



# **Victoria Independent School District**

Administration Report  
May 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

### **1. Curriculum, Instruction and Accountability - Page 3**

### **2. Office of Administration - Page 14**

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

### **3. Finance – Page 19**

### **4. Human Resources – Page 20**

### **5. Office of the Superintendent – Page 22**

- Communications
- Technology

**CURRICULUM, INSTRUCTION AND ACCOUNTABILITY**

**Honoring the 2020 VISD Senior Student Leaders:** Dr. Carroll and Karen Schoener delivered yard signs and small gifts to the nine 2020 Senior student leaders. These students have served VISD through various leadership committees and been an important part of the Designing Our Future work for VISD. We wish them all the best and honor their work and accomplishment!



Victoria West High School	Victoria East High School
Julia Clark	Mikayla Dinkins
Audrianna Clifford	Koby Levigne
Hansa Saif	Margaret Liu
Jordan Sparks	Samuel Nix
Donovan Webb	

**Graduation Requirement (Seniors)** - Schools are required to provide instruction to students in grades 7 through 12 in cardiopulmonary resuscitation (CPR). If seniors have not completed this requirement, a school district should request a waiver of the requirement from the Commissioner. Victoria ISD offers the CPR course during the Foundations of Personal Health course. Most students take this course as an eighth-grade student. However, we do have some students that do not take health until they are in high school. CPR was set to occur for any student taking health in the Spring just after spring break, which was interrupted by COVID-19. VISD will have several students needing to complete the CPR instruction before they graduate. Because of COVID-19, VISD can ask for a waiver for this requirement for the 2020 graduating seniors who were taking this course. Administration will be asking in the consent agenda for the Board of Trustees' approval to submit a waiver of the CPR course requirements for the Seniors of 2020.

**BCFS Head Start Contracted Services:** The partnership between BCFS and Victoria ISD to offer high quality, comprehensive Head Start services for the Victoria community continues to strengthen. Victoria ISD and BCFS staff have met to discuss and plan child nutrition services, staffing, Special Education services, online registration and curriculum/professional development. Below you will find the completed activities and next steps.

Completed Activity	Next Steps
Determined classroom count and enrollment (11 classrooms with 7 classes of 3-year olds and 4 classes of 3 & 4-year olds combined) Total Enrollment Capacity = 199 students	Registration of returning students begins on May 15 <sup>th</sup>
Worked with Student Services Department to set up online registration processes for Head Start students	Training of VISD staff to coordinate dual enrollment of students. Application for and receipt of campus number for Victoria Head Start through TEA.
Met with Head Start and Food Services to discuss feeding program and regulations	Finalize plan for food service. Hire 3 kitchen employees
Met with Special Education Department to discuss 10% enrollment rule and possible service models	Conduct site visit to Head Start facility on Red River – Monday, May 18 <sup>th</sup> at 8:00 a.m. Plan training on processes for referral and identification
Posted positions and met with staff. Conducted 9 teacher and 11 classroom assistant interviews (May 1, May 4, May 6)	Hire total of 11 teachers, 11 assistants and 3 floaters.
Reviewed current ISD staffing model. (teachers, assistants, floaters, kitchen, center director, receptionist)	Finalize job description for center director/coordinator and post. Adjust VISD teacher evaluation policy to allow for use of CLASS instrument with Head Start teachers
Discussed possible coordination of technology devices and apps (Hatch)	Meet with technology department to determine processes for recording daily attendance and role of technology in partnership.
	Post receptionist position.
	Need to complete <b><i>Request for Exemption from Regulation under 40 TAC 745.119</i></b>

**Magnet Schools Assistance Program Grant:**

Victoria Independent School District (VISD) applied for the Office of Elementary and Secondary Education: Magnet Schools Assistance Program (MSAP) CFDA Number 84.165A. The grant opened on March 10, 2020 and will be closed May 26, 2020. VISD is working with Martha Pennington and Dr. David Lerch to complete the application. The application was submitted on Wednesday, May 6, 2020. VISD has received notification that our application has been verified by Texas Education Agency and is awaiting the review process.

The purpose for Magnet School Assistance grants is primarily to support eligible local educational agencies to establish and operate magnet schools that are operated under a court-ordered or federally approved voluntary desegregation plan. *These grants assist in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group isolation in elementary and secondary schools with substantial numbers of minority group students.* In order to meet the statutory

purposes of the program, projects also must support the development and implementation of magnet schools that assist in the achievement of systemic reforms and provide all students with the opportunity to meet challenging academic content and student academic achievement standards. Projects support the development and design of innovative education methods and practices that promote diversity and increase choices in public education programs. The program supports capacity development—the ability of a school to help all its students meet more challenging standards—through professional development and other activities that will enable the continued operation of the magnet schools at a high-performance level after funding ends. Finally, the program supports the implementation of courses of instruction in magnet schools that strengthen students’ knowledge of academic subjects and their grasp of tangible and marketable vocational skills.

Victoria Independent School District will serve as the MSAP project fiscal agent. VISD is requesting a total amount of \$14,629,891. This is broken into the following installments \$3,092,782 for 2020/2021, \$3,262,391 for 2021/2022, \$2,843,938 for 2022/2023, \$2,738,880 for 2023/2024, and \$2,691,900 for 2024/2025. This funding will provide educational opportunities for the over 3,100 Kindergarten through 12th grade students currently enrolled in the project schools. The cost of this proposed project is high due to the specialized personnel required, the unique science/engineering supplies, and high-end technology needed for the STEM focus of the R.E.A.C.H. magnet theme, as well as for the extensive professional training for teachers and staff members to develop and sustain the authentic project-based studies and the personalized student-centered instructional practices.

Victoria ISD is bringing forward a Voluntary desegregation plan to the Board of Trustees as an action item in the May 2020 Consent Agenda. The voluntary desegregation plan can be found [here](#). Victoria Independent School District was released from its Title VI Administrative Order in 2010. The purpose of this voluntary desegregation plan is to provide all students served in Victoria Independent School District the opportunity to learn in a desegregated environment. This plan proposes to:

- Prevent, reduce or eliminate social, racial, ethnic, or economic isolation
- Remedy the separation of Hispanic students in one or more schools within the district
- Foster student integration and diversity
- Ensure equal educational opportunity and access for all students
- Provide instruction and experiences that foster understanding and that integrate students of different backgrounds together
- Reverse a trend of declining enrollment that leads to minority isolation

The three principle strategies used by Victoria Independent Schools to prevent, eliminate, or reduce the isolation of Hispanic students will be a district-wide policy of school choice, the adjustment of boundaries to achieve diversity, and the establishment of magnet schools. Magnet school programs may be established at sites which would exceed the district averages for Hispanic students. A magnet school as defined in Sec. 5302 [20 U.S.C. 723.1a] is a public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

Victoria Independent Schools will establish three new magnet schools (Smith Elementary, Stroman Middle School, and Victoria East High School. These magnet schools will encourage the voluntary reduction of minority group isolation in schools with substantial minority group populations. The course of instruction within each magnet school will strengthen the knowledge of academic subjects with a focus on STEM and the Arts.

