



Victoria Independent School District

Administration Report
July 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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- Central Supply & Purchasing
- Child Nutrition
- Health Services
- Maintenance
- Student Services
- Transportation

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- Communications
- Technology

CURRICULUM, INSTRUCTION AND ACCOUNTABILITY

Region 3 Contracted Services: Annually VISD submits to Region III our commitment for contracted services for the subsequent school year. The listing of services that are offered through the Region III Educational Service Center is listed in the chart. All amounts shown for the various services are budgeted within department. VISD has kept all previously used services the same with the exception of eliminating the TSDS/PEIMS and Core Collection Services and adding the service for Classroom Management Toolkit. Services contracted include Academic Services – Compliance, Academic Services – Instruction, Academic Services- Leadership, Business Operations, and Technology Information Systems. We are not limited to the services we contract for at this time. If a need arises for additional services, we may contract with Region III for those services on an individual basis.

7/6/2020

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Academic Services - Compliance		
ASC100100	Bilingual/ESL/LOTE Contracted Services	\$9,000.00
ASC100300	Dyslexia and 504	\$2,500.00
ASC100700	State Assessment Contracted Services	\$650.00
		Subtotal: \$12,150.00
Academic Services - Instruction		
ASI200200	Classroom Management Toolkit	\$1,200.00
ASI200700	Eduphonia	\$4,400.00
ASI201000	Instructional Resources Cooperative	\$49,153.30
ASI201900	TEKS Resource System-Texas Curriculum Management Program Cooperative (TCMPC)	\$79,296.10
		Subtotal: \$134,049.40
Academic Services - Leadership		
ASL300200	Counselors Symposium	\$3,600.00
ASL300400	Leadership Services	\$1,200.00
ASL300500	Region 3 Academic Network (formerly Curriculum Focus Network, CFN)	\$1,500.00
		Subtotal: \$6,300.00
Business Operations		
BO100200	E-Rate Application Services	\$500.00
BO100300	Personnel Services	\$650.00
BO100500	School Finance Services	\$4,500.00
		Subtotal: \$5,650.00
Technology Information Systems		
IS100300	OnDataSuite Software	\$7,615.30
IS100200	Regional Network/Videoconferencing Services	\$24,160.20
		Subtotal: \$31,775.50
		Total: \$189,924.90

District Improvement Plan Update:

Quarter 3 and Quarter 4 District and Campus Improvement Planning Report – Due to COVID 19 the Quarter 3 and Quarter 4 District and Campus Improvement Plan reports have been combined. Spring 2020 brought on unique circumstances and the state did not administer the STAAR or EOC assessments. These assessments are typically used to determine overall success in each of the plans. As a reminder, campus improvement plans have changed slightly from years' past. This year the district and each campus developed goals focused on the five Levers identified in the TEA's Effective Schools Framework. For each goal developed under the framework the campus identified performance objective(s) and strategies. Below you will find an average performance for the strategies each campus or the district chose to address the goal. In each plan the campus or the district has the option to mark continue this strategy for the next school year. Administration has included a report that identifies the percentage of strategies that they intend to continue working on in the 2020-2021 school year because they did not complete the work this school year or do not have enough data to determine effectiveness.

Victoria ISD District Improvement Planning Goals 2019-2020

Lever 1. Strong School Leadership and Planning

Goal 1: VISD will provide effective instructional leaders with clear roles and responsibilities.

Performance Obj. Increase campus leaderships' time for school instruction as indicated by increased campus academic performance reflected on the state's accountability framework and any local measures developed by the campus.

Aim: Optimal Educational Resources

Lever 2. Effective, Well-Supported Teachers

Goal 2: VISD will recruit, develop, and retain highly effective school leaders, teachers, & staff which reflect the rich diversity of the students VISD serves.

Performance Obj. 1. Increase percent of teacher positions filled 6 weeks prior to the start of the school year by 5%.

Performance Obj. 2. Decrease the number of teacher resignations by 5%.

Lever 3. Positive School Culture

Goal 3: VISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on, safety, wellness, and order.

Performance Obj. 1. Students attendance rate will increase to 95%.

Performance Obj. 2. The number of ISS/OSS placements will decrease by 5%.

Lever 4. High Quality Curriculum

Goal 4: Victoria ISD will relentlessly pursue an ownership mindset with families and the community to foster shared responsibility for student achievement.

Performance Obj. The District accountability rating will increase from a C to a B and all schools will increase overall performance by 5% as indicated on the state accountability system.

