

# 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 September 21, 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:

Join Zoom

Meeting: <https://us04web.zoom.us/j/78468715196?pwd=a1prV2YzUHRETFpZcTEvK0ZoMTcxZz09> Meeting ID: 784 6871 5196 Passcode: M64g02 or join by phone 1-216-930-9122 (PIN 343831540)

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 Teresa Battrick (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)

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Groesbeck Independent School District

**PUBLIC COMMENT**

(Agenda/Non-Agenda Items)

GISD Board will take comments on agenda and non-agenda items.

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**Public Participation Must Be Allowed:** A governmental body, including a school board, must allow each member of the public who desires to address the body regarding an item on an agenda for an open meeting to address the body regarding the item at the meeting before or during the body's consideration of the item.

**Reasonable Rules:** A governmental body may adopt reasonable rules regarding the public's right to address the body, including rules that limit the total amount of time that a member of the public may address the body on a given agenda item.

*Time limits are 3 minutes per speaker and 6 minutes for additional time for live translation. If comments take longer than 30 minutes, the public comments section of the agenda will be moved to or continued at the end of the Board meeting.*

**Additional Time for Live Translation:** If a governmental body does not use simultaneous translation equipment in a manner that allows the body to hear the translated public testimony simultaneously, and adopts reasonable rules concerning the public's right to address the body, then any rule limiting the amount of time for a member of the public to address the governmental body must provide at least twice the amount of time for non-English speakers who need a translator to ensure the same opportunities to speak.

**May Not Prohibit Public Criticism:** A governmental body may not prohibit public criticism of the governmental body, including criticism of any act, omission, policy, procedure, program, or service. This prohibition does not apply to public criticism that is otherwise prohibited by law.

**District Rules:** It is the practice of this District and the Board of Trustees that issues regarding individual personnel or students should not be discussed during the open meeting portion of a Board meeting. This District provides a grievance process for complaints about individual personnel and/or students and the Board desire that the grievance process be followed when discussing personnel or students and to have respect of the individual(s) and privacy concerns.

The Public Comment portion of the meeting is not designed for the Board to discuss matters with the Public or for the Public to debate matters between themselves in front of the Board. The Board must follow the Texas Open Meetings Act and abide by the constraints of the posted Agenda.

At the Board's option, specific factual information or recitation of existing policy may be furnished by the Board in response to public comments, but the Board may not deliberate, discuss, or make any decision on any subject not on the agenda during this time. If anyone desires to have the Board consider any item of concern and take action on that item, especially regarding issues pertaining to individual personnel or students, the grievance process should be followed to allow the matter to be properly brought before the Board for action.



# GROESBECK INDEPENDENT SCHOOL DISTRICT

## EXECUTIVE SESSION

The board will enter into executive session at time of Executive Session on date of meeting, according to the Texas Government Code and Education Code as posted.

Under the authority of Chapter 551, Texas Government Code and Education Code 21.556(a), the Board, during the course of the meeting covered by this notice, may enter into closed or executive session for any of the following reasons:

1. **Section 551.071. Consultation with Attorney** A governmental body may not conduct a private consultation with its attorney except: (1) when the governmental body seeks the advice of its attorney about: (A) pending or contemplated litigation; or (B) a settlement offer; or (2) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.
2. **Section 551.072. Deliberations about Real Property** A governmental body may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.
3. **Section 551.073. Deliberation Regarding Prospective Gifts** A governmental body may conduct a closed meeting to deliberate a negotiated contract for a prospective gift or donation to the state or the governmental body if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.
4. **Section 551.074. Personnel Matters** Authorizes certain deliberations about officers and employees of the governmental body to be held in executive session: (a) This chapter does not require a governmental body to conduct an open meeting: (1) to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or (2) to hear a complaint or a charge against an officer or employee. (b) Subsection (a) does not apply if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.
5. **Section 551.076. Deliberations Regarding Security Devices or Security Audits** This chapter does not require a governmental body to conduct an open meeting to deliberate: (1) the deployment, or specific occasions for implementation, of security personnel or devices; or (2) a security audit.
6. **Sections 551.082. School Children; School District Employees; Disciplinary Matter or Complaint** This chapter does not require a school board to conduct an open meeting to deliberate in a case: (1) involving discipline of a public school child; or (2) in which a complaint or charge is brought against an employee of the school district by another employee and the complaint or charge directly results in a need for a hearing. Subsection does not apply if an open hearing is requested in writing by a parent or guardian of the child or by the employee against whom the complaint or charge is brought.
7. **Section 551.0821 School Board: Personally Identifiable Information about Public School Student** This chapter does not require a school board to conduct an open meeting to deliberate a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation. Directory information about a public school student is considered to be personally identifiable information about the student for purposes of Subsection (a) only if a parent or guardian of the student, or the student if the student has attained 18 years of age, has informed the school board, the school district, or a school in the school district that the directory information should not be released without prior consent. In this subsection, "directory information" has the meaning assigned by the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), as amended. Subsection (a) does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.
8. **Section 551.083 Certain School Boards; Closed Meeting Regarding Consultation With Representative of Employee Group** This chapter does not require a school board operating under a consultation agreement authorized by Section 13.901, Education Code, to conduct an open meeting to deliberate the standards, guidelines, terms, or conditions the board will follow, or instruct its representatives to follow, in a consultation with a representative of an employee group.
9. **Section 551.084. Investigation; Exclusion of Witness From Hearing** A governmental body that is investigating a matter may exclude a witness from a hearing during the examination of another witness in the investigation.
10. **Section 551.088. Deliberation Regarding Test Item** This chapter does not require a governmental body to conduct an open meeting to deliberate a test item or information related to a test item if the governmental body believes that the test item may be included in a test the governmental body administers to individuals who seek to obtain or renew a license or certificate that is necessary to engage in an activity.
11. **Section 551.089. Deliberation Regarding Security Devices or Security Audits; Closed Meeting** This chapter does not require a governmental body to conduct an open meeting to deliberate: (1) security assessments or deployments relating to information resources technology; (2) network security information as described by Section 2059.055(b); or (3) the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.

No final action, decision, or vote shall be taken while the Board is in closed or executive session prior to adjourning the meeting. Texas Government Code Chapter 551, Sec. 551.102

- A. Deliberation Regarding Level III Parent/Student Complaint (Tex. Gov't 551.082)
- B. Consultation with Attorney (Tex. Gov't 551.071)

**IV. RECONVENE**

**V. DISCUSSION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION**

- A. Action on Level III Parent/Student Complaint

**VI. DISTRICT INFORMATION**

**VII. DISCUSSION AND POSSIBLE ACTION ON ASYNCHRONOUS LEARNING PLAN**

**6**

## Attestations

### Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis.**
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year.** As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
  - Half day PreK – 90 instructional minutes
  - Full day PreK – 180 instructional minutes
  - K through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes

### Materials Design

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment.** This includes:
  - Assessments that ensure continued information on student progress remotely
  - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
  - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

### Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
  - Data from the Learning Management System (LMS) showing progress made that day

- Curricular progress evidenced from teacher/student interactions made that day
- Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
  - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

**Implementation**

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
  - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
  - Cover all grade levels and content areas that are participating in asynchronous learning
  - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
  - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

**Open Responses**

**Key Requirement Instructional Schedule:** Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

**Include sample daily schedules for students by grade band**

**Summarize how your instructional schedules meet the criteria:**

| Component  | Explanation  |                       |            |              |      |            |              |                        |            |              |
|--|--|-----------------------|------------|--------------|------|------------|--------------|------------------------|------------|--------------|
| <p><b>What are the expectations for daily student interaction with academic content?</b></p> | <p>Students who work remotely are expected to spend similar amounts of time interacting with academic contact as students who are attending school in person. General guidelines for student content engagement are sent to parents and students. Teachers can track student engagement through assignment completion. Each student is issued a Chromebook and additional hotspots have been ordered to support internet accessibility. The following tables represent daily engagement guidelines.</p> <p>Pre-kindergarten</p> <table border="1" data-bbox="478 1401 1713 1503"> <tbody> <tr> <td data-bbox="478 1401 982 1442">Reading/Language Arts</td> <td data-bbox="993 1401 1360 1442">60 minutes</td> <td data-bbox="1371 1401 1713 1442">Asynchronous</td> </tr> <tr> <td data-bbox="478 1442 982 1474">Math</td> <td data-bbox="993 1442 1360 1474">60 minutes</td> <td data-bbox="1371 1442 1713 1474">Asynchronous</td> </tr> <tr> <td data-bbox="478 1474 982 1503">Science/Social Studies</td> <td data-bbox="993 1474 1360 1503">45 minutes</td> <td data-bbox="1371 1474 1713 1503">Asynchronous</td> </tr> </tbody> </table> | Reading/Language Arts | 60 minutes | Asynchronous | Math | 60 minutes | Asynchronous | Science/Social Studies | 45 minutes | Asynchronous |
| Reading/Language Arts  | 60 minutes   | Asynchronous          |            |              |      |            |              |                        |            |              |
| Math   | 60 minutes   | Asynchronous          |            |              |      |            |              |                        |            |              |
| Science/Social Studies   | 45 minutes   | Asynchronous          |            |              |      |            |              |                        |            |              |

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|--|-------------|--------------|
| Physical Education, Music, Social-Emotional Learning   | 60 minutes  | Asynchronous |
| Mastery/Community Builder Check-ins  | 30 minutes  | Synchronous  |
| Kindergarten – 3 <sup>rd</sup> Grade   |             |              |
| Reading/Language Arts  | 90 minutes  | Asynchronous |
| Math   | 90 minutes  | Asynchronous |
| Science/Social Studies   | 45 minutes  | Asynchronous |
| Physical Education, Music, Social-Emotional Learning   | 60 minutes  | Asynchronous |
| Mastery/Community Builder Check-ins  | 60 minutes  | Synchronous  |
| 4 <sup>th</sup> – 6 <sup>th</sup> Grades   |             |              |
| Reading/Language Arts  | 90 minutes  | Asynchronous |
| Math   | 90 minutes  | Asynchronous |
| Science  | 30 minutes  | Asynchronous |
| Social Studies   | 30 minutes  | Asynchronous |
| Physical Education, Music, Art   | 60 minutes  | Asynchronous |
| Social-Emotional Learning  | 30 minutes  | Synchronous  |
| Assessment and Small Group Support   | 30 minutes  | Synchronous  |
| 7 <sup>th</sup> – 8 <sup>th</sup> Grades *Minutes include direct instruction and homework.   |             |              |
| Reading/Language Arts  | 90 minutes* | Asynchronous |
| Math   | 60 minutes* | Asynchronous |
| Science  | 60 minutes* | Asynchronous |
| Social Studies   | 60 minutes* | Asynchronous |
| Elective 1   | 30 minutes* | Asynchronous |
| Elective 2   | 30 minutes* | Asynchronous |
| Assessment and Small Group Support   | 30 minutes  | Synchronous  |
| 9 <sup>th</sup> – 12 <sup>th</sup> Grades * Minutes include direct instruction and homework. |             |              |
| Language Arts and Reading  | 60 minutes* | Asynchronous |
| Math   | 60 minutes* | Asynchronous |
| Science  | 60 minutes* | Asynchronous |
| Social Studies   | 60 minutes* | Asynchronous |
| World Language (if appropriate)  | 60 minutes* | Asynchronous |
| Elective 1   | 60 minutes* | Asynchronous |
| Elective 2   | 60 minutes* | Asynchronous |

|  |  |            |             |
|--|--|------------|-------------|
|  | Assessment and Progress Monitoring   | 30 minutes | Synchronous |
| <p><b>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</b></p> | <p>Teachers create lessons that are shared with remote students like they are shared with on-campus students.</p> <p><b>Pre-kindergarten – 3<sup>rd</sup> Grade</b><br/>           Students in grades pre-kindergarten through three are served in self-contained classrooms. For these grade levels, specific teachers have been identified as the asynchronous instructors. These ladies provide daily instruction, practice, assessment, and support through recorded lessons, electronic curriculum, daily check-in, and independent practice. Teachers provide daily office hours for individual student contact as well as daily small group check-in times. The check-in times provide opportunities for tutoring as well as community building.</p> <p><b>4<sup>th</sup> – 6<sup>th</sup> Grades</b><br/>           Students in grades four through six are served in departmentalized classrooms. For these grade levels, teachers serve both in-person and remote learners. Students are provided daily instruction, supported practice, and assessment through recorded lessons, electronic resources, daily check-in, and independent practice. Each teacher provides support and instruction for his/her specific subject. Teachers provide office hours for individual student contact. Teachers also provide small group check-in time for tutoring and community building; these are provided during times when in-person learners are attending other classes.</p> <p><b>7<sup>th</sup> – 8<sup>th</sup> Grades</b><br/>           Students in grades seven and eight are served in departmentalized classrooms. For these grade levels teachers serve both in-person and remote learners. Students are provided daily instruction, practice, and assessments through recorded lessons, video conferences, and electronic resources. Each teacher provides support for his/her subject area and students. A small team of specialized teachers (English/Language Arts, math, and special education) provides individual and small group support to students both in-person and remote. For remote students, this support is provided via phone calls and video conferences. The contact information for these teachers is provided to students so that the student can instigate contact; or the teacher may reach out to the student if data indicates a need for additional support.</p> <p><b>9<sup>th</sup> – 12<sup>th</sup> Grades</b><br/>           Students in grades nine through twelve are served in departmentalized classrooms. For these grade levels, teachers serve both in-person and remote learners. Teachers provide daily instruction, practice, and assessments through recorded lessons, video conferences, and electronic resources. Each teacher provides support for his/her subject area and students through daily published office hours. Additionally, a group of paraprofessional employees monitor student engagement and remote participation. Students who are not meeting expectations are contacted by teachers. Information gained from these contacts is shared with fellow instructors and students will receive personalized supports.</p> |            |             |

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| <p><b>What are the expectations for teacher/student interactions?</b></p>  | <p>Teachers are expected to interact with students regularly; to monitor student achievement; and to provide academic and social/emotional support.</p> <p><b>Pre-kindergarten – 3<sup>rd</sup> Grade</b><br/>         Students in this grade band require more specific and intense support to access curriculum and to benefit from instruction. Teachers are expected to have daily interaction with students. Teachers will minimally interact with students in the daily provision of content or through small group check-ins or through individual tutoring. All contact with students of this age level is made through or with parents/guardians.</p> <p><b>4<sup>th</sup> – 6<sup>th</sup> Grades</b><br/>         Students in this grade band are gaining independence and are able to access the electronic resources and lessons without direct support from parents; additionally, students have multiple teachers. Each student will have a daily interaction with a teacher; however, each student will not necessarily interact with all of his/her teachers on a daily basis. Student teacher interaction will include telephone, video conference, and email. All contact with students of this age level will include parents/guardians.</p> <p><b>7<sup>th</sup> - 12<sup>th</sup> Grades</b><br/>         Students in this grade band do not require direct support to be able to access the electronic resources and lessons provided by teachers; however, they do need daily supervision and encouragement to remain engaged as expected. Each student will have daily interaction with teachers through the lessons provided and at least at least twice-weekly direct interaction with a teacher through telephone, video conference, or email. With parent/guardian permission, teachers may make direct contact with students.</p>            |
| <p><b>How will teacher/student interactions be differentiated for students with additional learning needs?</b></p> | <p>Students who have additional learning needs such as identified disabilities or English Learners will receive the supports described for all students plus targeted modifications.</p> <p><u>Students who Qualify for Special Education Services</u><br/>         Students who attend in-person and qualify for services under IDEA have access to additional in-class supports from designated paraprofessionals and from certified teachers in a Content Mastery setting. For students with individual needs who attend remotely, additional individual check-ins (teachers and designated paraprofessionals) will be made through direct contact and scheduled check-ins. Progress will be monitored and contact can be initiated by the student or by the teacher or paraprofessional. Students will also receive modifications available in the curriculum and learning management system. IEP services including accommodations/modifications will be followed, and Admission, Review, and Dismissal (ARD) committee meeting will be held within timelines.</p> <p><u>Students who Qualify for Modifications under Section 504</u><br/>         504 committee meetings will be held within the designated timelines and modifications will be provided. Students will be provided additional access to teachers. Students will receive modifications available in the curriculum and learning management system. Students who are to receive direct services such as dyslexia or tiered interventions will continue to receive those services virtually.</p> <p><u>ESL Students</u><br/>         ESL modifications and supports will be provided. The District ESL coordinator will monitor the progress of these students and will periodically check-in with students and families. Classroom teachers will monitor student progress and will provide check-</p> |

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|  | <p>in times for students. Teachers will instigate check-ins if progress is lacking. Students will receive modifications available in the curriculum and learning management system. Linguistic supports will be provided to students such as bilingual dictionaries, electronic translation of words or phrases in online curriculum, and learner scaffolds provided by teachers.</p> |
|--|---|

