

# Agenda of Regular Meeting

## The Board of Trustees Groesbeck ISD

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A Regular Meeting of the Board of Trustees of Groesbeck ISD will be held July 20, 2020, beginning at 6:00 PM in the GISD Administration Office Board Room  
1202 N Ellis  
Groesbeck, TX 76642.

Due to health and safety concerns related to the COVID-19 coronavirus, this meeting will be conducted by videoconference or telephone call. At least a quorum of the board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor

Members of the public may participate in this meeting by the following ways:

**Telephone: Toll-free** 1-347-486-7648 PIN: ?982778182

**Videoconference:**

Google Meets: [meet.google.com/ykz-cixu-odm](https://meet.google.com/ykz-cixu-odm)

ZOOM: <https://us04web.zoom.us/j/71355673902?pwd=Z1FlQjFGVFQ4cllKVWtwc3h3Tzd4Zz09>

Meeting ID: 713 5567 3902 Password: gB8HVM

Public comments related to this meeting will be handled as follows: Public comments may be submitted by phone by leaving a voice mail at (254) 729-4136 until 3:00 p.m. or by emailing [t.battr@groesbeckisd.net](mailto:t.battr@groesbeckisd.net). The audio comments will be played for the members of the Board or transcribed and read verbatim to the Board at the public comment section of the agenda. Emails will be read to the Board. A modified version of the public comment regulation consistent with the Attorney General's guidance will remain in effect until the Governor's order on the suspension of certain portions of the Texas Open Meetings Act is lifted or modified.

Members of the public who desire to address the Board regarding an item on this agenda must comply with the registration procedures and modified regulation available on the District's website under "Modified Public Comment Regulation". For more information about public comments, see policy BED.

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

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

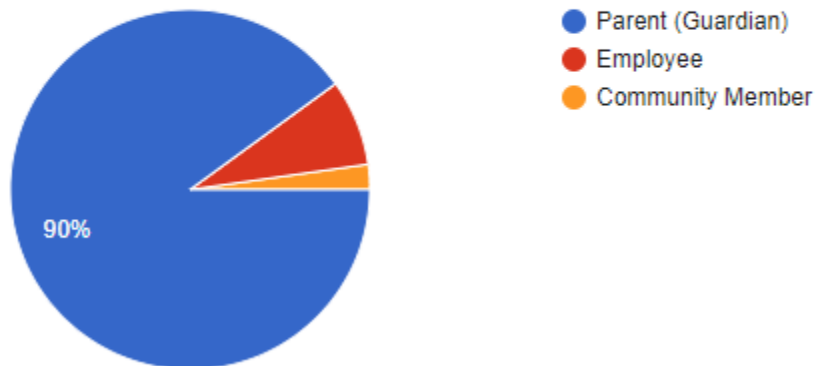
- I. CALL TO ORDER
- II. PUBLIC COMMENT (Agenda/Non-Agenda Items)
- III. DISTRICT INFORMATION

# Parent Survey: School Reopening

400 responses

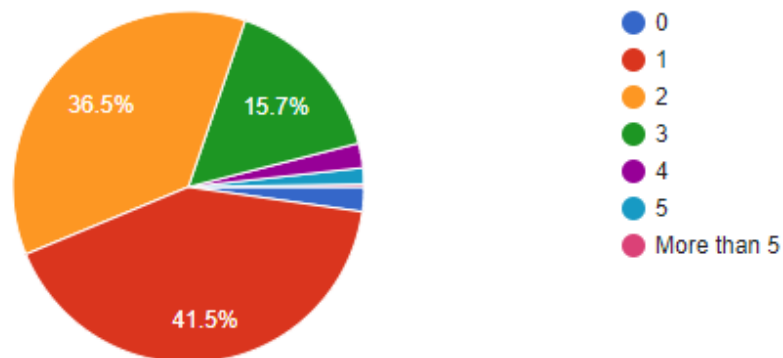
Please choose the descriptor that best describes you (your relationship with Groesbeck ISD).

400 responses



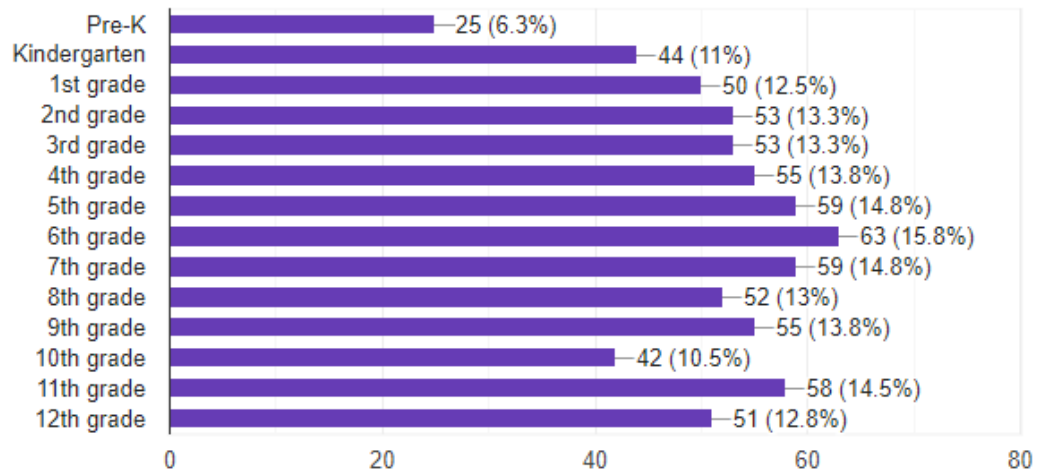
The number of students you will have attending GSD this upcoming school year is:

400 responses



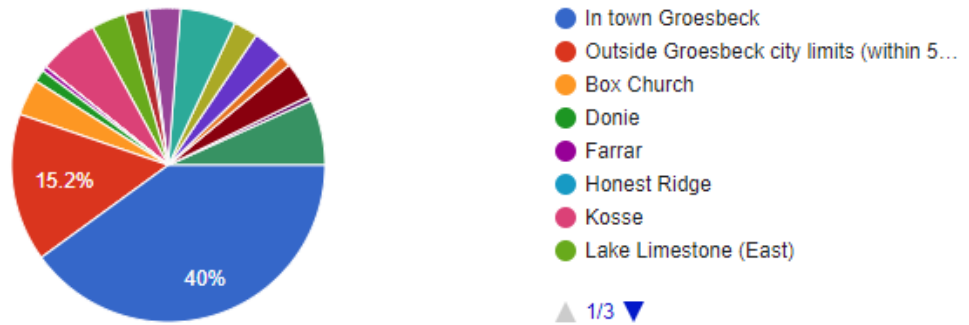
Check the appropriate grades that apply to your student(s) for the 2020-2021 school year.

400 responses



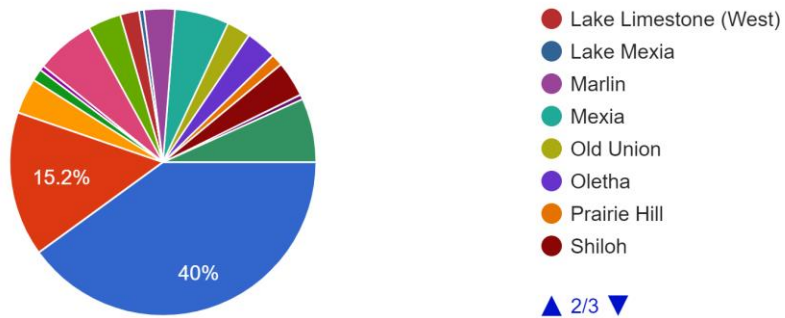
The location that best describes my home address would be

400 responses



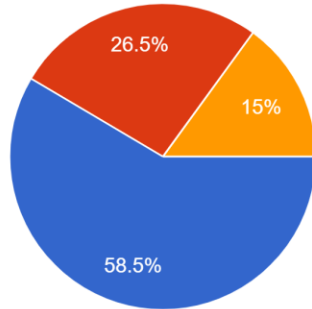
The location that best describes my home address would be

400 responses



Groesbeck ISD is considering an in-person summer school for identified students. Which statement best describes your current feelings?

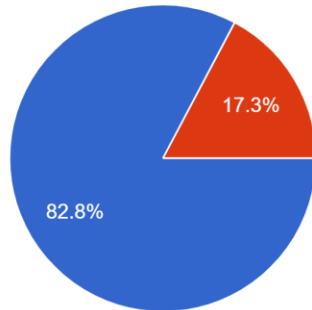
400 responses



- My child will not attend an on-campus summer school.
- I am comfortable bringing my child to school for a summer school class of 10 students with one teacher.
- I am comfortable sending my child on a bus to school for a summer school class of 10 students with one teacher.

Which of the comfort levels listed most closely describes your current feelings about your child's return to school in August?

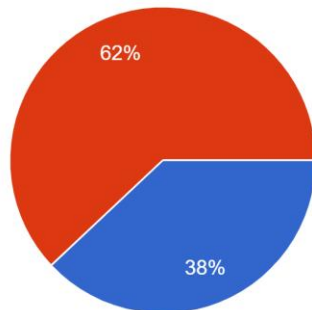
400 responses



- I am comfortable about sending my child to school knowing that the District will follow State Health Mandates.
- I am not comfortable about sending my child to school in the Fall.

Will your child(ren) require District provided transportation?

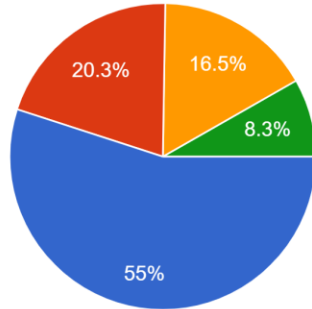
400 responses



- Yes
- No

In order to provide social distancing, buses would not be able to operate at full capacity. Please indicate your comfort level regarding District provided transportation.

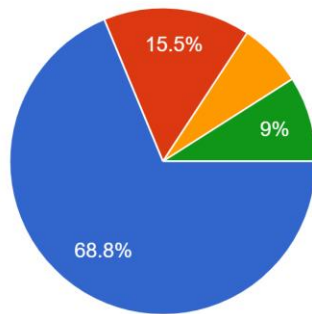
400 responses



- My child(ren) will not require District provided transportation.
- I am comfortable sending my child(ren) on a bus with normal student capacity.
- I am comfortable sending my child(ren) on a bus with reduced student capacity.
- I am NOT comfortable sending my child on a District bus.

Which option do you most prefer regarding the start of school this Fall?

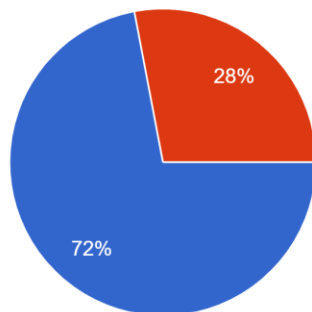
400 responses



- As normal with additional safety and health measures put in place.
- A blend of on campus and remote, home-learning.
- Smaller face-to-face instruction provided at various remote locations. (Kosse, Thornton, Lake Limestone, In-town Groesbeck as possibilities)
- Completely on-line with no in-person instruction.

If, as a District, we had to move to an alternative schedule to meet State mandates and health/safety requirements, which option would you prefer?

400 responses



- Blended instruction (face-to-face on campus instruction and home-learning) alternating days- example: Monday/Weds or Tues/Thurs.
- Blended instruction (face-to-face on campus instruction and home-learning) alternating weeks.

#### IV. DISCUSSION AND POSSIBLE ACTION ON FACILITY PLANNING

# A Journey To Healthy Flooring Programs

Real-world example of how **polished concrete** helped trim spending, improve health and add to green and sustainable initiatives

By Tony Almeida

Every year, schools spend millions of dollars replacing worn out floors. These materials are not only costly, they can have a negative impact on the environment. As facility managers and directors become more conscious of the material impacts and financial costs of flooring, more sustainable and healthy floors could be the best decision for their bottom line.

In most schools and buildings, floors are traditionally covered in various forms of tile — vinyl composite tile (VCT), luxury vinyl tile (LVT), resilient/sheet vinyl, rubber tile or sheet goods, terrazzo and epoxy. But what about polished concrete?

Polished concrete floors are considered highly sustainable, since it's a material that is already in place in facilities. Polished concrete floors are also very durable, easy to clean and highly reflective, which reduces the need for artificial lighting, decreases maintenance time and, with proper care, will last a lifetime.

These floors are also cost-effective and practical, they can reduce moisture vapor that can cause indoor air quality (IAQ) concerns, and they are a low- to no-VOC (volatile organic compound) alternative to other hard surfaces. Most importantly, for those in the cleaning world, this hard floor option should never need chemical stripping or waxing, provided the right floor care program is implemented. These advantages to clean floors are critical for student and staff safety, success and health.

## Hesitation To Change

Although the benefits of polished concrete floors are very convincing, many managers are still reluctant to make the change from traditional flooring options. Some of the major concerns are noise, polishing cost, condition of the concrete itself (such as cracks) and the amount of time it takes to convert. That fear of the unknown has caused many to go with what they know and stay with carpet or vinyl flooring.

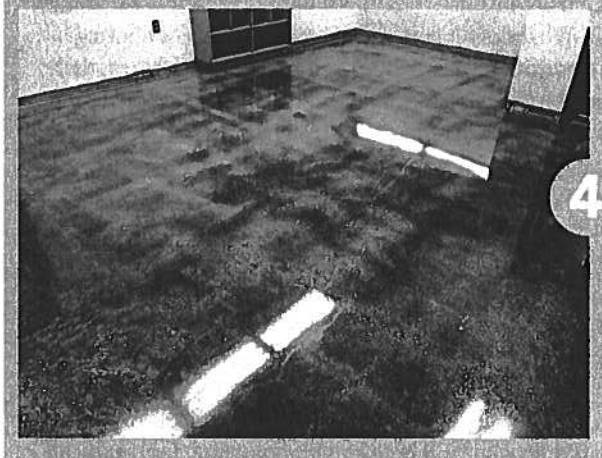
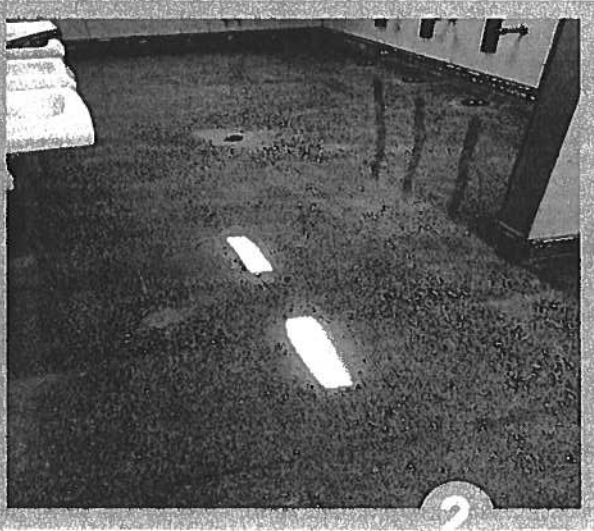
When considering the full cost of polished floor maintenance against traditional flooring, facility operators should consider:

- What is involved in restoring the floor?
- What is the environment that the floor will be exposed to?
- What are the health and environmental impacts of each material?
- What does it cost to maintain the current flooring?

