

Public Notice of Regular Meeting

The Board of Trustees Groesbeck ISD

A Regular Meeting of the Board of Trustees of Groesbeck ISD will be held Monday, October 16, 2023, beginning at 6:00 PM in the GISD Administration Office Board Room, 1202 N Ellis, Groesbeck, TX 76642.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. **CALL TO ORDER**
- II. **INVOCATION**
- III. **PLEDGES TO THE FLAGS**
- IV. **REVIEW DISTRICT MISSION STATEMENT**
- V. **PRESENTATION AND APPROVAL OF DONATION FROM THE GROESBECK CHAMBER OF COMMERCE**
- VI. **PRINCIPALS MONTH RECOGNITION**
- VII. **TEACHER OF THE MONTH RECOGNITION**
- VIII. **STUDENT PRESENTATION**
- IX. **PUBLIC COMMENT (Agenda/Non-Agenda Items)**
- X. **PRESENTATION OF i-READY (BOY) DATA**



i-Ready[®]

2023-2024 FALL DATA REVIEW

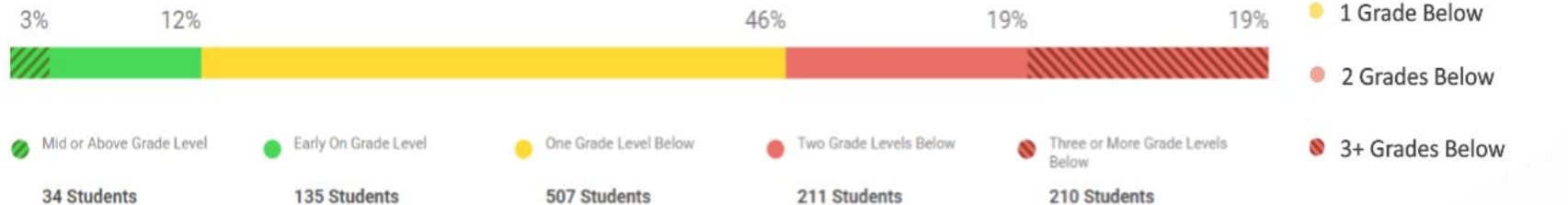


What are the overall relative placements in the Fall?

Fall 23-24 Placement Distribution

Overall Placement

Students Assessed/Total: 1,097/1,469



MATH:

H.O. WHITEHURST

Overall Placement

Students Assessed/Total: 394/402



 Mid or Above Grade Level

5 Students

 Early On Grade Level

20 Students

 One Grade Level Below

276 Students

 Two Grade Levels Below

89 Students

 Three or More Grade Levels Below

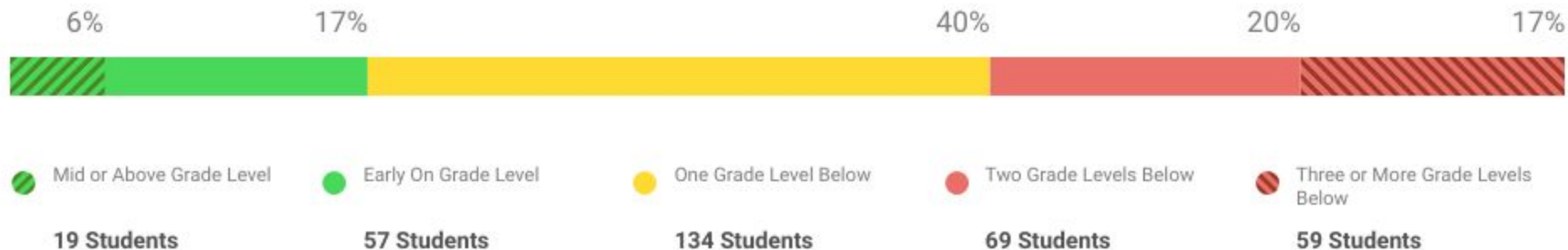
4 Students

MATH:

ENGE-WASHINGTON

Overall Placement

Students Assessed/Total: 338/340

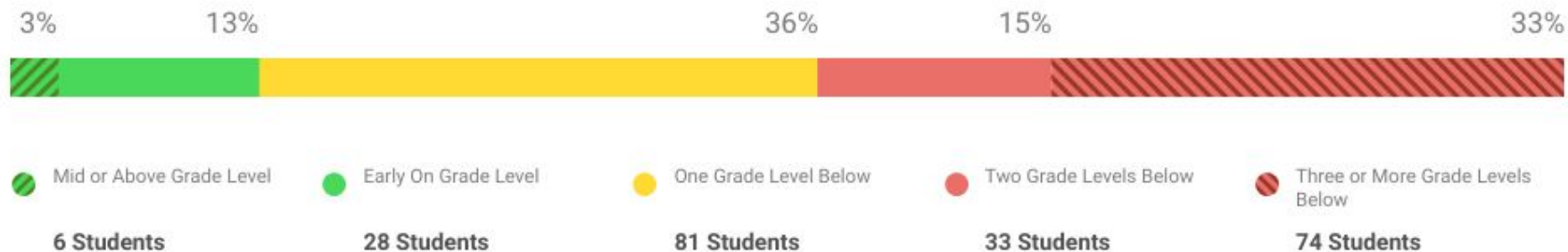


MATH:

GMS

Overall Placement

Students Assessed/Total: 222/229



MATH:

GHS

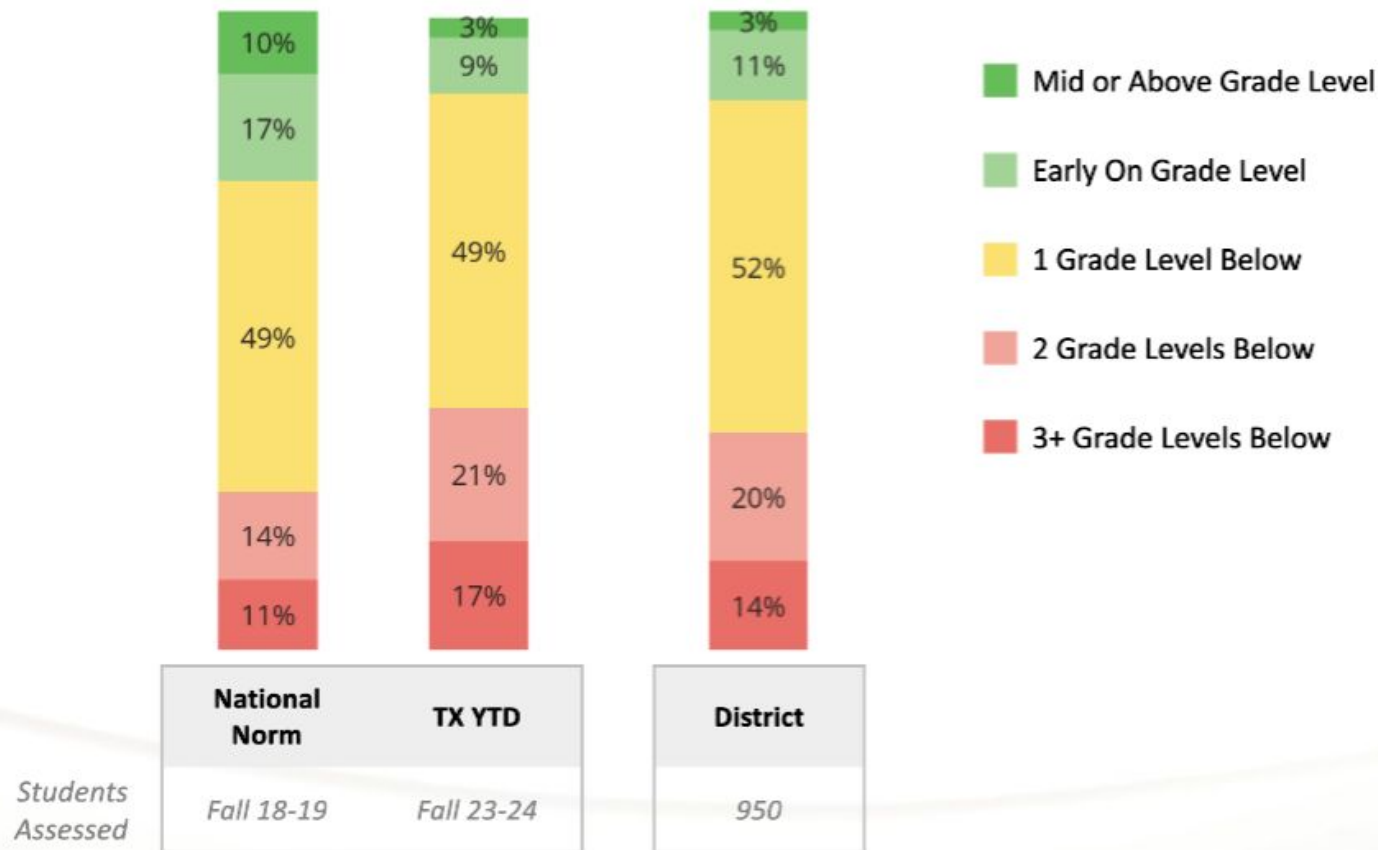
Overall Placement

Students Assessed/Total: 146/499



How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks

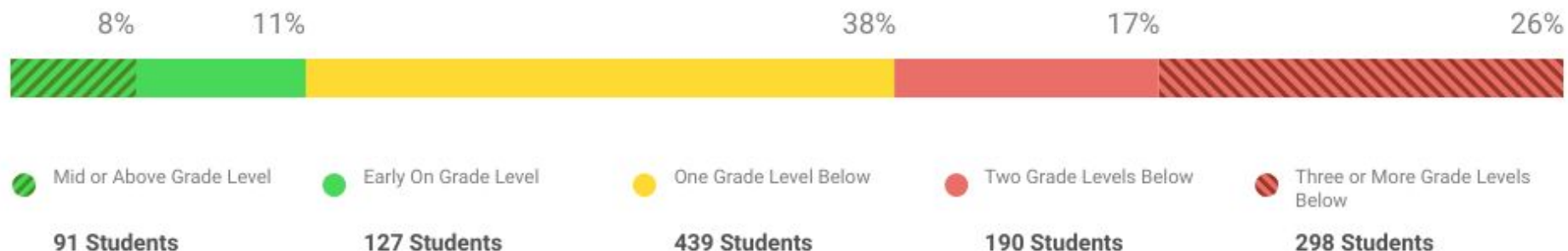


READING:

DISTRICT

Overall Placement

Students Assessed/Total: 1,145/1,470

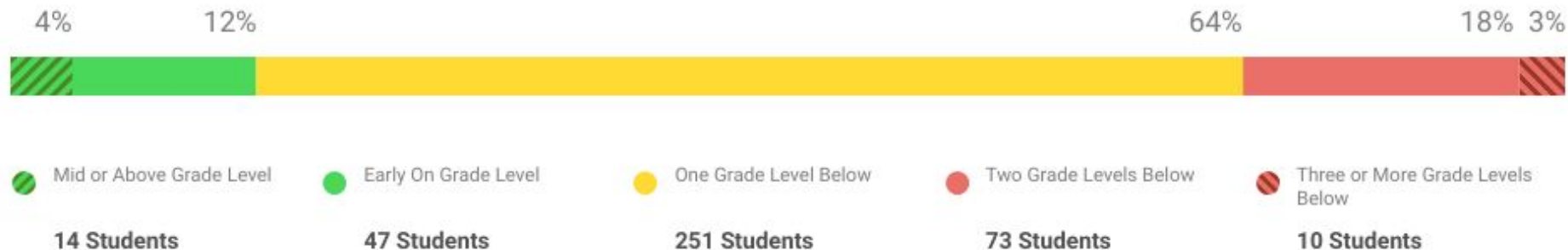


READING:

H.O.WHITEHURST

Overall Placement

Students Assessed/Total: 395/402

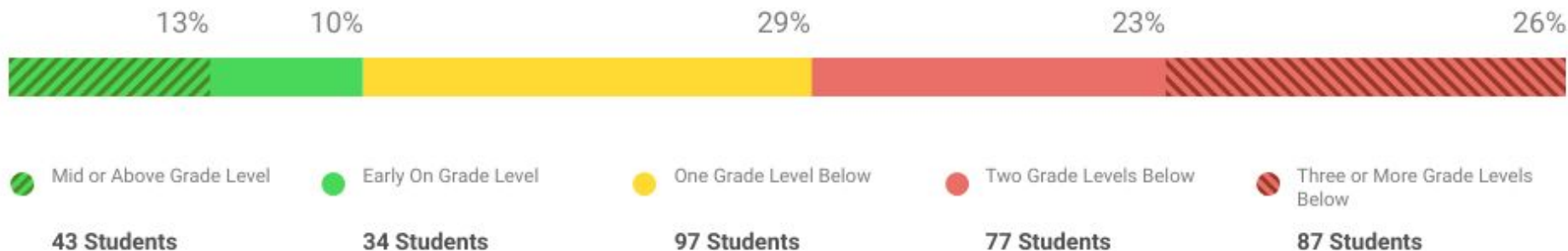


READING:

ENGE-WASHINGTON

Overall Placement

Students Assessed/Total: 338/340

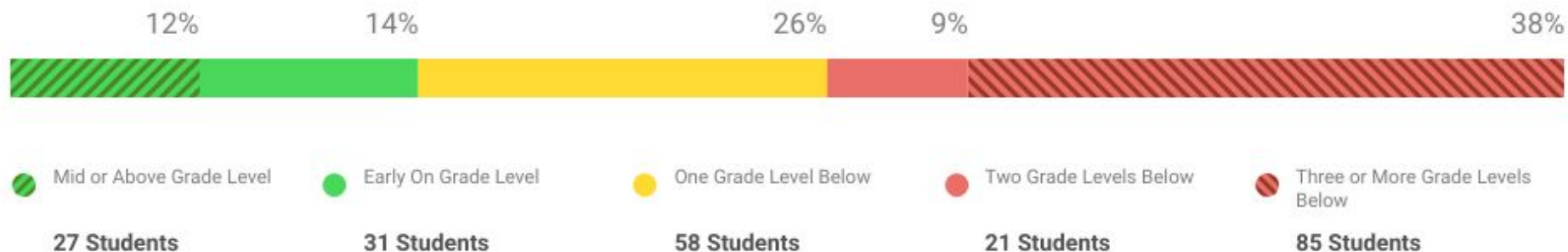


READING:

GMS

Overall Placement

Students Assessed/Total: **222/229**

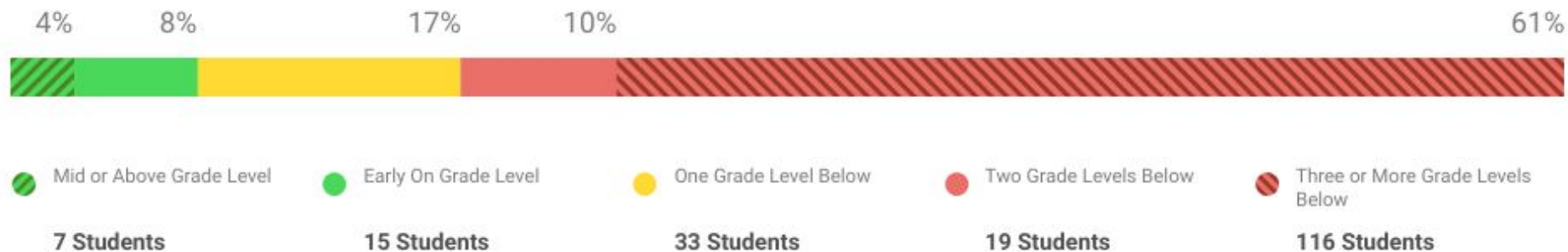


READING:

GHS

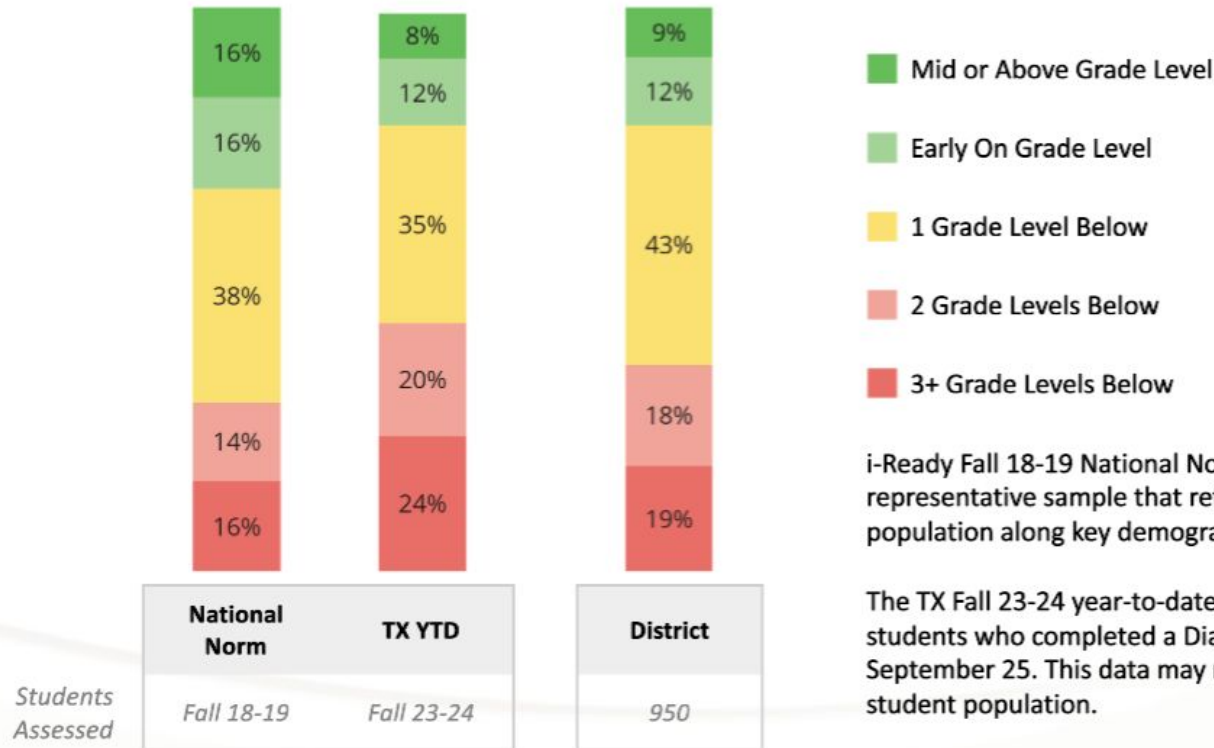
Overall Placement

Students Assessed/Total: 190/499



How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks



i-Ready Fall 18-19 National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The TX Fall 23-24 year-to-date population includes 277,773 students who completed a Diagnostic from August 1 to September 25. This data may not be representative of the student population.