**Key Requirement Material Design:** Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

| Subject/ Course              | Grade Level(s) | Instructional Materials  | Progress Monitoring and Assessment  | Is it TEKS aligned? | What resources are included to support students with disabilities?   | What resources are included to support ELs?  |
|------------------------------|----------------|--|---|---------------------|--|--|
| Math Instructional Materials | PK             | FrogStreet Press<br><br>Texas Home Learning Phase 3  | CIRCLE  | Yes                 | Accommodations and/or modifications will be provided to students according to the student's IEP.   | Curricular resources include pictures, books, and activities to build language skills.   |
|                              | K-5            | TEKS Resource System, TExGuides<br><br>HMH Go, Math<br><br>Education Galaxy<br><br>Texas Home Learning Phase 3: Eureka Math TEKS Edition | Performance Assessments and Unit Assessments in TEKS Resource System; District developed Curriculum Based Assessments; Education Galaxy progress monitoring assessments | Yes                 | Multiple strategies and materials available for differentiation<br><br>Personalized instruction and pacing based on individual progress-Education Galaxy<br><br>Modifications included in Eureka Math. | Go Math offers materials and strategies to support ELs.<br><br>TExGuides have many strategies and materials to allow for differentiation and modifications.<br><br>Education Galaxy provides personalized instruction and pacing based on individual progress.<br><br>Eureka Math provides modifications for English Learners. |

|  |      |   |  |     |  |  |
|--|------|---|--|-----|--|--|
|  |      |   | <b>Assessment embedded in Eureka Math</b>  |     |  |  |
|  | 6-8  | <p>TEKS Resource System, TexGuides</p> <p>HMH Go Math</p> <p>Texas Home Learning Phase 3, Carnegie Learning Texas Math Solution</p> | <p><b>Performance Assessments and Unit Assessments in TEKS Resource System; District created Curriculum based assessments; progress monitoring and unit assessments in Carnegie Learning</b></p>                                 | Yes | <p><b>Multiple strategies and materials available for differentiation. Modifications and accommodations will be provided per student's IEP.</b></p> <p><b>Brain Pop, Let's Go Learn</b></p> <p><b>Modifications available through Carnegie Learning.</b></p>                   | <p><b>Multiple strategies and materials available for differentiation in TexGuides and TEKS Resource System.</b></p> <p><b>Carnegie Learning provides modifications for ELs.</b></p> |
|  | 9-12 | <p>TEKS Resource System</p> <p>Texas Home Learning Phase 3, Carnegie Learning Texas Math Solution</p> <p>IXL</p>                    | <p><b>Performance Assessments and Unit Assessments in TEKS Resource System; District created Curriculum based assessments; progress monitoring and unit assessments in Carnegie Learning; practice and assessments in XL</b></p> | Yes | <p><b>Multiple strategies and materials available for differentiation. Modifications and accommodations will be provided per student's IEP.</b></p> <p><b>Brain Pop, Learning A-Z, Enchanted Learning</b></p> <p><b>Modifications available through Carnegie Learning.</b></p> | <p><b>Multiple strategies and materials available for differentiation in TexGuides and TEKS Resource System.</b></p> <p><b>Carnegie Learning provides modifications for ELs.</b></p> |

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|---|-------------|---|---|------------|--|---|
| <p><b>ELA Instructional Materials</b></p>     | <p>PK</p>   | <p>FrogStreet Press</p>                 | <p><b>CIRCLE</b></p>  | <p>Yes</p> | <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p>  | <p>Curricular resources include pictures, books, and activities to build language skills.</p>   |
|   | <p>K-5</p>  | <p>Collaborative Literacy and SIPPS</p> | <p>Assessments and progress monitoring included in curricular materials</p> | <p>Yes</p> | <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p> <p>Brain Pop</p>   | <p>Curricular resources include specific modifications for ELs.</p>   |
|   | <p>6-12</p> | <p>ThinkCERCA</p>                       | <p>Assessments and progress monitoring included in curricular materials</p> | <p>Yes</p> | <p>Assigned readings available on multiple levels for seamless use in the classroom. Accommodations and/or progress monitoring will be provided to students according to the student's IEP.</p> <p>Brain Pop, Enchanted Learning, Learning A-Z</p> | <p>Supports embedded in the program include text to speech; online dictionary; and graphic organizers. Curricular resources include specific modifications for ELs.</p> |
| <p><b>Science Instructional Materials</b></p> | <p>PK</p>   | <p>FrogStreet Press</p>                 | <p><b>CIRCLE</b></p>  | <p>Yes</p> | <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p>  | <p>Curricular resources include pictures, books, and activities to build language skills.</p>   |

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|--|------|---|--|-----|---|---|
|  | K-4  | <p>TKES Resource System, TexGuides</p> <p>HMH Science Fusion</p> <p>Texas Home Learning Phase 3</p> <p>Ph.D. Science TEKS Edition</p> | <p><b>Performance Assessments and Unit Assessments in TEKS Resource System; District created Curriculum based assessments; progress monitoring and unit assessments in Ph.D. Science</b></p> | Yes | <p>Accommodations and/or modifications will be provided to students according to student's IEP. Multiple strategies and materials available for differentiation.</p> <p><b>Brain Pop</b></p> <p>Ph.D. Science includes modifications.</p> | <p>TEKS Resource System and TexGuides include multiple strategies and materials for differentiation and modification.</p> <p>Ph.D. Science includes strategies for ELs.</p> |
|  | 5    | <p>Project Listo— Texas A&amp;M University</p>  | <p><b>Formative and summative assessments are included in the curriculum.</b></p>  | Yes | <p>Accommodations and/or modifications will be provided to students according to student's IEP.</p> <p><b>Brain Pop</b></p>   | <p>Project Listo is a research based program that includes multiple strategies and materials to meet the needs of ELs.</p>  |
|  | 6-8  | <p>TEKS Resource System, TexGuides</p> <p>HMH Science Fusion</p>  | <p><b>Performance Assessments and Unit Assessments in TEKS Resource System; District created Curriculum based assessments</b></p>  | Yes | <p>Accommodations and/or modifications will be provided to students according to student's IEP. Multiple strategies and materials available for differentiation.</p> <p><b>Brain Pop, Let's Go Learn</b></p>                              | <p>TEKS Resource System and TexGuides include multiple strategies and materials for differentiation and modification.</p>   |
|  | 9-12 | <p>TEKS Resource System, TexGuides</p> <p>HMH</p>   | <p><b>Performance Assessments and Unit Assessments in TEKS Resource System, District created</b></p>   | Yes | <p>Accommodations and/or modifications will be provided to students according to student's IEP. Multiple strategies and materials available for differentiation.</p> <p><b>Brain Pop, Learning A-Z, Let's Go Learn</b></p>                | <p>TEKS Resource system and TexGuides include multiple strategies and materials for differentiation and modification.</p>   |

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|   |      |  | <b>Curriculum Based Assessments</b>  |     |  |  |
| <b>Social Studies Instructional Materials</b> | PK   | FrogStreet Press                                 | <b>CIRCLE</b>  | Yes | <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p> <p>Brain Pop</p>                                   | Curricular resources include pictures, books, and activities to build language skills.                             |
|   | K-5  | TEKS Resource System, TExGuide<br>Studies Weekly | <b>Performance Assessments and Unit Assessments in TEKS Resource System, District created Curriculum Based Assessments</b> | Yes | <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p> <p>Brain Pop, Let's Go Learn</p>                   | TEKS Resource System and TExGuides include multiple resources and materials for differentiation and modifications. |
|   | 6-12 | TEKS Resource System, TExGuide<br>McGraw Hill    | <b>Performance Assessments and Unit Assessments in TEKS Resource System, District created Curriculum Based Assessments</b> | Yes | <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p> <p>Brain Pop, Learning A-Z, Enchanted Learning</p> | TEKS Resource System and TExGuides include multiple resources and materials for differentiation and modifications. |

Provide additional explanations of how your instructional materials meet the criteria if needed:

| Component | Explanation |
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| <p><b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</b></p> | <p>Groesbeck ISD will continue to use the TEKS-aligned curriculum and materials currently in place as well as the Texas Home Learning Phase 3 materials as they are released. Asynchronous students will follow the same scope and sequence, minute requirements, and curriculum as in-person learners so that students who need or choose to move between modalities may do so seamlessly. All materials are based on the Texas Essential Knowledge and Skills (TEKS), and all materials will be provided through district selected curriculum and learning management systems: Google classroom and Schoology.</p> <p>Students, both on-campus and remote, will utilize electronic resources such as Education Galaxy and Xtra Math (elementary grades) and Odysseyware and IXL (secondary grades) and to support instruction provided by the teacher. These programs are designed to support self-paced, adaptive, and personalized student learning, and they provide a vehicle for progress monitoring of students. Additionally, as they become available, Texas Home Learning 3.0 curricular materials will be utilized. These materials are specifically designed and vetted to provide coherent instruction for both in-person and remote learners. They provide direct instruction, practice, and assessment opportunities under the guidance of the certified teacher.</p> <p>Teachers will receive specific training in the use of the new materials as well as training and support on the adaptation of existing curricular materials to meet the needs of virtual learners.</p> <p>Specific communication vehicles provided to parents include Ascender Parent Portal and eNotes. The curriculum department has designated two staff members to work with parents and to help them gain the access they need to be able to monitor and support their students.</p> |
| <p><b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</b></p>     | <p>Groesbeck ISD is involved in an ongoing effort to improve instruction provided to students with disabilities and English Learners. This has not stopped with COVID-19. During the 2019-2020 school year teachers and classroom paraprofessionals received specific training on strategies to support learners with disabilities and ELs included in the classroom. In response to the request of staff, additional planning time has been provided weekly during the 2020-2021 school year to allow classroom teachers and paraprofessionals to plan and collaborate specifically to meet the needs of students with disabilities and ELs.</p> <p><u>Communication with Students and Provision of Services</u>—Students will have several opportunities to connect with teachers and support paraprofessionals electronically, telephonically, and through email. Classroom paraprofessionals whose role it is to provide additional support to students within classrooms are also charged with providing additional support to students who work remotely. Individualized Education Plans (IEPs) and modifications will be followed and implemented. The electronic program Newsela is available to students with disabilities to provide scaffolded instruction and additional practice. Classroom teachers have ESL certifications and provide modifications and supports such as electronic tools, graphic organizers, and visuals to ELs. Additionally, the district ESL Coordinator monitors the progress of ELs and provides an additional layer of support.</p>   |

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Related Services and Speech Language Services for Students with Disabilities—Services for Occupational Therapy, Physical Therapy, and Counseling will be provided virtually through pre-scheduled virtual communication tools. These services will be documents and submitted. Logs will be monitored at the district level. Parents will receive consultation from therapy providers during each scheduled therapy session. Equipment necessary to meet the student’s goals and objectives will be delivered to the student’s home. Contingency Plans will reflect any changes to the provision of direct services. Speech and Language Pathologists will provide virtual services to students.

Support for English Learner Students—Classroom teachers will ensure lessons are designed to meet the language acquisition needs of EL students. Supplemental digital tools will be used to support listening, speaking, reading, and writing skills of ELs. Ongoing progress monitoring will be used to monitor goal attainment. The ESL Coordinator will provide direct support to teachers and students.

**Key Requirement Student Progress:** Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

| Component   | Explanation  |
|---|--|
| <p><b>What is the expectation for daily student engagement?</b></p> | <p>Students are required to be engaged each day with work. Students who do not participate on a given day are counted absent. Teachers define daily student engagement expectations and progress in clear and measureable terms. Engagement expectations are defined specifically by grade level or course.</p> <p>The following expectations are distributed to all remote learners and their parents/guardians.</p> <p>Students who participate in learning remotely are expected to connect, in real time, with teachers for a portion of the day. This could be direct instruction, intervention, small group instruction, check-in, or assessment. These meetings will take place digitally using tools such as Google Meets or Zoom.</p> <p>Students who participate in learning remotely will have attendance taken daily. Students will be counted present when they submit the assigned work and/or meet with the teacher.</p> <p>Students who participate in learning remotely will receive weekly learning plans from teachers. These plans will provide instructions for how to access materials and assignments and how to obtain help and support.</p> <p>Students who participate in learning remotely will participate in the curriculum for their grade level or graduation plan. This will include reading/language arts, math, science, social studies, physical education, music, world languages, and electives. High school students could be required to participate in on-site lab work in classes that require hands-on demonstration of learning</p> |

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|   | <p>such as Ag Mechanics or Principals of Construction or certain science classes. In these situations, arrangements will be made between the teacher and the student and family.</p> <p>Students who participate in learning remotely will receive instruction to support social-emotional learning. Lessons will be included in reading/language arts materials and will be taught directly by school counselors. Direct instruction from counselors could be digital content or could be a digital meeting.</p> <p>Students who participate in learning remotely are required to take STAAR/EOC exams. Students will participate in the same assessments as students who attend on-campus.</p> <p>High school students who participate in learning remotely are required to complete the same course requirements to receive credit and must obtain the same number of credits to graduate as students who attend on-campus.</p> <p>Students who participate in learning remotely will have the same grading guidelines as students who attend on-campus.</p>   |
| <p><b>What is the system for tracking daily student engagement?</b></p> | <p>Students are expected to meet daily attendance requirements in accordance with state compulsory attendance laws. To be considered present, a student must meet the daily engagement expectation set by the teacher. This could include completion and submission of an assignment through the learning management system, participation in a progress monitoring piece such as an exit ticket or quiz, or personal interaction with a teacher or support paraprofessional.</p> <p>During remote learning a student will be considered engaged and marked present for attendance purposes based on the following (or on the expectations listed above):</p> <ul style="list-style-type: none"> <li>• Curricular progress as evidenced from teacher-student interaction made that day, by an approved method including phone, email, classroom message apps, participation in a learning management system.</li> <li>• Completion and submission of assignments planned for that day, including homework, classwork, exit tickets, and other class activities submitted to the teacher by any method by 11:59 PM.</li> <li>• Data from a district approved learning management system indicating that the student engaged in instructional activity or in approved instructional resources.</li> </ul> <p>All classroom teachers will monitor student engagement and report attendance to the campus attendance clerk who will mark attendance in TxEIS. Teachers will submit attendance reports weekly to the campus attendance clerk. Campus administrators will monitor attendance of remote learners as they monitor attendance of on-campus learners.</p> |

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| <p><b>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</b></p> | <p>All digital platforms, tools and resources utilized on campus will also be used for remote learners. Additionally, methods for tracking engagement are consistent with on-campus and remote learners. They include consistent minute expectations and assessment tracking, and assigned activities. Asynchronous learners have specified times to connect with teachers synchronously. Remote learners use the same process for accessing materials and submitting assignments as students who are attending on-campus.</p>  |
| <p><b>What is the system for tracking student academic progress?</b></p>   | <p>Multiple measures are in place to monitor student academic progress throughout the school year. At the end of each nine-week grading period in core subject classes, students take a Curriculum Based Assessment (CBA) developed by the district curriculum team that measures mastery of recently taught TEKS. These assessments are used to inform instruction and to identify students who need additional, targeted supports.</p> <p>At the end of each unit of study, students participate in an assessment to determine mastery of the TEKS taught during that unit. These assessments are a part of the curriculum and modified by teachers to meet the specific learning needs of the class. The data is then used to tailor future instruction for the whole class and individual students.</p> <p>Beginning, Middle, and End of Year Assessments are administered as follows.</p> <ul style="list-style-type: none"> <li>CIRCLE Pre-K Assessment</li> <li>TxKEA (Kindergarten)</li> <li>MAPS Growth (Grades 1-3)</li> <li>MAPS Reading Fluency (Grades 1-2)</li> <li>Elementary School Students in Texas Algebra Ready (ESTAR)/Middle School Students in Texas Algebra Ready (MSTAR) (Grades 4-6)</li> <li>ThinkCERCA—reading leveling and writing assessments (grades 6-12)</li> <li>Education Galaxy/Lift Off (Grades K-6)</li> <li>TEA BOY Assessments (Grades 4-8)</li> <li>TEA Interim Assessments (Grades 4-8)</li> </ul> <p>STAAR grade level students take Benchmark assessments approximately 6-weeks prior to the test.</p> <p>Parents/Guardians are able to monitor student progress through the following means.</p> <ul style="list-style-type: none"> <li>Ascender Parent Portal—Parents create a personal account and can monitor in real-time student attendance and grades. Parents can email teachers with questions and concerns.</li> <li>Progress Reports—Progress reports are provided to students each three weeks. The progress reports are posted in the Parent Portal and are available in print format.</li> <li>Report Cards—Official report cards are published at the end of each nine-week grading period. These are available in Parent Portal and are sent home in print format.</li> <li>Direct Teacher Contact—Parents can contact teachers directly through email or telephone to ask questions and receive information about their student’s progress.</li> </ul> |

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| <p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p> | <p>Teachers are expected to provide at least weekly feedback for asynchronous work. Elementary grade level teachers are expected to provide more frequent feedback than secondary grade level teachers. Teacher feedback is provided through the learning management systems, email, Parent Portal, Student Portal, teacher check-ins and tutorial times, and telephone calls.</p> |

**Key Requirement Implementation:** Describe specific supports for educators and families to implement effective remote asynchronous instruction.

