

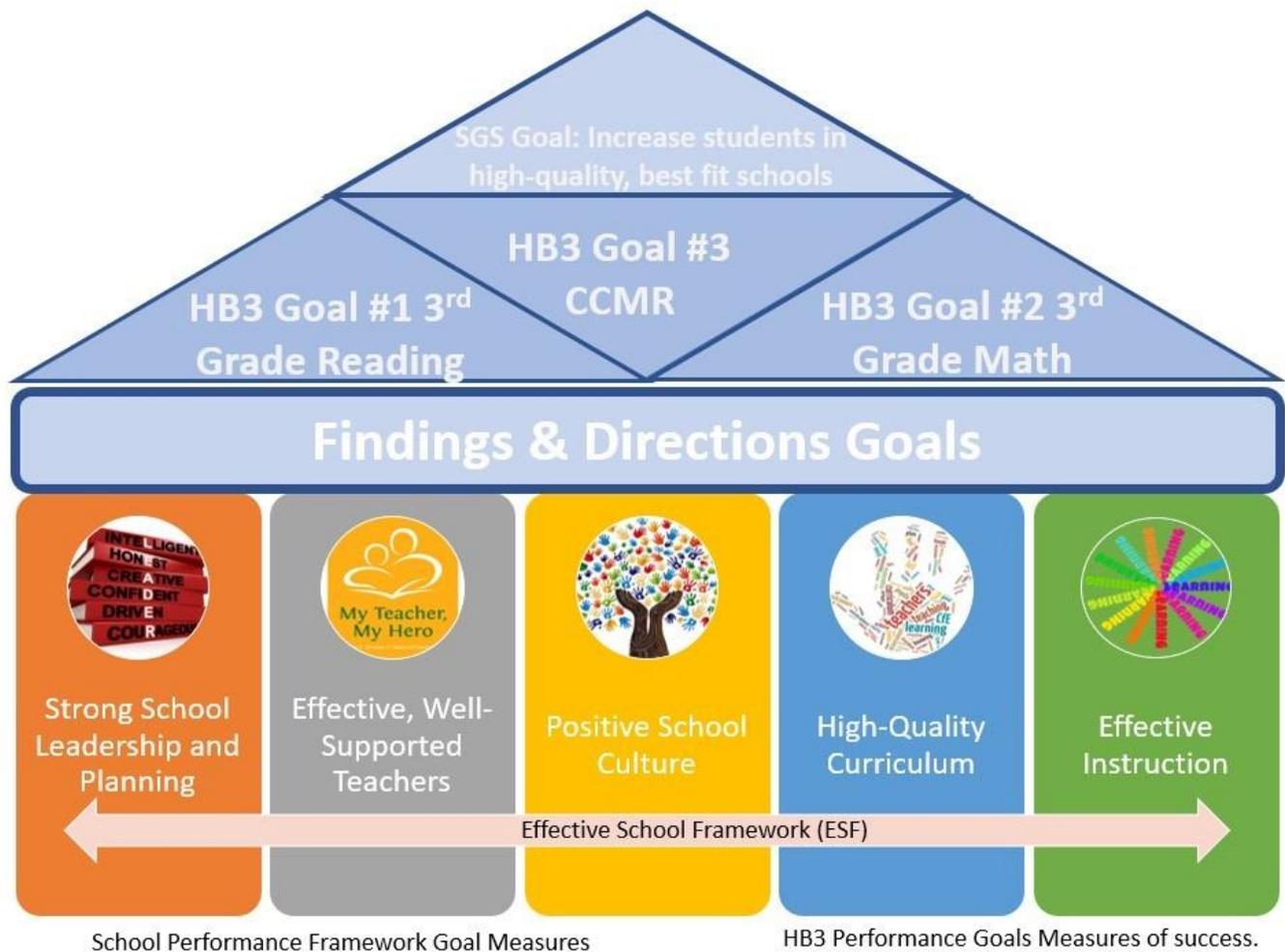


Victoria Independent School District

Administration Report
September 2020

Purpose Statement

- Keep the board and stakeholders apprised and connected to the work of administration
 - Radical Transparency
 - From the Boardroom to the Classroom
 - Keep us open and learning together
 - Continuous Improvement
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INSPIRE TEACHING AND EMPOWER LEARNING

Inspire Teaching and Empower Learning: A Culture of voice, choice, and advocacy will inspire teaching and empower learning.

The Athletic Department has started our strength and conditioning camps as well as our sports specific camps. Our Coaches and Athletes have done a tremendous job of not only teaching and learning virtually during the day, but also get together after school and are honing their skills on the field and on the court. Our players and coaches have implemented all recommended safety precautions across the district. Prescreening, masks and social distancing are being practiced in every aspect of every session.

VISD Submitted the Safe Start Strong Start Asynchronous Plan to the Texas Education Agency on August 26, 2020 and received [notification](#) from Commissioner Morath on September 3, 2020 that the VISD [Asynchronous Instruction Plan](#) was approved. This was a huge celebration to all our district leaders for the comprehensive work that was put into planning instruction for the school year in this new and uncharted territory.

VISD and School Administration have been working beyond plans for a Safe Start Strong Start. In addition to this planning to support the opportunities presented by COVID-19, administrators have also been conducting detailed [needs assessment](#), problem statements, root cause analysis, [goals and performance objectives](#) that will drive the work carried out for the 2020-2021 school year. This work can be found within the [Plan4Learning Website](#) and all planning documents are found within this site.

VISD has incorporated the Effective Schools Framework (ESF) into the planning and intervention process through the District and Campus Improvement Planning. The Effective Schools Framework is the same process and framework that the state uses to provide intervention to campuses and districts facing identified support and improvement. VISD campuses are all using the ESF to build the performance objectives and strategies found in their plans. VISD Administration is presenting the District Goals and Performance Objectives as the baseline for the improvement of all schools for the 2020-2021 school year as a September Consent Agenda item.

Administration will be bringing the campus improvement plan goals forward in the October report and as a consent agenda item. This delay for campus goals will:

- Allow campuses the opportunity to start strong with students in September as they return to face-to-face instruction
- Allow campuses the opportunity to put student health and safety at the forefront as we begin school in the COVID-19 environment
- Align the adopted board goals including Goals 4,5,6 in the campus work
- Create quality plans that reflect the board goals and the needs on each campus.

The VISD Board of Trustees adopted the first three goals through the HB 3 (House Bill) requirements and through the required EISO (Evaluating and Improving Student Outcomes) Training during the month of June.