**LET'S FOLLOW A 5TH GRADE
STUDENT'S READING PROGRESS
THROUGHOUT THE YEAR...**

Diagnostic Summary

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic. ⓘ

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency. ⓘ






Overall Reading

Grade 4 (555)

Standard Error +/- 11

Domain	Placement ⓘ	Can Do & Next Steps
Phonological Awareness* ⓘ	Tested Out	↓
Phonics* ⓘ	Tested Out	↓
High-Frequency Words*	Tested Out	↓
Vocabulary	Grade 3	↓
Comprehension: Literature	Grade 4	↓
Comprehension: Informational Text	Grade 4	↓

Personal Pathway Progress

Domain	Grade K 			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8					
	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L			
Phonological Awareness (PA) View <i>Tested Out</i>																														
Phonics (PH) View <i>Tested Out</i>																														
High-Frequency Words (HFW) View <i>Tested Out</i>																														
Vocabulary (VOC)  View																														
Comprehension (COMP)  View																														
Comprehension: Close Reading (CR) View																														

On Grade Level

Personal Pathway Usage

+ Activity Overview

Lessons Passed (YTD)

5/6 | 83%

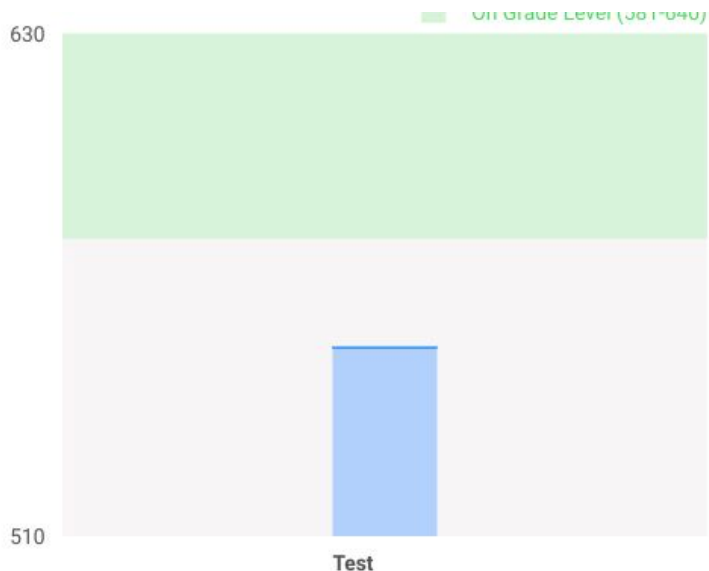
Total Lesson Time-on-Task (YTD)

1h 30m

Showing 7 of 7

Alerts	Domain	Level	Lesson	Results	Lesson Time-on-Task	Started	Finished
	VOC	Late 3	Determine Word Meanings Using Context Clues 4	-	15m	10/10/23	In Progress
	VOC	Mid 3	Determine the Meanings of Related Words in a Word Family: place and agree	Passed 83%	13m	10/10/23	10/10/23
	VOC	Mid 3	Determine Word Meanings Using Known Words and Suffixes -ment and -able	Passed 100%	12m	10/03/23	10/10/23
	VOC	Mid 3	Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-	Passed 67%	10m	10/03/23	10/03/23

Parent Letter



Placement

Approaching Grade 5

Scale Score

555

National Norm

48th Percentile

Domain	Test (09/07/23)
Overall	Approaching Grade 5
Phonological Awareness*	Tested Out
Phonics*	Tested Out
High-Frequency Words*	Tested Out
Vocabulary	Needs Improvement
Comprehension: Literature	Approaching Grade 5
Comprehension: Informational Text	Approaching Grade 5

Lexile® Reading Measure	Lexile Reading Range	Find A Book
810L	710L-860L	Pick a book based on your student's Lexile measure and personal interests. Search for books at https://hub.lexile.com/find-a-book

✓ Discuss these results with your child

Celebrate their strengths and progress, and collaborate with them on planning how they will reach their goals.

✓ Reach out to the teacher

Ask your student's teacher for additional insight into [REDACTED] progress and for ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to guide instruction in the classroom.

Placement levels are based on [REDACTED] level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placement levels are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

National Norms are percentiles that compare each student's performance with that of a nationally representative sample of students in the same grade level who took the test at the same time of year. For example, a student who has a norm of 60% on the test scored better than 60% of a nationally

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of the *i-Ready Diagnostic*.

Foundational Domains are specific learning areas that are not assessed for all grade levels. Subtests on Foundational Domains are given depending on your child's scores in other domains. "Tested Out" means that your child did not need to take a particular subtest. "Max Score" means that your child took the subtest and achieved a high score.

Skill Progress and More Information

* Foundational Domains

Domain	Test (09/07/23)	More Information
Phonological Awareness*	Tested Out	This domain is focused on how students distinguish the sounds (or phonemes) in spoken words. Based on testing results, ██████ has demonstrated the ability to distinguish individual sounds in spoken words and is exempt from taking the Phonological Awareness subtest.
Phonics*	Tested Out	This domain focuses on how accurately students decode written words. ██████ has demonstrated accuracy in decoding and is exempt from taking this subtest.
High-Frequency Words*	Tested Out	This domain addresses how well students recognize frequently occurring words. ██████ has demonstrated accuracy and is exempt from taking this subtest.
Vocabulary	Needs Improvement	Both word knowledge and word-learning strategies are addressed in this domain. ██████ would likely benefit from instruction and practice in the vocabulary typical of third-grade literature as well as science, social studies, and math texts at that grade-level. This student should also receive continued instruction in shades of meaning among synonyms and antonyms, as well as instruction with prefixes <i>in-, im-, en-, em-, non-, mid-, mis-, dis-</i> ; suffixes <i>-ful, -less, -ness, -ment, -able, -ible, -ous</i> ; and word roots <i>bio, geo</i> .
Comprehension: Literature	Approaching Grade 5	This domain addresses ██████ understanding of literary text. Results indicate that ██████ would likely benefit from instruction in Grade 4 literary skills and strategies such as citing textual evidence to support inferences and describing how characters change

**XI. CONSIDER AND APPROVE THE ENGLISH LANGUAGE
LEARNERS ANNUAL PROGRAM EVALUATION REVIEW**

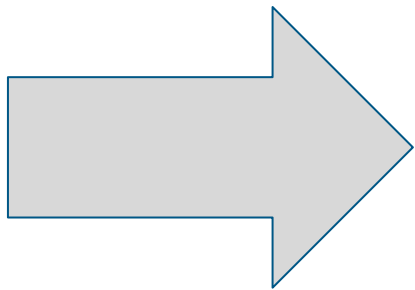
Bilingual/ESL Education Program Report



2023-2024

New Terminology reminder

ELL/EL



EB



Acronyms and Definitions

29.052 - Definitions

Emergent Bilingual Student

(1) "Emergent bilingual student" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

(2) "Parent" includes a legal guardian of a student.

<https://www.txel.org/lpac/lawandpolicy/>

ESL/Content Based

(1) An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school.

This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

From §89.1210. Program Content and Design.

ESL/Pull-out

- (2) An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.
- The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading.
- Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

From §89.1210. Program Content and Design.

Summit K12

At Summit K12, believes that every student can do well in school if instruction is tailored to their unique learning needs and they receive the encouragement to strive and achieve. Summit K12's learning programs provide teachers with the ability to differentiate instruction, monitor progress, and support learners in their journey toward success.

- Texas English Development
- World-class Instructional Design and Assessment (WIDA) English Language Development
- Vocabulary Flashcards for all subjects
- Texas Supplemental Science
- Texas Reading Language Arts Mastery

Summit K12

K-12 English Language Development Includes

- Content Leveled to all level ELPAC grade bands: Pre-K, k, 1, 2, 3-5, 6-8, 9-10 and 11-12.
- 27 ELPAC Item types
- Increase Language Proficiency by at least one proficiency level in domains of Reading and Writing.
- Scaffolded and Linguistically Accommodated Instruction
- ELPAC Readiness in all four Language Domains
- Personalized Adaptive Learning Plans (PLPs)
- Embedded ELPAC Writing Rubric
- Formative and Progress Monitoring Assessments provide needed data to monitor students' proficiency.

[Click here for explanation of modules, data charts and reports](#)

[Click here for Telpas Review and Readiness Monitoring](#)

Transitional Bilingual/Early Exit

(1) Transitional bilingual/early exit is a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area.

The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English.

This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

From §89.1210. Program Content and Design.

Transitional Bilingual/Late Exit

(2) Transitional bilingual/late exit is a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(2), for the assigned grade level and content area.

The goal of late-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

From §89.1210. Program Content and Design.

ESL/Content-based

(1) An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school.

This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

From §89.1210. Program Content and Design.

ESL/Pull-out

- (2) An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.
- The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading.
- Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

From §89.1210. Program Content and Design.

Number of Students Enrolled

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	6	8	8	7	8	8	6	11	7	5	6	6	2	91

EB's Student Enrollment

EL's Student Enrollment



- 2019-2020 - 102 students
- 2020-2021 - 96 students
- 2021-2022 - 95
- 2022-2023 - 97

2023-2024

- How -33
- Enge -24
- GMS -15
- GHS -23

Number of Students Exited

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	1	0	0	0	0	0	0	1

District Bilingual/ESL Professional Development 2023-2024

Training	Date	Scope	Attendance	Relevance
ESL Supplemental Preparation for Exam	01/08/2024	Help teachers pass the ESL Supplemental 154	Non Certified ESL Teachers	Help teachers pass the ESL Supplemental 154
What is LPAC and what is it used for?	02/16/2024	Laying a foundation of what is expected in when students take the LPAC.	Open to all teachers, admin and PPT.	To identify students who are limited in English, which is important so these students can receive the supports they need to do well in school and have access to the full curriculum.

District Bilingual/ESL Professional Development 2023-2024

Training	Date	Scope	Attdnt.	Relevance
Meeting the Needs of EB Students in the Classroom	03/08/2024	Give teachers tools to meet the needs of EB students in the classroom	Teachers	Giving teachers tools to use in the classroom for EB Students. This will help the growth of EB students to close the language barrier.
How Do We know they need to be referred to 504 or Special Education?	04/01/2024	Give teachers, and administration the tools to identify if the student has a language barrier or learning disability.	Admin. and Teachers	This will help administration and leadership with identifying EB students correctly.