**Include a sample educator professional development schedule.**

|                         |                               |   |
|-------------------------|-------------------------------|---|
| <p>June - July 2020</p> | <p>All Teachers and Staff</p> | <p>On-line/On-demand training through EduHero (Region 6). All teachers and staff were assigned required training course including nine modules. Classroom teachers were assigned at least six-hours of training on meeting the needs of gifted and talented learners.</p> <p>ESC 12<br/>Administrators and teachers were provided the opportunity to participate in virtual learning including strategies for remote learners, needs of gifted and talented students, asynchronous learning plans, and strategies to meet the</p> |
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|                         |                             | Curriculum staff provided print resources to support teacher use of instructional programs.  |
| September 2020          | Curriculum Staff            | Schoology Training<br>Texas Home Learning Phase 3 initial set up   |
| October 2020            | Teachers                    | Schoology Training—select pilot teachers to include secondary math will learn how to use the LMS<br>Texas Home Learning Phase 3 curricular training as released<br>HB 3 Reading Academy—All PK – 3 teachers and administrators |
| November 2020-May 20201 | Administrators and Teachers | Texas Home Learning Phase 3 components as released<br>Ongoing support of quality instruction in both in-person and remote learning environments  |

**Summarize how your professional development for educators will support asynchronous instruction:**

| Component   | Explanation   |
|---|---|
| How will both initial and ongoing, job-embedded educator development opportunities occur? | <p>Due to the community spread of COVID-19 no large group professional development was provided during the summer or beginning of the school year for Groesbeck ISD. Small group (fewer than 10 individuals) and virtual learning opportunities were provided. This allowed for teachers to personalize learning. Virtual learning opportunities included: local ESC (Region 12) lunch and learn presentations covering instructional tools and strategies, EduHero courses, professional organization offerings, and commercial trainings on educational tools and strategies.</p> <p>Specific training to support the implementation of the new Reading/Language Arts curriculum (grades k-12) and the new student information system (including attendance, gradebook, and parent and student portals) was provided virtually to targeted groups of teachers and administrators.</p> <p>Campus administrators and leadership teams have and will continue to lead the provision of professional development. This allows for professional development to be responsive to the needs of the campus or group and protects staff from large group/risky environments. Principals and assistant principals have and will continue to meet with grade level teams and</p> |

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|   | <p>content departments to provide information and training. Specific content includes expectations for lesson development using the 3-E model, use of digital tools (Google Classroom, Education Galaxy, etc.), student assessment and data disaggregation, and school safety procedures.</p> <p>Curriculum department staff have and will continue to provide resources and support to campus based staff development. These resources have included provision of resources and expertise; answers to questions (individual and group), and presentation of content.</p> <p>As a small district, this more personalized approach is possible and will continue throughout the school year. Professional development will be provided through the campus both virtually and in small groups.</p>  |
| <p><b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b></p> | <p>Professional development is designed to meet the individual needs of the educators and to increase their understanding of their content and instructional strategies. Groesbeck has built a culture of collecting, analyzing, and using data to inform instruction. That foundation will be used to include data from asynchronous learners.</p> <p>Beginning with the specific training for reading/language arts teachers that occurred in July and continuing through the fall semester, teachers will engage in professional development specific to their content and the materials available to provide instruction, both on-campus and remote. As the Texas Home Learning LMS and curricular products are released, teachers will be trained on their use and content. Educators will learn how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use LMS progress markers and reports, as well as other forms of progress monitoring, to understand student engagement with their course offerings and how to adapt materials, activities, and pacing to the needs of the individual students.</p> |

**Describe your communication and support plan for families engaging with asynchronous learning:**

| Component   | Explanation   |
|---|---|
| <p><b>How will you communicate the expectations for asynchronous instruction to families?</b></p> | <p>Groesbeck ISD employs a variety of tools to communicate with families including the GISD website and campus websites, district and campus Facebook pages, GISD Superintendent Twitter Account, Ascender Parent Portal, and eNotes.</p> <ul style="list-style-type: none"> <li>• Groesbeck ISD Website and social media—Groesbeck will use these platforms to provide easily accessible announcements pertaining to all students.</li> <li>• eNotes—Groesbeck district and campus staff will use this tool to provide direct information to parents via text, phone call, or email regarding student attendance, quick announcements, and upcoming events.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Ascender Parent Portal—All parents are encouraged to create a personal Parent Portal account to monitor their student’s attendance and grades. Parents can also send email messages to individual teachers.</li> <li>• Learning Management System (Schoolology)—Parents will have access to a parent portal which will allow them to oversee the progress of their student(s) on assignments, engagement with lessons, and interaction with teachers.</li> </ul>   |
| <p><b>What are the expectations for family engagement/support of students?</b></p> | <p>Parents will be active participants with their students in the learning environment. Parents are expected to monitor and support their student(s) in the following:</p> <p>Students who participate in learning remotely are expected to connect, in real time, with teachers for a portion of the day. This could be direct instruction, intervention, small group instruction, check-in, or assessment. These meetings will take place digitally using tools such as Google Meets or Zoom.</p> <p>Students who participate in learning remotely will have attendance taken daily. Students will be counted present when they submit the assigned work and/or meet with the teacher.</p> <p>Students who participate in learning remotely will receive weekly learning plans from teachers. These plans will provide instructions for how to access materials and assignments and how to obtain help and support.</p> <p>Students who participate in learning remotely will participate in the curriculum for their grade level or graduation plan. This will include reading/language arts, math, science, social studies, physical education, music, world languages, and electives. High school students could be required to participate in on-site lab work in classes that require hands-on demonstration of learning such as Ag Mechanics or Principals of Construction or certain science classes. In these situations, arrangements will be made between the teacher and the student and family.</p> <p>Students who participate in learning remotely will receive instruction to support social-emotional learning. Lessons will be included in reading/language arts materials and will be taught directly by school counselors. Direct instruction from counselors could be digital content or could be a digital meeting.</p> <p>Students who participate in learning remotely are required to take STAAR/EOC exams. Students will participate in the same assessments as students who attend on-campus.</p> <p>High school students who participate in learning remotely are required to complete the same course requirements to receive credit and must obtain the same number of credits to graduate as students who attend on-campus. Students who participate in learning remotely will have the same grading guidelines as students who attend on-campus.</p> <p>Parents will:</p> <ul style="list-style-type: none"> <li>• Champion the online classroom environment.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Monitor and ensure students completion of daily asynchronous activities and assignments.</li> <li>• Monitor daily participation in scheduled learning activities, including intervention and tutorials</li> <li>• Support proper etiquette during online learning.</li> <li>• Maintain open communication with teachers.</li> </ul>   |
| <p><b>What additional supports, training, and/or resources will be provided for families who may need additional support?</b></p> | <p>To help support students and their families in successfully engaging in asynchronous learning Groesbeck has provided each student a Chromebook. As they are available Wi-Fi hotspots will be provided to families to support student internet connectivity. Hotspots will be targeted to students identified as economically disadvantaged. Additionally, internet access is available in the parking lots of Groesbeck High School and Groesbeck Middle School.</p> <p>Groesbeck has also provided two staff members as parental support in solving connectivity and access issues. These staff members help parents create Ascender Parent Portal accounts and resolve issues related to accessing online curriculum.</p> <p>For Special Programs:</p> <ul style="list-style-type: none"> <li>• Virtual ARD meetings and DocuSign capabilities</li> <li>• Parent training offered by the ARD Committee or Special Services Teacher per a child’s IEP</li> </ul> |

**VIII. DISCUSSION AND ACTION ON CONSENT AGENDA ITEMS**

A. Minutes of Previous Board Meeting

27

**Special Board Meeting**  
**MINUTES**  
**08/03/2020**  
**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, Bonnie Bomar, Jackie Ancelet, Beth Westhoff, Kimberly Carter, Kenna Moody, Jerry Bomar, Kelley Young, Staci Kirk, Cindy Ensminger, Angela Stuart.

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 6:22 p.m.

There were no public comments.

District Information: Dr. James Cowley discussed update on Homecoming. At the UIL district meeting, there was a motion to cancel the September 25<sup>th</sup> football game. Groesbeck and Kemp voted against the motion, but the motion passed. We will work on a new date for Homecoming. Tom Sutton asked is we had a player or two with symptoms (COVID). Coach Bomar stated that UIL has put out stringent protocols. Kids are quarantined for two weeks. Kids are required to wear masks and they have to take temperature and fill out screening forms.

Discussed Operation Connectivity Interlocal Acquisition Agreement with Region 4 Education Service Center for technology purchases. This interlocal agreement has to be approved by August 4<sup>th</sup> for the district to participate. We can get 500 hotspots and state will match 50%. Motion by Ronnie Ferguson, second by Jud Hughes to move that the board approve and enter into the Operation Connectivity Interlocal Acquisition Agreement and authorize the superintendent and other appropriate district personnel to take all necessary actions under such agreement. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy. Motion carried unanimously.

Motion by Aslone Foy, second by Jud Hughes to approve the Board Secretary's Appointment of Dr. James Cowley and Teresa Battrick as Agents for Election. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy. Motion carried unanimously.

Discussion on GHS season tickets, sale of tickets, seating at Goat Stadium and GHS Varsity Gym. All tickets to be sold as follows: on Mondays, Senior parents and season ticket holders. Football tickets are \$5 for all tickets for GHS and GMS and volleyball is

\$3 for all tickets for GHS and GMS. All season ticket holders will remain for next year. There will be no passes for anyone. They must have a ticket to enter. Tracy Hughes will call each board member on Mondays to see if they want tickets. Discussion of the stadium layout for four seat groupings and changing some to single, and doubles. Spectators do have to wear a mask in the stands. Looking at live streaming volleyball and football. Motion by Tiffany Burlison, second by Ronnie Ferguson to approve what was presented. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy. Motion carried unanimously.

Discussed TASB Policy EIC (LOCAL) in regards to valedictorian and salutatorian, and top 10%. Basically, this is our new policy. Also discussed grade chart and change in student handbook. Motion by Aslone Foy, second by Ronnie Ferguson to approve the first reading of TASB Policy EIC (LOCAL). All voting for by show of hand, with a verbal "I'm good" from Aslone Foy. Motion carried unanimously.

Discussed TASB Policy FNA (LOCAL). This is a new policy for us. Motion by Ronnie Ferguson, second by Aslone Foy to approve the first reading of TASB FNA (LOCAL). All voting for by show of hand, with a verbal "I'm good" from Aslone Foy. Motion carried unanimously.

Motion by Ronnie Ferguson, second by Angela Crane to approve the first reading of TASB Policy Update 115. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy. Motion carried unanimously.

Motion by Ronnie Ferguson, second by Jud Hughes 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. Tri-County Cooperative for the Visually Impaired Agreement
- B. Waco Independent School District Memorandum of Understanding Greater Waco Advanced Academies
- C. Donation

There was no Executive Session.

Update on Culinary Building.

Motion by Jud Hughes, second by Angela Crane to adjourn. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy. Motion carried unanimously.

Adjourned: 7:17 p.m.

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Tom Sutton, Board President

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Jud Hughes, Secretary

September 21, 2020  
Date Approved

**Special Board Meeting**  
**MINUTES**  
**08/17/2020**  
**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 (6:25), Ronnie Ferguson, Tiffany Burlison, Jud Hughes. Absent: Aslone Foy.

Others: Dr. James Cowley, Teresa Battrick, Dr. Diana Freeman, Alex Cannon, Beth Westhoff, Cindy Ensminger, Kenna Moody, Kelley Young, Bonnie Bomar, Harold, Dayne Duncan, Octavis McGruder, Ion B, Kimberly Carter, Jackie Ancelet.

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 6:09 p.m.

There were no public comments.

District Information: Dr. James Cowley discussed student enrollment, it shows that we are down 109 students, but feel like numbers will go up. Mrs. Carter feels that Pre-Kindergarten and Kindergarten numbers are down; letter received from a staff member, Mrs. Sutton; and Falls County Appraisal Budget and they updated their budget.

Discussion on GHS Sale of Season Tickets. Tiffany Burlison had parents contact her with concerns that if they have a kid playing sports, cheer, or band and not a Senior, they would like to have the opportunity to buy a ticket. Dr. Cowley stated to let him know how the board wanted us to sell tickets. Set up the dates, times, and which groups. Tiffany Burlison asked if that would add to many people during Mondays with Senior parents and season ticket holders (5 p.m. to 8 pm). Discussed number of Seniors – two cheerleaders, 10 band members, not sure on football players and not sure how many season ticket holders we have. Tiffany Burlison asked if there was any problem with adding parents or guardians of participants to that time slot? Dr. Cowley stated that cheerleaders would add 12 to 13 additional parents, 75 in band, so about 60 people there. Bonnie Bomar stated that there were 17 Seniors in football. About another 80 to 100 families. Varsity and JV football is 65 to 70 players. Tiffany Burlison asked so that on Tuesdays we would have all of them and the general public, so if we move them over to Mondays and make it fair across the board so all participants can get tickets, I don't see an issue with that, unless somebody else does. Tom Sutton stated he would entertain a motion to that affect. Tiffany Burlison asked how to word the motion and discussion of all remaining football, cheerleader, and band parents would have opportunity to purchase tickets for Friday nights from 5 pm to 8 p.m. Discussed volleyball tickets and they are sold on the same day. Motion by Tiffany Burlison, second by Bridgett Jackson-Tatum to allow all parents/guardians for Varsity football, cheerleaders, band members on the field

to also get their tickets on Mondays from 5 p.m. to 8 p.m. Tom Sutton added volleyball players. All voting for by show of hand, with a verbal “Yes” from Bridgett Jackson-Tatum. Motion carried unanimously.

Dr. James Cowley discussed bus sales. The board direction was to try to find a buyer to purchase the whole fleet. We were not able to do this. We had some initial groups that had approached us about this. They want us to give a price and they would tell us if they accepted. We cannot sell buses to an outside organization this way. We do have some school districts that have reached out to us. In discussion with Blake Powell, we can negotiate with a school district on a price. Otherwise, it would be a sealed bid and the board would have to accept or not accept the bids. Another option is to place the buses on auction. On sealed bids it is an opportunity to turn down any and all bids. Each bid would be held separately. Auction, we would use Lone Star Auction on-line. It goes out across the nation. We do not pay a seller’s premium, it’s a buyers premium. We receive the full amount of what the item sells for. First approach, let us contact school district’s and see if we can negotiate a price. From there, recommendation would be to advertise and do the sealed bid process. Any buses, if we have any, go to Lone Star Auction. Recommendation is to utilize all three processes. If you’d like to do something different, let me know. Motion by Tiffany Burleson, second by Jud Hughes to do negotiations first, then sealed bids, and then auction site and to authorize the superintendent to complete all necessary documents. All voting for by show of hand. Motion carried unanimously.

Dr. James Cowley discussed proposed tax rate of \$0.96300/\$100 for M&O (Maintenance and Operation) and \$0.2375/\$100 for I&S (Interest and Sinking) for a total tax rate of \$1.20050. This is a lower tax rate than what we had this last year. This does have the golden penny in it. We still having a compression in tax rate so it is going down. We dropped down to \$0.91 plus the \$0.05 added to it for the \$0.96. Updated value, fund balance of M&O is \$5.4 million and I&S is \$500,000. Additional funds in I&S is what we are paying off bonds early. We paid the bonds that bought the buses off early. We refinanced a bond and saved dollars with that. Motion by Jud Hughes, second by Tiffany Burleson to approve for publication a proposed tax rate of \$0.96300/\$100 for M&O and \$0.2375 cents/\$100 for I&S tax equaling a total proposed tax rate of \$1.20050. All voting for by show of hand. Motion carried unanimously.

Motion by Jud Hughes, second by Bridgett Jackson-Tatum to approve August 31, 2020 as the date for the Public Hearing, and Regular Board Meeting to approve the 2020-2021 tax rate and the 2020-2021 budget. All voting for by show of hand. Motion carried unanimously.

Dr. James Cowley presented requirements of HB3 regarding Property Value and Value Lap. District’s funding was based on prior year value and the State has now moved to current year values. We are collecting revenue based on current year values. No action needs to be taken.

Motion by Jud Hughes, second by Angela Crane to approve the second reading of TASB Policy EIC (LOCAL). All voting for by show of hand. Motion carried unanimously.

Motion by Jud Hughes, second by Ronnie Ferguson to approve the second reading of TASB FNA (LOCAL). All voting for by show of hand. Motion carried unanimously.

Motion by Ronnie Ferguson, second by Jud Hughes to approve the second reading of TASB Policy Update 115. All voting for by show of hand. Motion carried unanimously.

Motion by Ronnie Ferguson, second by Tiffany Burlison to approve the consent agenda. All voting for by show of hand. Motion carried unanimously.

A. 2020-2021 Teacher Appraisers

B. Donations

BUDGET WORKSHOP: The board reviewed the budget draft for 2020-2021. Highlight of budget, break down and how to figure amount per student for each campus. Coach Bomar had to move money from middle school to high school and amounts are based per athlete, meals are not included in the athlete budget, meals are combined into extracurricular meals. Did the same for officiating crew. Instead of breaking out by sports. We limit the number of tournaments. Increased allotment amounts - high school art increased by \$5/student, science increased \$10/student, nursing increased \$14/student, counselor \$500/counselor, high school boys and girls up \$25/athlete and football increased \$80/student. Substitutes was 7 days/teacher now increased to 20 days/teacher. If there's a different dollar about you would like, Dr. Cowley will need to know what that is. Counselors is general supply line. Tennis did not show an increase in number of players. Meals are \$8/student/meal. We do have a separate line item in post-district. Other items budgeted are GermBlast for three times per year; baseball field repairs; softball and baseball field prep field; safety and security, of which the golden penny is dedicated to. May come back later in the year on track. High school track repair and redo the middle school track is \$100,000+. The high school track rubberized part has worn down to the asphalt base in places. If you ruin the asphalt base then cost is \$300,000+. We are about five years out to redo football field. If we can get structural spray on the track we can possibly get another five years. Could not build in budget. \$200,000 to finish the culinary arts building, this is CTE funds. Tax collections are over 100% if you figure current and overdue. Left the enrollment numbers the same. In the Excellence Program there is no funds for the attendance, supplemental, and Christmas pay. Will continue the \$500 for living in the district. These amounts there used for attendance, supplemental, and Christmas pay were added to Jackie's budget for COVID. Discussed track safety. We are in compliance. You can walk on it and run on it, you won't trip. Discussed salaries.