The MSAP Project Director is Assistant Superintendent of Curriculum and Instruction Dr. Susanne Carroll. Dr. Carroll will oversee the operation of the R.E.A.C.H. Project's operations and activities. The grant application proposes the hiring of a Magnet Coordinator who will take over the day-to-day operations and activities. Dr. Carroll and the Magnet Coordinator will work cooperatively with magnet principals to set up the three R.E.A.C.H. Project magnet schools, develop a budget, and deliver project services.

STEM/PBL Coaches included in the project will be hired to assist magnet teachers carrying out the newly acquired STEM focused instructional skills and provide coaching to help them develop a deeper understanding of developing a personalized learning school culture. Their role will be to work with teachers in each classroom as instructional guides including classroom management skills, student rapport, and lesson implementation skills through Contextualized Learning using Project-Based Learning instruction as well as Blended Learning practices.

All positions named in the grant the Magnet Coordinator; STEM/PBL Coaches, Instructional Technology Coach, R.E.A.C.H. STEM Center Coordinator, and STEM Mobile Lab Technician, will work collaboratively with the magnet principals to expose students to challenging and new information in the areas of science, math, engineering, and professions related to the STEM theme.

Dependent on the acquisition of the grant, specific bids will be solicited to get estimates for equipment that will be necessary to carry out grant activities. Funding has been placed in the budget to secure that all students will have equitable access to blended learning experiences. Provisions have been made in the MSAP application for the purchase of instructional supplies that support grant activities.

### **ADVANCED ACADEMICS**

AP Students begin online AP testing May 11<sup>th</sup>. AP testing will run May 11<sup>th</sup> - 22<sup>nd</sup>. If a problem arises during testing (sibling screaming, internet loss, power outage, etc.) the AP student can apply to take the online makeup exam. If a student does not login for the May test, they will automatically receive a testing ticket for the makeup exam.

This year is the first graduating class that has participated in AP Academy all four years of high school. We have 8 students who have earned the AP Scholar distinction and 38 students who have earned the AP Honors distinction. Below are the criteria they had to meet to earn the distinctions. A special AP Academy seal will be placed on their diplomas in recognition of earning the distinction.

### AP Honors Award

<b>Area of Specialization</b>	<p>This must be 4 years of Pre-AP/AP/Dual Credit courses in <u>one</u> core subject (science, math, social studies, English) during high school. Course sequence must culminate (end) in an AP or Dual Credit courses.</p> <p>Ex 1: PAP English 1, PAP English 2, AP English 3, DC English 4                  Ex 2: PAP Algebra 2, PAP Geometry, PAP Precal, AP Calculus AB                  Ex 3: PAP Geometry, PAP Precal, AP Calculus AB, AP Calculus BC                  Ex 4: PAP World Geography, AP World History, DC US History, AP Human Geography                  Ex 5: PAP Biology, PAP Chemistry, AP Physics 1, AP Biology</p> <p>4 courses I took in sequence for a core subject: choose one (science, math, social studies, English) _____:</p> <p>1. _____                  2. _____                  3. _____                  4. _____ (must be AP or Dual Credit)</p>
<b>Other AP Credits</b>	<p>3 additional AP level credits <b>outside</b> of their specialization.</p> <p>You can't use the 4 listed above, except if you have two AP/DC level courses listed above, you can count <u>one</u> of those below. You may only use 1 year of AP Advanced Academic Skills, and for 8<sup>th</sup> period TPSP you can only count ½ credit for TPSP one time.</p> <p>3 more AP/DC level credits I earned:</p> <p>1. _____                  2. _____                  3. _____</p>
<b>TPSP</b>	No Requirement
<b>GPA</b>	Maintain a total <b>weighted</b> GPA of 90 for all courses
	GPA: _____

### AP Scholar Award (This award has more requirements)

<b>Area of Specialization</b>	<p>This section is the same for the AP Honors Award: Initial here: _____ Please use my info from previous page.</p> <p>This must be 4 years of Pre-AP/AP/Dual Credit courses in <u>one</u> core subject (science, math, social studies, English) during high school. Course sequence must culminate (end) in an AP or Dual Credit courses.</p> <p>Ex 1: PAP English 1, PAP English 2, AP English 3, DC English 4                  Ex 2: PAP Algebra 2, PAP Geometry, PAP Precal, AP Calculus AB                  Ex 3: PAP Geometry, PAP Precal, AP Calculus AB, AP Calculus BC                  Ex 4: PAP World Geography, AP World History, DC US History, AP Human Geography                  Ex 5: PAP Biology, PAP Chemistry, AP Physics 1, AP Biology</p> <p>4 courses I took in sequence for a core subject: choose one (science, math, social studies, English) _____:</p> <p>1. _____                  2. _____                  3. _____                  4. _____ (must be AP or Dual Credit)</p>
<b>Other AP Credits</b>	<p>Complete 8 total AP/DC level credits in high school with at least one AP/DC in each core content area. You may reuse any AP/Dual Credit courses listed above.</p> <p>8 AP/DC level credits I earned:</p> <p>Math credit: _____                  English credit: _____                  Science credit: _____                  SS credit: _____</p> <p>5. _____                  6. _____                  7. _____                  8. _____</p>
<b>TPSP</b>	<p>Complete the Texas Performance Standards "Pursuit of Passion" project during 11<sup>th</sup> or 12<sup>th</sup> grade. Please note: Pursuit of Passion is a project you made up. It cannot be one from the TEA website.</p> <p>Name of the Pursuit of Passion project: _____                  Grade you were in: _____</p>
<b>GPA</b>	Maintain a total <b>weighted</b> GPA of 95 for all courses
	GPA: _____

Our Middle School Advanced Academic Skills classes are just finishing up piloting Defined Learning. Our 6<sup>th</sup> grade classes had the option of completing the Food Truck Entrepreneur or Skateboard Park project-based learning projects. Our 7<sup>th</sup>/8<sup>th</sup> grade classes had the option of completing the App Developer or Creative Designer project-based learning projects. The feedback that we have received from the students was great! Their final products are currently being turned in and evaluated.