For example, if a school is located in a rural area, there might be issues related to sand and dust. VCT will be immediately scratched and scarred when exposed to these particles. Carpeting will trap the sand, causing fibers to break down faster than they should, and when disturbed, it can release allergens into the air.

Even though a polished concrete floor will likely get scratched from the same sand, the cost to maintain and restore it is significantly lower in the long run. Polished concrete is repairable and, with proper maintenance, should never need to be replaced like carpet or VCT.

When someone asks about the cost and time of removing old flooring and polishing the concrete, I recommend



developing a program that starts small and steadily converts spaces as needed, versus doing it all at once. My school district made the smart choice to invest in proper equipment and staff training years ago. From there we developed a program that reduced our maintenance costs, including transitioning to polished concrete.

When given the choice between waiting for funds to replace carpet or VCT, or polishing the existing concrete, it's a no brainer — polish the concrete.

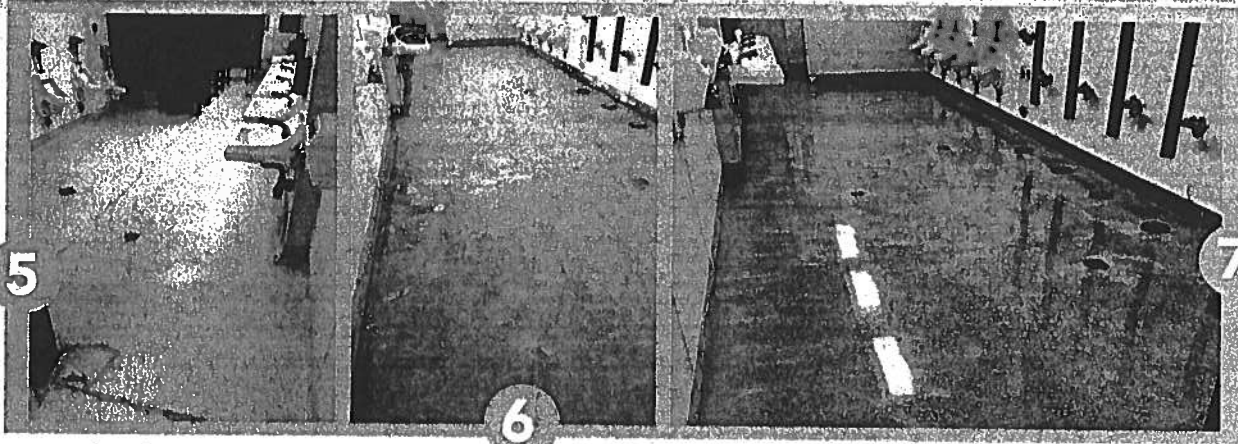
Polished concrete has its own personality and characteristics. It's a work of art and not one floor is the same. In fact it becomes a conversation piece amongst staff and community, and can have a positive impact on the environment and the health of those who use the school every day.

### A Personal Journey

Because a photo is worth a thousand words, I'd like to take you on a visual journey through some of the recent work done in my district. The floors were all finished in-house by our custodial staff members.

Photos 1 and 2 above are a before/after example of a student restroom where we repaired the sheet goods. Before, bacteria and germs could make their way into the cracks and seams, which were challenging to clean and often caused odors. After, there were no cracks to contend with.

On the left, photos 3 and 4 show a staff lounge that featured VCT floors that were damaged because of moisture. The tiles were removed and the concrete was polished using a floor protector.



Finally, illustrated in the above photos 5, 6 and 7, we converted a multi-stall student restroom from tile to polished concrete in three steps.

These days, going green is on the minds of most facility operators. This shift toward building and maintaining “green” facilities has had an impact on what defines the role of a facility and instituting sustainable cleaning and maintenance practices is a top priority. Updates and renovations contribute significantly to facility sustainability

efforts, including decisions around flooring. **FCD** Tony Almeida is the Manager of Custodial Services at the Elk Grove Unified School District, in Elk Grove, California. He also serves as a Committee Member of Healthy Green Schools & Colleges, a verifiable program created by Healthy Schools Campaign and Green Seal that promotes healthy and sustainable facilities management, procurement and practices for schools and universities nationwide.

V. DISCUSSION AND POSSIBLE ACTION ON ORDER OF GROESBECK  
INDEPENDENT SCHOOL DISTRICT'S TRUSTEE ELECTION ON NOVEMBER  
3, 2020

**ORDER OF GENERAL ELECTION FOR  
ORDEN DE GENERAL ELECCION PARA  
GROESBECK INDEPENDENT SCHOOL DISTRICT**

Due to the postponement of the May 2, 2020 election, an election is hereby ordered to be held on November 3, 2020 for the purpose of:

*(Debido al aplazamiento de las elecciones del 2 de mayo de 2020, se ordena que se celebren elecciones el 3 de noviembre de 2020 con el propósito de:)*

Electing one trustee each for positions designated as one trustee for At-Large Position – Expired Term; and one trustee for At-Large Position – Expired Term. (Elegir un fideicomisario cada por posiciones designó uno por At-Large Posiciona – fideicomisario Término, y uno por At-Large Posiciona – fideicomisario Término.)

Early voting by personal appearance will be conducted each weekday at Limestone County Courthouse, Room G-1, 200 W. State Street, Groesbeck, Texas 76642 and Mexia Civic Center, 101 S. McKinney Street, Mexia, Texas 76667 between the hours of 8 a.m. and 5 p.m. beginning on October 19, 2020 through October 23, 2020 and between the hours of 8 a.m. and 5 p.m. beginning on October 26, 2020 and ending October 30, 2020. *(La votación anticipada por comparecencia personal se llevará a cabo cada día de la semana en el Palacio de Justicia del Condado de Limestone, Sala G-1, 200 W. State Street, Groesbeck, Texas 76642 y Mexia Civic Center, 101 S. McKinney Street, Mexia, Texas 76667 entre las horas de 8 am y 5 pm a partir del 19 de octubre de 2020 hasta el 23 de octubre de 2020 y entre las 8 a.m. y las 5 p.m. comenzando el 26 de octubre de 2020 y terminando el 30 de octubre de 2020.)*

On Election Day, voters must vote in their precinct where registered to vote from 7:00 a.m. to 7:00 p.m., on November 3, 2020. *(El Día de Elección, los votantes deberán votar en su precinto donde están inscritos para votar desde las 7:00 a.m. hasta las 7:00 p.m. el noviembre 2, 2020)*

Applications for ballot by mail shall be mailed to:

*(Loas solicitudes para boletas que se votaran en auscencia por correo deberan envirarse a:)*

Limestone County Court House  
ATTN: Early Voting Clerk  
200 W. State Street, Room G-5  
Groesbeck, Texas 76642

Applications for ballot by mail must be received no later than the close of business on April 20, 2020. *(Las solicitudes para boletas que se votaran en auscencia por correo deberan recibirse para el fin de las horas de negocio el abril 20, 2020.)*

Issued this the 20<sup>th</sup> day of July, 2020  
*(Emitida este dia 20<sup>th</sup> de julio, 2020)*

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Tom Sutton, President  
Board of Trustees  
Groesbeck Independent School District

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Member (Miembro)

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Member (Miembro)

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Member (Miembro)

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Member (Miembro)

- VI. DISCUSSION AND POSSIBLE ACTION ON 2020-2021 STUDENT CODE OF CONDUCT
- VII. PRESENTATION AND REVIEW OF THE 2020-2021 EMPLOYEE HANDBOOK AND THE 2020-2021 STUDENT HANDBOOK

## **GISD 2020-2021**

### **Employee Handbook Review**

#### **Notes:**

In addition to the TASB Guide to Changes, the following changes were made:

- Update Board of Trustees (pg. 2)
- Update board meeting schedule (pg. 3)
- Update school calendar (pg. 3)
- Update school directory (pg. 4)
- Update pay schedule (pg.13)
- Add “stop the bleed stations” to Emergencies (pg. 71)
- Add guidelines for minibuses and activity bus (pg. 88)
- Add guidelines for hair and jeans under dress code (pg. 90)



# HR Services Model Employee Handbook—June 2020 Supplement Guide to Changes

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## Update Highlights

**June Supplement.** The June 2020 supplement to *Model Employee Handbook* includes the new Title IX regulations that go into effect August 14, 2020. Changes have also been made as a result of the recent U.S. Supreme Court decision on sex discrimination. These requirements are included in Policy Update 115, which will be sent to districts beginning in July 2020. Changes were also made to the topic “Standards of Conduct” to accurately reflect the Texas Educators’ Code of Ethics. The descriptions of the changes made are **bolded** in the chart on the following pages. All changes have been incorporated into the editable version.

**May Update.** The May update of the *Model Employee Handbook* included editorial changes to ensure text accurately reflected policy or legal provisions.

**Accessibility.** The editable version of the *Model Employee Handbook* is formatted to support accessibility for individuals with disabilities. This version of the handbook is a simple, linear, clearly structured document that will be easy to read in its original state and is most likely to remain accessible across a wide range of assistive devices. It is recommended that districts take the time to transfer local information into the most recent editable version and refresh the format of their employee handbook. It will be easier to add material to the current editable format than to retrofit an existing handbook for accessibility. Refer to [“Help for Editors”](#) for additional information.

## Editing Features

Text changes made in this update of the *Model Employee Handbook* (PDF version) have been marked to ease the district update process. Additions appear as blue, underlined text (e.g., [additions](#)) and deletions appear as red, strike through text (e.g., ~~deletions~~).

**All changes identified in the text column of the *Model Employee Handbook* have been incorporated into the Editable Model Employee Handbook in Microsoft Word® (meh\_editable\_2020.docx).**

The formatting included in the editable Microsoft Word® version of the employee handbook includes a table of contents and index that are built automatically in Word. Instructions for using these features are provided in the online document, [“Help for Editors”](#).

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Cover/Title Page			<ul style="list-style-type: none"> <li>• Updated date</li> <li>• In the editable version, changed “e-mail” to “email” on the title page</li> </ul>
Table of Contents	1–2	1–3	<ul style="list-style-type: none"> <li>• Added entries for new topics (Scope and Sequence, Public Information on Private Devices, and Discharge of Convicted Employees)</li> </ul>
Board of Trustees	9–10	6–7	<ul style="list-style-type: none"> <li>• In the fourth paragraph, changed the two-hour notice to a one-hour notice as required by Texas Government Code §551.045</li> <li>• In the first paragraph in the “Local considerations” column, replaced cumulative voting with “or single member districts”</li> </ul>

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Equal Employment Opportunity	12–13	8	<ul style="list-style-type: none"> <li>• In the first paragraph, added a phrase to promote nondiscrimination, replaced “gender” with “sex”, and added “sexual orientation, or gender identity” in the parenthesis</li> <li>• In the “Local considerations” column, made an editorial change</li> <li>• Added the second paragraph specifically referring to the required nondiscrimination statement in accordance with Title IX regulations</li> <li>• Edited the third paragraph to include the Title IX coordinator’s contact information and how to make reports</li> <li>• Edited the fourth paragraph to include the ADA/Section 504 coordinator’s contact information</li> <li>• Deleted the last sentence in this section</li> <li>• In the “Local considerations” column, added explanatory notes for requirements to include specific language or designated coordinators</li> <li>• In the editable version, added “including pregnancy” to the first sentence of the first paragraph</li> </ul>
Contract and Noncontract Employment	14–15	n/a	<ul style="list-style-type: none"> <li>• In the “Local considerations” column, edited the explanatory note for the subheading, Probationary Contracts</li> </ul>
Certification and Licenses	15–16	10	<ul style="list-style-type: none"> <li>• Added last sentence to the first paragraph addressing notification by employees licensed by the Texas Department of Licensing and Regulations</li> <li>• In editable version, made editorial change to the first sentence and added last sentence to match MEH text</li> </ul>

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Health Safety Training	18	n/a	<ul style="list-style-type: none"> <li>• In the “Local considerations” column, replaced the notation to HB 684 with a reference to Policy DMA (LEGAL)</li> </ul>
Staff Development	22	14	<ul style="list-style-type: none"> <li>• Deleted policy code reference (DMD)</li> <li>• In the “Local considerations” column, updated policy reference</li> </ul>
Jury Duty	42	28	<ul style="list-style-type: none"> <li>• Added policy code references</li> <li>• Added a sentence to the first paragraph prohibiting employers from negatively responding to employees who appear for jury duty</li> <li>• In the “Local considerations” column, replaced legislative references with applicable policy codes</li> </ul>
<b>Standard of Conduct</b>	<b>47–51</b>	<b>33–37</b>	<ul style="list-style-type: none"> <li>• In the “Local considerations” column on <b>page 48</b> of the MEH, deleted the note regarding amendments to the Texas Educators’ Code of Ethics</li> <li>• In the editable version, added “who” to Standard 2.7 of the Educators Code of Ethics</li> <li>• <b>Edited the following standards of the Educators Code of Ethics to accurately reflect 19 TAC §247.1(b):</b> <ul style="list-style-type: none"> <li>○ <b>Standard 1.5</b></li> <li>○ <b>Standard 1.12</b></li> <li>○ <b>Standard 2.8 (added)</b></li> </ul> </li> <li>• In the “Local considerations” column on <b>page 50</b>, noted that <b>Standard 2.8 needs to be included</b></li> </ul>

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Discrimination, Harassment, and Retaliation	52	37	<ul style="list-style-type: none"> <li>• Added the third paragraph on employees reporting prohibited conduct according to Title IX</li> <li>• In the “Local considerations” column, added the Title IX requirement on reporting prohibited conduct</li> <li>• Added instruction to insert text of DIA (REGULATION)</li> <li>• In the “Local considerations” column, added the regulation on Title IX investigations</li> </ul>
Harassment of Students	53	37–38	<ul style="list-style-type: none"> <li>• In the second paragraph, added a sentence on requiring employees to report prohibited conduct against students according to Title IX</li> <li>• In the “Local considerations” column, added the Title IX requirement on reporting prohibited conduct against students</li> <li>• Added instruction to insert text of FFH (REGULATION)</li> <li>• In the “Local considerations” column, added reference to the board regulation on Title IX investigations</li> </ul>
Reporting Suspected Child Abuse	54	38	<ul style="list-style-type: none"> <li>• Deleted policy reference “FFG”</li> <li>• In the “Local considerations” column deleted the reference to FFG (Exhibit)</li> <li>• In the “Local considerations” column, replaced the legislative reference with applicable policy code</li> <li>• In editable version, changed “a facility” to “the facility” in the first paragraph and edited the fifth paragraph so text aligns with MEH</li> </ul>