Goal 1 (HB3): Increase the percent of 3rd grade students that score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 34% to 44% by August 2024.

Goal 2 (HB3): Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 36% to 46% by August 2024.

Goal 3 (HB3): Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 51.9 % to 75% by August 2024.

In addition to the three goals listed above the Board of Trustees named two added areas from the Findings and Direction strategic planning document that they wished to focus on that include students finding their "AND", and the development of a community-based accountability system. VISD Administration along with the System of Great Schools Executive Advisors crafted the following two goals based on the board comments and feedback from the June meeting. The System of Great Schools (SGS) framework also requires that the VISD Board of Trustees adopt a goal related to the SGS framework. VISD will be seeking Board approval of the following added goals that will support the District and Campus Improvement planning process. VISD's District Education Committee met on September 9th to review and make supporting recommendations.

Goal 4: VISD will increase the number of students who achieve their "And" from 75.15% to 85% by August 2024. Their "And" is defined as the number of students who complete high school with a technical certificate, enlistment in the military, or enrollment in a technical school, community college, or university.

Goal 5: By implementing a Community-Based Accountability System, VISD will increase its net promoter score by aligning student achievement and financial well-being to community expectations. VISD will set baseline measures in 2020-2021 school year.

Goal 6: By using the System of Great Schools framework, VISD will increase the number of students in A/B schools from 13% to 40% and decrease the number of students in D/F schools from 33% to 0% by August 2024. VISD will increase the number of schools who score an A/B from 4 schools to 8 and decrease the number of schools who score D/F from 11 schools to 0 by August 2024.

DIGITAL ECOSYSTEM

We believe teaching and learning is enhanced by equitable access to technology-rich environment.

Resilient School Support Program (RSSP) - VISD applied to take part in the Texas Education Agency Resilient Schools Support Program (RSSP) and received notification of approval on Friday, September 4, 2020. This program allows select districts to be matched with a highly qualified district support organization. That organization, in partnership with TEA (Texas Education Agency) and the Region 3 ESC (Educational Service Center) will give support in the following ways:

- Evaluate the effectiveness of remote or hybrid learning models
- Support the district in crafting improvement to the remote learning models
- Support the implementation of co-developed improvements
- Connect VISD with the Texas Education Agency and related resources to support improvements.

The support through the RSSP will allow VISD to continuously improve the remote learning model during the school year. These improvements could include adapting our existing curriculum, adopting new curriculum (such as Texas Home Learning 3.0), supporting teacher development, revising schedules, better serving special populations, improving student and parent engagement strategies and other topics.

This program supported by TEA has an aggressive timeline with the actual work beginning in mid-September, which will allow for quick response during this time of COVID-19. Not only will VISD be matched with a Technical Assistance Provider, but there will also be matches of like districts so supports and initiatives can be communicated supporting students across the state.

Operation Connectivity Local Match Reimbursement Program – In early August, we ordered 800 student laptops and 1200 hot spots in conjunction with the State’s Operation Connectivity program. Initially, the State covered half of the total cost of \$500,800 for this purchase, with VISD covering the other half (\$250,400) with local funds. Recently, the State announced an additional Local Match Reimbursement program that would allow VISD to offset our initial \$250,400 district cost should the City or County be willing to supply a part of their CRF funding to VISD. The Local Match Reimbursement program from the State would match any City or County CRF funds dollar for dollar. We have attended a virtual TEA training and are currently in dialogue with our local officials to discuss the potential for them to support the District in through this program. The potential reimbursement savings to the District would be our total local contribution toward Operation Connectivity of \$250,400.

Device Donation Drive: In partnership with DE Web Works and our Victoria community, the VISD Education Foundation was able to secure 23 usable devices and \$3,600 to aid in technology purchases during a two-week device drive. All computers are now the property of VISD, and the Technology department will coordinate all distribution efforts to help meet the needs of our students and schools.

EFFECTIVE COMMUNICATION

We believe effective two-way communication is the life blood that builds trust and ownership with our community.

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

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

Below is the rating list by campus.

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Campus Number	Campus	School Type	Grades Served	Alternate Education	Number of Students	% Economically Disadvantaged	% LEP Students	Overall Rating	Support Label
		District		No	13,797	65.5%	6.7%	Not Rated: Declared State of Disaster	
235902004	LIBERTY DAEP	Elem/Secondary	06 - 12	No	65	75.4%	1.5%	Not Rated	
235902006	LIBERTY CREDIT RECOVERY	High School	09 - 12	Yes	221	62.4%	2.7%	Not Rated: Declared State of Disaster	
235902008	VICTORIA REGIONAL JUVENILE JUSTICE	High School	08 - 11	Yes	39	79.5%	10.3%	Not Rated	
235902013	VICTORIA EAST H S	High School	09 - 12	No	1,849	58.2%	3.7%	Not Rated: Declared State of Disaster	Targeted Support
235902014	VICTORIA WEST H S	High School	09 - 12	No	1,709	53.9%	3.5%	Not Rated: Declared State of Disaster	Targeted Support
235902041	STROMAN MIDDLE	Middle School	06 - 08	No	792	81.2%	9.8%	Not Rated: Declared State of Disaster	Targeted Support
235902042	PATTI WELDER MIDDLE	Middle School	06 - 08	No	654	80.9%	11.0%	Not Rated: Declared State of Disaster	Targeted Support

235902043	HOWELL MIDDLE	Middle School	06 - 08	No	874	59.3%	3.0%	Not Rated: Declared State of Disaster	Targeted Support
235902044	HAROLD CADE MIDDLE	Middle School	06 - 08	No	879	52.3%	3.0%	Not Rated: Declared State of Disaster	Targeted Support
235902101	ALOE EL	Elementary	PK - 05	No	499	64.5%	5.6%	Not Rated: Declared State of Disaster	
235902102	DUDLEY EL	Elementary	EE - 05	No	435	81.1%	6.9%	Not Rated: Declared State of Disaster	Comprehensive Progress
235902105	HOPKINS EL	Elementary	EE - 05	No	507	92.5%	5.3%	Not Rated: Declared State of Disaster	Targeted Support
235902106	CRAIN EL	Elementary	EE - 05	No	493	83.4%	30.0%	Not Rated: Declared State of Disaster	Targeted Support
235902108	O'CONNOR EL	Elementary	PK - 05	No	417	82.5%	7.4%	Not Rated: Declared State of Disaster	Comprehensive Progress
235902110	ROWLAND EL	Elementary	EE - 05	No	469	82.7%	4.7%	Not Rated: Declared State of Disaster	Targeted Support
235902111	SHIELDS EL	Elementary	EE - 05	No	382	84.0%	5.0%	Not Rated: Declared State of Disaster	Targeted Support
235902112	SMITH EL	Elementary	PK - 05	No	537	76.2%	24.2%	Not Rated: Declared State of Disaster	Targeted Support
235902114	VICKERS EL	Elementary	PK - 05	No	557	39.0%	2.2%	Not Rated: Declared State of Disaster	
235902117	MISSION VALLEY EL	Elementary	PK - 05	No	254	46.9%	1.2%	Not Rated: Declared State of Disaster	
235902118	MARTIN DE LEON EL	Elementary	EE - 05	No	574	48.3%	3.0%	Not Rated: Declared State of Disaster	Additional Targeted Support
235902123	C O CHANDLER EL	Elementary	EE - 05	No	544	68.0%	4.4%	Not Rated: Declared State of Disaster	Targeted Support
235902125	RODOLFO TORRES EL	Elementary	EE - 05	No	486	79.0%	10.5%	Not Rated: Declared State of Disaster	