### **ASSESSMENT & ACCOUNTABILITY**

Districts are required to provide four testing opportunities for Credit by Exams throughout the school year. Our first two opportunities were in October 2019 and January 2020. The next two opportunities are in June 2020 and July 2020. We will proceed with face-to-face testing utilizing federal, state, and local COVID-19 protocols to maximize safety.

### **CAREER AND TECHNICAL EDUCATION**

VISD CTE, Victoria Business and Education Coalition has partnered with Golden Crescent Workforce Solutions to create a virtual career exploration platform for students called the Career Exploration Virtual Series. The Career Exploration Virtual Series can be accessed [here](#).

Perkins V requires each district to conduct a Comprehensive Local Needs Assessment (CLNA) to be submitted in Spring 2020 and then updated at least once every two years. Each institution that receives a Perkins Basic grant allocation must conduct a needs assessment that addresses how Perkins programming and funding will support CTE programs and assist special populations students as outlined by the Act. The CLNA requires analysis based on data collection and consultation with statutorily defined groups of stakeholders: CTE program representatives at the secondary and postsecondary levels, state or local workforce development board representatives, representatives from a range of local businesses, parents and students, representatives of special populations, and representatives from agencies serving at-risk, homeless, and out of school youth. The six areas of inquiry are as follows:

1. **Student performance:** disaggregated by program or career cluster, including subpopulations
2. **Size, scope and quality of programs:** description and documentation
3. **Labor market alignment:** Use of labor market data to confirm demand for CTE programs/programs of study
4. **Implementing CTE Programs:** Programs of Study implementation and progress
5. **Faculty/Staff recruitment, retention, and training:** description and documentation
6. **Improving access and equity:** strategies for Special Populations

Throughout the spring semester CTE has been working to complete the CLNA and submitted the CLNA on May 14, 2020.

### **COUNSELING**

GenTX Virtual Decision Day was held on May 1<sup>st</sup> through a social media campaign managed by VISD, Victoria College, and University of Houston-Victoria. It was simple, fun, and there were lots of great prizes given to students that participated, including laptops, Apple Airpod Pros, Netflix movie night bundles, Beats headphones, Fitbits, and more. At least one student from each campus in the Crossroads area that participated by posting their college plans or pictures of acceptance letters/signs, won a prize.



Secondary principals and counselors are meeting regularly to plan their 2020-2021 master schedules. They have spent several days meeting together to determine the most efficient staffing needs while meeting the needs of all students and trying very hard to make sure students are able to get the electives they choose, since many of those electives will lead them right into post-secondary education or even job opportunities. This is information being shared with Human Resources in order to determine future staffing needs.

Approximately 130 West students and 115 East students are interested in dual credit courses for the Fall 2020 semester and are working with College and Career Center Coaches to complete the registration process. Method of delivery for Fall courses will depend on COVID-19 precautions put into place.

Teachers who will be teaching the OnRamps University of Texas dual enrollment courses will be able to continue to participate and prepare for Fall course delivery through an online training opportunity. This online training will save the district significant funding because teachers will no longer have to have travel costs reimbursed for the two-week training that was previously scheduled in Austin.

**Fall Classes start August 24**, and this online registration period will run through Wednesday, July 15, with tuition and fees due for courses registered on or before that same date.

Course offerings this fall include 8-, 12-, 15- and 16-week sessions. The College will deliver courses using online, hybrid or face-to-face formats **depending on evolving COVID-19 precautions**.

**ELEMENTARY CIA**

**Remote Learning Update:** Elementary students, families and staff members have worked tirelessly to ensure continued student learning during remote instruction. Elementary teams have continued to incorporate student choice and differentiated activity options into weekly assignments. Teachers have worked to become skilled in delivering remote instruction using a variety of platforms for interactive and video instruction. According to our latest counts, over 98% of students have responded to communication from school staff, and over 95% of students have submitted assignments. For the last two weeks of instruction, students will be completing activities that incorporate academic skills into real life application such as the examples below:

<p>Work with a parent to plan 1 or 2 family meals for the week. Make a list of items you need from the grocery store and estimate the cost of each item. What is the total estimated cost of each meal?</p>	<p>Use a recipe to prepare a meal with the help of an adult. Read the recipe to your helper. Write down any steps that required a measuring cup or spoon and the fractions you used while preparing your meal.</p>	<p>Start a load of laundry. Write down the time you started the washing machine and the time the load finished. Put the clothes in the dryer and record the start and finishing times. How long did it take to wash your clothes? How long did it take to dry your clothes? Which took longer? Now, sort your clothes and put them away.</p>
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During this time, staff will focus on working with students who have missing or incomplete assignments.

**Elementary Summer Bridge:**

Elementary campuses are currently planning Summer Bridge activities to support students in need of additional instruction. Summer Bridge Tutorials will be offered by VISD elementary teachers June 29 – July 24. Groups may meet for the entire



period or for a portion of the time period (2 – 4 weeks). The tutorials will consist of one hour of daily virtual interactive tutoring and will be offered for students who are currently enrolled in Kindergarten – 5<sup>th</sup> grade. All needed instructional materials will be provided by the district.

Criteria for participation in Summer Bridge will include:

- Recommendation from teacher.
- Commitment from parent to log student in to Teams and ensure student participates in daily tutoring session for 1 hr. (for a minimum of 2 weeks).
- Access to laptop/tablet and Internet - If the student/family does not have access to a laptop or tablet, the district will provide a laptop or tablet and Internet access for the family to checkout.
- Student willingness to participate in online tutoring session(s).

Initial scheduling will occur at the campus level May 13 – 28.

Teachers will receive schedules and group information by June 4<sup>th</sup>.

Parents will be contacted during the week of June 15<sup>th</sup> to finalize registration and schedule pick up of instructional materials.

Students in need of additional instruction who are unable to participate in Summer Bridge tutorials will be scheduled for intensive fall interventions.

#### **Professional Development:**

Elementary teams are currently reviewing teacher and staff feedback and working to schedule professional development opportunities for the upcoming year. Key areas of focus will include:

- Technology Integration (for both face-to-face and remote instruction)
- Lesson Development with focus on Make It/Take It and immediate implementation
- Professional Learning Community Structures (Essential Standards and Common Assessments for Learning)
- New Teacher Support
- Leadership Ladders

#### **Imagine Learning**

**Congratulations** to Dudley Elementary and Torres Elementary for earning recognition as Imagine Learning Schools of Excellence for the 2019-2020 school year. This award represents the highest distinction in our Imagine Nation customer recognition program.