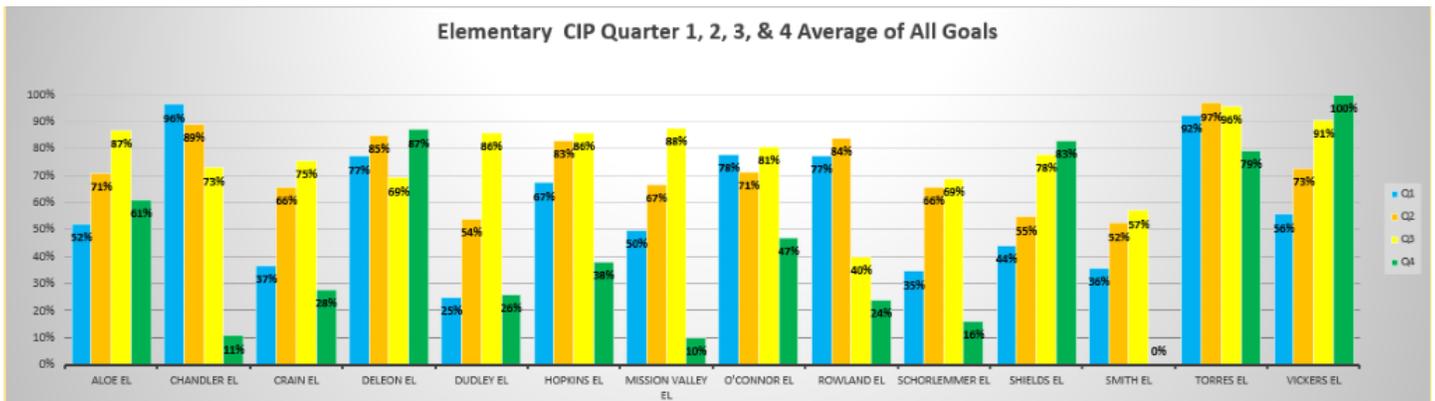
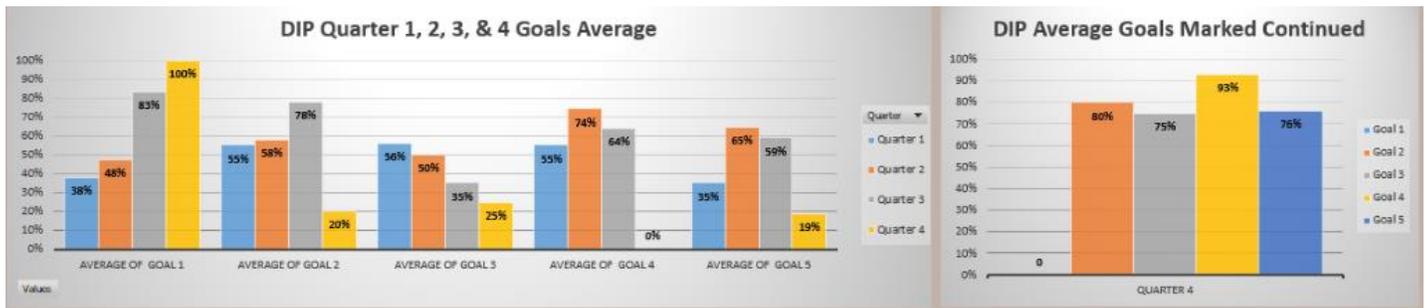
Level 5. Effective Instruction

Goal 5: VISD will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

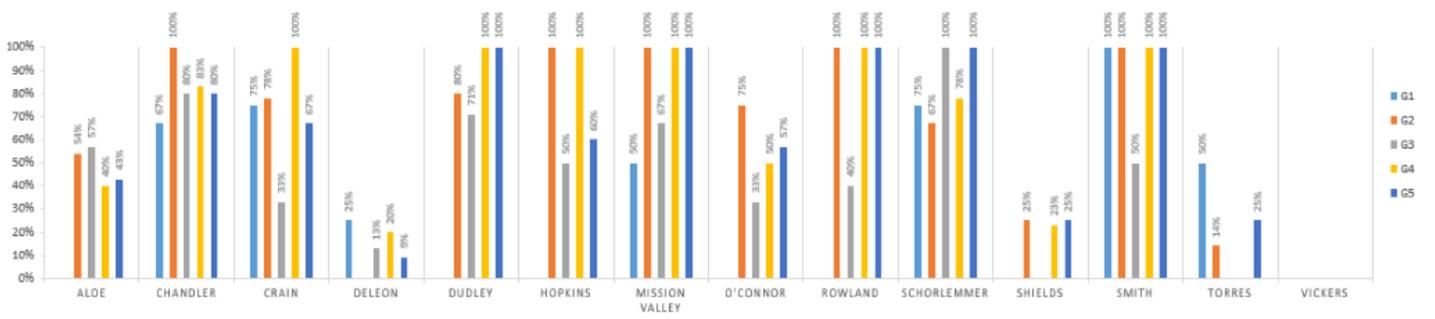
Performance Obj.1. 81% of high school graduates will have a successful launch as indicated by CCMR data.

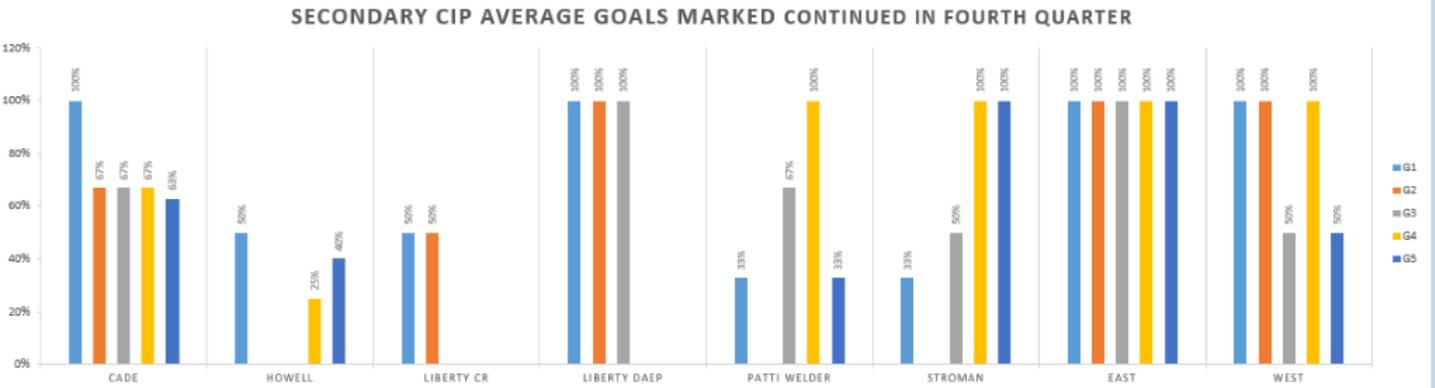
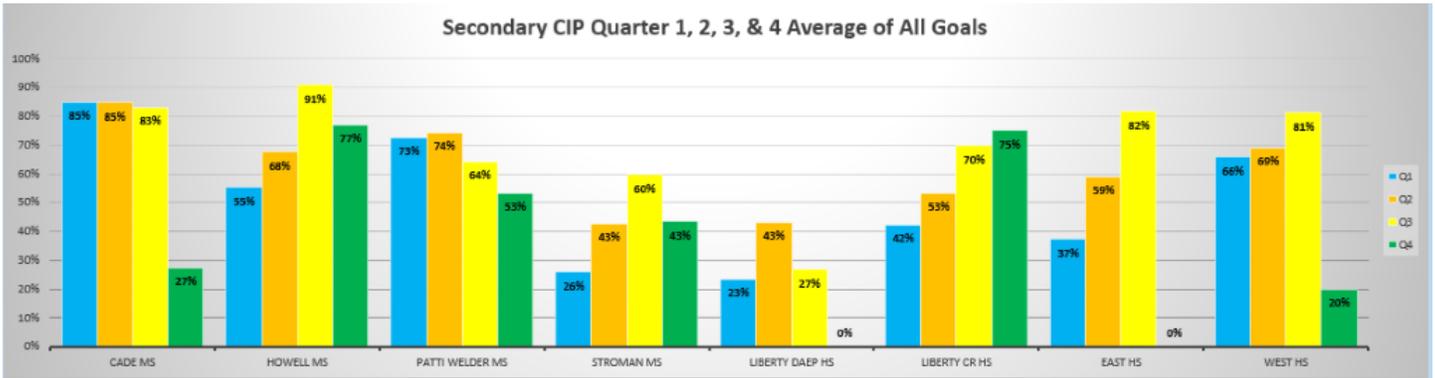
Performance Obj. 2. 80% of all students in grades PK-English II will show at a minimum one year of academic growth from the beginning of the year in Reading as indicated on the PK CLI Engage, K-3 Imagine Learning and STAAR Growth indicators.

