

**AGENDA OF SCHOOL DISTRICT REGULAR MEETING
SCHOOL BOARD
RED OAK INDEPENDENT SCHOOL DISTRICT
Monday, December 14, 2020**

Notice is hereby given that a Regular Meeting of the School Board of the Red Oak Independent School District will be held on Monday, December 14, 2020 beginning at 7:00 PM at Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

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

1. CALL TO ORDER / ESTABLISH QUORUM
2. INVOCATION
3. PLEDGES OF ALLEGIANCE
4. SUPERINTENDENT'S REPORT
 - A. Red Oak ISD Gifted and Talented Program Handbook Update 4
Lynn Dockery, Director of Curriculum and Instruction
 - B. District Update
Brenda Sanford, Superintendent
5. OPEN FORUM 19
6. ACTION ITEMS
 - A. Consent Agenda
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 2. Budget Amendment 2020-2021 26
 - B. Consideration and Approval of House Bill 3 Goals 28
Lynn Dockery, Director of Curriculum and Instruction and Lisa Menton, Director of Career and Technology
 - C. Consideration and Approval of Resolution of Candidate Nomination for the Ellis Appraisal District Board of Directors Vacancy 39
Brenda Sanford, Superintendent
 - D. Consideration and Approval of School Health Advisory Council (SHAC) for the 2020-2021 School Year 44
Sue Brown, Director of Health Services
 - E. Consideration and Approval of Amended 2020-2021 School Year Calendar 45
Brenda Sanford, Superintendent
7. INFORMATION ITEMS
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 - B. Campus Reports
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 - C. Enrollment Report 69

- D. Finance Report 73
- E. Fine Arts Report 81
- 8. CLOSED SESSION
 - A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.
 - B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.
 - C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.
 - D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee
 - 1. Personnel Matters
 - E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.
 - F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
 - G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.
 - H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.
 - I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.
 - J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.
- 9. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION
- 10. ADJOURNMENT

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will convene in such closed meeting in accordance with the Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions or decisions will be taken in open meeting.

Any person with a disability or special accommodation need should call 972-617-2941 no later than 10:00 a.m. on the scheduled meeting date.

This notice was posted in compliance with the Open Meetings Act on December 11, 2020 at 4:30 p.m.

Brenda Sanford, Superintendent
(For the Board of Trustees)

Red Oak ISD Gifted and Talented Program Handbook Update

Presented for:

Board Action _____ Report/Review Only _____X_____

Supporting documents:

None _____ Attached _____X_____ Provided Later _____

Contact Person: Lynn Dockery, Director of Curriculum and Instruction

Background Information:

Gifted and Talented Handbook has been updated to include a testing calendar.

Fiscal Implications: None

Administrative Recommendation:

ROISD Gifted and Talented Program Handbook

ROISD Curriculum and Instruction

ROISD Gifted and Talented Handbook Table of Contents

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Program Goals and Descriptions Rationale

The Texas Legislature has mandated that each local school district shall design and implement a program to meet the needs of identified gifted and talented students in grades K-12 within its district. (Section 29.121, Texas Education Code).

Each child is a unique individual who deserves the opportunity and guidance to reach his or her maximum potential. With this strongly held belief, the Red Oak Independent School District acknowledges the special needs of the gifted and talented students in our district. These students deserve the necessary time and attention to spark their individuality and a continued love of learning. They must be supported and challenged in their intellectual efforts if they are to take their place as leaders in the twenty-first century.

Definition of Gifted and Talented Students

Texas Education Code defines “gifted and talented students” as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

State Goal adopted by the Texas State Board of Education

“Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.”

ROISD Program Philosophy

Gifted and talented students require an academic program designed to facilitate their continued development from grades K-12. The purpose of this program is to facilitate the optimal development of students who are performing or who are capable of performing at remarkably high levels academically when compared to others of the same age, experience, or environment. Growth of interpersonal skills is necessary to the development of leadership ability. Exposure to a broad field of studies should provide for the enhancement of critical and creative thinking in each of the four core areas. This aligns with ROISD's District Improvement Plan which calls for the facilitation of higher level thinking skills.

ROISD GT Program Goals

To ensure that provisions for gifted and talented students are implemented equitably district-wide, ROISD has established the following program goals:

- Develop and implement an ongoing identification process of screening and selecting gifted and talented students in grades K-12; the process will occur through a selection committee and be based on qualitative and quantitative criteria.
- Ensure that all populations have equal opportunity for referral, screening, and selection into the Gifted and Talented Program through the use of multiple and diverse measures, including verbal and nonverbal evaluations.
- Develop and implement an effective program for the academically gifted and talented students in grades K -12.
- Develop and implement appropriately differentiated and gifted and talented K -12 curriculum options which are meaningfully linked to the Texas Essential Knowledge and Skills (TEKS).
- Provide ongoing and appropriate staff development to administrators, counselors, and teachers who are involved in meeting the needs of gifted and talented students.
- Develop and implement a design to evaluate the acceptability, effectiveness, and efficiency of the Gifted and Talented Program in grades K-12 by using relevant, data-based information in the areas of identification, curriculum, staff development, parent and community involvement, and program options.
- Facilitate the optimal development of each student's intellectual and creative gifts and talents. This includes producing the highest level of adaptive problem solvers and perceptive thinkers, creating highly effective communicators, guiding learners to be focused and self-directed, creating self-actualization citizens, and nurturing intrapersonal and interpersonal potential.

- An array of student services learning opportunities for GT students in Kindergarten through grade 12 should be diverse, including the following: instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently, a continuum of learning experiences that leads to the development of advanced-level products and performances, and opportunities to accelerate in areas of strength.

GT Identification and Program Procedures

The purpose of identifying students for the GT Program is not simply to label students as gifted, but to determine which students require alterations in their educational program due to their unique learning needs. In order to provide appropriately differentiated curriculum for this population of students, ROISD has adopted specific guidelines for identifying students for participation in the GT Program.

The identification and selection of students for participation in the program is determined by a four step process: (1) nomination/referral, (2) first line screener, (3) assessments, and (4) selection. It is the responsibility of the campus GT teacher to make both staff members and parents aware of this process through written communication, staff or parent meetings, individual conferences, etc.

Nomination/Referral

Students may be nominated/referred to the GT Program by any of the following persons:

- Parents
- Teachers who are familiar with the student's capabilities, performance potential, and/or past records
- Counselors
- Administrators
- Other persons who are familiar with the student's abilities, performance potential, and/or past records

Identification for the GT Program may be an ongoing process determined by the designated testing windows.

- Beginning of the year testing window - Referrals may be made for the following student groups: new students to ROISD grades 1-5 or any students who are coming to ROISD having previously been in a GT program in another district.
- Middle of the year testing window - Referrals may be made for the following student groups: Kindergarten students or any students new to ROISD who have previously been in a GT program in another district.

Students begin each school year with a "clean slate" and adhere to the testing windows. (For example, even if they were tested in the spring of the previous school year and did not qualify, students can be re-referred for the program in the fall.)

Referrals windows for testing are accepted during the following periods:

Beginning of Year		
September 21	Disseminate the GT Identification Checklist to parents of students who are new students to Red Oak	
September 28 -October 2	Referral window for any new students to RO (grades 1-5) and/or any students who are coming to RO who have previously been in a GT program in another district	
October 5 - 16	Begin Phase I screening process (SIGS) & Phase II CogAT and academic testing	*GT referrals from pre-COVID should also be tested in these windows
October 19 - November 6	Committee Meetings/Parent Contacts	
November 9 Beginning 3rd 6 weeks	Qualifying new students enter the program	
Semester		
December 14-January 8	Referral window for kindergarten and any second semester students who are coming to Red Oak who have previously ¹¹ been in a GT program in another district.	

January 19-29	Begin Phase I screening process (SIGS) & Phase II screening process CogAT and academic testing	
February 1-5	Committee Meetings/Parent Contacts	
February 16 Beginning of the 5th 6 weeks	New students enter the program	
End of Year		
April 26-30	Referral window for any student who is a teacher/parent referral or any students who are coming to Red Oak who has previously been in a GT program in another district.	
May 3-7 May 17-21	Begin Phase I screening process (SIGS) & Begin Phase II screening process CogAT and academic testing	
June 1-2	Committee Meetings/Parent contacts New students enter in the Fall	
		* Testing could be year round for students who register in Red Oak and are from another GT program in another district.

Assessments

Once referred, the student proceeds to assessments. In this process, relevant data is collected which shows the student's ability to perform or the potential to perform at the level of accomplishment which might indicate a student's need to be placed in the GT Program. In accordance with the *Texas State Plan for the Education of the Gifted and Talented*, ROISD incorporates multiple and diverse criteria in the assessment process. These criteria include both quantitative (measured) and qualitative (descriptive) measures.

Upon nomination/referral, the campus will begin the assessment process which may include:

- Request for completion of Parent Observation Checklist and Permission to Test forms
- Request for completion of the rating scale
- Collection of existing student data, which includes but is not limited to:
 - grades and/or classroom products
 - prior GT screening data
 - standardized assessment data
 - other observations or information from planned experiences
- Use of assessment tools to collect quantitative student data on aptitude and achievement

Elementary Testing Criteria

Nationally Normed Standardized Tests

- **CogAT** (cognitive Abilities Test) - The CogAT measures students' learned reasoning capabilities. CogAT includes three reading batteries - verbal, quantitative, and non-verbal.
- **SIGS** (Scales for Identifying Gifted Students) - The SIGS is a norm-referenced rating scale designed to assist in identification of gifted students. It assesses seven areas - general intellectual ability, language, math, science, social studies, creativity, and leadership. Each of these areas are assessed at home and at school.

Anecdotal Information

- Grades - Grades can be considered by the placement committee, however, high grades do not guarantee a student's placement nor do low grades eliminate a student from consideration. Grades are a measure of how well a student is performing on grade level tasks and may or may not indicate a student's giftedness.

- STAAR Scores - Although STAAR scores may be included in anecdotal evidence, the state test is not an appropriate measure for GT identification. STAAR is a criterion-referenced test designed to assess the degree to which the state's curriculum has been mastered by a student. STAAR does not assess knowledge and skills which are considered above grade level.

GT Selection Committee

Decisions regarding placement of students in the GT Program are made by a GT Selection Committee. This committee is appointed at each campus, and includes at a minimum three district or campus educators who have received training in the nature and needs of gifted/talented students. The committee meets and reviews individual student data using an anonymous coding system throughout the year as needed following assessment procedures. The committee may request the collection of additional data beyond the data collected during screening in order to make the most appropriate placement recommendation. Parents are notified by letter regarding the Selection Committee's recommendation. Parent permission is required to begin services.

Transfer Students

Placement in the GT program is consistent throughout the district. Transfers from within the district are automatically placed in the program. Students new to the district and not in a GT program will be referred on the same basis as other students within the district and with the same identification procedures. Students new to the district who have been in a GT program in another district must meet Red Oak ISD identification criteria in order to be placed, which may vary from the criteria used in another school district. Assessment data from another district may be utilized if the test(s) administered are comparable to those used in ROISD for GT identification and if the data is less than two years old.

Furloughs

A furlough is defined as a leave of absence from program services. The District may place any student on furlough who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the GT Program. A furlough may be initiated by the student, parent(s), teacher(s), counselor(s), or administrator(s). The intent of a furlough is for temporary reasons only. Furloughs may not be granted for more than one grading period unless there are serious extenuating circumstances, in which case the furlough application must be approved by the Executive Director of Curriculum and Instruction or designee. At the end of a furlough, the student may re-enter the program, be placed on another furlough, or be exited from the program.

Exiting the Program

Every effort is made to ensure that students are accurately evaluated and correctly placed in the GT Program. Once the student is placed in the GT Program, efforts are made to meet needs at his/her level of achievement. However, if it becomes evident that the program is no longer the appropriate placement for the student, exit procedures may be initiated by the student, parent(s), teacher(s), counselor(s), or administrator(s).

A request to exit the program must be made in writing to the campus GT Selection Committee stating the reasons for the request. The GT Selection Committee will review the request and the available student information. If the request was initiated by the parent or student, the Committee shall meet with the parent and student before considering the request. The Committee may determine that student progress should be monitored closely for a period of time, or possibly that the student should be placed on furlough. If the Committee determines that it is in the best interests of the student and his/her educational needs, the Committee may exit the student from the program.