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Scope and Sequence	56	39–40	<ul style="list-style-type: none"> <li>Added a new topic describing when a teacher can and cannot be penalized for not following the district’s scope and sequence</li> </ul>
Technology Resources	n/a	40	<ul style="list-style-type: none"> <li>In the editable version, changed “e-mail” to email in the first sentence of the first paragraph</li> <li>In the second bullet, changed “computer or network resources” to “technology resources”</li> </ul>
Personal Use of Electronic Communications	57–58	40–41	<ul style="list-style-type: none"> <li>In the fifth bullet, deleted “Policy” in references to exhibits</li> <li>In the second and third paragraphs of the editable version, replaced “media” with “communications”</li> <li>In the editable version, replaced “e-mail” with “email in the third, second-level bullet; the third, second-level bullet choice for establishing protocol employees must follow; and the fourth bullet from the bottom</li> </ul>

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Electronic Communications between Employees, Students, and Parents	59–62	42–44	<ul style="list-style-type: none"> <li>• In the “Local considerations” column on page 61, added reference to Texas Government Code §552.004 which requires the preservation of email and text on personal devices as public information</li> <li>• In the editable version, made the following corrections to align text with MEH:                             <ul style="list-style-type: none"> <li>○ In the last sentence of the first paragraph, changed “e-mail” to “email”</li> <li>○ In the first sentence of the second paragraph, added “the” before “provisions”</li> <li>○ Changed “e-mail” to “email” in the first bullet in the second set of bullets</li> <li>○ Updated policy reference in the last of the second-level bullets on page 44</li> </ul> </li> </ul>
Public Information on Private Devices	63	45	<ul style="list-style-type: none"> <li>• Added a new topic regarding preserving public information on employee private devices</li> </ul>
Copyrighted Materials	n/a	48	<ul style="list-style-type: none"> <li>• Deleted the third sentence to align text with MEH</li> </ul>
Possession of Firearms and Weapons	70	n/a	<ul style="list-style-type: none"> <li>• In the “Local considerations” column, deleted the legislative reference</li> </ul>
Bad Weather Closing	72	52	<ul style="list-style-type: none"> <li>• Changed the topic heading to Emergency School Closing</li> <li>• Edited the first sentence to include epidemics as reason for school closing</li> </ul>
Personnel Records	n/a	53	<ul style="list-style-type: none"> <li>• In the second sentence, changed “e-mail” to “email”</li> <li>• Updated the bulleted list to align with text in MEH</li> </ul>

Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Resignations	75	54	<ul style="list-style-type: none"> <li>• In the subsection, Contract Employees, added the timeline for principal notification to the superintendent to the second paragraph</li> <li>• In the subsection, Noncontract Employees, added a second paragraph on requirement to report misconduct and corresponding note to the “Local considerations” column</li> </ul>
Dismissal of Noncontract Employees	76–77	55	<ul style="list-style-type: none"> <li>• Added reference to Policy DP</li> <li>• <b>Replaced “gender” with “sex” in the second sentence of the first paragraph</b></li> <li>• Added a second paragraph regarding reporting duties</li> <li>• In the “Local considerations” column, added a note referencing TEC §22.093</li> </ul>
Discharge of Convicted Employees	77	55	<ul style="list-style-type: none"> <li>• Added new topic regarding discharging employees who have been convicted of or placed on deferred adjudication community supervision for certain offenses</li> </ul>

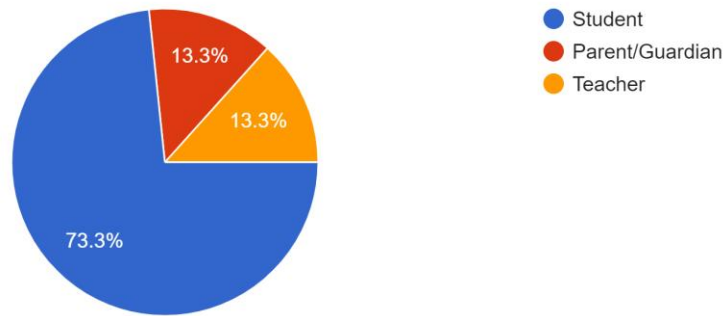
Topic	Page Number (MEH)	Page Number (Editable Version)	Description of Change
Reports to Texas Education Agency	77–78	56	<ul style="list-style-type: none"> <li>• Added reference to Policy DHC</li> <li>• Added subheadings to distinguish requirements for certified and noncertified employees</li> <li>• In the “Local considerations” column, added reference to TEC §21.006, §22.087, and §22.093</li> <li>• Reworded the second paragraph to include violation of assessment security procedures</li> <li>• Added paragraph on reporting of noncertified employees upon termination or resignation if there is evidence of misconduct</li> </ul>
<b>Equal Educational Opportunities</b>	<b>79</b>	<b>58</b>	<ul style="list-style-type: none"> <li>• <b>Edited the first paragraph comply with the new Title IX regulations</b></li> <li>• <b>In the second paragraph, added “for students” in two places to clarify which coordinator to report concerns or questions</b></li> </ul>
Index	86–88	62-64	<ul style="list-style-type: none"> <li>• Added or modified entries for new and revised topics (public information, scope and sequence, and terminations: discharge of convicted employees).</li> </ul>

VIII. DISTRICT INFORMATION: REVIEW ACADEMIC AND ATHLETIC GUIDELINES  
IX. DISCUSSION AND POSSIBLE ACTION ON DUAL ENROLLMENT/DUAL CREDIT

# On Ramps Course Survey

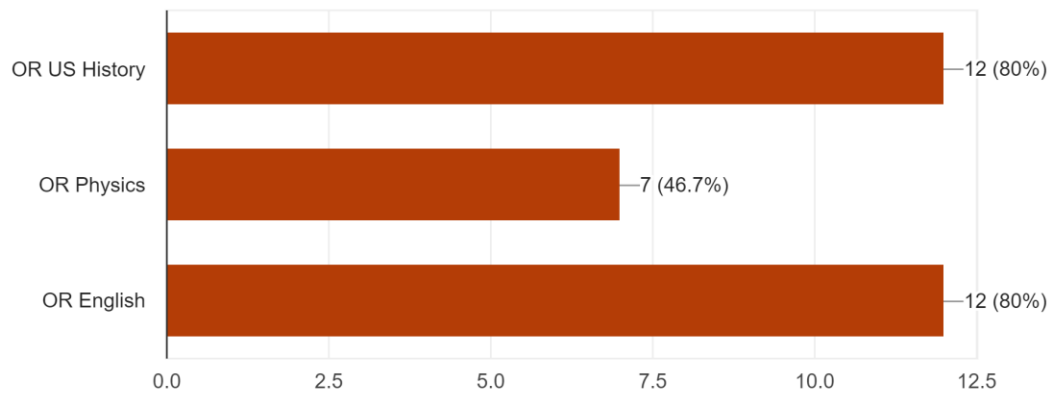
Your role at Groesbeck High School.

15 responses



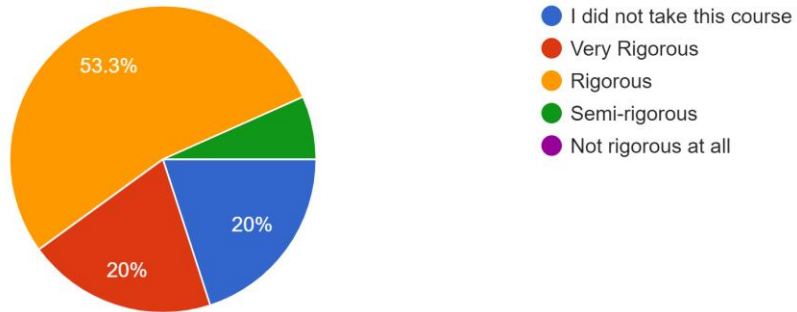
Which course or courses did you take this year? Check ALL that apply.

15 responses



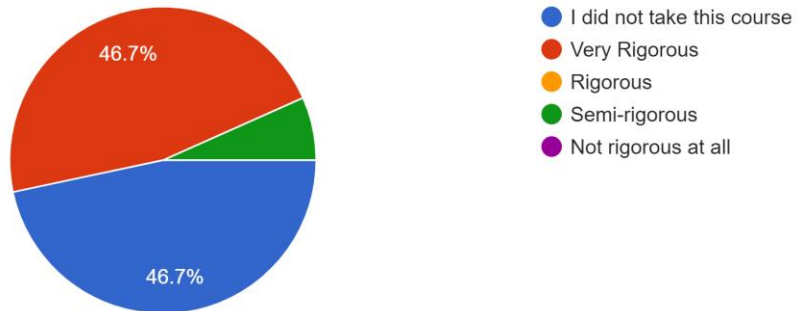
How would you rate the level of rigor the US History course provides?

15 responses



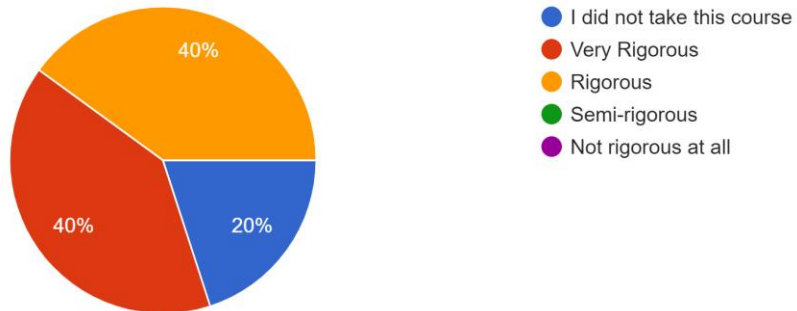
How would you rate the level of rigor the Physics course provides?

15 responses



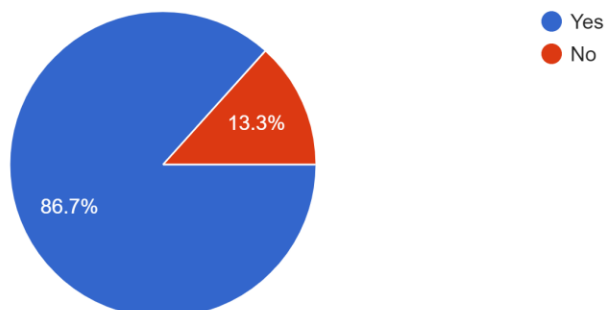
How would you rate the level of rigor the English course provides?

15 responses



Do you feel the experience of taking an On Ramps course helped prepare you or your student(s) for the next level of college experience?

15 responses



In reference to the previous question, why yes or why no?

15 responses

Cause it was hard

English yes but history no

It was extremely hard!! I was having to prepare, study, work on assignments, and stress 24/7. I honestly believe college will be super easy compared to OnRamps.

Now I understand the workload

I learned that college is fast paced and it goes from unit to unit and the questions are more advanced and the homework plentiful especially the reading over the course I had to do, that college will be similar to what I had done and that college will include lots of reading material to study before class.

This class was too hard. The math skills of the students were not up to par. This class made the students not want to take any more OnRamps classes or other college classes for their senior year. Honestly, these OnRamps classes burned them out. Most students said all they did was go to school, did homework or study, eat, and sleep. They had no fun or down time. Most also said they needed a break and wanted to enjoy their senior year.

The courses provided several trustworthy sources for each course. These will be beneficial for students proceeding into college levels.

It was really hard work to help prepare harder classes

I honestly feel like it was more difficult than my experiences with college courses. Balancing a full high school schedule and university courses was extremely difficult!

I learned important skills for college.

You really learn how to manage your time, and you learn how to learn on your own without the help of a teacher or professor.

It lets you prepare for the future classes you might take in college.

This course has taught me many responsibilities and has given me early college experiences.

Students are taught time-management skills, how to meet deadlines, interpreting prompts and responding at a collegiate level, research skills, use/access at research library, interacting with graders and professors in writing. There are also specific rhetorical skills that students do not acquire in high school courses.

Yes because the assignment deadlines seemed very similar to colleges.

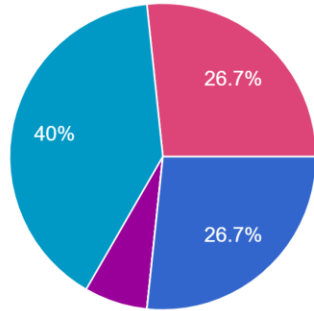
For STUDENTS ONLY: How would you rate the level of support you received from the facilitating GHS teacher for US History?

15 responses



For STUDENTS ONLY: How would you rate the level of support you received from the facilitating GHS teacher for Physics?

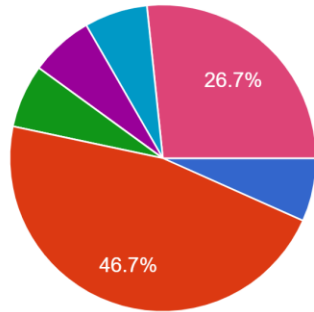
15 responses



- Excellent
- Very Good
- Good
- Fair
- Poor
- I did not take this course.
- I am a parent or teacher so this question does not apply to me.

For STUDENTS ONLY: How would you rate the level of support you received from the facilitating GHS teacher for English?

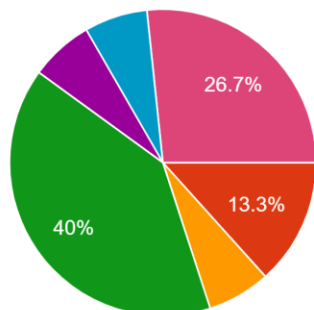
15 responses



- Excellent
- Very Good
- Good
- Fair
- Poor
- I did not take this course.
- I am a parent or teacher so this question does not apply to me.

For STUDENTS ONLY: How would you rate the level of support you received from the US History On Ramps Professor?

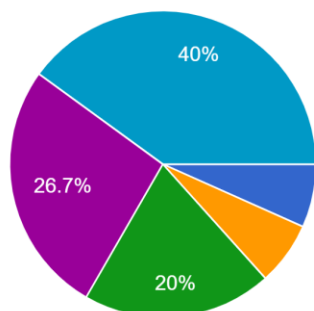
15 responses



- Excellent
- Very Good
- Good
- Fair
- Poor
- I did not take this course.
- I am a parent or teacher so this question does not apply to me.

For STUDENTS ONLY: How would you rate the level of support you received from the Physics On Ramps Professor?