Number of Teachers ESL Certified

34 ESL Certified Teachers

Teachers will be reimbursed testing fees upon passing

- ELPS-TELPAS Progress Monitor Tool ~ [ELPS-TELPAS Progress Monitor Tool](#)
- ELPS Linguistic Instructional Alignment Guide (LIAG) ~ [Texas Gateway \(\\$FREE.99 for ALL teachers\)](#)
- ESL TELPAS data
- Content and Language Objectives ~ [ELPS Interactive Language Objectives](#)
- Support for teachers with struggling ELs
- Needs-based
- Region 12

Parental Engagement Activities for Parents of Emergent Bilingual Students

- Groesbeck ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities, newsletters, cultural events, and parent involvement meetings.
- Groesbeck shall make every effort to ensure that bilingual personnel are available on each school campus to provide translations for meetings and documents to be sent home.
- It is the policy of Groesbeck ISD to involve the parents in all decisions regarding their child. Parents of students in the ESL programs are invited to be a part of the LPAC for the identification, review and exit of their children. Parents and community members are invited to be a part of the district and campus site based decision committees.

FAMILY RESOURCES

<https://www.txel.org/parents-and-families/>

<https://www.txel.org/tcallmap/>

<https://www.txel.org/CommunityandPartners>

2023-24 Bilingual/ESL Program Plans for Improvement

- *List evidence of participation in developing, reviewing and revising campus improvement plans for the purpose of improving student performance for ELs (TEC §11.253)*
- Facilitate collaboration between LEA and/or campus level instructional specialists/coaches and teachers of English learners to ensure both linguistic and academic instructional support are consistently provided.
- Ensure English learners' academic progress is equitably measured by setting expectations for linguistic supports that are commensurate to the students' proficiency levels, allowing students equitable opportunities to access content and demonstrate mastery.
- Engage in training opportunities based on personal goals for professional development in supporting English learners, seeking out or requesting support/training if not already offered.
- Implement the Use of Summit K12 as a supplemental to bridge the the language barrier for EB Students.

Overall I want to improve the communication between the ESL families and myself through Family Engagement Activities. We had our first family engagement Oct. 12, 2024

Bilingual/ESL Program and Results of the Program Effectiveness Review

- **TEC 7.028 states:** (b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.
- **TEA recommends:**
 - LEA conducts the program evaluation, with all the components addressed in the Report to the Board
 - LEA conducts a Program Effectiveness Review that measures compliance with statute/rules
- presentation of the program evaluation and PER would put the Board in a position to carry out the responsibilities assigned by this section of law.
- http://www.tea.state.tx.us/index2.aspx?id=2147495588&menu_id=2147483703&menu_id2=2147483705

Groesbeck
Independent School District

ENGLISH
LANGUAGE LEARNERS
Handbook
2023-2024



Position Statement

“English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language” (TEC §29.051).

Groesbeck ISD’s goal of the ESL programs shall be for English learners to attain full proficiency in English in listening, speaking, reading and writing in order to participate equitably in school. In accordance with state (Texas Education Code §29.051 and Texas Administrative Code §89.1201) and federal (Every Student Succeeds Act (ESSA) requirements to ensure equal educational opportunity to every student, and in recognition of the educational needs of English Learners, Groesbeck ISD provides English as a second language programs for each student identified as an English Learner (EL) in pre-kindergarten through grade twelve. Our program not only emphasizes the mastery of English language skills, but also uses instructional approaches in mathematics, science, and social studies to meet the specific needs of all English learners. Our teachers are highly qualified to recognize and address language differences in all our EL students.

The purpose of this handbook is to:

- Familiarize staff, LPAC members, and parents with the state plan and district guidelines for identifying and serving English learners. The majority of this handbook comes directly from the Texas Education Code and Texas Administrative code and includes district selections for programming and assessments.

DEFINITIONS

English Learner (EL) is defined by the Texas Administrative Code (TAC) §89.1203 as a student who is in the process of acquiring English and has another language as the primary language. The terms English language learner and English learner are used interchangeably and are synonymous with limited English proficient (LEP) students, as used in TEC, Chapter 29, Subchapter B.

English as a Second Language (ESL) is defined by the Texas Education Code (TEC) §29.052 as a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. The purpose of Marlin ISD’s ESL program is to provide second language instruction for elementary students of languages other than Spanish and older students in grades 6-12 in which bilingual education is not available.

PROGRAM GUIDELINES

English as a second language programs shall be intensive programs of instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards (ELPS) required by the state. These programs shall use instructional approaches designed to meet the specific language needs of English learners.

These programs shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds. The program shall address the affective, linguistic, and cognitive needs of EL students. In subjects such as art, music, and physical education, EL students shall participate fully with English-speaking students in regular classes provided in the subjects. Students enrolled in the bilingual or ESL program shall also have a meaningful opportunity to participate fully with other students in all extracurricular activities.

The English as a second language program shall be implemented with consideration for each English language learner's unique readiness level through either a content-based program model or a pull-out program model.

(1) An English as a second language/content-based program model is an English program that serves only students identified as English language learners by providing a full-time teacher certified under the Texas Education Code (TEC), §29.061(c), to provide supplementary instruction for all content area instruction. The program integrates English as a second language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. At the high school level, the English language learner receives sheltered instruction in all content areas. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

(2) An English as a second language/pull-out program model is an English program that serves only students identified as English language learners by providing a part-time teacher certified under the TEC, §29.061(c), to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out or inclusionary delivery model. Exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. At the high school level, the English language learner receives sheltered instruction in all content areas. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

Language Proficiency Assessment Committee

The district shall by local board policy establish and operate a Language Proficiency Assessment Committee on each campus. Each Campus shall have on file, policy and procedures, the selection, appointment, and training of members of the LPAC.

Members

LPAC committees shall include an appropriately certified English as a second language (ESL) educator (for students served through an ESL program), a parent of an English learner participating in a ESL program (who is not an employee of the district), and a campus administrator in accordance with Texas Education Code (TEC), §29.063. The parent of each ESL student in GISD shall be extended an invitation to attend all meetings regarding English as a second language program placement, review, and exit for their child.

Training of LPAC Members

The district LPAC coordinator will provide orientation and training for all LPAC members. This orientation will include discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members will be acting for the district and shall observe requirements regarding confidentiality of student records.

Responsibilities

The LPAC is responsible for the review of all information and decisions about placement, testing, and exits concerning English Learners in accordance with Chapter 89, including observing all laws and rules governing confidentiality of information concerning individual students.

Upon their initial enrollment and at the end of each school year, the LPAC shall review all pertinent information on all English learners identified in accordance with §89.1226 and shall:

- (1) designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to TAC §89.1226(b)-(f);
- (2) designate the level of academic achievement of each English learner;
- (3) designate, subject to parental approval, the initial instructional placement of each English learner in the required program;
- (4) facilitate the participation of English learners in other special programs for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and
- (5) reclassify students, at the end of the school year only, as English proficient in accordance with the criteria described in TAC §89.1226.

Before the administration of the state criterion-referenced test each year, the LPAC shall determine the appropriate assessment option for each English learner as outlined in Chapter 101, Subchapter AA, (relating to Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments).

Student Identification

Home Language Survey

In accordance with Texas Administrative Code §89.1215 Groesbeck ISD will conduct only one home language survey to each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through Grade 12 to establish the student's language classification for determining whether the district is required to provide an English as a second language program. The survey must be signed by the parent or guardian and will be administered in both English and Spanish (or other languages whenever possible). The survey will answer the following questions:

1. What language is spoken in your home most of the time?
2. What language does your child speak most of the time?
3. If the child had a previous home setting, which languages were used?

The home language survey is used to determine the student's language classification and to determine if language assessment is needed. Only ONE Home Language Survey (Original) is kept on file. If a student is enrolling in Groesbeck ISD for the first time but has been previously enrolled in another Texas school district, a request will be made of the prior school requesting the ORIGINAL Home Language Survey via the Texas Record Exchange (TReX) system. The home language survey shall be administered in English, Spanish, and Vietnamese; for students of other language groups, the home language survey shall be translated into the primary language whenever possible. GISD shall require that the survey be signed by the student's parent or guardian for each student in prekindergarten through Grade 8 or by the student in Grades 9-12 as permitted under the Texas Education Code, §29.056(a)(1). The original copy of the survey shall be kept in the student's permanent record. If an earlier HLS is received from a student's prior district, and only if that district is a public school in Texas, this will replace the one conducted by the district as the original in the permanent folder.

If the response on the home language survey indicates that a language other than English is used, the student shall be tested in accordance with Texas Administrative Code §89.1226. For students previously enrolled in a Texas public school, GISD shall secure the student records, including the home language survey. All attempts to contact the sending district to request records shall be documented. Multiple attempts to obtain the student's home language survey shall be made. If attempts to obtain the student's home language survey from the sending district are unsuccessful, the identification process shall begin while attempts to contact the sending district for records continue throughout the four-week testing and identification period.

Assessment and Classification

For each student who has a home language survey response of any language other than English (to either of the two questions) the district shall administer an assessment to determine if the student meets the criteria as an English Learner. A student may be eligible for services as determined through the administration of an English language proficiency test that is approved by the Texas Education Agency.

This testing will be completed **within 4 weeks of initial enrollment** in the district and will be administered by staff who are proficient in the language of the test and who are trained in language proficiency training. Criteria for classification as an EL is established by TEA.

The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English oral language proficiency or norm-referenced assessments cannot be administered. The decision for entry into an ESL education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee.

When a student from out of state enrolls in Groesbeck ISD with a home language survey answer of any language other than English, the student will be scheduled for testing. For all students enrolling in Pre-K-12th, the campus will administer the assessment.

Each district employee who will administer the assessments will be trained in the administration and scoring of the test. Additionally, those who administer the Spanish Language Proficiency Test will be proficient in Spanish.