#### **FEDERAL PROGRAMS**

Pregnancy Related Services (PRS) continues to diligently serve our students (who are pregnant or parenting) while they are engaged in distance learning. We are so proud of all the efforts towards communicating health, as well as academics for this special population of students. Every week, as a team, they hold virtual parent education classes for all teen parents at each of our three high schools. They share important parenting tips and a short video to help support each of them. They even have a virtual class just for fathers. The Microsoft Teams platform has helped these mentors physically see the students and their children and this team is especially vigilant about gauging these students for

indicators that a student/parent may be extra stressed and in need of additional mental health resources.

## **SECONDARY CIA**

Secondary campuses continue to work diligently to provide remote instruction. Survey of campus results indicate that the number of students submitting work has increased throughout the last few weeks and the number of students with no device access has decreased. During each week principals turn in several data sets including a count of students who do not have access to a device and the number of students who are not turning in assignments. This number has varied slightly from week to week with a high of 7% not having access to a low of 4% not having access. Additionally, students not turning in assignments has also varied from a high of 15% to a low of 12%. Administrators, teachers and other campus staff have worked diligently to contact the families and students to address both academic as well as social and emotional needs.

Secondary campus principals, assistant principals and instructional coaches have held weekly Team meetings to discuss plans for closing out the school year, graduation, and remote learning opportunities and challenges. Additional topics have included grading support for students and teachers, summer school support in a remote format, and always a celebration. Three celebrations continue to emerge:

1. Students who never interacted with the class or interacted with the teachers are now starting to come out of their shell and shine through this new way of learning.
2. The connectedness of content staff across the district. It was difficult to have PLC meetings with teachers from across the district, but this new format allows us to collaborate and connect with lesson design frequently with teachers not just from our own campus, but from all campuses.
3. Teachers are rock stars in their commitment and continued efforts to meet the needs of students in so many ways.

Secondary education is excited to welcome Mr. Larry Davis as the Executive Director of Secondary Student Learning and Talent Development. He has been working with Dr. Carroll to be part of the weekly secondary team meetings and will continue to be part of the ongoing conversations in the weeks to come as we continue remote instruction and design students learning for the 2020-2021 school year.

Secondary is planning for remote learning in Summer Online Academic Readiness (SOAR) Camp for the middle school students from June 8-July 2 with learning taking place Monday through Thursday for any student who is failing. There will be no cost to any student in this learning opportunity and the funding to support learning will happen through Compensatory services. High school summer school will take the same opportunities to provide an online learning environment for students from June 8-July 2 and all attendees who are recovering course credit will have their fees covered. Any student who is participating in an accelerated course opportunity for Spanish 1 or Spanish 2 and Geometry will have a minimal fee. Students will be using the TEAMS platform and the Edgenuity Credit Recovery software for instruction.

## SPECIAL EDUCATION

### Parent Survey Background:

Under federal accountability requirements, states must report the extent to which schools facilitated parent involvement as a means of improving services and results for children with disabilities (Indicator 8 of the State Performance Plan under the Individuals with Disabilities Education Improvement Act). All districts in Texas enrolling over 50,000 students are included in the survey effort every year. The remaining districts were assigned to one of six cycles at the start of the six-year plan. One cycle is surveyed each year.

### VISD's Procedures:

Fourteen VISD campuses were chosen to participate in the Parent Survey as part of the six-year cycle. A total of 347 VISD families were chosen by TEA to participate in this survey. This is the first time that the survey has ever been administered electronically. Special Education clerks assigned to these campuses facilitated the survey.

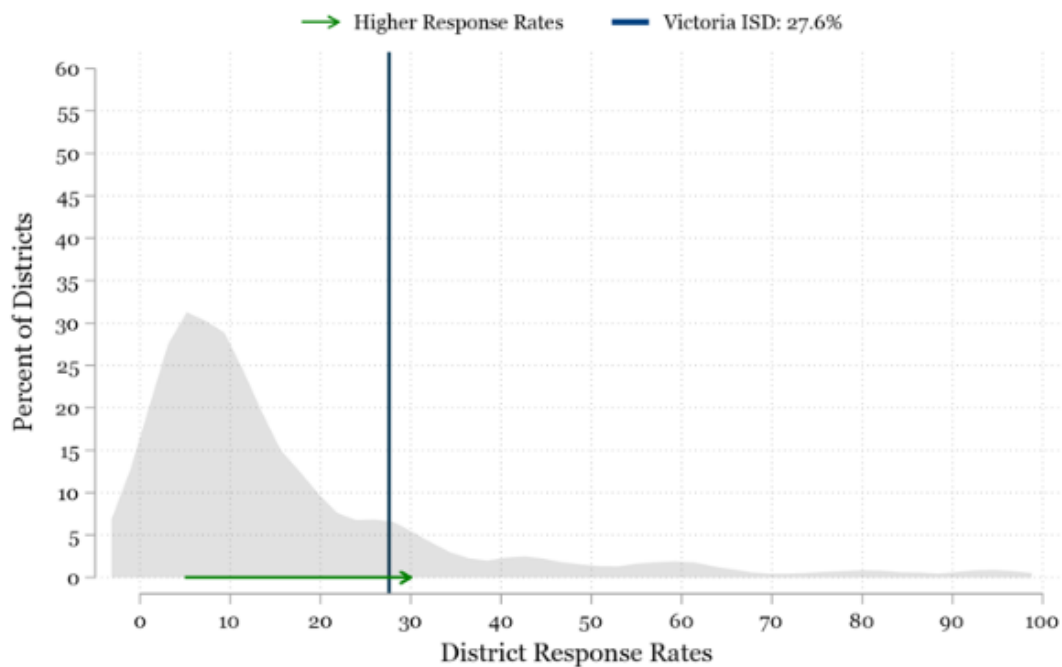
The initial phone call explaining survey and first email with information was sent out by April 24, 2020. Emails were provided in English and Spanish. The second email reminder was sent out between May 1st and May 10th. Texting the information was also available upon parent request. Scripts for phone call, emails, and texts were provided to the clerks to ensure continuity. Our clerks generally have a positive rapport with our parents, this relationship helped our response rate. The 2019 State average response rate was 18.4%.