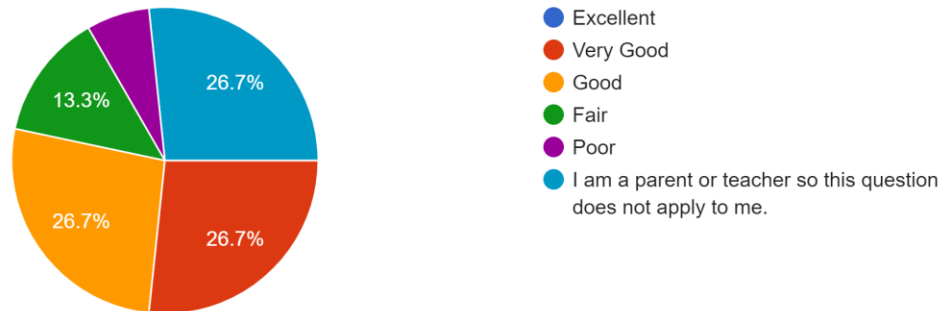
15 responses



- Excellent
- Very Good
- Good
- Fair
- Poor
- I am a parent or teacher so this question does not apply to me.

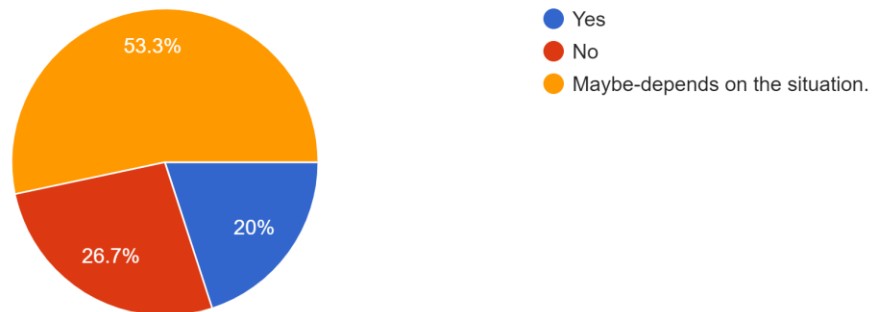
For STUDENTS ONLY: How would you rate the level of support you received from the English On Ramps Professor?

15 responses



Would you recommend taking an On Ramps course to your peers or to other parents of other students?

15 responses



If you had the power to improve the On Ramps program what would you do to create a better experience for future students?

15 responses

No ideas

More lecture and explaining in the history class other than just assigning a selection and not going over it.

I would make the class much less demanding. I understand college is a lot of work, but it was almost impossible to keep up with everything. And the material given by the college for us to learn and the material on the tests were nothing alike. I would definitely fix that as well. The college professors were not involved at all, I would have liked to hear more feedback from them.

I don't really know

Maybe just one shell for the college and any assignments needed to be done for the High-School side on the Google Classroom, I've had trouble trying to decipher which assignments go where.

We need more resources for the students.

There is not much I would necessarily improve. Most of the resources available in the OnRamps courses were very thorough and reliable.

I'm not sure

If they are taking on Ramps there should not be additional high school assignments on top of the on ramp assignments

More student resources.

I did not like the on-ramp courses at all and would not influence my peers to do them due to the fact the teacher were not well prepared for the classes in which they were teaching. I feel as if we were teaching them, like we were the lab rats. I would have the teachers know what they are doing and be more understanding.

A little more direction for the students, allowing them to understand fully what's going on.

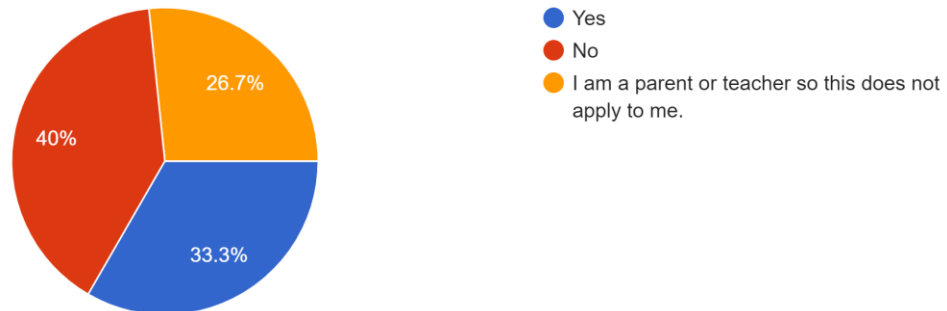
I think that there should have been more grace periods and less time crunches with the work they give us, especially for students that are taking more than one OnRamps course.

Teach an introduction to rhetoric at the end of English II courses (especially Honors). This would better prepare students and eliminate being overwhelmed at the beginning.

Make sure all students make calendars for assignments.

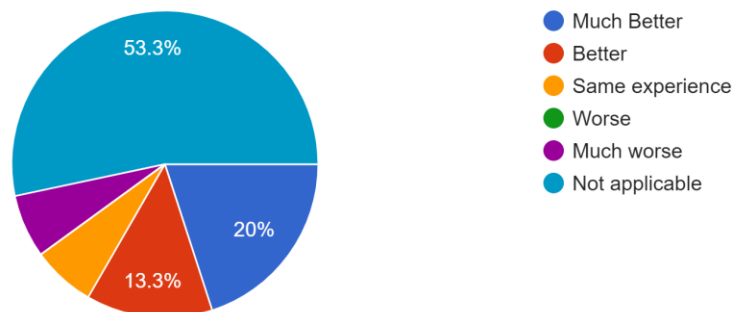
Have you ever taken a Dual Credit course (not an On Ramps course)?

15 responses



If applicable, how would you compare your experience in Dual Credit courses to your experience in On Ramps courses?

15 responses



Please use this space to offer any other feedback that will help the GHS administration improve the experience of taking On Ramps courses. If you have ideas regarding Dual Credit include that too. Be candid without fear of any issues-just let us know what you think so we can improve this program at GHS! Your name/email address will remain confidential.

15 responses

No ideas

The dual credit program was better than the on ramps program. My daughter was more successful than my son who just had on ramps.

I would not recommend OnRamps... I feel like I missed out on so much due to being overwhelmed with work from these classes. If it wasn't for Ms.Flatt's rigorous work to help us pass, there's no way I could have made it. History was a huge struggle due to receiving little to no support from our teacher. The material in both classes was so complicated even our instructors had major issues at time understanding how to teach it. Although I'm thankful for the lessons I learned, I wish I would have waited to be in college, till college.

I am unsure don't have any ideas

The OnRamps program sort of piles on a lot of homework on top of the students, with many after-school activities it's hard to keep up with the pace of the the homework leaving a lot of stress. Me personally; I had trouble since my medicine only lasted so long , I had to drop out of Tennis and become an teacher aide in order to get the necessary help and time to do and finish my work, unlike my peers I cannot work until midnight on my assignments, especially with the stress of it. It left me very tired and stressed to the point I had gone to the doctor complaining of different things that all was caused by stress.

As an OnRamps facilitator, I am tied to the syllabus and cannot make adjustments in the pace of instruction or testing. It is a big ordeal if a student misses a test or a lab. The class instructions did not have anything to help the students. There were no notes or places to go get help with the equations. Students spent most of their time trying to find videos to explain what to do with equations. The online book as no help either. It was really above their knowledge level and had really long explanations about how to make calculations. One would get lost when trying to follow the explanations. The physics labs are horrible and if they plan to attend UT, the labs will NOT count. The labs may or may not transfer to other colleges as well. It will depend on the college and what will be accepted. the students will have to take them again. This was NOT explained at the beginning of the year by our UT INSTRUCTORS. It was explained after the class was over. Also, you could not take the class without the lab. It is not an option. Sometimes, the lab would come before the class instructions and the students were completely lost. By the end of the year, the students would have to generate a lab procedure and execute the lab within a very limited time frame. It was horrible to say the least. The students were lost and confused as to what to do or where to go fine help. I could only "guide" them in what to do. I could not technically help them develop a plan.

As a dual credit instructor, I had the power to change the pace of instruction and testing. If we had a problem with the testing, I could move the test or push a lab forward or back without any issues. I could also make adjustments to the syllabus if I needed. With the labs, I could take more or less days if I need to let the students understand what was to be learned. The class and labs are tied together. Both class and lab will transfer to any college or university of their choice. The labs are awesome. They give instructions, but lets them develop their own conclusions as to what they are seeing and helps them make connections to what they are learning in the class. The class is hard, but not so hard that they feel discouraged or lost. I also teach study habits and help them learn time management skills. I help them learn how to be a college student with good study habits while teaching them chemistry along the way.

Not much else to give feedback on. My year of OnRamps was quite fun and educational.

I don't know

The On-Ramps courses consumed my students life and was beyond ridiculous to have additional assignments for the same course but for the high school grade

N/A

I Learned so much through Navarro dual credit speech and surprisingly music application. Shannon Casto(speech) taught us tips and tricks to writing speech outlines that I feel I will use the rest of my life. In dual music Collin Anderson has very good presentations everyday. He had due dates and nothing that would through us off along with speech. Dual credit was much less stressful, hands on, and useful. With on-ramps I was very stressed and overwhelmed. The teachers were not much help although they tried it just didn't go well.

The OnRamps stuff is just a bit confusing, and sometimes a little too bias.

This program was very helpful and would love to take more courses like these.

I think OnRamps courses provide a valuable experience for college bound students even if they do not accept college credit. It is eye-opening for "good" students to realize what it takes to be a "good college student."

If you would like for Dr. Bomar to contact you for further discussion please leave your email address here. Again, all responses and conversations will remain confidential.

3 responses

## X. DISCUSSION ON TIER TWO GOLDEN PENNY

<b>DATE:</b>	<b>January 9, 2020</b>
<b>SUBJECT:</b>	<b>House Bill 3 (HB 3) Implementation: 2020 Tax Rates</b>
<b>CATEGORY:</b>	<b>Funding Implications; Tax rate compression</b>
<b>NEXT STEPS:</b>	<b>Share with business and finance staff</b>

House Bill (HB) 3, was passed by the 86th Legislature, 2019, and signed into law by Governor Abbott on June 11, 2019.

This letter details matters regarding tax rates for the 2020 tax year (TY) and the related state funding implications for the 2020–2021 school year (SY) based on HB 3.

It is important to remember that tier one tax compression does not impact the overall level of funding a district is entitled to. Rather, tax compression only impacts the balance of state and local share of a school district’s total tier one entitlement.

After adjusting for other changes related to the transition from prior law to HB 3, maintenance and operations (M&O) tax rates for TY 2019 were compressed by the state compression rate of 93%, or 0.93. M&O tax rates for TY 2020 will continue to be compressed using either state or local compression percentage rates using a base of 0.93 *for both*.

**Tier one tax compression for TY 2020 and SY 2020–2021**

In TY 2020, state *and* local compression of tax rates will apply to district tier one tax rates (the portion of the M&O tax rate that previously comprised the first \$1.00 in prior law but now based on \$0.93 under HB 3 for TY 2019 and SY 2019–2020). State and local compression work in parallel, and districts receive the method which results in the greatest amount of compression (i.e. the lowest tax rate).

**State Compression**

State compression compares the extent to which estimated statewide property value growth (set by the general appropriations act at 4.01 percent for TY 2020) exceeds 2.5 percent to determine the state maximum compressed rate (MCR) for TY 2020, calculated as follows:

$$TY\ 2020\ MCR = 0.93 \times (1.025 \div 1.0401) = \mathbf{\$0.9164}.$$

**Local Compression**

Similarly, local compression uses individual district property value growth compared to 2.5 percent to determine MCR. Since districts receive the greater of the MCR calculated under state compression or local compression, only districts whose local value growth exceeds 4.01 percent (the statewide growth in property values) will have additional compression below \$0.9164 (the state compression MCR).

**Limit on Local Compression**

In order to maintain tax rate equity, no district may have an MCR less than 90 percent of any other district. Districts which grow more than 15.58 percent for TY 2020 will meet this limitation. As a

result, no district will have a maximum tier one tax rate lower than \$0.8247 for TY 2020 and SY 2020–2021.

**TEA Technical Assistance in Calculating Tax Rates**

The Texas Education Agency will initiate a data collection scheduled to open on May 1, 2020. This data collection will focus on local school district property tax data for TY 2020 as well as for historical local property values. The agency will use the locally estimated property growth rates to calculate estimates of comptroller certified property values used for state funding purposes (i.e. “T2” property values) and then the agency will calculate and make available maximum compressed tier one tax rates in the summer of 2020. More details related to this data collection will come via TAA in April 2020.

**Tier two and voter approval elections**

There will be no further compression to the tier two tax rate in TY 2020, because copper penny compression in TY 2019 was linked to the increase in the copper penny yield from \$31.95 to \$49.28. For TY 2019, school districts were prohibited from holding a voter approval election unless meeting specific exception criteria set forth under HB 3.

Beginning in TY 2020, districts may:

- levy up to the district’s maximum tier one compressed rate as discussed above without voter approval;
- levy the district’s maximum tier one compressed rate plus four golden pennies without voter approval;
- levy an additional fifth golden penny<sup>1</sup> without voter approval, but only with a unanimous board vote; and
- levy a total of 17 enrichment pennies above the district’s maximum tier one compressed rate (any previously authorized pennies do not require voter approval).

The basis for determining whether voter approval elections are required will begin with the district’s TY 2020 MCR plus the number of enrichment pennies accessed in TY 2019.

Tier	Pennies	Action Required to Access
Tier Two Copper Pennies	9 - 17	Voter Approval Required (or previously accessed in TY 2019)
	6 – 8	
Tier Two Golden Pennies	5	Unanimous Board Vote or Voter Approval Required (or previously accessed in TY 2019)
	4	
Tier One	0 - MCR	No Voter Approval

<sup>1</sup> Districts that have already accessed more than four golden pennies are not eligible to add additional pennies without a voter approval election.

**Maximum M&O tax rate for TY 2020 and SY 2020–2021**

The maximum M&O tax rate for any district in TY 2020 will be \$1.0864<sup>2</sup> (\$0.9164 + \$0.17). Districts with local compression that exceeds state compression, will have a lower maximum M&O tax rate.

**Questions**

Nothing stated in this TAA supersedes Texas Education Code (TEC) or Texas Administrative Code (TAC). If you have any questions related to this TAA on tax rates under House Bill 3, please contact the division of state funding by phone at (512) 463-9238 or by email at [HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov).

Sincerely,

Leo Lopez, RTSBA  
Associate Commissioner for School Finance & Chief School Finance Officer

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<sup>2</sup> Five districts were authorized under special law to tax above \$1.17 in tax year 2018 and will therefore be able to exceed \$1.0864 in tax year 2020.