235902126	ELLA SCHORLEMMER EL	Elementary	EE - 05	No	561	50.8%	6.8%	Not Rated: Declared State of Disaster	Comprehensive Progress
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2020-2021 Campuses Identified for Support and Improvement – While no ratings will be issued in 2020, an overall rating or domain rating of D or F in 2019 and an overall rating or domain rating of D or F in 2021 is consecutive for the determination of multiple-year unacceptable status. For 2020 federal accountability, campuses identified for school improvement under Every Student Succeeds Act (ESSA) in 2019 will continue to be identified under federal requirements and keep interventions. The ESSA identifications include, Comprehensive Support and Improvement, Targeted Support, and Improvement (TSI) and Additional Targeted Support (ATS).

Campuses identified for interventions must engage in the state intervention requirements, including identifying members of the Campus Intervention Team (CIT), conducting a needs assessment, and developing and implementing a Targeted Improvement Plan (TIP) if in the 2019 accountability ratings:

- A campus or district, including those evaluated under alternative education accountability, receives an overall rating of F or receives a second consecutive overall rating of D (unacceptable performance);
- A campus or district, including those evaluated under alternative education accountability, receives an overall rating or a performance rating in any domain of D (needs improvement); or
- A campus receives a CSI, TSI, or ATS identification.

Dudley Elementary, Schorlemmer Elementary, O’Connor Elementary, and Stroman Middle School campuses are all required to take part in added planning and were required to send a Reflective Prioritization Activity (RPA) this month. Additionally, these four campuses will be developing an added Targeted Improvement Plan and send to the TEA by December with Board approval. Please stay posted for these plans as we bring them forward in the upcoming months.

Tuition Rate for Out-of-District Students

The Victoria ISD has welcomed students who do not live within the VISD boundaries without charging them a tuition fee since 2007. The zero-tuition rate attracts students from neighboring districts whose parents want them to attend the VISD schools to access the vast educational opportunities offered in our schools or simply for matters of convenience. The state supplies ADA funding for all students enrolled in VISD regardless of their home address.

The recommendation is to set out-of-district student tuition at zero for the 2020-2021 school year.

Updated information and historical data are below for the Board of Trustees to review.

2020-21 Out-of-District (OOD) Transfers and Tuition Rates

Non-resident (Out-of-District) Enrollment Requests as of 9-8-20

	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Total Non-Resident Enrollment Requests	121	129	157	133	119	113	88	83	93

Tuition Rates for Other Districts in the Vicinity

District	2020-2021	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Austwell – Tivoli	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Bloomington	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Calhoun County	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Columbus	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Cuero *Not taking transfers due to Covid-19	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ 537 Open for all grade levels
Edna	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
El Campo	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Ganado	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Goliad	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Hallettsville	\$-0-	\$5699 HS Only	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Industrial	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Meyersville	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Rice Consolidated	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Victoria	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ - 0 -	\$ - 0 -
Yoakum	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$ 2,939	\$ - 0 -

Non-resident ADA Estimated Revenue from TEA

School Year	# Remained at VISD	ADA Per Enrolled Student	ESTIMATED Amount
2020 - 2021	121	\$6,665.00	\$806,465
2019 - 2020	129	\$6,560.00	\$846,240
2018 - 2019	157	\$6,145.00	\$964,765
2017 - 2018	133	\$6,014.00	\$799,862
2016 - 2017	119	\$5,873.00	\$698,887
2015 - 2016	113	\$5,873.00	\$663,649
2014 - 2015	88	\$5,700.00	\$501,600
2013 - 2014	83	\$5,575.00	\$462,725
2012 - 2013	93	\$5,270.00	\$490,110

Breakdown of OOD Transfers into VISD

School Year	Elementary	Middle School	High School	TOTAL
2020 -- 2021	63	17	41	121
2019 -- 2020	67	20	42	129
2018 -- 2019	94	20	43	157
2017 -- 2018	78	22	33	133
2016 -- 2017	68	25	26	119
2015 -- 2016	61	27	25	113
2014 -- 2015	49	15	24	88
2013 -- 2014	47	11	25	83
2012 -- 2013	49	15	29	93

Summary of OOD Student Transfers by Sending District

Sending District		2020-2021	2019-20	2018-19	2017-18	2016-17	2015-16	2014-2015
		To VISD From						
Austwell-Tivoli ISD	196901	2	0	1	1	1	1	2
Bloomington ISD	235901	23	36	37	40	37	44	27
Calhoun County ISD	029901	3	4	5	6	3	2	3
Columbus ISD	045902	0	0	0	0	0	0	0
Cuero ISD	062901	40	41	46	29	32	26	20
Edna ISD	120901	0	2	4	8	2	4	2
El Campo ISD	241903	0	0	0	2	3	1	0
Ganado ISD	120902	0	0	0	0	0	0	0
Goliad ISD	088902	13	12	24	17	16	16	15
Hallettsville ISD	143901	0	0	0	1	2	1	1
Industrial ISD	120905	9	5	8	2	3	5	0
Meyersville ISD	062906	7	9	10	8	4	1	1
Nursery ISD	235904	9	7	11	15	12	10	9
Palacios ISD	158905	0	0	0	0	0	0	2
Refugio ISD	196903	3	3	1	0	0	0	0
Seguin ISD	094901	0	0	1	0	0	0	0
Sweet Home ISD	101838	0	0	0	0	0	0	1
Tidehaven ISD	158902	0	0	0	0	0	0	0
Wharton ISD	241904	0	0	0	0	0	0	0
Yoakum ISD	062903	12	10	9	4	4	2	5
Yorktown ISD	062904	0	0	0	0	0	0	0
Total		121	129	157	133	119	113	88