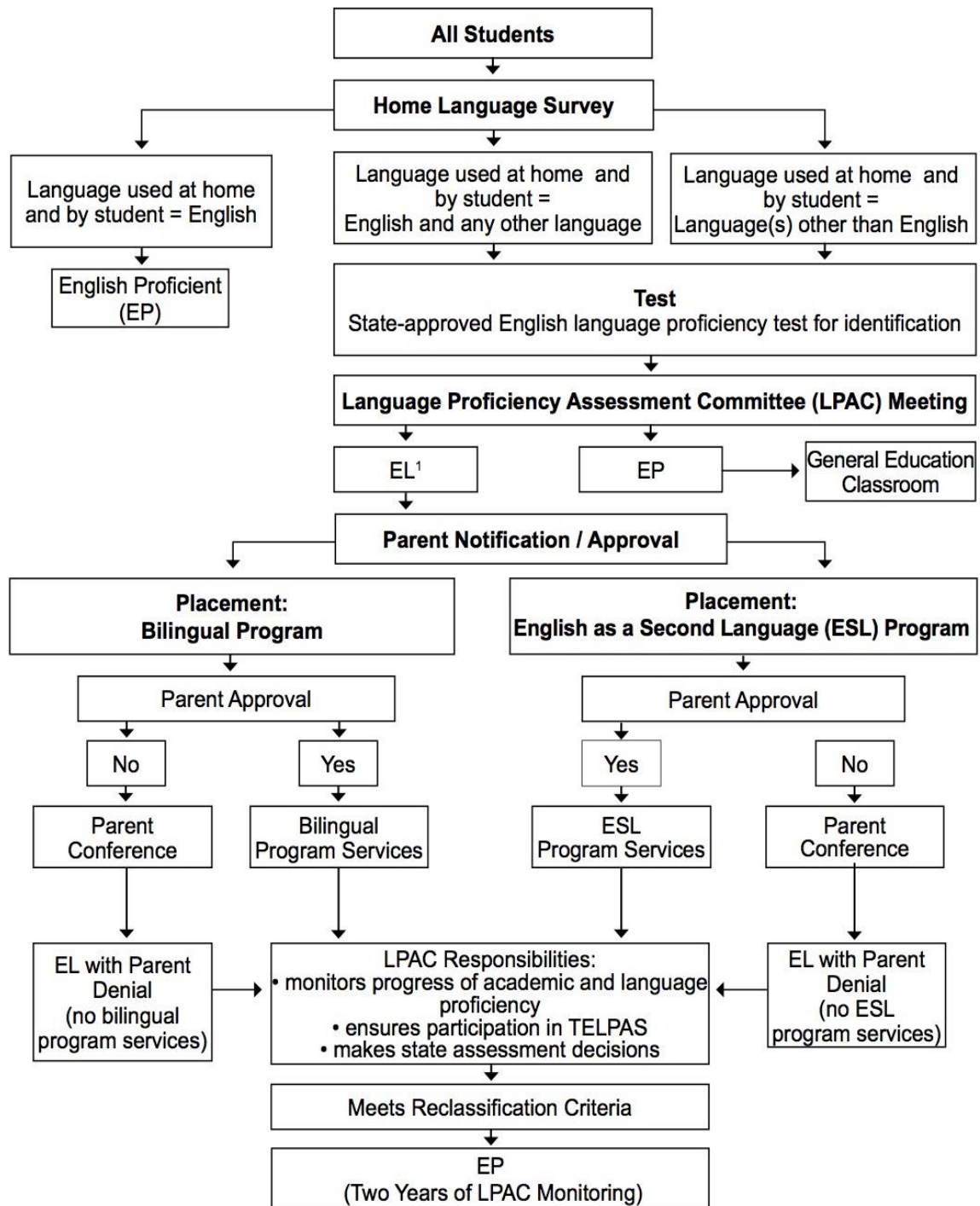
Initial LPAC Meeting

After the screening process is completed, the Language Proficiency Assessment Committee (LPAC) will conduct the initial LPAC meeting to determine eligibility and make program recommendations according to Chapter 89 of the Texas Administrative Code. If there is no language need, then the student will be placed in a regular ALL English program and will not be considered EL. The LPAC will make the determination that the student Does Not Qualify (DNQ) for language services. If there is a language need, the LPAC will determine that the student is an English Learner and will recommend the student to be served in either an ESL program based on test scores, family interviews, and other factors. Placement requires parent contact and permission. If a language other than Spanish is spoken (Vietnamese, Malayalam, Gujarati, Arabic, Hindi, etc.) those students will also be served through the ESL program.

Placement of Students

The LPAC shall give written notice to the student's parent or guardian, advising that the student has been classified as an English learner and requesting approval to place the student in the required bilingual education or ESL program not later than the 10th calendar day after the date of the student's classification in accordance with TEC, §29.056. The notice shall include information about the benefits of the ESL program for which the student has been recommended and that it is an integral part of the school program. Pending parent approval of an English learner's entry into the ESL program recommended by the LPAC, the school district shall place the student in the recommended program. Only English learners with parent approval who are receiving services will be included in the bilingual education allotment. If parental denial is received, the student is placed in a regular English classroom; however, the student is still classified EL and shall receive instructional support for English learners.

English Learner (EL) Identification/Reclassification Flowchart



¹Criteria for EL identification:

Pre-K – 1st: State-approved English language proficiency test (listening and speaking) below English proficient level = EL

2nd – 12th: State-approved English language proficiency test (listening, speaking, reading, and writing) below English proficient level = EL

The terms Limited English Proficient (LEP) and English learner (EL) are used interchangeably. The term LEP is still used for data collection in the Public Education Information Management Systems (PEIMS).

Parent Authority/ Notification

The parent or legal guardian shall be notified in English and the parent or legal guardian's primary language that their child has been classified as an English learner and recommended for placement in the required bilingual education or English as a second language (ESL) program. They shall be provided information describing the bilingual education or ESL program recommended, its benefits to the student, and it's being an integral part of the school program to ensure that the parent or legal guardian understands the purposes and content of the program. The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent or legal guardian in order to have the student included in the bilingual education allotment. The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets exit reclassification criteria or the student graduates from high school, or a change occurs in program placement.

The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a).

A school district may identify, exit, or place a student in a program without written approval of the student's parent or guardian if:

- (1) the student is 18 years of age or has had the disabilities of minority removed;
- (2) the parent or legal guardian provides approval through a phone conversation or e-mail that is documented in writing and retained; or
- (3) an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.

APPEALS

The parent or legal guardian of a student enrolled in a school district that is required to offer bilingual education or ESL programs may appeal to the commissioner of education if the school district fails to comply with the law or the rules. Appeals shall be filed in accordance with Chapter 157 (relating to Hearings and Appeals).

Annual Review for Exit/Reclassification

The LPAC meets at the end of the school year to review progress and determine reclassification or exit. A student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. In order for a student to be exited from the program, they must meet the criteria established in TAC Chapter 89.

- A student **may not** be exited from the bilingual or the ESL program in prekindergarten or kindergarten TAC 89.1225. Exit criteria for EL students may not be considered until the end of first grade.
- Caution should be exercised when considering the exit of students in Grades 1-2. It may be premature in these grades to consider program exit due to developmental factors related to emergent language and literacy TAC 89.1225.
- A student may not be exited from the ESL program if the language proficiency assessment committee has recommended designated supports or accommodations on the state reading or writing assessment instrument.
- Students meeting exit requirements may continue in the ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.
- For English learners who are also eligible for special education services, the standardized process for English learner program exit is followed; however, annual meetings to review student progress and make recommendations for program exit must be made in all instances by the LPAC in conjunction with the ARD committee. Additionally, the LPAC in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions.
- For an English learner with significant cognitive disabilities, the LPAC in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition. In these cases, the LPAC in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit.

The parent or legal guardian will be notified of exit or reclassification and must give written approval. After a student is exited from the ESL program, they are monitored for a period of 2 years by the LPAC, but will be monitored by the state for a total of 5 years.

MONITORING OF STUDENTS EXITED

The language proficiency assessment committee shall monitor the academic progress of each student who has met criteria for exit in accordance with TEC, §29.056(g), for the first two years after reclassification. In accordance with TEC, §29.0561, the language proficiency assessment committee shall review the student's performance.

REEVALUATION/REENROLLMENT

If the student earns a failing grade in a subject in the foundation curriculum under TEC, §28.002(a)(1), during any grading period in the first two school years after the student is reclassified, the language proficiency assessment committee shall determine, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be re enrolled in an ESL language program.

STATE ASSESSMENTS

All ELs are required to participate in the statewide assessment program. LPACs must make and document participation and accommodation decisions in accordance with STAAR requirements based on an individual student basis.

STAAR (3-8 and EOC)	<ul style="list-style-type: none">• General statewide assessment• Accommodations, or designated supports available for students who meet eligibility• Taken by ELs not administered an assessment below
STAAR Spanish	Available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress <ul style="list-style-type: none">• Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services
STAAR Alternate 2	Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate achievement standards

English I EOC Special Provision TAC §101.1007

Section 101.1007 of the TAC includes an English I EOC provision for ELs served in bilingual/ESL programs who meet specified eligibility criteria. An EL who meets the eligibility criteria below shall not be required to retake the assessment each time it is administered if the student passes the course but fails to meet the passing standard on the assessment.

Eligibility Criteria

This provision applies to an EL enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course if the EL —

- has been enrolled in U.S. schools for 3 school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for 5 school years or less, and has not attained a TELPAS advanced high reading rating in grade 2 or above.

An EL whose parent or guardian has declined bilingual/ESL program services is not eligible for this provision.

This provision acknowledges the unique circumstances of specific ELs whose ability to engage with high school English language arts course material, due to limited time in the U.S. and limited time to learn English, depends on instructional scaffolding, including linguistic accommodations and adaptations, that cannot be provided during the standardized English I EOC assessment. LPACs must maintain documentation of eligibility for the special provision (***See Eligibility for STAAR English I Assessment Special Provision Form***). Eligibility must be determined in conjunction with the student's enrollment in English I. Students who are eligible for the special provision do have the option of retaking the assessment.

