when making decisions regarding postsecondary options that are a fit for them as well as possible fields of study. ● The CCLR Framework will be presented ● The 20-21 Scope & Sequence will be reviewed ● National Student Clearinghouse Data will be reviewed ● Advising timelines, course selection process, and college prep exam opportunities will be presented	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	EHAC (Legal)	
District Goal:	**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	
Administration Recommended Option:	Information Only	
Motion:	N/A	
Presenter:	Becky Wiginton	

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

Update: College and Career Postsecondary Planning

Becky Wiginton, Director of College/Career Readiness & Guidance

November 16, 2020

“The mission of Midlothian ISD is to educate students by empowering them to maximize their potential.”

Alignment to Superintendent Metrics

Category	Academic Excellence
GOAL 1	Goal 1 - Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
PO 5	• *HS Enrollments in Pre AP, AP/Dual credit courses* • *MS Enrollments in Pre AP and Algebra I*
PO 5	• *College hours earned by High School Students (Dual credit course completion or 3+ on AP exam)* ***DO NOT PUT ON PERF. TRACKER - THIS IS JUST NOTES:*** **AP college hours earned are calculated with 3 hours earned because each college grants varying levels of credit from 3 to 6 or 7 credit hours. DC college hours earned calculated with 3 hours earned.*
PO 5	• *Performance SAT and ACT (TAPR lagging indicator)*
PO 4	• *Early math progress indicators - Tier 1 Students Kinder on track to meet grade level expectations*
PO 4	• *Early literacy progress indicators - Tier 1 Students Kinder on track to meet grade level expectations*
PO 4	• *Early math progress indicators - Tier 1 Students 1st & 2nd grade on track to meet grade level expectations*
PO 4	• *Early literacy progress indicators - Tier 1 Students 1st-2nd on track to meet grade level expectations*
PO 5	• *CCMR Accountability Score*
PO 5	• *CTE Certifications*
PO 5	• *Dollar amount of scholarships earned by graduating Seniors*

Category	Social Emotional / Safety & Security
GOAL 3	Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.
PO 1	• *Substantiated Reports of Bullying*
PO 3	• *Number of students involved in extracurricular activities (athletics, fine arts, FFA)* 6th-12th grade as of snapshot
PO 2	• *Positive responses to safety and security survey questions*
PO 3	• *Community service hours completed by graduating seniors*

Alignment to Principal Metrics

Category	Academic Excellence (Student & Teacher Focused)				
GOAL 1	Design ***innovative learning environments*** while increasing ***academic rigor*** through ***aligned teaching and learning***.				
Performance Objective	***Measure:***	**2018-2019**	**2019-2020**	**2020-2021**	**Target**
PO 5	• *Enrollments in Pre Ap, AP/Dual credit courses*				
PO 5	• *Percentage of enrolled students taking AP exams*				
PO 5	• *Percentage of AP Testers scoring 3,4, and 5's on AP exams*				
PO 5	• *Percentage of students meeting TSI requirements*				
PO 5	• *College hours earned (Dual credit course completion or 3+ on AP exam)*				
PO 5	• *Performance on SAT and ACT*				
PO 5	• *Number of National Merit Recognitions*				
PO 5	• *Number of students graduating with an Associates Degree*				
PO 5	• *Four-year graduation rate percentage*				
PO 5	• *Value of scholarships earned by graduating Seniors*				
PO 5	• *Number of CTE Certifications (PER and Local)*				
PO 5	• *Percentage of active student participation in Naviance*				
PO 5	• *Percentage of parents actively participating in individual student four year plan and post secondary options*				

Alignment to Principal Metrics

Category	*Social Emotional / Safety & Security*				
GOAL 3	*Provide a* **safe and secure learning environment** *that supports the* ***social and emotional well-being*** *of our school community.*				
Performance Objective	***Measure:***	**2018-2019**	**2019-2020**	**2020-2021**	**Target**
PO 5	• *Percentage of parents actively participating in four year plan process at middle school in 8th grade.*				
PO 3	• *Lone Star Cup Ranking*				
PO 1	• *Community service hours completed by graduating seniors*				

Post Secondary Readiness

- Naviance - Postsecondary Planning Tool
- Advising, Parent Nights and Course Fairs
- College Rep Visits, Military Recruiters, Scholarships
- College Readiness and Military Entrance Exams

Naviance

Naviance

Social Emotional Learning/Interpersonal Skills

- Assessments
- Roadtrip Nation Interview Archives

Career Knowledge

- Career key, Career Interest Profiler

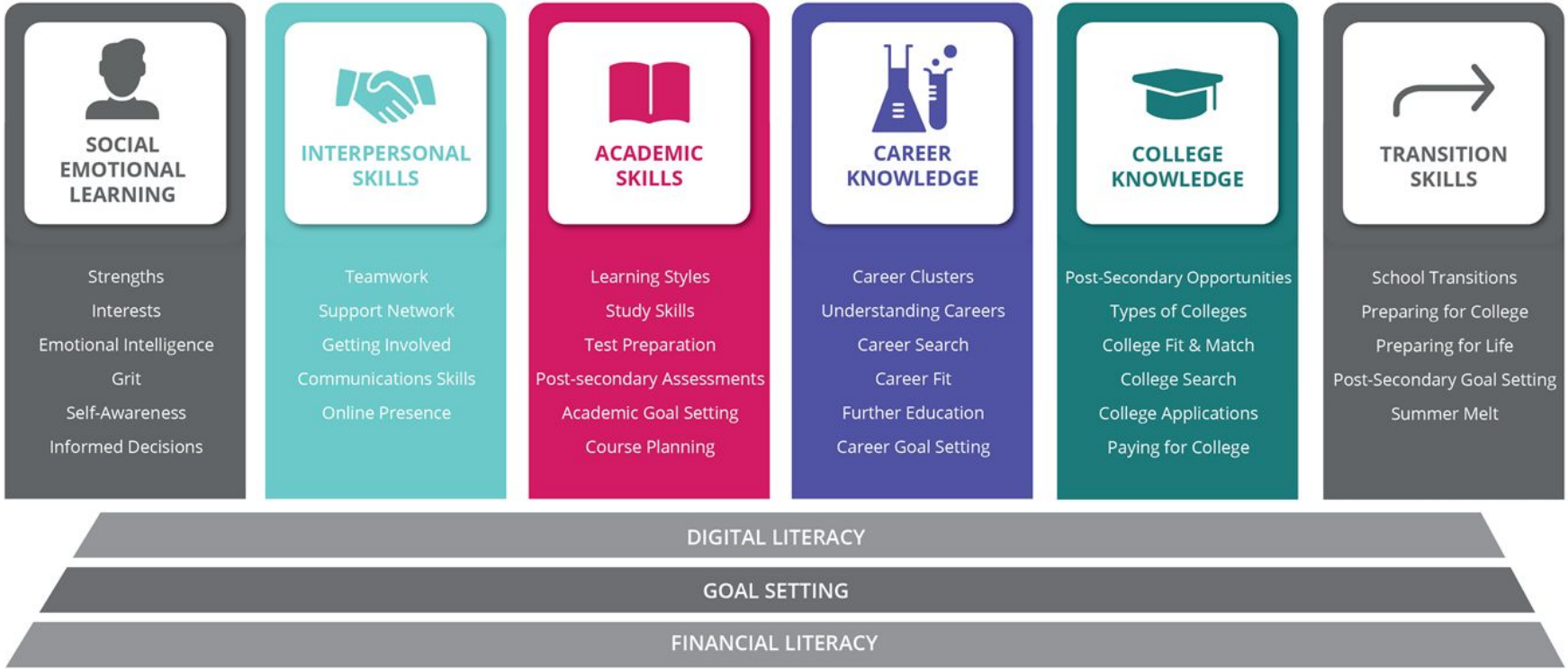
College Knowledge

- Supermatch
- eDocs
- Rep Visits

Transition Skills

- Gather information to track students and manage outcomes

CCLR Framework



Assessments

- Do What You Are®
- MI Advantage™
- The Learning Style Inventory
- Strengths Explorer® by Gallup
- Career Interest Profiler
- Career Cluster Finder

Scope and Sequence

High School Grade 12

Grade	Objective	Naviance Activity	Metric	CCLR Alignment	Timeline	Delivery	Who?
12	Complete a college search	Super Match College Search	% of students completing Super Match college search	College Knowledge	Fall	Classroom Setting	Teachers/ Counselors
12	Identify Colleges of Interest	Add colleges to my list	% of students adding five colleges to my list	College Knowledge	October 1	Classroom Setting	Teachers/Counselors
12	Participate in extracurricular activities	Resume Builder	% of students building a resume in Naviance Student	Interpersonal Skills	On-going	Classroom Setting	Teachers/ Counselors
12	Complete a scholarship search	Scholarship Search	% of students completing a scholarship search in Naviance Student	College Knowledge	On-going	Classroom Setting	Teachers/ Counselors
12	Apply for Scholarships	Scholarship Applications	% of students recording scholarship applications in Naviance Student	College Knowledge	On-going	Classroom Setting	Teachers/ Counselors
12	Apply to Colleges	Colleges I'm Applying to List	% of students recording at least 3 colleges in the Colleges I'm Applying to List	College Knowledge	End of January	Classroom Setting	Teachers/ Counselors
12	Apply for Financial Aid	Custom FAFSA	% of students/ staff marking complete on the task	College Knowledge	End of year	Classroom Setting	Teachers/ Counselors
12	Identify Post-Secondary Support Network/ Post-Secondary Plan	**Graduation Survey/ Transition Survey**	% of students completing survey in Naviance	Transition Skills	End of year	Classroom Setting	Teachers/ Counselors

High School Grade 11

Grade	Objective	Naviance Activity	Metric	CCLR Alignment	Timeline	Delivery	Who?
11	Participate in extracurricular activities	Resume	% of students building a resume in Naviance	Interpersonal Skills	On-going	Classroom Setting	Teachers/ Counselors
11	Complete a college search	Advanced College Search	% of students completing advanced college search	College Knowledge	End of October	Classroom Setting	Teachers/ Counselors
11	Identify colleges of interest	Add Colleges to my list	% of students adding 5 colleges to their colleges I'm thinking about list	College Knowledge	End of October	Classroom Setting	Teachers/ Counselors
11	Identify Interests	**Career Interest Profiler**	% of students completing career interest profiler	Career Knowledge/ Social Emotional Learning	February	Classroom Setting	Teachers/ Counselors
11	Identify Careers of interest	Identify Careers of interest	% of students adding careers of interest	Career Knowledge	February	Classroom Setting	Teachers/ Counselors
11	Create a post-secondary plan	**Game Plan Survey/ PostSecondary Goal**	% of students completing a game plan survey/custo m survey in Naviance	Transition Skills	End of Year	Classroom Setting	Teachers/ Counselors

Scope and Sequence

High School Grade 10

Grade	Objective	Naviance Activity	Metric	CCLR Alignment	Timeline	Delivery	Who?
10	Understand Unique Personality Types	Do What you Are Assessment	% of students completing DWYA Assessment	Social Emotional Learning	January	Classroom Setting	Teachers/ Counselors
10	Participate in extracurricular activities	Build Resume	% of students building a resume	Interpersonal Skills	On-Going	Classroom Setting	Teachers/ Counselors
10	Understand ways to pay for college	Complete FAFSA4caster	% of students marking the FAFSA activity complete	College Knowledge	On-going	Classroom Setting	Teachers/ Counselors
10	Goal Setting	SMART GOAL: Academic Goal	% of students adding an academic goal	Academic Skills	Beginning of year	Classroom Setting	Teachers/ Counselors
10	Goal Setting	SMART GOAL: CAREER	% of students adding a career goal	Career Knowledge	End of year	Classroom Setting	Teachers/ Counselors

Scope and Sequence

High School Grade 9

Grade	Objective	Naviance Activity	Metric	CCLR Alignment	Timeline	Delivery	Who?
9	Introduction to Naviance	Naviance Scavenger Hunt	% of students completing Naviance Scavenger Hunt Survey	Transition Skills	September	Classroom Setting	Teachers/ Counselors
9	Understand the High School Transition	High School 101	% of students completing survey	Transition Skills	October	Classroom Setting	Teachers/ Counselors
9	Identify Strengths	**Strengths Explorer**	% of students completing the strengths explorer	Social Emotional Learning	February	Classroom Setting	Teachers/ Counselors
9	Participate in extracurricular activities	Build Resume	% of students building a resume in Naviance	Interpersonal Skills	On-going	Classroom Setting	Teachers/ Counselors

Scope and Sequence

Middle School Grade 8

Grade	Objective	Naviance Activity	Metric	CCLR Alignment	Timeline	Delivery	Who?
8	Understand learning preference	**Learning Style Inventory**	% of students completing the learning style inventory assessment	Social Emotional Learning	Fall/Spring	Classroom Setting	Teachers/ Counselors
8	Understand Transition to HS	Transition Survey	% of students completing the transition survey	Transition Skills	End of year	Classroom Setting	Teachers/ Counselors
8	Understand Course Options	Preview Course Selection Sheet in Naviance	% of students reviewing their course selection sheet in Naviance	Academic Skills	January	Classroom Setting	Teachers/ Counselors
8	Understand Career Paths	RTN: Custom Survey Reflection	% of students completing the RTN Reflection Survey	Career Knowledge	Fall/Spring	Classroom Setting	Teachers/ Counselors
8	Understand Career Interest	**Complete Career Profile Inventory**	% of students completing the Career Profile Inventory	Career Knowledge	Fall/Spring	Classroom Setting	Teachers/ Counselors

Scope and Sequence

Middle School Grade 7

Grade	Objective	Naviance Activity	Metric	CCLR Alignment	Timeline	Delivery	Who?
7	Understand learning preference	**Learning Style Inventory**	% of students completing the learning style inventory assessment	Social Emotional Learning	Fall/Spring	Classroom Setting	Teachers/ Counselors
7	Understand Career Interest	**Complete Career Career Cluster Finder**	% of students completing the Career Cluster Finder	Career Knowledge	Fall/Spring	Classroom Setting	Teachers/ Counselors
7	Explore Programs of Study	Use Career Profile to explore Career Clusters	% of students favoriting a career cluster	Academic Skills	Fall/Spring	Classroom Setting	Teachers/ Counselors
7	Understand Career Paths	RTN: Custom Survey Reflection	% of students completing the RTN Reflection Survey	Career Knowledge	Fall/Spring	Classroom Setting	Teachers/ Counselors

Scope and Sequence

Middle School Grade 6

Grade	Objective	Naviance Activity	Metric	CCLR Alignment	Timeline	Delivery	Who?
6	Understand personality type - Holland Codes	**Complete Career Key**	% of students completing Career Key	Social Emotional Learning	Fall/Spring	Classroom Setting	Teachers/ Counselors
6	Understand Career Interest	**Complete Career Career Cluster Finder**	% of students completing the Career Cluster Finder	Career Knowledge	Fall/Spring	Classroom Setting	Teachers/ Counselors
6	Explore Programs of Study	Use Career Profile to explore Career Clusters	% of students favoriting a career cluster	Academic Skills	Fall/Spring	Classroom Setting	Teachers/ Counselors
6	Understand Career Paths	RTN: Custom Survey Reflection	% of students completing the RTN Reflection Survey	Career Knowledge	Fall/Spring	Classroom Setting	Teachers/ Counselors

Overall Student Usage

# of Secondary Students	Total Visits	Avg Visit Per Student
5,557	36,072	6.5

*data as of 10.21.20

6th Career Awareness

2019-2020 Pacing Guide

Program of Study 1: Agriculture, Food & Natural Resources

Program of Study 2 : Business, Marketing and Finance

Program of Study 3: Arts, AV Technology & Communications

Program of Study 4: Law and Public Service

Program of Study 5: Hospitality and Tourism

Program of Study 6: Education and Training

Program of Study 7: Architecture and Construction. Moved to 4/6 due to school closure

Program of Study 8: Health Science

Program of Study 9: Information Technology

Program of Study 10: Manufacturing

Program of Study 11: Transportation, Distribution & Logistics

Program of Study 12: Human Services

Program of Study 13: STEM

Final Project

Programs of Study Accessible Versions

= Guest Speaker

= No school or PD day

AUGUST 2019

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2019

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2019

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7 PD	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2019

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2020

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6 PD	7 PD	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 PD	15
16	17 PD	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2020

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29 PD	30
31						

Find Clusters and Pathways

Career clusters are a way of grouping careers with common features and skills. Careers grouped into the same cluster typically require similar education and training. Exploring clusters can be a useful way to find a good career match, especially if you have general areas of interest but are not sure what specific careers match those interests. Career clusters can also help you better understand how your coursework in school can prepare you for certain types of careers

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Related Occupations

Adult Basic and Secondary Education and Literacy Teachers and Instructors; Agricultural Sciences Teachers, Postsecondary; Architecture Teachers, Postsecondary; Athletes and Sports Competitors; Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary; Business Teachers, Postsecondary; Career/Technical Education Teachers, Middle School; Career/Technical Education Teachers, Secondary School; Coaches and Scouts; Criminal Justice and Law Enforcement Teachers, Postsecondary; Dietitians and Nutritionists; Education Administrators, All Other; Education Administrators, Elementary and Secondary School; Education Administrators, Postsecondary; Education Administrators, Preschool and Childcare Center/Program; Education Teachers, Postsecondary; Educational, Guidance, School, and Vocational Counselors; Elementary School Teachers, Except Special Education; Engineering Teachers, Postsecondary; English Language and Literature Teachers, Postsecondary; Environmental Science Teachers, Postsecondary; Fitness Trainers and Aerobics Instructors; Foreign Language and Literature Teachers, Postsecondary; Forestry and Conservation Science Teachers, Postsecondary; Geography Teachers, Postsecondary; Health Specialties Teachers, Postsecondary; Historians; Instructional Coordinators; Interpreters and Translators; Judges, Magistrate Judges, and Magistrates; Kindergarten Teachers, Except Special Education; Librarians; Library Assistants, Clerical; Library Science Teachers, Postsecondary; Library Technicians; Middle School Teachers, Except Special and Career/Technical Education; Postsecondary Teachers, All Other; Preschool Teachers, Except Special Education; Psychology Teachers, Postsecondary; Recreation and Fitness Studies Teachers, Postsecondary; Recreation Workers; Secondary School Teachers, Except Special and Career/Technical Education; Self-Enrichment Education Teachers; Social Work Teachers, Postsecondary; Special Education Teachers, Kindergarten and Elementary School; Special Education Teachers, Middle School; Special Education Teachers, Preschool; Special Education Teachers, Secondary School; Teacher Assistants; Teachers and Instructors, All Other; Vocational Education Teachers, Postsecondary; Writers and Authors

National Student Clearinghouse

The National Student Clearinghouse® Research Center™, a 501(c)(3) nonprofit organization, works with higher education institutions, states, districts, high schools, and educational organizations to better inform practitioners and policymakers about student educational pathways and enable informed decision making.