There was no Executive Session.

Motion by Angela Crane, second by Ronnie Ferguson to adjourn. All voting for by show of hand. Motion carried unanimously.

Adjourned: 7:30 p.m.

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

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

September 21, 2020  
Date Approved

**Regular Board Meeting**  
**MINUTES**  
**08/31/2020**  
**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, Bonnie Bomar, Jackie Ancelet, Beth Westhoff, Kimberly Carter, Kenna Moody, Jerry Bomar, Kelley Young, Staci Kirk, Cindy Ensminger, Angela Stuart.

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 6:06 p.m.

There were no public comments.

**PUBLIC HEARING TO DISCUSS BUDGET AND PROPOSED TAX RATE FOR 2020-2021:** The public was instructed that if they had any comments to type them in the chat box and we will unmute. Having none, the meeting proceeded.

Dr. James Cowley stated that the budget presented tonight is the same budget that was presented at the budget workshop. There was an increase in athletics, security and safety amount is coming from the golden penny, and some cuts in areas went into cleaning supplies. Motion by Jud Hughes, second by Angela Crane to approve the resolution to adopt the budget for the 2020-2021 school year as presented before and presented today. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy and a verbal "I agree" from Tiffany Burleson. Motion carried unanimously.

Motion by Jud Hughes, second by Aslone Foy to move that the property tax rate be increased by the adoption of a tax rate of M&O tax rate of \$0.96300 and an I&S tax rate of \$0.2375 equaling a total tax rate of \$1.20050, which is effectively a 0.581 percent decrease in the tax rate. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy and a verbal "I agree" from Tiffany Burleson. Motion carried unanimously.

District Information: Dr. James Cowley gave student enrollment of 1109 in school and 410 remote students totaling 1519. Board training requirements have been increased in time to get training. Discussed TASA/TASB Convention for Delegate and Alternate, if we have two members. Jud Hughes volunteered but pending dates, as Delegate and Alternate is Tom Sutton. Tom Sutton asked about remote learning and students enrolled here and residence is here or another State. Dr. James Cowley stated that this is not a problem as long as we have the proper paperwork. Tiffany Burleson asked if remote

learners are sick and turn in work are they out one day and if they don't switch to remote but out a week or quarantine do they have to do remote. The district is leaving it up to the parent; this is an opportunity and not a have to. Aslone Foy asked about remote and attendance. Virtual learners are asynchronous they have to engage in a core subject. We run a couple of days to a week behind to get our remote attendance.

The board entered into Executive Session at 6:30 p.m.

Reconvened: 7:53 p.m.

District Information Continued: Jud Hughes stated that he would like COVID updates and would like Mychal Masters to attend the board meetings. How we are coping with it, our numbers, other schools around us, what our district judge is saying. Discussed sign on football field for varsity players, seating at home games, seeing people turned away. Is there any rule UIL has or is it GISD rule, what if we don't presale but put on counter and sell. Dr. Cowley stated there is no UIL rule or State rule. The district (DEC) came up with presale only for varsity season games. Will check to see if JV has to be. No reason why we can't have presale and any left over sell at gate. Jud Hughes stated that it's not about making money but about participants being able to watch. Discussed volleyball and adjusting day to day. JV is presale and sell at the gate. DEC voted varsity game tickets to be presale only. Aslone Foy asked about pep rallies. We are doing two pep rallies along with Homecoming in the mornings because of temperature. The kids requested at 7:30 in the morning. Dr. James Cowley stated that the camera equipment is in and other items to broadcast games. If everything goes well we will livestream the game. It's a three camera system. Discussed signs for football players to run through.

Motion by Aslone Foy, second by Ronnie Ferguson to approve the consent agenda as presented. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy and a verbal "I agree" from Tiffany Burleson. Motion carried unanimously.

Action from Executive Session: Motion by Ronnie Ferguson, second by Aslone Foy to approve personnel resignation, reassignments and employment. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy and a verbal "I agree" from Tiffany Burleson. Motion carried unanimously.

Jud Hughes read the Resolution of the Board of Trustees of Groesbeck independent School District Proposing Suspension of Employee Without Pay. Motion by Jud Hughes, duly seconded by Ronnie Ferguson, it is resolved as follows: It Is Resolved that the Board of Trustees finds that the foregoing recitals are true and correct and are hereby adopted as findings of fact. It Is Further Resolved that the Board of Trustees hereby suspends, without pay, the employment of Employee, effective immediately, for good cause. It Is Still Further Resolved that the Notice of Suspension Without Pay is hereby Approve as presented, that the President of the Board of Trustees is hereby Delegated the authority to make such changes to the Notice that he deems to be appropriate and to finalize the wording of the Notice, and that the President of the Board of Trustees is hereby Authorized to sign the final version of the Notice on behalf of the Board of Trustees. It Is Still Further Resolved that the Superintendent of Schools is Authorized and Directed to deliver the Notice to Employee and to take all actions necessary to

effectuate the suspension, without pay, of the employment of Employee. All voting for by show of hand, with a verbal “I’m in favor” from Aslone Foy, a verbal “I’m in favor” from Tiffany Burleson and a verbal “I’m in favor from Angela Crane. Motion carried unanimously.

There were no board member comments, reports, and discussion.

Motion by Angela Crane, second by Jud Hughes to adjourn. All voting for by show of hand, with a verbal “I’m good” from Aslone Foy and a verbal “I agree” from Tiffany Burleson. Motion carried unanimously.

Adjourned: 8:32 p.m.

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

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

September 21, 2020  
Date Approved



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

|                            | Estimated Revenue<br>(Budget) | Revenue<br>Realized<br>Current | Revenue<br>Realized<br>To Date | Revenue<br>Balance | Percent<br>Realized |
|----------------------------|-------------------------------|--------------------------------|--------------------------------|--------------------|---------------------|
| 199 / 0 GENERAL FUND       | 17,363,825.00                 | -959,038.30                    | -16,572,726.32                 | 791,098.68         | 95.44%              |
| 240 / 0 FOOD SERVICE       | 934,588.00                    | -11,230.57                     | -714,354.67                    | 220,233.33         | 76.44%              |
| 511 / 0 DEBT SERVICE       | 2,978,099.00                  | -24,372.76                     | -3,017,887.08                  | -39,788.08         | 101.34%             |
| <b>Total 5000 Revenues</b> | <b>20,631,512.00</b>          | <b>-994,641.63</b>             | <b>-20,304,968.07</b>          | <b>326,543.93</b>  | <b>98.42%</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>21,276,512.00</b>          | <b>-994,641.63</b>             | <b>-20,304,968.07</b>          | <b>971,543.93</b>  | <b>98.42%</b>       |

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

|                                | <u>Budget</u>         | <u>Encumbrance<br/>YTD</u> | <u>Expenditure<br/>YTD</u> | <u>Current<br/>Expenditure</u> | <u>Balance</u>     | <u>Percent<br/>Expended</u> |
|--------------------------------|-----------------------|----------------------------|----------------------------|--------------------------------|--------------------|-----------------------------|
| 199 / 0 GENERAL FUND           | -17,373,320.94        | 360.00                     | 16,682,161.07              | 1,743,232.44                   | -690,799.87        | 96.02%                      |
| 240 / 0 FOOD SERVICE           | -970,588.00           | .00                        | 904,325.80                 | 83,828.31                      | -66,262.20         | 93.17%                      |
| 511 / 0 DEBT SERVICE           | -2,902,738.00         | .00                        | 2,899,212.14               | 201,631.25                     | -3,525.86          | 99.88%                      |
| <b>Total 6000 Expenditures</b> | <b>-20,874,786.59</b> | <b>360.00</b>              | <b>20,338,838.66</b>       | <b>2,028,692.00</b>            | <b>-535,587.93</b> | <b>97.43%</b>               |
| <b>Total 8000 Expenditures</b> | <b>-371,860.35</b>    | <b>.00</b>                 | <b>146,860.35</b>          | <b>.00</b>                     | <b>-225,000.00</b> | <b>39.49%</b>               |
| <b>Total Expenditures</b>      | <b>-21,246,646.94</b> | <b>360.00</b>              | <b>20,485,699.01</b>       | <b>2,028,692.00</b>            | <b>-760,587.93</b> | <b>136.93%</b>              |

End of Report

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

Fund 199 / 0 GENERAL FUND

|  | Estimated<br>Revenue<br>(Budget) | Revenue<br>Realized<br>Current | Revenue<br>Realized<br>To Date | Revenue<br>Balance | Percent<br>Realized |
|--|----------------------------------|--------------------------------|--------------------------------|--------------------|---------------------|
| 5000 -                                   |                                  |                                |                                |                    |                     |
| 5700 -                                   |                                  |                                |                                |                    |                     |
| 5710 - LOCAL REAL AND PERSONAL PROPER    | 12,239,326.00                    | -100,780.28                    | -12,163,521.91                 | 75,804.09          | 99.38%              |
| 5740 -                                   | 264,500.00                       | -25,015.77                     | -129,287.97                    | 135,212.03         | 48.88%              |
| 5750 - REVENUES FROM ENTERPRISE FUNDS    | 214,900.00                       | -7,012.65                      | -162,338.96                    | 52,561.04          | 75.54%              |
| <b>Total</b>                             | <b>12,718,726.00</b>             | <b>-132,808.70</b>             | <b>-12,455,148.84</b>          | <b>263,577.16</b>  | <b>97.93%</b>       |
| 5800 - STATE REVENUES                    |                                  |                                |                                |                    |                     |
| 5810 - PER CAPITA AND FOUNDATION REV     | 2,684,975.00                     | -727,302.00                    | -2,828,433.00                  | -143,458.00        | 105.34%             |
| 5820 - STATE PROGRAM REV                 | .00                              | .00                            | -3.78                          | -3.78              | .00%                |
| 5830 - STATE REVE FROM STATE AGENCY      | 935,124.00                       | -62,532.75                     | -920,507.45                    | 14,616.55          | 98.44%              |
| <b>Total STATE REVENUES</b>              | <b>3,620,099.00</b>              | <b>-789,834.75</b>             | <b>-3,748,944.23</b>           | <b>-128,845.23</b> | <b>103.56%</b>      |
| 5900 - FEDERAL REVENUES                  |                                  |                                |                                |                    |                     |
| 5920 - FEDERAL REVENUE DISTR BY TEA      | 35,000.00                        | -36,148.74                     | -111,617.23                    | -76,617.23         | 318.91%             |
| 5930 - FEDERAL REV DISTR BY GOV AGENC    | 410,000.00                       | -246.11                        | -257,016.02                    | 152,983.98         | 62.69%              |
| <b>Total FEDERAL REVENUES</b>            | <b>445,000.00</b>                | <b>-36,394.85</b>              | <b>-368,633.25</b>             | <b>76,366.75</b>   | <b>82.84%</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>17,363,825.00</b>             | <b>-959,038.30</b>             | <b>-16,572,726.32</b>          | <b>791,098.68</b>  | <b>95.44%</b>       |

|  | <u>Budget</u>        | <u>Encumbrance<br/>YTD</u> | <u>Expenditure<br/>YTD</u> | <u>Current<br/>Expenditure</u> | <u>Balance</u>    | <u>Percent<br/>Expended</u> |
|--|----------------------|----------------------------|----------------------------|--------------------------------|-------------------|-----------------------------|
| 6000 -                                       |                      |                            |                            |                                |                   |                             |
| 11 - INSTRUCTION                             |                      |                            |                            |                                |                   |                             |
| 6100 - PAYROLL COSTS                         | -8,327,177.61        | .00                        | 8,354,696.42               | 842,016.00                     | 27,518.81         | 100.33%                     |
| 6200 - PROFESSIONAL & CONTRACTED SVCS        | -290,559.61          | .00                        | 265,511.29                 | 33,653.77                      | -25,048.32        | 91.38%                      |
| 6300 - SUPPLIES & MATERIALS                  | -239,580.79          | .00                        | 196,391.01                 | 48,012.35                      | -43,189.78        | 81.97%                      |
| 6400 -                                       | -32,500.22           | .00                        | 20,062.00                  | -404.50                        | -12,438.22        | 61.73%                      |
| 6600 -                                       | -39,905.77           | .00                        | 39,905.77                  | 39,905.77                      | .00               | 100.00%                     |
| <b>Total Function11 INSTRUCTION</b>          | <b>-8,929,724.00</b> | <b>.00</b>                 | <b>8,876,566.49</b>        | <b>963,183.39</b>              | <b>-53,157.51</b> | <b>99.40%</b>               |
| 12 - LIBRARY                                 |                      |                            |                            |                                |                   |                             |
| 6100 - PAYROLL COSTS                         | -89,510.36           | .00                        | 74,705.54                  | 8,749.55                       | -14,804.82        | 83.46%                      |
| 6200 - PROFESSIONAL & CONTRACTED SVCS        | -17,149.36           | .00                        | 17,149.36                  | 4,748.68                       | .00               | 100.00%                     |
| 6300 - SUPPLIES & MATERIALS                  | -3,839.28            | .00                        | 3,380.18                   | .00                            | -459.10           | 88.04%                      |
| <b>Total Function12 LIBRARY</b>              | <b>-110,499.00</b>   | <b>.00</b>                 | <b>95,235.08</b>           | <b>13,498.23</b>               | <b>-15,263.92</b> | <b>86.19%</b>               |
| 13 - STAFF DEVELOPMENT                       |                      |                            |                            |                                |                   |                             |
| 6100 - PAYROLL COSTS                         | -150,445.00          | .00                        | 139,711.46                 | 19,153.97                      | -10,733.54        | 92.87%                      |
| 6200 - PROFESSIONAL & CONTRACTED SVCS        | -500.00              | .00                        | 310.00                     | 90.00                          | -190.00           | 62.00%                      |
| 6400 -                                       | -19,736.00           | .00                        | 6,165.43                   | 900.00                         | -13,570.57        | 31.24%                      |
| <b>Total Function13 STAFF DEVELOPMENT</b>    | <b>-170,681.00</b>   | <b>.00</b>                 | <b>146,186.89</b>          | <b>20,143.97</b>               | <b>-24,494.11</b> | <b>85.65%</b>               |
| 21 - INSTRUCTIONAL LEADERSHIP                |                      |                            |                            |                                |                   |                             |
| 6100 - PAYROLL COSTS                         | -189,750.00          | .00                        | 180,862.70                 | 9,216.88                       | -8,887.30         | 95.32%                      |
| 6200 - PROFESSIONAL & CONTRACTED SVCS        | -4,000.00            | .00                        | 3,280.00                   | .00                            | -720.00           | 82.00%                      |
| 6400 -                                       | -100.00              | .00                        | .00                        | .00                            | -100.00           | -0.00%                      |
| <b>Total Function21 INSTRUCTIONAL</b>        | <b>-193,850.00</b>   | <b>.00</b>                 | <b>184,142.70</b>          | <b>9,216.88</b>                | <b>-9,707.30</b>  | <b>94.99%</b>               |
| 23 - PRINCIPAL                               |                      |                            |                            |                                |                   |                             |
| 6100 - PAYROLL COSTS                         | -882,534.18          | .00                        | 857,245.06                 | 72,122.55                      | -25,289.12        | 97.13%                      |
| 6200 - PROFESSIONAL & CONTRACTED SVCS        | -2,469.05            | .00                        | 2,469.05                   | .00                            | .00               | 100.00%                     |
| 6300 - SUPPLIES & MATERIALS                  | -10,729.64           | .00                        | 10,688.45                  | 88.91                          | -41.19            | 99.62%                      |
| 6400 -                                       | -8,107.13            | .00                        | 8,033.28                   | 3,468.70                       | -73.85            | 99.09%                      |
| <b>Total Function23 PRINCIPAL</b>            | <b>-903,840.00</b>   | <b>.00</b>                 | <b>878,435.84</b>          | <b>75,680.16</b>               | <b>-25,404.16</b> | <b>97.19%</b>               |
| 31 - COUNSELING                              |                      |                            |                            |                                |                   |                             |
| 6100 - PAYROLL COSTS                         | -745,737.68          | .00                        | 752,635.02                 | 67,899.46                      | 6,897.34          | 100.92%                     |
| 6200 - PROFESSIONAL & CONTRACTED SVCS        | -9,601.34            | .00                        | 8,790.61                   | -145.35                        | -810.73           | 91.56%                      |
| 6300 - SUPPLIES & MATERIALS                  | -10,395.52           | .00                        | 4,587.18                   | 125.00                         | -5,808.34         | 44.13%                      |
| 6400 -                                       | -3,874.46            | .00                        | 1,709.46                   | .00                            | -2,165.00         | 44.12%                      |
| <b>Total Function31 COUNSELING</b>           | <b>-769,609.00</b>   | <b>.00</b>                 | <b>767,722.27</b>          | <b>67,879.11</b>               | <b>-1,886.73</b>  | <b>99.75%</b>               |
| 32 - SOCIAL WORK SERVICES                    |                      |                            |                            |                                |                   |                             |
| 6100 - PAYROLL COSTS                         | -46,789.00           | .00                        | 46,236.40                  | 3,948.28                       | -552.60           | 98.82%                      |
| <b>Total Function32 SOCIAL WORK SERVICES</b> | <b>-46,789.00</b>    | <b>.00</b>                 | <b>46,236.40</b>           | <b>3,948.28</b>                | <b>-552.60</b>    | <b>98.82%</b>               |
| 33 - NURSE / HEALTH                          |                      |                            |                            |                                |                   |                             |
| 6100 - PAYROLL COSTS                         | -193,617.44          | .00                        | 174,138.50                 | 21,260.07                      | -19,478.94        | 89.94%                      |
| 6200 - PROFESSIONAL & CONTRACTED SVCS        | -1,731.24            | .00                        | 2,074.00                   | 465.00                         | 342.76            | 119.80%                     |
| 6300 - SUPPLIES & MATERIALS                  | -6,611.32            | .00                        | 6,097.32                   | .00                            | -514.00           | 92.23%                      |
| <b>Total Function33 NURSE / HEALTH</b>       | <b>-201,960.00</b>   | <b>.00</b>                 | <b>182,309.82</b>          | <b>21,725.07</b>               | <b>-19,650.18</b> | <b>90.27%</b>               |
| 34 - TRANSPORTATION                          |                      |                            |                            |                                |                   |                             |
| 6100 - PAYROLL COSTS                         | -478,053.11          | .00                        | 476,859.54                 | 38,872.33                      | -1,193.57         | 99.75%                      |
| 6200 - PROFESSIONAL & CONTRACTED SVCS        | -145,780.50          | .00                        | 109,124.35                 | 14,115.39                      | -36,656.15        | 74.86%                      |
| 6300 - SUPPLIES & MATERIALS                  | -219,909.39          | .00                        | 174,732.81                 | 47,955.86                      | -45,176.58        | 79.46%                      |
| 6400 -                                       | 534.00               | 39                         | -12,558.43                 | 199.00                         | -12,024.43        | 2351.77%                    |
| <b>Total Function34 TRANSPORTATION</b>       | <b>-843,209.00</b>   | <b>.00</b>                 | <b>748,158.27</b>          | <b>101,142.58</b>              | <b>-95,050.73</b> | <b>88.73%</b>               |