Program Re-Entry

Students who exit the GT Program may re-enter the Program, but must re-qualify according to district criteria. Test scores must be current and may not be used if more than two years old. Campuses will follow the same procedures as for any student referred for the first time.

Appeals and/or Reassessment

A parent or student may appeal any final decision of the GT Selection Committee regarding selection for, furlough from, or exit from the GT Program. It is strongly advised that prior to appealing, a conference is held with campus staff to understand the reason(s) for the Committee decision, and/or to review the student's assessment results. The campus will not perform routine re-assessments.

If a parent/guardian believes there are valid reasons for reconsideration of a GT Selection Committee decision, he/she must submit a written letter stating the reasons for the request. This written request must be submitted no later than two weeks (ten business days) after receiving communication regarding the decision. Upon appeal, the GT Selection Committee will review the student's available data and make decisions about whether additional assessment or data collection is needed to re-evaluate the decision.

Description of GT Program Services

The Gifted and Talented Program provides differentiated curriculum opportunities including both enrichment and acceleration for students in grades K-12. Thinking strategies play an active role in GT classrooms, providing students with appropriate challenges and in-depth understanding. Students learn to work together as a group, to work with other students, and to work independently. Experiences in-school as well as out-of-school are available to students to encourage growth in areas of strength as well as the development of advanced-level products and performances.

Teacher Training Requirements

Teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development including, but not limited to nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. They also complete six hours annually of additional professional development in gifted education.

Program Organization

- **Elementary Program:** In addition to the homeroom classroom teachers meeting training requirements described above, GT students in grades 1-5 also take part in a **pull-out program**. They are served at least once per week by a **GT specialist teacher** who has had training in all aspects of gifted education. Curriculum units used are interdisciplinary, based on broad themes, and incorporate higher level thinking strategies into the core content. GT teachers also work closely with regular classroom teachers so that, along with the pull-out program, gifted students may experience challenging learning opportunities in their regular classroom.
- **Middle School Program:** **GT students in grades 6-8 may participate in Pre-AP as well as GT-specific sections of certain subject areas**, depending upon the student's unique needs and area(s) of giftedness. Pre-AP courses are fast-paced and rigorous, and are designed to challenge students and accelerate through the curriculum in some cases. Interdisciplinary projects are incorporated into the student's learning and are facilitated through a specified content area teacher.
- **High School Program:** GT students in grades 9-12 have the opportunity to explore rigorous coursework through **Pre-Advanced Placement (Pre-AP)**, **Advanced Placement (AP)**, or Dual Credit (DC) courses. In addition, students may choose to undertake an Independent Study course in an area of interest with mentorship and advising.

Texas Performance Standards Projects

The Texas Performance Standards Project (TPSP) is a resource for differentiated instruction developed by educator committees in conjunction with the Texas Education Agency. At each grade level, the TPSP provides guidelines for independent learning experiences and research projects that are adaptable and based upon the Texas Essential Knowledge and Skills (TEKS) in the foundation content areas. Red Oak ISD often utilizes these resources for challenging, individualized interdisciplinary projects that are tied to the grade-level foundation curriculum.

Parental Involvement

ROISD recognizes the importance of parental involvement and collaboration in the design and delivery of GT Program services. A **district GT Advisory Committee (GTAC)** is organized to provide parent/community support for the program, and also to provide input for program improvement. The GTAC is comprised of a variety of stakeholders, and may include parents, students, teachers, counselors, and administrators. Meetings will be held twice per year with additional meetings as needed.

Program Evaluation

Evaluation of the ROISD GT Program will take place each year. ROISD staff and community members may provide input. GT-specific information from Student and Community Engagement surveys will also be used in the evaluation process.

Resources

Useful Websites:

[ROISD School Board Policy](#)

[Texas Education Agency Gifted and Talented Website](#)

[Texas State Plan for the Education of Gifted/Talented Students Website](#) (scroll down the page)

[Texas Performance Standards Project Website](#)

[Texas Association for the Gifted and Talented Website](#)

[Duke Talent Identification Program Website](#)

[Northwestern University Center for Talent Development Website](#)

For Questions or Comments, please contact:

Campus GT Teacher

Campus Counselor

Campus Principal

AUDIENCE PARTICIPATION SIGN-UP SHEET

Any person wishing to address the Board about a topic related to District business during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

1. Each participant will be limited to two (2) minutes to make comments to the Board.
2. Under the Texas Open Meetings Act, the Board is not permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.
3. The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns. Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. For further information on those policies, please contact Kevin Freels, Assistant Superintendent of District Operations, for student issues, and Michelle Ailara, Assistant Superintendent of Human Resources, for employee issues at 972-617-2941. If the subject of your comment involves a pending grievance, please continue to seek resolution through the grievance process and address the Board only at the appropriate stage of that process.
4. Under the Texas Open Meetings Act, the Board may exercise its authority to discuss certain subject matters in closed session, including matters involving individual District staff members and individual students. If your comment concerns one of these subjects, please address your concern through the complaint policies described above.
5. Finally, please be aware that rules of decorum will be enforced during the public comment period. Personal attacks, name-calling, and rude or slanderous remarks will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Please fill in the information requested below if you wish to address the Board during the public comment period:

Name _____

Address _____

ROISD Campus Your Child(ren) attends _____

School District of Residence _____ Telephone _____

Topic/ Agenda Item _____

**MINUTES OF THE
SCHOOL BOARD REGULAR MEETING
RED OAK INDEPENDENT SCHOOL DISTRICT
Monday, November 16, 2020**

A Regular Meeting of the Board of Trustees of Red Oak ISD was held Monday, November 16, 2020, beginning at 7:00 p.m. at the Education Service Center located at 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER

The Regular Meeting of the School Board was called to order by John Anderson, President of the School Board, at 7:00 p.m.

The Red Oak ISD School Board met at the Red Oak ISD Education Service Center and the presiding officer, John Anderson, noted that a quorum of Board Members was present; that the meeting was duly called; and that notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.00.

The following Board members were present: John Anderson, President; Melanie Petersen, Vice-President; Penny Story, Secretary; Johnny Knight; Michelle Porter; Brian Sebring; and Dr. Joy Shaw.

The following Board members were absent: None.

2. INVOCATION

Mr. Sebring led the invocation.

3. PLEDGES OF ALLEGIANCE

Mr. Anderson led the Pledges of Allegiance to the American and Texas flags.

4. ACTION ITEMS

- A. Canvass November 3, 2020 Red Oak Independent School District Board of Trustees Election
Presenter: John Anderson, Board President

Canvassing of the November 3, 2020 Board of Trustees General and Special Elections was conducted. Mr. Anderson read the Summary of Precinct Returns with Ms. Petersen confirming with the Ellis County Elections Administrator's Election Results as follows: Place 3: John Anderson – 11,779 votes; Place 4: Johnny Knight – 11,665 votes; Place 5: Clifford Wherley – 3,156 votes, Penny Story – 5,322 votes, Sean Kelly – 3,403; Place 6 (Unexpired One-Year Term): Donna Reiszner – 2,962 votes, Michelle Porter – 4,653 votes, Sherelle Shaw – 2,617 votes, and Margo L. Spencer – 1,236 votes. Mr. Anderson read into the record the Canvass of General and Special Election declaring John Anderson as elected to Place 3; Johnny Knight as

elected to Place 4; Penny Story as elected to Place 5 and Michelle Porter as elected to Place 6.

Ms. Petersen made the motion that the Board approve the canvassing of the Election Returns for the Board of Trustee Election held on November 3, 2020 as presented by Mr. Anderson, and declare John Anderson, Place 3; Johnny Knight, Place 4; Penny Story, Place 5; and Michelle Porter, Place 6; duly elected School Board members. Mr. Sebring seconded the motion. The motion passed 7 - 0.

5. NON-ACTION ITEM

- A. Issuance of Certificates of Election
Presenter: John Anderson, Board President

Mr. Anderson read the Certificates of Election of John Anderson, Johnny Knight, Penny Story, and Michelle Porter as Red Oak I.S.D. School Board Trustees.

- B. Statement of Elected Board Members and Swearing In of Newly Elected Board Members - Oath of Office of Elected Board Members
Presenter: John President, Board President

Debbie Temple, Notary Public, administered the Statement of Elected Officer and Oath of Office to John Anderson, Johnny Knight, Penny Story, and Michelle Porter.

6. ACTION ITEMS

- A. Election of Red Oak Independent School District School Board Officers for 2020-2021
Presenter: John Anderson, Board President

1. President

John Anderson was nominated for President by Mr. Sebring and seconded by Mr. Knight. There were no further nominations and Mr. Anderson was elected unanimously as President by a vote of 7 – 0.

2. Vice President

Melanie Petersen was nominated for Vice President by Mr. Sebring and seconded by Ms. Story. There were no further nominations and Ms. Petersen was elected as Vice President by a vote of 7 – 0.

3. Secretary

Penny Story was nominated for Secretary by Mr. Sebring and seconded by Mr. Knight. There were no further nominations and Ms. Story was elected as Secretary by a vote of 7 – 0.

- B. Consideration and Approval of the District of Innovation Petition
Presenter: Scott Rogers, Executive Director of Curriculum and Instruction and Shondra Jones, Director of School and Family Services

Mr. Knight made a motion to approve the District of Innovation Plan Petition as presented. Mr. Sebring seconded the motion. The motion passed 7 – 0.

7. OPEN FORUM - PUBLIC HEARING

- A. Public Hearing - Discussion of District of Innovation Plan
Presenter: Scott Rogers, Executive Director of Curriculum and Instruction

Scott Rogers, Executive Director of Curriculum and Instruction gave a presentation regarding Red Oak ISD’s District of Innovation Plan. He explained what it involves and how it benefits our District allowing flexibility in certain areas. He discussed the steps in the process. The Plan will be presented to the Board for approval in April.

- B. Public Hearing - Financial Integrity Rating System of Texas (F.I.R.S.T.) Report for the 2018-2019 School Year
Presenter: Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer

A public hearing was conducted by Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer on the F.I.R.S.T. Report for the 2018-2019 School Year. The presentation indicated we received a Schools F.I.R.S.T. rating of “Superior,” the highest level available. Disclosures were discussed which included Superintendent’s Contract; Reimbursements Received by the Superintendent and Board Members; Compensation and/or Fees Received by the Superintendent for Outside Consulting; Gifts Received by Administrators and Board Members in Excess of \$250; and Business Transactions Between Board Members and District. There were no questions from the Public.

8. SUPERINTENDENT'S REPORT

- A. Construction Report
Presenter: Kevin Freels, Assistant Superintendent of District Operations

Mr. Freels gave an update on the progress of the Ag Project Center, which is 95% complete.

- B. District Update
Presenter: Brenda Sanford, Superintendent

Mrs. Sanford presented a District Update to the Board. She shared upcoming events and competitions. She also recognized FFA Members, ROHS Art students, Donna Knight for working with the North Texas Food Bank and distributing food to our community and Dr. Johnston and the Business Office for receiving the TASBO Merit Award. Mrs. Sanford also updated the Board that the District should be receiving

part of the technology devices that were ordered and they should be received by the end of the year.

Mrs. Sanford also gave a COVID update. Mrs. Sanford asked directors and cabinet members to speak on how quickly we could convert to virtual if the need arose and how it would affect our students and staff.

9. NON-ACTION ITEMS

- A. Board of Trustees Standard Operating Procedures Manual
Presenter: John Anderson, Board President

Mr. Anderson asked the Board to read over the manual and a Workshop will be planned to make updates.

10. OPEN FORUM

No one spoke in Open Forum.

11. ACTION ITEMS

- A. Consent Agenda
1. Minutes from School Board Regular Meeting on October 19, 2020
2. Payment of Current Bills Over \$50,000
3. Interlocal Cooperation Contract with Ellis County

Ms. Petersen made a motion to approve the Consent Agenda as presented. Mr. Knight seconded the motion. The motion passed 7 – 0.

- B. Consideration and Approval of the District of Innovation Process and Innovation Plan Committee
Presenter: Scott Rogers, Executive Director of Curriculum and Instruction and Shondra Jones, Director of School and Family Services

Mr. Sebring made a motion that the Board approve the District Advisory Committee's recommendation to renew the District of Innovation Process and appoint the District Advisory Committee as the Innovation Plan Committee as presented. Ms. Petersen seconded the motion. The motion passed 7 – 0.