StudentTracker® for High Schools is a unique program designed to help high schools and school districts more accurately gauge the college success of their graduates by answering such key questions as:

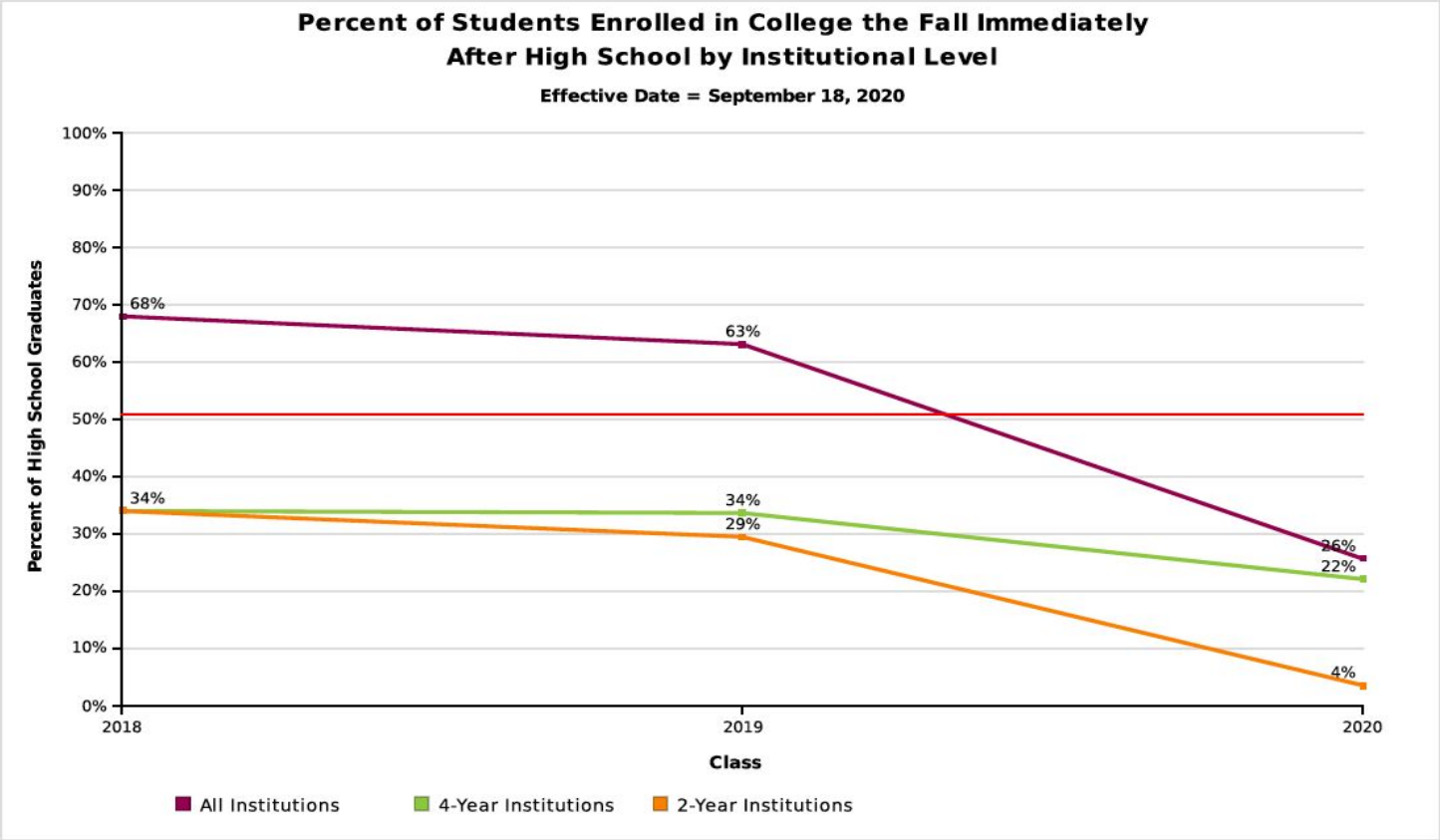
- How many of our high school graduates enroll in college?
- Do they persist and graduate from college?
- How long does it take for them to get their degrees?
- Do they go in or out of state for college?
- Do they attend a two-or four-year school?
- Which colleges do they most commonly attend?

MHS - NSC Data Cohorts 2018, 2019 & 2020

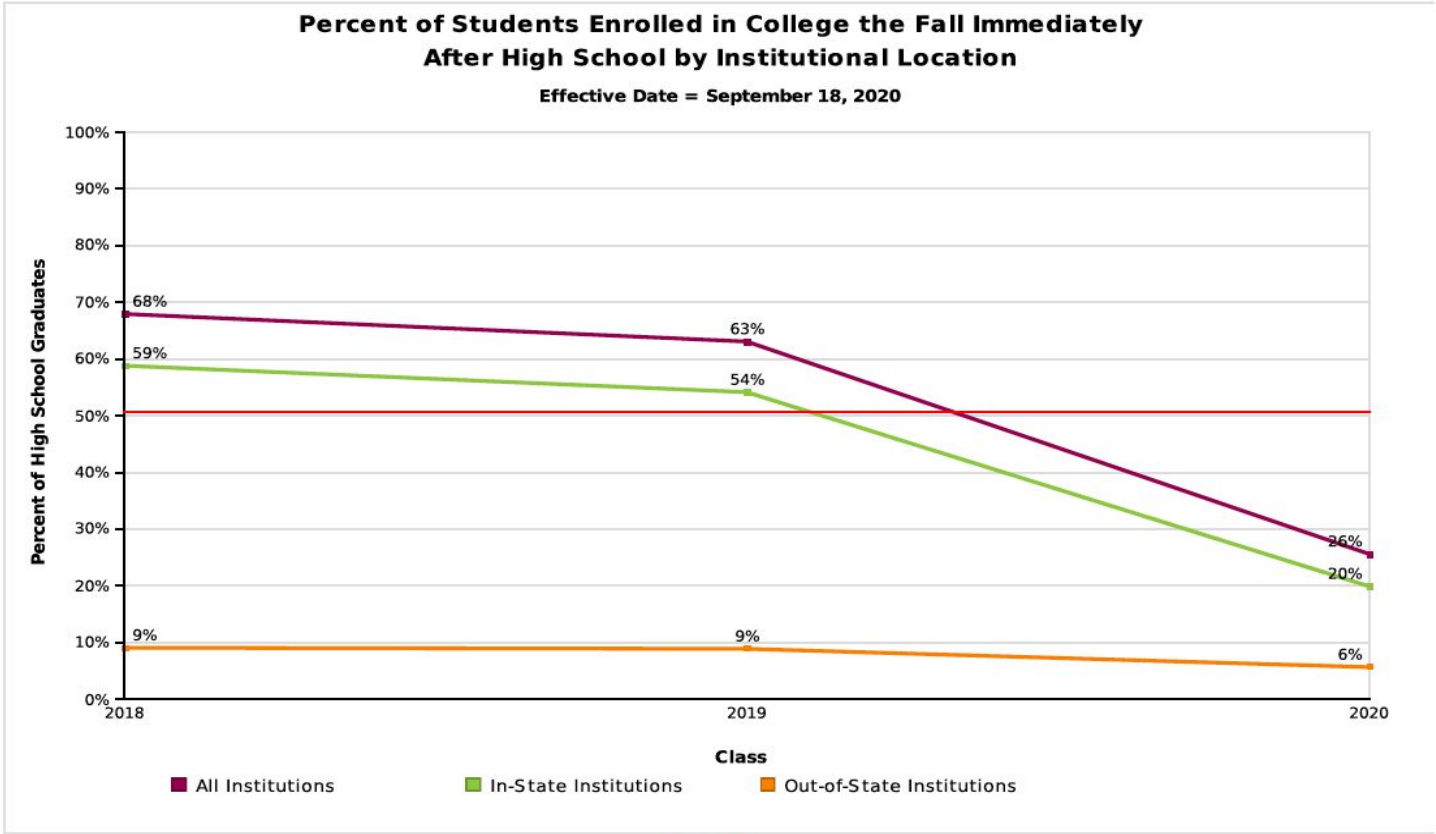
Count of Students Enrolled in College the Fall Immediately After High School

Class of	2018	2019	2020
Total in the Class	362	336	421
Total Enrolled	246	212	108
Total in Public	212	194	92
Total in Private	34	18	16
Total in 4-Year	123	113	93
Total in 2-Year	123	99	15
Total In-State	213	182	84
Total Out-of-State	33	30	24

MHS - NSC Data Cohorts 2018, 2019 & 2020



MHS - NSC Data Cohorts 2018, 2019 & 2020



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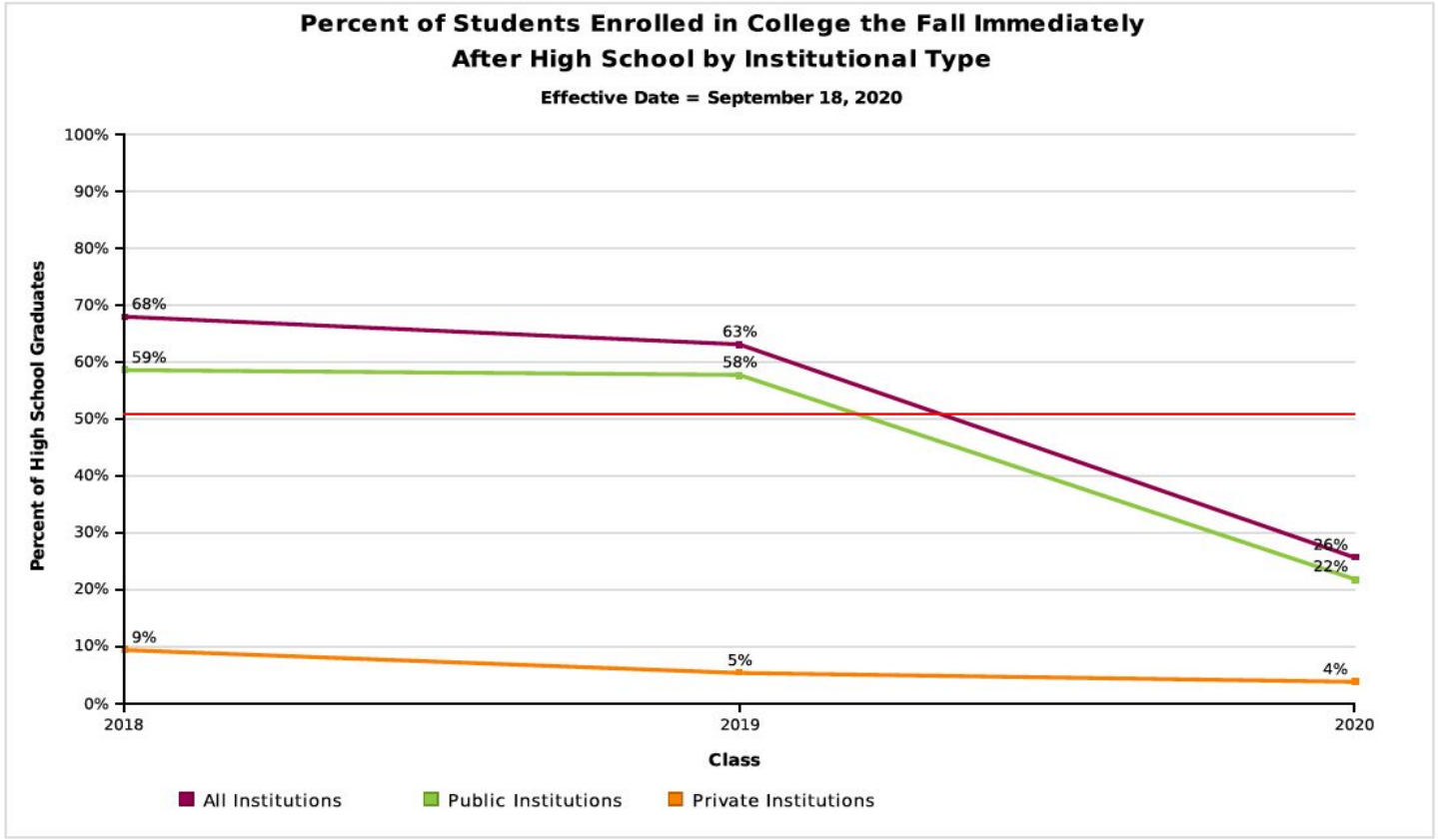
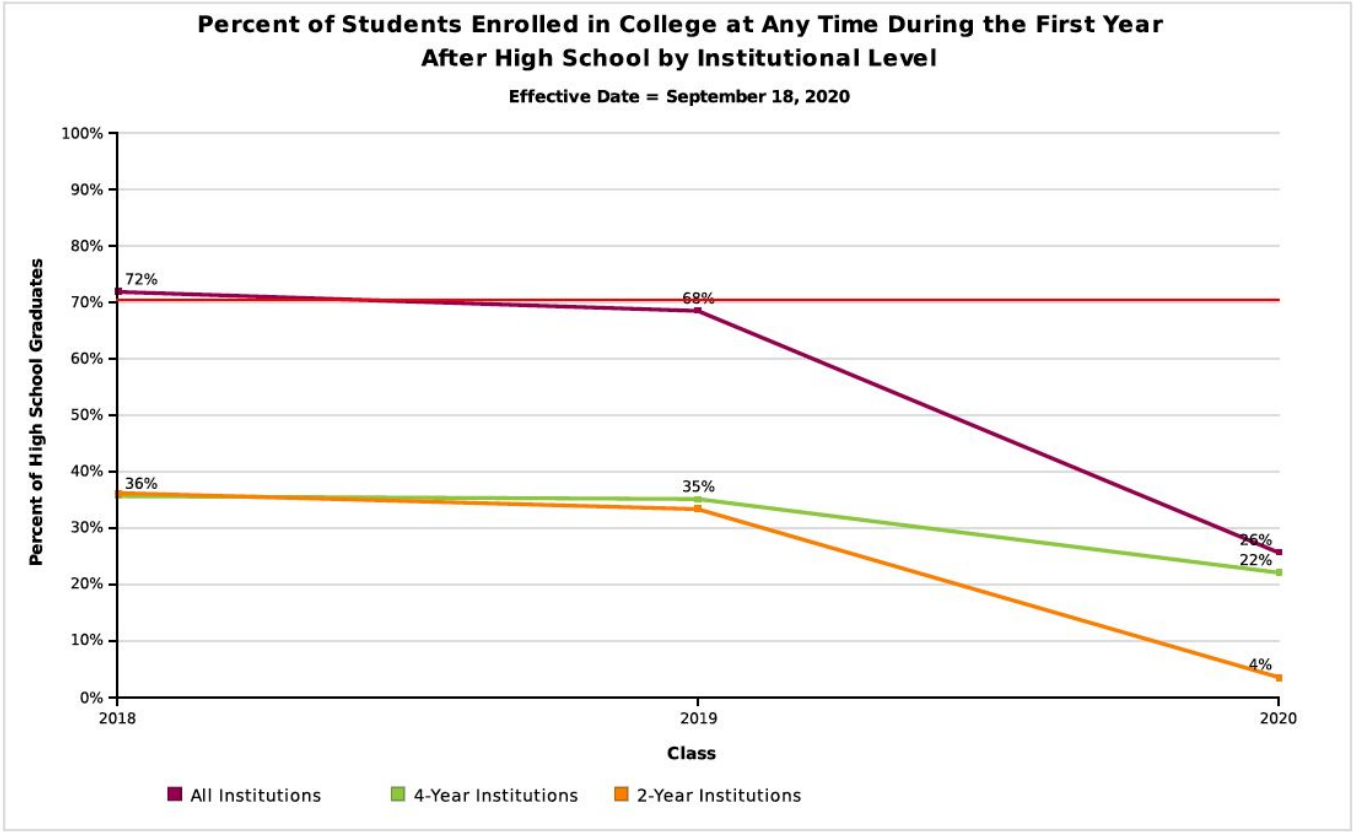


MHS - NSC Data Cohorts 2018, 2019 & 2020

Count of Students Enrolled in College Anytime During the First Year After High School

Class of	2018	2019	2020
Total in the Class	362	336	421
Total Enrolled	260	230	108
Total in Public	225	211	92
Total in Private	35	19	16
Total in 4-Year	129	118	93
Total in 2-Year	131	112	15
Total In-State	227	198	84
Total Out-Of-State	33	32	24