|  | <u>Budget</u>         | <u>Encumbrance<br/>YTD</u> | <u>Expenditure<br/>YTD</u> | <u>Current<br/>Expenditure</u> | <u>Balance</u>     | <u>Percent<br/>Expended</u> |
|--|-----------------------|----------------------------|----------------------------|--------------------------------|--------------------|-----------------------------|
| 6000 -   |                       |                            |                            |                                |                    |                             |
| 36 - EXTRACURRICULAR                           |                       |                            |                            |                                |                    |                             |
| 6100 - PAYROLL COSTS                           | -510,049.32           | .00                        | 553,100.90                 | 60,582.55                      | 43,051.58          | 108.44%                     |
| 6200 - PROFESSIONAL & CONTRACTED SVCS          | -64,561.92            | .00                        | 63,083.56                  | 9,946.49                       | -1,478.36          | 97.71%                      |
| 6300 - SUPPLIES & MATERIALS                    | -118,135.13           | .00                        | 104,162.50                 | 16,960.53                      | -13,972.63         | 88.17%                      |
| 6400 -   | -137,558.63           | 360.00                     | 103,147.36                 | 2,288.34                       | -34,051.27         | 74.98%                      |
| 6600 -   | -22,955.00            | .00                        | 22,955.00                  | .00                            | .00                | 100.00%                     |
| <b>Total Function36 EXTRACURRICULAR</b>        | <b>-853,260.00</b>    | <b>360.00</b>              | <b>846,449.32</b>          | <b>89,777.91</b>               | <b>-6,450.68</b>   | <b>99.20%</b>               |
| 41 - GENERAL ADMIN                             |                       |                            |                            |                                |                    |                             |
| 6100 - PAYROLL COSTS                           | -443,115.65           | .00                        | 441,104.63                 | 36,697.61                      | -2,011.02          | 99.55%                      |
| 6200 - PROFESSIONAL & CONTRACTED SVCS          | -175,038.87           | .00                        | 144,229.86                 | 6,634.10                       | -30,809.01         | 82.40%                      |
| 6300 - SUPPLIES & MATERIALS                    | -12,518.88            | .00                        | 13,885.82                  | 2,401.49                       | 1,366.94           | 110.92%                     |
| 6400 -   | -73,161.39            | .00                        | 62,390.96                  | 330.62                         | -10,770.43         | 85.28%                      |
| <b>Total Function41 GENERAL ADMIN</b>          | <b>-703,834.79</b>    | <b>.00</b>                 | <b>661,611.27</b>          | <b>46,063.82</b>               | <b>-42,223.52</b>  | <b>94.00%</b>               |
| 51 - FACILITIES MAINTENANCE                    |                       |                            |                            |                                |                    |                             |
| 6100 - PAYROLL COSTS                           | -883,458.00           | .00                        | 876,894.89                 | 69,813.60                      | -6,563.11          | 99.26%                      |
| 6200 - PROFESSIONAL & CONTRACTED SVCS          | -1,061,252.00         | .00                        | 994,983.08                 | 119,524.77                     | -66,268.92         | 93.76%                      |
| 6300 - SUPPLIES & MATERIALS                    | -218,562.00           | .00                        | 218,822.44                 | 53,137.69                      | 260.44             | 100.12%                     |
| 6400 -   | -87,650.00            | .00                        | 87,650.00                  | .00                            | .00                | 100.00%                     |
| <b>Total Function51 FACILITIES MAINTENANCE</b> | <b>-2,250,922.00</b>  | <b>.00</b>                 | <b>2,178,350.41</b>        | <b>242,476.06</b>              | <b>-72,571.59</b>  | <b>96.78%</b>               |
| 52 - SECURITY SERVICES                         |                       |                            |                            |                                |                    |                             |
| 6200 - PROFESSIONAL & CONTRACTED SVCS          | -46,915.00            | .00                        | 30,633.00                  | 2,245.00                       | -16,282.00         | 65.29%                      |
| <b>Total Function52 SECURITY SERVICES</b>      | <b>-46,915.00</b>     | <b>.00</b>                 | <b>30,633.00</b>           | <b>2,245.00</b>                | <b>-16,282.00</b>  | <b>65.29%</b>               |
| 53 - DATA PROCESSING                           |                       |                            |                            |                                |                    |                             |
| 6100 - PAYROLL COSTS                           | -27,321.35            | .00                        | 27,218.03                  | 1,855.27                       | -103.32            | 99.62%                      |
| 6200 - PROFESSIONAL & CONTRACTED SVCS          | -122,923.65           | .00                        | 121,997.01                 | .00                            | -926.64            | 99.25%                      |
| 6300 - SUPPLIES & MATERIALS                    | -69,640.71            | .00                        | 67,441.21                  | 64,137.10                      | -2,199.50          | 96.84%                      |
| 6400 -   | -113,952.09           | .00                        | 82,996.71                  | .00                            | -30,955.38         | 72.83%                      |
| <b>Total Function53 DATA PROCESSING</b>        | <b>-333,837.80</b>    | <b>.00</b>                 | <b>299,652.96</b>          | <b>65,992.37</b>               | <b>-34,184.84</b>  | <b>89.76%</b>               |
| 61 - COMMUNITY SERVICES                        |                       |                            |                            |                                |                    |                             |
| 6100 - PAYROLL COSTS                           | -211,534.40           | .00                        | 211,338.59                 | 17,713.19                      | -195.81            | 99.91%                      |
| 6200 - PROFESSIONAL & CONTRACTED SVCS          | -7,375.00             | .00                        | 5,287.17                   | 766.69                         | -2,087.83          | 71.69%                      |
| 6300 - SUPPLIES & MATERIALS                    | -17,785.60            | .00                        | 15,365.11                  | 1,779.73                       | -2,420.49          | 86.39%                      |
| 6400 -   | -835.00               | .00                        | 547.62                     | .00                            | -287.38            | 65.58%                      |
| <b>Total Function61 COMMUNITY SERVICES</b>     | <b>-237,530.00</b>    | <b>.00</b>                 | <b>232,538.49</b>          | <b>20,259.61</b>               | <b>-4,991.51</b>   | <b>97.90%</b>               |
| 99 - APPRAISAL                                 |                       |                            |                            |                                |                    |                             |
| 6200 - PROFESSIONAL & CONTRACTED SVCS          | -405,000.00           | .00                        | 361,071.51                 | .00                            | -43,928.49         | 89.15%                      |
| <b>Total Function99 APPRAISAL</b>              | <b>-405,000.00</b>    | <b>.00</b>                 | <b>361,071.51</b>          | <b>.00</b>                     | <b>-43,928.49</b>  | <b>89.15%</b>               |
| 8000 -   |                       |                            |                            |                                |                    |                             |
| 00 - UNDEFINED                                 |                       |                            |                            |                                |                    |                             |
| 8900 -   | -371,860.35           | .00                        | 146,860.35                 | .00                            | -225,000.00        | 39.49%                      |
| <b>Total Function00 UNDEFINED</b>              | <b>-371,860.35</b>    | <b>.00</b>                 | <b>146,860.35</b>          | <b>.00</b>                     | <b>-225,000.00</b> | <b>39.49%</b>               |
| <b>Total Expenditures</b>                      | <b>-17,373,320.94</b> | <b>360.00</b>              | <b>16,682,161.07</b>       | <b>1,743,232.44</b>            | <b>-690,799.87</b> | <b>96.02%</b>               |

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

Fund 240 / 0 FOOD SERVICE

|  | <u>Estimated<br/>Revenue<br/>(Budget)</u> | <u>Revenue<br/>Realized<br/>Current</u> | <u>Revenue<br/>Realized<br/>To Date</u> | <u>Revenue<br/>Balance</u> | <u>Percent<br/>Realized</u> |
|--|---|---|---|----------------------------|-----------------------------|
| 5000 -                                   |   |   |   |                            |                             |
| 5700 -                                   |   |   |   |                            |                             |
| 5740 -                                   | 100.00                                    | .00                                     | .00                                     | 100.00                     | .00%                        |
| 5750 - REVENUES FROM ENTERPRISE FUNDS    | 100,000.00                                | -1,753.72                               | -74,578.68                              | 25,421.32                  | 74.58%                      |
| <b>Total</b>                             | <b>100,100.00</b>                         | <b>-1,753.72</b>                        | <b>-74,578.68</b>                       | <b>25,521.32</b>           | <b>74.50%</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                                 | -2,715.71                               | -25,835.54                              | -2,847.54                  | 112.39%                     |
| <b>Total STATE REVENUES</b>              | <b>26,488.00</b>                          | <b>-2,715.71</b>                        | <b>-29,272.60</b>                       | <b>-2,784.60</b>           | <b>110.51%</b>              |
| 5900 - FEDERAL REVENUES                  |   |   |   |                            |                             |
| 5920 - FEDERAL REVENUE DISTR BY TEA      | 743,000.00                                | -6,761.14                               | -610,503.39                             | 132,496.61                 | 82.17%                      |
| <b>Total FEDERAL REVENUES</b>            | <b>743,000.00</b>                         | <b>-6,761.14</b>                        | <b>-610,503.39</b>                      | <b>132,496.61</b>          | <b>82.17%</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>-11,230.57</b>                       | <b>-714,354.67</b>                      | <b>220,233.33</b>          | <b>76.44%</b>               |

|                                       | <u>Budget</u>      | <u>Encumbrance<br/>YTD</u> | <u>Expenditure<br/>YTD</u> | <u>Current<br/>Expenditure</u> | <u>Balance</u>    | <u>Percent<br/>Expended</u> |
|---------------------------------------|--------------------|----------------------------|----------------------------|--------------------------------|-------------------|-----------------------------|
| 6000 -                                |                    |                            |                            |                                |                   |                             |
| 35 - FOOD SERVICES                    |                    |                            |                            |                                |                   |                             |
| 6100 - PAYROLL COSTS                  | -366,018.00        | .00                        | 403,613.25                 | 36,807.73                      | 37,595.25         | 110.27%                     |
| 6200 - PROFESSIONAL & CONTRACTED SVCS | -12,700.00         | .00                        | 10,779.14                  | 69.57                          | -1,920.86         | 84.88%                      |
| 6300 - SUPPLIES & MATERIALS           | -516,370.00        | .00                        | 444,294.27                 | 28,959.74                      | -72,075.73        | 86.04%                      |
| 6400 -                                | -2,500.00          | .00                        | .00                        | .00                            | -2,500.00         | -.00%                       |
| 6600 -                                | -73,000.00         | .00                        | 45,639.14                  | 17,991.27                      | -27,360.86        | 62.52%                      |
| <b>Total Function35 FOOD SERVICES</b> | <b>-970,588.00</b> | <b>.00</b>                 | <b>904,325.80</b>          | <b>83,828.31</b>               | <b>-66,262.20</b> | <b>93.17%</b>               |
| <b>Total Expenditures</b>             | <b>-970,588.00</b> | <b>.00</b>                 | <b>904,325.80</b>          | <b>83,828.31</b>               | <b>-66,262.20</b> | <b>93.17%</b>               |

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

Fund 511 / 0 DEBT SERVICE

|  | Estimated<br>Revenue<br>(Budget) | Revenue<br>Realized<br>Current | Revenue<br>Realized<br>To Date | Revenue<br>Balance | Percent<br>Realized |
|--|----------------------------------|--------------------------------|--------------------------------|--------------------|---------------------|
| 5000 -                                   |                                  |                                |                                |                    |                     |
| 5700 -                                   |                                  |                                |                                |                    |                     |
| 5710 - LOCAL REAL AND PERSONAL PROPER    | 2,930,744.00                     | -24,044.56                     | -2,972,447.90                  | -41,703.90         | 101.42%             |
| 5740 -                                   | 10,000.00                        | -328.20                        | -8,084.18                      | 1,915.82           | 80.84%              |
| <b>Total</b>                             | <b>2,940,744.00</b>              | <b>-24,372.76</b>              | <b>-2,980,532.08</b>           | <b>-39,788.08</b>  | <b>101.35%</b>      |
| 5800 - STATE REVENUES                    |                                  |                                |                                |                    |                     |
| 5820 - STATE PROGRAM REV                 | 37,355.00                        | .00                            | -37,355.00                     | .00                | 100.00%             |
| <b>Total STATE REVENUES</b>              | <b>37,355.00</b>                 | <b>.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>-24,372.76</b>              | <b>-3,017,887.08</b>           | <b>-39,788.08</b>  | <b>101.34%</b>      |

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

Fund 511 / 0 DEBT SERVICE

|                                      | <u>Budget</u>        | <u>Encumbrance<br/>YTD</u> | <u>Expenditure<br/>YTD</u> | <u>Current<br/>Expenditure</u> | <u>Balance</u>   | <u>Percent<br/>Expended</u> |
|--------------------------------------|----------------------|----------------------------|----------------------------|--------------------------------|------------------|-----------------------------|
| 6000 -                               |                      |                            |                            |                                |                  |                             |
| 71 - DEBT SERVICE                    |                      |                            |                            |                                |                  |                             |
| 6500 - DEBT SERVICE                  | -2,902,738.00        | .00                        | 2,899,212.14               | 201,631.25                     | -3,525.86        | 99.88%                      |
| <b>Total Function71 DEBT SERVICE</b> | <b>-2,902,738.00</b> | <b>.00</b>                 | <b>2,899,212.14</b>        | <b>201,631.25</b>              | <b>-3,525.86</b> | <b>99.88%</b>               |
| <b>Total Expenditures</b>            | <b>-2,902,738.00</b> | <b>.00</b>                 | <b>2,899,212.14</b>        | <b>201,631.25</b>              | <b>-3,525.86</b> | <b>99.88%</b>               |

**GROESBECK INDEPENDENT SCHOOL DISTRICT  
BUDGET AMENDMENT REQUEST**

DATE: SEPTEMBER 17, 2020

CAMPUS: MIDDLE SCHOOL

| FUND                        | FUNC | CLASS/<br>OBJ | SUB<br>OBJ | ORG | YR | PIC | LC | PROJ | DESCRIPTION               | BUDGET<br>AMOUNT | INCREASE<br>DECREASE | NEW<br>BUDGET<br>AMOUNT |
|-----------------------------|------|---------------|------------|-----|----|-----|----|------|---------------------------|------------------|----------------------|-------------------------|
| 199-11-6129-00-042-1-11-000 |      |               |            |     |    |     |    |      | INSTRUCTIONAL AIDE SALARY |                  | -22345               |                         |
| 199-12-6129-00-042-1-99-000 |      |               |            |     |    |     |    |      | LIBRARY AIDE SALARY       |                  | +22345               |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |
|                             |      |               |            |     |    |     |    |      |                           |                  |                      |                         |

Comments:  
 TRANSFER FUNDS FOR CHERYL COX SALARY BUDGETED IN WRONG FUNCTION – NO EFFECT ON BUDGET  
*Melinda Smith*





## **Groesbeck Independent School District**

### **Quarterly Investment Report**

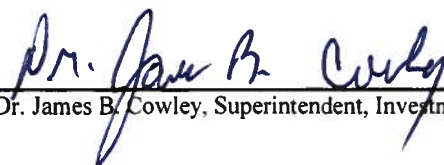
**For the Quarter Ended**

**August 31, 2020**

**Prepared by**

**Valley View Consulting, L.L.C.**

The investment portfolio of the Groesbeck Independent School District is in compliance with the Public Funds Investment Act and the District's Investment Policy.

  
Dr. James B. Cowley, Superintendent, Investment Officer

**Disclaimer:** These reports were compiled using information provided by Groesbeck Independent School District. No procedures were performed to test the accuracy or completeness of this information. The market values included in these reports were obtained by Valley View Consulting, L.L.C. from sources believed to be accurate and represent proprietary valuation. Due to market fluctuations these levels are not necessarily reflective of current liquidation values. Yield calculations are not determined using standard performance formulas, are not representative of total return yields and do not account for investment advisor fees.