DISTRICT ESL PROGRAM FORMS AND RECORDS

All district LPAC forms and records are maintained and accessible to authorized personnel. Paper copies are kept in each student's cumulative folder.

DOCUMENTATION

The student's permanent record shall contain documentation of all actions impacting the English learner and shall be forwarded in the same manner as other student records to another school district in which the student enrolls.

- (A) the identification of the student as an English learner;
- (B) the designation of the student's level of language proficiency;
- (C) the recommendation of program placement;
- (D) parental approval of entry or placement into the program;
- (E) the dates of entry into, and placement within, the program;
- (F) assessment information
- (G) additional instructional interventions provided to address the specific language needs of the student;
- (H) the date of exit from the program and parental approval;
- (I) the results of monitoring for academic success, including students formerly classified as English learners (J) the home language survey.

At GISD, all LPAC documentation shall be maintained in a Yellow EL Folder placed inside the student's cumulative folder.

STAFFING AND STAFF DEVELOPMENT

Groesbeck ISD shall take all reasonable affirmative steps to assign appropriately certified teachers to the required English as a second language programs.

General education classroom teachers who teach language arts in grades Pre-K through grade twelve are encouraged to obtain an ESL Supplemental Certification.

Groesbeck ISD endorses the position that quality staff development cannot be overemphasized. Groesbeck ISD will ensure that all ESL teachers receive ongoing, in-depth staff development in language instruction designed to meet the affective, cognitive, and linguistic needs of all EL students.

Districts ESL Program Coordinator

The District's Coordinator of School Improvement will oversee ESL instruction and services at all District campuses. They will be responsible for seeing that all legal mandates as well as federal, state, and district policies and procedures are followed. They will oversee assessment and identification of ESL students, administer TELPAS assessments, and will coordinate and hold necessary LPAC meetings. They will maintain the ESL folders for individual students as well as the District LPAC binder holding documentation of LPAC meetings. They will provide input to campus principals and District administrators regarding staff development needs related to the provision of ESL instructional services.

ESL Classroom Teacher

High School

English language learners at the high school will be assigned to an English Language Arts teacher who has ESL certification. The ESL teachers will be required to document modifications and strategies used with English language learners. The progress of these students in their other classes will also be monitored by the District ESL Coordinator. Additionally, the District ESL Coordinator will collaborate with teachers of English language learners in all subject areas and suggest appropriate strategies and accommodations for instruction in the general education classrooms. All teachers will be required to document their instruction of the ELPS (English Language Proficiency Standards) with LEP students.

Junior High School

English language learners at the junior high school will be assigned to an English Language Arts teacher (and a Reading or Writing teacher, depending on grade assignment) who has ESL certification. The progress of these students in all of their classes will be monitored by the District ESL Coordinator. Additionally, the District ESL Coordinator will collaborate with teachers of English language learners in all subject areas and suggest appropriate strategies and accommodations for instruction in the general education classrooms. The ESL teachers will be required to document modifications and strategies used with English language learners. All teachers will be required to document their instruction of the ELPS (English Language Proficiency Standards) with English language learners.

Elementary School

English language learners at the elementary school will be assigned to teachers who have ESL certification. Students will participate in the ESL Content-based Program which is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.

PARENT AND COMMUNITY INVOLVEMENT

Groesbeck ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities, newsletters, cultural events, and parent involvement meetings.

Groesbeck shall make every effort to ensure that bilingual personnel are available on each school campus to provide translations for meetings and documents to be sent home.

It is the policy of Groesbeck ISD to involve the parents in all decisions regarding their child. Parents of students in the ESL programs are invited to be a part of the LPAC for the identification, review and exit of their children. Parents and community members are invited to be a part of the district and campus site based decision committees.

PROGRAM EVALUATION

All school districts required to conduct a bilingual education or ESL program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

- Evaluation data shall be compiled and documented by each campus at the end of each school year. The Bilingual/ ESL teacher shall compile data on the *LPAC Information Tracking Sheet* and a campus administrator shall compile campus data on the *ESL Annual Evaluation Report*. Copies of these reports shall be sent to the district administrator of the program.
- Each campus shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners.
- Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the TEC, §11.253, for the purpose of improving student performance for English learners.

ACCOUNTABILITY

PBMAS: Performance-Based Monitoring Analysis System: An automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education).

TELPAS: Texas English Language Proficiency Assessment System (K-12)

STAAR: Texas Assessment of Knowledge and Skills (measures core subjects by grade level)

Additional Information

Language Proficiency Assessment Committee (LPAC) Framework Manual © Texas Education Agency.

<http://programs.esc20.net/default.aspx?name=lpac.framework>

Texas Administrative Code §89 Subchapter BB

Texas Education Code §29.052

Every Student Succeeds Act (ESSA)

For further information on this or any program offered at Groesbeck ISD, please contact the following personnel:

Holly Black, District ESL Coordinator (254) 729-4619

Index

This handbook contains state policies copied directly from the Texas Administrative Code §89 Subchapter BB and Texas Education Codes §29.052 for English as a Second Language and Special Language Programs. Included with these policies are local guidelines for serving English Learners at GISD.

GISD ESL Handbook

Position Statement and Definitions -----	2
Program Guidelines -----	3
Language Proficiency Assessment Committee (LPAC) -----	4
LPAC Members; Training;Responsibilites -----	4
Student Identification -----	5
Home Language Survey; Assessment -----	5
Placement of Students -----	6
English Learner Flowchart -----	7
Parent Authority/Notification -----	8
Appeals -----	8
Annual Review of Exit Criteria -----	9
Monitoring of Exited Students -----	9
Reevaluation/Reenrollment -----	10
State Assessments -----	10
English 1 EOC Special Provision -----	10
Documentation -----	11
Staffing and Staff Development -----	11
ESL Classroom Teacher -----	12
Parent and Community Involvement -----	13
Accountability -----	13
Program Evaluation -----	13
Additional Information Contacts -----	14

**XII. DISCUSSION AND POSSIBLE ACTION ON NOMINATION
FOR ROBERTSON COUNTY APPRAISAL DISTRICT BOARD
OF DIRECTORS**

Robertson Central Appraisal District
108 Morgan St., P O Box 998
Franklin TX 77856
Phone: 979-828-5800
Fax: 979-828-5137



Nancy Commander
Chief Appraiser

September 15, 2023

Re: 2024-2025 Board of Directors Election

The terms of the current Board of Directors for Robertson Central Appraisal District will expire effective December 31, 2023 and the election process will begin in September for the 2024-2025 term.

Enclosed please find the timetable for each phase of the election process and a listing of the number of votes for each jurisdiction based on the 2023 levy.

Each voting unit may nominate one candidate for each position. There are five director positions, therefore each jurisdiction can nominate up to five candidates.

The presiding officer of the voting unit submits the names of the nominees by written resolution to the chief appraiser no later than October 15, 2023. The nominees must be by resolution. A sample resolution is enclosed or you may use a substitute resolution of your choice.

Please submit your nominations to Nancy Commander, Chief Appraiser, Robertson Central Appraisal District, PO Box 998, Franklin, Texas 77856.

If you should have any questions, please feel free to give me a call at (979) 828-5800.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Commander".

Nancy Commander, RPA
Chief Appraiser

Robertson Central Appraisal District

NC:ds
Enc. 3

**ROBERTSON CENTRAL APPRAISAL DISTRICT
BOARD OF DIRECTORS**

ELECTION PROCESS * 2024-2025 TERM

- Before October 1, 2023** Chief Appraiser must calculate and notify each voting unit of number of votes they may cast.
- Before October 15, 2023** Presiding officer of voting unit submits names of nominees by written resolution to Chief Appraiser.
- Before October 30, 2023** Chief Appraiser must prepare and deliver ballot listing the candidates alphabetically to the presiding officer of each voting unit.
- Before December 15, 2023** Each voting unit must vote in open meeting, report vote by written resolution and submit it to the Chief Appraiser.
- Before December 31, 2023** Chief Appraiser must count votes and declare the five candidates receiving largest vote total.
Chief Appraiser notifies all voting units and all candidates of the outcome.

**ROBERTSON CENTRAL APPRAISAL DISTRICT
BOARD OF DIRECTORS
2024-2025**

	2022 LEVY	2023	NUMBER OF VOTES
Bryan ISD	\$353,278	0.62%	31
Bremond ISD	\$3,171,280	5.53%	277
Calvert ISD	\$2,340,015	4.08%	204
Franklin ISD	\$22,417,454	39.10%	1955
Leon ISD	\$724,375	1.26%	63
Hearne ISD	\$6,778,918	11.82%	591
Mumford ISD	\$1,263,747	2.20%	110
Groesbeck ISD	\$280,196	0.49%	24
City of Bremond	\$199,424	0.35%	17
City of Calvert	\$204,902	0.36%	18
City of Franklin	\$318,791	0.56%	28
City of Hearne	\$2,459,296	4.29%	214
Robertson County	\$16,820,694	29.34%	1467
	<u>\$57,332,370</u>	100%	5000

Note: The above listed tax levy shown for each taxing authority within Robertson Central Appraisal District is the actual tax levy for the 2022 tax year as verified by each tax collector. These tax levy figures were used in the calculation of the pro-rata share to be paid on the 2023 appraisal district budget.

RESOLUTION

BY ORDER OF RESOLUTION, _____ ISD, with quorum present, hereby nominate the following as candidates for the Board of Directors of Robertson Central Appraisal District 2024-2025 term:

PASSED AND ADOPTED THIS _____ day of _____, 2023.

Superintendent

XIII. CONSIDER AND APPROVE CONSENT AGENDA ITEMS

A. Minutes of Previous Board Meeting

Regular Board Meeting
MINUTES
09/18/2023
6:00 p.m.

Present: Aslone Foy, Jim Longbotham, Tom Sutton, Stephen Bradley. Absent: Jason Milstead, Angela Crane, Bridgett Jackson-Tatum.