Performance Obj. 3. 80% of all students in grades PK-Algebra I will show at a minimum one year of academic growth from the beginning of the year in Mathematics as indicated on the PK CLI Engage, K-3 Imagine Learning and STAAR Growth indicators.



ELEMENTARY CIP AVERAGE GOALS MARKED CONTINUED IN FOURTH QUARTER





COVID 19 – Return to School Parent Task Force

VISD has approximately 120 parents and teachers representing all of our campus populations that served to provide feedback on the Return to School plans. Two meetings were held on July 13th at the Conference Center and one meeting was held virtually on July 14th. VISD is trying its best to be radically transparent while also listening to all of our stakeholders. VISD will continue to communicate any changes in the Return to School plan through all media resources.

ADVANCED ACADEMICS

VISD AP teachers (ELAR, Math, Arts, and new AP teachers) are participating in virtual summer institutes. Pre-AP teachers for Biology 1, English 1, English 2, Algebra 1, Geometry, and Chemistry are participating in College Board Virtual Cohorts and Online Modules for the College Board Pre-AP Programs. VISD participated in the programs for Pre-AP Biology 1, English 1, and Algebra 1 during the 2019-2020 school year. College Board is launching the programs for Pre-AP Geometry, English 2, and Chemistry for the 2020-2021 school year. The programs are created around the following shared principles: close observation and analysis, evidence-based writing, higher-order questioning, and academic conversation.

76 VISD employees will participate in AVID Digital XP training July 8th-10th from Torres, Cade, Howell, Patti Welder, Stroman, CTE, East, and West. They will be participating in various Communities of Practice (Math, ELAR, Science, SS/History, Postsecondary, Digital Teaching and Learning, Site Leader).

ASSESSMENT & ACCOUNTABILITY

Districts are required to provide four testing opportunities for Credit by Exams throughout the year. Our first three opportunities were in October 2019, January 2020, and June 2020. The fourth opportunity is

in July 2020. We will proceed with face-to-face testing utilizing federal, state, and local COVID-19 protocols to maximize safety.

COUNSELING

The Social Emotional Learning Task force last came together in March of 2020 to narrow down the search for an SEL curriculum. There are 17 SEL curriculum bids that met the criteria and were accepted by the committee. On July 13th, a group of Social Emotional Behavior Specialists (SEBS) and school counselors, alongside members of the SEL task force will get together to do a thorough review of each curriculum, listen to virtual presentations by the vendors and ultimately choose the curriculum that best fits the SEL needs of VISD.

As this is a new behavioral support available to campuses, we are looking at appropriate training in order to equip each SEBS with the tools necessary to serve the social emotional needs of their campus. During the Spring semester and into the summer, counselors worked to build campus master schedules in Cardonex that honor the courses students are requesting this year. Requests for courses aligned to Education and Healthcare PTECHs are on the rise. Preliminary scheduling runs are all above 90% for each middle school. Typically, an initial scheduling run would be 60-80% for our middle schools. This proves what an asset the Cardonex program is to us. Because of pending staffing issues, East and West HS are still working to enter master schedules so that initial scheduling runs can be made. Once the system rollover in eSchoolPlus is completed around July 20th, we will have scheduling percentages for both high schools. High school preliminary runs have typically been in the 50-70% range.

I am part of a Regional Planning Committee comprised of Gulf Bend MHMR, Refugio County, Jackson County, Victoria Chamber of Commerce, UHV, and many others, to develop plans for continuity of operations in the coming months. Our focus is 'Fragility to Agility', moving from dissolution to stabilizing/planning, and ultimately, implementation. We meet bi-monthly and have made significant progress in bringing counties and organizations together in a common effort to benefit the people in the Crossroads region.

The following message was sent to families of AFJROTC students on June 22, 2020, as notification of the program ending in VISD, effective for the 2020-2021 school year.

To our students, parents, and community members:

It is with a heavy heart that the VISD announces the end of the Air Force Junior ROTC program in our high schools. Please know that we fully understand and recognize the value of this program- that is to include the value it instills in our students that are so heavily invested in the routine and the structures of the program, as well as the value for all of us as a community in promoting the armed forces. The program has taught so many students a sense of discipline, a sense of pride in all they do, and the importance of upholding standards for the betterment of all of us.