As of [13 May 2020], the response rate for Victoria ISD(235902) is:

27.6%

The response rate Statewide is:

12.1%



## **Words Their Way – Supplemental Curriculum**

As we work through the current unique situation, we must also continue to work through the numerous district and department improvements that were in progress before COVID-19. Words Their Way, a supplemental curriculum designed to increase vocabulary knowledge through word study, has been purchased for implementation in Special Education Resource classrooms for grades K – 10<sup>th</sup>. Resource classrooms in K-5 will use a blended learning program daily with students. Resource classrooms in grades 6<sup>th</sup> – 10<sup>th</sup> will implement a direct instruction piece 2 to 3 times a week that incorporates grade-level, academic vocabulary. Teachers will be provided online professional development on implementation during the summer prior to their return in August.

## **Summer Professional Development**

Due to our current health situation face-to-face summer professional development has been suspended. We are currently working on providing PD sessions virtually and will utilize *SafeSchools* for many of our required trainings. Educational Service Centers are also moving professional development to an online format, we are currently working with our educational service center on several summer options.

Required summer professional development for all district staff will include:

- Diversity Awareness: Staff-to-Student
- Cultural Competence and Racial Bias
- De-Escalation Strategies
- Trauma Informed Practices

## **Special Education Individualized Education Program: Progress Report Compliance**

Federal law requires Special Education teachers and service providers to report on student IEP progress routinely throughout the school year. Victoria ISD requires IEP progress to be documented every 9 weeks as well as prior to every annual ARD. Because progress monitoring is vital to effective instruction and student programming the Special Education Department has focused on increased compliance as well as quality of data. Teachers and service providers have received extensive training on how to accurately and compliantly report IEP progress through our data management system. Every 9 weeks a compliance report is run and campus case managers are notified of non-compliant or non-completed IEP progress reports. This monitoring piece has been in place all year and the department has seen impressive gains in the timely completion of IEP progress reports. Progress report compliance has improved by 65% already this year. Continued improvements will occur as monitoring proceeds through the remainder of this school year and into the following years.

## **OFFICE OF ADMINISTRATION**

Graduation is right around the corner and we continue planning for this exciting time in our seniors' lives. The Maintenance Department, Campus Principals and SROs are working through all the details to ensure for a safe and orderly Graduation Celebration.

The Office of Administration continues to coordinate efforts with all departments to ensure a smooth end to the spring semester while preparing for summer projects and programs. The focus continues to be on supporting the day-to-day operations while preparing for the summer and fall.

### **Central Supply and Purchasing:**

- The Central Supply and Purchasing Department under the leadership of Jeff Chandler, has opened and begun preparing supporting documentation for the following bids to present to at the May Board Meeting:
  - Trucks and Trailers for High School Bands
  - College and Career Readiness
- Opened and evaluating bids for Custodial Supplies for presentation at the June Board Meeting.
- Gathering documentation to present at the May Board Meeting for joining the Harris County Department of Education (Choice Partners) a purchasing cooperative.
- Preparing and advertising additional bid packages for the June Board Meeting as follows:
  - Athletic Equipment and Supplies
  - Building Materials
  - UIL/ Athletic/ Student Voluntary Insurance
- Preparing for and ordering textbook materials for the upcoming school year when EMAT opens again in May.
- Assisting all other departments with purchase order needs and warehouse supplies related to COVID-19 and replenishing supplies for the upcoming school year.
- Providing transcripts via mail and fax weekly until a traditional work schedule resumes.

### **Child Nutrition:**

- Accomplishments: The Child Nutrition Department, with the help of many community volunteers, has prepared and distributed 159,000 meals since March 23<sup>rd</sup> with only one-third of the Child Nutrition Staff. Their dedication to our kids is nothing short of outstanding...they are working Sunday through Saturday to accomplish this feat.
- The Texas Department of Agriculture and the United States Department of Agriculture have provided approval for weekend and holiday meals. VISD Child Nutrition Department began providing weekend meals effective April 18<sup>th</sup>.
- Child Nutrition Director, Dana Bigham, applied for several small equipment grants for the locations that are designated as production and distribution sites. These grants, if awarded, would help defer the expenses of replacement ice chests, tents and the purchase of no contact thermometers to monitor employee health.
- Conducting inventory redistribution of food and paper products to prevent as much inventory loss as possible.

- Investigating and researching meals for Head Start and Child and Adult Care Food Program (dinner meals).
- Developing and implementing a procedure to provide required Texas Education Agency and Texas Department of Agriculture trainings while adhering to physical distancing requirements.
- School closures due to the COVID-19 pandemic are taking a serious toll on more than 55 million students nationwide, many of whom depend on school meals for their daily nutrition. For over a century, dairy farmers have been committed to supporting childhood nutrition initiatives, including increasing access to nutritious meals in schools. During this critical time that commitment remains strong.
- **Good News: “On behalf of Dairy MAX, Inc.** and dairy farm families in Texas, Colorado, Louisiana, New Mexico, Oklahoma, Montana, Wyoming and southwest Kansas, we are pleased to announce the application for the COVID-19 Emergency School Nutrition Grant has been approved. Funding for the application has been generously provided by Dairy MAX, Inc. for the purchase of a variety of resources needed for meal distribution and delivery. GENYOUth is reviewing applications on a rotating basis and your other applications may still be funded.”
- The district will receive a check or an electronic deposit from the GENYOUth Foundation based on the following information supplied in the application form:

Program	School(s)	Amount Approved
COVID-19 Emergency School Nutrition Fund	Hopkins Fine Arts Academy	\$1,500
	Victoria West High School	\$2,000

**Health Services:**

- The nursing department has been completing Continuing Education Units, watching webinars and podcasts related to COVID-19 in order to stay up to date on the recommendations and guidelines. The campus nurses have been making phone calls and sending emails to the students who will need immunizations for next school year. Health Services Coordinator, Regina Bryan, has been compiling information for the district’s state reports for vision/hearing/scoliosis screenings
- With intentional, deliberate and continued efforts to reach our students and staff, the nursing staff created a special video for our staff and students. The link to the video is below.