XI. DISCUSSION AND ACTION ON CONSENT AGENDA ITEMS  
A. Minutes of Previous Board Meeting

**Regular Board Meeting**  
**MINUTES**  
**06-15-2020**  
**6:00 p.m.**

*(NOTE: Due to health and safety concerns related to Coronavirus COVID-19, this meeting was conducted by videoconference and telephone call through ZOOM: Online Meeting and Telephone Software.)*

Present: Tom Sutton, Bridgett Jackson-Tatum, Angela Crane, Aslone Foy, Ronnie Ferguson, Tiffany Burleson, Jud Hughes

Others: Dr. James Cowley, Teresa Battrick, Dr. Diana Freeman, Alex Cannon, Beth Westhoff, Dayne Duncan, Jackie Ancelet, Kelley Young, Kenna Moody, Krystal Swinnea, Jeanette Underwood, Cindy Ensminger, Susan Swick, Octavis McGruder, Taylor's iPhone, Bonnie Bomar, Dakota Steed, Renae Tribble, Staci Kirk, Lisa Rogers.

Tom Sutton read information for the telephone and videoconference meeting being held under suspended Open Meetings Act laws in response to Coronavirus (COVID-19).

Tom Sutton called the meeting to order at 6:03 p.m.

There were no public comments.

Jeanette Underwood, Dean of Dual Credit at Navarro College and Renae Tribble, Director of Dual Credit at Navarro College presented an overview of Navarro College's restructured dual credit program. Their goal is to help community and partners to transition into further education. They serve five counties. The State has enhanced guidelines over the past four years. Navarro College saves money and prepares students for college. Dual credit benefit include college with a safety net, transition to college for a Bachelors and vocational schools. Students can earn an Associate's Degree by end of high school. Students can take an average of 30 hours incorporates most of the core classes. These transfer to any major college. Students perform better in college. Discussed transfer of courses, degree plans, different pathways to meet the students' needs. Dual credit students receive the same services and benefits as Navarro College regular students. Discussed tuition, which have been 50% for Fall and Spring discounted rate since 2014. Three credit hours is about \$242.00 but doesn't include internet fees, room/board, books, etc. and for a four credit hours its' \$316.00. Examples of what other district do regarding fees are: some will reimburse, about six districts pay tuition, some don't pay for books, some reimburse if student does well. 15 or 18 out of 134 GISD students have completed their Associate's Degree. Discussed parent meetings and enhanced parent meetings. In years past, only one or two parents attend meetings in Groesbeck. Other districts, it has worked well, attendance of 200 people. Opportunities to support Groesbeck ISD are virtually or in-person. Discussed getting parents more involved once student earns 15 hours they have to declare a major. Discussed teachers and options and delivery of options. Dual credit facilitator, on-line format, cohort student with same teacher, hybrid model of Navarro staff coming to school and give orientation to students. Discussed tuition and fees. Limestone County is part of taxing entity.

University of Texas has an advantage from State legislator subsidies for some of their fees.

District Information: Dr. James Cowley discussed Cyber-Security Training, Child Abuse Training, the State of Texas providing Personal Protective Equipment (PPE), for summer conditioning we have seventy-two male and seventy female athletes participating, Summer Leadership Institute will be virtual. Let Teresa know if you would like to attend. Discussed ESSER (Elementary and Secondary School Emergency Relief) Federal Program, COVID-19 bills with quarterly reports and how we're spending monies, Coronavirus Relief Act, TEA deductions of funding.

As the Dual Credit/Dual Enrollment Committee, Angela Crane and Tiffany Burleson presented dual credit/dual enrollment information. Angela Crane presented the PowerPoint presentation that included goal of what we want to accomplish, diversity, students interests, and good experience so student will want to continue college. We pay for a lot of college classes that students don't pass or drop. Comparison of OnRamps and Navarro College and the number of students taking courses. Discussed parent and student feedback, parent involvement, costs to Groesbeck ISD, effects on high school GPA, problems with delivery and class scheduling, and qualified teachers. Discussed general problems not covered previously. Discussed providing a variety of courses that will be the foundation of a future degree. Reviewed GISD's data from MyCollege Options. Our students desire a university, but more go to a two year institution. Discussed degree plans should fit the growing job markets and our local markets and what courses are common among those degrees. Discussed English 1301, Biology 2401, Biology 2402, Psych 2301, Sociology, and Speech. Discussed biggest employers in Limestone County and how to use both dual credit and OnRamps to meet the needs of our students. English 1301 should be offered in form of dual credit on students choice between the two. Replace with another course offered by OnRamps. How many hours would we like student to earn, looked at 12 to 24 hours. In college important to take 12 hours. Presented current course offerings. OnRamps offers a lot more courses but our teachers need to get training. There's a two-week course our teachers have to take. Dr. Cowley added that by law, we are mandated to offer 12 hours of college credit. In addition of student to receive college ready military status and for a multi-disciplinary endorsement they have to have 12 hours. Dr. Freeman added that they can have 6 hours English and 6 hours math or 12 hours of either. Angela Crane discussed budget and use to be a line item but that is no longer the case. Dr. James Cowley added that Teague ISD does a payment plan. Reimbursement is as follows: A is full/100% tuition, B is 75%, C is 50%. At Coolidge ISD, the students buys their books. Discussed high school allotment but it is no longer under high school allotment. It is rolled into basic allotment funds. Will have to budget out of 199 operating budget. We haven't heard complaints from the parents. Ms. Swick heard from students the first year. Discussion of economically disadvantaged students would be at a disadvantage if they had to pay. Ms. Swick stated that we put information out there. Discussed OnRamps teaching one class, not two separate classes. Our high school teacher grades and UT grades. Krystal Swinna added that TASTC welding certification does not require English 1301, that's only if they decide to get an Associates. Discussed College Career and Military Readiness (CCMR). Dr. Bonnie Bomar was glad to hear that Navarro is homogeneous classes, OnRamps is homogeneous, only high school students and no adults in there. Dr. Cowley asked with English 1301 and 1302, if we move to Navarro, how do you want to

pay? No other classes added from OnRamps. Discussed UT Permian-Basin, they have increased their costs. Tiffany Burleson likes English 1301 through Navarro. Jud Hughes needs reassurance that they are willing and able to take a college course. Discussed parent/student college agreement. Motion by Bridgett Jackson-Tatum, second by Jud Hughes to stay with OnRamps. All voting for by show of hand, with a verbal “I agree” from Tiffany Burleson and Aslone Foy. Motion carried unanimously.

Motion by Tiffany Burleson, second by Aslone Foy to approve the Parent Notice Requirements for Students At Risk of Failure Waiver. All voting for by show of hand, with a verbal “I agree” from Tiffany Burleson and Aslone Foy. Motion carried unanimously.

Discussion of guidelines for transporting students. In TEA recommendations the word “should” is not mandatory, it is a may, or could, or optional. In original, one student could sit in one seat on the bus. Dr. Cowley had spoken with TEA Commissioner Mike Morath regarding siblings or children in same household sitting in same seat. TEA later issued that siblings can sit in same seat. Dayne Duncan stated that most of the drivers are 65 and above so they fall into the health concerns group. Board was asked if they wanted to follow the TEA guidelines. Aslone Foy and Tiffany Burleson stated no. Discussed social distancing of students in school, classrooms, and cafeteria.

Dr. James Cowley discussed 2020-2021 salaries. Teachers will have their step. Other staff not on teacher scale will get a 1.92% increase in salary. Finance meetings show that we will get financing. By 2021-2022 school year, don’t know what will happen to salaries. Motion by Aslone Foy, second by Tiffany Burleson to approve the 2020-2021 salaries and supplemental pay items as presented. All voting for by show of hand, with a verbal “I’m good” from Aslone Foy. Motion carried unanimously.

Motion by Tiffany Burleson, second by Angela Crane to approve the consent agenda as presented. All voting for by show of hand, with a verbal “I’m good” from Aslone Foy. Motion carried unanimously.

- A. Minutes of Previous Board Meeting
- B. Budget Reports and Amendments
- C. 2020-2021 Meal Prices
- D. GHS Pole Vault Pit and High Jump Pit Quotes
- E. 2020-2021 University of Texas OnRamps Agreement
- F. Renewal of Motor Fuel Bid #19-001
- G. Surplus

Dr. James Cowley discussion of two science teachers from the Philippines through a J-1 Visa teacher agreement, we would have to pay \$1,760 visa fee to be paid annually. This is considered an exchange program, here for three years up to five years. Dr. Bonnie Bomar stated that she has received zero applications from state side. One position is Biology/Life Science and the other is Chemistry/IBC. Same salary as out teachers. It is Federal law that we pay the visa fee. Discussed where they would live. They would have a host family, similar to our exchange students. Same probationary contract same as anyone we hire. Motion by Tiffany Burleson, second by Jud Hughes to hire the two

teachers from the Philippines. All voting for by show of hand, with a verbal “I’m good” from Aslone Foy. Motion carried unanimously.

Entered into Executive Session: 10:04 p.m.

Reconvened: 10:37 p.m.

Motion by Ronnie Ferguson, second by Jud Hughes to hire personnel as recommended by the administration. All voting for by show of hand, with a verbal “I’m good” from Aslone Foy. Motion carried unanimously.

No action taken on Board Member Comments, Reports, and Discussion.

Motion by Jud Hughes, second by Ronnie Ferguson to adjourn. Motion carried unanimously.

Adjourned: 10:39 p.m.

\_\_\_\_\_  
Tom Sutton, Board President

\_\_\_\_\_  
Jud Hughes, Secretary

July 20, 2020  
Date Approved

## B. Budget Report and Amendments



Board Report  
 Comparison of Revenue to Budget  
 Groesbeck ISD  
 As of June

Fund 199 / 0 GENERAL FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 -					
5700 -					
5710 - LOCAL REAL AND PERSONAL PROPER	12,239,326.00	-100,338.60	-12,000,782.41	238,543.59	98.05%
5740 -	264,500.00	-4,510.97	-101,472.95	163,027.05	38.36%
5750 - REVENUES FROM ENTERPRISE FUNDS	214,900.00	-2,642.50	-151,516.31	63,383.69	70.51%
<b>Total</b>	<b>12,718,726.00</b>	<b>-107,492.07</b>	<b>-12,253,771.67</b>	<b>464,954.33</b>	<b>96.34%</b>
5800 - STATE REVENUES					
5810 - PER CAPITA AND FOUNDATION REV	2,469,975.00	-91,489.00	-2,033,733.00	436,242.00	82.34%
5820 - STATE PROGRAM REV	.00	-3.78	-3.78	-3.78	.00%
5830 - STATE REVE FROM STATE AGENCY	745,124.00	-67,919.94	-711,952.14	33,171.86	95.55%
<b>Total STATE REVENUES</b>	<b>3,215,099.00</b>	<b>-159,412.72</b>	<b>-2,745,688.92</b>	<b>469,410.08</b>	<b>85.40%</b>
5900 - FEDERAL REVENUES					
5920 - FEDERAL REVENUE DISTR BY TEA	35,000.00	-7,979.70	-64,507.14	-29,507.14	184.31%
5930 - FEDERAL REV DISTR BY GOV AGENC	410,000.00	-4,205.98	-254,178.93	155,821.07	61.99%
<b>Total FEDERAL REVENUES</b>	<b>445,000.00</b>	<b>-12,185.68</b>	<b>-318,686.07</b>	<b>126,313.93</b>	<b>71.61%</b>
7000 -					
7900 -					
7910 -	580,000.00	.00	.00	580,000.00	.00%
<b>Total</b>	<b>580,000.00</b>	<b>.00</b>	<b>.00</b>	<b>580,000.00</b>	<b>.00%</b>
<b>Total Revenue Local-State-Federal</b>	<b>16,958,825.00</b>	<b>-279,090.47</b>	<b>-15,318,146.66</b>	<b>1,640,678.34</b>	<b>90.33%</b>