The discontinuation of the program is, unfortunately, the result of administrative decisions that are beyond our control. This is not the outcome any of us wanted, but we are a proud community and feel strongly that our cadets will find another avenue to showcase their talents and ambition in another way. We offer our appreciation to the Air Force, Major Manibusan and Sergeant Lewis for their dedication to this program and for working tirelessly to serve the students of the VISD.

ELEMENTARY CIA

Right At School – VISD is partnering with Right at School to offer an after-school enrichment program for elementary students at 12 of the 14 elementary schools. Right at School has committed to continue offering their program in the wake of COVID-19.

As we plan for a more complex start of school with physical distancing parameters, we are sharing some of the ways Right at School is working with partner districts to support our Fall launch. Right at School has been operating physically-distanced camps for children of first responders since the pandemic started, so their staff understand how to run meaningful and safe programs throughout the day. If students return to school on their regular schedules in Fall, Right at School is set to run their signature and after-school program for families, incorporating the best practices they've learned with hygiene, wellness checks and social distancing (while having fun!).

For children who might not be in school on a given day (teacher work day, remote instruction day, etc.), but whose parents need to work, Right at School can provide a full-day program. These programs allow children to do their remote learning under the supervision of Right at School staff, as well as get plenty of fitness and enrichment. In other districts, they have divided up gyms, used surplus buildings, and found neighborhood sites to host these safely-distanced programs.

Right at School has committed to doing whatever we can to help our elementary families -- no matter what the upcoming school year looks like. Enrollment is open now.

Talent Development

Departments within the curriculum team are collaborating to create multiple learning opportunities for VISD staff as we prepare to kick off the school year. In addition to our typical beginning of year talent development initiatives, a special emphasis is being placed on using online instructional materials and tools to enhance teaching and learning. Two hundred VISD teachers will participate in Virtual Lesson Design on July 28, 29 and 30. Additionally, the curriculum team will be offering a multitude of half-day sessions July 30 –August 5. Staff will have the opportunity to select sessions that match their needs and will be given time to learn, practice and reflect on how the online resources will enhance instruction.

Community Partnerships

VISD administration met with community leaders from the 3 local Rotary Clubs to discuss the path forward for the VISD and Rotary Club partnership. Based on the results of the social, emotional, learning taskforce recommendations, the Strategic Planning Committee recommendations, and numerous district needs assessments, it was determined that a comprehensive PK - 12, SEL program is necessary as we move into next year. The EAFK program was reviewed as a possible avenue to accomplish this but it was determined that the EAFK program directly addresses only 5 of the 25 competencies within social, emotional development, therefore, other options must be considered.

The next steps for the district include:

- Increase oversight and develop clear, written expectations for all initiatives related to social-emotional learning, guidance and character education.
- Review, select and adopt a comprehensive SEL curriculum for the 20 - 21 school year.

- A multi-disciplinary, multi-grade level team will work to identify a comprehensive SEL curriculum that includes Tier 1, 2 and 3 supports.

Over the last decade, the local Rotary Clubs have been a strong community partner for the district, largely through the Early Act First Knight (EAFK) program at the elementary level. Both parties would like to continue to engage in a strong partnership for the betterment of the community as a whole but have come to realize that it is time to make adjustments. Therefore, once we have selected a curriculum, we will work with our Rotarians to determine how EAFK might fit into our plans moving forward. At this time, it is also clear to all parties, that if the EAFK program is not part of the instructional plan moving forward, there may be another option for collaboration that continues to meet the needs of the District, Rotarians, and the Community. This is an ongoing conversation, but one with shared goals for a stronger district and community.

STATE & FEDERAL PROGRAMS

On the Consent Agenda is a Pregnancy Related Services Waiver Request to allow teaching staff to provide on-campus instruction to Compensatory Education Home Instruction (CEHI) students. If approved by you, the VISD Board of Trustees, and the Texas Education Agency thereafter, the waiver will be effective for the next three school years (2020-2021, 2021-2022, 2022-2023).

VISD works with many at-risk groups to support and encourage students every day. One avenue in which we provide this unwavering assistance is through Pregnancy Related Services which are offered to ensure that our students have support when dealing with the realities of teen pregnancy and parenthood. Our district has long offered both CEHI and pregnancy related services through the prenatal and postpartum periods of pregnancy. Our programs are designed to help teen parents adjust academically, mentally, and physically to parenthood while maintaining their academic performance and completing school. We offer ongoing support for both teen moms and teen dads. These services are provided from the time of the pregnancy diagnosis until the student graduates and include home instruction during the period in which a student is unable to attend school as determined by their doctor.

As outlined in the Attendance Accounting Handbook, instructional services must be provided either in the student's home or at the student's hospital bedside. With this waiver, we can offer instruction on campus or at district facilities such as the Family Connection Center. Although most of our services are provided in the students' homes, this waiver allows us to make exceptions and provide on-site instruction as needed which means we can better serve our students. Scenarios in which the waiver may be used include having the student come to school to complete an assignment that requires specific equipment. It also allows us to group students to complete group projects or study together. Students can come to the Family Connection Center to access technology and resources they may not have at home or complete state STAAR End of Course assessments. In addition, the waiver allows students enrolled in CTI certification courses to maintain the number of hours required to seek certification in areas such as cosmetology.

A district may choose to offer both support services and the CEHI component or only the CEHI component in a PRS program. In VISD, we offer both components as well as continued support beyond the required post-partum period. Our VISD program includes:

- regular support visits during the prenatal period
- homebound instruction as ordered by the physician

- parenting sessions twice each month on each of our high school campuses
- referrals to community support agencies as needed
- mentoring to provide timely and specific interventions assisting students to remain in and be successful in school

A district receives 2.41 PRS weighted funding while PRS components are being provided to the student during the prenatal and/or postpartum periods.