- C. Consideration and Approval of the City of Red Oak Permanent Right-of-Way
Presenter: Kevin Freels, Assistant Superintendent of District Operations

Ms. Petersen made a motion to approve the assignment of permanent right-of-way from the property at 109 West Red Oak Road, Red Oak, Texas, to the City of Red Oak and grant the Superintendent and/or designee authority to complete negotiations and sign appropriate documents. Mr. Knight seconded the motion. The motion passed 7 – 0.

12. INFORMATION ITEMS

- A. Athletic Report
- B. Bilingual / ESL Program Evaluation
- C. Campus Reports
 - 1. Eastridge Elementary School
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 - 3. Russell P. Schupmann Elementary School
 - 4. Donald T. Shields Elementary School
 - 5. H. A. Wooden Elementary School
 - 6. Red Oak Middle School
 - 7. Red Oak High School
 - 8. Little Hawks Learning Center
- D. Enrollment Report
- E. Finance Report
- F. Fine Arts Report

13. CLOSED SESSION

The Board convened into Closed Session at 8:53 p.m.

- A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.
- B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.
- C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.
- D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
 - 1. Personnel Matters
- E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.
- F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
- G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.
- H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.
- I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.
- J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.

14. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED

The Board reconvened back into Open Session at 10:28 p.m.

Ms. Petersen made a motion that the Board approve personnel recommendations as presented in Closed Session. Mr. Knight seconded the motion. Motion passed 7 – 0.

15. ADJOURNMENT

As there was no further business or action to be taken, the meeting adjourned at 10:29 p.m.

John Anderson, Board President

Penny Story, Board Secretary

Presented for:

Board Action X Report/Review Only _____

Supporting documents:

None _____ Attached X Provided Later _____

Contact Person:

Teresa Simpson, CPA, Director of Accounting

Background Information:

The legal basis for budget development in Texas school districts is established in Sections 44.002 through 44.006 of the Texas Education Code. The Texas Education Code requires Board approval of the budget for the General Operating, Debt Service, and Food Service Funds. Board Policy CE (Local) provides that the Board shall amend the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources. The attached amendments insure compliance with state and local requirements.

Reallocated Operating Budget (General Fund 199) (No impact to net budget)

<u>Description</u>	<u>Function</u>	<u>Amount</u>
Budget Reallocation:		
	11 - Instruction	(176,830)
	12 – Instructional Resources and Media Services	3,000
	13 – Curriculum and Instructional Staff Develop.	(1,000)
	23 – School Leadership	(450)
	32 – Social Work Services	18,000
	36 – Cocurricular/Extracurricular Activities	157,280
	41 – General Administration	25,000
	51 – Plant Maintenance and Operations	<u>(25,000)</u>
	Net Changes to Expenditures	\$ 0

Fiscal Implications:

There are no net fiscal implications.

Considerations:

These General Fund amendments are transfers between functions due to account code changes and department requirements.

Recommendation:

The Administration recommends that the Board approve and ratify the amendments to the 2020-2021 budgets as presented.

**Red Oak Independent School District
General Operating Budget
Amended Budget as of 11/30/20**

	Operating Revised Budget	Amendments Increase/ (Decrease)	Proposed Amended Budget
Revenues:			
Local, Intermediate, Other	\$ 2,298,948		\$ 2,298,948
Property Taxes, Current Year	21,398,866		21,398,866
State Program Revenues	38,173,562		38,173,562
Federal Program Revenues	950,000		950,000
Total Revenues	\$ 62,821,376	\$ -	\$ 62,821,376
Expenditures			
Instruction	\$ 31,569,702	\$ (176,830)	\$ 31,392,872
Instructional Resources and Media Services	886,065	3,000	889,065
Curriculum and Instructional Staff Development	1,583,564	(1,000)	1,582,564
Instructional Leadership	838,392		838,392
School Leadership	3,460,137	(450)	3,459,687
Guidance, Counseling and Evaluation Services	2,552,797		2,552,797
Social Work Services	102,820	18,000	120,820
Health Services	738,027		738,027
Student Transportation	3,014,290		3,014,290
Cocurricular/Extracurricular Activities	2,285,182	157,280	2,442,462
General Administration	2,678,885	25,000	2,703,885
Plant Maintenance and Operations	6,961,516	(25,000)	6,936,516
Security and Monitoring Services	1,162,999		1,162,999
Data Processing Services	1,503,028		1,503,028
Community Services	1,938,972		1,938,972
Debt Service	475,000		475,000
Facilities Acquisition and Construction	850,000		850,000
Other Intergovernmental Charges	220,000		220,000
Total Expenditures	\$ 62,821,376	\$ -	\$ 62,821,376
Other Sources (Uses)			
Other Sources	-		-
Excess (Deficiency) of Revenues Over Expenditures	\$ -	\$ -	\$ -

HB 3 Board Goals

Presented for:

Board Action _____X_____ Report/Review Only _____

Supporting documents:

None _____ Attached _____X_____ Provided Later _____

Contact Person:

Lynn Dockery, Director of Curriculum & Instruction

Lisa Menton, Director of CTE

Background Information:

House Bill 3 amends Texas Education code (TEC) to add Sec 11.185 and 11.186 to include plans that target early childhood literacy and math proficiency and college, career and military readiness (CCMR). School Boards are required to adopt plans in CCMR, early childhood literacy and math.

Fiscal Implications: None

Administrative Recommendation:

The ROISD Executive Director of Curriculum and Instruction recommends adoption of the HB 3 goals as presented by staff. The goals are the result of an analysis between C&I staff and ROISD campus principals which includes converting K-2 metrics to align with 3rd grade STAAR. This is the first time that these goals have been calculated and goal progress will be evaluated using a performance management cycle.

HB3 Implementation: Early Childhood and CCMR Board- Adopted Goals



Purpose of HB3 Goals



Adopted September 19, 2019 by TEA based on School Finance Committee Proposal:

To support Texas Education Code (TEC), Sections 11.185 and 11.186 by establishing:

- ★ Two key checkpoints along the public Pre-K through 12th grade educational continuum at TEA's "Meets" standard.
- ★ Sixty percent of all students meeting the state's "Meets" standard at third-grade reading and math.
- ★ 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.

60x30TX
30
60 percent of "Generation Texas" will have a postsecondary credential or degree by 2030

Plan Requirements



Early childhood plans are required to include:

- Annual goals for aggregate student growth on 3rd grade math and reading STAAR
- Annual targets for students in each group evaluated under closing the gaps domain
- Targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs
- Annual targets that may be set for students in bilingual or ESL programs

College, career, and military readiness plans are required to include:

- Annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain; and
- Annual targets for students in each group evaluated under closing the gaps domain

Progress Monitoring



- Plans for each campus are aligned to the board outcome goals and progress measures (recommended)
- Campus plans are predictive of the board outcome goals and progress measures (recommended)
- Plans and goals should be influenceable by the superintendent (recommended)
- Establish and adopt a monitoring calendar and a multi-year schedule that describes the months during which interim updates on goals and plan progress measures are reported to the board (recommended)
- School boards must review the progress of each plan at least annually at a public meeting

CCMR Goal



CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 67% to 80% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
67%	70%	73%	77%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	62%	63%	75%	-	-	-	70%	80%	59%	-	57%	-	-
2021	66%	67%	76%	-	-	-	72%	80%	64%	-	62%	-	-
2022	70%	71%	77%	-	-	- ³³	74%	80%	69%	-	68%	-	-
2023	75%	75%	78%	-	-	-	77%	80%	74%	-	74%	-	-
2024	80%	80%	80%	-	-	-	80%	80%	80%	-	80%	-	-

CCMR District/Campus Progress Measures

CCMR Progress Measure 1

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for Economically Disadvantaged students will increase from 89% to 94% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
89%	90%	91%	92%	94%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	23%	42%	30%	-	-	-	1%	37%	-	38%	20%	-	-
2021	24%	43%	31%	-	-	-	2%	38%	-	39%	21%	-	-
2022	25%	44%	32%	-	-	-	3%	39%	-	40%	22%	-	-
2023	26%	45%	33%	-	-	-	4%	40%	-	41%	23%	-	-
2024	28%	47%	35%	-	-	-	5%	41%	-	43%	24%	-	-

CCMR Progress Measure 2

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for Non-Economically Disadvantaged Students will increase from 76% to 94% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
76%	80%	84%	89%	94%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	17%	20%	60%	-	1%	-	1%	13%	-	-	1%	-	-
2021	21%	24%	64%	-	5%	-	5%	17%	-	-	5%	-	-
2022	25%	28%	68%	-	9%	-	9%	21%	-	-	9%	-	-
2023	30%	33%	73%	-	14%	-	14%	26%	-	-	14%	-	-
2024	35%	38%	78%	-	19%	-	19%	31%	-	-	19%	-	-

CCMR Progress Measure 3

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for Special Populations students will increase from 19% to 30% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
19%	21%	24%	27%	30%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	30%	24%	45%	-	-	-	-	-	-	-	30%	-	-
2021	31%	25%	46%	-	-	-	-	-	-	-	31%	-	-
2022	32%	26%	47%	-	-	-	-	-	-	-	32%	-	-
2023	34%	28%	49%	-	-	-	-	-	-	-	34%	-	-
2024	36%	30%	51%	-	-	-	-	-	-	-	36%	-	-



EC Literacy Goal



Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	46%	48%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	40%	37%	50%	-	-	-	57%	31%	35%	33%	28%	41%	45%
2021	42%	39%	52%	-	-	-	58%	33%	37%	35%	30%	43%	47%
2022	45%	42%	55%	-	-	- 35	60%	37%	41%	39%	34%	46%	50%
2023	49%	46%	59%	-	-	-	62%	40%	45%	43%	37%	49%	52%
2024	53%	50%	62%	-	-	-	64%	45%	50%	48%	41%	52%	55%

EC Literacy District Progress Measures

Early Childhood Literacy Progress Measure 1

Using the CIRCLE assessment, the percent of PreK students that score on grade level or above in Reading will increase from 75% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
75%	77%	79%	81%	84%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	0%	72%	0%	-	-	-	-	-	76%	-	79%	-	-
2021	10%	74%	10%	-	-	-	-	-	78%	-	81%	-	-
2022	20%	76%	20%	-	-	-	-	-	80%	-	83%	-	-
2023	30%	78%	30%	-	-	-	-	-	82%	-	84%	-	-
2024	40%	80%	40%	-	-	-	-	-	84%	-	86%	-	-

Early Childhood Literacy Progress Measure 2

Using the TPRI assessment, the percent of K students that score on grade level or above in Reading will increase from 84% to 87% for English and 94% to 98% for Spanish by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
*English - 83%	84%	85%	86%	87%
Spanish - 94%	95%	96%	97%	98%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	78%	*79%/94%	91%	100%	80%	100%	100%	57%	79%	-	72%	-	-
2021	80%	*80%/95%	92%	100%	82%	100%	100%	58%	80%	-	73%	-	-
2022	82%	*82%/96%	93%	100%	84%	100%	100%	59%	81%	-	74%	-	-
2023	84%	*84%/97%	94%	100%	86%	100%	100%	61%	83%	-	76%	-	-
2024	86%	*86%/98%	95%	100%	88%	100%	100%	63%	85%	-	78%	-	-

Early Childhood Math Progress Measure 3

Using the MAP and STAAR assessment, the percent of 1st grade students that score on grade level or above in math will increase from 48% to 54% on MAP; the percent of 2nd grade students that score on grade level or above in math will increase from 50% to 56% on MAP; the percent of 3rd grade students that score on grade level or above in math will increase from 44% to 50% on STAAR by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
1st - 47%	48%	50%	52%	54%
2nd - 49%	50%	52%	54%	56%
*3rd - 42%	44%	46%	48%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	36	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	45%	44%	53%	-	53%	-	60%	25%	42%	-	39%	-	-
2021	46%	45%	54%	-	54%	-	61%	26%	43%	-	40%	-	-
2022	48%	47%	56%	-	56%	-	62%	27%	45%	-	42%	-	-
2023	50%	49%	58%	-	58%	-	63%	28%	47%	-	44%	-	-
2024	52%	51%	60%	-	60%	-	64%	30%	49%	-	46%	-	-



EC Math Goal



Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 52% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	46%	48%	50%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	35%	36%	52%	-	-	-	57%	10%	35%	33%	31%	43%	48%
2021	38%	39%	55%	-	-	-	59%	16%	37%	35%	33%	45%	50%
2022	42%	43%	59%	-	-	-	61%	22%	41%	39%	37%	47%	52%
2023	46%	47%	62%	-	-	-37	63%	28%	45%	43%	41%	51%	55%
2024	50%	51%	65%	-	-	-	65%	35%	50%	48%	46%	53%	58%