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 -						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-8,001,626.00	.00	7,348,784.09	120,787.12	-652,841.91	91.84%
6200 - PROFESSIONAL & CONTRACTED SVCS	-275,140.96	32,503.01	220,388.41	40,153.88	-22,249.54	80.10%
6300 - SUPPLIES & MATERIALS	-251,716.68	83,157.81	132,467.95	3,953.53	-36,090.92	52.63%
6400 -	-48,459.59	.00	20,414.92	702.24	-28,044.67	42.13%
6600 -	-39,905.77	39,905.77	.00	.00	.00	-0.00%
<b>Total Function11 INSTRUCTION</b>	<b>-8,616,849.00</b>	<b>155,566.59</b>	<b>7,722,053.37</b>	<b>165,596.77</b>	<b>-739,227.04</b>	<b>89.62%</b>
12 - LIBRARY						
6100 - PAYROLL COSTS	-65,057.00	.00	65,483.73	906.08	426.73	100.66%
6200 - PROFESSIONAL & CONTRACTED SVCS	-17,524.02	4,748.68	12,400.68	1,700.00	-374.66	70.76%
6300 - SUPPLIES & MATERIALS	-6,417.98	2,460.55	2,168.97	221.97	-1,788.46	33.80%
<b>Total Function12 LIBRARY</b>	<b>-88,999.00</b>	<b>7,209.23</b>	<b>80,053.38</b>	<b>2,828.05</b>	<b>-1,736.39</b>	<b>89.95%</b>
13 - STAFF DEVELOPMENT						
6100 - PAYROLL COSTS	-149,945.00	.00	111,549.43	9,278.62	-38,395.57	74.39%
6200 - PROFESSIONAL & CONTRACTED SVCS	-500.00	200.00	220.00	.00	-80.00	44.00%
6400 -	-19,736.00	1,175.00	3,375.43	.00	-15,185.57	17.10%
<b>Total Function13 STAFF DEVELOPMENT</b>	<b>-170,181.00</b>	<b>1,375.00</b>	<b>115,144.86</b>	<b>9,278.62</b>	<b>-53,661.14</b>	<b>67.66%</b>
21 - INSTRUCTIONAL LEADERSHIP						
6100 - PAYROLL COSTS	-189,150.00	.00	162,584.00	9,330.03	-26,566.00	85.96%
6200 - PROFESSIONAL & CONTRACTED SVCS	-4,000.00	.00	3,280.00	.00	-720.00	82.00%
6400 -	-200.00	.00	.00	.00	-200.00	-0.00%
<b>Total Function21 INSTRUCTIONAL</b>	<b>-193,350.00</b>	<b>.00</b>	<b>165,864.00</b>	<b>9,330.03</b>	<b>-27,486.00</b>	<b>85.78%</b>
23 - PRINCIPAL						
6100 - PAYROLL COSTS	-813,940.00	.00	715,475.60	69,420.55	-98,464.40	87.90%
6200 - PROFESSIONAL & CONTRACTED SVCS	-2,621.00	.00	2,469.05	.00	-151.95	94.20%
6300 - SUPPLIES & MATERIALS	-14,335.67	713.22	8,504.88	856.60	-5,117.57	59.33%
6400 -	-11,443.33	2,445.31	4,297.26	.00	-4,700.76	37.55%
<b>Total Function23 PRINCIPAL</b>	<b>-842,340.00</b>	<b>3,158.53</b>	<b>730,746.79</b>	<b>70,277.15</b>	<b>-108,434.68</b>	<b>86.75%</b>
31 - COUNSELING						
6100 - PAYROLL COSTS	-741,089.00	.00	644,652.25	41,199.77	-96,436.75	86.99%
6200 - PROFESSIONAL & CONTRACTED SVCS	-9,850.00	.00	8,835.50	1,130.84	-1,014.50	89.70%
6300 - SUPPLIES & MATERIALS	-10,970.00	1,363.05	3,701.42	391.86	-5,905.53	33.74%
6400 -	-4,200.00	195.00	1,709.46	195.00	-2,295.54	40.70%
<b>Total Function31 COUNSELING</b>	<b>-766,109.00</b>	<b>1,558.05</b>	<b>658,898.63</b>	<b>42,917.47</b>	<b>-105,652.32</b>	<b>86.01%</b>
32 - SOCIAL WORK SERVICES						
6100 - PAYROLL COSTS	-45,789.00	.00	38,460.92	3,877.98	-7,328.08	84.00%
<b>Total Function32 SOCIAL WORK SERVICES</b>	<b>-45,789.00</b>	<b>.00</b>	<b>38,460.92</b>	<b>3,877.98</b>	<b>-7,328.08</b>	<b>84.00%</b>
33 - NURSE / HEALTH						
6100 - PAYROLL COSTS	-191,885.00	.00	152,129.33	2,087.82	-39,755.67	79.28%
6200 - PROFESSIONAL & CONTRACTED SVCS	-1,800.96	.00	1,609.00	204.00	-191.96	89.34%
6300 - SUPPLIES & MATERIALS	-6,774.04	409.63	6,097.32	3,124.72	-267.09	90.01%
<b>Total Function33 NURSE / HEALTH</b>	<b>-200,460.00</b>	<b>409.63</b>	<b>159,835.65</b>	<b>5,416.54</b>	<b>-40,214.72</b>	<b>79.73%</b>
34 - TRANSPORTATION						
6100 - PAYROLL COSTS	-444,263.00	.00	420,891.99	17,249.08	-23,371.01	94.74%
6200 - PROFESSIONAL & CONTRACTED SVCS	-166,920.00	43,338.92	92,822.47	18,166.06	-30,758.61	55.61%
6300 - SUPPLIES & MATERIALS	-265,060.00	37,323.94	122,141.06	4,967.24	-105,595.00	46.08%
6400 -	-10,466.00	47 640.00	-12,938.68	.00	-22,764.68	123.63%
<b>Total Function34 TRANSPORTATION</b>	<b>-886,709.00</b>	<b>81,302.86</b>	<b>622,916.84</b>	<b>40,382.38</b>	<b>-182,489.30</b>	<b>70.25%</b>

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 -						
36 - EXTRACURRICULAR						
6100 - PAYROLL COSTS	-457,610.00	.00	475,111.11	18,147.68	17,501.11	103.82%
6200 - PROFESSIONAL & CONTRACTED SVCS	-60,847.33	11,207.23	46,089.95	9,138.71	-3,550.15	75.75%
6300 - SUPPLIES & MATERIALS	-110,981.61	28,485.56	71,018.73	14,601.69	-11,477.32	63.99%
6400 -	-149,366.06	1,015.00	98,886.04	1,644.22	-49,465.02	66.20%
6600 -	-22,955.00	22,955.00	.00	.00	.00	-.00%
<b>Total Function36 EXTRACURRICULAR</b>	<b>-801,760.00</b>	<b>63,662.79</b>	<b>691,105.83</b>	<b>43,532.30</b>	<b>-46,991.38</b>	<b>86.20%</b>
41 - GENERAL ADMIN						
6100 - PAYROLL COSTS	-421,577.00	.00	367,709.14	36,712.20	-53,867.86	87.22%
6200 - PROFESSIONAL & CONTRACTED SVCS	-159,414.64	10,791.50	123,370.48	3,712.65	-25,252.66	77.39%
6300 - SUPPLIES & MATERIALS	-12,318.88	4,750.00	7,409.77	2,034.79	-159.11	60.15%
6400 -	-72,266.48	290.00	54,175.80	-30,904.52	-17,800.68	74.97%
<b>Total Function41 GENERAL ADMIN</b>	<b>-665,577.00</b>	<b>15,831.50</b>	<b>552,665.19</b>	<b>11,555.12</b>	<b>-97,080.31</b>	<b>83.04%</b>
51 - FACILITIES MAINTENANCE						
6100 - PAYROLL COSTS	-831,787.00	.00	738,123.56	69,340.74	-93,663.44	88.74%
6200 - PROFESSIONAL & CONTRACTED SVCS	-1,084,303.00	139,534.78	794,378.21	56,507.39	-150,390.01	73.26%
6300 - SUPPLIES & MATERIALS	-194,182.00	51,364.19	136,571.94	10,789.33	-6,245.87	70.33%
6400 -	-87,650.00	.00	87,650.00	.00	.00	100.00%
<b>Total Function51 FACILITIES MAINTENANCE</b>	<b>-2,197,922.00</b>	<b>190,898.97</b>	<b>1,756,723.71</b>	<b>136,637.46</b>	<b>-250,299.32</b>	<b>79.93%</b>
52 - SECURITY SERVICES						
6200 - PROFESSIONAL & CONTRACTED SVCS	-66,915.00	686.00	28,388.00	600.00	-37,841.00	42.42%
<b>Total Function52 SECURITY SERVICES</b>	<b>-66,915.00</b>	<b>686.00</b>	<b>28,388.00</b>	<b>600.00</b>	<b>-37,841.00</b>	<b>42.42%</b>
53 - DATA PROCESSING						
6100 - PAYROLL COSTS	-24,967.00	.00	21,406.30	2,112.94	-3,560.70	85.74%
6200 - PROFESSIONAL & CONTRACTED SVCS	-124,441.66	.00	121,997.01	2,200.00	-2,444.65	98.04%
6300 - SUPPLIES & MATERIALS	-50,820.90	204.90	3,097.41	.00	-47,518.59	6.09%
6400 -	-119,952.09	.00	81,567.62	.00	-38,384.47	68.00%
<b>Total Function53 DATA PROCESSING</b>	<b>-320,181.65</b>	<b>204.90</b>	<b>228,068.34</b>	<b>4,312.94</b>	<b>-91,908.41</b>	<b>71.23%</b>
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-181,980.00	.00	175,728.85	15,254.85	-6,251.15	96.56%
6200 - PROFESSIONAL & CONTRACTED SVCS	-10,100.00	2,732.01	4,040.50	390.24	-3,327.49	40.00%
6300 - SUPPLIES & MATERIALS	-31,700.00	1,286.56	12,330.89	560.59	-18,082.55	38.90%
6400 -	-2,250.00	280.00	547.62	.00	-1,422.38	24.34%
<b>Total Function61 COMMUNITY SERVICES</b>	<b>-226,030.00</b>	<b>4,298.57</b>	<b>192,647.86</b>	<b>16,205.68</b>	<b>-29,083.57</b>	<b>85.23%</b>
99 - APPRAISAL						
6200 - PROFESSIONAL & CONTRACTED SVCS	-405,000.00	42.75	361,071.51	92,574.75	-43,885.74	89.15%
<b>Total Function99 APPRAISAL</b>	<b>-405,000.00</b>	<b>42.75</b>	<b>361,071.51</b>	<b>92,574.75</b>	<b>-43,885.74</b>	<b>89.15%</b>
8000 -						
00 - UNDEFINED						
8900 -	-211,860.35	.00	146,860.35	.00	-65,000.00	69.32%
<b>Total Function00 UNDEFINED</b>	<b>-211,860.35</b>	<b>.00</b>	<b>146,860.35</b>	<b>.00</b>	<b>-65,000.00</b>	<b>69.32%</b>
<b>Total Expenditures</b>	<b>-16,706,032.00</b>	<b>526,205.37</b>	<b>14,251,507.23</b>	<b>655,323.24</b>	<b>-1,928,319.40</b>	<b>85.31%</b>

**Board Report**  
**Comparison of Revenue to Budget**  
**Groesbeck ISD**  
**As of June**

Fund 240 / 0 FOOD SERVICE

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 -					
5700 -					
5740 -	100.00	.00	.00	100.00	.00%
5750 - REVENUES FROM ENTERPRISE FUNDS	100,000.00	-442.25	-72,761.26	27,238.74	72.76%
<b>Total</b>	<b>100,100.00</b>	<b>-442.25</b>	<b>-72,761.26</b>	<b>27,338.74</b>	<b>72.69%</b>
5800 - STATE REVENUES					
5820 - STATE PROGRAM REV	3,500.00	.00	-3,437.06	62.94	98.20%
5830 - STATE REVE FROM STATE AGENCY	22,988.00	-2,088.69	-20,995.64	1,992.36	91.33%
<b>Total STATE REVENUES</b>	<b>26,488.00</b>	<b>-2,088.69</b>	<b>-24,432.70</b>	<b>2,055.30</b>	<b>92.24%</b>
5900 - FEDERAL REVENUES					
5920 - FEDERAL REVENUE DISTR BY TEA	743,000.00	-18,017.70	-565,533.82	177,466.18	76.11%
<b>Total FEDERAL REVENUES</b>	<b>743,000.00</b>	<b>-18,017.70</b>	<b>-565,533.82</b>	<b>177,466.18</b>	<b>76.11%</b>
7000 -					
7900 -					
7910 -	65,000.00	.00	.00	65,000.00	.00%
<b>Total</b>	<b>65,000.00</b>	<b>.00</b>	<b>.00</b>	<b>65,000.00</b>	<b>.00%</b>
<b>Total Revenue Local-State-Federal</b>	<b>934,588.00</b>	<b>-20,548.64</b>	<b>-662,727.78</b>	<b>271,860.22</b>	<b>70.91%</b>

**Board Report**  
**Comparison of Expenditures and Encumbrances to Budget**  
**Groesbeck ISD**  
**As of June**

Fund 240 / 0 FOOD SERVICE

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 -						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-358,518.00	.00	354,731.05	15,415.36	-3,786.95	98.94%
6200 - PROFESSIONAL & CONTRACTED SVCS	-12,700.00	1,270.43	10,259.57	5,200.00	-1,170.00	80.78%
6300 - SUPPLIES & MATERIALS	-516,370.00	24,810.98	375,346.10	17,625.16	-116,212.92	72.69%
6400 -	-2,500.00	.00	.00	.00	-2,500.00	-.00%
6600 -	-73,000.00	16,661.96	27,633.19	.00	-28,704.85	37.85%
<b>Total Function 35 FOOD SERVICES</b>	<b>-963,088.00</b>	<b>42,743.37</b>	<b>767,969.91</b>	<b>38,240.52</b>	<b>-152,374.72</b>	<b>79.74%</b>
<b>Total Expenditures</b>	<b>-963,088.00</b>	<b>42,743.37</b>	<b>767,969.91</b>	<b>38,240.52</b>	<b>-152,374.72</b>	<b>79.74%</b>

Board Report  
 Comparison of Revenue to Budget  
 Groesbeck ISD  
 As of June

Fund 511 / 0 DEBT SERVICE

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 -					
5700 -					
5710 - LOCAL REAL AND PERSONAL PROPER	2,930,744.00	-24,472.97	-2,933,544.16	-2,800.16	100.10%
5740 -	10,000.00	-22.15	-7,755.89	2,244.11	77.56%
<b>Total</b>	<b>2,940,744.00</b>	<b>-24,495.12</b>	<b>-2,941,300.05</b>	<b>-556.05</b>	<b>100.02%</b>
5800 - STATE REVENUES					
5820 - STATE PROGRAM REV	37,355.00	36,974.00	-37,355.00	.00	100.00%
<b>Total STATE REVENUES</b>	<b>37,355.00</b>	<b>36,974.00</b>	<b>-37,355.00</b>	<b>.00</b>	<b>100.00%</b>
<b>Total Revenue Local-State-Federal</b>	<b>2,978,099.00</b>	<b>12,478.88</b>	<b>-2,978,655.05</b>	<b>-556.05</b>	<b>100.02%</b>

**Board Report**  
**Comparison of Expenditures and Encumbrances to Budget**  
**Groesbeck ISD**  
**As of June**

Fund 511 / 0 DEBT SERVICE

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 -						
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-2,902,738.00	.00	2,697,580.89	.00	-205,157.11	92.93%
<b>Total Function71 DEBT SERVICE</b>	<b>-2,902,738.00</b>	<b>.00</b>	<b>2,697,580.89</b>	<b>.00</b>	<b>-205,157.11</b>	<b>92.93%</b>
<b>Total Expenditures</b>	<b>-2,902,738.00</b>	<b>.00</b>	<b>2,697,580.89</b>	<b>.00</b>	<b>-205,157.11</b>	<b>92.93%</b>

Board Report  
 Recap Comparison of Revenue to Budget  
 Groesbeck ISD  
 As of June

	<b>EstimatedRevenue (Budget)</b>	<b>Revenue Realized Current</b>	<b>Revenue Realized To Date</b>	<b>Revenue Balance</b>	<b>Percent Realized</b>
199 / 0 GENERAL FUND	16,958,825.00	-279,090.47	-15,318,146.66	1,640,678.34	90.33%
240 / 0 FOOD SERVICE	934,588.00	-20,548.64	-662,727.78	271,860.22	70.91%
511 / 0 DEBT SERVICE	2,978,099.00	12,478.88	-2,978,655.05	-556.05	100.02%
<b>Total 5000 Revenues</b>	<b>20,226,512.00</b>	<b>-287,160.23</b>	<b>-18,959,529.49</b>	<b>1,266,982.51</b>	<b>93.74%</b>
<b>Total 7000 Revenues</b>	<b>645,000.00</b>	<b>.00</b>	<b>.00</b>	<b>645,000.00</b>	<b>.00%</b>
<b>Total Revenues</b>	<b>20,871,512.00</b>	<b>-287,160.23</b>	<b>-18,959,529.49</b>	<b>1,911,982.51</b>	<b>93.74%</b>

**Board Report**  
**Recap Comparison of Expenditures and Encumbrances to Budget**  
**Groesbeck ISD**  
**As of June**

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
199 / 0 GENERAL FUND	-16,706,032.00	526,205.37	14,251,507.23	655,323.24	-1,928,319.40	85.31%
240 / 0 FOOD SERVICE	-963,088.00	42,743.37	767,969.91	38,240.52	-152,374.72	79.74%
511 / 0 DEBT SERVICE	-2,902,738.00	.00	2,697,580.89	.00	-205,157.11	92.93%
<b>Total 6000 Expenditures</b>	<b>-20,359,997.65</b>	<b>568,948.74</b>	<b>17,570,197.68</b>	<b>693,563.76</b>	<b>-2,220,851.23</b>	<b>86.30%</b>
<b>Total 8000 Expenditures</b>	<b>-211,860.35</b>	<b>.00</b>	<b>146,860.35</b>	<b>.00</b>	<b>-65,000.00</b>	<b>69.32%</b>
<b>Total Expenditures</b>	<b>-20,571,858.00</b>	<b>568,948.74</b>	<b>17,717,058.03</b>	<b>693,563.76</b>	<b>-2,285,851.23</b>	<b>155.62%</b>

End of Report

C. 2020-2021 4-H Adjunct Faculty Appointment and Resolution Regarding  
Extracurricular Status of 4-H Organization

**RESOLUTION  
regarding  
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION**

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the Groesbeck Independent School District meeting in public with a quorum present and certified, did adopt this resolution that recognizes the Limestone County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district whose rules shall be final.