SECONDARY CIA

UIL Waiver – Exempt List of Courses for 2020-2021

The School Board must approve a list of additional advanced courses designated as exempt for inclusion in No Pass – No Play. Students enrolled in at least one approved advance placement course may be able to retain their eligibility if the grade in that class is at least a 65. Only one class exemption may be applied per semester. A number of courses related to CTE, PTECH and the UT On-Ramps program have been added to the list. This item will be shared in the consent agenda as well. The courses are as follows:

A student who receives at the end of a grading period below 70 in any academic class - other than the courses listed below - may not participate in extracurricular activities for at least three school weeks. Student enrolled in at least one of the courses below may be able to retain their eligibility if the grade in that class is at least a 65. Only one class exemption may be applied per semester.

Advanced Animal Science	English Language & Composition-AP (III)
Adv. Engineering Design & Problem Solving	English Literature & Composition-AP (IV)
Adv. Forensic Science	European History - AP
Adv. Anatomy and Physiology	Geometry - Pre-AP
Algebra I Pre-AP	History of Art-AP
Algebra II Pre-AP	Human Geography - AP
Art - Pre-AP	Micro Economics-AP
Art Drawing -AP	Physics 1 - AP
Art 2-Dimensional Portfolio -AP	Physics 2 - AP
Art 3-Dimensional Portfolio -AP	Pre-Calculus Pre-AP
Biology - Pre-AP	Psychology-AP
Biology - AP	Spanish I-Pre-AP
Calculus AB -AP	Spanish II-Pre-AP
Calculus BC -AP	Spanish III Pre-AP
Chemistry - Pre-AP	Spanish IV-AP
Chemistry - AP	Statistics - AP
Computer Science Principles - AP	US Government & Politics -AP
Computer Science - AP	US History -AP
Environmental Science -AP	World Geography Studies -Pre-AP

English I -Pre-Ap	World History Studies -AP
English II -Pre-Ap	
Dual Credit Courses	
HIST 1301	MATH 1314
HIST 1302	MATH 1316
ENGL 1301	MATH 1324
ENGL 1302	MATH 1325
ENGL 2322	MATH 1342
ENGL 2327	MATH 2412
ENGL 2328	MATH 2413
GEOG 1303	MATH 2414
GOVT 2305	BIOL 1406
GOVT 2306	BIOL 1408
BIOL 1407	BIOL 1409
ECON 2301	SPCH 1315
MATH 1314	SPCH 1311
CHEM 1411	PSY 2314
CHEM 1412	SOCI 1301
CHEM 1406	EDUC 1300
COSC 1301	ACCT 2301
BIOL 2401	ACCT 2302
BIOL 2402	COSC 1301
ENVR 1301	COSC 1315
ARTS 1301	COMM 1335
ARTS 1303	CRIJ 1301
ARTS 1304	CRIJ 1306
MUSI 1304	CRIJ 2313
MUSI 1306	SPAN 1411
MUSI 1310	GEOG 1303, 1403, 1404
MUSI 1311	GEOG 1303, 1404
MUSI 1312	BCIS 1305
MUEN 1312	CETT 1302
DRAMA 1310	CETT 1325
PSYC 2301	
The University of Texas OnRamps Courses	
Reading, Writing and Research/ENGL 1301	US History
Reading, Writing and Research/ENGL 1302	Statistics

SPECIAL EDUCATION

The Special Education Dept submitted our final report to TEA regarding our Services to Students with Autism grant. The purpose of the 2-year, \$2,000,000 grant was to produce data-based, innovative recommendations for effective services that can be replicated across the state. Final recommendations from the 10 districts that participated in the grant will be presented by TEA during the next legislative session. All recommendations were based upon positive student outcome data, a brief overview of our recommendations:

Parent attendance at informational meetings has increased from 2% to 19.75%. Parent involvement through our monthly parent meetings has been very impactful. The meetings have increased positive relationships between district staff and parents, as well as from parent to parent. The meetings have evolved from solely informational to acting as a support network for parents. Removing the barriers to parent attendance by providing childcare and meals is one of the reasons for the success experienced. Other reasons for success include parents self-selecting the topics presented and the incentive of the iPad for attendance. Although hard to measure the immediate effect of these trainings on student's success, parents are the life-long teacher for their children and only positives can come from increasing their knowledge base. Victoria ISD plans to continue offering these parent support meetings using our current model. Suggested adjustments to delivery include adding an online meeting and daytime meeting option.

Sensory kits in ECSE classrooms, sensory inclusion kits, alternative seating, sensory paths, and sensory playgrounds have shown to provide students with readily accessible items to address sensory needs allowing the students to be successful in the general education setting. This is supported by our SPM data and teacher surveys focused on student behavior and engagement. An additional benefit of the accessibility of the items and pathways is they have opened a dialogue about and an acceptance of the needs of this group of students.

Staff training was integral to the success of all the components of the grant. Trainings on sensory pieces, communication pieces, and ABA strategies through face to face and online options have increased staff skills. Based on participant survey, the most beneficial trainings have included Visual Supports for Students with Autism, ABC data collection, Identifying the Functions of Behavior & Teaching Replacement Behaviors, and the TSLAT online modules. Additionally, through the UHV program, the district has invested in current staff to develop skills in applied behavior analysis. This has given the district a qualified applicant pool to choose from when hiring for specialty positions.

The development of an accessible online help desk ticket has given district staff a conduit for requesting support and needs. It streamlined the request process and provided the support staff with pre-visit information to expedite assistance. A toolkit for teachers with video and digital resources was also created. Teachers can reference how to use sensory pieces through video and develop visual schedules with tools provided. Through the VISD website, parents may access videos and supports aligned to meeting topics.

The LAMP display provides supports in the ECSE classroom to reinforce and build vocabulary for low-language learners and device users. The three-dimensional objects in the unit represent classroom vocabulary in an engaging way.