EC Math District Progress Measures

Early Childhood Math Progress Measure 1

Using CIRCLE measure, the percent of PreK students that score on grade level or above in math will increase from 90% to 94% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
90%	91%	92%	93%	94%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	0%	87%	100%	-	-	-	-	-	91%	-	0%	-	-
2021	10%	88%	100%	-	-	-	-	-	92%	-	10%	-	-
2022	20%	89%	100%	-	-	-	-	-	93%	-	20%	-	-
2023	30%	90%	100%	-	-	-	-	-	94%	-	30%	-	-
2024	40%	91%	100%	-	-	-	-	-	95%	-	40%	-	-

Early Childhood Math Progress Measure 2

Using the MAP assessment, the percent of K students that score on grade level or above in math will increase from 47% to 55% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
47%	49%	51%	53%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	44%	42%	54%	-	34%	-	48%	21%	40%	-	39%	-	-
2021	46%	44%	56%	-	38%	-	50%	23%	42%	-	41%	-	-
2022	48%	46%	58%	-	42%	-	52%	25%	44%	-	43%	-	-
2023	50%	48%	60%	-	46%	-	54%	27%	46%	-	46%	-	-
2024	52%	50%	62%	-	48%	-	56%	29%	48%	-	49%	-	-

Early Childhood Math Progress Measure 3

Using the MAP and STAAR assessment, the percent of 1st grade students that score on grade level or above in math will increase from 48% to 54% on MAP; the percent of 2nd grade students that score on grade level or above in math will increase from 50% to 56% on MAP; the percent of 3rd grade students that score on grade level or above in math will increase from 44% to 50% on STAAR by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
1st - 47%	48%	50%	52%	54%
2nd - 49%	50%	52%	54%	56%
*3rd - 42%	44%	46%	48%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	45%	44%	53%	-	53%	-	60%	25%	42%	-	39%	-	-
2021	46%	45%	54%	-	54%	-	61%	26%	43%	-	40%	-	-
2022	48%	47%	56%	-	56%	-	62%	27%	45%	-	42%	-	-
2023	50%	49%	58%	-	58%	-	63%	28%	47%	-	44%	-	-
2024	52%	51%	60%	-	60%	-	64%	30%	49%	-	46%	-	-



Resolution of Candidate Nominations for the Ellis Appraisal District Board of Directors
Vacancy

Presented for:

Board Action X

Report/Review Only

Supporting documents:

None

Attached X

Provided Later

Contact Person:

Brenda Sanford, Superintendent

Background Information:

Each taxing unit in Ellis County is entitled to nominate by Resolution adopted by its governing body one (1) candidate for each vacancy to be filled on the Board of Directors for Ellis Appraisal District. The Resolution is attached due to the vacancy created by the resignation of Joe Pitts, Ed.D.

Fiscal Implications:

None.

Administrative Recommendation:

Consensus of the Board.

TAXING UNIT: Red Oak Independent School District

RESOLUTION OF **CANDIDATE NOMINATION** FOR THE ELLIS APPRAISAL DISTRICT BOARD OF DIRECTORS **VACANCY** FOR THE YEAR 2021

WHEREAS, Section 6.03 (1) of the Texas Property Tax Code, requires that each taxing unit entitled to vote may nominate by Resolution one candidate to fill the vacancy and submit those nominations to the Chief Appraiser of the Ellis Appraisal District by Monday, January 18th, 2021.

THEREFORE, the Red Oak Independent School District submits the following nomination for the vacancy on the Board of Directors of the Ellis Appraisal District for 2021:

ACTION TAKEN this 14th day of December, 2020, in Regular Open Session of the governing body of the above-mentioned taxing unit; as authorized under Section 6.03 of the Texas Property Tax Code, for the purpose of nominating candidates to the Board of Directors of the Ellis Appraisal District.

Board President

ATTEST:

Board Secretary

From: [Kathy Rodrigue](#)
To: [Alice Compton \(E-mail\)](#); [Beverly Nichols \(gareyb@hotmail.com\)](#); [Johnston, Bill](#); [Bonny Cain \(bcain@wisd.org\)](#); [Temple, Debbie](#); [Cathy Taylor \(crtaylor@ferrisd.org\)](#); [ccochrane@palmer-isd.org](#); [Deanna Harrington \(deanna.harrington@frostisd.org\)](#); [Don Clingenpeel \(dclingenpeel@italyisd.org\)](#); [Dusty Autrey \(dautrey@wisd.org\)](#); [James Hartman \(jhartman01@ferrisd.org\)](#); [James Norris](#); [Jay Tullos \(jay.tullos@ennis.k12.tx.us\)](#); [Joann Dahl \(jdahl@milfordisd.org\)](#); [Judy Walling](#); [Kay Lynn Day - Midlothian ISD \(kaylynn_day@misd.gs\)](#); [Kevin Noack \(kevin.noack@palmer-isd.org\)](#); [Khristopher Marshall \(kmarshall@avalonisd.net\)](#); [Lacy McCarty \(lmccarty@palmer-isd.org\)](#); [Lane Ledbetter](#); [Lisa Fincher \(lisa.fincher@ennis.k12.tx.us\)](#); [Matt Sanders \(matt_sanders@misd.gs\)](#); [Melissa Gonzales \(mgonzalez@italyisd.org\)](#); [Mickie Jackson \(mickie.jackson@frostisd.org\)](#); [Pam Wilson \(pwilson@maypearlisd.org\)](#); [Ritchie Bowling \(rbowling@maypearlisd.org\)](#); [Ryan Kahlden \(rkahlden@wisd.org\)](#); [Sanford, Brenda](#); [Temple, Debbie](#); [Theda McGrew](#); [Vernon Orndorff - Milford Independent School District \(vorndorff@milfordisd.org\)](#); [William Wooten \(wwooten@ferrisd.org\)](#); [abaran@ci.palmer.tx.us](#); [alberto.mares@co.ellis.tx.us](#); [Amber Cunningham \(acunningham@italycityhall.org\)](#); [Andy Wolfe \(awolfe@cityofvenus.org\)](#); [Angie Juenemann \(ajuennemann@ennistx.gov\)](#); [Angie Wade \(awade@ennistx.gov\)](#); [Ann Honza](#); [Becky Brooks \(bbrooks@GPTX.org\)](#); [Belinda Wadsworth](#); [Ben Nibarger](#); [Benton, Jim](#); [Berg, Belinda](#); [Bobby LaBorde \(bobbylaborde@ferristexas.gov\)](#); [Brady Olsen \(bolsen@GPTX.org\)](#); [Brandi Brown \(brandi.brown@glennheightstx.gov\)](#); [Brooks Williams \(brookswilliams@ferristexas.gov\)](#); [Callie Green \(calliegreen@ferristexas.gov\)](#); [Carlos Phoenix \(carlos.phoenix@cityofmilfordtx.com\)](#); [Cartwright, Lori](#); [Cheryl Estes \(cestes@cityofvenus.org\)](#); [Chris Dick \(Chris.Dick@midlothian.tx.us\)](#); [cityofbardwell@yahoo.com](#); [cityofgarrett@sbcglobal.net](#); [Clyde Melick](#); [Dana Argumaniz](#); [David Cook \(david.cook@mansfieldtexas.gov\)](#); ["David Hall"](#); [David Willard - City of Ennis \(david.willard@ennistx.gov\)](#); [Dickerson, Alan](#); [EC ESD #2 \(Manning, Tom\)](#); [Ellis County \(cheryl.chambers@co.ellis.tx.us\)](#); [Gail Turner \(gturner@waxahachie.com\)](#); [Gloria Platt \(gplatt@redoaktx.org\)](#); [Greg Porter \(greg.porter@cedarhilltx.com\)](#); [janet.martin@co.ellis.tx.us](#); [Jeannie Evans - City of Maypearl \(citysecretary@cityofmaypearl.org\)](#); [Jimmie Mc Clure \(j.mcclure@sbcglobal.net\)](#); [Joann Mathers \(joann.mathers@cityofmaypearl.org\)](#); [Joe Smolinski \(joe.smolinski@mansfieldtexas.gov\)](#); [John Bridges](#); [John R. Dean Jr \(jdean@cityofovilla.org\)](#); [Jonathan Phillips](#); [Judy Braddock \(adminassist@cityofgarrett.com\)](#); [K. W. Winkles \(kwinkles@co.ellis.tx.us\)](#); [Kenny Caldwell \(inavelma@swbell.net\)](#); [Kevin Strength \(kstrength@waxahachie.com\)](#); [Komisarz, Joe](#); [Kyle Butler \(kyle.butler@co.ellis.tx.us\)](#); [Lane Grayson \(lane.grayson@co.ellis.tx.us\)](#); [Leon Payton Tate - City of Glenn Heights \(mayor@glennheightstx.gov\)](#); [Linda Blazek - City of Alma \(linda@cityofalmatx.gov\)](#); [Linda Harding](#); [Mark Stanfill \(mstanfill@redoaktx.org\)](#); [Marty Nelson \(mnelson@ennistx.gov\)](#); [Matt Newsom \(mayor@cityofgarrett.com\)](#); [mayor@pecanhill.com](#); [mscott@waxahachie.com](#); [Pam Woodall](#); [Patsy Patten \(ppatten@cityofvenus.org\)](#); [Paul Perry - Ellis County \(pct3@co.ellis.tx.us\)](#); [peter.phillis@mansfieldtexas.gov](#); [Phillip Conner](#); [Randy Stinson \(randy.stinson@co.ellis.tx.us\)](#); [Richard Dormier \(mayordormier@cityofovilla.org\)](#); [Ron Jensen \(MayorRonJensen@gptx.org\)](#); [Ronda Quintana \(rquintana@oakleafetexas.org\)](#); [Sally Stephens \(sally.stephens@dallascounty.org\)](#); [sbarnes@ennistx.gov](#); [Shawn Holden \(sholden@italycityhall.org\)](#); [Sheila Campbell \(sheila.campbell@dallascounty.org\)](#); [Shelley Martinez \(citysec@pecanhill.com\)](#); [Stephen Mason \(stephen.mason@cedarhilltx.com\)](#); [suzanne.mckenrick@midlothian.tx.us](#); [tammy.varner@midlothian.tx.us](#); [Tim McRoberts](#); [Todd Fuller \(tfuller@redoaktx.org\)](#); [Todd Little - Ellis County \(countyjudge@co.ellis.tx.us\)](#); [Tom Hart \(thart@gptx.org\)](#); [Tommy Scott \(TommyScott@FerrisTexas.gov\)](#); [Tustison, Chad](#); [Alfred Lemon \(alfredilemon@yahoo.com\)](#); [Allen Lane \(allen.lane1953@gmail.com\)](#); [allen.dejonge@infinityservicesllc.com](#); [Allison Adams \(aadams@crawlax.net\)](#); [Andy Mulvany \(amulvany@maypearlfire.com\)](#); [Brian Henson \(esd4-sectres@ecsd4.org\)](#); [Charles McCormack](#); [Danny Long \(danny_long@sbcglobal.net\)](#); [EC ESD #3 \(Italy\) \(Cate, Jackie\)](#); [Gary Sportsman](#); [Jim Morrison \(jim.morrison@aircanopy.net\)](#); [kelli@carltonlawaustin.com](#); [Kenny Caldwell \(kennycaldwell@chisholmre.com\)](#); [Kevin Mason \(kdmason@sbcglobal.net\)](#); [mcroon@johnsonpetrov.com](#); [Michelle Guerrero \(mguerrero@bli-tax.com\)](#); [Mike Greenlee \(harley31250@gmail.com\)](#); [R. T. A. Brenda McLaughlin \(bmclaughlin@bli-tax.com\)](#); [Ray Brindle - EC ESD #4 \(esd4-pres@ecsd4.org\)](#); [Tim Berneking \(timberneking@hotmail.com\)](#); [Tom Manning \(manningtom@sbcglobal.net\)](#); [Tommy Hamilton \(thamilton@cnbwax.com\)](#); [Vicente Guerrero \(vicente-guerrero@sbcglobal.net\)](#); [Yolanda Ramirez \(yramirez@bli-tax.com\)](#)
Cc: [A Manager Team](#); [John Bridges](#); [John G. Tabor \(johngtabor@gmail.com\)](#); [John Knight \(jknight@ffin.com\)](#); ["Ken Marks \(E-mail\)"](#); ["Tom C. Abram \(tomajoya@aol.com\)"](#)
Subject: Vacancy on the 2021 Ellis Appraisal District Board of Directors
Date: Wednesday, December 2, 2020 11:49:38 AM
Attachments: [Resolutions for BOD Election Vacancy.docx](#)

CAUTION: This e-mail originated outside of Red Oak ISD. **DO NOT** click links or open attachments unless you confirm the incoming address of the sender.