<https://youtu.be/d1xxyNwzDM4>

**Maintenance:**

- Exterior facilities such as tracks will be open to the public for use effective May 18<sup>th</sup>.
- The Maintenance and Custodial Staff have worked hard to ensure a safe working environment while maintaining/disinfecting all thirty-three of our facilities.
- Scheduled annual inspections for the following:
  - Fire Marshall, Annual Life Safety, Elevators and backflow preventers
  - Fire alarm panels, devices, pulls and detectors, fire sprinkler suppression systems, kitchen hood suppression systems and fire extinguishers
  - HVAC and chillers
- Scheduled refinishing of secondary campus gym floors

- Continue with the paint schedule at Rowland Elementary and Shields Elementary. Schedule summer painting for East High School, West High School, Cade Middle School, Schorlemmer Elementary and Torres Elementary. Freshen up exterior entry areas and receptionist areas.
- Pressure wash Liberty Building A, caulk and paint
- Continue Clorox 360 disinfectant campus and facility rotation
- Schedule Herbicide Spraying all Campuses, Maintenance BAYS and Compound
- Repair driveway pothole repairs
- Install vestibules at Stroman, Patti Welder, Transportation
- **Plumbing:** Gas line inspections and repair leaks
- Preventative maintenance for the district
- District wide custodial duties, move furniture for waxing, detail cleaning

**Student Services:**

**Student Registration for 2020-21:**

Online registration has officially begun! Friday, May 1st was the first day parents could register their children for the 2020-21 school year, and as of noon on May 12th, a total of 3,772 students' registration forms had been submitted. This equates to about 28% of the first day of school's anticipated enrollment of 13,400 for the coming school year.

**Low Attendance Day Waivers:**

According to the Texas Education Agency's *Student Attendance Accounting Handbook, Section 3.8.1. 4*, on any given day when school is held but student attendance is at least 10 percentage points below the overall attendance rate for the campus when compared to the prior year, district officials can apply for a Low Attendance Day Waiver from the Texas Education Agency to have the day(s) excluded from average daily attendance (ADA) and Foundation School Program (FSP) funding calculations. This waiver can be requested if the reduction in student attendance is because of inclement weather-related, health or safety issues.

This past winter on different dates, numerous students at Torres Elementary School and Dudley Elementary School were unable to attend school due to an outbreak of flu, strep or other respiratory-related illnesses with associated fever (which has been confirmed and documented by parents, campus staff and healthcare providers). Please refer to chart below.

<b>Campus</b>	<b>Low Attendance Date</b>	<b>Number of Students Absent</b>	<b>Attendance Rate on Specified Date</b>	<b>2018-19 Attendance Rate</b>	<b>Attendance Rate Difference</b>
Torres	12-09-19	69	85.0%	95.3%	10.3%
Torres	12-10-19	80	83.0%	95.3%	12.3%
Dudley	1-31-20	71	83.4%	94.8%	11.4%
<b>Total</b>		<b>220</b>			



As you can see, both VISD campuses experienced at least a 10% decrease in their campus attendance rate on said dates when compared to their respective 2018-19 campus attendance rates. This makes VISD district officials eligible to request Low Attendance Day Waivers for both Torres and Dudley.

By applying for and receiving approval from the T.E.A. for these Low Attendance Day Waivers for Torres Elementary School and Dudley Elementary School, the opportunity exists for the Victoria ISD:

- to exclude the low student attendance rate from FSP funding calculations **AND**
- to exclude these two campuses' low attendance days from their ADA calculations and the District's ADA calculations. Torres Elementary School's attendance rate would be calculated based on 171 instructional days and Dudley Elementary School's attendance rate would be calculated based on 172 instructional days (instead of the expected 173 instructional days). The waived day(s) at each campus would be treated as a non-school day(s) in our student attendance accounting system.

Maximizing every available dollar to meet the needs of our students in the Victoria ISD is of paramount importance. Therefore, District Administration is requesting that the Board approve submitting to the Texas Education Agency the Low Attendance Day Waiver Requests resulting from health-related matters at Torres Elementary School on December 9 and 10, 2019 and at Dudley Elementary School on January 31, 2020.

#### **Missed School Days Waiver:**

As a result of health and safety concerns related to the COVID-19 pandemic that was already spreading globally and very soon thereafter affecting Victoria and out of an abundance of caution for students and staff as well as our community, VISD Officials made the difficult but necessary decision to suspend face-to-face student instruction effective March 23. Though "normal school operations" as we know them were forced to cease immediately, district and campus staff quickly jumped into action and began working on a plan to deliver instruction remotely to all students who were now required to stay at home. In the interim and beginning the week of March 30, instructional packets were created and given to students until devices (laptops, iPads) could be distributed so that students could participate in virtual learning with their teachers.

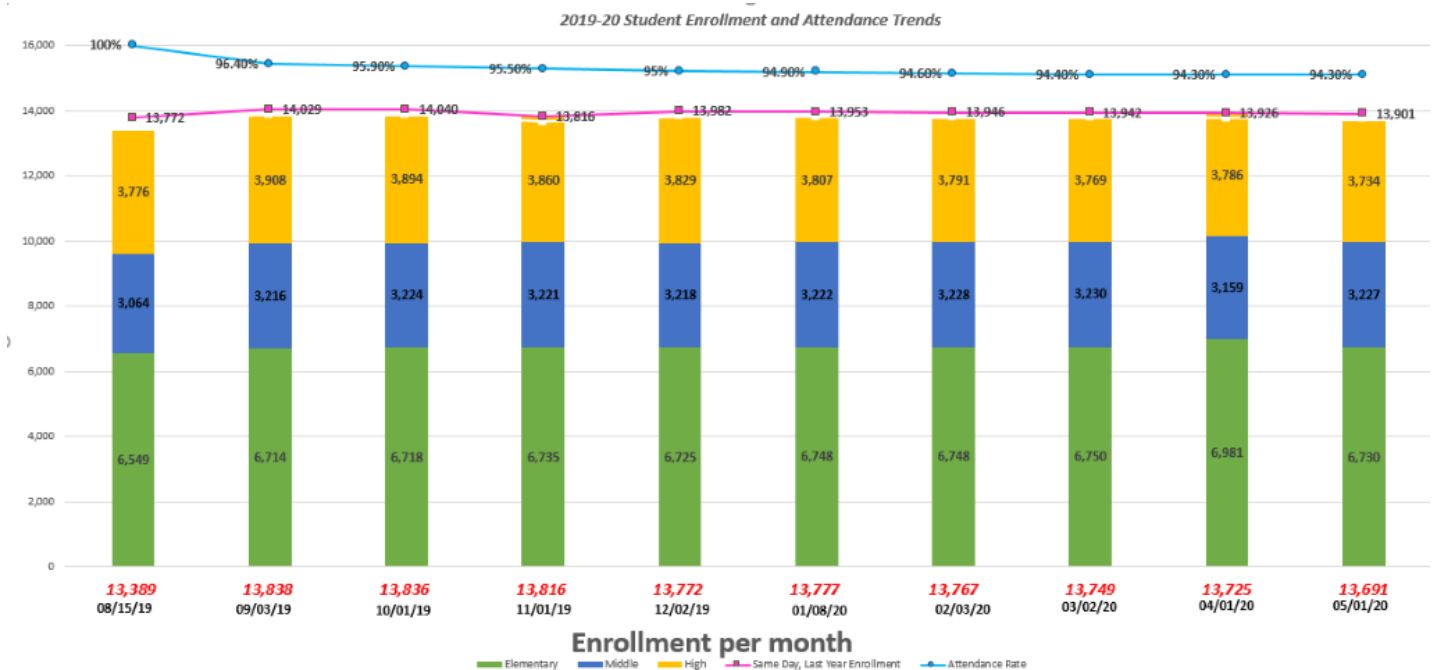
Governor Abbott then issued an executive order in April that closed education in classrooms for the rest of the 2019-20 school year with the expectation that school districts will continue providing remote instructional support to educate students through the end of their 75,600-minute compliant, board-approved calendar year in order to receive funding. The Governor's order results in VISD classrooms remaining closed through May 28 (the last school day on our 2019-20 Academic Calendar) for a total of 46.5 instructional days or 20,227.5 minutes.