OFFICE OF ADMINISTRATION

Chapter 37 of the Texas Education Code establishes the statutes related to student discipline and law and order in public schools. Each school district is required to present their proposed Student Code of Conduct to the Board of Trustees for approval prior to the start of each school year. Since this upcoming school year is not a legislative school year, there are no modifications to the 2020-2021 Student Code of Conduct except for the Superintendent's Message. Attached for your review is the proposed [Student Code of Conduct](#)

CENTRAL SUPPLY AND PURCHASING

- Bids will be opened July 2, 14, & 15 for the following:
 - Classroom Supplies
 - Painting Services
 - Roads and Grounds Materials
 - Online Instructional Resources and Materials
 - Teletherapy and Online Instructional Services
- Evaluate and tab bids above after opening for the August Board meeting.
- Renewing bids that are still active.
- Central Supply will be closed for inventory July 1-16.
- Ordering, receiving, and delivering textbooks for the 2020-2021 school year (Literature for secondary, ESL, consumables, etc.)

CHILD NUTRITION

- Child Nutrition Director, Dana Bigham, submitted an application for the *Community Eligibility Program (CEP)* on behalf of all fourteen elementary schools as well as the Liberty Campus. This program allows all enrolled students attending any of our elementary schools or the Liberty Campus to receive free breakfast and lunch.
- The Child Nutrition Department will apply for the *Child, Adult Care Feeding Program (CACFP)* for all fourteen elementary schools and all secondary campuses. This program will allow a more substantial afternoon meal than the previous snack program. VISD has been actively involved with the program for several years with the three high schools. We are excited to expand this opportunity to all of our campuses.
- The Summer Feeding Program will continue through July 26th. July 24th is the last distribution date.
- The deep cleaning of all vent hoods in our kitchens is in progress. All fire suppression inspections for the campus kitchens have been scheduled prior to the first day of school.
- Food and equipment orders are currently in process for the fall.

HEALTH SERVICES

Health Services Coordinator, Regina Bryan, is staying abreast of updates with Covid-19 and the current recommendations set forth by the Centers for Disease Control and State Health Department. She is also staying on top of contact tracing for employees. Regina has been communicating with Sherri Hathaway, Greg Bonewald, and Tracy Beck to create a [Covid-19 Guidance Document](#) for employees.

MAINTENANCE

The VISD Maintenance Team is working on the annual summer punch list to complete preventive maintenance and repairs as submitted through the work order system for campuses, departments and facilities. The Team is working alongside the campus administrators to comply with student classroom and learning spacing as directed by TEA.

STUDENT SERVICES

Student Registration for 2020-21: As of July 2, 2020, a total of 9,511 students have been registered via our online enrollment system (one month ago, the total was 6,707 students). This number represents approximately 71% of the number of students we typically have present on the first day of school...which is a mere 5 weeks away!

TRANSPORTATION

- The VISD Transportation Director and Supervisors are continuing to work alongside First Transportation Solutions.
- The Transportation Department has prepared all of the bus routes for a “traditional” (non-COVID-19) school year.
- A hybrid routing schedule limiting twelve students (non-related) to a bus is being prepared. Parents of bus eligible students will be given a survey to provide ridership input.
- Staff participated in staff development with Transfinder; the bus routing software VISD utilizes.
- The Annual Hazardous Areas document will be available in the consent agenda for the July Board Meeting. The document has all of the new attendance zones, including the proposed hazardous areas for 2020-21.
- The School Transportation Route Services Report will be submitted to TEA by the end of July.

FINANCE

ESSER Funding

The District must apply for these funds since the state will be sending less funds through the planned Foundation School Program due to the decrease in state tax revenue from COVID-19. If the District does not apply for the ESSER grant, this would result in a net loss of overall revenue. Districts must combine the ESSER grant with the remainder of the normal FSP allotment in order to account for the total FSP allotment. The District will receive their full FSP entitlement as earned through the first 2/3 of the school year before school closure. In addition, districts will receive additional FSP hold harmless funding delivered via ADA/minutes adjustments to mitigate the financial impact of school closure. This additional hold harmless will be offset by the ESSER formula funding. The amount of ESSER grant funds that each district is entitled will be incorporated while calculating the ADA hold harmless adjustment.

Gifts and Donations

The total gifts and donations for June 2020 is \$301,315. The total gifts and donations for fiscal year 2020 is \$850,414.

The District has received numerous generous donations amid the COVID-19 Pandemic. The total of donations received to date is \$119,440. Formosa Plastics made a contribution to the virtual graduation. We would like to extend our sincerest Thank You.

Approve and Appointment of Victoria County Tax Assessor-Collector, to calculate the No-New-Revenue Tax Rate and the Voter-Approval Tax Rate for the 2020 Tax Year:

In years past, the Victoria County Tax Assessor-Collector and the Assistant Superintendent of Budget and Finance would work collaboratively to calculate the Rollback Rate and Effective Tax Rate. Due to HB3, new terminology has been introduced. The Rollback Tax Rate is now referred to as the Voter Approval Rate and the Effective Tax Rate is referred to as the No New Revenue Tax Rate. After listening to the Truth and Taxation webinar, we discovered that the person calculating the rates needs to be registered and working towards their certification. Therefore, we are requesting the approval and appointment of the Victoria County Tax Assessor-Collector to calculate the new rates.

HUMAN RESOURCES (AKA: TALENT DEVELOPMENT)

The HR Department is fully entrenched with recruiting, hiring and filling open vacancies! This is a very busy time of the year for us! We are also in the process of rebranding and transforming into VISD's Talent Dept.--actually the Talent Acquisition, Support and Retention (TASR) Department to be more precise. Department staff have spent much time over the past couple of weeks meeting with various staff members to conduct an "Informal Internal Needs Assessment" (both short-term and long-term needs) that will guide our future transformation and support the District's Findings and Directions as we all work together as a team to Design Our Future!

OFFICE OF THE SUPERINTENDENT

Summer Leadership Institute (SLI): TASB's SLI was hosted in a virtual format this year replete with keynote sessions, vendor spaces and breakout sessions. The event started in the evening of June 24 and culminated on June 26. School Board Trustees were able to attend the sessions as available.