Hello All,

Joe M. Pitts, Ed.D, who has served on the Ellis Appraisal District Board of Directors(BOD) since 2006, has submitted his resignation effective November 27th, 2020 from the Board.

Words cannot fully express what Joe has meant to EAD in serving the 43 taxing units and all the property owners of Ellis County. His service, stewardship and insight have been impeccable and EAD is better for his contributions in its leadership!

The **Texas Property Tax Code Section 6.03(l)** speaks to the process where a vacancy on the BOD is filled. Each taxing unit that is entitled to vote may nominate by resolution adopted by its governing body a candidate to fill the vacancy. The unit shall submit the name of its nominee to the chief appraiser within 45 days after notification from the board of directors of the existence of the vacancy, and the chief appraiser shall prepare and deliver to the board of directors within the next five days a list of the nominees. The board of directors shall elect by majority vote of its members one of the nominees to fill the vacancy. Please see the timeline and eligibility requirements for this process.

Here is the **timeline to address this vacancy**:

- Please have your governing body act to nominate a candidate by resolution (please see attachment) by **Friday, January 15th**
- Please submit your nominations by **Monday, January 18th** (please also include a resume with contact information for your nominee)
- The list of nominees will be sent to the current Board of Directors
- The Board of Directors will act on **Thursday, January 21st at 4pm** to fill the vacancy from the list of nominees
- You will receive notification of the new member on the Board of Directors

Here is what the **Property Tax Code Sec 6.03(a) and 6.035** says about **eligibility**:

- To be eligible to serve on the board of directors, an individual must be a resident of the district and must have resided in the district for at least two years immediately preceding the date the individual takes office.
- An individual who is otherwise eligible to serve on the board is not ineligible because of membership on the governing body of a taxing unit.
- An employee of a taxing unit that participates in the district is not eligible to serve on the board unless the individual is also a member of the governing body or an elected official of a taxing unit that participates in the district.
- An individual is ineligible to serve if the individual:
 - is related within the second degree by consanguinity or affinity, as determined under Chapter 573, Government Code, to an individual who is engaged in the business of appraising property for compensation for use in proceedings under this title or of representing property owners for compensation in proceedings under this title in the appraisal district;
 - or owns property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date the individual knew or should have known of the delinquency unless:
 - (A) the delinquent taxes and any penalties and interest are being paid under an installment payment agreement under Section 33.02; or
 - (B) a suit to collect the delinquent taxes is deferred or abated under Section 33.06 or 33.065
- An individual is ineligible to serve on an appraisal district board of directors if the individual has engaged in the business of appraising property for compensation for use in proceedings under this title (for use in an ARB hearing or a tax agent) or of representing property owners for compensation in proceedings under this title in the appraisal district at any time during the preceding five years.

Please let me know if you have any questions,
Kathy

Kathy Rodrigue, RPA
Chief Appraiser, Ellis Appraisal District

Let's serve others and make a difference in this world!

Direct Line: 972.937.3218

Fax: 972.937.1618

School Health Advisory Council (SHAC)

Presented for:

Board Action X Report/Review Only _____

Supporting documents:

None X Attached _____ Provided Later _____

Contact Person:

Susan Brown, BSN, RN, Director of Health Services

Background Information:

The goal of the Red Oak ISD SHAC is to advise Red Oak ISD decision-makers regarding students’ needs and assets related to health knowledge and skills, regarding policies and procedures that impact student health, and regarding health of the school environment. *TAC Education Code 28.004*

2020-2021 SHAC Committee Members:

Sue Brown	(Student Health)
Deb Harner	(District Representative)
Open	(Parent/RPS)
Sherelle Shaw	(Parent/DTS)
Alicia Rowe	(Parent/EES)
Open	(Parent/ ROE)
Mary Moss	(ROISD/Parent/ ROMS)
Candace Ketchum	(Parent/HAW)
Andrea Jones	(ROISD)
Carmalisa Maples	(Parent/HS)
Cassie Street	(Community/ Parent)
Eve Spearman	(Community)
Dr. Piantini	(Community/ Medical)
Shelia Domstead	(Community)
Victoria Ybarra	(Nutrition & Food Services)
Heidi Britton	(ROISD)

Fiscal Implications:

None.

Administrative Recommendation: Recommend approval of the Committee members.

Presented for:

Board Action _____X_____ Report/Review Only _____

Supporting documents:

None _____ Attached _____X_____ Provided Later _____

Contact Person:

Kevin Freels

Background Information:

The current ROISD 2020-2021 Calendar was amended in July of 2020.

The recent events surrounding COVID 19 pandemic with the increase in cases would appear to support having more opportunities to create more frequent breaks within the calendar.

The District reviewed the available options and developed adding some student holidays and flexibility with the staff development days.

These changes would still allow us to “Bank” over 4 days to meet the minimum of the 75,600 minutes required in the school year in the case of inclement weather.

Fiscal Implications:

N/A

Administrative Recommendation:

The Administration recommends approval of the Amended calendar for the 2020-2021 school year as presented.

Motion: _____

Second: _____

For: _____

Against: _____



2020-2021 SCHOOL CALENDAR

AUGUST						
S	M	T	W	T	F	S
						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						
S	M	T	W	T	F	S
		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						
S	M	T	W	T	F	S
				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

NOVEMBER						
S	M	T	W	T	F	S
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						
S	M	T	W	T	F	S
		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						
S	M	T	W	T	F	S
					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						

FEBRUARY						
S	M	T	W	T	F	S
	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						

MARCH						
S	M	T	W	T	F	S
	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						
S	M	T	W	T	F	S
				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						
S	M	T	W	T	F	S
						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					

JUNE						
S	M	T	W	T	F	S
		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			

JULY						
S	M	T	W	T	F	S
				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

SCHOOL YEAR

AUGUST 20, 2020 – MAY 27, 2021

District Holidays
September 7 - Labor Day
October 5 - Fair Day
Nov. 23 - 27 - Thanksgiving
Dec. 21 - Jan. 1 - Winter Break
January 18 - MLK Day
February 15 - Presidents' Day
March 15 - 19 - Spring Break
April 2 - Good Friday
May 31 - Memorial Day
July 5 - Independence Day

Parent-Teacher Conference
STUDENT HOLIDAY
October 2

New Teachers
August 5 - 7

Main State Assessment
December 8 - 11
April 6 - 16
May 4 - 13
May 17 - 21

Staff Development
STUDENT HOLIDAY
August 10 - 19
September 21
October 26
November 20
December 18
January 4
February 12
March 29
April 19
May 14
May 28
June 1 - 2

SIX WEEKS GRADING

August 20 – September 25: 25 Days
 September 28 – November 6: 27 Days
 November 9 – December 17: 23 Days
 January 5 – February 11: 27 Days
 February 16 – April 9: 32 Days
 April 12 – May 27: 32 Days

GRADUATION DATE: JUNE 3, 2021



BOARD REPORT ATHLETICS

Date: December 2020

Current Sports:

The ROHS varsity football team is currently 6-2 overall and 6-1 in District 4-5A D1 play. The varsity football team has qualified of the 5-A Division 1 playoffs.

ROHS varsity boys' basketball is currently 1-6 on the season. Boys' basketball 14-5A district play begins December 29.

ROHS varsity girls' basketball is currently 7-2 on the season. Girls' basketball 14-5A district play begins December 15.

ROHS Boys and Girls Soccer have begun tryouts and practice.

Current Projects:

Preparing baseball and softball fields for the upcoming seasons.

Scheduling repairs to the track and field venues at Goodloe Stadium.

Reviewing the ROISD Extracurricular Code of Conduct for possible updates.

Finalizing all spring sport schedules for high school and middle school athletic teams.

Reviewing equipment needs for all athletics teams.

Fall Signing Day:

Five Red Oak High School senior student-athletes signed a national letter of intent this fall to continue to play their sport at the collegiate level.

Girls Basketball - Aniya Johnson, University of North Texas

Softball - Makyla Kelly, Vernon College

Softball - Brianna Evans, Oklahoma State University

Volleyball - Brooke and Megan O'Neal, East Texas Baptist University

Important Upcoming Dates:

- December 15 - First Girls Basketball 14-5A District Game
- December 23 – 27 - All ROISD Athletic Facilities Closed (by UIL rule)
- December 29 - First Boys Basketball 14-5A District Game
- January 12 - First Home ROHS Boys Soccer Game
- January 13-15 - UIL Spirit State Championships
- January 15 - First Day for ROHS Softball Practice
- January 19 - First Home ROHS Girls Soccer Game
- January 22 - First Day for ROHS Baseball Practice





BOARD REPORT
EASTRIDGE ELEMENTARY SCHOOL

Date: December 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	14	30
KINDERGARTEN	68	20
1 ST GRADE	62	4
2 ND GRADE	71	17
3 RD GRADE	73	15
4 TH GRADE	61	5
5 TH GRADE	84	4



MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- Teachers met to review student writing samples. They analyzed the strengths and weaknesses our students are displaying and created plans to reteach skills that were identified as weaknesses.
- Grade levels met to review failure reports from the 2nd six weeks. Teachers created individual intervention plans to try to assist students who need additional interventions.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- Students wrote letters to troops for Thanksgiving to show them appreciation for their service.
- The campus created a Veteran's Day wall. Students brought pictures of Veteran's in their lives.

MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Our campus did a can food drive. All cans were donated to the North Ellis County Outreach Food Pantry to assist local families.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- Teachers attended virtual professional development on our managed curriculum (TEKS Resource System) on the professional development day in November.



BOARD REPORT
RED OAK ELEMENTARY SCHOOL

Date: December 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	17	28
KINDERGARTEN	72	16
1 ST GRADE	74	14
2 ND GRADE	88	0
3 RD GRADE	71	17
4 TH GRADE	104	6
5 TH GRADE	107	13
TLC	17	
ECSE	23	



MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- ROE staff began using the Student Intervention Subcluster Report to target specific groups for intervention purposes. This report will be able to support teachers after each CBA to prioritize needs and build stronger intervention plans.
- ROE held the Spelling Bee within classes and will hold the campus wide Spelling Bee on December 15.

MY CAMPUS SHOWED GROWTH BY:

- 5th grade students completed the Interim Assessment in math and reading provided by the state. Students and teachers were able to set goals and celebrate growth.
- ROE GT students are wrapping up their Gifted and Talented projects and will look forward to hosting a GT showcase in the Spring semester.

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- ROE students are invited to participate in some holiday activities as we wrap up the semester. Families will be able to participate in a Virtual Winter Wonderland on December 15 and Polar Express on December 17. We are so excited to create some fun encouraging activities to celebrate this semester.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- Approximately 190 students are ending the first semester virtually. Overall, students have done an incredible job attending Zooms and completing virtual assignments. Teachers have been quick learners – adapting new programs and finding additional tools to support all of our learners. We are so proud of the resilience, grit and encouragement of our parents, students and staff.



BOARD REPORT
RUSSELL P. SCHUPMANN ELEMENTARY SCHOOL

Date: December 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS	BIL TOTAL STUDENTS	BIL REMAINING SPOTS
PK	22	0	7	15
KINDERGARTEN	66	0	15	7
1 ST GRADE	67	-1	19	3
2 ND GRADE	72	16	11	11
3 RD GRADE	73	15	12	10
4 TH GRADE	70	18	9	13
5 TH GRADE	87	-12	7	18



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Virtual opportunities are provided for staff to come together to build a positive climate at RPS.
- The Data and Assessment Committee meet each month to improve the data analysis process across the campus.
- The SBDM committee brainstormed ways to offer tutoring for virtual and in person learners.
- The RPS counselor implements morning announcements with a focus on character traits that teaches students how to treat others (Character Traits: Caring, Acceptance, Truthfulness, etc.).

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- The campus leadership team designs professional development based on the needs of the campus.
- Goals and objectives are reviewed and revised as needed by our CIP committee.
- Ongoing usage of profile sheets are used in data binders to provide campus level snapshots for progress monitoring.
- Tight and loose guidelines are emphasized in lessons, instructional delivery, planning sessions, and throughout the PLC process.
- We are being intentional, when possible, to pull for special services during Target Time in order to maximize our students' academic time/Tier 1 instruction in the classroom.
- Additional instructional support is provided by campus and district level instructional leadership team.