Because of the situation and mandated closure, VISD (and all Texas school districts) must seek this Missed School Days Waiver from the Texas Education Agency for each day they are closed due to COVID-19 in order to meet that annual 75,600 operational minute requirement. The Missed School Days Waiver will be granted because the VISD committed to supporting students instructionally while they were required to stay at home as a result of this novel coronavirus pandemic. Furthermore, these approved waiver days will be designated as instructional days and will be counted in terms of total minutes of operation the same as they would have been if the VISD had been able to operate normally. Finally, along with formally requesting the Missed School Days Waiver, the "Instructional Continuity Attestation While Closed" document must also be submitted to the T.E.A.

Through these unsettling, unknown times, the VISD staff has taken on the challenges put before them and responded like true champions on behalf of their students. Amazing work is happening daily in virtual classrooms all over our district! Therefore, as a result of the implications of the COVID-19 pandemic that suspended face-to-face instruction for all VISD students from March 23 through May 28, 2020, District Administration is requesting that the Board approve submitting to the Texas Education Agency the Missed School Days Waiver needed to meet the annual 75,600 operational minute requirement.

**Enrollment:**

NOTE: As a result of the COVID-19 pandemic, the student attendance rate shown for 5-1-2020 is cumulative through 3-11-2020 (last school day before Spring Break). During this period of suspended face-to-face instruction, since students are not physically present at school during normal ADA times, actual attendance cannot be calculated



**Transportation:**

The fuel station continues to open daily to provide fuel to the Child Nutrition and Maintenance Departments to ensure continuity of services. The mechanics are providing routine maintenance on the fleet. Continued collaboration with FTS Touchpoint’s findings and directions for bus routing for 2020-2021.

**Transportation Study:**

Our Operations Team has begun work with First Transportation Solutions to review our current bus transportation routing system and to conduct a bell schedule analysis. First Transportation Solutions (FTS) partners with school districts in Texas and across the nation to deliver custom-designed solutions specific to a school district’s transportation goals. We are in the data gathering and analysis phase of this work and plan to have a detailed report and recommendations from FTS by early June. Following consideration of these recommendations, our Transportation Department will continue working with FTS this summer to design bus routes to support the District’s student transportation needs for the 2020-2021 school year.

## **FINANCE**

### **Gifts and Donations:**

The total gifts and donations for April 2020 is \$9,085.34. The total gifts and donations for fiscal year 2020 is \$545,914.

The District has received numerous generous donations amid the COVID-19 Pandemic. The total of donations received to date is \$118,440. We would like to extend our sincerest Thank You.

### **Property Tax Values**

In our quest to receive the most information available, I had a conversation with John Halliburton from the Appraisal District on April 14, 2020 regarding the appeal process and certified values.

The plan for property values appeals is to perform them both on-line and by telephone starting the first week in May. In the past, they had heard the large value appeals first and would leave the smaller value appeals to the end for the certified value to be the most accurate as possible and make the least difference to the value. There is now a new law requiring the appraisal district to hear appeals of the disabled, veterans and people over 65 first regardless of value which may affect our certified values.

Due to the social distancing caused by COVID-19, appeals may be more difficult to complete before the July 25<sup>th</sup> deadline. If the appraisal district is able to gather 95% of the tax roll not in protest, they will be able to certify the values by July 25<sup>th</sup>. If they cannot, law requires them to estimate the certified values. If only 80% of the tax roll is not in protest and 20% is in protest, we will work with the appraisal district and utilize the values from the previous year.

### **TEA Compressed Tax Rate**

TEA will be approving the maximum tax rate calculation for each district in late July or first week in August, on or before August 5<sup>th</sup>. They will be using the July 25<sup>th</sup> certified tax values. On the Budget Calendar we are proposing a Special Called Meeting to Schedule the Public Meeting to discuss the Budget and Proposed Tax Rate on August 20<sup>th</sup>. We were not sure if we could meet this deadline.

However, it has been suggested by TEA to publish the Notice with the statewide Tier 1 tax rate of \$0.9164 plus the potential five pennies (\$0.9664). If our value growth results in a lower tax rate, we can adopt the lower rate mentioned in the February 2020 Administration Report of \$0.9288. The Board can adopt a lower rate than is published in the Notice but not higher one.

## **HUMAN RESOURCES**

### **Salary Study/Review:**

A representative of TASB HR will be presenting the results of the Salary Study conducted this spring at the May Board meeting as an informational item. The data and recommendations provided by the TASB HR study will be utilized to support the budget planning process that is already underway for the 2020-2021 school year.

### **HR Activities:**

The district transfer period ended earlier in May. Certain restrictions that had been in place in the past were lifted to allow our employees to seek out those opportunities in the district that call to them. Principals will be able to select teachers from the transfer list until June 1<sup>st</sup>. These dates are consistent with our efforts to move our hiring processes up in the calendar, while still allowing our employees and administrators time to utilize this process for their staffing needs.

Contracts for our professional employees, and Letters of Assurance for our paraprofessional and auxiliary employees were mailed in April. This process is normally handled by delivering these documents through our interoffice mail system to the campuses and departments throughout our district. Supervisors and Principals would typically then distribute and collect the signed documents from our employees and return them to the HR office. With everyone working remotely, this process had to be adjusted. This has led to some challenges we have faced in other years, but the HR office has been able to handle these well considering the complications that arise with staff working remotely through this process. While we aren't at 100% on collecting these documents, we are ahead of where we expected to be in this process at this time.