CARES Act Coronavirus Relief Fund (CRF) LEA (Local Education Agencies) Reimbursement Program

TDEM (Texas Division of Emergency Management) is administering the CARES Act Coronavirus Relief Fund (CRF) LEA Reimbursement Program, which will provide reimbursements to LEAs for eligible expenditures incurred between March 1 and May 20, 2020. To be eligible for this reimbursement, the supplemental expenses must meet the following general statutory requirements:

- Necessary expenditures incurred due to the COVID-19 pandemic
- Allowable costs that were not accounted for in the most recently approved LEA budget as of March 27, 2020
- Allowable costs incurred March 1, 2020, through May 20, 2020

Specifically, the following education-related activities are allowed under the CRF reimbursements, and your requests for reimbursement should align to one or both uses:

- Expenses to help distance learning, including technological improvements, in connection with school closings to enable compliance with COVID-19 precautions
- Other eligible expenditures including payroll and benefit costs of educational support staff or faculty responsible for developing online learning capabilities necessary to continue educational instruction in response to COVID-19-related school closures.

We have worked diligently to find allowable costs to be reimbursed by this program. Our allotment is \$802,855. The costs we have found are \$639,197, which includes premium pay, unemployment costs for substitutes and other expenditures and encumbrances incurred in that time period. The limited period of March 1, 2020 through May 20, 2020 has restricted the amount of expenditures we can claim in this program.

Gifts and Donations

The total gifts and donations for August 2020 is \$6,079. The total gifts and donations for fiscal year 2020 is \$860,595.

The District has received many generous donations amid the COVID-19 Pandemic. The total of donations received to date is \$120,040. Wellness Community/Gulf Bend and HEB in Edna made contributions. We would like to extend our sincerest Thank You.

During the 2019-2020 school year, our Prekindergarten team submitted a HEB grant request for healthy classroom cooking to support literacy and language development during the Pre-K window of opportunity. After careful consideration, HEB supported each VISD Pre-K teacher with a \$40 gift card. The Pre-k teacher received professional development on the value of following a written rubric, reading recipes, and healthy eating. The district tied this to parent engagement inviting parents to join the lessons and sending home the recipe. This initiative was a great success. A recipe literacy lesson was implemented during every unit and was even promoted in the focus of the year-at-a-glance curriculum document. We shared pictures with HEB corporate. HEB was intrigued by the unique nature of this proposal and the success it generated. For the 2020-21 school year, HEB has doubled the amount of funding and is working with the VISD prekindergarten team to continue implementation with adherence to COVID guidelines. VISD has been asked to take pictures and to consider being part of a future commercial. Learning objectives addressed through this initiative include language and literacy development, parent engagement, healthy eating, and the importance of reading.

Education Foundation Most Recent 990

In accordance with VISD and the VISD Education Foundation Memorandum of Understanding Section D. Controls, Item 5, the Education Foundation has made available its most recent 990 (Calendar Year 2018 - Beginning on 09/01/18 and ending 8/31/19) to the Board of Trustees and made this document available on the Foundation website.

Child Nutrition

USDA/TDA extended the Seamless Summer Option through the end of December 2020 if districts wish to part take in the program. VISD opted to do SSO for September.

The CN Department was able to obtain 3,100 table dividers for the cafeteria lunch tables.

These were delivered to campuses Friday, September 4th and Monday, September 7th. We are working 29 team members short, but getting the job done with the help of other staff members.

FINDING THE “AND”: ALL VISD STUDENTS WILL FIND THEIR “AND”:they will leave us prepared for their successful launch into career, military, college, and life in order to be contributing members of society.

Aligns with the request for District Goal 4.

Blended Learning Grant Program Planning Grant: In order to continue to implement the district’s strategic plan, VISD will be applying for the Blended Learning Grant Program Planning Grant. The Blended Learning Grant will aid us in developing learning environments where students have choice on path, pace, and place. The Blended Learning Grant Program is a process to successfully design, launch, and sustainably implement a high-quality blended learning program in a feeder pattern within 4 years. We have selected Hopkins Elementary and Patti Welder Middle School as our focus with the goal to implement a Math Innovation Zone (MIZ) pathway, which will focus on K-8 math improvement to increase 8th grade Algebra 1 readiness and participation. When implemented with fidelity, blended learning combines the power and heart of direct instruction with the real-time capabilities of software to meet the needs of all students in a sustainable and scalable way. The planning grant is up to \$125,000 with an added \$100,000 available if the goals of the planning grant are met. The deadline for submission is September 18, 2020. Phone interviews will be conducted between October 2-7, 2020 and the expected award announcement is October 13, 2020.

CTE

As part of the CTE program’s strategic planning, VISD CTE has developed a definition of the high quality CTE program we will provide.

With the support of industry and community partners, VISD provides a high quality CTE program that includes classroom and field-based experiences for every student that reflects the authentic workplace. These experiences are directed by highly qualified instructors with authentic work experience. Experiences are integrated so students see and feel how academic content and technical content are intertwined and required for successful career success. These rigorous and relevant learning experiences are project and performance based and utilize appropriate industry standard equipment and technology. Students are supported socially and emotionally to be successful by a robust support system that is individualized for each student. In addition, students have the opportunity to participate and learn leadership skills through an active CTSO, gain dual credit through articulated agreements with postsecondary partners and ultimately enjoy gainful employment with industry-based credentials. In order to provide these student experiences, teachers are provided with effective professional development on instructional design and social and emotional support. Additionally, all teachers participate in professional learning communities. and stay current through externships in their respective industry.

Education and Training P-TECH

VISD and UHV have begun to meet on developing the Course of Study for the Education and Training P-TECH. An advisory board meeting has been scheduled for October 13, 2020. We will begin recruiting teachers who are interested in being a P-TECH designated teacher in October with the goal of having selected final candidates by the semester. P-TECH designated Education and Training teachers will begin meeting after school in January with the P-TECH Administrator to develop curriculum.