Others: Anthony Figueroa, Teresa Battrick, Deana Rand, Cindy Ensminger, Evan Ditmore, Roberto Gomez, Melissa Smith, Kelley Young, Bonnie Bomar, Jill Flatt, Mychal Masters, Alex Montoya, Kristen Curry, Holly Black, Rose Armstrong, Molly Hogan, Erica Beldin, Marti Molina, Joseph Fearon, Joy Kazlauskas.

Aslone Foy called the meeting to order at 6:02 p.m.

Jim Longbotham gave the Invocation.

The Pledges to the Flags were recited.

Tom Sutton read the District Mission Statement.

There were no public comments.

Staff Recognition: Teacher of the Month was recognized by each campus for September. Jill Flatt, Groesbeck High School; Roberto Gomez, Groesbeck Middle School; Molly Hogan, Enge-Washington Intermediate School; and Erica Beldin, H. O. Whitehurst.

Student Recognition: The following high school students were recognized: Kaleigh Wolf, Legend McLean, Avery Hardin, Brittyn Bradley, Nayeli Merino, Kaidance Hutchinson and Kaylee Flippin and Adela Solis presented information on the HOSA program.

Consent Agenda: Motion by Tom Sutton, second by Jim Longbotham, to approve the consent agenda. Motion carried unanimously.

- A. Minutes of Previous Board Meeting
- B. Budget Report and Amendments
- C. Leasor Crass, P.C. Proactive Legal Services and Retainer Program
- D. Renewal of Membership in Walsh Gallegos' Retainer Program
- E. Resolution of the Board to Establish NonBusiness Days for Public Information Act (HB 3033)
- F. Sonicwall Quote
- G. Falls County Election Agreement
- H. Limestone County Election Agreement
- I. Cooperative Agreement of Clinical Affiliation between Groesbeck LTC Nursing-Rehab and Groesbeck Independent School District
- J. Cooperative Agreement of Clinical Affiliation between Groesbeck Limestone Medical Center and Groesbeck Independent School District

K. Textbook Committee
L. Donation(s)

Discussed the required efficiency audit to be able to conduct the Voter-Approved Tax Rollback Election (VATRE).

Entered Executive Session: 6:19 p.m.

Reconvened: 6:52

Consideration and possible action on Level III FNG(LOCAL) grievance. Motion by Stephen Bradley, second by Tom Sutton, to leave as is. Motion carried unanimously.

Cindy Ensminger presented 2022-2023 Accountability Results.

Board Workshop: District Improvement Plan and Campus Improvement Plans were presented and discussed. Discussion included goals, performance objectives, strategies, curriculum, intervention, behavior system, attendance system, and fund balance.

Break: 8:00 p.m.

Reconvened: 8:07 p.m.

Continued with campus plans. Discussed nine weeks and effects on grades and attendance versus six weeks. Nine weeks versus six weeks to be brought back to the board with the 2024-2025 calendar. Motion by Stephen Bradley, second by Jim Longbotham, to approve the District Improvement Plan and Campus Improvement Plans as presented. Motion carried unanimously.

Entered Executive Session: 8:51 p.m.

Reconvened: 9:05 p.m.

Superintendent Comments: Red Goat Café Grand Opening, upcoming VATRE Meetings, Student enrollment, TASA/TASB Conference attendance, and selected as one of three representatives from Texas to attend the TASA Fall Professional Learning Tour Conference.

Board President Comments and Reports: Need of a date for Team of Eight Training, VATRE town hall meetings, and current scheduled VATRE meetings.

Motion by Stephen Bradley, second by Tom Sutton, to adjourn. Motion carried unanimously.

Adjourned: 9:11 p.m.

Aslone Foy, Board President

Bridgett Jackson-Tatum, Secretary

October 16, 2023
Date Approved

B. Budget Report and Amendments

Board Report
Recap Comparison of Revenue to Budget
Goesbeck ISD
As of September

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
240 / 4 FOOD SERVICE	932,000.00	-12,428.60	-12,428.60	919,571.40	1.33%
255 / 4 TITLE II, PART A	61,847.00	.00	.00	61,847.00	.00%
429 / 4 STATE FUNDED	475,294.73	-74.58	-74.58	475,220.15	.02%
Total 5000 Revenues	1,469,141.73	-12,503.18	-12,503.18	1,456,638.55	.85%
Total 7000 Revenues	.00	.00	.00	.00	.00%
Total Revenues	1,469,141.73	-12,503.18	-12,503.18	1,456,638.55	.85%

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

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
240 / 4 FOOD SERVICE	-932,000.00	310,845.16	78,120.47	78,120.47	-543,034.37	8.38%
255 / 4 TITLE II, PART A	-61,847.00	487.00	3,872.00	3,872.00	-57,488.00	6.26%
429 / 4 STATE FUNDED	-465,258.73	1,510.62	14,472.20	14,472.20	-449,275.91	3.11%
Total 6000 Expenditures	-1,459,105.73	312,842.78	96,464.67	96,464.67	-1,049,798.28	6.61%
Total 8000 Expenditures	.00	.00	.00	.00	.00	.00%
Total Expenditures	-1,459,105.73	312,842.78	96,464.67	96,464.67	-1,049,798.28	6.61%

End of Report

Comparison of Revenue to Budget

Goesbeck ISD

As of September

Fund 240 / 4 FOOD SERVICE

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 -					
5700 -					
5750 - REVENUES FROM ENTERPRISE FUNDS	85,464.00	-10,207.68	-10,207.68	75,256.32	11.94%
Total	85,464.00	-10,207.68	-10,207.68	75,256.32	11.94%
5800 - STATE REVENUES					
5820 - STATE PROGRAM REV	2,000.00	.00	.00	2,000.00	.00%
5830 - STATE REVE FROM STATE AGENCY	29,536.00	-2,220.92	-2,220.92	27,315.08	7.52%
Total STATE REVENUES	31,536.00	-2,220.92	-2,220.92	29,315.08	7.04%
5900 - FEDERAL REVENUES					
5920 - FEDERAL REVENUE DISTR BY TEA	785,000.00	.00	.00	785,000.00	.00%
5930 - FEDERAL REV DISTR BY GOV AGENC	30,000.00	.00	.00	30,000.00	.00%
Total FEDERAL REVENUES	815,000.00	.00	.00	815,000.00	.00%
Total Revenue Local-State-Federal	932,000.00	-12,428.60	-12,428.60	919,571.40	1.33%

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

Fund 240 / 4 FOOD SERVICE

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 -						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-407,710.00	.00	35,641.10	35,641.10	-372,068.90	8.74%
6200 - PROFESSIONAL & CONTRACTED SVCS	-14,299.00	.00	5,899.00	5,899.00	-8,400.00	41.25%
6300 - SUPPLIES & MATERIALS	-498,491.00	310,845.16	36,580.37	36,580.37	-151,065.47	7.34%
6400 -	-1,500.00	.00	.00	.00	-1,500.00	-.00%
6600 -	-10,000.00	.00	.00	.00	-10,000.00	-.00%
Total Function 35 FOOD SERVICES	-932,000.00	310,845.16	78,120.47	78,120.47	-543,034.37	8.38%
Total Expenditures	-932,000.00	310,845.16	78,120.47	78,120.47	-543,034.37	8.38%

Board Report
Comparison of Revenue to Budget
Grosbeck ISD
As of September

Fund 255 / 4 TITLE II, PART A

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 -					
5900 - FEDERAL REVENUES					
5920 - FEDERAL REVENUE DISTR BY TEA	61,847.00	.00	.00	61,847.00	.00%
Total FEDERAL REVENUES	61,847.00	.00	.00	61,847.00	.00%
Total Revenue Local-State-Federal	61,847.00	.00	.00	61,847.00	.00%

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

Fund 255 / 4 TITLE II, PART A

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 -						
13 - STAFF DEVELOPMENT						
6200 - PROFESSIONAL & CONTRACTED SVCS	-24,847.00	195.00	615.00	615.00	-24,037.00	2.48%
6400 -	-37,000.00	292.00	3,257.00	3,257.00	-33,451.00	8.80%
Total Function13 STAFF DEVELOPMENT	-61,847.00	487.00	3,872.00	3,872.00	-57,488.00	6.26%
Total Expenditures	-61,847.00	487.00	3,872.00	3,872.00	-57,488.00	6.26%