HB 3 Board Workshop: - A workshop was held on June 30, 2020 with all seven board members in attendance. The purpose of this meeting was to participate in the EISO Training and to review the House Bill 3 requirements for goal setting. The VISD Board of Trustees reviewed historical data provided by district administration and set three goals related to school performance as follows:

Goal 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 34% to 44% by August 2024.

Goal 2: 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: Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 51.9 % to 75% by August 2024.

Additionally, Board members reviewed the information from the Findings and Direction Document link with Matthew Frank and Duncan Klussman leading the conversation to determine two additional goals from the strategic planning committee work. The conversation included comments that strongly focused on all 10 Findings, but several seemed to rise to the top of the conversation. Those included:

- Finding Their "And" - heavy emphasis on all "Ands" being important – none diminished
- Talent Development
- Community Based Accountability
- Equity - more representation of student populations, more diverse and equitable
- Social Emotional Learning - navigate SEL from the inside out

It was also clear that VISD Board of Trustees want goals that gives Victoria and identify and sets us apart from other school districts. Matthew and Duncan also shared that one more goal would need to be developed to meet the System of Great Schools requirement that included language that focuses on increasing the number of A & B schools and decreases the number of D & F schools in VISD.

Task Force Updates: For the most current information on Task Force work, please visit the dedicated [website using this link](#).

Budget Planning Task Force:

We reached out to approximately 50 community members who were recommended to our leadership team for consideration to participate as members of our Budget Planning Task Force. Approximately 25 community members have agreed to serve on this Task Force.

Meetings were initially scheduled as in-person / virtual hybrid meetings to begin taking place the last week of June. The sudden rise of COVID-19 cases around this same time resulted in a postponement of the initial meetings. We are continuing to evaluate evolving health related guidance that may result in

these meetings taking place as fully virtual events. Currently, we have meetings scheduled for Monday, July 13th and Wednesday, July 15th.

Facility Assessment and Bond Planning Task Force:

The Facility Assessment Presentations conducted throughout May remain available for staff and community to review on the VISD website at

https://www.visd.net/apps/pages/index.jsp?uREC_ID=1617681&type=d&pREC_ID=1752521

We are gathering input through Thoughtexchange for each of the presentations. If you have not already provided your thoughts and questions, please do so. This information will be compiled and shared with our Bond Planning Task Force

System of Great Schools:

One of the levers of the Systems of Great Schools network is to “conduct annual portfolio planning process that analyzes school performance, community needs, and parent feedback to inform action plans for all schools”. Members of the School Portfolio Review and Planning Process committee met to conduct this review on June 23, 2020. The committee is comprised of the Superintendent, Deputy Superintendent of Operations, Assistant Superintendent of Curriculum, Instruction, and Accountability, Assistant Superintendent of Budget and Finance, Executive Director of Elementary Education, Executive Director of Secondary Education, Executive Director of Human Resources, Director of Federal and State Programs, Director of Innovation and Innovation Specialist. During this meeting, the committee members made recommendations to write for a School Action Fund Planning grant for the following schools: Shields, Patti Welder, Smith and Stroman. The School Action Planning grant applications were submitted on July 14, 2020. If awarded the beginning date of the grants is September 9, 2020. Another lever of the SGS network is to “build talent pipelines of internal educator teams and external partner operators to plan and execute school actions.” In order to strengthen our teacher talent pipeline, VISD applied and received Teacher Mentor Allotment funding for the 2020-2021 school year.

The funding allocates \$1,800 for every beginning teacher whose mentor meets MPA requirements, with a district allotment cap of \$99,000. The funding will be utilized to support beginning teachers. We wrote the application for a subset of schools to maximize our priority points for the allotment. The schools we wrote for are Crain, Dudley, Hopkins, Torres, Rowland, Shields, Stroman and Patti Welder.

Early Childhood Center:

We are still working through developing and negotiating a contract with CLI. We are hopeful to complete this process by the August board meeting.

O’Connor ACE:

We are continuing our planning for the deployment of the ACE model for the 2020-2021 school year.

Healthcare P-TECH:

The Healthcare P-TECH Leadership Design Team continues to work on transitioning from the planning year to implementing the P-TECH model.

Education and Training P-TECH:

The Education and Training P-TECH Leadership Design Team has begun to meet regularly to begin the planning process for the implementation of the P-TECH in 2021-2022.

COMMUNICATIONS

Right at School: VISD is partnering with Right at School to offer an after-school enrichment program for elementary students at 12 of the 14 elementary schools. Right at School has committed to continue offering their program in the wake of COVID-19.

As we plan for a more complex start of school with physical distancing parameters, we are sharing some of the ways Right at School is working with partner districts to support our Fall launch. Right at School has been operating physically distanced camps for children of first responders since the pandemic started, so their staff understand how to run meaningful and safe programs throughout the day. If students return to school on their regular schedules in Fall, Right at School is set to run their signature and after-school program for families, incorporating the best practices they've learned with hygiene, wellness checks and social distancing (while having fun!).

For children who might not be in school on a given day (teacher workday, remote instruction day, etc.), but whose parents need to work, Right at School can provide a full-day program. These programs allow children to do their remote learning under the supervision of Right at School staff, as well as get plenty of fitness and enrichment. In other districts, they have divided up gyms, used surplus buildings, and found neighborhood sites to host these safely distanced programs.

Right at School has committed to doing whatever we can to help our elementary families -- no matter what the upcoming school year looks like. Enrollment is open now.

Return to School Plans: As details of the district's return to school plan are available, the information is being posted to our VISD website. We are also updating back to school information, such as school supply lists, important dates, etc.

Virtual Employee Service Awards: We were not able to celebrate our Employee Service Awards in May as we usually do, due to COVID-19 closures. However, it is still important to us to honor these employees for their commitment to our students. A video was released recognizing those who have completed 20 years of service in VISD and those who retired this year. A total of 79 employees were highlighted. Thank you for your dedication!