Healthcare P-TECH

As part of the planning for the Healthcare P-TECH, last year's P-TECH Administrator, Natalie Abrameit, was selected to take part in the New School Design Fellowship with School Empowerment Network and TEA. During the fellowship, she developed the New School Design Guide for the P-TECH Healthcare. This guide serves as our foundational philosophical and practical implementation guide as we are executing the Healthcare P-TECH model with our first cohort of students. We will also use this guide as the model for other P-TECH programs as we expand future P-TECH offerings. A link to the guide can be found [here](#). Additionally, Martin Sanchez, our current P-TECH administrator, can take Mrs. Abrameit's place in the fellowship and is taking part in the continuation programming for cohort 1 of the New School Design Fellowship. Continuation programming will consist of the following components:

1. **Weekly leader coaching** - These will occur by video conference and, when allowed, in person. Ideally, we plan to be at each of the schools 1x/month. During these visits, fellows will be supported through coaching, shared observations, etc.
2. **School Quality Reviews 2x/year** - Our broader SEN team will visit the school two-times a year and complete extensive observations and interviews using our School Quality Rubric. The team will give detailed feedback and support to convert the feedback into short-term improvement goals.
3. **Regular convenings** - We will continue to come together as a cohort to further develop leadership skills, maintain lifelines, and work together to problem-solve shared challenges of new school launches.
4. **Access to additional high-quality PD** - Throughout the year, SEN may recommend professional development opportunities for Fellows or school staff provided by SEN professional colleagues or partners to be accessed by Fellows through the professional development line item of the SAF Implementation Grant.
5. **Culture Leader Coaching** - SEN offers NSDF schools the opportunity to sign 1-2 members of the school's culture team up for 1:1 coaching with SEN leader, Adam Paredes.

Lone Star STEM Grant

We submitted a Letter of Interest application for the Lone Star STEM Cycle 3 year 1 grant. The purpose of the grant is to support the development and/or expansion of College and Career Readiness School Models (CCRSMs) that focus on developing or expanding STEM pathways in computer science or cybersecurity with the goal of increasing high-quality STEM education opportunities and outcomes for high-need students, with a particular focus on implementing programs of study that help students gain the skills, postsecondary credentials, and the experience necessary to embark on well-paying careers in STEM fields. This grant will help support the development of a computer science P-TECH to be housed at VWHS that will be part of the district's K-12 Blended Learning Pathway. This is a three-year grant with year one being a planning year and implementation starting in year two. The planning grant is for \$50,000 with an additional \$15, 000 available in years one and two. The expected award announcement is October 1, 2020.

College Preparation Exams

Students are encouraged to sign up for one of several testing opportunities for college entrance (SAT, ACT, TSIA). The fall launch of TSIA 2 has been postponed until January.

GenTX Victoria

The first meeting is Friday, September 11th. Primarily, our task will be to examine the budget and explore our options to shift from in person events to either socially distanced or virtual, with *Way to Pay Night* being the first of these scheduled for October. Both Victoria College and The University of Houston-Victoria will provide financial aid specialists to help students with the process of completing the FAFSA (Free Application for Federal Student Aid). Beginning this month, Career and College Coaches and counselors will begin this process as they help students set up individual Federal Student Aid identification numbers.

COMMUNITY-BASED ACCOUNTABILITY

We believe a robust community-based accountability system is essential to our success.

Aligns with the request for District Goal 5

Central Supply Department

Currently there are 8 bid opportunities open to the public in the following categories for VISD:

- Tools and Hardware
- Paint and Paint Supplies
- Concrete Service
- Copy & Assorted Color Paper
- Canned & Frozen Fruits and Vegetables
- Frozen Meats and Meat Products
- Staples and Misc. Frozen Foods
- Chemicals, Supplies, & Paper Products

Staff training continues for Central Supply and the Assistant Director of Child Nutrition for the new e-bid platform procured from IonWave, with a live version expected in the coming months. All VISD campuses have received the state TDEM allotment of hand sanitizer, with the proper spray bottles given by the District. Our transcript department has processed over 190 student transcripts in preparation for the beginning of school and college.

Policy Management

The Administration brought forward for a first read by the Board a group of policies mostly related to employee and student well-being, non-discrimination, and harassment under TASB Policy Update 115. Most of the revisions in the update were policies influenced by the work of the 86th Legislative Session and Title IX regulatory changes, most of which became effective August 20, 2020. BF(LOCAL), the policy on policies, informs the Board that they do not adopt legal policies but local policies instead. Also included in this update are policies EI(LOCAL), FB(LOCAL), FD(LOCAL), FEB(LOCAL), FFG(LOCAL), FNG(LOCAL) and GF(LOCAL).

Policy DED(LOCAL) will be brought to the Board later as a new policy designed to meet the needs of 260-day employees who qualify for paid vacation and holidays. Policies DIA(LOCAL) and FFH are companion policies which protect employees and students from discrimination, harassment, and retaliation, respectively.

School Safety and Security

The Office of Administration met with Sheriff Justin Marr, the newly elected sheriff of Victoria County. Sheriff Marr expressed his intention to build a strong partnership between the VCSO and VISD. During the meeting, the sheriff was favorable to an adjustment in the hourly pay rate for extra-duty compensation. The Office also met with Mr. Lupe Zapata, owner of Zapata Security to negotiate the terms of the Memorandum of Understanding (MOU) for the 2020-21 school year. We were able to come to terms, and the MOU has been finished.

Efforts to ensure that all VISD staff are undergoing training continue with Roderick Lewis, Coordinator of District Safety/Emergency Operations. Mr. Lewis also works directly with Jeb Lacy, VISD consultant and President of RS Consulting, to coordinate district-wide efforts. The District Audit Report (DAR) was finished, signed by the Superintendent and Board President, and sent to the Texas School Safety Center

on Friday, August 4th. Mr. Lewis also continues to work with VCS Communications to complete acquisition of 28 radios for the elementary campuses as part of the Safe and Secure Schools Grant.

The Office of Administration continues to aid in the monitoring of the safety of designated routes for our students who walk to their schools. We are working with the City of Victoria through Assistant City Manager Dr. Mike Etienne and his staff as they consider options for making our designated “hazardous” routes safer. On Wednesday, August 12, staff met Dr. Etienne at Hopkins Elementary School prior to engaging in a community walk through the areas considered hazardous. The City of Victoria is engaging in discussions about the possibility of constructing/installing paved walkways or sidewalks to improve the prospects of a safer walking route for our students.