MHS - NSC Data Cohorts 2018, 2019 & 2020



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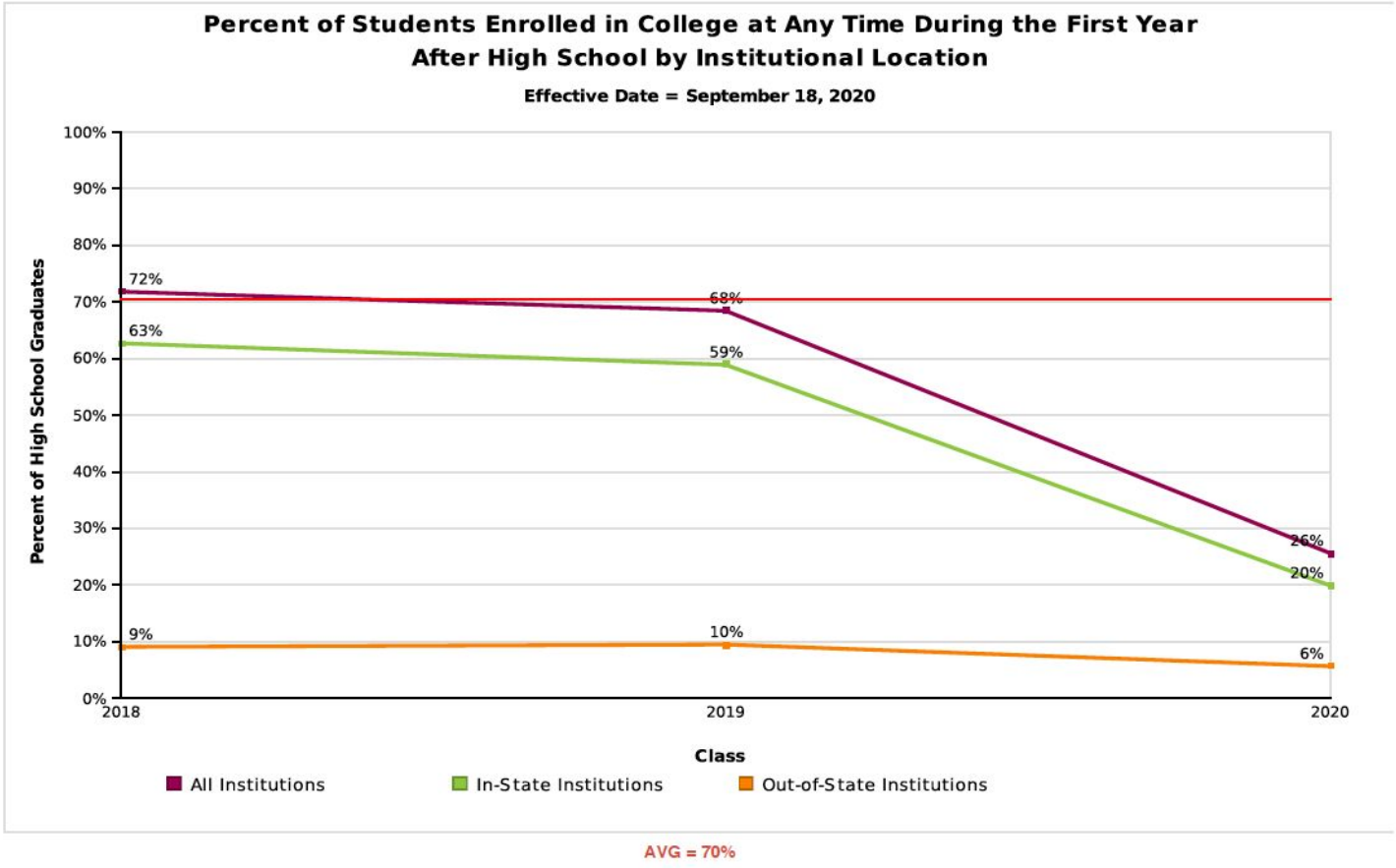
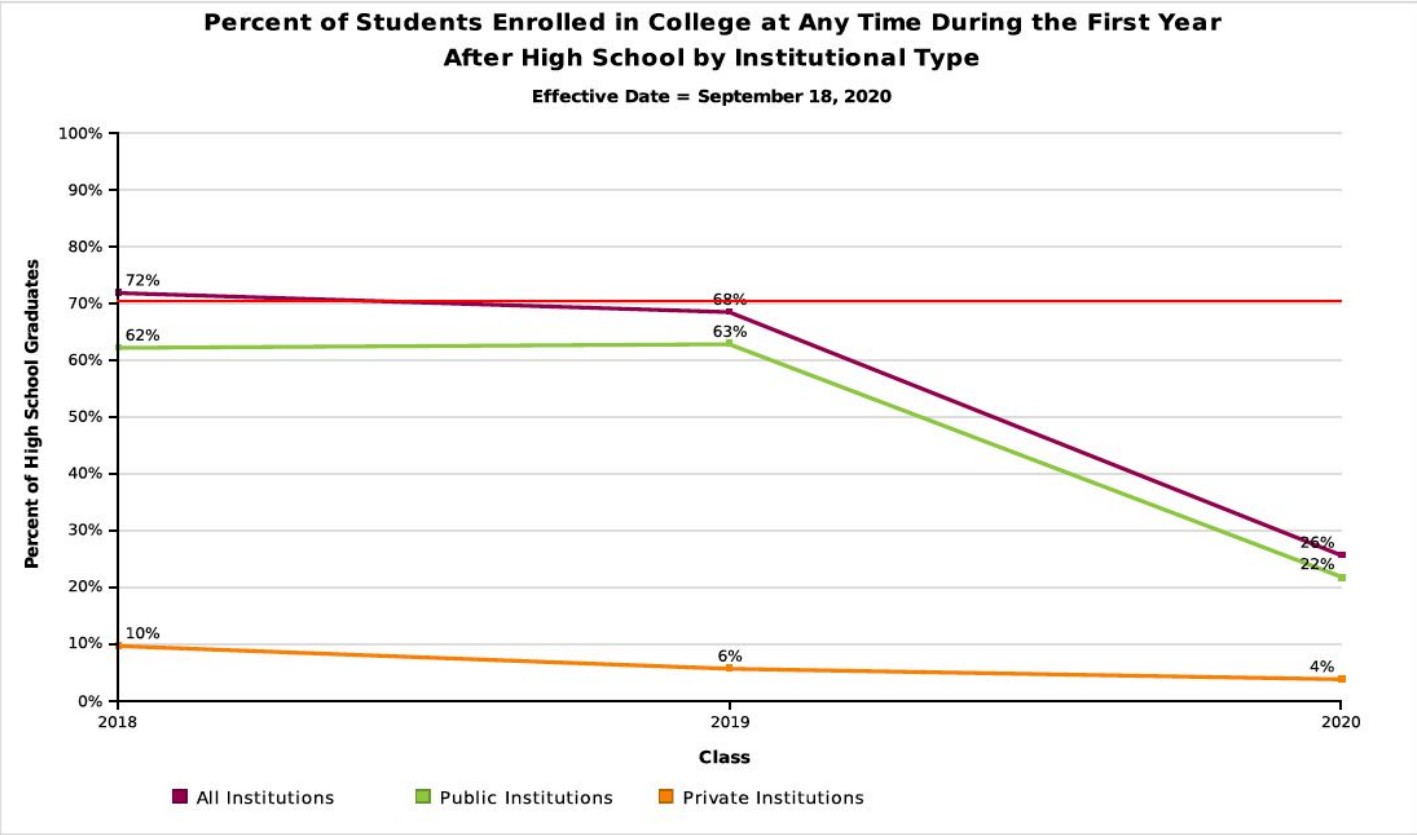


MHS - NSC Data Cohorts 2018 & 2019

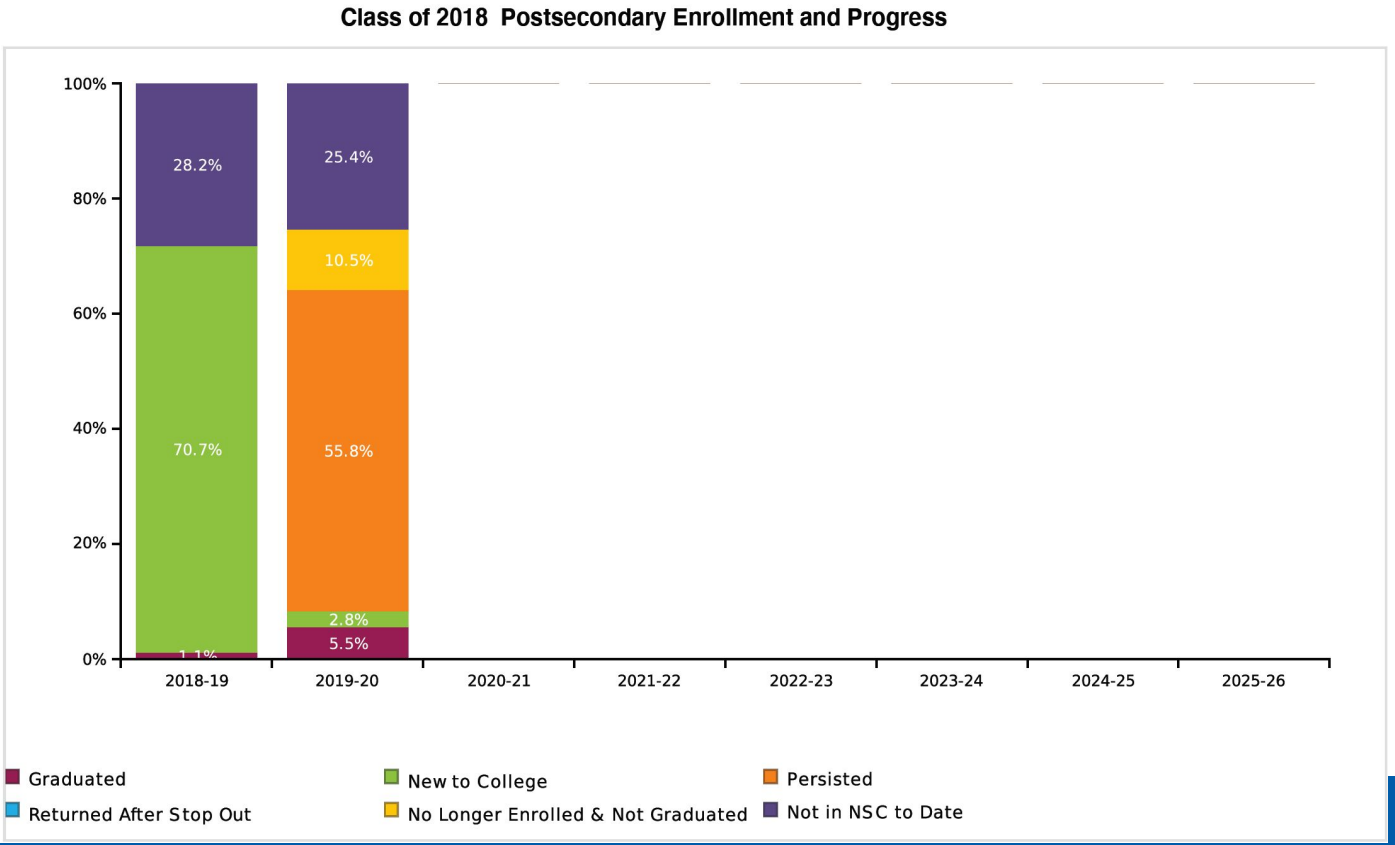


MHS - NSC Data Cohorts 2018, 2019 & 2020

Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

Name	Rank	State	Level	Type	Total
NAVARRO COLLEGE	1	TX	2-year	Public	145
TEXAS A&M UNIVERSITY	2	TX	4-year	Public	37
TARLETON STATE UNIVERSITY	3	TX	4-year	Public	36
TEXAS TECH UNIVERSITY, LUBBOCK	4	TX	4-year	Public	31
TEXAS STATE UNIVERSITY - SAN MARCOS	5	TX	4-year	Public	30
UNIVERSITY OF NORTH TEXAS	6	TX	4-year	Public	20
BLINN COLLEGE- BRYAN CAMPUS	7	TX	2-year	Public	19
OKLAHOMA STATE UNIVERSITY - STILLWATER/TULSA	8	OK	4-year	Public	17
TARRANT COUNTY COLLEGE	9	TX	2-year	Public	15
UNIVERSITY OF TEXAS ARLINGTON	10	TX	4-year	Public	11
DALLAS BAPTIST UNIVERSITY	11	TX	4-year	Private	8
SAM HOUSTON STATE UNIVERSITY	12	TX	4-year	Public	8
UNIVERSITY OF OKLAHOMA	13	OK	4-year	Public	7
MOUNTAIN VIEW COLLEGE-DALLAS CC DISTRICT	14	TX	2-year	Public	6
TYLER JUNIOR COLLEGE	15	TX	2-year	Public	6
STEPHEN F. AUSTIN STATE UNIVERSITY	16	TX	4-year	Public	5
UNIVERSITY OF MARY HARDIN-BAYLOR	17	TX	4-year	Private	5
UNIVERSITY OF TEXAS AT AUSTIN	18	TX	4-year	Public	5
LETOURNEAU UNIVERSITY	19	TX	4-year	Private	4
MIDWESTERN STATE UNIVERSITY	20	TX	4-year	Public	4
TEXAS CHRISTIAN UNIVERSITY	21	TX	4-year	Private	4
TEXAS STATE TECHNICAL COLLEGE- NORTH TEXAS CENTER	22	TX	2-year	Public	4
UNIVERSITY OF ARKANSAS AT FAYETTEVILLE	23	AR	4-year	Public	4
WEST TEXAS A&M UNIVERSITY	24	TX	4-year	Public	4
BAYLOR UNIVERSITY	25	TX	4-year	Private	3

NSC Data Cohort 2018



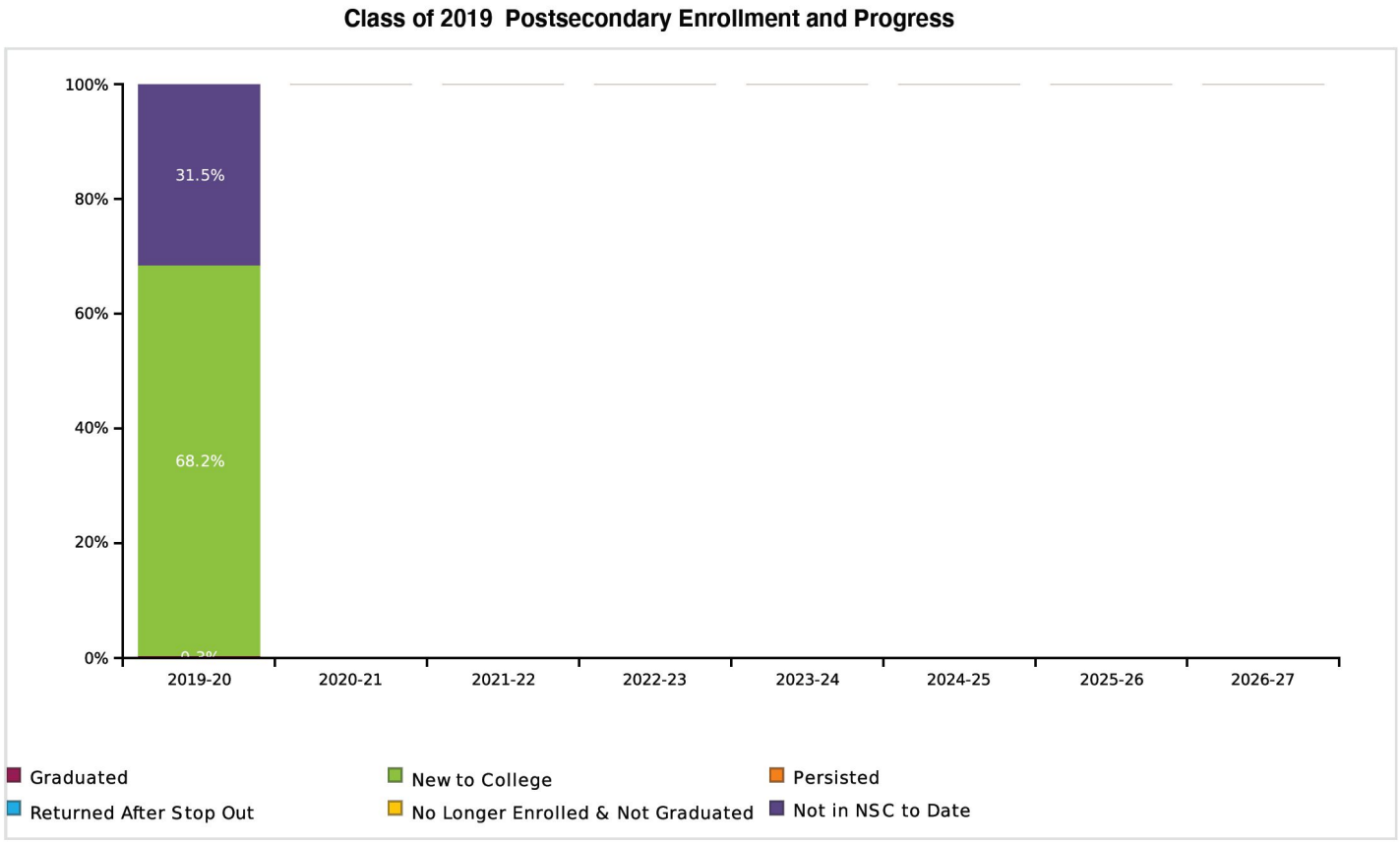
NSC Data Cohort 2018

Count of Class 2018 Postsecondary Enrollment and Progress

Total in the Class: 362

Academic Years	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
New to College	256	10	0	0	0	0	0	0
Persisted	0	202	0	0	0	0	0	0
Returned After Stop Out	0	0	0	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	38	0	0	0	0	0	0
Not in NSC to Date	4	20	0	0	0	0	0	0
	102	92	0	0	0	0	0	0