Approved this 20th day of July, 2020.

\_\_\_\_\_  
(For Board of Trustees)

\_\_\_\_\_  
(Superintendent)

06/26/2020 09:42

(FAX)

P.003/004

July 1, 2020

Texas A&M AgriLife Extension Office  
P.O. Box 191  
Groesbeck, TX 76642

Dr. James B. Cowley  
Superintendent  
Groesbeck I.S.D.  
1202 N. Ellis  
Groesbeck, TX 76642

Dear Dr. Cowley,

On behalf of the 4-H members of Limestone County, we hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. The enclosed RESOLUTION should be presented for consideration at the next scheduled meeting of the Board of Trustees of the Groesbeck Independent School District. We further request that questions regarding this RESOLUTION be directed to us in a timely manner so that we may prepare and present an appropriate response so as not to delay action on this request.

Finally, we request that a signed copy of this RESOLUTION along with a copy of the minutes of the Board meeting be forwarded to us for our files.

Thank you and members of your Board of Trustees for your consideration of this request.

Sincerely,

  
\_\_\_\_\_  
David Groschke, County Extension Agent, Ag/NR  
Limestone County

  
\_\_\_\_\_  
Emily Fisher, County Extension Agent, FCH  
Limestone County

Enclosure: RESOLUTION  
(Regarding EXTRACURRICULAR STATUS OF 4-H ORGANIZATION)

06/26/2020 09:43

(FAX)

P.004/004

## ADJUNCT FACULTY APPOINTMENT

Limestone County requests adjunct staff member status for the county Extension faculty for the school year 2020-2021. The following faculty are eligible for participation in the Teacher Retirement System of Texas and have a minimum of bachelor's degree.

Name: David Groschke Title: CEA-AG/NR Degree: MS Date: 2005  
Institution: Texas A&M University

Name: Emily Fisher Title: CEA-FCH Degree: BAS Date: 2018  
Institution: Texas A&M University

Signed this 20th day of July, 2020

Groesbeck Independent School District

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Dr. James B. Cowley Superintendent

## D. Corsicana Regional Day School Program for the Deafs Interlocal Agreement

# Corsicana Regional Day School Program for the Deaf

## Interlocal Agreement

COME NOW the Corsicana Independent School District (Corsicana “ISD”), Blum ISD, Coolidge ISD, Cross Roads ISD, Ennis ISD, Eustace ISD, Groesbeck ISD, Hillsboro ISD, Kemp ISD, LaPoynor ISD, Mabank ISD, Malakoff ISD, Mexia ISD, Scurry-Rosser ISD, Teague ISD, and Trinidad ISD, Ferris ISD, Athens ISD, Murchison ISD, and Connally ISD (Corsicana ISD, Blum ISD, Coolidge ISD, Cross Roads ISD, Ennis ISD, Eustace ISD, Groesbeck ISD, Hillsboro ISD, Kemp ISD, LaPoynor ISD, Mabank ISD, Malakoff ISD, Mexia ISD, Scurry-Rosser ISD, Teague ISD, Trinidad ISD, Ferris ISD, Athens ISD, Murchison ISD, and Connally ISD shall be referred to as the “Individual Members”). The **Bi-County Special Education Shared Service Arrangement** by and through its members: the Blooming Grove ISD, Dawson ISD, Dew ISD, Fairfield ISD, Frost ISD, Kerens ISD, Mildred ISD, Rice ISD, and Wortham ISD. The **Anderson County Special Education Shared Service Arrangement** by and through its member: Cayuga ISD. The **Leon County Special Education Shared Service Arrangement** by and through its members: Oakwood ISD and Buffalo ISD. The **Hill County Shared Service Arrangement** by and through its members: Abbott ISD, Aquilla ISD, Bynum ISD, Covington ISD, Hubbard ISD, Itasca ISD, Malone ISD, Mt. Calm ISD, Penelope ISD, Whitney ISD, and Gholson ISD (the Bi-County Special Education Shared Service Arrangement, the Anderson County Special Education Shared Service Arrangement, the Leon County Special Education Shared Service Arrangement, and the Hill County Special Education Shared Service Arrangement and their respective school districts who participate in the Corsicana Regional Day School Program for the Deaf shall be referred to as “Cooperative Members”, (the Individual Members and the Cooperative Members shall be collectively referred to as “Members”) and, pursuant to Texas Education Code Sections 11.157 and 11.1151(c)(4) and Texas Government Code Chapter 791, make this Special Education Interlocal Agreement (“Agreement”) for the cooperative operation of the Corsicana Regional Day School Program for the Deaf and for the consideration set forth herein agree as follows:

I. General Provisions:

A. This program shall be known as the Corsicana Regional Day School Program for the Deaf (hereinafter known as the CRDSPD). The purpose of the CRDSPD is to provide, to the extent that federal, state, and local resources permit, an educational program for eligible students from birth to age 21 who are deaf or hard of hearing. It is agreed and understood that any student with deafness which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the CRDSPD, subject to the Admissions, Review, and Dismissal (“ARD”) committee recommendations for placement.

B. The CRDSPD will be operated in accordance with all applicable federal and state laws and regulations, this Agreement, TEA guidelines and all other requirements for specially funded programs in which the CRDSPD may participate. *The CRDSPD will be operated in compliance with federal and state law, including the Individuals with Disabilities Education Improvement Act, 20 U.S.C. § 1401 et seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S. C. § 794; the Americans with Disabilities Act, 42 U.S.C. § 12101 et seq.; Chapter 29 of the Texas Education Code; Subchapter D, Chapter 30 of the Texas Education Code; implementing regulations for all applicable statutes; and section 1.3 of the Financial Accounting and Reporting Module of the Financial Accountability System Resource Guide (“FASRG”). All special education terms and acronyms used in this Agreement shall have the meanings and definitions provided to such terms and acronyms as set out in Chapter 33 of the Individuals with Disabilities Education Act (IDEA), 20 United States Code Annotated Section 1400 et seq., 34 CFR Part 300, the Texas Education Code, Chapters 20 and 30 and the Texas Administrative Code, 19 TAC § 89.1001 et seq. Such terms and acronyms shall include, but not be limited to, FAPE or Free Appropriate Public Education, Child Find, IEP or Individualized Education Program, LEA or Local Education Agency, LRE or Least Restrictive Environment, Special Education, Evaluations, Eligibility Determinations, Educational Placements, Procedural Safeguards, SEA or State Education Agency, MOE or Maintenance of Effort, ESEA or Elementary and Secondary Education Act, and ARD or Admission, Review and Dismissal Committee.*

C. If a student cannot be served appropriately in the CRDSPD, it is the responsibility of the Member in whose district the student resides to arrange for the provision of services and appropriate placement for such student.

D. The Members do not intend by entering this Agreement, or otherwise, to create a separate or additional legal entity.

E. The Corsicana RDSPD will operate under the Corsicana ISD school calendar and under the policies and procedures of the Corsicana ISD.

F. It is the intent of the Members of CRDSPD to continuously improve the services provided pursuant to this Agreement in order to meet Texas Education Agency requirements. The CRDSPD will participate in the Regional Day School Program for the Deaf Peer review process, which currently takes place every four (4) years.

II. Management Board

- A. The CRDSPD shall be governed by a Management Board, which shall have the powers and duties set forth herein.
- B. The Management Board shall be composed of the following persons:
  - 1. The Superintendent, or his designee, of each of the Individual Members; and
  - 2. A representative from each of the cooperatives who participate in this Agreement. The representative shall be chosen from and voted on among the individual districts who make up the cooperative and who participate in the CRDSPD.
- C. A representative of the Fiscal Agent of the CRDSPD (as defined below) shall be the chairperson of the Management Board (“the Chairperson”). The Management Board shall meet at least twice per year, at a reasonably convenient time and place chosen by the Chairperson, and at any other time the Chairperson believes it to be in the best interest of the CRDSPD to meet. The Chairperson shall give the Members reasonable written notice of any meeting, but in no event may a meeting be scheduled on less than 14 days’ notice, except in cases of emergency. The Chairperson shall provide the Members a written agenda at least 72 hours before any meeting. Members may request that an item be placed on the agenda by making a request to the Chairperson, in writing, not less than 7 days before the meeting. Management Board decisions are made on the basis of a majority vote of a quorum of members or designees present for a regular or called Management Board meeting with each Member having one (1) vote. Each voting member may cast his or her vote through his or her designee. A quorum shall consist of three fourths (3/4) of the Members whose students are served by the CRDSPD.
- D. The Chairperson may designate one of the Members to record and publish the minutes of any Management Board meeting. Minutes will be maintained by the Fiscal Agent.
- E. The Management Board shall approve the addition or resignation of any members to the CRDSPD, the reporting of information to local, state, and federal governmental authorities and shall also be responsible for providing information regarding the CRDSPD to its Members, including information regarding the income and expenses of the CRDSPD.

III. Fiscal Agent

- A. Corsicana ISD shall be the fiscal agent for CRDSPD.
- B. The Fiscal Agent shall be responsible for the following matters:
  - 1. The employment of appropriate and certified personnel for the CRDSPD.
  - 2. The compiling and reporting of information regarding the CRDSPD, including information regarding administrative costs, budgeting, accounting and other required reporting;

3. The Fiscal Agent shall be responsible for transporting a CRDSPD student to and from school under the following circumstances:
    - a. The student resides in the Fiscal Agent District.
    - b. The CRDSPD student lives in an area that is serviced by an established Corsicana ISD CRDSPD route; or
    - c. If the CRDSPD student does not live in an area that is serviced by an established CRDSPD bus route, the Member in whose district the student resides shall be responsible for transporting the student to an established CRDSPD bus route. The Fiscal Agent shall then be responsible for transporting the student from that point to the appropriate school facility.
  4. Applying for, receiving, collecting, expending, and distributing all funds, regardless of source, in accordance with the budget prepared by the Fiscal Agent.
  5. Creating and maintaining all financial records, personnel records, and payroll records for CRDSPD, required by state or federal law or by Corsicana ISD policy.
  6. The drafting, preparation and submission of any and all reports required by federal law, state law, or the Texas Education Agency (TEA), including PEIMS and other student data reports.
  7. Contracting for and supervising a yearly audit to be performed regarding CRDSPD accounts and financial records. A copy of such audit shall be furnished to each Member, upon request.
  8. The negotiation and execution of contracts between CRDSPD, through the Fiscal Agent, and service providers, private schools, government agencies or any other school districts for special education and related services for deaf/hard of hearing students enrolled in the CRDSPD, when such contracts are deemed necessary to implement an IEP for the student to whom the services are provided.
  9. The Fiscal Agent shall maintain public records for purposes of the Texas Public Information Act and the Local Government Records Act.
  10. All other necessary duties and responsibilities for the CRDSPD not otherwise delegated to another party pursuant to this Agreement.
- C. The Fiscal Agent shall notify the other Members of its intention to withdraw as Fiscal Agent of the RDSPD on or before January 1, preceding the end of the last fiscal year it intends to serve as fiscal agent, and, after a satisfactory independent audit of the RDSPD's accounts, the transfer of fiscal agent status will become effective July 1 in the year following the giving of the notice. Should the Fiscal Agent cease for any reason to serve, the Management Board will by majority vote of a quorum appoint a Member as Fiscal Agent, subject to approval by that Member's Board of Trustees.

D. The Fiscal Agent shall invoice all Members on or before December 30<sup>th</sup> of each year for each Member's share of CRDSPD expenses and costs, net of entitlements collected by CRDSPD. The amount will be calculated based on the Public Education Information Management System (PEIMS) submission, and thereafter adjusted as provided herein, if necessary. All payments to the Fiscal Agent shall be due within sixty (60) days of receipt of the invoice. All payments shall be made from current revenues available to the paying party.

E. The Fiscal Agent may also invoice Members for extraordinary costs and expenses whenever it is necessary to do so.

#### IV. Operation of the CRDSPD

A. This CRDSPD will be operated by a Coordinator, Facilitator, or Supervisor of the CRDSPD, who shall be employed and directly supervised by the Fiscal Agent.

B. The Supervisor of the CRDSPD shall be subject to the policies of the Fiscal Agent and serve under the direction and support of the Director of Special Programs for the Fiscal Agent.

C. Each Member shall be responsible for employing appropriate personnel to provide necessary services to deaf/hard of hearing students who continue to attend school solely in such Member school district. Personnel employed exclusively by a Member will be under contract to that Member and subject to that Member's policies. Personnel who serve more than one Member shall serve under contract with the Fiscal Agent and shall be subject to the Fiscal Agent's personnel policies.

D. CRDSPD shall schedule and conduct student ARD committee meetings with Members for students who attend CRDSPD.

E. CRDSPD will provide direct and consultative itinerant services in accordance with each student's ARD/IEP, for deaf/hard of hearing students who do not attend CRDSPD, but who attend classes in Member school districts. Direct services include: language development, vocabulary development, and sign language support for students, interpreters, and educators. Consultative services include monitoring the student's use of auditory equipment, monitoring the student's progress and inclusion in mainstreamed general education classes, and general advice, support and recommendations regarding deaf/hard of hearing students. CRDSPD will also provide certified personnel to assist in the ARD meetings for students who are served on an itinerant basis.

F. Except for students who receive services on an itinerant basis, CRDSPD will provide annual and three-year evaluations for all students enrolled in the CRDSPD.

G. CRDSPD will provide speech therapy, occupational therapy, physical therapy and other related services in accordance with the student's IEP for students who are enrolled at the CRDSPD.