## Annual Portfolio Performance Summary

### Fiscal Year End Results by Investment Category:

| Asset Type     | August 31, 2019 |                     |                     | August 31, 2020 |                     |                     |
|----------------|-----------------|---------------------|---------------------|-----------------|---------------------|---------------------|
|                | Avg. Yield      | Book Value          | Market Value        | Avg. Yield      | Book Value          | Market Value        |
| Pools/Banks    | 1.24%           | \$ 1,732,846        | \$ 1,732,846        | 1.24%           | \$ 2,488,809        | \$ 2,488,809        |
| Securities/CDs | 2.70%           | 5,350,159           | 5,350,159           | 1.87%           | 4,862,000           | 4,862,000           |
| <b>Totals</b>  |                 | <b>\$ 7,083,004</b> | <b>\$ 7,083,004</b> |                 | <b>\$ 7,350,809</b> | <b>\$ 7,350,809</b> |

Fourth Quarter-End Yields                      **2.31%**    **1.65%**

### Average Quarter-End Yields - Fiscal Year (1)

|                              | 2019 Fiscal Year | 2020 Fiscal Year |
|------------------------------|------------------|------------------|
| GISD                         | 2.35%            | 1.66%            |
| Rolling Three Month Treasury | 2.31%            | 0.90%            |
| Rolling Six Month Treasury   | 2.38%            | 1.15%            |
| TexPool                      | 2.29%            | 0.93%            |

**Fiscal YTD Interest Earnings**            \$ 219,166    \$ 155,402

(1) Average Quarterly Yield calculated using quarter-end report average yield and adjusted book value.

## Summary

### Quarter End Results by Investment Category:

| Asset Type     | May 31, 2020         |                      | August 31, 2020     |                     |              |
|----------------|----------------------|----------------------|---------------------|---------------------|--------------|
|                | Book Value           | Market Value         | Book Value          | Market Value        | Ave. Yield   |
| Pools/DDA/MMA  | \$ 5,559,932         | \$ 5,559,932         | \$ 2,488,809        | \$ 2,488,809        | 1.24%        |
| Securities/CDs | 6,404,465            | 6,404,465            | 4,862,000           | 4,862,000           | 1.87%        |
| <b>Totals</b>  | <b>\$ 11,964,397</b> | <b>\$ 11,964,397</b> | <b>\$ 7,350,809</b> | <b>\$ 7,350,809</b> | <b>1.65%</b> |

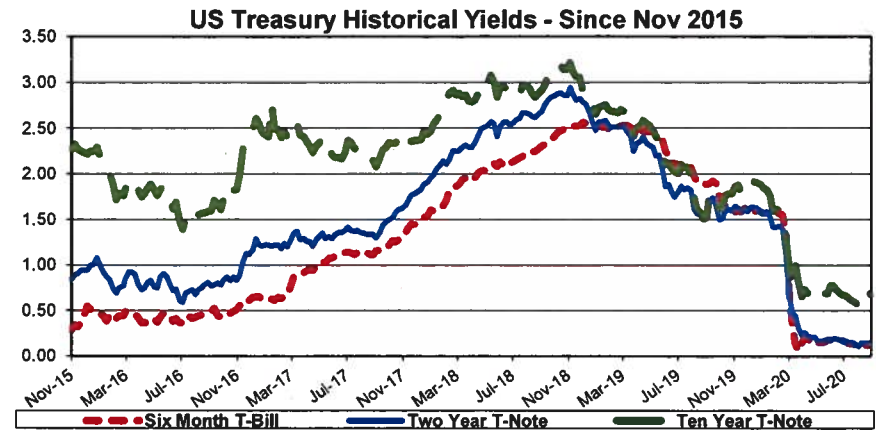
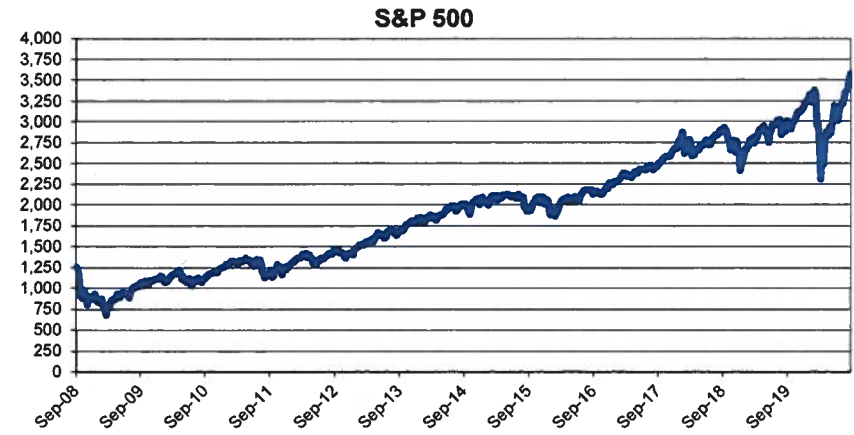
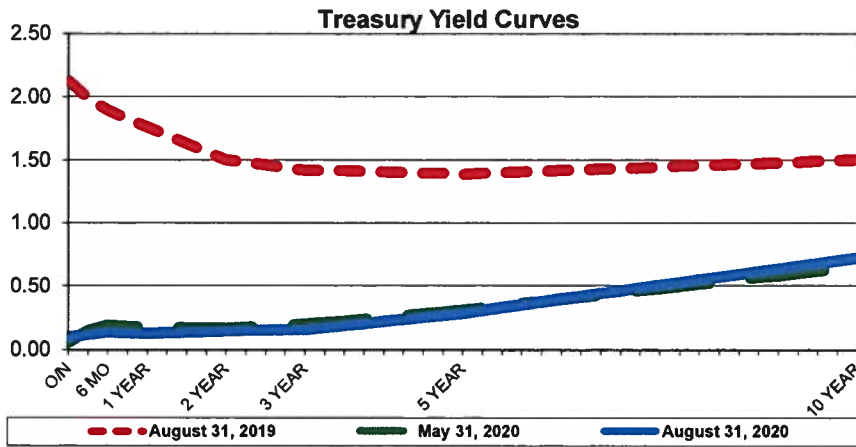
| <u>Average Quarterly Yield (1)</u> |       | <u>Average Quarter-End Yields - Fiscal YTD</u> |       |
|------------------------------------|-------|--|-------|
| Total Portfolio                    | 1.65% | Total Portfolio                                | 1.66% |
| Rolling Three Month Treasury       | 0.13% | Rolling Three Month Treasury                   | 0.90% |
| Rolling Six Month Treasury         | 0.18% | Rolling Six Month Treasury                     | 1.15% |
| TexPool                            | 0.18% | TexPool  | 0.93% |

| <u>Interest Revenue</u>        |           |
|--------------------------------|-----------|
| Quarter Interest Earnings      | \$32,133  |
| Year-to-Date Interest Earnings | \$155,402 |

(1) **Average Quarter Yield** - calculated using quarter end report yields and adjusted book values; does not reflect a total return analysis, realized or unrealized gains/losses, or account for advisory fees. The yield for the reporting month is used for bank, pool, and money market balances.

(2) **Average Quarter-End Yields** - calculated using quarter end report yields and adjusted book values and does not reflect a total return analysis or account for advisory fees.

The Federal Open Market Committee (FOMC) maintained the Fed Funds target range at 0.00% to 0.25% (Effective Fed Funds are trading +/-0.10%), and announced that inflation will not influence future decisions. The FOMC emphasized that reduced rates could remain multiple years. Second estimate of Second Quarter GDP revised to down 31.9% (from down 32.9%). Many economic signs reflect positive COVID-19 recovery prospects. The Yield Curve remained stable. Crude oil stabilized at \$40+ per barrel. August Non Farm Payroll added 1.4 million workers. The Stock Markets achieved new all-time highs. Additional federal economic assistance stalled in Congress, but Presidential orders offered some new relief.

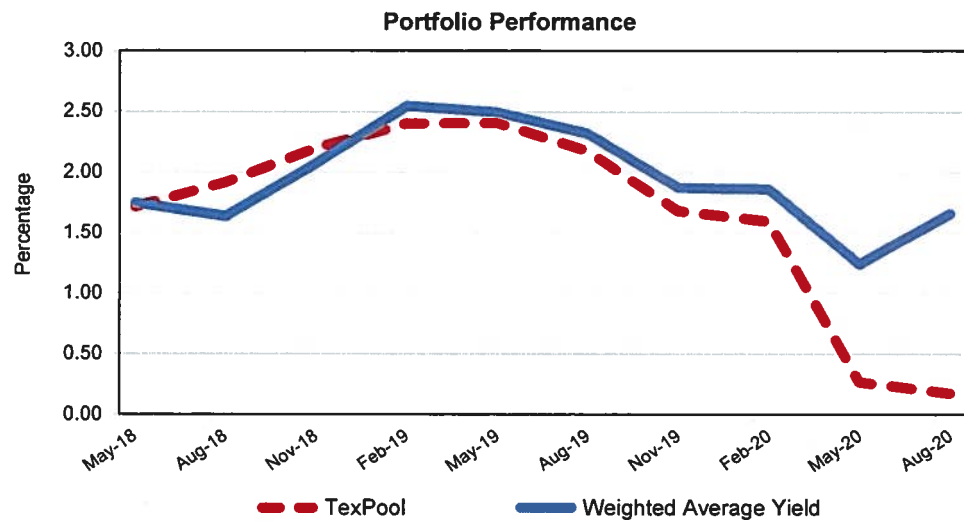
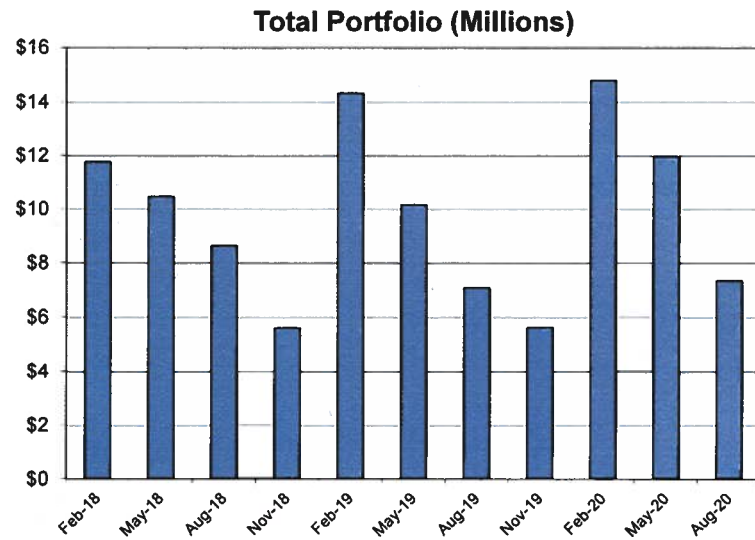
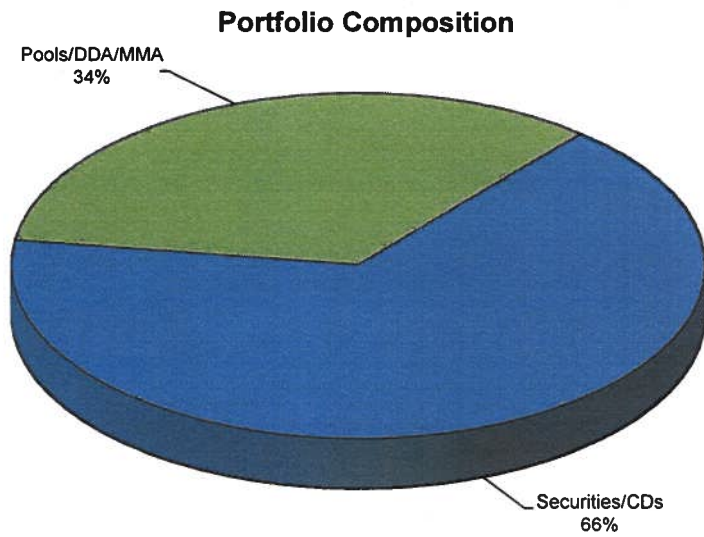


**Investment Holdings**  
**August 31, 2020**

|                         | Description | Rating | Coupon/<br>Discount | Maturity<br>Date | Settlement<br>Date | Book<br>Value       | Market<br>Price | Market<br>Value     | Life<br>(days) | Yield        |
|-------------------------|-------------|--------|---------------------|------------------|--------------------|---------------------|-----------------|---------------------|----------------|--------------|
| Citizen's State Bank    | Checking    |        | 1.25%               | 09/01/20         | 08/31/20           | \$ 2,463,050        | 1.00            | \$ 2,463,050        | 1              | 1.25%        |
| TexPool                 | LGIP        | AAAm   | 0.18%               | 09/01/20         | 08/31/20           | 463                 | 1.00            | 463                 | 1              | 0.18%        |
| InterBank               | Cash Mgt    |        | 0.25%               | 09/01/20         | 08/31/20           | 25,295              | 1.00            | 25,295              | 1              | 0.25%        |
| Citizen's State Bank CD | CD          |        | 2.00%               | 09/15/20         | 02/15/20           | 1,000,000           | 100.00          | 1,000,000           | 15             | 2.02%        |
| Citizen's State Bank CD | CD          |        | 2.00%               | 10/15/20         | 02/15/20           | 500,000             | 100.00          | 500,000             | 45             | 2.02%        |
| Citizen's State Bank CD | CD          |        | 2.30%               | 11/17/20         | 11/07/19           | 1,035,000           | 100.00          | 1,035,000           | 78             | 2.30%        |
| Citizen's State Bank CD | CD          |        | 2.00%               | 11/21/20         | 11/21/19           | 1,000,000           | 100.00          | 1,000,000           | 82             | 2.00%        |
| Citizen's State Bank CD | CD          |        | 0.95%               | 12/01/20         | 06/05/20           | 400,000             | 100.00          | 400,000             | 92             | 0.95%        |
| Citizen's State Bank CD | CD          |        | 0.95%               | 02/01/21         | 06/05/20           | 185,000             | 100.00          | 185,000             | 154            | 0.95%        |
| Citizen's State Bank CD | CD          |        | 1.21%               | 05/18/21         | 05/21/20           | 500,000             | 100.00          | 500,000             | 260            | 1.21%        |
| Centex Citizen's CU CD  | CD          |        | 2.10%               | 05/19/21         | 11/22/19           | 242,000             | 100.00          | 242,000             | 261            | 2.10%        |
|                         |             |        |                     |                  |                    | <b>\$ 7,350,809</b> |                 | <b>\$ 7,350,809</b> | <b>63</b>      | <b>1.65%</b> |
|                         |             |        |                     |                  |                    |                     |                 |                     | (1)            | (2)          |

(1) **Weighted average life** - For purposes of calculating weighted average life, Bank Deposit, Local Government Investment Pool, and Money Market Mutual Fund investments are assumed to have a one day maturity.

(2) **Weighted average yield to maturity** - For purposes of calculating weighted average yield to maturity, realized and unrealized gains/losses, and Investment Advisor fees are not considered.