MY CAMPUS SHOWED GROWTH BY:

- The staff continues to show GRIT while learning a new platform for online learning and overcoming the challenges of teaching both virtual and in person learners.
- The campus is continuing the campus reading plan created by the members of the Data and Assessment committee. Reading pull out groups are being conducted by our reading support crew at RPS (including an additional retired teacher).
- Talon Time is scheduled throughout the day to implement interventions with students.
- Professional development opportunities are centered around campus needs and teacher needs through PLC and LO meetings.
- District wide PD was provided on Vertical Alignment documents and other resources in the TRS system.

MY CAMPUS SHOWED RESILIENCE BY:

- The staff was able to work together to cover for staff absences due to COVID protocol at RPS.
- Our Professional Learning Communities (PLC) are focusing on the four critical questions centered around student learning.
- A long-range plan for PLC and LO meetings (includes alignment of instruction, assessments, and tools to support ongoing growth).

MY CAMPUS SHOWED RESPECT FOR OTHERS BY:

- Following the school-wide discipline program that focuses on the concept of REACH (Respect, Encourage, Appreciate, Communicate, Honor) to provide our students with structure and awareness.
- Following district guidelines for personal protective equipment throughout the campus.

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- Mutual accountability and respect are practices that we continue to emphasize at Schupmann Elementary School.
- Students and staff members are able to give shout outs through anchored and excellence moments. We also encourage each other through positive bombardments of appreciation messages.
- The House System has been established to promote a positive culture and climate for all students and staff. Points are given through DOJO to help encourage students academically and behaviorally.
- We highlight students each week and have house competitions to increase student engagement and motivation.
- A staff challenge calendar with appreciation opportunities highlighted for the month of December. Teachers and staff receive lunch, scratch off prizes, and more.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- A virtual assembly will be conducted each six weeks to highlight our students.
- Positive referrals for students and other incentives to promote positive behavior across the campus are implemented at RPS.
- House competitions help to increase the competitive spirit for academics and behavior across the campus.

MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF COMMUNICATION BY:

- Campus-wide DOJO is used to communicate with parents, provide classroom incentives, collect data for RTI and campus review.
- LMS platforms are used for communication of activities, assignments, assessments, and messaging information (Seesaw and Google Classroom).
- The Campus has utilized Facebook, Twitter, Dojo, phone blasts, and email blasts to communicate school-wide information to parents.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- The campus will choose a Heart of the Teacher for the month of December.
- A teacher and student of the month will also be chosen to honor individuals that go over and beyond each day.

MY CAMPUS DEMONSTRATED LEGACY THROUGH SERVICE BY:

- The campus will continue highlighting acts of service demonstrated by teachers and students on our social media page and through our campus newsletter.
- Communicating with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher learning platforms systems, DOJO and positive phone calls.



BOARD REPORT
DONALD T. SHIELDS ELEMENTARY SCHOOL

Date: December 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	16	3 morning, 3 afternoon
KINDERGARTEN	65	1
1 ST GRADE	72	16
2 ND GRADE	70	18
3 RD GRADE	86	24
4 TH GRADE	81	7
5 TH GRADE	88	N/A (21-22 per class at this time, no cap)



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Working together to survive two weeks of high staff shortage. Teachers and administration willingly covered classes and made a plan of action to continue high levels of education!

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- Teachers worked through a new plan to track student failures, and followed a weekly framework to ensure we are doing everything we can to support students failing any subject. I am proud to report we only had 14 students with a failing grade between a 60-70 average on our campus. Big improvement!

MY CAMPUS SHOWED RESILIENCE BY:

- Working together to survive two weeks of high staff shortage. Teachers and administration willingly covered classes and made a plan of action to continue high levels of education!

OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:

- The Shields staff is truly one of a kind. They are willing to do what it takes for kids to be successful, and they are enthusiastic about bringing JOY to the students and their families.



BOARD REPORT
H. A. WOODEN ELEMENTARY SCHOOL

Date: December 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	AM-14 PM-11	AM-8 PM-11
KINDERGARTEN	42 Bilingual-12	24 Bilingual-10
1 ST GRADE	67 Bilingual-19	21 Bilingual-3
2 ND GRADE	64 Bilingual-15	2 Bilingual-7
3 RD GRADE	55 Bilingual-18	11 Bilingual-4
4 TH GRADE	61 Bilingual-20	27 Bilingual-2
5 TH GRADE	66 Bilingual-18	0 Bilingual-4



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Staff members have been supporting one another across the campus with before/after school duty, assisting subs in the building, and by being flexible at a moment's notice.

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- Curriculum based assessments show growth among the grade levels from the first six weeks.

MY CAMPUS SHOWED GROWTH BY:

- We are continuing to grow our students by adding a reading club in the mornings. Students are invited to the reading club and participate in the Read Live Program to increase their reading skills.

MY CAMPUS SHOWED RESILIENCE BY:

- Teachers continue to work with virtual students and parents to encourage attendance at live Zoom sessions and live office hours.

MY CAMPUS SHOWED RESPECT FOR OTHERS BY:

- Students can be seen around campus helping each other out by giving compliments to others, showing kindness, and helping others when needed.

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- Staff members were encouraged by administration with positive quotes that they can put on cups, laptops, notebooks, etc. as they continue to provide the very best for our students.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- Wooden Elementary showed appreciation to our Veterans by creating a slide show of veterans and a bulletin board honoring them and their service.

MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF COMMUNICATION BY:

- We continue to communicate with parents weekly with important information in a campus newsletter and grade level newsletters.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- Kindergarten students performed a Veterans Day song to honor our Veterans.

MY CAMPUS DEMONSTRATED LEGACY THROUGH SERVICE BY:

- Students are currently participating in a toy drive for the holidays. Toys will be donated to the community.

MY CAMPUS DEMONSTRATED “WE BEFORE ME” BY:

- Students and staff members gave out Wooden Warrior tickets for being helpful. We celebrate these students and call home to celebrate with the parents.

MY CAMPUS SHOULD BE RECOGNIZED FOR:

- Teachers continue to create engaging learning environments by transforming their classrooms into surgery rooms and Candyland. These room transformations are used to review important skills and the students are fully engaged in the learning.



BOARD REPORT
RED OAK MIDDLE SCHOOL

Date: December 2020

Enrollment Data

Grade Level	Asynchronous	In-Person	Total Students
6 th Grade	194 Students	294 Students	488
7 th Grade	310 Students	227 Students	538
8 th Grade	204 Students	301 Students	505



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Student Council offering support to Counseling and Office staff in preparation for campus-wide activities.
- Hawk Wings-As we continue our journey this 2020-2021 school year, each week we highlight a staff member/teacher who is SOARing Above and Beyond any challenges and obstacles to meet the needs of our Red Oak Middle School community.
- Thankful Thursdays-Administration delivers drinks and snacks to staff.

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- Student Council successfully launching the Hawkademics Peer Tutoring Program for face-to-face students and virtual students. Students are paired for tutoring sessions on Mondays, Wednesdays and Fridays.
- PLC's
- Deep Data Dives with our Instructional Coaches.

MY CAMPUS SHOWED RESILIENCE BY:

- The Student Council is continuing to meet bi-weekly with the entire group (virtual and face-to-face simultaneously via Zoom in the classroom setting).
- Day to Day Survival with Pandemic and supporting each other on a daily basis.
- Teachers are willing to cover each other's classes to get us through day-to-day.

MY CAMPUS SHOWED INTEGRITY:

Following our COVID Guidelines.

MY CAMPUS SHOWED TENACITY BY:

- The Student Council Vice President Josiah Cagle formed a Hawkademics subcommittee and provided training for peer tutors, keeps in constant contact with them via Remind, and produces materials as needed for the program - all during Talon Time and on their own time.
- All Teachers and Staff at ROMS are hard workers and are pulling together.

MY CAMPUS SHOWED RESPECT FOR OTHERS BY:

- Thankful Thursday-Administration delivers Drinks and Snacks to Staff.

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- Student Council is sharing inspirational and encouraging lapel buttons with peers (keep one, take one) following our bi-weekly StuCo meeting.
- Thankful Thursday's- Administration delivers Drinks and Snacks to Staff.
- Hawk Wings-As we continue our journey this 2020-2021 school year. Each week we will highlight a staff member/teacher who is SOARING Above and Beyond any challenges and obstacles to meet the needs of our Red Oak Middle School community.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- A cross-cultural celebration conceived and organized by one of our coaches has begun by getting decorated holiday trees in both buildings. Faculty and staff have been invited to tell their holiday stories with a handcrafted or custom ornament, representing the beauty of our diversity and appreciation for each other. A staff member has joined with our coach by adding to the celebration with a holiday trivia game and messages of "lights" that faculty and staff can use to pen short notes of cheer to each other.
- Announcements

MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF COMMUNICATION BY:

- ROMS Monthly Newsletter
- Principals Weekly Staff Newsletter (Principal's Pinnacle of the Week)
- During daily announcements
- Daily Waller Haller newsletter
- Faculty meetings/Team lead meetings

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- Honor student of the month
- Heart of the Teacher
- Staff of Month

MY CAMPUS DEMONSTRATED “WE BEFORE ME” BY:

- Teachers and staff going into classrooms to sub.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- School Administration and front office staff providing daily teacher coverage, supporting teachers through the challenges of this new way of teaching.

MY CAMPUS SHOULD BE RECOGNIZED FOR:

- Restorative Practices with students who have conflict with each other.

OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:

- Admin Team and elective teachers are finding ways to have concerts and showcase their students without in person performances.



BOARD REPORT
RED OAK HIGH SCHOOL

Date: December 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS
9 TH GRADE	489
10 TH GRADE	538
11 TH GRADE	495
12 TH GRADE	438



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- STUCO conducted a blood to with The American Red Cross. The students received credit towards scholarships.

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- We continue to do Grade Saving Tutoring in which students will receive timely intervention in the Learning Commons on Tuesday and Thursday.
- We are conducting EOC retest intervention.
- A ROHS student advanced onto the State FFA competition for Job Interview Leadership Development Events.
- New members were inducted into the International Thespian Society Troupe 7637.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- Staff members were awarded with perfect attendance for the month.
- We continue to pass the Lifesaver Award to the most deserving staff member each week.
- All staff members were served a Thanksgiving meal before the holiday break.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- Conducting EOC intervention and being deliberate about addressing student's academic weaknesses.

OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:

- The students and staff continue to weather anything that comes our way! We always meet the challenge and stay focused on the vision of ROISD.



BOARD REPORT
LITTLE HAWKS LEARNING CENTER

Date: December 2020

CURRENT PROJECTS, EVENTS, AND BRAGS:

Our holiday festivities look different this year, but the staff is working hard to continue our tradition of enriching and memorable activities. We will have lots of firsts, but our Little Hawks are going to have a fun and festive December.

Our fundraiser concluded, getting us one step closer to our new gross motor equipment.

IMPORTANT UPCOMING DATES:

December 3 – Virtual Visit with Texas Rising Star for this year’s assessment

December 11 - Grinch Day

December 16 - Polar Express Day

STAFFING:

LHLC is fully staffed.

ATB is fully staffed.