NSC Data Cohort 2019

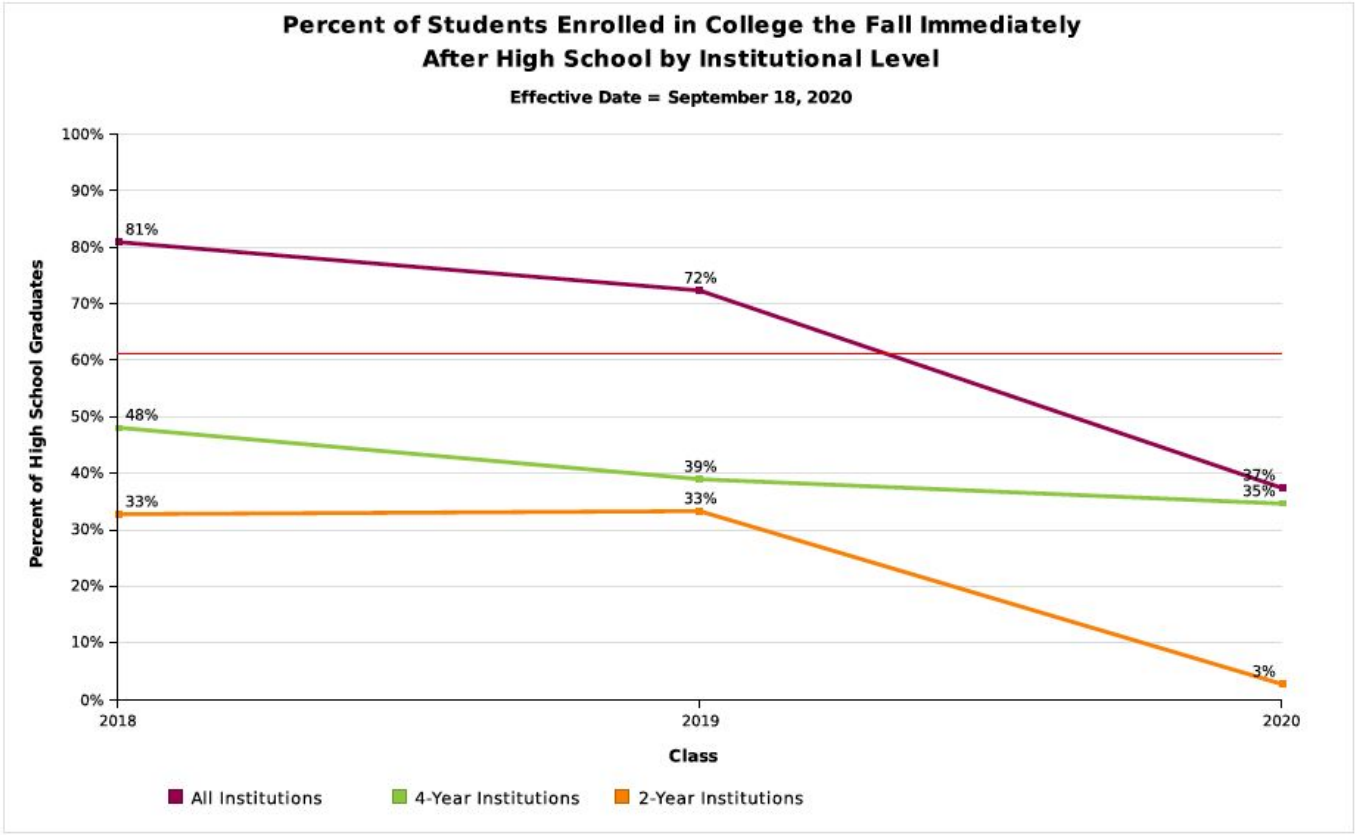


HHS - NSC Data Cohorts 2018, 2019 & 2020

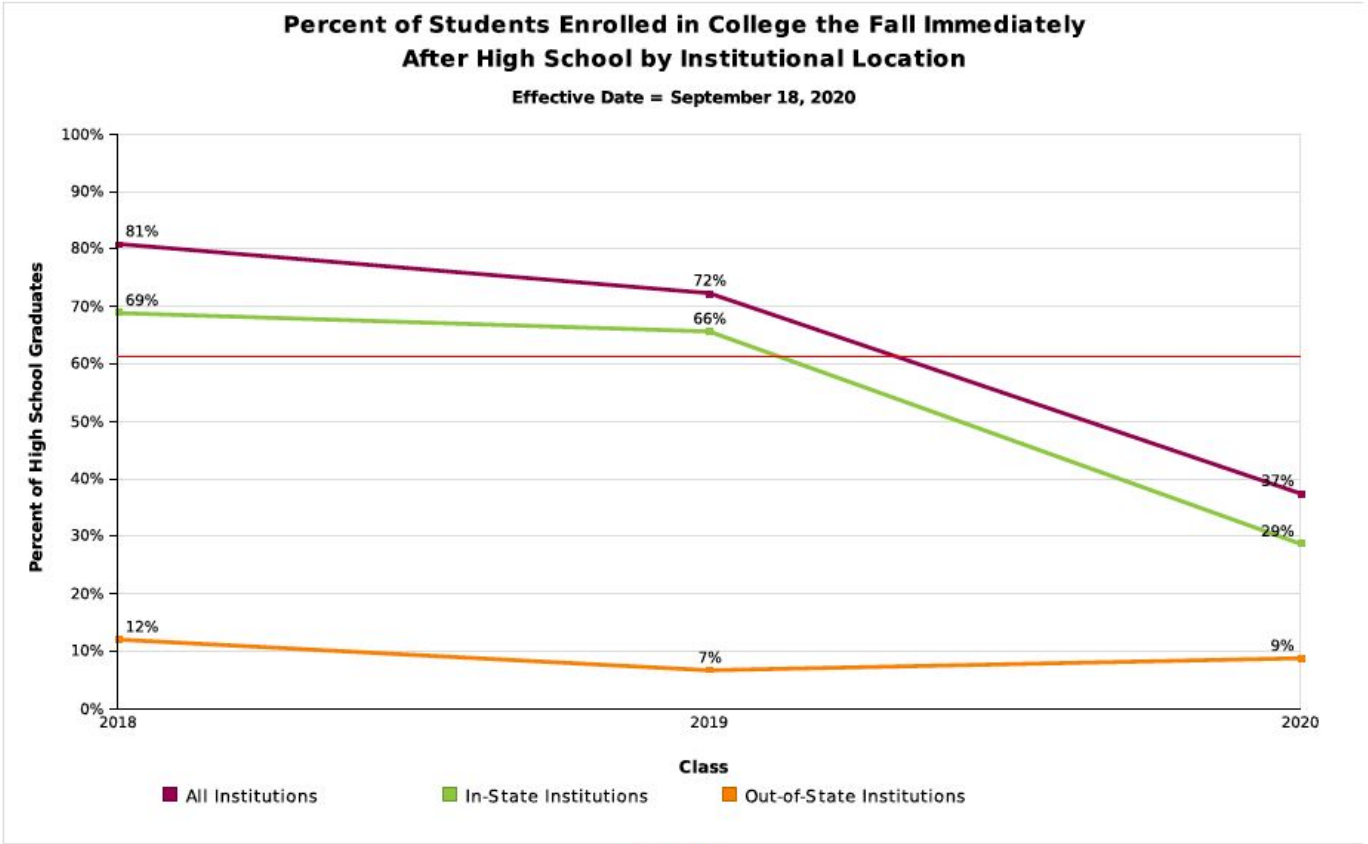
Count of Students Enrolled in College the Fall Immediately After High School

Class of	2018	2019	2020
Total in the Class	183	195	251
Total Enrolled	148	141	94
Total in Public	133	123	66
Total in Private	15	18	28
Total in 4-Year	88	76	87
Total in 2-Year	60	65	7
Total In-State	126	128	72
Total Out-of-State	22	13	22

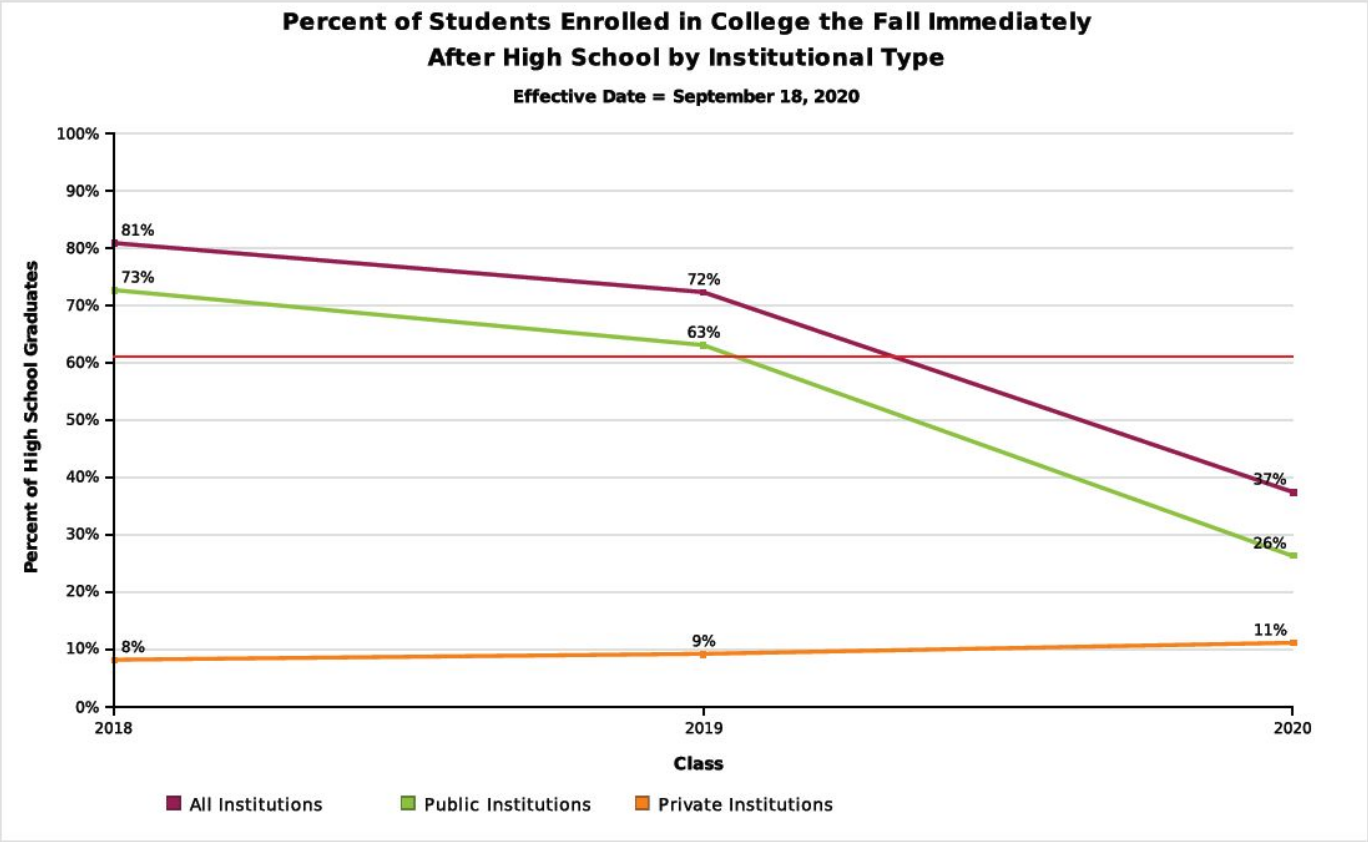
HHS - NSC Data Cohorts 2018, 2019 & 2020



HHS - NSC Data Cohorts 2018, 2019 & 2020



HHS - NSC Data Cohorts 2018, 2019 & 2020

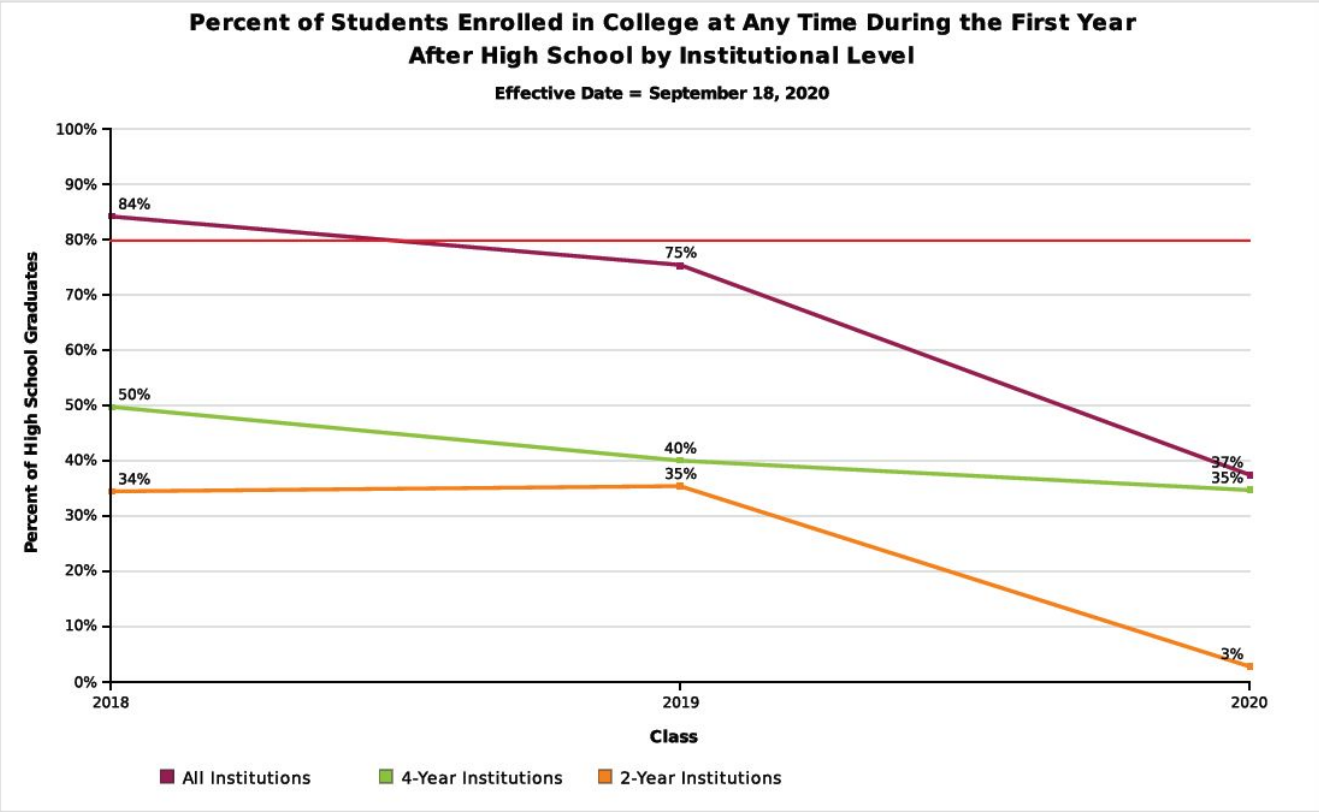


HHS - NSC Data Cohorts 2018, 2019 & 2020

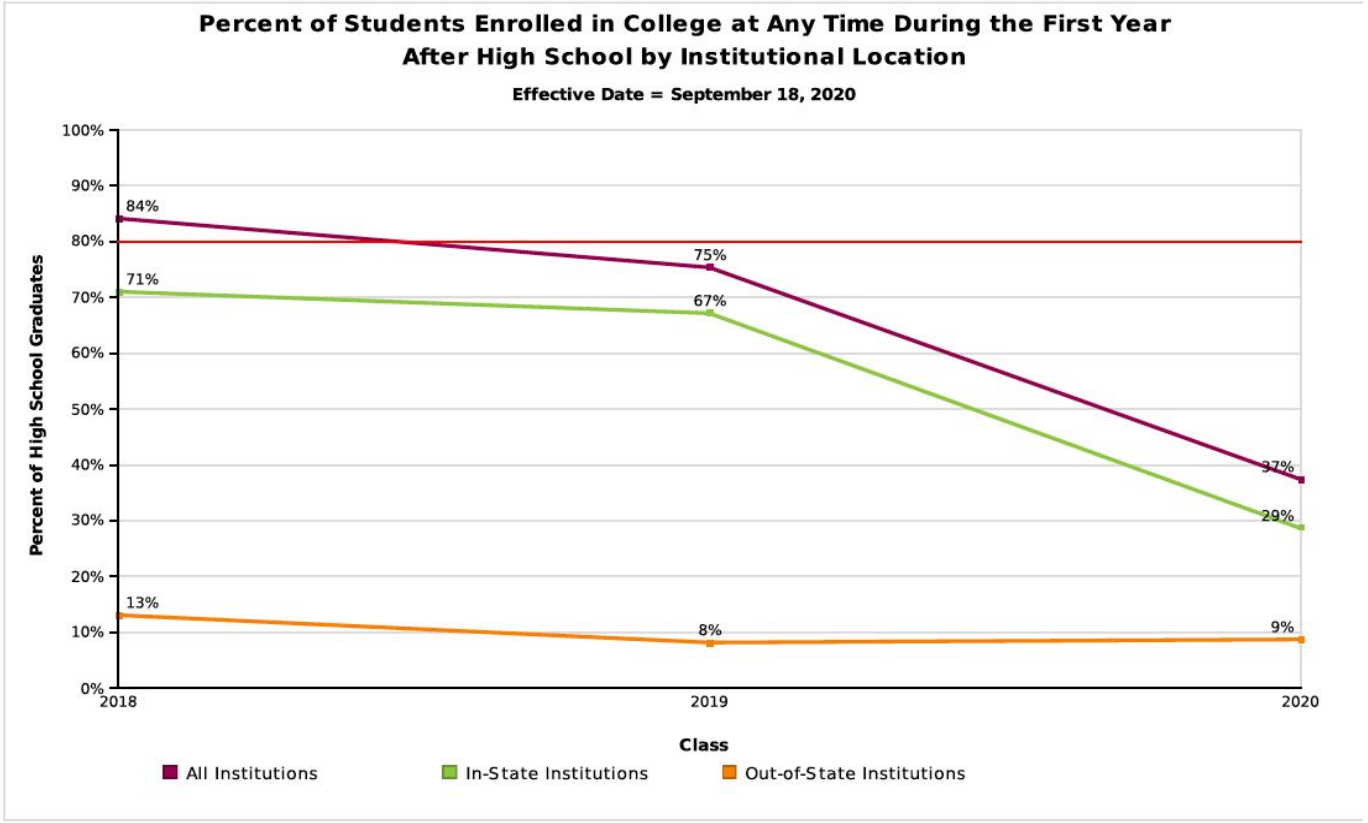
Count of Students Enrolled in College Anytime During the First Year After High School

Class of	2018	2019	2020
Total in the Class	183	195	251
Total Enrolled	154	147	94
Total in Public	137	129	66
Total in Private	17	18	28
Total in 4-Year	91	78	87
Total in 2-Year	63	69	7
Total In-State	130	131	72
Total Out-Of-State	24	16	22

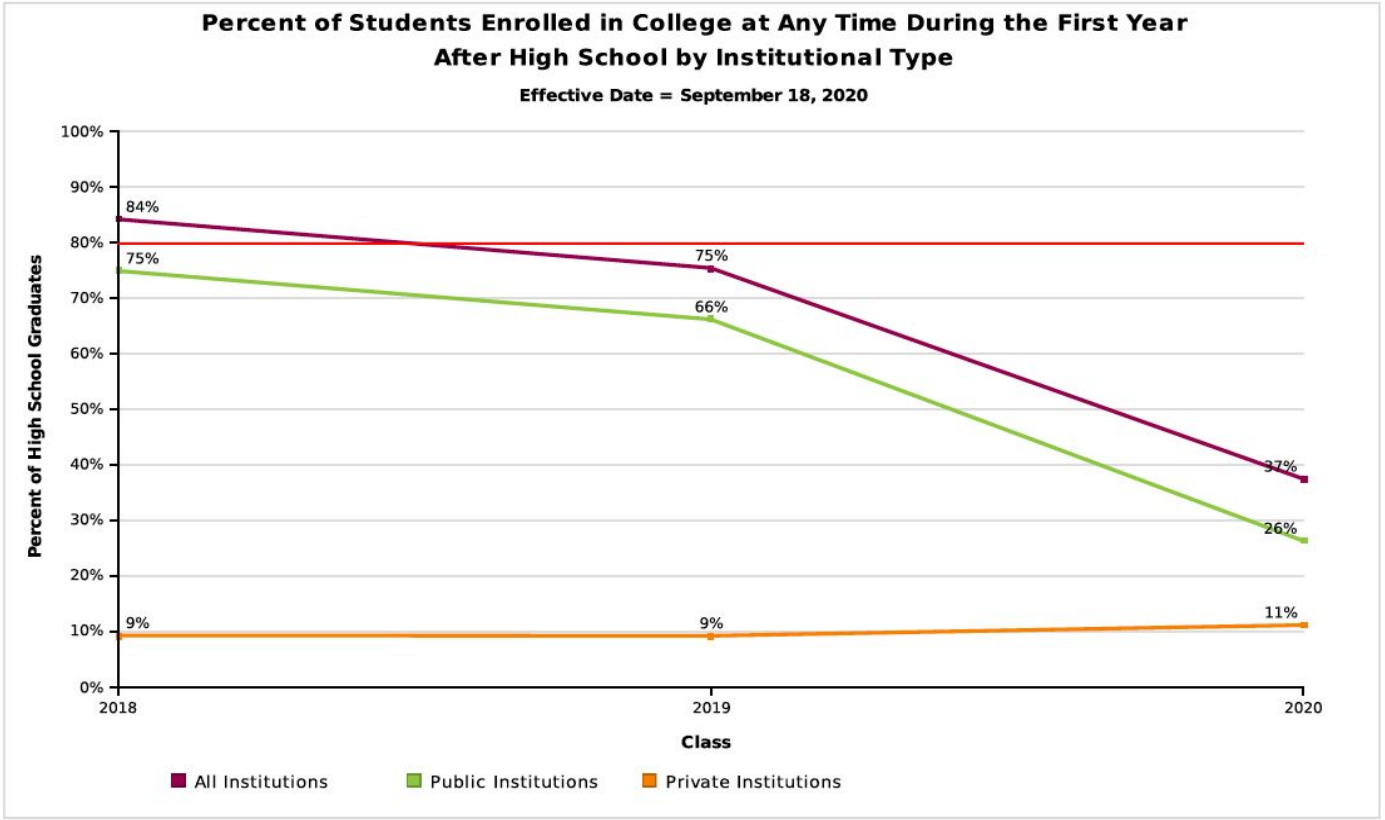
HHS - NSC Data Cohorts 2018, 2019 & 2020