Consent Agenda: Approve Waiver to use an Alternate Kindergarten Reading Assessment Instrument

TEC, §28.006(b) requires the commissioner to adopt one multidimensional assessment tool and one alternative reading instrument that includes a reading instrument and tests at least three developmental skills, including literacy, for use in diagnosing the reading development and comprehension of kindergarten students. The commissioner has adopted TX-KEA (CLI) as the approved assessment tool and mCLASS Texas Edition as the alternative reading assessment.

School districts are required to use one of these two reading diagnostic instruments for the beginning-of-year screener, starting in the 2020-2021 school year. However, because of disruptions to the 2019-2020 school year and possible disruptions to the 2020-2021 school year resulting from COVID-19, districts may request a waiver in order to continue to use the instrument used in the 2019-2020 school year or another instrument approved by a local district board of trustees in order to best meet student needs in the 2020-2021 school year only. VISD is requesting a waiver to allow us to continue with the use of aimswebPlus screener to meet the TEC, §28.006(b). Without this waiver, we would be required to administer the TX-KEA(CLI) assessment to meet state requirements AND the district-selected aimswebPlus screener to track student growth for campus and district student growth goals. At this time, a waiver of the requirement to use one of the two specified instruments will only be approved for one year and will not be waived in the 2021-2022 school year and beyond.

TALENT DEVELOPMENT

We believe exceptional staff are what makes students' success possible. We believe we will become an everyone culture where everyone feels they belong.

STARS

The Education Foundation has selected the August staff member and teacher of the month. Winners will be featured on the front page of the Victoria Advocate on Sunday, September 13, and receive a prize package in recognition for their dedication to students, faculty, and VISD at-large.

SUBSTITUTE TRAININGS

A total of 48 substitutes participated in this year's Back-to-School Substitute Training which was conducted virtually on Sept. 1 and 2. Lisa Cortez, Director of Professional Staff for the Office of Talent Acquisition, Support and Retention (TASR), lead the training and will also be conducting a follow-up Substitute Training on Sept. 15 for any substitutes who want to learn how to navigate Teams for virtual classroom substitute assignments.

ONBOARDING

In an effort to streamline and expedite access to district technology programs to which newly hired employees need immediate training on in order to do their job effectively, the TASR Office is developing and working in conjunction with Greg Dandio, Director of Technology, and Carla Schaefer, Director of Assessment and Accountability, to implement a process, schedule and list of required basic and expanded trainings that each new hire (per various employment category) must participate in. The Onboarding training sessions will be approximately 2 hours in length and will be conducted twice daily between May and August and then once per day between September and April in the Digital Learning Lab in the CTI Building. Basic programs to be included in the training include: VISD email, Intro to Microsoft Office 365 apps, Employee Access Center, Eduphoria and Safe Schools. Expanded trainings include: TimeClock Plus, OnDataSuite, eSchoolPLUS and several others. The TASR Office expects this Onboarding training to begin in October.

STAFFING BASELINE PLANS

The District's Staffing Allocation Committee has been meeting weekly since July to develop Staffing Baseline Plans for all Elementary, Middle and High Schools. These Baseline Plans are intended to clarify and enhance understanding of the number of positions allocated per campus as well as to simplify the allocation request process when a vacancy occurs. The Committee has completed the Elementary Staffing Baseline Plan, is almost finished with the Middle School Plan and will immediately begin work on the High School Plan. Following completion of individual campus reviews, the Committee will use the same process to review each department's staffing plan. The work of this Committee will be shared in the coming weeks with Karen Dooley, Senior HR Consultant with TASB, as part of a District-wide Staffing Review that VISD is participating in as a means for soliciting feedback regarding areas of strength and areas to improve in the future. TASB expects to have their final report written and ready to share with the Board of Trustees in November.

CURRENT VACANCIES

The elementary is in need of 1 Special Education teacher, the middle schools are seeking 2 Special Education teachers, 1 ELAR teacher, 1 science teacher and 1 social studies teacher and the high schools are seeking a math teacher, a family consumer science teacher, 2 special education teachers and 2.5 credit recovery teachers. We also continue to be in need of 3 Speech and Language Pathologists.

TALENT DEVELOPMENT

The VISD elementary team is working to develop and deliver virtual PD mini-sessions in a “chit-chat” format. During these short 45-minute sessions, the curriculum team will share strategies that focus on a targeted resource or curriculum standard.

TEACHERS OF THE YEAR

Be on the lookout as you drive around town for a spotlight on our Teachers of the Year. Tammy Reyes (Vickers Elementary) and Cheryl Clark (West High School) were named the VISD Elementary and Secondary Teachers of the Year, respectively, in the spring. They were both also chosen as the Region 3 Elementary and Secondary Teachers of the Year, respectively. This accomplishment is being highlighted on ten digital billboard locations throughout Victoria through the end of September.

EQUITY

We believe there are no lesser paths, but there are different paths to a successful launch.

FW Gross School Action Fund Grant

We continue to work through finalizing the contract with CLI (Childrens Learning Institute) and UT (University of Texas) Health Science. We hope to bring a contract forth to the board in the October meeting.

O'Connor School Action Fund Grant

O'Connor ACE (accelerated campus excellence) Elementary will open its doors on Sept. 8 touting an Accelerating Campus Excellence model. Our model will focus specifically on these 5 pillars:

1. Effective Principals and Teachers
2. Instructional Excellence
3. Extended School Day
4. Social Emotional Support
5. Parent & Community Partnerships

Every teacher and professional support staff engaged in a rigorous interview process before being selected to be part of our program. Our staff began their work in July with a commitment to accelerating progress for all students. As part of our commitment to continued capacity building, we are implementing the use of Individualized Professional Development and Coaching plans for every teacher.

Instructional excellence is a priority to ensure all students achieve unprecedented student outcomes. O'Connor ACE will engage in data analysis and planning aligned, specifically, with Reading and Math Power Standards. Our staff was trained in the Texas Instructional Leadership model of Lesson Planning and Formative Assessment. We will use this process to unpack the power standards and ensure high quality instruction leads to mastery for students.

Additionally, we will allow extended time throughout the school day for our scholars to realize their potential. O'Connor ACE students' school day will be extended by an extra hour to ensure added instruction in reading and math to ensure the development and mastery of foundational skills. Our scholars will be able to take part in homework center and an evening meal before heading home for the day. Additionally, our scholars will have the opportunity to engage in enriching activities until 6:00pm to ensure they have a safe, secure, and nurturing place to learn and grow.