H. The CRDSPD Supervisor will schedule a meeting with the representatives of each Members at least once annually, and will meet with other Members at reasonable times, based on such Members' request.

I. For students who enroll in CRDSPD after the Public Education Information Management System ("PEIMS") submission, the amount paid by the Member for the provision of services by CRDSPD to students who reside in the Member, shall be prorated based on the remaining school days of the Fiscal Agent. For students who transfer or are dismissed from CRDSPD after the PEIMS submission, the amount paid will not be reimbursed.

J. If it is determined that Extended School Year ("ESY") services are necessary for a student, in the event state funds are not available to pay for such services, the Member school district in which the student resides shall be responsible for obtaining and paying for transportation for the student as well as a per student prorated portion of the salary of CRDSPD ESY personnel who provide the ESY services.

V. Member Responsibilities.

A. Services to be provided by the CRDSPD pursuant to this Agreement are subject to the availability of funds for the purpose of deaf/hard of hearing students. Each Member shall be responsible for the cost of serving the students who reside within the boundaries of such Member.

B. Members are solely responsible for the provision of a FAPE to the students who reside in their respective schools districts, except as otherwise provided herein. For students enrolled in the CRDSPD, Corsicana ISD will be the LEA for purposes of the provision of a FAPE and state accountability measures. Members (other than Corsicana ISD) who have students who are enrolled in the CRDSPD shall pay to CRDSPD an annual fee to support the attendance of that student in the CRDSPD. That fee will consist of the following components:

1. The student shall be considered a resident of Corsicana ISD for purposes of applying for and receiving local, state and federal entitlements related to the student's being deaf or hard of hearing. In this regard, Members specifically agree that students enrolled in CRDSPD at the time of the Public Education Information Management System (PEIMS) submission, shall be included on the Corsicana ISD PEIMS report.

2. In the event the entitlements received are not sufficient to pay for the cost of operating CRDSPD, the Member shall also be required to compensate CRDSPD for the Member's share, as calculated herein, of the excess cost if operating and maintaining the CRDSPD. A Member's share shall be calculated by dividing the total number of full and part time students from such Member who participate in the CRDSPD, by the total number of full and part time students in the CRDSPD.

3. The Member's share of any extraordinary costs, as set forth herein.

4. Any other costs attributable to the Member by this Agreement.
- C. School Districts who are not Members may apply for the provision of services on a per pupil cost, subject to the approval of the Fiscal Agent.
- D. Students who are served by CRDSPD on an itinerant basis or through the Parent-Infant program will be enrolled with the Member school district in which they reside, and carried on the Member's PIEMS report, but will be counted on the Corsicana ISD CADS report.
- E. Members will be billed at either one-fourth or one-half the rate of a full time CRDSPD student for students who are served on an itinerant basis or through the Parent-Infant Program (one-fourth will be the rate for itinerant consult, and one-half will be the rate for itinerant direct-full time).
- F. Administrative costs, including, but not limited to, all costs and salaries related to the Supervisor, classroom teachers, itinerant teachers, interpreters, classroom aides, bus aides, and the Regional Day School Office Staff, as well as any legal costs, actual damages, court costs, and attorney's fee incurred by the CRDSPD, over and above the amount of the state deaf and/or federal funds shall be divided among Members based on the number of students being served by the CRDSPD from each Member. The data regarding the number of students being served by CRDSPD will be verified through the Public Education Information Management System (PEIMS) submission.
- G. The cost of residential placement for students shall be the sole responsibility of the Member in which the student resides.
- H. The cost of assistive listening devices for student who receive itinerant services shall be sole responsibility if the Member school district in which the student resides.
- I. Members will carry out all screening, referral, initial evaluation, and other appropriate procedures specified by the law, including the State Board of Education, Texas Administration Code, Title 19, Part 2, Chapter 89, and the Commissioner's Rules for Special Education as necessary to establish which students are eligible for enrollment in CRDSPD or for itinerant services. Members in which the student resides shall provide and pay for all annual and three-year evaluation and testing fees for students and infants who are served itinerantly.
- J. Members will schedule and participate in ARD committee meetings for students and infants who are served itinerantly. CRDSPD will provide the required personnel certified in education of the deaf to help determine appropriate placement.
- K. Members will provide a district liaison staff member whose responsibilities will be:
1. Facilitate communication between CRDSPD and the Member.
  2. Communicate with CRDSPD on financial and budget matters.
  3. Refer eligible deaf/hard of hearing students to the CRDSPD and assist in scheduling ARD Committee meetings.

4. Ensure proper representation at each ARD meeting whether in the Member school district or at the CRDSPD site.

L. Members also agree that any student enrolled in CRDSPD as of the PEIMS reporting date shall be including on Corsicana ISD's PEIMS report.

M. Each Member agrees to cooperate with the Fiscal Agent in maintaining the proper fiscal and student records for the CRDSPD operations.

N. The CRDSPD's ability to serve the Members' students will require the sharing of records. For this reason, the Members designate the CRDSPD as a "school official" with a legitimate educational interest in the educational records of students assigned to the CRDSPD. Similarly, CRDSPD designates the Members as "school officials" with a legitimate educational interest in the educational records of their respective students. Confidentiality of the records maintained by the Members and the CRDSPD will be maintained in accordance with the Family Educational Rights and Privacy Act ("FERPA") and will not be disclosed to any unauthorized third party, unless specifically allowable under FERPA.

O. Members also agree that student academic accountability for CRDSPD students enrolled in the Corsicana Independent School District shall be included in the Corsicana Independent School District's accountability reporting.

VI. Adding New Members.

A. New members may from time to time be added to the CRDSPD. Upon receiving a request from a non-member to join the CRDSPD, the Supervisor of the CRDSPD shall notify the other Members of the request. The Management Board shall vote on whether to accept the new Member into the CRDSPD.

B. Upon approval for admittance, the new Member shall execute this Agreement and students from the new Member will be eligible for participation in the CRDSPD at the beginning of the school year in accordance with the same terms and conditions as other Members. If the new Member is admitted while the school year is in progress, the amounts to be paid by the new Member, including entitlements will be prorated in accordance with number of school days remaining in the school year of the Fiscal Agent.

VII. Withdrawal of Members.

A. A Member may withdraw from the CRDSPD by notifying the Fiscal Agent of its intent to withdraw in writing, signed by its Superintendent and President of its Board of Trustees, by December 1 preceding the end of the school year in which the Member intends to be its final year in the CRDSPD. Upon receipt, the Fiscal Agent shall submit such written notice of intent to withdraw to the TEA consistent with TEA guidelines, if any. The withdrawing Member shall submit any other documentation that may be required to effectuate the withdrawal. Upon timely delivery of such notice, the Member's withdrawal from the CRDSPD shall be effective on the following June 30. If a Member withdraws from this Agreement, the students who are residents of the withdrawing Member shall be transferred to the school district where the student resides. The transfer shall be accomplished in accordance with normal ARD procedures. The withdrawing Member shall return to the CRDSPD any supplies, equipment, or fixtures in its possession that were purchased with CRDSPD funds. The withdrawing Member shall not be entitled to any of the assets or monies held or administered by the CRDSPD and the CRDSPD shall retain ownership of all assets. It is agreed and understood that the withdrawing Member shall pay costs and fees, up to an amount not to exceed \$5,000.00, related to, resulting from, or associated with the withdrawal including, but not limited to, non-renewal proceedings, legal costs, legal fees, or expenses pertaining to the drafting of an agreement reflecting the reconfiguration.

B. A withdrawing Member shall still be responsible for its share of the cost of operating the CRDSPD, including its share of any extraordinary costs incurred while it was a Member.

VIII. Legal.

A. Legal costs, actual or punitive damages, court costs, and attorney's fees incurred or awarded in litigation and not covered by insurance will be sole responsibility of the Member in which the student who brings a claim, or on whose behalf a claim is made, resides. If no individual students or individual district are named plaintiffs or petitioners, the cost are not associated with litigation, or if the claim, complaint or suit is made solely against the Fiscal Agent, costs will be divided equally among Members, based on the number of students enrolled in the CRDSPD.

IX. Ownership of Assets.

Except for materials and property purchased solely by a Member for exclusive use by the Member in the school district where the student being served resides, all property, materials, equipment and assets of the CRDSPD shall be owned by the Fiscal Agent. Upon dissolution of the CRDSPD, all property, materials, equipment and assets of CRDSPD shall be retained and owned by the Fiscal Agent. Dissolution of this Agreement shall require the affirmative vote of a quorum of the Members. [The dissolution will take effect on July 1, after the first January following the dissolution vote by the Management Board. All TEA timelines and requirements for documentation of affected parties, if any, shall apply.](#)

This agreement, upon proper execution, will be effective July 1, 2020. Only if required by law, the effectiveness of this Agreement is conditioned upon the approval of the TEA Director of Deaf Education Programs, in accordance with Texas Education Code 30.086. Thereafter it will be automatically renewed each subsequent school calendar year unless notice of withdrawal or dissolution is given other Members under the terms of this agreement. [This Agreement will supersede all previous agreements among the parties in relation to the operation of the CRDSPD and responsibilities under any prior agreement. There are no third party beneficiaries to this Agreement. The parties to this Agreement do not intend to confer any rights to this Agreement, including, without limitation, the right to sue to enforce this Agreement, to any non-party.](#) This Agreement is governed by the laws of the State of Texas. Venue, in the event of a suit, shall be in the court of appropriate jurisdiction in Navarro County. This agreement may be signed in multiple counterparts.

Executed this \_\_\_\_\_ day of \_\_\_\_\_, 2020.

**Corsicana Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Blum Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Coolidge Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Cross Roads Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Ennis Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Eustace Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Groesbeck Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Hillsboro Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Kemp Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**LaPoynor Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Mabank Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Malakoff Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Mexia Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Scurry-Rosser Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Teague Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Trinidad Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Ferris Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Athens Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Murchison Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Connally Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Bi-County Special Education Shared Service Arrangement** by and through its members: the Blooming Grove ISD, Dawson ISD, Dew ISD, Fairfield ISD, Frost ISD, Kerens ISD, Mildred ISD, Rice ISD, and Wortham ISD.

**Blooming Grove Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Dawson Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Dew Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Fairfield Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Frost Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Kerens Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Mildred Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Rice Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Wortham Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Anderson County Special Education Shared Service Arrangement** by and through its member Cayuga ISD.

**Cayuga Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Leon County Special Education Shared Service Arrangement by and through its members  
Oakwood ISD and Buffalo ISD.

**Oakwood Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Buffalo Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Hill County Shared Service Arrangement** by and through its members Abbott ISD, Aquilla ISD, Bynum ISD, Covington ISD, Hubbard ISD, Itasca ISD, Malone ISD, Mt. Calm ISD, Penelope ISD, Whitney ISD and Gholson ISD.

**Abbott Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Aquilla Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Bynum Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Covington Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Hubbard Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Itasca Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Malone Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Mt. Calm Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Penelope Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Whitney Independent School District**

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Gholson Independent School District

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

E. Workers' Compensation Contribution and Coverage Summary for 2020-2021



**Groesbeck ISD**

**Contribution & Coverage Summary (CCS)**

Participation Period: September 1, 2020 through August 31, 2021

**WORKERS' COMPENSATION FULLY FUNDED**

<i>Estimated Payroll and Contribution - Subject to Audit</i>			
Classification	Estimated Payroll	Net Annual Rate	Estimated Contribution
7380 - Bus Drivers	\$379,965	0.015268	\$5,801
7720 - Police Officers	\$0	0.019023	\$0
8810 - Clerical	\$419,057	0.001001	\$419
8868 - Professional	\$10,486,832	0.002703	\$28,346
9101 - All Other	\$1,001,079	0.020024	\$20,046
Totals	\$12,286,932		\$54,612

<b>TOTAL CONTRIBUTION</b>	<b>\$54,612</b>
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*This is not an Invoice.*

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## Conditions

### Workers' Compensation - Fully Funded

**Benefit Limits:** Workers' Compensation benefits paid to Fund Member's employees under this Agreement will be as defined in the Texas Workers' Compensation Act (the Act). The Fund is responsible for claims payments as reflected in this CCS. This Agreement does not cover the defense of any suit or claim against a Fund Member except a workers' compensation claim by an eligible employee or former employee of Fund Member for the payment of statutory workers' compensation benefits.

**Cooperation:** The Fund Member designates the TASB Risk Management Fund as the Workers' Compensation claim administrator of record for all purposes. Fund Member agrees to use the Fund's contractors for services related to the administration of claims and to follow the Fund's election under Section 504.053 of the Labor Code to direct care through the Political Subdivision Workers' Compensation Alliance.

**Claim Reporting:** For Workers' Compensation claims arising during the CCS participation period, the Fund Member agrees that it will report those claims solely to the Fund. The report of Workers' Compensation claims to any other entity, regardless of reporting sequence, will waive all Fund liability under this agreement for those claims.

### General

**Coverage:** Coverage terms and limits provided are as set out in this CCS and the Fund's Coverage Agreement for this participation period.

**Definitions:** Any terms not defined in this CCS will use the definition for that term from the corresponding Fund coverage agreement.

**Payment:** The Fund Member agrees to pay contributions based on a plan developed by the Fund. All contributions are payable upon receipt of an invoice from the Fund. The Fund shall determine the applicable program for each contribution. Termination under this Agreement of any program shall not affect the remaining programs.

**Termination:** This CCS may be terminated by either party with termination to be effective on any successive renewal date by giving written notice to the other party no later than 30 days prior to automatic renewal in accordance with Section 4(a) of the Interlocal Participation Agreement. If this CCS is not terminated, the renewal CCS becomes effective on the automatic renewal date and the member shall be bound by the terms of the renewal CCS.

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## Program Coordinators

### Coordinator:

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. Below are the current program coordinators as we have listed.

### Workers' Compensation - Stephanie Ingram

If a Coordinator's name and contact information is not provided above, the current designated Coordinator and contact information will need to be completed below:

Program	Name	Title	Address	Phone	Email
Workers' Compensation					

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**Fund Member Authorization:**

I approve this Contribution and Coverage Summary (CCS) and certify that this information is correct. I affirm that I am duly authorized to approve this CCS and that I have read and agree to this CCS and the Interlocal Participation Agreement.

\_\_\_\_\_  
Authorized signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Title

F. Surplus

XII. EXECUTIVE SESSION

A. Personnel Resignations, Leave of Absences or Reassignments (Tex.Gov't 551.074)

B. Review Recommendation for Employment (Tex.Gov't 551.074)

XIII. RECONVENE IN OPEN MEETING

XIV. DISCUSSION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN  
EXECUTIVE SESSION

A. Personnel Resignations, Leave of Absences, or Reassignments

B. Recommendation for Employment

I. Other Personnel Positions as Needed

XV. BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION

XVI. ADJOURNMENT