RISK MANAGEMENT

Public Meeting Information

Through the CARES Act, congress allocated funding to support local education agencies for the purpose of providing emergency relief to address the impact of COVID -19. One of these grants is the Elementary and Secondary School Emergency Relief (ESSER) fund. ESSER funds have been made available to states upon an approved application in the same proportion as each state receives funds under Part A of Title I. It is important to know that these are not additional funds for LEAs. The District must apply for these funds since the state will be sending less funds through the planned Foundation School Program due to the decrease in state tax revenue from COVID-19. If the District does not apply for the ESSER grant, this would result in a net loss of overall revenue.

Below are some examples of how LEA's may spend ESSER funds:

- Activities that address unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities and students experiencing homelessness.
- Planning and implementing activities related to summer learning and supplemental afterschool programs.
- Purchasing educational technology, which could include hardware, software, and connectivity for students utilized for distance learning.
- Purchasing supplies to sanitize and clean facilities operated by a Local Education Agency.
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff.

Victoria ISD's ESSER entitlement is \$2,824,307. This amount includes providing private nonprofit schools (PNPs) their proportional share. As of July 1, the USDE has provided LEAs with three options to calculate equitable services to PNPs. The first two options allow districts to use the Title 1, Part A percentage for the 2019-2020 or 2020-2021 school years. Either of these options would only allow LEAs to utilize funding for Title 1 schools and PNPs could only serve their students from low-income families. In the third option, all students from public and private schools ages 5-17 are included in the calculation. This option allows for the LEA and PNPs to serve all students and staff. After much consideration, VISD selected the last option to ensure that students and staff on all campuses are supported with these funds.

Property and Casualty Insurance Update

PCAT has recently provided the district with a 60-day notice of non-renewal ending our property and casualty insurance coverage on August 31, 2020. Due to the short timeline given to find a new carrier, the district has contracted with Bob Reim, Insurance and Risk Management Consultant, to manage our Request for Proposal (RFP) process. Due to Bob's vast experience and positive relationships with professionals in the insurance industry, we have received seven proposals in a short time for our property and casualty insurance coverage. After a thorough review using the specified criteria, Frost and McGriff were the selected agencies to find an insurer that will meet our property and casualty needs.

TECHNOLOGY

- Device Drop-off and Summer School Distribution
 - We will have several days this month designated as device drop-off days to collect devices from families that were checked out in the spring and for summer school. More information on these drop-off days will be distributed through our mass notification system and on our website and social media.
- New School Year Planning
 - We are working to implement standards across the district for the number of technology devices each campus has available for student use to be better prepared for next school year.
 - We are working on configuring and distributing over 3,500 new laptops for student and teacher use at the campuses.
 - We are working on cleaning up and re-distributing campus devices that were checked out to students for virtual learning.

- We are working to implement new and fine tune current systems and procedures in preparation for the new school year.
- Internet Services
 - The Juvenile Justice Center will have its internet connection upgraded this month, bringing their connection from 10 Mbps to 400 Mbps. This is a much-needed upgrade which will allow for better use of technology at this campus. JJC is the last campus we have that is not connected to the district via a fiber connection.
- Tech Support
 - We have the helpdesk number (361-788-2818) set up for staff technical support. We are also taking phone calls from parents and students on that line who have picked up a device and are needing technical support with those devices.

2020-2021 Campus Attendance ADA Snapshot Times

In accordance with the Texas Education Agency requirement stated in the Student Attendance Accounting Handbook, attendance must be taken at one particular point during the school day. This time is known as the ADA Snapshot time.

TEA has determined that Campus ADA Snapshot times which do not fall in the 2nd or 5th instructional hour must be approved by the School Board. In working with our students, their families, and teachers to help them achieve success, the recommended Campus ADA Snapshot times for 2020-2021 allow for a more accurate attendance count and better student support.

Students who are not scheduled in a class at the designated Snapshot time may have their attendance taken at an “Alternative Scheduling Flex” ADA time. The alternative Flex time is in place to accurately report students who may be enrolled in off campus courses such as Dual Credit or Career Prep courses.

The campus administrators were contacted, and their chosen ADA Snapshot times are provided in your board agenda packet. The High Schools, Victoria Juvenile Justice Center, and all the Elementary and Middle School campuses have chosen to keep the same times as the previous year and no adjustments were made to their snapshot times. The Liberty DAEP, however, has adjusted their snapshot times this year to better accommodate their new bell schedule. The new Elementary DAEP and the Victoria Head Start Campuses have been added and will follow the time as the other elementary schools.

VISD EDUCATION FOUNDATION

Grant Development: With assistance from Martin Sanchez and Melissa Correll, the Education Foundation facilitated the development of a grant proposal to Rotary District 5930 to benefit elementary and middle school career ideation. The grant proposes project-based learning using career kits from Education Associates and presentations given by Rotary members in one of four discipline-specific careers: 1) Construction, 2) Engineering, 3) Public Service, or 4) Business. The Rotary submitted the grant on Friday, June 26, and it is now pending review by the Rotary District Grants Committee. A funding decision is anticipated over the Summer.

Budget Planning Task Force: Lucy Herrera, VP of the Foundation Governance Committee, will serve as a representative on the VISD Budget Planning Task Force.

Foundation Board Workshop: A Foundation Board Workshop will be held on July 21. The agenda will address three items: Foundation goals, funding priorities, and revenue streams. In preparation for the meeting, we are using a Thoughtexchange to gather data. Outcomes from the workshop will inform the 2020-2021 Budget and form the basis for any changes we adopt for the upcoming school year.

Bylaws and Policies: In conjunction with the Governance Committee and the Executive Director, the Education Foundation has been in the process of finalizing Bylaws and creating new policy. The final draft of both the Bylaws and the newly written policies will be presented for review at the Foundation Board of Directors meeting on July 29.

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!*