We have a powerhouse SEL team consisting of our Counselor and a Social Emotional Behavior Specialist. They are charged with creating a culture that supports the social and emotional needs of our students and families. Through their efforts, we will introduce the RCA House system in our school to celebrate the success of our students as they model our O'Connor ACE Frog Core Values: Fearless, Resilient, Open-Minded, Goal-Focused, Scholars! Each staff member and student will join one of 4 houses in the House of Frogs: Isibindi (House of Courage), Rêveur (House of Dreamers), Amistad (House of Friendship), Altruismo (House of Givers). This will be a powerful way to create family and unity across our campus. Speaking of unity, every student will be provided with a green polo shirt that will be a required part of our dress code Monday – Thursday and an O'Connor ACE Sprit shirt for Fridays. We will be a sharp dressed family, both virtually and in-person.

Finally, we are working to partner with our parents and community to create a learning environment both welcoming and promotes elevated expectations for all. To name a few, our school has already been the beneficiary of the All Kids Bike Program donation, Chick-fil-A's Cows for Community, and Northside Baptist Church! We will be innovative and creative in our efforts to engage our parents and school community as partners for our school.

It is an exciting time to be an O'Connor ACE Frog!

SOCIAL EMOTIONAL LEARNING

We believe a socially and emotionally healthy community is essential. We believe students and teachers must be seen first as people before they are seen as learners and professionals.

VISD will host a two day “Whole Child” conference provided by TXASCD on September 17th and 18th. This two-day conference will give an understanding on the tenets found in the state and national movements related to addressing the whole child. VISD acknowledges there are multiple layers of support systems in place to help children reach their full potential and this support can be found throughout the VISD Findings and Direction document. The Whole Child philosophy is based on a broad concept that, for a child to be educated successfully, he/she must be healthy, safe, engaged, supported, and challenged. The training will look at the whole picture and ensure the following:

- Each student enters school **healthy** and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally **safe** for students and adults.
- Each student is actively **engaged** in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is **supported** by qualified, caring adults.
- Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.

Counseling

Counselors are prepared to assist with virtual meetings between students and Gulf Bend Mental Health Case Managers to promote health and safety while ensuring confidentiality and a seasoned system of support for students on their caseload.

Rethink Ed curriculum for all grades is being used by teachers, counselors, and Social Emotional Behavior Specialists in response to the needs identified by the SEL Task Force last year. The cross curricular connections in core subjects has made this a seamless implementation. Teachers and counselors can spend more time teaching rather than creating lessons from various resources.

Class Size Waivers

According to the Texas Education Code §25.112 “except as otherwise authorized, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class.” Each district is responsible for conducting a class-size enrollment survey for Kindergarten through Grade Four (K-4). If the survey results indicate that any class for Grades K-4 exceeds the allowable class size limit of 22:1, the district must submit a request for a class-size waiver to the Texas Education Agency.

As of September 9, 2020 (the date used for our class size enrollment survey), the VISD had 28 kindergarten, first, second, third, and fourth grade classrooms at 11 different campuses that exceeded the 22:1 class size requirement in the remote learning setting. We will provide instructional assistance to these campuses and remote classrooms in the form of additional three hour teachers, as well as, other forms of professional and paraprofessional support to ensure quality instruction for all.

The VISD administration recommends applying for the Maximum Class-Size Waiver Exception through the Texas Education Agency.

Number of classrooms per grade level with more than 22 students

<i>Campus</i>	<i>Additional Designated Support-Title 1 Positions</i>	<i>KIN DER</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i># classrooms over 22</i>	<i># of students over 22:1</i>
Aloe	1					1	1	8
Chandler	1	1				1	2	4
Deleon	1		1	1		1	3	7
Dudley	2		1	1	1		3	16
Hopkins	1		1	1			2	8
O'Connor	2		1	1	1	1	4	10
Rowland	2	1		1	1	1	4	15
Shields	1			1	1		2	8
Smith	1	1		1		1	3	15
Torres	2			1	1	1	3	15
Vickers	0				1		1	1
Grade Level Total	14	3	4	8	6	7	28	107

VISD Class Size Waiver Trends

	2013	2014	2015	2016	2017	2018	2019	2020
# campuses affected:	14	7	8	7	9	7	6	11
# of K-4 classrooms exceeding 22:1 state ratio:	65	31	50	54	54	35	36	28
% change in classrooms exceeding 22:1:	1% decrease	52% decrease	61% increase	8% increase	no change	35% decrease	1% increase	22% decrease
# students over 22:	103	50	69	85	77	53	55	107
# of support positions:	13	14	15	13	13	11	10	14

Kinder-4th Grade Classrooms Exceeding 22:1 Requirement

Campus:	Grade Level:	Total Student Enrollment per Grade Level:	Kinder-4th grade classrooms exceeding 22:1 state requirement
Aloe Elementary Support Staff: 1 instructional paraprofessional 1 Title I three hour teacher 1 <i>three hour teacher</i>	4 th	83	30-King
Chandler Elementary Support Staff: 1 instructional paraprofessional 3 Title I three hour teachers 1 <i>instructional paraprofessional</i>	KG	73+9	23- Cano
	4 th	72	25- Kelly
Deleon Elementary Support Staff: 1 instructional paraprofessional 3 Title I three hour teachers 1 <i>instructional paraprofessional</i>	1 st	70	23- Tran
	2 nd	76	24- Briones
	4 th	83	26- Alvarado
Dudley Elementary Support Staff: 1 instructional paraprofessional 2 Title I paraprofessionals 1 <i>three hour teacher</i> 1 <i>instructional paraprofessional</i>	1 st	93	30- Rivet
	2 nd	69	23- Bazar
	3 rd	73	29- DeLaCruz
Hopkins Elementary Support Staff: 1 instructional paraprofessional 2 Title I three hour teacher 1 <i>three hour teacher</i>	1 st	67	24- Rodriguez
	2 nd	60+9	28- Moeller 19+
O'Connor Elementary Support Staff: 1 instructional paraprofessional 2 Title I three hour teacher 2 <i>instructional paraprofessionals</i>	1 st	61	23- Medellin
	2 nd	67	25- House
	3 rd	66	23- Pflaum
	4 th	67	27- Uribe
Rowland Elementary Support Staff: 1 Title I paraprofessional 2 Title I three hour teacher 2 <i>instructional paraprofessionals</i>	KG	64	23- Orgis
	2 nd	65	29- Hencerling
	3 rd	65	26- Vrana
	4 th	60	25-Doxtader
Shields Elementary Support Staff: 1 instructional paraprofessional	2 nd	80	29-Lewis
	3 rd	61	23- Luna