**Book and Market Value Comparison**

| Issuer/Description      | Yield | Maturity Date | Book Value<br>05/31/20 | Increases           | Decreases             | Book Value<br>08/31/20 | Market Value<br>05/31/20 | Change in<br>Market Value | Market Value<br>08/31/20 |
|-------------------------|-------|---------------|------------------------|---------------------|-----------------------|------------------------|--------------------------|---------------------------|--------------------------|
| Citizen's State Bank    | 1.25% | 09/01/20      | \$ 425,540             | \$ 2,037,511        | \$ -                  | \$ 2,463,050           | \$ 425,540               | \$ 2,037,511              | \$ 2,463,050             |
| TexPool                 | 0.18% | 09/01/20      | 3,081,175              | -                   | (3,080,711)           | 463                    | 3,081,175                | (3,080,711)               | 463                      |
| Texas CLASS             | 0.32% | 09/01/20      | 242,665                | -                   | (242,665)             | -                      | 242,665                  | (242,665)                 | -                        |
| InterBank               | 0.25% | 09/01/20      | 249,053                | -                   | (223,758)             | 25,295                 | 249,053                  | (223,758)                 | 25,295                   |
| InterBank ICS           | 0.25% | 09/01/20      | 1,561,500              | -                   | (1,561,500)           | -                      | 1,561,500                | (1,561,500)               | -                        |
| Citizen's State Bank CD | 2.00% | 06/15/20      | 500,000                | -                   | (500,000)             | -                      | 500,000                  | (500,000)                 | -                        |
| Citizen's State Bank CD | 2.00% | 07/15/20      | 502,465                | -                   | (502,465)             | -                      | 502,465                  | (502,465)                 | -                        |
| Citizen's State Bank CD | 2.00% | 08/17/20      | 1,000,000              | -                   | (1,000,000)           | -                      | 1,000,000                | (1,000,000)               | -                        |
| Citizen's State Bank CD | 2.00% | 08/21/20      | 125,000                | -                   | (125,000)             | -                      | 125,000                  | (125,000)                 | -                        |
| Citizen's State Bank CD | 2.02% | 09/15/20      | 1,000,000              | -                   | -                     | 1,000,000              | 1,000,000                | -                         | 1,000,000                |
| Citizen's State Bank CD | 2.02% | 10/15/20      | 500,000                | -                   | -                     | 500,000                | 500,000                  | -                         | 500,000                  |
| Citizen's State Bank CD | 2.30% | 11/17/20      | 1,035,000              | -                   | -                     | 1,035,000              | 1,035,000                | -                         | 1,035,000                |
| Citizen's State Bank CD | 2.00% | 11/21/20      | 1,000,000              | -                   | -                     | 1,000,000              | 1,000,000                | -                         | 1,000,000                |
| Citizen's State Bank CD | 0.95% | 12/01/20      | -                      | 400,000             | -                     | 400,000                | -                        | 400,000                   | 400,000                  |
| Citizen's State Bank CD | 0.95% | 02/01/21      | -                      | 185,000             | -                     | 185,000                | -                        | 185,000                   | 185,000                  |
| Citizen's State Bank CD | 1.21% | 05/18/21      | 500,000                | -                   | -                     | 500,000                | 500,000                  | -                         | 500,000                  |
| Centex Citizen's CU CD  | 2.10% | 05/19/21      | 242,000                | -                   | -                     | 242,000                | 242,000                  | -                         | 242,000                  |
| <b>TOTAL</b>            |       |               | <b>\$ 11,964,397</b>   | <b>\$ 2,622,511</b> | <b>\$ (7,236,099)</b> | <b>\$ 7,350,809</b>    | <b>\$ 11,964,397</b>     | <b>\$ (4,613,588)</b>     | <b>\$ 7,350,809</b>      |

**Book and Market Value Allocated by Fund  
August 31, 2020**

|                         | Description/<br>Maturity | Total               | General<br>Operating | Debt<br>Service | Capital<br>Projects | Activity<br>Fund | Payroll<br>Clearing | Scholarship<br>Trust |
|-------------------------|--------------------------|---------------------|----------------------|-----------------|---------------------|------------------|---------------------|----------------------|
| Citizen's State Bank    | Checking                 | \$ 2,463,050        | \$ 2,318,731         | \$ -            | \$ -                | \$ 77,216        | \$ 57,474           | \$ 9,629             |
| TexPool                 | LGIP                     | 463                 | 457                  | 6               | -                   | -                | -                   | -                    |
| InterBank               | Cash Mgt                 | 25,295              | 25,295               | -               | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 09/15/20                 | 1,000,000           | 1,000,000            | -               | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 10/15/20                 | 500,000             | 500,000              | -               | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 11/17/20                 | 1,035,000           | 1,035,000            | -               | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 11/21/20                 | 1,000,000           | 1,000,000            | -               | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 12/01/20                 | 400,000             | 400,000              | -               | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 02/01/21                 | 185,000             | 185,000              | -               | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 05/18/21                 | 500,000             | 500,000              | -               | -                   | -                | -                   | -                    |
| Centex Citizen's CU CD  | 05/19/21                 | 242,000             | 242,000              | -               | -                   | -                | -                   | -                    |
|                         |                          | <b>\$ 7,350,809</b> | <b>\$ 7,206,484</b>  | <b>\$ 6</b>     | <b>\$ -</b>         | <b>\$ 77,216</b> | <b>\$ 57,474</b>    | <b>\$ 9,629</b>      |

**Book and Market Value Allocated by Fund  
May 31, 2020**

|                         | Description/<br>Maturity | Total                | General<br>Operating | Debt<br>Service   | Capital<br>Projects | Activity<br>Fund | Payroll<br>Clearing | Scholarship<br>Trust |
|-------------------------|--------------------------|----------------------|----------------------|-------------------|---------------------|------------------|---------------------|----------------------|
| Citizen's State Bank    | Checking                 | \$ 425,540           | \$ 203,484           | \$ -              | \$ -                | \$ 76,922        | \$ 133,149          | \$ 11,985            |
| TexPool                 | LGIP                     | 3,081,175            | 41                   | 519,681           | 2,561,453           | -                | -                   | -                    |
| Texas CLASS             | LGIP                     | 242,665              | -                    | 242,665           | -                   | -                | -                   | -                    |
| InterBank               | Cash Mgt                 | 249,053              | 249,053              | -                 | -                   | -                | -                   | -                    |
| InterBank ICS           | MMA                      | 1,561,500            | 1,561,500            | -                 | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 06/15/20                 | 500,000              | 500,000              | -                 | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 07/15/20                 | 502,465              | 502,465              | -                 | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 08/17/20                 | 1,000,000            | 1,000,000            | -                 | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 08/21/20                 | 125,000              | 125,000              | -                 | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 09/15/20                 | 1,000,000            | 1,000,000            | -                 | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 10/15/20                 | 500,000              | 500,000              | -                 | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 11/17/20                 | 1,035,000            | 1,035,000            | -                 | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 11/21/20                 | 1,000,000            | 1,000,000            | -                 | -                   | -                | -                   | -                    |
| Citizen's State Bank CD | 05/18/21                 | 500,000              | 500,000              | -                 | -                   | -                | -                   | -                    |
| Centex Citizen's CU CD  | 05/19/21                 | 242,000              | 242,000              | -                 | -                   | -                | -                   | -                    |
|                         |                          | <b>\$ 11,964,397</b> | <b>\$ 8,418,542</b>  | <b>\$ 762,346</b> | <b>\$ 2,561,453</b> | <b>\$ 76,922</b> | <b>\$ 133,149</b>   | <b>\$ 11,985</b>     |

|   |    |
|---|----|
| D. Texas Home Learning Phase 3 Curriculum Materials   |    |
| E. Memorandum of Understanding for Development of College Preparatory Mathematics and Language Arts Courses | 57 |

MEMORANDUM OF UNDERSTANDING  
FOR  
DEVELOPMENT OF COLLEGE PREPARATORY  
MATHEMATICS AND LANGUAGE ARTS COURSES

ADDENDUM

The following institutions of higher education signed the Texas College Bridge Memorandum of Understanding (MOU) and are active participants:

- Amarillo College
- Angelo State University
- Blinn College
- Collin College
- Dallas College (formerly Dallas County Community College District)
- Navarro College
- Odessa College
- Panola College
- San Jacinto College
- South Plains College
- Texas A&M University at Commerce
- Texas Woman's University
- The University of North Texas
- The University of North Texas at Dallas
- University of Texas Permian Basin
- Vernon College

This list is updated as new institutions of higher education sign the Texas College Bridge MOU.

**MEMORANDUM OF UNDERSTANDING  
FOR  
DEVELOPMENT OF COLLEGE PREPARATORY  
MATHEMATICS AND LANGUAGE ARTS COURSES**

This Memorandum of Understanding (“MOU”) is entered as of June 8, 2020 (the “Effective Date”) by and between the independent school districts and charter schools across Texas who elect to participate in the Texas College Bridge program (each a “school district”) and the institutions of higher education listed below (each an “institution of higher education”):

- Dallas County Community College District (“DCCCD”)<sup>1</sup>
- The University of North Texas
- The University of North Texas at Dallas
- Texas A&M University at Commerce
- Texas Woman’s University

The school districts and the institutions of higher education may hereafter be referred to individually as “Party” and collectively as “Parties.”

**WHEREAS**, pursuant to Texas Education Code (“TEC”) Section 28.014, each school district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts;

**WHEREAS**, regional independent school districts and charter schools and institutions of higher education in the region recognized a joint opportunity to create seamless pathways for students to enter into college level work in mathematics and English Language Arts without further remediation; and

**NOW, THEREFORE**, in consideration of the mutual covenants and promises contained in this MOU and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the above listed Parties, intending to be legally bound, agree as follows:

1. **Scope of Services.** The Parties agree to collaborate to develop and maintain college preparatory mathematics and English language arts courses that meet the terms of this MOU as outlined below in the Support and Services portion of this MOU.

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<sup>1</sup> During the Term of the MOU, it is anticipated that the DCCCD will receive approval from its accreditor to change from a junior college district comprised of seven (7) separately accredited institutions to a singly accredited institution. In connection therewith, and effective upon such accreditor approval, the DCCCD Board of Trustees has approved and authorized a change of name for the DCCCD to “Dallas College.” This change of name shall only effect a change of name for the DCCCD and all rights and obligations of the parties to the MOU are unaffected by the name change. There shall be no creation of a new entity, nor any transfer of assets, rights or obligations of the DCCCD to a new entity as a result of this name change and the DCCCD acknowledges and agrees that the change of name shall in no way affect its legal liabilities or obligations under the MOU. The DCCCD shall fully honor said legal obligations or commitments as if they had originally been made in the name of Dallas College. Upon the effective date of any name change, the DCCCD shall undertake to file all appropriate documentation with any governmental authority to memorialize the name change.

- 2. Term.** This MOU shall begin on the Effective Date and continue for a period of five years, ending on June 8, 2025. Any Party may terminate its membership in this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other Parties, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the Parties.
- 3. Support and Services.** The Parties agree to the following respective duties and responsibilities:
- A.** Each institution of higher education agrees:
    - i.** To share data and provide feedback regarding student success in entry-level college mathematics and English language arts courses;
    - ii.** To train advisors to recognize and honor course(s) on school district transcripts;
    - iii.** To ensure that students are counseled directly into college level mathematics, English language arts, and all other courses that require mathematics and English language arts college readiness;
    - iv.** To assist in supporting course goals, objectives and criteria for student mastery in accordance with state guidelines;
    - v.** To provide input on common assessment tasks for each course;
    - vi.** To review course outcomes, content, exams, and other program elements; and
    - vii.** To exempt students in accordance with TEC 51.338.
  
  - B.** Each school district agrees:
    - i.** To provide qualified instructors for the courses being taught;
    - ii.** To identify students who are not college ready in accordance with Section 28 of the TEC;
    - iii.** To provide professional development and resources required to teach the mathematics and English language arts courses;
    - iv.** To identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS number;
    - v.** To provide rigorous instructional lessons aligned to the personalized needs of students and college readiness outcomes, and to implement the model with fidelity;
    - vi.** To administer personalized and aligned assessments for each course;
    - vii.** To follow mutually agreed upon protocols for determining successful completion; and
    - viii.** To provide assistance with college enrollment and financial aid applications.
  
  - C.** Students will be supported by school district personnel trained to help guide students to demonstrate agreed upon learning outcomes. The Parties agree to use the college readiness systems provided by Ed Ready (NROC), along with assessments, to provide students with a personalized intervention plan through the agreed upon intervention tools provided by Ed Ready. Each Party will be responsible for securing its own contractual arrangements and services from Ed Ready necessary to facilitate their performance under this MOU.

4. **No Exchange of Funds.** There will be no exchange of funds between Parties unless otherwise agreed by the Parties in writing. Each Party will arrange for funding to discharge its respective responsibilities. The ability of the Parties to carry out their responsibilities under this MOU is subject to their respective funding procedures and the availability of appropriated and/or allocated funds. Should a Party encounter budgetary constraints in the course of its performance of this MOU that may affect the activities to be carried out under this MOU, that Party will notify and consult with the other Party(ies) in a timely manner.

5. **FERPA.**

A. To the extent the Parties, in connection with their respective performances hereunder, exchange, or otherwise have access to, the educational records of students (“Educational Records”) protected or made confidential by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and the regulations promulgated thereunder, 34 CFR pt. 99, as each may be amended from time to time (“FERPA”), each Party designates the other as a “School Official” with “Legitimate Educational Interests” in; and the Parties acknowledge and agree that for the purposes of this MOU, it will be designated as a “School Official” with “Legitimate Educational Interests” in such Educational Records. As a “School Official” with “Legitimate Educational Interests,” as those terms have been interpreted by the U.S. Department of Education under FERPA, the Parties agrees to abide by the limitations and requirements imposed by 34 C.F.R. § 99(a) on School Officials. The Parties further agrees to maintain such Educational Records in accordance with the requirements of FERPA. The Parties agree to regard all Educational Records as confidential and shall not disclose such Educational Records to any third party, except as permitted or required by this MOU, required by law, or as otherwise authorize by the Parties, as appropriate, in writing.

B. To the extent the Parties, in connection with their respective performances hereunder, exchange, or otherwise have access to, personally identifiable student information (“PII”) from an Educational Record, each Party agrees to comply with all provisions of FERPA and Texas law as they apply to PII, and to use such PII pursuant to this MOU and in compliance with the terms and conditions of this MOU and only for such purposes as may be authorized in this MOU. As used in this Section, PII means that student information identified as such in FERPA 20 U.S.C., Sec 1232g and specifically in the definition of "Personally Identifiable Information" in 34 C.F.R. 99.3. Only authorized officers and employees of the Parties with a legitimate interest in PII as delineated by the parameters of this MOU shall view and have access to PII information. The Parties understand that PII from Educational Records is confidential and cannot be redisclosed by publishing such information in any way that allows individuals to be directly or indirectly identified. The Parties shall not redisclose PII in any way that causes a breach in confidentiality.

6. **Non-Compliance.** Notwithstanding any provision herein to the contrary, any Party does not comply with any part of this MOU, and the failure to comply is not corrected within thirty (30) calendar days after written notice, this MOU may be terminated immediately upon written notice as set forth in Section 7 of this MOU.

7. **Notice.** All notices or other communications required or permitted hereunder shall be in writing, and shall be personally delivered or sent by registered or certified mail, return receipt request, courier delivery, electronic mail, facsimile or receipted overnight mail, and shall be deemed received upon the earlier of (a) the date of delivery, if personally delivered, or (b) three (3) business days after the date of posting by the U.S. postal service, if mailed. All such notices or communications shall be addressed as follows:

**If to Dallas County Promise:**

Kristyn Edney  
Director of College Readiness & Success  
Dallas County Promise  
3800 Maple Dr., Suite 800  
Dallas, TX 75219

**If to an institution of higher education:**

Notice and communication shall be addressed to the signatory for the Party listed on the separate signature page attached hereto

8. **Amendment and Modification.** No modification, amendment or waiver of the provisions of this MOU shall be effective unless in writing and signed by both Parties.
9. **Counterparts:** This MOU may be signed in any number of separate counterparts, no one of which need contain all of the signatures of the Parties, and as many of such counterparts as shall together contain all of the signatures of the Parties shall be deemed to constitute one and the same instrument. Electronic signatures shall have the same force and effect as original signatures.
10. **Signatory Approval:** The undersigned Parties represent and warrant that they are duly authorized and have the legal capacity to execute and deliver this MOU. Each Party represents and warrants to the other Parties that the execution and delivery of the MOU and the performance of such Party's obligations hereunder have been duly authorized. By signing this MOU, each Party binds themselves to the faithful performance of their respective obligation set forth herein. It is mutually understood that this MOU becomes effective between the Parties on the Effective Date set forth above.

**[Separate Signature Page Attached]**



## **Overview**

The 2020-21 Texas College Bridge program is intended for students who have not demonstrated college readiness in ELAR and/or math on the ACT, SAT, or TSIA. The Class of 2021 seniors are eligible for the fall/spring courses and rising seniors (Class of 2022) are eligible for participation for the 2021 Texas College Bridge program.

The learning interventions being used for the Texas College Bridge program are provided by The NROC Project (NROC). NROC is an established, national, non-profit organization whose mission is focused on student success. For the last 17 years, NROC has been analyzing the challenges faced by students seeking post-secondary credentials and collaborating with educators to build better solutions. In particular, NROC has focused on the myriad problems with high-stakes testing and placement exams as measures of math and English readiness.

Placement tests inevitably mis-classify large numbers of students, resulting in qualified students being held back or excluded from higher education and unqualified students failing classes and dropping out. NROC built a solution that is different and superior: EdReady. This personalized learning platform takes an inventory of a student's knowledge and skills, and then offers a custom course of study to improve a student's readiness and put them on a path to college success. Since its release in 2014, EdReady has been adopted by schools, systems, and states nationwide, and has been used by hundreds of thousands of students. Dozens of case studies and research projects have verified dramatic improvement in student performance and college success using EdReady.

## **Faculty Curriculum Review**

An important step for any successful EdReady implementation is to consider how the platform may need to be customized to reflect local conditions. Specifically, curricular experts are needed to align the coverage of EdReady materials to match the expectations in place for students attempting to matriculate to Texas post-secondary institutions. English and Math faculty from Texas higher education institutions have analyzed and validated the customized math and English learning scopes that will be used by students who complete Texas College Bridge.

### **Math Scope and Sequence**

The [math scope spreadsheet](#) outlines the two study paths (listed on two tabs in the spreadsheet) for the EdReady Texas Math Bridge Course:

- TX Math Bridge - Stage 1
- TX Math Bridge - Stage 2

TX Math Bridge - Stage 1 is composed of 'Basic Academic Skills Math' and 'Beginning Algebra and Statistics'. Reaching the target score of 90 demonstrates mastery of stage 1 and also unlocks stage 2 for students.

TX Math Bridge - Stage 2 is composed of 'Intermediate Algebra' skills. A student who achieves a score of 90 on stage 2 is eligible for an exemption from math developmental education courses in accordance with Texas Education Code §51.338(e)(f) for freshman level mathematics courses at Texas Institutions of Higher Education who partnered with the school district or who signed the Texas College Bridge memorandum of understanding.

### **English Scope and Sequence**

The [English scope spreadsheet](#) outlines the two study paths (listed on two tabs in the spreadsheet) for the EdReady Texas English Bridge Course:

- TX English Bridge - Stage 1
- TX English Bridge - Stage 2

TX English Bridge - Stage 1 is composed of the foundational material for success in entry-level English college courses. All students are required to reach the target score of 90 in stage 1, after which they will be asked to achieve a passing grade on [this required essay](#) (to be graded by a qualified instructor). Reaching the target score of 90 demonstrates mastery of stage 1 and also unlocks stage 2 for students

TX English Bridge - Stage 2 is composed of the remaining English skills that would put students on excellent footing for matriculation to TX post-secondary institutions. All students are required to reach the target score of 90 in stage 2.