HHS - NSC Data Cohorts 2018, 2019 & 2020



HHS - NSC Data Cohorts 2018, 2019 & 2020

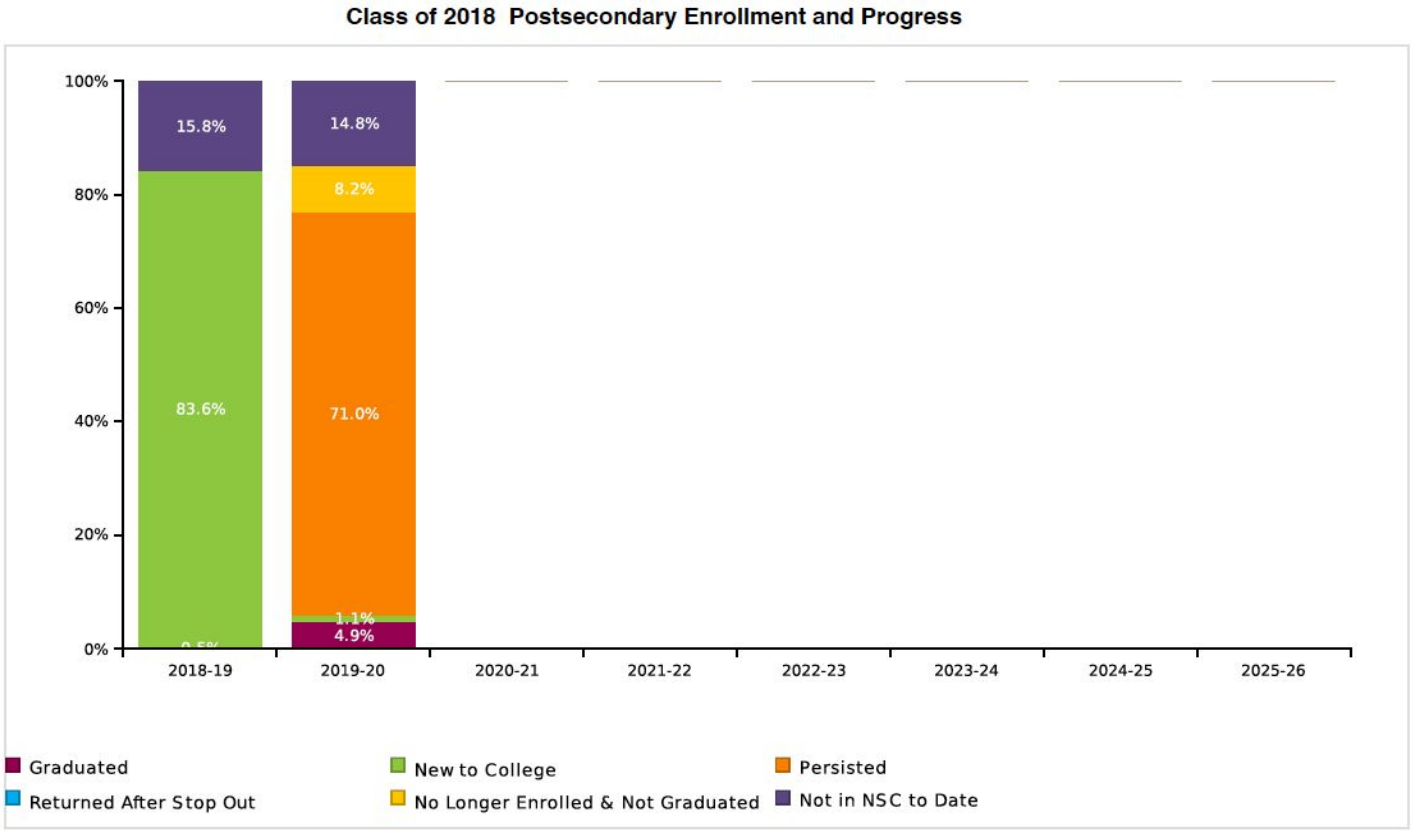


HHS - NSC Data Cohorts 2018, 2019 & 2020

Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

Name	Rank	State	Level	Type	Total
NAVARRO COLLEGE	1	TX	2-year	Public	65
TEXAS TECH UNIVERSITY, LUBBOCK	2	TX	4-year	Public	34
TEXAS A&M UNIVERSITY	3	TX	4-year	Public	27
TARLETON STATE UNIVERSITY	4	TX	4-year	Public	21
BLINN COLLEGE- BRYAN CAMPUS	5	TX	2-year	Public	19
OKLAHOMA STATE UNIVERSITY - STILLWATER/TULSA	6	OK	4-year	Public	13
UNIVERSITY OF NORTH TEXAS	7	TX	4-year	Public	13
STEPHEN F. AUSTIN STATE UNIVERSITY	8	TX	4-year	Public	12
EAST TEXAS BAPTIST UNIVERSITY	9	TX	4-year	Private	10
DALLAS BAPTIST UNIVERSITY	10	TX	4-year	Private	9
UNIVERSITY OF ARKANSAS AT FAYETTEVILLE	11	AR	4-year	Public	9
UNIVERSITY OF TEXAS ARLINGTON	12	TX	4-year	Public	8
UNIVERSITY OF TEXAS AT TYLER	13	TX	4-year	Public	8
UNIVERSITY OF OKLAHOMA	14	OK	4-year	Public	7
TYLER JUNIOR COLLEGE	15	TX	2-year	Public	6
UNIVERSITY OF TEXAS AT AUSTIN	16	TX	4-year	Public	6
BAYLOR UNIVERSITY	17	TX	4-year	Private	5
CEDAR VALLEY COLLEGE-DALLAS CC DISTRICT	18	TX	2-year	Public	5
SOUTHWESTERN ASSEMBLIES OF GOD UNIVERSITY	19	TX	4-year	Private	5
UNIVERSITY OF MARY HARDIN-BAYLOR	20	TX	4-year	Private	5
TARRANT COUNTY COLLEGE	21	TX	2-year	Public	4
TEXAS STATE TECHNICAL COLLEGE- NORTH TEXAS CENTER	22	TX	2-year	Public	4
TEXAS STATE UNIVERSITY - SAN MARCOS	23	TX	4-year	Public	4
RICHLAND COLLEGE-DALLAS CC DISTRICT	24	TX	2-year	Public	3
SAM HOUSTON STATE UNIVERSITY	25	TX	4-year	Public	3

HHS - NSC Data Cohort 2018



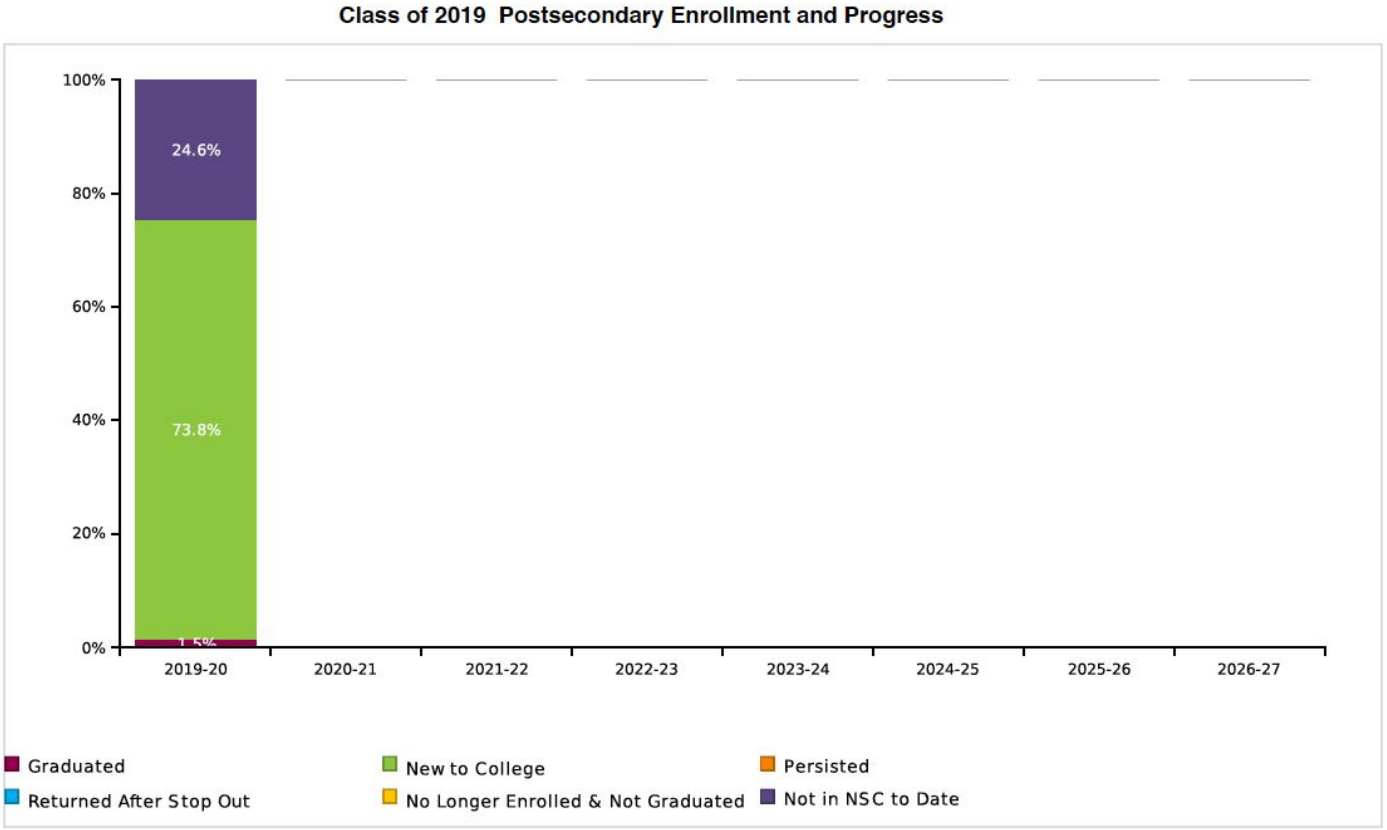
HHS - NSC Data Cohort 2018

Count of Class 2018 Postsecondary Enrollment and Progress

Total in the Class: 183

Academic Years	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
New to College	153	2	0	0	0	0	0	0
Persisted	0	130	0	0	0	0	0	0
Returned After Stop Out	0	0	0	0	0	0	0	0
No Longer Enrolled & Not	0	15	0	0	0	0	0	0
Graduated	1	9	0	0	0	0	0	0
Not in NSC to Date	29	27	0	0	0	0	0	0

HHS - NSC Data Cohort 2019



Next Steps 2020-2021

- Adding SAT/ACT scores
- Transcripts using eDocs
- Continue Scholarship search
- Scope and Sequence
- Use in Careers Courses & Advisory
- Virtual College Visits

Advising, Parent Nights and Course Fairs

Advising

Seniors

Focus: Guidance for college and trade school applications, scholarships, military enrollment, individual Senior meetings, managing transitions, FAFSA, college fair, ongoing checks for graduation requirements, goal setting and future planning, self-care and healthy relationships, digital citizenship

Juniors

Focus: Parent/student meetings to cover college and other postsecondary readiness requirements, guidance for college entrance exams, military enrollment, dual credit, college exploration searches, review of grades and GPA, goal setting and future planning, self-care and healthy relationships, digital citizenship

Advising

Sophomores

Focus: Encourage career exploration through pathway classes, encourage school activity involvement and campus engagement, goal setting, college exploration, self-management, self-care and healthy relationships, digital citizenship

Freshmen

Focus: High school student life skills, decision-making, time management, encourage career exploration through pathway classes, encourage school activity involvement and campus engagement, goal setting, post-secondary conversations, self-care and healthy relationships, digital citizenship

8th Grade

Focus: Personal Graduation Plan (PGP) meetings with parent/student, high school graduation requirements & endorsements, course offerings, encourage career exploration through pathway classes, encourage school activity involvement and campus engagement

Parent Nights

5th Grade - important transition year as students move from elementary to middle school

8th Grade - important transition year as students move from middle school to high school

9th-12th - each grade level has a designated parent night to cover important information relevant to that grade level and its unique needs

Course Fairs

Each high school campus hosts a course fair for all 8th - 11th grade students/parents prior to course selection

Goal

- To promote course offerings and engage student interest for course selection for all grade levels
- To highlight CTE, advanced level courses, dual credit and elective offerings
- To inform parents and students of high school graduation requirements
- To assist in 8th grade transition to high school

Other Parent Informational Sessions

- Duke TIP
- Dual Credit/Navarro
- FAFSA
- NCAA

College Visits, Military Recruiters, & Scholarships

College Fair & Rep Visits

Midlothian ISD participates in Ellis County College Fair in September

- Juniors/Seniors

College Rep Visits on Campus

- Monthly - college reps set up tables in the cafeteria to visit with students
- Visits arranged with AVID classes - MHS

TSTC Visits on Campus

- Rep from TSTC visits LEAP students several times per year
- Visit both high schools

Military Recruiting

- Student interest, college liaison reaches out to recruiters and schedules appt.
  - Or
- Visit with students in the cafeteria to see more students
  - Or
- Student reaches out to recruiter independently (local office) and recruiter will come to campus for a visit
- Honoring the Brave - combined recognition for military signing - canceled due to COVID19

Scholarships

Naviance

- All scholarships are input into Naviance by campus college liaisons
- Students login to Naviance to search scholarships relevant to their need
- Students can to track and update their scholarship awards as those are received
- Scholarship awards night

College & Military Prep Exams

College Prep Exams

College prep exams are designed to measure knowledge in areas predetermined to provide insights into strengths and assist with educational planning

Colleges use test scores alongside high school grades and a variety of other factors to try to identify students with the highest probability of success.

We want to provide as many opportunities for students to take college prep exams early in their school career so they are prepared for college entrance

Testing Opportunities

2019-2020	2020-2021
8th PSAT 8/9	8th PSAT 8/9
9th PSAT/NMSQT	9th PSAT 8/9
10th Pre-ACT	10th TSI
11th PSAT/NMSQT	11th PSAT/NMSQT
12th SAT school day	12th SAT school day

Bootcamps

2019-2020

PSAT Bootcamps (4 Saturdays) leading up to PSAT - Princeton review

SAT Bootcamps - taught by MISD teachers on specific Saturdays leading up to SAT's Saturday tests

ACT Bootcamps - taught by Princeton review on specific Saturdays leading up to ACT Saturday tests

2020-2021

PSAT Bootcamps (4 Saturdays) leading up to PSAT - Princeton review

SAT Bootcamps - taught by MISD teachers on specific Saturdays leading up to SAT's Saturday tests

ACT Bootcamps - taught by MISD teachers on specific Saturdays leading up to ACT Saturday tests

PSAT Bootcamps for 8th grade

ASVAB

Senate Bill (SB) 1843 (85th Texas Legislature, Regular Session, 2017) authorizes that each school year, each school district and open-enrollment charter school is required to provide students in grades 10 through 12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test and consult with a military recruiter.

ASVAB

2019-2020

MHS offered the ASVAB to all students on 11/19/19

HHS offered the ASVAB on 10/16/19 to current Seniors who were not taking the SAT School day.

The ASVAB was scheduled to be offered again for all HHS students 10th-12th on 4/2/20 but was not possible due to COVID

2020-2021

HHS - October 27, 2020

MHS - January 27, 2021

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Adjust Face 2 Face Instruction Days to Asynchronous**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	After meeting with principals and teachers, a consistent theme that came up at each meeting: teachers requested additional time to plan. After working with principals the proposed changes are: 1) Jan. 4, 2021 to change from a Professional Development (PD day) to a day on campus for staff to plan 2) February 19, 2021, from a F2F day to an Asynchronous day for students. All staff would report to campus and have planning time.	
Fiscal Impact/Budget Function Code:	none	
Policy:		
District Goal:	Attract, support, develop and retain exceptional personnel.	
Administration Recommended Option:	Information only	
Motion:	Information only	
Presenter:	Shorr Heathcote	

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

Calendar Adjustment

November 16, 2020
Board Meeting

Thought Exchange Data

PD & Work days for teachers to plan and collaborate on campus.
Campuses all have goals to work on and need time on campus to collaborate.

PD days for planning with our teams in our rooms
Short trainings more planning time

Teacher Planning Days
If we have virtual students again we really need that extra planning time

Teacher Planning Days
Every year more gets added to our plates and our time gets taken with meetings. Yesterday was a great use of time!

More planning days with team on campus.
Need more time with our own teams.

Proposed Changes

1. January 4th - shift from an iPlan day to a Campus Day for Staff
2. February 19th - shift from F2F to asynchronous for staff to plan on campus

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**COVID Update: Dual Platform of Learning - F2F and Virtual**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	**Background Information:** Due to the health and safety concerns of the COVID pandemic, TEA approved this summer that Texas school districts could provide the **option** of offering virtual learning as a learning modality, while in-person learning was required to be offered. Virtual learning was not a requirement. On July 27, the Board heard a complete review of the MISD recommendations for reopening school in August and approved for MISD to offer a dual platform of learning, offering both Face-to-Face Learning and Virtual Learning. We are now over 9 weeks into school (at the time of this presentation preparation) and have collected qualitative and quantitative data to review the strengths and challenges of our current dual-platform of learning and considerations moving forward. The District will present information on the current dual platform of learning, in addition to three additional options being considered. **UPDATE October 15, 2020:** TEA Commissioner updated guidance to school districts due to a trend of districts contemplating to discontinue the remote learning option. This updated guidance is part of the presentation. **UPDATE November 5, 2020**: TEA Commissioner updated guidance, once again, and now allows grades & attendance to be factors in qualifying for virtual learning. This updated guidance is part of the presentation.	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goal:	**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning. **Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district. **Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community. **Goal 4:** Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces. **Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities. **Goal 6:** Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.	
Administration Recommended Option:	**INFORMATION ONLY**	
Motion:	**INFORMATION ONLY**	
Presenter(s):	Dr. Courtney Carpenter	

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

COVID Update: Dual Platform of Learning - F2F & Virtual

November 16, 2020

MISD's Current Dual Platform Learning - *The "WHY" Behind...*

Background

- Summer 2020: The Texas Education Agency approved virtual learning as an ***option***, but Face-to-Face learning was required.
- Virtual Learning option - approved July 27th by the MISD Board
- Professional Development Support for Staff
- **October 15, 2020:** TEA Commissioner updated guidance to school districts due to a trend of districts contemplating to discontinue the remote learning option
- **UPDATE November 5, 2020: TEA Commissioner updated guidance to school districts again on what is allowed in requiring virtual learners to return to campus.**

Revised TEA Guidance - October 15, 2020

- School systems are **not** required to **offer remote instruction** to the general student population. (FAQ #19)
- Providing **remote instruction** to the general student population is a **local decision** and one that **can be modified** by the LEA during the school year. (FAQ #19)
- Must give a **14-day notice to parents**. (FAQ #20)
- An LEA **may target** remote instruction to only **certain students** under the following circumstances:
  - *Only for students who are sick or quarantining due to **COVID Protocol.*** (FAQ #21)
  - *On a case by case basis for **certain special education students** and students with **certain Section 504 accommodations**.* (FAQ #19 & 21)
  - *Only for students with **health reason for self or someone in immediate home*** (FAQ #21)
- Certain **non-core courses in secondary** may **only be offered** in an **on-campus setting**, **limiting student access** to some remote instruction courses. (FAQ #21)
- ~~Discontinuing or allowing remote instruction in a way that is **related to grades** is not permitted.~~ However, **health related qualifications** are permitted for virtual learning.(FAQ #22)
- **UPDATE 11/5/20: TEA now allows grades & attendance to be factors in allowing virtual learning. (FAQ # 22)**

By The Numbers

August 2020

District: 60% F2F & 40% Virtual

Mid-October 2020

District: 80% F2F & 20% Virtual

Elem: 84% F2F & 16% Virtual

Secondary: 76% F2F & 24% Virtual

UPDATED: Mid- November 2020

District: 78% F2F & 22% Virtual *(2% Change from Oct. 22)*

Elem: 83% F2F & 17% Virtual *(1% Change from Oct. 22)*

Secondary: 74% F2F & 26% Virtual *(2% Change from Oct. 22)*

UPDATED: Mid-November At Secondary:

1,123 of 1,421 **(79%)** of our ***Virtual Learners*** report for an Extracurricular **and/or** a required F2F Course

These virtual learners come to campus for a course daily or multiple times per week.