RED OAK ISD

Daily Enrollment & Attendance Analysis for the Day ending: 12-04-2020

RED OAK HIGH SCHOOL - 001		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
12th Grade	438	468	444	455	436
11th Grade	496	432	458	439	450
10th Grade	538	511	438	458	461
9th Grade	486	540	511	456	467
Total Enrollment	1958	1951	1851	1808	1814

Total Absences:	81
-----------------	----

Daily ADA	% of Attendance
1877.00	95.86
3rd SW ADA	% of Attendance
1888.71	96.54
Yearly ADA	% of Attendance
1907.02	97.34

3RD SW ADA Percentage Breakdown		
ROHS	12-4 Only	11-9 THRU 12-18
12th Grade	94.98	96.51
11th Grade	95.77	96.12
10th Grade	96.1	96.66
9th Grade	95.5	96.86

RED OAK MIDDLE SCHOOL - 041		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
8th Grade	504	470	503	478	434
7th Grade	536	514	447	480	455
6th Grade	487	529	487	433	481
Total Enrollment	1527	1513	1437	1391	1370

Total Absences:	64
-----------------	----

Daily ADA	% of Attendance
1462.00	95.81
3rd SW ADA	% of Attendance
1473.79	96.59
Yearly ADA	% of Attendance
1477.88	97.70

3RD SW ADA Percentage Breakdown		
ROMS	12-4 Only	11-9 THRU 12-18
8th Grade	96.23	96.45
7th Grade	95.9	96.63
6th Grade	95.27	96.67

RED OAK ELEMENTARY - 102		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	109	98	113	113	98
4th Grade	109	116	100	106	108
3rd Grade	73	103	101	91	88
2nd Grade	94	78	94	101	94
1st Grade	75	94	81	90	92
Kinder	81	72	79	71	70
Pre-K	18	46	36	34	35
EE	16	15	15	14	19
Total Enrollment	575	622	619	620	604

Total Absences:	35
-----------------	----

Daily ADA	% of Attendance
526.00	93.76
3rd SW ADA	% of Attendance
536.43	95.26
Yearly ADA	% of Attendance
535.62	95.87

WOODEN ELEMENTARY - 102		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	85	118	97	93	84
4th Grade	84	97	112	94	84
3rd Grade	73	96	96	100	89
2nd Grade	81	83	98	91	91
1st Grade	88	85	78	91	85
Kinder	53	98	73	67	84
Pre-K	25	0	29	17	17
EE	1	1	3	4	3
Total Enrollment	490	578	586	557	537

Total Absences:	23
------------------------	-----------

Daily ADA	% of Attendance
453.00	95.17
3rd SW ADA	% of Attendance
459.53	96.28
Yearly ADA	% of Attendance
457.93	96.92

EASTRIDGE ELEMENTARY - 103		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	84	67	89	80	86
4th Grade	61	75	61	91	78
3rd Grade	73	56	79	67	89
2nd Grade	71	70	62	73	66
1st Grade	62	78	76	65	67
Kinder	68	64	64	63	57
Pre-K	14	32	14	21	14
EE	3	2	1	3	2
Total Enrollment	436	444	446	463	459

Total Absences:	15.5
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Daily ADA	% of Attendance
410.50	96.36
3rd SW ADA	% of Attendance
410.89	96.51
Yearly ADA	% of Attendance
411.52	97.18

SHIELDS ELEMENTARY - 105		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	88	104	116	106	88
4th Grade	81	91	95	111	103
3rd Grade	86	85	88	90	103
2nd Grade	70	93	75	84	87
1st Grade	72	73	89	70	74
Kinder	65	78	70	83	66
Pre-K	16	35	25	16	21
EE	12	10	15	11	2
Total Enrollment	490	569	573	571	544

Total Absences:	26.5
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Daily ADA	% of Attendance
448.50	94.53
3rd SW ADA	% of Attendance
457.04	95.84
Yearly ADA	% of Attendance
456.37	96.73

SCHUPMANN - 107		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	94	74	75	82	62
4th Grade	79	75	60	69	73
3rd Grade	85	68	71	61	67
2nd Grade	83	69	63	63	68
1st Grade	86	62	65	63	65
Kinder	81	68	49	61	62
Pre-K	29	22	11	19	17
EE	4	3	2	5	3
Total Enrollment	541	441	396	423	417

Total Absences:	18
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Daily ADA	% of Attendance
504.00	96.55
3rd SW ADA	% of Attendance
499.21	96.31
Yearly ADA	% of Attendance
482.53	96.61

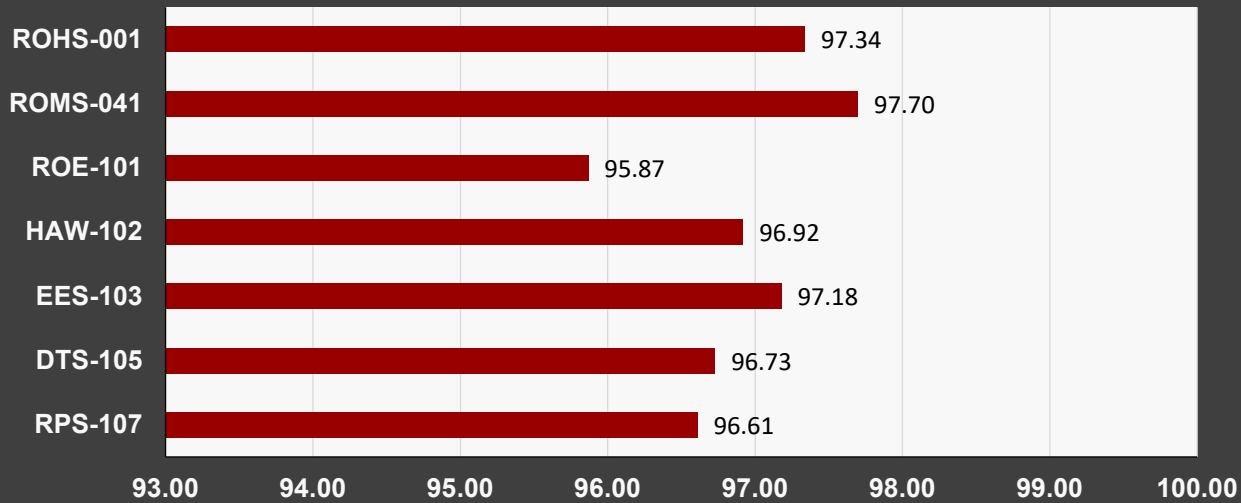
ROISD Enrollment/Grade Level		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
12th Grade	438	468	444	455	436
11th Grade	496	432	458	439	450
10th Grade	538	511	438	458	461
9th Grade	486	540	511	456	467
8th Grade	504	470	503	478	434
7th Grade	536	514	447	480	455
6th Grade	487	529	487	433	481
5th Grade	460	461	490	474	418
4th Grade	414	454	428	471	446
3rd Grade	390	408	435	409	436
2nd Grade	399	393	392	412	406
1st Grade	383	392	389	379	383
Kinder	348	380	335	345	339
Pre-K	102	135	115	107	104
EE	36	31	36	37	29
Total Enrollment	6017	6118	5908	5833	5745

Total Absences:	263
------------------------	------------

Daily ADA	% of Attendance
5680.00	95.57
3rd SW ADA	% of Attendance
5725.53	96.33
Yearly ADA	% of Attendance
5728.85	97.14

ROISD Campus YRLY SUM		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-2017
ROHS-001	1958	1951	1851	1808	1814
ROMS-041	1527	1513	1437	1391	1370
ROE-101	575	622	619	620	604
HAW-102	490	578	586	557	537
EES-103	436	444	446	463	459
DTS-105	490	569	573	571	544
RPS-107	541	441	396	423	417
Total Enrollment	6017	6118	5908	5833	5745

CAMPUS ADA PERCENTAGE - YTD



YEAR TO DATE	
ROHS-001	97.34
ROMS-041	97.70
ROE-101	95.87
HAW-102	96.92
EES-103	97.18
DTS-105	96.73
RPS-107	96.61



Monthly Financial Report

HAWKS *Unite*
2020-21

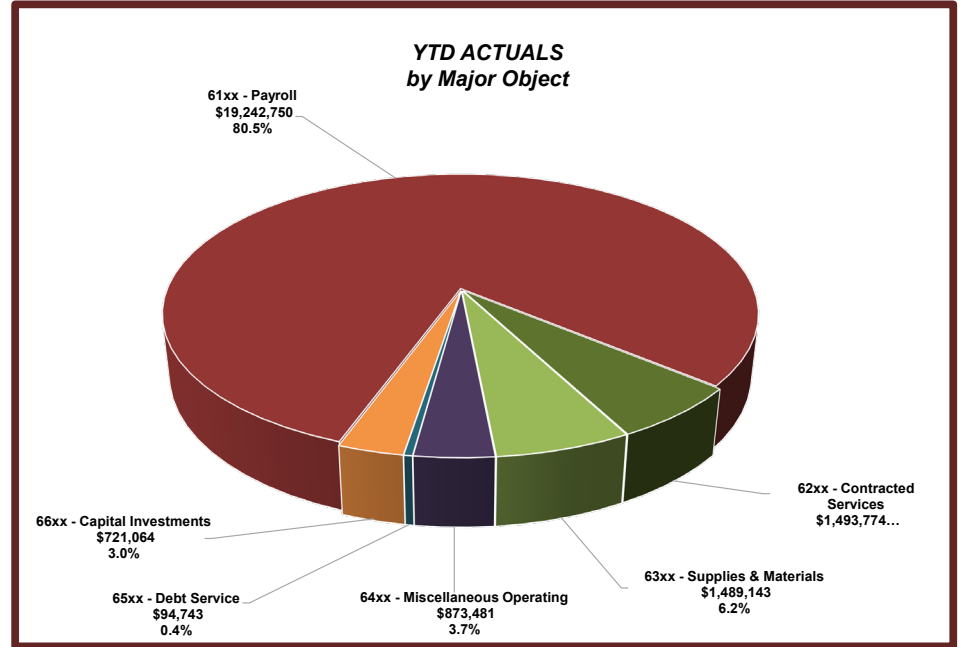
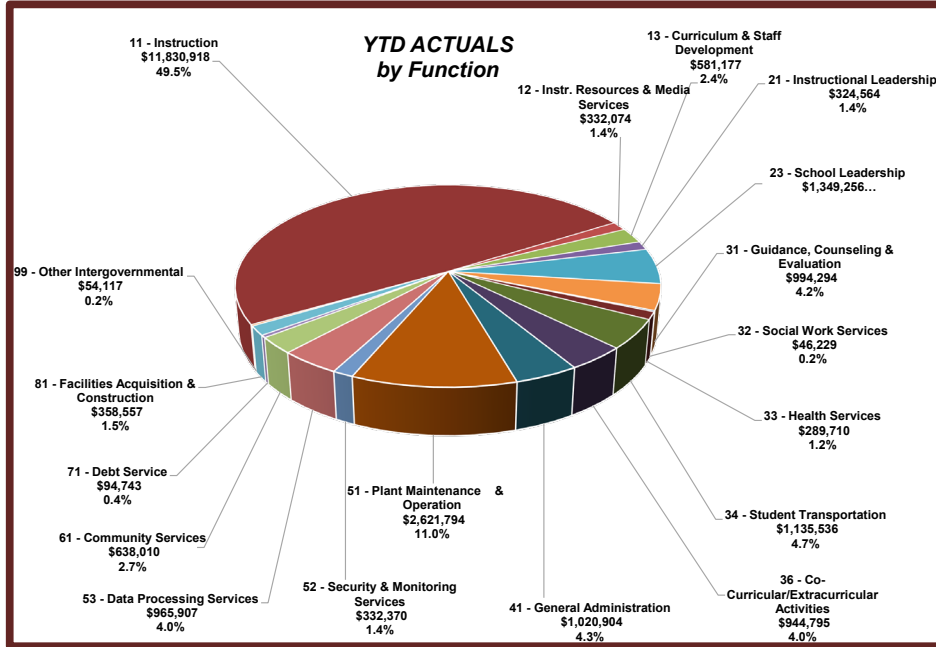
December 2020