Students who complete both Stages, and achieve a passing grade on the required essay, are eligible for an exemption from developmental education courses in accordance with Texas Education Code §51.338(e)(f) for freshman-level reading/writing met courses at Texas Institutions of Higher Education who partnered with the school district or who signed the Texas College Bridge memorandum of understanding.

## **Content Access**

To view the math and English scopes, you can access the DEMO version of the EdReady Texas site here:

<https://tx.edready.org/home>

This site is still being refined and will be updated with Texas-specific logos and language throughout. At the site, choose “Enter as Guest,” enter your zip code or just click “Enter.” You will then see a box that says “Welcome to EdReady! ... Please enter a key to continue.”

You will enter this key for math:

**tx\_math\_demo**

Or this key for English:

**tx\_english\_demo**

You can choose to enter both goal keys by clicking “enter another goal”, or simply click “Get Started!” Now you should see your goal(s), and you can click “Go to Goal”. At that point you can “Start Diagnostic” for the first stage and move through the student experience. If you want to skip ahead to check out the next stage, click ‘Unlock’ and then type in ‘Unlock’ when prompted.

NOTE: Since you have entered with Guest access, no data will be saved from your session.

## **Ongoing Refinement**

EdReady Texas and the Texas College Bridge program are intended to continue improving based on ongoing feedback and outcomes data. If you have any specific questions or comments, please submit them in an email to [TexasCollegeBridge@tea.texas.org](mailto:TexasCollegeBridge@tea.texas.org). Assuming continued support for the program, comments and suggestions will be evaluated on a regular basis, and many will be incorporated into a regular update schedule and shared publicly.



**2020-2021**  
**COLLEGE PREPARATORY MATHEMATICS AND ENGLISH LANGUAGE ARTS**  
**COURSES MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**GROESBECK ISD**  
**AND**  
**NAVARRO COLLEGE DISTRICT**

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The NAVARRO COLLEGE DISTRICT and Groesbeck ISD (herein referred to as the School District) enter the following Memorandum of Understanding (MOU) for the creation of College Preparatory Courses in Mathematics and English Language Arts. Collectively the parties are referred to as “Parties.”

The purpose of this MOU is to outline the collaboration of the Parties, as listed above, in creating College Preparatory Courses in Mathematics and English Language Arts for high school students who have not demonstrated college readiness.

**1. SCOPE OF SERVICES**

In accordance with the 83<sup>rd</sup> Legislature of the State of Texas House Bill No. 5, Section 10 and as written into the Texas Education Code (TEC) 28.014, the School District shall collaborate with Navarro College to develop and provide College Preparatory Mathematics and English Language Arts Courses. The College Preparatory Courses must be designed:

- a. for students at the 12<sup>th</sup> grade level whose performance on:
  - i. an end-of-course assessment instrument does not meet college readiness standards; or
  - ii. coursework, a college entrance examination, or an assessment instrument indicates that the student is not ready to perform entry-level college coursework; and
- b. to prepare students for success in entry-level college courses

Additionally, Navarro College and the School District agree to collaborate to develop and maintain the College Preparatory Courses that meet the terms of this MOU. Navarro College and the School District will meet regularly, at least one time per year, to maintain the integrity and evaluate the effectiveness of the Program.

**2. TERMS**

Subject to any annual approvals that may be required by law, by the Texas Education Agency (TEA), or by the Texas Higher Education Coordinating Board (THECB), the term of this MOU shall commence upon the date that the last of the Parties has signed this MOU (Commencement Date) and shall remain in effect in perpetuity until terminated by either party by giving written notice of said party’s intention to the District President of Navarro College or his designee and the School District Superintendent or her designee. Notwithstanding the foregoing, the Parties acknowledge and agree that a condition precedent to a party’s signing the MOU is approval of the MOU by that party’s governing board.

### 3. RESPONSIBILITIES

- a. Navarro College agrees to:
  - i. Share data and provide feedback regarding student success on entry-level college mathematics and English language arts courses;
  - ii. Train advisors to recognize and honor course(s) on school district transcripts;
  - iii. Ensure that students who successfully complete HB 5 College Preparatory Courses under the terms of this MOU are advised directly into the appropriate college level mathematics, English language arts, and all other courses requiring college readiness in mathematics and English language arts;
  - iv. Provide the School District with course goals, objectives, and criteria for student mastery in accordance with state guidelines;
  - v. Support the School District in reaching course goals, objectives, and criteria for student mastery in accordance with state guidelines;
  - vi. Provide input on common assessment tasks for each course;
  - vii. Review course outcomes, syllabi, exams, and other program elements;
  - viii. Exempt students from TSI testing due to successful completion of the HB 5 College Preparatory Course provided by the School District.
- b. The School District agrees to:
  - i. Provide highly qualified instructors for the HB 5 College Preparatory Courses;
  - ii. Identify students who are not college ready as stated in HB 5;
  - iii. Provide professional development and resources required to teach the College Preparatory Mathematics and English Language Arts courses;
  - iv. Identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS number;
  - v. Provide rigorous instruction which aligns with the course frameworks provided by Navarro College;
  - vi. Adhere to the course goals, objectives, and criteria for student mastery provided by Navarro College;
  - vii. Provide all required materials, including textbooks, syllabi, and other learning materials needed for enrollment in the College Preparatory Courses.
  - viii. Administer an end of course assessment that has been previously approved by the Navarro College Developmental Education Department;

- ix. Follow local grading procedures for determining successful course completion;
- x. Provide assistance with college enrollment and financial aid applications.

**4. LOCATION OF CLASSES**

College Preparatory Courses will be held on the high school campus of the School District offering the course(s).

**5. PARENTAL INVOLVEMENT AND OUTREACH**

The School District shall provide a notice to each district student who has not demonstrated college readiness and to the parent or guardian regarding the benefits of enrolling in the College Preparatory Courses. School District personnel, counselors, and administrators will be responsible for all communication with parents.

**6. IDENTIFYING AND ADMITTING COLLEGE PREPARATORY STUDENTS**

The School District will assume responsibility for providing information to potential college preparatory students. Navarro College may collaborate with the School District to hold an information session at the School District for potential students and their parents.

**7. COURSE SUCCESS AND COLLEGE READINESS**

- a. A student who completes a College Preparatory Mathematics or English Language Arts course with a final grade of at least 70 will demonstrate proficiency in the course and will be eligible to enroll in entry-level college Mathematics or English.
- b. Successful completion of the college level course will demonstrate Texas Success Initiative (TSI) compliance.

**8. AMENDMENTS/REVISIONS**

This MOU may only be amended by mutual written agreement of the parties.

**9. NOTICE**

All notices or requests from one party to the other may be personally delivered or sent by email and mail, certified or registered, postage prepaid, to the addresses stated in this section, and are considered to have been given at the time of personal delivery or mailing.

**10. TERMINATION**

Navarro College reserves the right to terminate this MOU upon service of notice to the School District sixty (60) days prior to the expiration of any academic term during the Term or Renewal Term of this MOU.

All notices or requests to Navarro College shall be given or mailed to:

Dr. Carol Hanes  
Vice President of Academic Affairs  
Navarro College  
3200 West 7<sup>th</sup> Street  
Corsicana, Texas 75110  
903-875-7302  
carol.hanes@navarrocollege.edu

All notices or requests to the School District shall be given or mailed to:

Name Dr. James B. Cowley  
Title Superintendent of Schools  
Address\_ 1202 N. Ellis \_\_\_\_\_  
Grosbeck, Texas 76642  
Tel: 254-729-4100  
Email: james.cowley@grosbeckisd.net

**IN WITNESS WHEREOF**, the Parties have caused this MOU to be executed by their authorized officers to become effective as of the last date written below.

**NAVARRO COLLEGE DISTRICT:**

By: \_\_\_\_\_  
Dr. Carol Hanes Date  
Vice President of Academic Affairs

**GROESBECK INDEPENDENT SCHOOL DISTRICT:**

By: \_\_\_\_\_  
Dr. James B. Cowley Date  
Superintendent of Schools



**2020 GENERAL ELECTION SERVICES  
CONTRACT WITH THE COUNTY ELECTIONS OFFICER  
STATE OF TEXAS, COUNTY OF LIMESTONE**

**THIS CONTRACT** made this 22<sup>nd</sup> day of September, 2020, by and between the School of Mexia, acting by and through the Superintendent, Dr. James B. Cowley, hereinafter referred to as “School”, and Jennifer Southard, County Election Officer of Limestone County, Texas hereinafter referred to as “Contracting Officer”, as approved by the Commissioners’ Court of Limestone County and by authority of section 31.092(b), Texas Election Code, for the conduct and supervision of the General Election on November 3, 2020.

**THIS AGREEMENT** is entered into in consideration of the mutual covenants and promises hereinafter set out:

**DUTIES AND SERVICES OF CONTRACTING OFFICER.** The Contracting Officer shall be responsible for performing the following duties and shall furnish the following services and equipment (*strike out any duties not being performed by the Contracting Officer*):

- (a) Contact the owners or custodians of county-designated polling places and arrange for their use in the Election.
- (b) Contact the owner or custodian of some other public place (or if unavailable, private) building in the election precinct and arrange for its use as a polling place if the county designated polling place in the precinct is unavailable for use in the special election.
- (c) Procure and distribute all necessary election supplies, including:
  - (1) ballots;
  - (2) election kits; and
  - (3) the School’s allotment of ballot boxes and voting booths provided free of charge by the county.
- (d) Procure all necessary voting machines and equipment, transport machines and equipment to and from the polling places, and prepare the voting machines and equipment for use at the polling places.
- (e) Arrange for the appointment of presiding judges, alternate presiding judges and the judges of the Central Counting Station and Early Voting Ballot Board. Notify the election judges of the date, time, and place of the election school and arrange for a facility for holding the school.
- (f) Arrange for the use of a central counting station and for the tabulating personnel and equipment needed at the counting station and assist in the preparation of programs and the test materials for the tabulation of the ballots to be used with electronic voting equipment.
- (g) Publish the legal notice of the date, time, and place of the test of the electronic tabulating equipment and conduct such test.
- (h) Supervise and conduct election day voting and early voting by mail and in person and provide advisory services in connection with the decisions to be made and the actions to be taken by the officers of the School who are responsible for holding the election.
- (i) Process election returns and prepare tabulation of unofficial returns for official canvassing by the School.

**GENERAL CONDITIONS**

- (a) Nothing contained in this contract shall authorize or permit a change in the officer with whom or the place at which any document or record relating to the election is to be filed, the place at which any function is to be carried out, the officers who conduct the official canvass of the election returns, the officer to serve as custodian of the voted ballots or other election records, or any other nontransferable functions specified by section 31.096 of the Texas Election Code.

(b) The Contracting Officer is the agent of the School for the purposes of contracting with third parties with respect to the election expenses within the scope of the Contracting Officer's duties, and the Contracting Officer is not liable for the School's failure to pay a claim.

(c) The Contracting Officer shall file copies of this contract with the County Treasurer (County Judge, if there is not a County Treasurer) and the County Auditor of Limestone County, Texas.

(d) Only the actual expenses directly attributable to the Contract may be charged including administrative fees. (Section 31.100(b), Texas Election Code). The County Elections Officer must submit the actual costs incurred pursuant to this Contract to the School no later than ten days after the Election.

**WITNESS** the following signatures and seal:

**GROESBECK INDEPENDENT SCHOOL DISTRICT**

**BY** \_\_\_\_\_  
**Dr. James B. Cowley, Superintendent**

\_\_\_\_\_  
**Date**

**LIMESTONE COUNTY, COUNTY CLERK / ELECTIONS OFFICER**

\_\_\_\_\_  
**Jennifer Southard, County Elections Officer**

\_\_\_\_\_  
**Date**

*SEAL*

Approved by the Limestone County Commissioners' Court the 22<sup>nd</sup> day of November, 2020.

\_\_\_\_\_  
**Richard Duncan, County Judge**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Attest: Kerrie Cobb, County Clerk**

\_\_\_\_\_  
**Date**

*SEAL*



**Joint Election Agreement**  
Between  
Groesbeck Independent School District  
And  
County of Limestone

**BY THE TERMS OF THIS AGREEMENT**, the Groesbeck Independent School District (School) and the County of Limestone (County), do hereby agree, pursuant to the provisions of the *Texas Election Code*, to hold a Joint Election of the General Elections of Groesbeck ISD and County of Limestone to be held on Tuesday, November 3, 2020.

The County shall be responsible for the conduction of their elections and expenses incurred with early voting and Election Day such as polling locations, ballot programming, payroll of election workers, and other costs common to both elections. Payment to the County will be the responsibility of each individual party. Only the actual expenses directly attributable to the Contract may be charged including administrative fees. (Section 31.100(b), Texas Election Code). The County Elections Officer must submit the actual costs incurred pursuant to this Contract to the entities no later than ten days after the Election.

**APPROVED BY THE Groesbeck Independent School District** in its meetings held on the 21<sup>st</sup> day of September, 2020 and executed by its authorized representative.

**GROESBECK INDEPENDENT SCHOOL DISTRICT**

\_\_\_\_\_  
**Dr. James B. Cowley, Superintendent**

\_\_\_\_\_  
**Date**

**APPROVED BY THE Limestone County Commissioners' Court** in its meeting held on the 22<sup>nd</sup> day of September, 2020, and executed by its authorized representative.

\_\_\_\_\_  
**Richard Duncan, County Judge**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Attest: Kerrie Cobb, County Clerk**

\_\_\_\_\_  
**Date**

*SEAL*

**LIMESTONE COUNTY, COUNTY CLERK / ELECTIONS OFFICER**

\_\_\_\_\_  
\_\_\_\_\_  
**Jennifer Southard, County Elections Officer**

\_\_\_\_\_  
\_\_\_\_\_  
**Date**

*SEAL*



## GROESBECK INDEPENDENT SCHOOL DISTRICT

### EXECUTIVE SESSION

The board will enter into executive session at time of Executive Session on date of meeting, according to the Texas Government Code and Education Code as posted.

Under the authority of Chapter 551, Texas Government Code and Education Code 21.556(a), the Board, during the course of the meeting covered by this notice, may enter into closed or executive session for any of the following reasons:

1. **Section 551.071. Consultation with Attorney** A governmental body may not conduct a private consultation with its attorney except: (1) when the governmental body seeks the advice of its attorney about: (A) pending or contemplated litigation; or (B) a settlement offer; or (2) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.
2. **Section 551.072. Deliberations about Real Property** A governmental body may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.
3. **Section 551.073. Deliberation Regarding Prospective Gifts** A governmental body may conduct a closed meeting to deliberate a negotiated contract for a prospective gift or donation to the state or the governmental body if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.
4. **Section 551.074. Personnel Matters** Authorizes certain deliberations about officers and employees of the governmental body to be held in executive session: (a) This chapter does not require a governmental body to conduct an open meeting: (1) to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or (2) to hear a complaint or a charge against an officer or employee. (b) Subsection (a) does not apply if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.
5. **Section 551.076. Deliberations Regarding Security Devices or Security Audits** This chapter does not require a governmental body to conduct an open meeting to deliberate: (1) the deployment, or specific occasions for implementation, of security personnel or devices; or (2) a security audit.
6. **Sections 551.082. School Children; School District Employees; Disciplinary Matter or Complaint** This chapter does not require a school board to conduct an open meeting to deliberate in a case: (1) involving discipline of a public school child; or (2) in which a complaint or charge is brought against an employee of the school district by another employee and the complaint or charge directly results in a need for a hearing. Subsection does not apply if an open hearing is requested in writing by a parent or guardian of the child or by the employee against whom the complaint or charge is brought.
7. **Section 551.0821 School Board: Personally Identifiable Information about Public School Student** This chapter does not require a school board to conduct an open meeting to deliberate a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation. Directory information about a public school student is considered to be personally identifiable information about the student for purposes of Subsection (a) only if a parent or guardian of the student, or the student if the student has attained 18 years of age, has informed the school board, the school district, or a school in the school district that the directory information should not be released without prior consent. In this subsection, "directory information" has the meaning assigned by the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), as amended. Subsection (a) does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.
8. **Section 551.083 Certain School Boards; Closed Meeting Regarding Consultation With Representative of Employee Group** This chapter does not require a school board operating under a consultation agreement authorized by Section 13.901, Education Code, to conduct an open meeting to deliberate the standards, guidelines, terms, or conditions the board will follow, or instruct its representatives to follow, in a consultation with a representative of an employee group.
9. **Section 551.084. Investigation; Exclusion of Witness From Hearing** A governmental body that is investigating a matter may exclude a witness from a hearing during the examination of another witness in the investigation.
10. **Section 551.088. Deliberation Regarding Test Item** This chapter does not require a governmental body to conduct an open meeting to deliberate a test item or information related to a test item if the governmental body believes that the test item may be included in a test the governmental body administers to individuals who seek to obtain or renew a license or certificate that is necessary to engage in an activity.
11. **Section 551.089. Deliberation Regarding Security Devices or Security Audits; Closed Meeting** This chapter does not require a governmental body to conduct an open meeting to deliberate: (1) security assessments or deployments relating to information resources technology; (2) network security information as described by Section 2059.055(b); or (3) the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.

- A. Personnel Resignations, Leave of Absences or Reassignments (Tex.Gov't 551.074)
- B. Review Recommendation for Employment (Tex.Gov't 551.074)

**X. RECONVENE IN OPEN MEETING**

**XI. 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

**XII. BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION**

**XIII. ADJOURNMENT**