Leaving only 298 learners **(5%)** of **total** Secondary Students as truly **full-time** virtual learners & **95%** report to campus for 1 or more courses/activities.

***As of 11/11/20**: 4,298 Elementary Enrollment and 5,565 Secondary Enrollment*

The Current Facts

*Our **teachers** have continued to aim at **optimizing** the **quality of instruction**. They have held steadfast to keeping "**learning outcomes tight**, and the **learning methods agile** & **responsive** to our context".*

~Holdsworth Center for School Leadership

Data: Qualitative

Teacher Lunch & Learn and Teacher Ambassadors Themes

- **Academic Progress of Virtual Students**
  - Remediation and Interventions: Insufficient support for the most vulnerable learners
  - Less F2F and direct interaction with a classroom teacher; lack of real-time observations
  - Struggle to self-regulate
  - Group cognition & social learning is less accessible
- **Social and Emotional Progress of Virtual Students**
  - Social interaction is less accessible
  - Peer relationship building is less accessible
- **Teaching both F2F & Virtual at the same time**
  - Feasibility of virtual only classes when F2F and Virtual are options for all students (continuity and relationship building as students switch back and forth between platforms)
  - Workload on teachers to plan for both - F2F instruction and instruction on Canvas/SeeSaw for virtual
  - Planning time required to ensure both platforms are rigorous

Data: Qualitative

Staff ThoughtExchange 10/28-30	Strengths to Virtual Learning	Challenges to Virtual Learning
Actual Thoughts Entered	171	294
Ratings of Others' Thoughts	2,120	4,037

Emerging Themes

Strengths to Virtual Learning

- Option for health compromised students
- Students & Staff out on COVID protocol can still engage in class

Challenges to Virtual Learning

- Student progress (academically and social/emotionally)
- Student accountability (attending in Zoom and turning in work)
- Parent support
- Teaching both F2F and Virtual at same time

Clear Perspective

*Everyone is having a different pandemic. There are students who can **thrive** while learning at home. Equally so, there are students who are **declining** while learning at home. Students and families are learning about new technology tools and practices; many students are **faced with challenges** of **independent learning** posed by this crisis and learning how to **make choices**, **meet deadlines**, and **manage time on their own**. But those **experiential learning gains** are undoubtedly occurring alongside much **less progress in the core academic curriculum** that students typically experience.*

— American Association of Advancement of Science

Data: Quantitative

Elementary	Avg. F2F Failure Rate	Avg. Virtual Failure Rate
Kindergarten (SBG)	5%	8%
1st Grade (SBG)	8%	10%
2nd Grade (SBG)	7%	9%
3rd Grade (SBG)	3%	2%
4th Grade (Numerical)	3%	6%
5th Grade (Numerical	5%	19%

Data: Quantitative

Secondary	Avg. F2F Failure Rate (Failing 1 Class or More)	Avg. Virtual Failure Rate (Failing 1 Class or More)
6th Grade	11%	13%
7th Grade	13%	20%
8th Grade	9%	11%
9th Grade	17%	30%
10th Grade	16%	24%
11th Grade	17%	19%
12th Grade	12%	24%
LEAP	16% Not Making Progress	67% Not Making Progress

What Campuses are Currently Doing for Virtual Learners...

- Revising and Communicating Virtual Learning Expectations for Students & Parents
- Increased Required Time in Zoom for Synchronous Learning (every period at secondary)
- Parent/Student/Teacher/Administrator Conferences
  - Offering students to transition back in manner feasible to all parties
  - Discussing possible negative effects of staying on the virtual only path: 90% Attendance, truancy, and risk of failure for the course and/or year (retention and/or loss of credit)
- Guiding Students back to F2F - more students are returning F2F than are going virtual by choice

What Campuses are Currently Doing for F2F Learners...

- Health and Safety Protocols to **Keep Students & Staff Safe**
  - **Masks Required** K-12 (most districts require ages 10 and up) and **additional Plexiglass** in classrooms
  - Social Distancing and/or Plexiglass for **Lunch**
  - **Enhanced cleaning** and **disinfecting**
- **4 of our 13** campuses **did not have** a test-confirmed case reported **in October**
  - *Irvin, Baxter, McClatchey, and Miller*
- **6 of our 13** campuses **did not have** a test-confirmed case reported since **the first week of October**
  - *Irvin, Baxter, McClatchey, Miller, Vitovsky and Mt. Peak*
- **UPDATE 11/9/20: However, 12 of our 13** campuses **have had at least 1 test-confirmed** case since **November 1st**
  - Vitovsky has not had any test-confirmed cases since early October

MISD continues to work in **partnership** with the **Texas Education Agency, CDC, AAP,** and the **Ellis County Health Authority, Dr. Leigh Nordstrom,** for all COVID related **guidance**

Where Do We Go From Here?

In recent news and press releases, we've seen several districts "moving away from virtual learning".

Survey Says...

District	Dual Platform of Learning for ALL (F2F & Virtual)	Modified Dual Platform: F2F Offered to ALL and Virtual Offered ONLY for COVID Protocol , Grades/Attendance, and/or Documented Medical Reason *(Self and/or Same Household)*	Considering a Change to Modified	Virtual Learners Allowed to Participate in Extracurricular and/or Required F2F Courses?
Waxahachie - 9K		✓	Already Did	No
Ennis - 5.8K		✓	Already Did	No
Anna - 3K		✓	Already Did	No
Burnet CISD - 3.3K		✓	Already Did	No
Pampa - 3.5K	✓	→	Yes	No
Granbury - 7K	✓	→	Yes	Yes
Godley - 2.2K	✓	→	Yes	No
Allen - 21K	✓		No	Yes
Prosper - 16K	✓		No	Yes

Current Practice: Dual Platform of Learning - F2F & Virtual Option for All

Strengths:

- **Choice** for all students and parents
- Allows students to **switch learning platforms** based on family choice
- Students can be a **virtual** learner ***and*** be able to **participate** in extracurricular and/or required F2F courses

Challenges:

- For virtual learners **&** those switching back and forth
  - **Academic progress**
  - **Social and emotional progress**
  - **Strain on teachers** to maintain **high expectations**, **rigor,** and maximize **instructional time**
  - Lack of **group cognition** and **social learning**
- **Increased failure rates** for virtual learners
- Missed **real-time**, **authentic** teachable moments if not “in zoom”
- Missed opportunity on real-time teacher **observations**
- **Exposure level increase** (contact levels likely) for virtual students attending school for specific courses/activities.
- **Additional MILE courses requiring F2F time** (Engineering, Cybersecurity, & Video Game)

UPDATE 11/9/20: Considered *Option A*: Current Dual Platform F2F & Virtual, but ALL virtual learners must meet grade & attendance requirements.

Strengths:

- **Students in danger of failing or not making progress** would be receiving F2F, direct instruction with **in-person accountability**
- **Increased instructional** impact & **engagement** on learners with maximized F2F time with teachers
- **Increased academic progress** for learners with **real-time**, **authentic** observations
- Increased **social and emotional** progress
- Smaller number on virtual platform during class period
- **Reduced demand** on teacher workload

Challenges:

- **Reduces option** to be a virtual learner for all.
- Teachers continue to have both learning platforms
- Could increase F2F numbers in **some** classrooms

Considered *Option B*: Current Dual Platform F2F & Virtual, but All Virtual Learners are 100% Virtual (Those in Secondary Extracurricular & Required F2F Courses return to full-time F2F)

Strengths:

- **Secondary: Increased instructional** impact & **engagement** on learners with maximized F2F time with teachers
- **Secondary: Increased academic progress** for learners with **real-time**, **authentic** observations
- **Secondary:** Increased **social and emotional** progress
- **Secondary:** Smaller number on virtual platform during class period
- **Consistency**: if student is in one F2F course, then they are in all F2F courses
- **Consistency**: Virtual students, all virtual
- **Secondary: Reduced demand** on teacher workload

Challenges:

- **Reduces option** to be a virtual learner and still participate on campus in extracurricular and/or required F2F courses
- **Elementary:** Teachers continue to have both learning platforms
- **Secondary:** Could increase F2F numbers in **some** classrooms
- Could require **local policy** to **exclude** virtual learners from extracurricular

Considered *Option C*: Modified Dual Platform of Learning - F2F for All & Virtual Option for ONLY Qualifying Students

Strengths:

- **Increased instructional** impact & **engagement** on learners with maximized F2F time with teachers
- **Increased academic progress** for learners with **real-time**, **authentic** observations
- Increased **social and emotional** progress
- Virtual learning **reserved** for those under **COVID protocol**, **specific Special Ed or 504**, **or** with **verified, documented medical necessity** (self or same household)
- **Smaller number on virtual platform** during class period
- **Reduced demand** on teacher workload

Challenges:

- **Reduces choice** for families for **non-health** related reasons to choose virtual learning
- Virtual Learning requires **documentation** from parent(s)/guardian(s)
- Teachers continue to have both learning platforms (limited basis)
- Increases F2F numbers in classrooms
- **Lose student enrollment** if families choose to find a virtual program elsewhere or homeschool

Considered *Option D*: Single Platform of Learning - F2F for All & No Virtual Option

Strengths:

- **Increased instructional** impact & **engagement** on learners with maximized F2F time with teachers
- **Increased academic progress** for learners with **real-time**, **authentic** observations
- Increased **social and emotional** progress
- **One platform** of learning for teachers

Challenges:

- **No choice** for families
- Students on COVID protocol or with documented medical need due to COVID would **miss instruction** for duration of absences
- Increases F2F numbers in classrooms
- **Lose student enrollment** if families choose to find a virtual program elsewhere or homeschool

Recommendation

- **Tonight is Information Only**
- **Recommendation of the District**
  - **UPDATE 11/11/20:** In response to teacher needs and the academic and social emotional needs of our students, we **recommend Option C** if our **current local situation** allows *(Modified Dual Platform of Learning - F2F for All & Virtual Option for ONLY Medically Qualifying Students)*

  - **UPDATE 11/11/20:** We continue to monitor the fluid situation of COVID 19. If the **local situation does not allow for Option C**, we would **recommend Option A** (*Current Dual Platform F2F & Virtual for any student, but All Virtual Learners would have to meet grade and attendance requirements to remain virtual)*

Next Steps

Next Steps

- Board Workshop - Week of November 30th **if** there is a desire to make a change from the current dual learning platform

<u>If</u> a Decision to Change is Made:

- Communication Plan Begins Upon a Board Decision
- Effective Transition Date: Semester 2

Articles Across the State

- Texas Tribune - Alarming Failure Rates
- Daily Trib - Burnet Returning Remote Learners
- KFDA Amarillo - Virtual Learning Unsuccessful - Panhandle Area
  - Tahoka
- Anna
- Hays CISD
- Van Alstyne
- Waxahachie - since modifying, WISD is at only 9% virtual
- Wimberley
- Houston Chronicle: Return to F2F for Grades/Attendance
- Beaumont Enterprise: Failing Students will soon have to Go Back to School F2F
- Corpus Christi News: TEA Allows Districts to remove students from virtual learning
- KSTAT12 - Northside ISD

MIDLOTHIAN ISD

INSPIRING EXCELLENCE

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**November 16, 2020**	
Item:	**Business Reports**	
Supporting Document(s):	Electronic: Yes ☒ No ☐	Hard Copy: Yes ☐ No ☒
Background Information:	Financial reports for the period ending October 31, 2020, are provided for Board review.	
Fiscal Impact/Budget Function Code:	N/A	
Policy:	N/A	
District Goal:	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.	
Administration Recommended Option:	N/A	
Motion:	Report only – no motion required	
Presenter:	Jim Norris	

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT

Midlothian, Texas

BOARD REPORT

October 2020 Summary of Tax Deposits	1-2
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Fund Balance Report	21
Credit Card Billing	22-24
Construction Report	25

November 16, 2020

SUMMARY OF TAX DEPOSITS 2020 - 21

	5711 M & O Current	5712 M & O Prior	5719 Penalties & Interest	Total Maintenance & Operations	5711 I & S Current	5712 I & S Prior	5719 Penalties & Interest	Total Interest & Sinking
YTD MONTHLY TAX RECEIPTS --								
July-20	99,411.44	18,249.55	13,187.92	130,848.91	51,243.07	8,773.82	6,679.27	66,696.16
August-20	4,475.24	73,850.12	5,062.81	83,388.17	2,306.83	35,504.86	2,582.99	40,394.68
September-20	67,420.67	8,856.44	8,649.01	84,926.12	34,752.91	3,782.56	3,802.89	42,338.36
October-20	-	30,738.03	14,613.97	45,352.00	-	15,211.75	6,796.03	22,007.78
November-20				-				-
December-20				-				-
January-21				-				-
February-21				-				-
March-21				-				-
April-21				-				-
May-21				-				-
June-21				-				-
YTD	$171,307.35	$131,694.14	$41,513.71	$344,515.20	$88,302.81	$63,272.99	$19,861.18	$171,436.98
Less TIRZ				0.00				
Non-TIRZ YTD	$171,307.35	$131,694.14	$41,513.71	$344,515.20	$88,302.81	$63,272.99	$19,861.18	$171,436.98
Budget 20-21, non-TIRZ	$44,108,550.00	$200,000.00	$128,000.00	$44,436,550.00	$ 27,934,986.00	$75,000.00	$60,000.00	$28,069,986.00
Percent Collected	0.39%	65.85%	32.43%	0.78%	0.32%	84.36%	33.10%	0.61%
Revenue Collected (over)/under budget	$43,937,242.65	$68,305.86	$86,486.29	$44,092,034.80	$27,846,683.19	$11,727.01	$40,138.82	$27,898,549.02

SUMMARY OF TAX DEPOSITS 2020 - 21

Ellis County Tax Office													
Collection date	Deposit date	5711 M & O Current	5712 M & O Prior	5719 Penalties & Interest	5712.01 M & O CED	5719.01 P&I CED	5719.02 Rendition Penalty	Total Maintenance & Operations		5711 I & S Current	5712 I & S Prior	5719 Penalties & Interest	Total Interest & Sinking
		October											
10/01/20	10/06/20	835.76	638.47	385.88				1,860.11	*	430.81	306.96	191.60	929.37
10/02/20	10/07/20	2,798.12	21.23	112.85				2,932.20	*	1,442.35	10.20	57.95	1,510.50
10/05/20	10/08/20	0.00	(902.63)	6,313.43				5,410.80	*		(1,036.03)	2,537.23	1,501.20
10/06/20	10/09/20	0.00	418.17	68.93				487.10	*	0.00	215.55	35.53	251.08
10/07/20	10/13/20	0.00	1,042.10	218.22				1,260.32	*	0.00	534.34	111.58	645.92
10/08/20	10/14/20	0.00	215.25	45.54			(4.82)	255.97	*	0.00	110.85	23.44	134.29
10/09/20	10/15/20	0.00	1,062.08	195.84				1,257.92	*	0.00	547.45	100.94	648.39
10/13/20	10/19/20	0.00	11,139.18	3,356.63			(83.19)	14,412.62	*	0.00	5,752.12	1,707.50	7,459.62
10/14/20	10/19/20	0.00	(24.21)	32.02				7.81	*	0.00	(15.19)	15.30	0.11
10/16/20	10/21/20	0.00	3,595.30	755.01				4,350.31	*	0.00	1,853.24	389.18	2,242.42
10/19/20	10/22/20	0.00	4,134.42	1,498.04			(0.28)	5,632.18	*	0.00	2,073.25	746.65	2,819.90
10/20/20	10/23/20	0.00	1,634.40	335.82				1,970.22	*	0.00	822.31	165.25	987.56
10/22/20	10/27/20	0.00	91.60	19.24				110.84	*	0.00	47.22	9.91	57.13
10/23/20	10/28/20	0.00	927.35	194.75				1,122.10	*	0.00	478.01	100.38	578.39
10/26/20	11/02/20	0.00	(806.71)	340.63				(466.08)	*	0.00	(378.19)	177.49	(200.70)
10/28/20	11/02/20	0.00	1,133.26	237.99				1,371.25	*	0.00	584.15	122.67	706.82
10/29/20	11/03/20	0.00	1,315.11	297.90				1,613.01	*	0.00	674.73	152.13	826.86
10/30/20		0.00	1,469.78	293.54				1,763.32		0.00	757.62	151.30	908.92
								0.00					0.00
								0.00					0.00
Adjustment		(3,633.88)	3,633.88					0.00		(1,873.16)	1,873.16		0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
								0.00					0.00
Month's totals		-	30,738.03	14,702.26	-	-	(88.29)	45,352.00		-	15,211.75	6,796.03	22,007.78

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
170			A. H. MEADOWS LIBRARY FUND							
R			Revenue							
00										
170	00	57	REVENUE-LOCAL & INTERMED	75,000.00	75,000.00	0.00	18,339.75	24.45	0.00	56,660.25
170	00	58	STATE PROGRAM REVENUES	15,302.00	15,302.00	1,275.93	4,464.18	29.17	0.00	10,837.82
170	00	--		90,302.00	90,302.00	1,275.93	22,803.93	25.25	0.00	67,498.07
170	--	--	Revenue	90,302.00	90,302.00	1,275.93	22,803.93	25.25	0.00	67,498.07