Red Oak ISD - General Fund
Revenue/Expenditure Detail
November 30, 2020

	Amended Budget	2020-2021 YTD Actuals (Unaudited)	Outstanding Encumbrances	Balance	% Expended to Budget	2019-2020 YTD Actuals (Audited)	YTD Actuals Variance
Revenues							
57xx Local	\$ 23,697,814	\$ 1,584,892	\$ -	\$ 22,112,922	6.69%	\$ 1,998,780	\$ (413,888)
58xx State	38,173,562	17,301,058	-	20,872,504	45.32%	16,413,643	887,415
59xx Federal	950,000	32,456	-	917,544	3.42%	96,415	(63,959)
TOTAL	\$ 62,821,376	\$ 18,918,406	\$ -	\$ 43,902,970	30%	\$ 18,508,838	\$ 409,568
Expenditures							
11 Instruction	\$ 31,392,872	\$ 11,830,918	\$ 188,949	\$ 19,373,005	38.29%	\$ 11,312,327	\$ 518,592
12 Instr. Resources & Media Services	889,065	332,074	4,372	552,619	37.84%	322,339	9,736
13 Curriculum & Staff Development	1,582,564	581,177	35,671	965,716	38.98%	716,685	(135,509)
21 Instructional Leadership	838,392	324,564	2,658	511,170	39.03%	391,335	(66,771)
23 School Leadership	3,459,687	1,349,256	1,871	2,108,560	39.05%	1,385,677	(36,421)
31 Guidance, Counseling & Evaluation	2,552,797	994,294	57,642	1,500,861	41.21%	967,373	26,920
32 Social Work Services	120,820	46,229	-	74,591	38.26%	41,554	4,675
33 Health Services	738,027	289,710	994	447,323	39.39%	280,964	8,746
34 Student Transportation	3,014,290	1,135,536	84,948	1,793,807	40.49%	1,228,270	(92,734)
36 Co-Curricular/Extracurricular Activities	2,442,462	944,795	83,879	1,413,789	42.12%	1,073,252	(128,457)
41 General Administration	2,703,885	1,020,904	47,324	1,635,657	39.51%	1,172,400	(151,496)
51 Plant Maintenance & Operation	6,936,516	2,621,794	1,082,498	3,232,225	53.40%	2,690,518	(68,724)
52 Security & Monitoring Services	1,162,999	332,370	18,041	812,587	30.13%	573,205	(240,835)
53 Data Processing Services	1,503,028	965,907	647,466	(110,345)	107.34%	741,462	224,444
61 Community Services	1,938,972	638,010	7,401	1,293,562	33.29%	794,101	(156,091)
71 Debt Service	475,000	94,743	-	380,257	19.95%	-	94,743
81 Facilities Acquisition & Construction	850,000	358,557	8,425	483,018	43.17%	691,685	(333,128)
99 Other Intergovernmental	220,000	54,117	159,883	6,000	97.27%	52,624	1,493
TOTAL	\$ 62,821,376	\$ 23,914,955	\$ 2,432,021	\$ 36,474,401	42%	\$ 24,435,771	\$ (520,816)
Other Resources/(Uses)							
Sale of Property	\$ 0	\$ -	\$ -	\$ -	0.00%	\$ 2,816,434	\$ (2,816,434)
	\$ 0	\$ -	\$ -	\$ 0	0%	\$ 2,816,434	\$ (2,816,434)
Revenue Over (Under) Expenditures	\$ 0	\$ (4,996,549)	\$ (2,432,021)	\$ 7,428,569		\$ (3,110,499)	\$ (1,886,050)

*The District reports on the modified accrual basis.

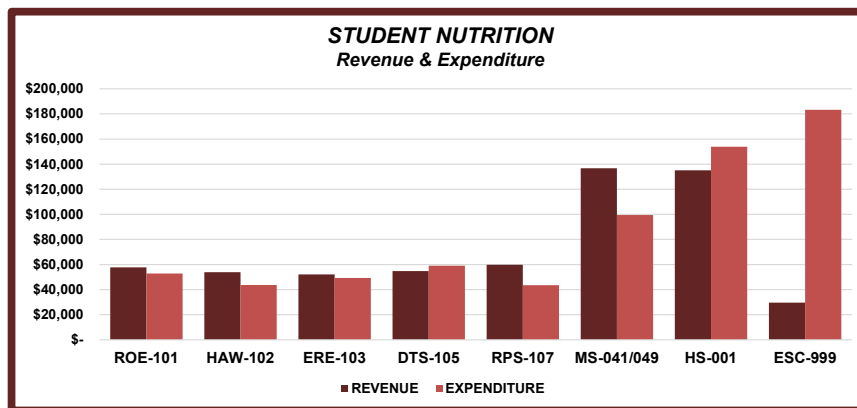
Red Oak ISD - General Fund
Revenue / Expenditure Detail
November 30, 2020



Red Oak ISD - Student Nutrition
Revenue / Expenditure Detail
 November 30, 2020

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041/049	HS-001	ESC-999	TOTAL
Average Daily Participation (ADP):									
Breakfast	0	0	0	0	0	0	0	0	0
Lunch	0	0	0	0	0	0	0	0	0
Afterschool	0	0	0	0	0	0	0	0	0

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041/049	HS-001	ESC-999	TOTAL	ORIGINAL BUDGET	% EXP TO BUDGET
57xx Local Revenue	\$ 14,292	\$ 12,932	\$ 12,624	\$ 14,599	\$ 11,690	\$ 36,980	\$ 69,592	\$ 10,599	\$ 183,307	\$ 1,297,500	14%
58xx State Matching	-	-	-	-	-	-	-	19,051	\$ 19,051	45,341	42%
5921 Federal - Breakfast	9,583	5,759	8,508	10,071	12,750	22,467	11,876	-	\$ 81,014	210,000	39%
5922 Federal - Lunch	33,816	35,176	30,992	30,084	35,370	77,214	53,679	-	\$ 296,331	880,000	34%
5923 USDA Commodities	-	-	-	-	-	-	-	-	\$ -	120,000	0%
TOTAL REVENUE	\$ 57,691	\$ 53,867	\$ 52,123	\$ 54,753	\$ 59,810	\$ 136,661	\$ 135,148	\$ 29,650	\$ 579,703	\$ 2,552,841	23%
61xx Payroll	\$ 36,670	\$ 28,436	\$ 31,151	\$ 35,644	\$ 30,363	\$ 65,065	\$ 114,310	\$ 155,626	\$ 497,265	\$ 1,298,803	38%
62xx Contracted Services	1,604	1,433	1,900	3,046	1,578	3,726	4,561	4,316	\$ 22,164	46,193	48%
63xx Supplies	14,531	13,884	16,288	20,433	11,648	30,685	35,009	23,262	\$ 165,740	1,196,780	14%
64xx Travel / Miscellaneous	-	-	-	-	-	-	-	157	\$ 157	11,065	1%
66xx Capital Outlay	-	-	-	-	-	-	-	-	\$ -	0	0%
TOTAL EXPENDITURES	\$ 52,805	\$ 43,752	\$ 49,339	\$ 59,123	\$ 43,589	\$ 99,476	\$ 153,880	\$ 183,361	\$ 685,326	\$ 2,552,841	27%
Other Sources (Uses)											
Operating Transfers In											
Revenue Over (Under) Expenditures	\$ 4,887	\$ 10,115	\$ 2,784	\$ (4,370)	\$ 16,221	\$ 37,184	\$ (18,732)	\$ (153,711)	\$ (105,622)	\$ (0)	



*Not included in above totals--COVID19 Family Meal Distribution--YTD Revenue \$67,226 and YTD Expenses \$46,931

*The District reports on the modified accrual basis.

Red Oak ISD - Debt Service Fund
Revenue / Expenditure Detail
November 30, 2020

	Original Budget	YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget
Revenues					
57xx Local	\$ 8,155,382	\$ 441,367	\$ -	\$ 7,714,015	5.41%
58xx State	239,183	-	-	239,183	0.00%
TOTAL	\$ 8,394,565	\$ 441,367	\$ -	\$ 7,953,198	5.26%
Expenditures					
71 Debt Service	\$ 7,757,479	5,300,064	\$ -	\$ 2,457,415	68.32%
TOTAL	\$ 7,757,479	\$ 5,300,064	\$ -	\$ 2,457,415	68.32%
Other Resources/(Uses)					
Issuance of Bonds	\$ -	\$ -	\$ -	\$ -	0.00%
Premium/Discount	-	-	-	-	0.00%
Escrow	-	-	-	-	0.00%
TOTAL	\$ -	\$ -	\$ -	\$ -	0.00%
Revenue Over					
(Under) Expenditures	\$ 637,086	\$ (4,858,698)	\$ -	\$ 5,495,784	

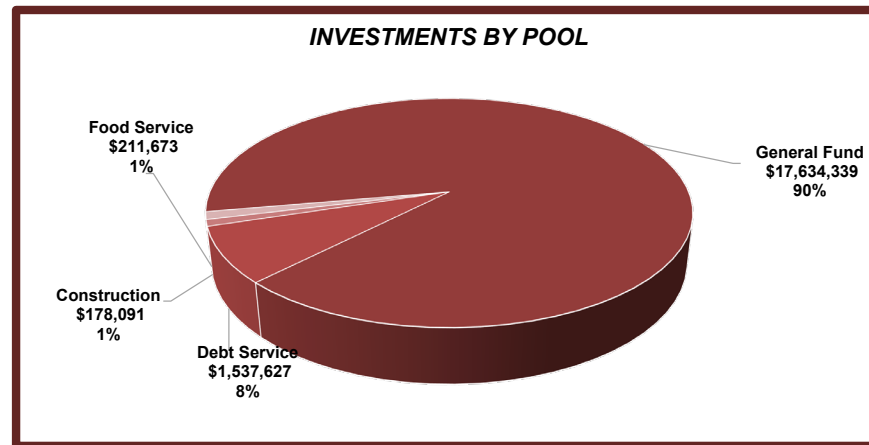
Red Oak Independent School District
Investment Summary Report
As of November 30, 2020

INVESTMENT POOL ACCOUNTS	BEGINNING BALANCE 11/01/20	DEPOSITS	WITHDRAWALS	INTEREST FOR MONTH	ENDING BALANCE 11/30/20	INTEREST RATE	INTEREST YEAR TO DATE
TEXSTAR							
General Fund	\$ 9,728.08	\$ 0.76	\$ -	\$ -	\$ 9,728.84	0.0944%	\$ 5.75
TEXPOOL							
General Fund	2,462.06	-	-	0.30	2,462.36	0.1231%	1.53
Money Market	1,420.59	-	-	0.15	1,420.74	0.1231%	1.33
FIRST PUBLIC-GOV.OVERNIGHT							
General Fund	17,803,695.73	4,306,426.36	4,490,475.00	1,079.59	17,620,726.68	0.0778%	6,337.87
Debt Service	1,340,308.51	197,229.29	-	89.35	1,537,627.15	0.0778%	1,466.18
Construction	178,079.79	-	-	11.36	178,091.15	0.0778%	361.81
Food Service	310,455.52	-	98,800.00	17.22	211,672.74	0.0778%	159.85
TOTAL INVESTMENT POOLS	\$ 19,646,150	\$ 4,503,656	\$ 4,589,275	\$ 1,198	\$ 19,561,730		8,334.32

We, the approved Investment Officers of Red Oak ISD, hereby certify the Investment Report represents the investment portion of the District as of the above date in compliance with the Texas Public Funds Investment Act and Red Oak ISD Policy CDA

 (signature on file)
 William Johnston, Ed.D., CPA
 Assistant Superintendent of Business Services/CFO

 (signature on file)
 Saundra King, RTSBA
 Finance Coordinator



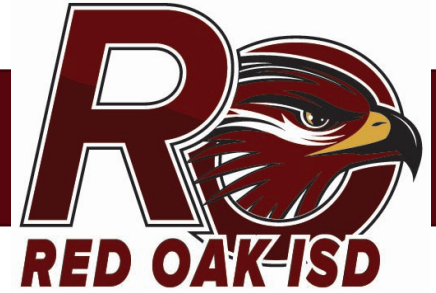
RED OAK ISD-TAX COLLECTIONS

Monthly Tax Collections

11/01/2020 THROUGH 11/30/2020

GENERAL FUND				
	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	853,712	1,040,220	21,398,866	4.86%
DELINQUENT TAX COLLECTED	5,746	138,925	200,000	69.46%
PENALTIES AND INTEREST COLLECTED	3,022	50,584	150,000	33.72%
TOTAL FUNDS COLLECTED	862,480	1,229,729	21,748,866	5.65%
 DEBT SERVICE				
	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	313,787	378,391	8,015,382	4.72%
DELINQUENT TAX COLLECTED	2,043	44,893	50,000	89.79%
PENALTIES AND INTEREST COLLECTED	1,029	16,594	30,000	55.31%
TOTAL FUNDS COLLECTED	316,859	439,878	8,095,382	5.43%
 TOTAL TAX COLLECTIONS	 1,179,339	 1,669,607	 29,844,248	 5.59%

Questions



Bill Johnston

Chief Financial Officer

972-617-4005

bill.johnston@redoakisd.org



MONTHLY BOARD REPORT
FINE ARTS

Date: December 2020

CURRENT EVENTS/CELEBRATIONS:

High School

Band: The band is working on recording a winter concert and preparing students for All-State/Area band auditions.

Choir: Five students made the TMEA Region 20 9/10 Honor Choir.

Students are working on recording songs for the Winter Concert.

The next round of All-State auditions will take place December 12 and we have 10 students who will be competing.

Theatre: Students gave three in class performances, which included the Theatre 2, 3-4, and JV classes! Students are also working on shows for their Winter Showcase.

Cheer: The Cheer competition that was to be held on Dec 13 was moved to a virtual event.

The JV received 2nd place and Varsity received 4th place at their last competition.