Board Report
Comparison of Revenue to Budget
Grosbeck ISD
As of September

Fund 429 / 4 STATE FUNDED

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 -					
5800 - STATE REVENUES					
5820 - STATE PROGRAM REV	465,258.73	.00	.00	465,258.73	.00%
5830 - STATE REVE FROM STATE AGENCY	10,036.00	-74.58	-74.58	9,961.42	.74%
Total STATE REVENUES	475,294.73	-74.58	-74.58	475,220.15	.02%
Total Revenue Local-State-Federal	475,294.73	-74.58	-74.58	475,220.15	.02%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 -						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-185,052.30	.00	746.56	746.56	-184,305.74	.40%
6200 - PROFESSIONAL & CONTRACTED SVCS	-73,758.06	.00	.00	.00	-73,758.06	-.00%
6300 - SUPPLIES & MATERIALS	-130,000.00	.00	12,185.60	12,185.60	-117,814.40	9.37%
Total Function11 INSTRUCTION	-388,810.36	.00	12,932.16	12,932.16	-375,878.20	3.33%
13 - STAFF DEVELOPMENT						
6100 - PAYROLL COSTS	-26,000.00	.00	1,256.70	1,256.70	-24,743.30	4.83%
6400 -	-11,000.00	.00	.00	.00	-11,000.00	-.00%
Total Function13 STAFF DEVELOPMENT	-37,000.00	.00	1,256.70	1,256.70	-35,743.30	3.40%
31 - COUNSELING						
6100 - PAYROLL COSTS	-5,000.00	.00	.00	.00	-5,000.00	-.00%
Total Function31 COUNSELING	-5,000.00	.00	.00	.00	-5,000.00	-.00%
41 - GENERAL ADMIN						
6100 - PAYROLL COSTS	-3,399.00	.00	283.34	283.34	-3,115.66	8.34%
Total Function41 GENERAL ADMIN	-3,399.00	.00	283.34	283.34	-3,115.66	8.34%
51 - FACILITIES MAINTENANCE						
6200 - PROFESSIONAL & CONTRACTED SVCS	-10,300.18	.00	.00	.00	-10,300.18	-.00%
Total Function51 FACILITIES MAINTENANCE	-10,300.18	.00	.00	.00	-10,300.18	-.00%
52 - SECURITY SERVICES						
6200 - PROFESSIONAL & CONTRACTED SVCS	-4,251.16	1,510.62	.00	.00	-2,740.54	-.00%
6300 - SUPPLIES & MATERIALS	-919.00	.00	.00	.00	-919.00	-.00%
6600 -	-5,802.00	.00	.00	.00	-5,802.00	-.00%
Total Function52 SECURITY SERVICES	-10,972.16	1,510.62	.00	.00	-9,461.54	-.00%
53 - DATA PROCESSING						
6300 - SUPPLIES & MATERIALS	-9,777.03	.00	.00	.00	-9,777.03	-.00%
Total Function53 DATA PROCESSING	-9,777.03	.00	.00	.00	-9,777.03	-.00%
Total Expenditures	-465,258.73	1,510.62	14,472.20	14,472.20	-449,275.91	3.11%

GROESBECK INDEPENDENT SCHOOL DISTRICT BUDGET AMENDMENT REQUEST

DATE: SEPTEMBER 29, 2023

FUND	FUNC	CLASS / OBJ	SUB OBJ	O R G	YR	PIC	LC	PROJ	DESCRIPTION	INCREASE DECREASE
199-33-6129-00-042-4-11-000									NURSING SALARIES	-20,500
199-11-6119-00-042-4-11-000									TEACHING SALARIES	+20,500

Comments:
 BUDGET AMENDMENT REQUEST TO MOVE K LADD TEACHING SALARY PORTION FROM 33 TO 11. NO EFFECT ON BUDGET.

Melinda Smith

PRINCIPAL/DIRECTOR'S APPROVAL _____ DATE _____ SUPERINTENDENT'S APPROVAL _____ DATE _____ BOARD APPROVAL _____ DATE _____

C. 2023 Tax Roll

GROESBECK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

APPROVAL OF 2023 TAX ROLL

2023 M&O LEVY	\$ 11,029,755.38
2023 I&S LEVY	\$ 2,980,025.78
2023 LATE RENDITION PENALTY	\$ 1,945.00
2023 LATE RENDITION PENALTY ADMIN FEE	\$ 102.40
2023 TOTAL LEVY	\$ 14,011,828.56

Pursuant to Chapter 26, Section 26.09 (e) Property Tax Code, the following is submitted to the Board of Trustees of Groesbeck Independent School District for approval:

We the undersigned, constituting the Board of Trustees of Groesbeck Independent School District, do hereby certify that we have examined the tax roll made up from the assessments of Terri Lenamon, Chief Appraiser of the Limestone County Appraisal District, and we find that all property, both real and personal, insofar as we have been able to ascertain, has been properly assessed for taxes for the year 2023. We further certify that said tax roll for the year 2023 is to the best of our knowledge and belief correct and therefore approved this

_____ day of _____ 2023.

SIGNED:

Aslone Foy, President

Jim Longbotham Board Vice President

Bridgett Jackson-Tatum, Secretary

Angela Crane

Tom Sutton

Stephen Bradley

Jason Milstead

OK H11
2023 M40, RP, IAS

Recap & Standings Report

Cycles: All Taxing Units: Groesbeck IS... Transaction Date Range: 10/04/2023 to 10/04/2023 Sorted By: By Year, Ascending Options: Separate Rollbacks, Include

Limestone County Tax Office

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance YTD	Collections
Report Summary											
Total Current	14,011,726.16	0.00	14,011,726.16	14,011,726.16	0.00	0.00	0.00	0.00	0.00	14,011,726.16	0.00
Total Delinquent	318,369,690.66	748,527.37	0.00	748,527.37	19.06	6.29	0.00	3.80	0.00	748,508.31	18,458.15
Rollbacks		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grand Total	332,381,416.82	748,527.37	14,011,726.16	14,760,253.53	19.06	6.29	0.00	3.80	0.00	14,760,234.47	18,458.15

Combined Collections (Collections + P&I Collected) – 25.35

duo
M+D+RP

Recap & Standings Report

Cycles: All Taxing Units: Groesbeck IS... Transaction Date Range: 10/04/2023 to 10/04/2023 Sorted By: By Year, Ascending Options: Separate Rollbacks, Include

Limestone County Tax Office

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance YTD	Collections
Report Summary:											
Total Current	11,031,700.38	0.00	11,031,700.38	11,031,700.38	0.00	0.00	0.00	0.00	0.00	11,031,700.38	0.00
Total Delinquent	270,022,199.69	612,583.48	0.00	612,583.48	15.25	5.03	0.00	3.04	0.00	612,568.23	14,757.21
Rollbacks		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grand Total	281,053,900.07	612,583.48	11,031,700.38	11,644,283.86	15.25	5.03	0.00	3.04	0.00	11,644,268.61	14,757.21

Combined Collections (Collections + P&I Collected) -- 20.28

SR 195
8003

Recap & Standings Report

Cycles: All Taxing Units: Groesbeck IS... Transaction Date Range: 10/04/2023 to 10/04/2023 Sorted By: By Year, Ascending Options: Separate Rollbacks, Include

Limestone County Tax Office

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
Report Summary											
Total Current	2,980,025.78	0.00	2,980,025.78	2,980,025.78	0.00	0.00	0.00	0.00	0.00	2,980,025.78	0.00
Total Delinquent	48,347,490.97	135,943.89	0.00	135,943.89	3.81	1.26	0.00	0.76	0.00	135,940.08	3,700.94
Rollbacks		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grand Total	51,327,516.75	135,943.89	2,980,025.78	3,115,969.67	3.81	1.26	0.00	0.76	0.00	3,115,965.86	3,700.94

Combined Collections (Collections + P&I Collected) -- 5.07

SLK
0033 RPA

Recap & Standings Report

Cycles: All Taxing Units: Mexia ISD, Me... Transaction Date Range: 10/04/2023 to 10/04/2023 Sorted By: By Year, Ascending Options: Separate Rollbacks, Include

Limestone County Tax Office

SGR (Groesbeck ISD)

2023 Fiscal Year: 09/01/2023 - 08/31/2024

SAA

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance YTD	Collections
2005 & prior	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2006	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2007	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2008	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2009	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2010	0.00	0.04	0.00	0.04	0.00	0.00	0.00	0.00	0.00	0.04	0.00
2011	0.00	3.79	0.00	3.79	0.00	0.00	0.00	0.00	0.00	3.79	0.00
2012	0.00	3.10	0.00	3.10	0.00	0.00	0.00	0.00	0.00	3.10	0.00
2013	0.00	3.01	0.00	3.01	0.00	0.00	0.00	0.00	0.00	3.01	0.00
2014	0.00	7.84	0.00	7.84	0.00	0.00	0.00	0.00	0.00	7.84	0.00
2015	0.00	7.57	0.00	7.57	0.00	0.00	0.00	0.00	0.00	7.57	0.00
2016	0.00	4.66	0.00	4.66	0.00	0.00	0.00	0.00	0.00	4.66	0.00
2017	0.00	4.10	0.00	4.10	0.00	0.00	0.00	0.00	0.00	4.10	0.00
2018	0.00	14.69	0.00	14.69	0.00	0.00	0.00	0.00	0.00	14.69	0.00
2019	0.00	13.85	0.00	13.85	0.00	0.00	0.00	0.00	0.00	13.85	0.00
2020	0.00	4.95	0.00	4.95	0.00	0.00	0.00	0.00	0.00	4.95	0.00
2021	0.00	12.71	0.00	12.71	0.00	0.00	0.00	0.00	0.00	12.71	0.00
2022	0.00	21.29	0.00	21.29	0.00	0.00	0.00	0.00	0.00	21.29	0.00
2023	0.00	0.00	102.40	102.40	0.00	0.00	0.00	0.00	0.00	102.40	0.00
2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Summary											
Total Current	0.00	0.00	102.40	102.40	0.00	0.00	0.00	0.00	0.00	102.40	0.00
Total Delinquent	0.00	101.60	0.00	101.60	0.00	0.00	0.00	0.00	0.00	101.60	0.00
Rollbacks		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fee Type Total	0.00	101.60	102.40	204.00	0.00	0.00	0.00	0.00	0.00	204.00	0.00

Combined Collections (Collections + P&I Collected) -- 0.00

XIV. EXECUTIVE SESSION

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

XV. RECONVENE IN OPEN MEETING

XVI. CONSIDER AND APPROVE ANY ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

A. Recommendation for Employment

I. Other Personnel Positions as Needed

XVII. SUPERINTENDENT COMMENTS

XVIII. BOARD PRESIDENT COMMENTS AND REPORTS

XIX. ADJOURNMENT

If, during the course of the meeting, the Board may lawfully conduct a closed meeting as to all or part of any item on the agenda, then, in accordance with applicable law, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). The Board shall not conduct a closed meeting unless a quorum of the Board first convenes in an open meeting for which proper notice has been given. Before any closed meeting is conducted, the presiding officer will publicly identify the section or sections of the Open Meetings Act or other applicable law authorizing the closed meeting. All final votes, actions, or decisions regarding any matter deliberated in a closed meeting shall only be taken in open meeting for which proper notice has been given. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

For the Board of Trustees