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
170			A. H. MEADOWS LIBRARY FUND							
E			Expense							
12			INST. RESOURCES & MEDIA SVCS							
170	12	61	PAYROLL COSTS	165,498.00	166,208.00	13,676.37	42,595.53	25.63	0.00	123,612.47
170	12	62	PURCHASE & CONTRACTED SVS	3,192.00	3,192.00	132.63	397.89	49.86	1,193.67	1,600.44
170	12	63	SUPPLIES AND MATERIALS	38,308.00	38,308.00	5,720.81	7,982.82	48.56	10,619.42	19,705.76
170	12	64	OTHER OPERATING EXPENSES	250.00	250.00	0.00	0.00	45.00	112.50	137.50
170	12	--	INST. RESOURCES & MEDIA SVCS	207,248.00	207,958.00	19,529.81	50,976.24	30.25	11,925.59	145,056.17
13			CURRICULUM DEV.& INST.STF DEV							
170	13	64	OTHER OPERATING EXPENSES	1,250.00	1,250.00	0.00	0.00	9.00	112.50	1,137.50
170	13	--	CURRICULUM DEV.& INST.STF DEV	1,250.00	1,250.00	0.00	0.00	9.00	112.50	1,137.50
52			SECURITY & MONITORING SERVICES							
170	52	61	PAYROLL COSTS	71,959.00	71,249.00	8,090.82	13,310.71	18.68	0.00	57,938.29
170	52	--	SECURITY & MONITORING SERVICES	71,959.00	71,249.00	8,090.82	13,310.71	18.68	0.00	57,938.29
170	--	--	Expense	280,457.00	280,457.00	27,620.63	64,286.95	27.21	12,038.09	204,131.96
170	--	--	A. H. MEADOWS LIBRARY FUND	-190,155.00	-190,155.00	-26,344.70	-41,483.02	28.15	-12,038.09	-136,633.89

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
180			ATHLETIC DEPARTMENT FUND							
R			Revenue							
00										
180	00	57	REVENUE-LOCAL & INTERMED	364,961.00	364,961.00	61,071.20	132,554.81	36.32	0.00	232,406.19
180	00	58	STATE PROGRAM REVENUES	42.00	42.00	856.01	1,148.02	2,733.38	0.00	-1,106.02
180	00	--		365,003.00	365,003.00	61,927.21	133,702.83	36.63	0.00	231,300.17
180	--	--	Revenue	365,003.00	365,003.00	61,927.21	133,702.83	36.63	0.00	231,300.17

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
180			ATHLETIC DEPARTMENT FUND							
E			Expense							
36			COCURR./EXTRACURR.ACTIVITIES							
180	36	61	PAYROLL COSTS	89,700.00	89,700.00	13,160.04	20,589.84	22.95	0.00	69,110.16
180	36	62	PURCHASE & CONTRACTED SVS	198,160.00	207,930.00	37,283.22	91,783.79	54.18	20,880.02	95,266.19
180	36	63	SUPPLIES AND MATERIALS	357,514.00	357,390.92	36,577.22	129,104.68	53.78	63,085.54	165,200.70
180	36	64	OTHER OPERATING EXPENSES	447,350.00	437,703.08	35,674.83	96,988.18	23.75	6,960.24	333,754.66
180	36	--	COCURR./EXTRACURR.ACTIVITIES	1,092,724.00	1,092,724.00	122,695.31	338,466.49	39.30	90,925.80	663,331.71
51			PLANT MAINTENANCE & OPERATIONS							
180	51	62	PURCHASE & CONTRACTED SVS	1,500.00	1,500.00	596.37	736.75	49.12	0.00	763.25
180	51	--	PLANT MAINTENANCE & OPERATIONS	1,500.00	1,500.00	596.37	736.75	49.12	0.00	763.25
180	--	--	Expense	1,094,224.00	1,094,224.00	123,291.68	339,203.24	39.31	90,925.80	664,094.96
180	--	--	ATHLETIC DEPARTMENT FUND	-729,221.00	-729,221.00	-61,364.47	-205,500.41	40.65	-90,925.80	-432,794.79

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
198			COVID 19							
R			Revenue							
00										
198	00	58	STATE PROGRAM REVENUES	0.00	0.00	314.61	427.66	0.00	0.00	-427.66
198	00	--		0.00	0.00	314.61	427.66	0.00	0.00	-427.66
198	--	--	Revenue	0.00	0.00	314.61	427.66	0.00	0.00	-427.66

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
198			COVID 19							
E			Expense							
11			INSTRUCTION							
198	11	61	PAYROLL COSTS	0.00	173,062.00	21,410.91	33,661.01	19.45	0.00	139,400.99
198	11	63	SUPPLIES AND MATERIALS	0.00	145,000.00	0.00	18,287.44	58.54	66,590.00	60,122.56
198	11	--	INSTRUCTION	0.00	318,062.00	21,410.91	51,948.45	37.27	66,590.00	199,523.55
33			HEALTH SERVICES							
198	33	63	SUPPLIES AND MATERIALS	0.00	10,000.00	-42.24	-42.24	-0.42	0.00	10,042.24
198	33	--	HEALTH SERVICES	0.00	10,000.00	-42.24	-42.24	-0.42	0.00	10,042.24
34			PUPIL TRANSPORTATION							
198	34	61	PAYROLL COSTS	0.00	0.00	1,977.81	1,977.81	0.00	0.00	-1,977.81
198	34	64	OTHER OPERATING EXPENSES	0.00	0.00	2,240.60	6,793.20	0.00	0.00	-6,793.20
198	34	--	PUPIL TRANSPORTATION	0.00	0.00	4,218.41	8,771.01	0.00	0.00	-8,771.01
51			PLANT MAINTENANCE & OPERATIONS							
198	51	62	PURCHASE & CONTRACTED SVS	0.00	0.00	6,255.61	18,410.22	0.00	17,700.80	-36,111.02
198	51	63	SUPPLIES AND MATERIALS	0.00	180,000.00	0.00	0.00	0.00	0.00	180,000.00
198	51	--	PLANT MAINTENANCE & OPERATIONS	0.00	180,000.00	6,255.61	18,410.22	20.06	17,700.80	143,888.98
198	--	--	Expense	0.00	508,062.00	31,842.69	79,087.44	32.16	84,290.80	344,683.76
198	--	--	COVID 19	0.00	-508,062.00	-31,528.08	-78,659.78	32.07	-84,290.80	-345,111.42

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
R			Revenue							
00										
199	00	57	REVENUE-LOCAL & INTERMED	53,431,917.00	53,772,244.00	57,761.24	649,265.91	1.21	0.00	53,122,978.09
199	00	58	STATE PROGRAM REVENUES	41,331,197.00	44,026,555.00	7,173,005.80	16,795,040.65	38.15	0.00	27,231,514.35
199	00	59	FEDERAL PROGRAM REVENUES	1,079,500.00	1,079,500.00	7,923.12	32,781.13	-6.24	-100,131.06	1,146,849.93
199	00	--		95,842,614.00	98,878,299.00	7,238,690.16	17,477,087.69	17.57	-100,131.06	81,501,342.37
199	--	--	Revenue	95,842,614.00	98,878,299.00	7,238,690.16	17,477,087.69	17.57	-100,131.06	81,501,342.37

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
E			Expense							
11			INSTRUCTION							
199	11	61	PAYROLL COSTS	48,009,003.00	48,610,939.50	5,218,661.54	14,614,959.36	30.07	0.00	33,995,980.14
199	11	62	PURCHASE & CONTRACTED SVS	760,272.00	810,902.87	70,049.04	157,059.67	77.83	474,035.84	179,807.36
199	11	63	SUPPLIES AND MATERIALS	2,352,296.00	2,350,618.47	140,392.71	676,977.54	57.95	685,307.17	988,333.76
199	11	64	OTHER OPERATING EXPENSES	122,119.00	115,762.16	6,663.08	19,250.13	30.87	16,487.71	80,024.32
199	11	66	CPTL OUTLY LAND BLDG & EQUIP	0.00	5,885.00	5,885.00	5,885.00	100.00	0.00	0.00
199	11	--	INSTRUCTION	51,243,690.00	51,894,108.00	5,441,651.37	15,474,131.70	32.08	1,175,830.72	35,244,145.58
12			INST. RESOURCES & MEDIA SVCS							
199	12	61	PAYROLL COSTS	777,937.00	857,210.00	82,692.30	243,539.96	28.41	0.00	613,670.04
199	12	62	PURCHASE & CONTRACTED SVS	1,075.00	1,025.01	0.00	0.00	0.00	0.00	1,025.01
199	12	63	SUPPLIES AND MATERIALS	105,278.00	105,327.99	13,689.90	37,395.95	46.24	11,308.92	56,623.12
199	12	64	OTHER OPERATING EXPENSES	2,030.00	2,030.00	112.50	112.50	11.08	112.50	1,805.00
199	12	--	INST. RESOURCES & MEDIA SVCS	886,320.00	965,593.00	96,494.70	281,048.41	30.29	11,421.42	673,123.17
13			CURRICULUM DEV.& INST.STF DEV							
199	13	61	PAYROLL COSTS	905,048.00	1,158,504.00	115,369.18	397,846.01	34.34	0.00	760,657.99
199	13	62	PURCHASE & CONTRACTED SVS	95,350.00	85,002.00	9,200.00	23,366.67	72.42	38,187.72	23,447.61
199	13	63	SUPPLIES AND MATERIALS	37,466.00	47,560.00	1,414.20	15,542.86	37.35	2,221.63	29,795.51
199	13	64	OTHER OPERATING EXPENSES	314,509.00	252,870.00	4,469.07	113,675.30	55.06	25,547.50	113,647.20
199	13	--	CURRICULUM DEV.& INST.STF DEV	1,352,373.00	1,543,936.00	130,452.45	550,430.84	39.92	65,956.85	927,548.31
21			INSTRUCTIONAL LEADERSHIP							
199	21	61	PAYROLL COSTS	1,089,849.00	1,009,379.00	81,413.87	341,175.22	33.80	0.00	668,203.78
199	21	62	PURCHASE & CONTRACTED SVS	11,931.00	11,009.00	845.12	2,468.27	50.55	3,096.90	5,443.83
199	21	63	SUPPLIES AND MATERIALS	29,766.00	24,562.00	5,324.65	7,113.42	30.59	400.80	17,047.78
199	21	64	OTHER OPERATING EXPENSES	30,380.00	26,641.00	500.00	1,529.00	8.61	765.00	24,347.00
199	21	--	INSTRUCTIONAL LEADERSHIP	1,161,926.00	1,071,591.00	88,083.64	352,285.91	33.27	4,262.70	715,042.39

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
E			Expense							
23			SCHOOL LEADERSHIP							
199	23	61	PAYROLL COSTS	4,643,329.00	4,994,868.00	465,178.15	1,612,246.46	32.28	0.00	3,382,621.54
199	23	62	PURCHASE & CONTRACTED SVS	22,900.00	22,900.00	5,315.83	5,821.99	94.46	15,808.96	1,269.05
199	23	63	SUPPLIES AND MATERIALS	49,560.00	55,996.00	2,491.44	21,690.74	42.18	1,927.41	32,377.85
199	23	64	OTHER OPERATING EXPENSES	60,180.00	54,821.00	201.42	8,702.96	21.01	2,815.04	43,303.00
199	23	--	SCHOOL LEADERSHIP	4,775,969.00	5,128,585.00	473,186.84	1,648,462.15	32.54	20,551.41	3,459,571.44
31			GUIDANCE & COUNSELING							
199	31	61	PAYROLL COSTS	3,152,456.00	3,242,836.00	324,989.65	1,035,968.13	31.95	0.00	2,206,867.87
199	31	62	PURCHASE & CONTRACTED SVS	1,500.00	1,500.00	0.00	0.00	68.33	1,025.00	475.00
199	31	63	SUPPLIES AND MATERIALS	53,005.00	52,955.00	1,081.85	30,201.27	58.82	945.36	21,808.37
199	31	64	OTHER OPERATING EXPENSES	22,160.00	22,210.00	1,597.29	6,046.29	39.81	2,796.47	13,367.24
199	31	--	GUIDANCE & COUNSELING	3,229,121.00	3,319,501.00	327,668.79	1,072,215.69	32.44	4,766.83	2,242,518.48
33			HEALTH SERVICES							
199	33	61	PAYROLL COSTS	1,032,911.00	1,039,121.00	111,599.34	312,535.72	30.08	0.00	726,585.28
199	33	62	PURCHASE & CONTRACTED SVS	41,035.00	40,950.00	0.00	770.00	1.88	0.00	40,180.00
199	33	63	SUPPLIES AND MATERIALS	31,823.00	120,873.00	3,972.81	93,695.81	79.49	2,391.78	24,785.41
199	33	64	OTHER OPERATING EXPENSES	4,160.00	3,260.00	0.00	0.00	9.79	319.00	2,941.00
199	33	--	HEALTH SERVICES	1,109,929.00	1,204,204.00	115,572.15	407,001.53	34.02	2,710.78	794,491.69
34			PUPIL TRANSPORTATION							
199	34	61	PAYROLL COSTS	2,059,632.00	2,093,940.00	203,890.32	562,886.85	26.88	0.00	1,531,053.15
199	34	62	PURCHASE & CONTRACTED SVS	122,500.00	142,000.00	17,796.82	64,593.31	57.59	17,187.99	60,218.70
199	34	63	SUPPLIES AND MATERIALS	589,001.00	559,501.00	42,668.35	127,099.61	25.73	16,864.54	415,536.85
199	34	64	OTHER OPERATING EXPENSES	-291,425.00	-291,425.00	-30,352.34	17,285.42	-5.93	0.00	-308,710.42
199	34	66	CPTL OUTLY LAND BLDG & EQUIP	0.00	394,228.00	0.00	394,228.00	100.00	0.00	0.00
199	34	--	PUPIL TRANSPORTATION	2,479,708.00	2,898,244.00	234,003.15	1,166,093.19	41.41	34,052.53	1,698,098.28

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
E			Expense							
36			COCURR./EXTRACURR.ACTIVITIES							
199	36	61	PAYROLL COSTS	2,427,783.00	2,431,212.00	232,064.35	850,345.27	34.98	0.00	1,580,866.73
199	36	62	PURCHASE & CONTRACTED SVS	96,227.00	99,052.00	13,658.79	27,989.58	79.03	50,293.02	20,769.40
199	36	63	SUPPLIES AND MATERIALS	146,579.00	109,954.00	10,361.62	15,481.43	22.71	9,485.88	84,986.69
199	36	64	OTHER OPERATING EXPENSES	577,759.00	578,159.00	6,761.16	51,945.66	11.03	11,831.27	514,382.07
199	36	66	CPTL OUTLY LAND BLDG & EQUIP	0.00	20,600.00	0.00	20,558.00	99.80	0.00	42.00
199	36	--	COCURR./EXTRACURR.ACTIVITIES	3,248,348.00	3,238,977.00	262,845.92	966,319.94	32.04	71,610.17	2,201,046.89
41			GENERAL ADMINISTRATION							
199	41	61	PAYROLL COSTS	2,508,518.00	2,674,062.00	218,767.23	857,292.12	32.06	0.00	1,816,769.88
199	41	62	PURCHASE & CONTRACTED SVS	845,746.00	824,742.18	54,927.65	146,746.65	62.16	365,922.76	312,072.77
199	41	63	SUPPLIES AND MATERIALS	116,899.00	140,669.02	11,868.25	52,386.93	44.67	10,450.76	77,831.33
199	41	64	OTHER OPERATING EXPENSES	218,968.00	216,201.80	13,160.28	80,533.41	47.11	21,320.00	114,348.39
199	41	--	GENERAL ADMINISTRATION	3,690,131.00	3,855,675.00	298,723.41	1,136,959.11	39.80	397,693.52	2,321,022.37
51			PLANT MAINTENANCE & OPERATIONS							
199	51	61	PAYROLL COSTS	4,216,223.00	4,984,405.00	324,654.34	1,253,323.39	25.14	0.00	3,731,081.61
199	51	62	PURCHASE & CONTRACTED SVS	3,375,670.00	3,364,252.88	263,401.48	935,898.15	35.73	266,062.39	2,162,292.34
199	51	63	SUPPLIES AND MATERIALS	858,255.00	819,422.69	95,280.22	249,522.88	37.39	56,883.20	513,016.61
199	51	64	OTHER OPERATING EXPENSES	882,100.00	949,198.43	9,799.71	869,105.39	99.20	72,540.75	7,552.29
199	51	66	CPTL OUTLY LAND BLDG & EQUIP	0.00	47,133.00	6,500.00	22,144.59	100.00	24,988.00	0.41
199	51	--	PLANT MAINTENANCE & OPERATIONS	9,332,248.00	10,164,412.00	699,635.75	3,329,994.40	36.90	420,474.34	6,413,943.26
52			SECURITY & MONITORING SERVICES							
199	52	61	PAYROLL COSTS	305,461.00	315,770.00	31,700.74	80,957.00	25.64	0.00	234,813.00
199	52	62	PURCHASE & CONTRACTED SVS	818,425.00	895,613.00	86,654.58	92,036.32	95.96	767,353.68	36,223.00
199	52	63	SUPPLIES AND MATERIALS	155,275.00	141,682.00	10,293.22	52,704.15	49.77	17,816.21	71,161.64
199	52	64	OTHER OPERATING EXPENSES	63,204.00	41,888.00	0.00	0.00	77.26	32,363.00	9,525.00
199	52	--	SECURITY & MONITORING SERVICES	1,342,365.00	1,394,953.00	128,648.54	225,697.47	74.79	817,532.89	351,722.64

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
E			Expense							
53			DATA PROCESSING SERVICES							
199	53	61	PAYROLL COSTS	1,314,233.00	1,343,869.00	97,245.17	409,486.99	30.47	0.00	934,382.01
199	53	62	PURCHASE & CONTRACTED SVS	58,450.00	83,372.00	8,526.08	30,594.08	72.39	29,759.02	23,018.90
199	53	63	SUPPLIES AND MATERIALS	588,718.00	560,207.00	30,800.07	229,914.12	57.30	91,108.12	239,184.76
199	53	64	OTHER OPERATING EXPENSES	20,035.00	9,622.00	113.85	1,500.85	66.38	4,886.15	3,235.00
199	53	--	DATA PROCESSING SERVICES	1,981,436.00	1,997,070.00	136,685.17	671,496.04	39.92	125,753.29	1,199,820.67
61			COMMUNITY SERVICES							
199	61	61	PAYROLL COSTS	8,500.00	17,150.00	0.00	0.00	0.00	0.00	17,150.00
199	61	--	COMMUNITY SERVICES	8,500.00	17,150.00	0.00	0.00	0.00	0.00	17,150.00
71			DEBT SERVICES							
199	71	65	DEBT SERVICE	228,602.00	172,720.00	0.00	172,719.02	100.00	0.00	0.98
199	71	--	DEBT SERVICES	228,602.00	172,720.00	0.00	172,719.02	100.00	0.00	0.98
95			PYMTS.TO JJAEP PROGRAMS							
199	95	62	PURCHASE & CONTRACTED SVS	60,000.00	60,000.00	0.00	0.00	0.00	0.00	60,000.00
199	95	--	PYMTS.TO JJAEP PROGRAMS	60,000.00	60,000.00	0.00	0.00	0.00	0.00	60,000.00
97			PAYMENTS TO TAX INCREMENT FUND							
199	97	64	OTHER OPERATING EXPENSES	8,200,572.00	10,012,348.00	0.00	0.00	0.00	0.00	10,012,348.00
199	97	--	PAYMENTS TO TAX INCREMENT FUND	8,200,572.00	10,012,348.00	0.00	0.00	0.00	0.00	10,012,348.00
99			Tax Costs							
199	99	62	PURCHASE & CONTRACTED SVS	592,000.00	592,000.00	0.00	134,917.68	95.18	428,522.34	28,559.98
199	99	--	Tax Costs	592,000.00	592,000.00	0.00	134,917.68	95.18	428,522.34	28,559.98