3 Title I three hour teachers 1 three hour teacher			
Smith Elementary Support Staff: 1 instructional paraprofessional 2 Title I three hour teachers 2 16 hr weekly paraprofessionals 1 three hour teacher	KG	94	29- Shoemake
	2 nd	78	25- Salcedo
	4 th	81	27- Marshall
Torres Elementary Support Staff: 1 instructional paraprofessional 4 Title I three hour teachers 1 three hour teacher 1 instructional paraprofessional	2 nd	73	28- Hancock
	3 rd	64	24- Solis
	4 th	61	29- Lopez
Vickers Elementary Support Staff: 1 instructional paraprofessional 2 Title I three hour teacher	3rd	70+7	23- Wilkerson
Total Classrooms= 28			

VISD has committed to keeping all Prekindergarten – 5th grade face-to-face classrooms at 22 students or less. The requested waivers are for classes of remote learners where instruction includes a mix of synchronous and asynchronous instruction. The live synchronous sessions include both whole group and small group sessions. Small groups instruction for remote learners will be provided by the assigned teacher and the campus's support personnel. Student progress will be closely monitored with intervention provided as needed. additional instructional support to our remote learners assigned to classes at the 11 elementary campuses listed above that will be applying for class-size waivers. These 11 campuses will have a total of 14 Title I funded positions designated specifically to assist with remote instruction. Additional campus instructional staff may also be used to support these remote learners. VISD is not requesting any class size waivers for face-to-face instruction.

FACILITIES

We believe facilities play an integral role to inspire teaching and empower learning. We believe safe and secure facilities and process are vital to creating a healthy, productive environment for our students and staff. We believe having well-maintained facilities creates pride in our district and honors or commitment to our community.

Bond Planning Task Force

Our Bond Planning Task Force began meeting in September of 2019. This dedicated group last met in person in mid-March due to COVID-19 limitations. Video presentations were conducted throughout May to highlight the findings of the facilities assessments and are still available to be viewed on our website at this link: https://www.visd.net/apps/pages/index.jsp?uREC_ID=1617681&type=d&pREC_ID=1752521 The Bond Planning Task Force work is still vital to addressing the current and future facility needs of the district. We plan to reconvene this group early this fall and to begin the process of prioritizing needs named by the facilities assessment.

Maintenance Services Preparation for Face-to-Face Instruction

Maintenance Services continued to provide the efforts necessary to ensure all VISD facilities were prepared to receive students on Tuesday, September 8. Although the Department was able to make some essential HVAC repairs to chillers and air handling units at some campuses, these same facility components continue to present issues at other campuses. We continue to be challenged by aging facilities with facility components that are past their useful life expectancies, and we should expect we will experience continued deterioration and service outages due to the need for periodic repairs of old equipment.

The Department continues to execute the protocols to sanitize classrooms although some of the needed cleaning resources have not been delivered in the expected period. Campus custodians have proven their resolve by going the extra mile to sanitize the classrooms in anticipation of the arrival of our students.

The Department is making huge strides in the production of plexiglass barriers for use within classrooms and in cafeterias. The Department was helped by some of our bus drivers from the Transportation Department. These barriers will play an integral role in the mitigation of possible contaminants in classrooms and in other areas of school campuses, including cafeterias.

Frost Insurance Agency (Property and Casualty)

On Thursday, August 27, Dr. Quintin Shepherd, Dr. Greg Bonewald and Sherri Hathaway met with our new partners at Frost Insurance who will be handling our property and casualty insurance needs. Frost Service Team members introduced themselves and shared their individual roles in coordinating services with our property and casualty insurance carriers. Cyndi White, one of the Frost team leaders, reviewed our insurance coverage including all liability limits and deductibles. This meeting was an opportunity to get to know our support team at Frost.

COMMUNITY PARTNERSHIPS

Community partnerships and shared resources are foundational to creating a premier district.

We are proud to have the opportunity to partner with our local Fire Department, First Responders and Police Department for the 9/11 San Antonio 110 Memorial Climb. This will be the first time this event has been held in Victoria. The event will take place at Memorial Stadium. On 9/11, every year, we pay tribute to our fallen first responders of Ground Zero. Tribute tags are carried by the associated professions for each of our fallen 343 firefighters, 70 law enforcement officers, and 9 EMS personnel we tragically lost there. We made a PROMISE to NEVER FORGET and we ensure that promise is kept each year with our San Antonio 110 9/11 Memorial Climb.

We are also excited about our partnership with the Victoria Armadillos minor league baseball team. The Armadillos will be leasing the District Event Center baseball field as their practice field and will take on the responsibility of maintaining and upkeep on the field.

As we anxiously await the start of Football season, we are happy to announce our partnership with Town Square Media who will be live streaming all our Varsity Home Football Games.

City Internet Access Initiative

We are excited to have been invited to have our new Director of Technology, Greg Dandio, along with Greg Bonewald, to serve as VISD representatives on the City of Victoria's new stakeholders' committee to enhance broadband internet access. Census data shows 29% of our population does not have access to an internet subscription service. In their *Worst Connected Cities of 2018* publication, the National Digital Inclusion Alliance ranked Victoria as 21st in the nation for worst access to the internet. This committee is expected to begin meeting during the 3rd week of September.

EnVision Center Initiative

We have recently entered preliminary discussions about a partnership with the City of Victoria to use part of the FW Gross campus as the site of a future local EnVision Center. EnVision Centers are developed around four pillars: Economic Empowerment, Educational Advancement, Health and Wellness, and Character and Leadership. We are in the early learning stages currently. More information regarding EnVision Centers currently in place across the country can be found at this link.

<https://visdnet->

my.sharepoint.com/:b:/g/personal/gregory_bonewald_visd_net/EYRPXZDOPyJAmpL27vEi6E8Bdkx2D2Br3Nx47rMWoyU7pQ?e=Ulr9uq

Community Partnerships

After evaluating services and equipment in the VISD Print Shop, we are working with a new vendor to replace two print units which are coming up at the end of lease. With the two new printers, a third unit which is currently leased will no longer be needed. The new system will create a savings for the Print Shop of approximately \$12,000 per year, while expanding capabilities and services offered to our departments, campuses, booster clubs, PTOs, and student organizations. These expanded capabilities include athletic programs, spirit items such as magnets and window clings, customized notepads, and more at a lower cost than third party vendors.

Feedback: We want your feedback. [Please use this link](#) to share your thoughts, comments, questions or kudos! This is your report and we want to make it relevant for you. Your feedback will help us on our path of *Continuous Improvement!*