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
199			GENERAL FUND							
E			Expense							
00										
199	--	--	Expense	94,923,238.00	99,531,067.00	8,433,651.88	27,589,773.08	31.32	3,581,139.79	68,360,154.13
199	--	--	GENERAL FUND	919,376.00	-652,768.00	-1,194,961.72	-10,112,685.39	2,113.15	-3,681,270.85	13,141,188.24

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
240			FOOD SERVICE							
R			Revenue							
00										
240	00	57	REVENUE-LOCAL & INTERMED	2,438,261.00	2,453,261.00	61,955.79	180,094.88	7.34	0.00	2,273,166.12
240	00	58	STATE PROGRAM REVENUES	11,668.00	11,668.00	0.00	5,331.29	45.69	0.00	6,336.71
240	00	59	FEDERAL PROGRAM REVENUES	1,428,487.00	1,428,487.00	26,740.46	204,726.01	14.33	0.00	1,223,760.99
240	00	--		3,878,416.00	3,893,416.00	88,696.25	390,152.18	10.02	0.00	3,503,263.82
240	--	--	Revenue	3,878,416.00	3,893,416.00	88,696.25	390,152.18	10.02	0.00	3,503,263.82

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
240			FOOD SERVICE							
E			Expense							
35			FOOD SERVICES							
240	35	61	PAYROLL COSTS	24,000.00	24,000.00	13,015.04	21,241.25	88.51	0.00	2,758.75
240	35	62	PURCHASE & CONTRACTED SVS	3,385,583.00	3,385,583.00	137,929.23	279,084.57	8.26	596.82	3,105,901.61
240	35	63	SUPPLIES AND MATERIALS	220,000.00	235,000.00	32,257.76	77,903.93	47.09	32,747.87	124,348.20
240	35	64	OTHER OPERATING EXPENSES	3,500.00	3,500.00	0.00	483.00	90.94	2,700.00	317.00
240	35	--	FOOD SERVICES	3,633,083.00	3,648,083.00	183,202.03	378,712.75	11.37	36,044.69	3,233,325.56
51			PLANT MAINTENANCE & OPERATIONS							
240	51	61	PAYROLL COSTS	7,100.00	7,100.00	0.00	0.00	0.00	0.00	7,100.00
240	51	62	PURCHASE & CONTRACTED SVS	50,000.00	50,000.00	70.67	70.67	0.14	0.00	49,929.33
240	51	--	PLANT MAINTENANCE & OPERATIONS	57,100.00	57,100.00	70.67	70.67	0.12	0.00	57,029.33
240	--	--	Expense	3,690,183.00	3,705,183.00	183,272.70	378,783.42	11.20	36,044.69	3,290,354.89
240	--	--	FOOD SERVICE	188,233.00	188,233.00	-94,576.45	11,368.76	-13.11	-36,044.69	212,908.93

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
599			DEBT SERVICE							
R			Revenue							
00										
599	00	57	REVENUE-LOCAL & INTERMED	28,229,986.00	28,229,986.00	22,737.01	177,179.90	0.63	0.00	28,052,806.10
599	00	58	STATE PROGRAM REVENUES	407,464.00	407,464.00	0.00	0.00	0.00	0.00	407,464.00
599	00	79	OTHER RESOURCES	0.00	32,894,770.00	0.00	32,894,769.60	100.00	0.00	0.40
599	00	--		28,637,450.00	61,532,220.00	22,737.01	33,071,949.50	53.75	0.00	28,460,270.50
599	--	--	Revenue	28,637,450.00	61,532,220.00	22,737.01	33,071,949.50	53.75	0.00	28,460,270.50

FUND	FUNC	OB	OBJ	2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
599			DEBT SERVICE							
E			Expense							
00										
599	00	89	OTHER USES	2,293,302.00	2,293,302.00	0.00	0.00	0.00	0.00	2,293,302.00
599	00	--		2,293,302.00	2,293,302.00	0.00	0.00	0.00	0.00	2,293,302.00
71			DEBT SERVICES							
599	71	65	DEBT SERVICE	26,344,148.00	26,551,482.00	19,000.00	41,428,212.43	156.07	10,000.00	-14,886,730.43
599	71	--	DEBT SERVICES	26,344,148.00	26,551,482.00	19,000.00	41,428,212.43	156.07	10,000.00	-14,886,730.43
599	--	--	Expense	28,637,450.00	28,844,784.00	19,000.00	41,428,212.43	143.66	10,000.00	-12,593,428.43
599	--	--	DEBT SERVICE	0.00	32,687,436.00	3,737.01	-8,356,262.93	-25.59	-10,000.00	41,053,698.93

FUND FUNC OB OBJ		2020-21 Original Budget	2020-21 Revised Budget	October 2020-21 Monthly Activity	2020-21 FYTD Activity	2020-21 FYTD %	Encumbered Amount	Unencumbered Balance
	Grand Revenue Totals	128,813,785.00	164,759,240.00	7,413,641.17	51,096,123.79	30.95	-100,131.06	113,763,247.27
	Grand Expense Totals	128,625,552.00	133,963,777.00	8,818,679.58	69,879,346.56	55.01	3,814,439.17	60,269,991.27
	Grand Totals	188,233.00	30,795,463.00	1,405,038.41	18,783,222.77	-60.99	3,914,570.23	53,493,256.00
		Profit	Profit	Loss	Loss		Loss	Profit

Number of Accounts: 5293

********** **End of report** **********

Projected Capital Project Needs
As of October 19, 2020
Fund Balance Report

Current Year Capital Expenditures and Equipment	2016 Bonds	General Fund Balance-Assigned for Construction	Nonspendable Fund Balance for Inventories and Prepaid Items	Committed Fund Balance for Capital Expenditures & Equipment	Unassigned Fund Balance	Total Fund Balance
Audited June 30, 2020 Balance	$ 126,099,903	$ 13,500,000	$ 47,633	$ 3,167,888	$ 15,453,365	$ 32,168,886
						-
Current Year Adjustments to Fund Balance				5,898,846	(5,898,846)	-
July - September Interest Revenue	58,442					
July - September Expenses	(7,158,045)					
	(7,099,603)	-	-	5,898,846	(5,898,846)	-
Estimated Balances as of October 19, 2020	$ 119,000,300	$ 13,500,000	$ 47,633	$ 9,066,734 ~	$ 9,554,519	$ 32,168,886
Other Proposed Projects for Transportation, Athletics, Maintenance and Technology (Replacement Schedules)						
Fiscal Year 2020-21				9,066,734		9,066,734
Fiscal Year 2021-22					7,813,918	7,813,918
Fiscal Year 2022-23					364,541	364,541
Fiscal Year 2023-24					508,957	508,957
Fiscal Year 2024-25					650,394	650,394
Total Est. Project Costs Fiscal Years 2021-25		-	-	9,066,734	9,337,810	18,404,544
Estimated Balances as of June 30, 2025		$ 13,500,000	$ 47,633	$ -	$ 216,709	$ 13,764,342

Recommendations for 2020-21 Fund Balance Uses

COVID Expenses

Approved at July 20, 2020 Board Meeting	
EPSLA 3 additional days	$ 450,000
15 Full Time Substitutes	400,000
Proctor Substitutes	100,000
30 Custodians	810,000
Buses	394,228
Approved at August 4, 2020 Board Meeting	
ZOOM webinar service for virtual classroom instruction	70,000
Proctoria Solutions for proctoring virtual learning	65,000
Replacement Schedules 2020-2021	
Band Instruments per replacement schedule	97,856
Athletics per replacement schedule	25,000
Maintenance per replacement schedule	6,454,650
Technology per replacement schedule	200,000
Total Estimated Capital Projects	$ 9,066,734 ~

FIRST FINANCIAL BANK

October 2020 Statement
Open Date: 09/03/2020 Closing Date: 10/05/2020

Account:

Visa® Community Card
MIDLOTHIAN IDS

Cardmember Service 1-866-552-8855
BUS 30 ELN 8 2

New Balance	**$2,327.17**
Minimum Payment Due	**$2,327.17**
Payment Due Date	**11/01/2020**

Late Payment Warning: As a reminder, your card is a pay in full product. If we do not receive your payment in full by the date listed above, a fee of either 3.00% of the payment due or $39.00 minimum, whichever is greater, will apply.

Activity Summary		
Previous Balance	+	$4,638.48
Payments	-	$4,638.48CR
Other Credits		$0.00
Purchases	+	$2,319.21
Balance Transfers		$0.00
Advances		$0.00
Other Debits		$0.00
Fees Charged	+	$7.96
Interest Charged		$0.00
New Balance	=	**$2,327.17**
Past Due		**$0.00**
Minimum Payment Due		**$2,327.17**
Credit Line		$20,000.00
Available Credit		$17,672.83
Days in Billing Period		33

RECEIVED
OCT 13 2020
BUSINESS OFFICE

Payment Options:

Mail payment coupon with a check

Pay online at myaccountaccess.com

Pay by phone 1-866-552-8855

Please detach and send coupon with check payable to Cardmember Service CPN 002079425

FIRST FINANCIAL BANK 00479851006660221600023271700023271 75

24-Hour Cardmember Service: 1-866-552-8855

. to pay by phone
. to change your address

000005917 01 SP 000638595905519 P Y

MIDLOTHIAN ISD
ACCOUNTS PAYABLE
100 WALTER STEPHENSON RD
MIDLOTHIAN TX 76065-3418

Account Number	
Payment Due Date	11/01/2020
New Balance	$2,327.17
Minimum Payment Due	$2,327.17

Amount Enclosed $_____

Cardmember Service
P.O. Box 790408
St. Louis, MO 63179-0408

Important Messages

Paying Interest: You have a 24 to 30 day interest-free period for Purchases provided you have paid your previous balance in full by the Payment Due Date shown on your monthly Account statement. In order to avoid additional INTEREST CHARGES on Purchases, you must pay your new balance in full by the Payment Due Date shown on the front of your monthly Account statement.

There is no interest-free period for transactions that post to the Account as Advances or Balance Transfers except as provided in any Offer Materials. Those transactions are subject to interest from the date they post to the Account until the date they are paid in full.

Speed through checkout with the added security and convenience of PayPal. Go to the Mobile App or manage your account online. Link your card to PayPal today.

Transactions NORRIS JAMES T — Credit Limit $20000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
			Purchases and Other Debits		
09/04	09/03	8837	MIXLR PREMIUM PLUS LONDON GB 911210028D	$199.00	1
09/04	09/03	8934	DNH*GODADDY.COM 480-5058855 AZ 911210028I	$20.17	2
09/08	09/04	4924	MIXLR PREMIUM PLUS LONDON GB 911210028D	$199.00	3
09/08	09/04	3473	NABSE CAREER CENTER HTTPSNAYLOR.C MD	$250.00	4
09/11	09/09	8389	SAMSCLUB.COM 888-746-7726 AR	$232.62	5
09/11	09/10	1113	TX HHSC CCL FEE EGOV.COM TX	$59.56	6
09/15	09/14	0156	NATIONAL EDUCATORS LAW HTTPSNELILAW. TX	$35.00	7
09/21	09/18	2486	SHUTTERFLY 800-986-1065 CA	$1,224.86	8
10/02	10/01	0227	EDUCATION ADMIN WEB AD 512-703-1526 TX	$99.00	9
			Total for Account	**$2,319.21**	

Transactions BILLING ACCOUNT ACTIVITY

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
			Payments and Other Credits		
09/29	09/29	5	PAYMENT THANK YOU	$4,638.48CR	
			Fees		
09/04	09/03	8837	FRGN TRANS FEE-MIXLR PREMIUM PLUS LO	$3.98	
09/08	09/04	4924	FRGN TRANS FEE-MIXLR PREMIUM PLUS LO	$3.98	
			TOTAL FEES FOR THIS PERIOD	$7.96	10/11
			Total for Account	**$4,630.52CR**	

2020 Totals Year-to-Date

Total Fees Charged in 2020	$7.96
Total Interest Charged in 2020	$0.00

Continued on Next Page

Oct-20 DATE	VENDOR	ORGANIZATION	DESCRIPTION	ACCOUNT	AMOUNT	
3-Sep	MIXLR PREMIUM	RON BLAND	RADIO/ONLINE APP	461.36.6398.07.001.0.99.000	199	1
3-Sep	GODADDY.COM	RON BLAND	RADIO/DOMAIN	461.36.6398.07.001.0.99.000	20.17	2
4-Sep	MIXLR PREMIUM	RON BLAND	RADIO/ONLINE APP	461.36.6398.07.001.0.99.000	199	3
4-Sep	NABSE CAREER	HUMAN RESOURCES	JOB POSTING	199.41.6499.00.749.0.99.749	250	4
9-Sep	SAMSCLUB.COM	B. BLACKWELL	PAPER CUPS	266.33.6399.00.999.0.99.999	232.62	5
10-Sep	TX HHSC CCL FEE	G. DOOLEY/CHILDCARE	BACKGROUND CHECK	499.61.6499.00.880.0.99.000	59.56	6
14-Sep	NAT'L EDU LAW	HUMAN RESOURCES	WEBINAR	199.41.6499.00.749.0.99.749	35	7
18-Sep	SHUTTERFLY	HERITAGE HS	CANVAS PRINTS	461.23.6399.00.003.0.99.000	1,224.86	8
1-Oct	EDU ADMIN WEB	HUMAN RESOURCES	TRAINING-K. GOLDEN	199.41.6499.00.749.0.99.749	99	9
3-Sep	MIXLR PREMIUM	RON BLAND	FRGN TRANS FEE	461.36.6398.07.001.0.99.000	3.98	10
4-Sep	MIXLR PREMIUM	RON BLAND	FRGN TRANS FEE	461.36.6398.07.001.0.99.000	3.98	11
					2327.17	

Midlothian ISD

Bond Expenditures Update

As of October 31, 2020

Bond Election	Project	Original Budget	Revised Budget	Expenditures	Committed	Earned Interest	Available Funds
Nov 2016							
Fund 694	HVAC Replacement						
	Longbranch Elementary	$ 1,300,000	$ 1,690,354	$ 1,690,354	$ -		$ (0)
	Mt. Peak Elementary	$ 1,300,000	$ 1,737,819	$ 1,737,819	$ -		$ 0
	MISD Auxiliary Facility	$ 400,000	$ 443,981	$ 443,982	$ -		$ (0)
	Vitovsky Elementary		$ 2,609,952	$ 2,450,659	$ 96,826		$ 62,467
	Irvin Elementary Rebuild	$ 28,000,000	$ 24,027,412	$ 23,868,243	$ 159,169		$ 0.00
	Land Purchase		$ 919,956	$ 919,956			$ -
	Technology Upgrades	$ 18,000,000	$ 18,000,000	$ 14,102,878	$ 967,685		$ 2,929,437
	Dieterich Middle School (MS #3)	$ 67,000,000	$ 59,685,080	$ 55,547,563.60	$ 3,965,089		$ 172,428
	Renovate MS Playing Fields						
	Frank Seale MS	$ 2,000,000	$ 1,904,176	$ 1,904,176	$ -		$ (0.00)
	Walnut Grove MS	$ 2,000,000	$ 1,588,827	$ 1,588,827	$ -		$ 0.00
	MHS Baseball/Softball/Tennis/FH	$ 6,000,000	$ 12,614,393	$ 12,614,393	$ -		$ -
	Land Purchase		$ 919,956	$ 919,956			$ -
	Roesler Fieldhouse / Fields	$ 25,000,000	$ 15,207,500	$ 14,997,563	$ 69,798		$ 140,139
					$ -		
	Renovations to Existing Campuses	$ 10,000,000	$ -				$ -
	Baxter Elementary		$ 1,067,118	$ 1,067,118	$ -		$ -
	Longbranch Elementary		$ 772,039	$ 772,039	$ -		$ -
	Mt. Peak Elementary		$ 774,701	$ 774,701	$ -		$ -
	Vitovsky Elementary		$ 766,564	$ 766,564	$ -		$ -
	Miller Elementary		$ 747,959	$ 747,959	$ -		$ 0.00
	Frank Seale Middle School		$ 1,177,790	$ 1,177,790	$ -		$ -
	Walnut Grove Middle School		$ 1,179,463	$ 1,179,463	$ -		$ -
	Midlothian High School		$ 2,428,346	$ 2,428,346	$ -		$ 0.00
	Heritage High School		$ 11,880	$ 11,880	$ -		$ -
	MHS Auditorium		$ 927,402	$ 813,394	$ 114,008		$ 0.00
	Roof Replacement						
	Longbranch Elementary	$ 500,000	$ 350,031	$ 350,031	$ -		$ -
	Mt. Peak Elementary	$ 500,000	$ 350,031	$ 350,031	$ -		$ -
	Vitovsky Elementary	$ -	$ 349,902	$ 349,902	$ -		$ -
	MILE & Jenkins (Irvin Renovations)	$ 2,000,000	$ 5,400,000	$ 5,321,351	$ 78,649		$ 0.00
	Randall Hill Support Center (Jenkins)	$ 1,000,000	$ 2,000,000	$ 167,548	$ 1,657,962		$ 174,489
	Elementary #8	$ 32,000,000	$ 30,000,000	$ 484,779	$ 889,645		$ 28,625,576
	Multi-Purpose Stadium	$ 3,000,000	$ 3,000,000	$ -	$ -		$ 3,000,000
	Heritage HS Additions	$ 68,000,000	$ 63,659,470	$ 6,342,198	$ 51,140,393		$ 6,176,878
	Land - School Sites	$ -	$ 327,861	$ 327,861	$ -		$ (0)
	Special Projects/Paid by Interest						$ -
	Longbranch Elementary Parking		$ 787,119.97	$ 787,120	$ -		$ -
	Mt. Peak Elementary Parking		$ 525,366.93	$ 525,367	$ -		$ 0
	Baxter Video Marquee		$ 34,064.34	$ 34,064	$ -		$ -
	Vitovsky Video Marquee		$ 35,264.34	$ 35,264	$ -		$ -
	MISD Stadium Concessions		$ 62,287.30	$ 62,287	$ -		$ -
	FSMS Bus Drive		$ 180,993.69	$ 180,994	$ -		$ -
	Unallocated	$ -	$ 11,360,036	$ -	$ -	$ -	$ 11,360,036
	Earned Interest	$ -	$ (1,625,097)	$ -	$ -	$ 4,662,050	$ 3,036,954
	Total	$ 268,000,000	$ 268,000,000	$ 157,844,422.29	$ 59,139,223.96	$ 4,662,050	$ 55,678,404
			$ -				

Cash Recap		Sources	Expenditures	Earned Interest		
	2017-A Bonds	$ 28,000,000				
	2017-B Bonds	$ 40,000,000				
	2018 Bonds	$ 80,000,000				
	2020 Bonds	$ 120,000,000				
	Totals	$ 268,000,000	$ 157,844,422	$ 4,662,050.23	Cash Balance	$ 114,817,628
					TexPool Balance	$ 114,817,626