### **Recruitment Updates:**

While our traditional road warrior mentality hasn't been the case this year with job fairs being cancelled, we are feeling very optimistic about the number of applicants applying to our open positions. We have also participated in several virtual job fairs as mentioned in previous administration reports.

### **Trainings:**

Safe Schools online training format has been made available to our Campus Principals. An overview was provided by Armando Villarreal through a virtual Principal's meeting earlier this month. Phyllis Littles (Technology) is utilizing the new training program to administer a required technology safety training district wide. The HR office in conjunction with Mrs. Littles will provide support to campuses through this training. We are utilizing this mandatory training as a trial run for the program we plan to utilize next year for all the annual required trainings. We are seeking permission to allow current employees to begin these trainings for next year while we are working remotely. This could alleviate some stress due to an unfamiliar program, different testing formats, and time constraints for next year as we get ready to start the 2020-2021 school year.

### **Employee Benefits:**

#### ***Potential Alternative Health Insurance Option:***

After several months of waiting, we recently received our TRS-ActiveCare health insurance claims experience data. This data was needed to allow us to work with our benefits consultants to determine whether our District's prior medical claims experience would make us an attractive group to other health insurance providers and potentially reduce health insurance premiums for our employees.

The data we have received is not promising. For the past three years of claims experience, the total costs of VISD staff TRS-ActiveCare medical claims has exceeded our premiums paid by 21%. This means our health insurance provider has experienced an average loss of 21% over the past three years by providing health coverage to our VISD staff who utilize TRS-ActiveCare. This also means we are not likely to find a company who can match the level of coverage we currently receive under TRS-ActiveCare without a monthly premium significantly more expensive than what we currently have in place with the TRS-ActiveCare plan. We are continuing to work with our benefits consultants to determine whether any potential options for an alternative plan exist. However, our current data indicates this is unlikely at this time.

## **OFFICE OF THE SUPERINTENDENT**

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

### **Bond Planning Task Force:**

The Bond Planning Task Force last met in early March and has not yet reconvened due to COVID-19 meeting restrictions. Our Operations Team is currently gathering the thoughts and questions of our staff and community that are being generated during the Thoughtexchanges currently running in conjunction with our small group facility assessment presentations. This data will be compiled and shared for analysis with the Task Force to assist in the group's future charge to prioritize identified needs.

### **Memorial Stadium Turf Replacement:**

Hellas Construction completed the turf replacement at Memorial Stadium on schedule. A final walkthrough was conducted by Hellas representatives with our Athletic Director and staff who will be responsible for maintaining the turf. The new field surface looks great and will be a welcome improvement for our students and community who utilize this facility. We are extremely appreciative of the generosity of Frost Bank in working with us to provide the opportunity to complete this very needed facility upgrade.

### **Systems of Great Schools:**

The SGS Task Force had identified culture and climate as areas to include in the School Performance Framework. A small group of VISD staff comprised of SGS Task Force members, School Action Fund Task Force members, and SEL Task Force members are currently evaluating several survey instruments that could be used to measure culture, climate and equity in our schools. First, the group developed a Victoria definition of culture, climate and equity using the Strategic Planning Findings and Directions developed through the VISD Strategic Planning committee. Next, the group will develop a rubric using the Victoria definitions to evaluate the merits of survey options. Surveys they are considering come from the National Center on Safe Supportive Learning Environments School Climate Survey Compendium. The National Center on Safe Supportive Learning Environments (NCSSLE) maintains a compendium of valid and reliable surveys, assessments, and scales of school climate that can assist educators in their efforts to identify and assess their conditions for learning. All scales in the compendium have been tested for validity and reliability. An additional precondition for consideration is whether the instrument is available for the audiences of parents, staff, and students. We are also looking for surveys that are little to no cost to the district for sustainability.

SGS requires a re-application to remain a cohort district. The reapplication is necessary because TEA has revamped the SGS network experience to include the following:

<b>More Time</b>	SGS is now a 4-year program, an acknowledgement that this work takes time. Whether you joined in Cohort 1, 2 or 3, SGS Districts will have 4 more years to implement SGS.
<b>More Support</b>	Districts will now be matched with an Executive Advisor firm, not an individual, in order to give more seamless access to experts. EA Firms will be funded to spend significantly more time with districts up to 8 days per month in Year 1, tapering down to 2 days per month in year 4.
<b>Stronger Professional Network</b>	TEA will continue to develop and align existing professional learning and will add required convenings for Superintendents and other Cabinet members.

VISD will submit its SGS application by June 8, 2020 to remain a district in the SGS network.

**Early Childhood Center:**

The Spring 2020 Call for Quality Schools seeking an innovative partner for an Early Childhood through 1st grade center is underway. A capacity interview was held between the evaluation team and CLI personnel on April 23, 2020 to clarify questions and concerns from their application. The evaluation team met on April 30, 2020 and recommended to authorize the Children’s Learning Institute at the University of Texas Health Science Center at Houston to operate the EC 3- 1<sup>st</sup> Grade School located at FW Gross with the following contingencies: CLI develops an inclusive plan for Special Populations that meets the needs of all students and CLI develops a realistic and viable budget that will facilitate implementation of the proposed academic model. All contingencies must be completed before final authorization by the Board of Trustees. A presentation detailing the evaluation team’s recommendation to Dr. Shepherd can be found [here](#). Members of the evaluation team are Dr. Gregory Bonewald, Deputy Superintendent of Operations; Dr. Susanne Carroll, Assistant Superintendent of Curriculum, Instruction and Accountability; Frances Koch, Assistant Superintendent of Budget and Finance; Tammy Sestak, Executive Director of Elementary Curriculum, Instruction & Accountability; Elizabeth Dippel, Early Childhood Coordinator; and Bethany Castro, community member.

The next step in the process is the contract negotiation between VISD and CLI. We will also be introducing the FW Gross Community to CLI as a potential operating partner. VISD will work with CLI to develop a communication plan to inform community stakeholders about their organization and plan for the school should they receive final authorization from the VISD Board of Trustees once contract negotiations are complete.

The complete application and attachments from CLI can be found [here](#). Information about CLI can be found [here](#).

**O’Connor ACE:**

Strategic staffing continues for the O’Connor ACE program: O’Connor ACE is fully staffed, except for two teaching positions. Parent meetings for O’Connor ACE parents were held virtually through Zoom on April 21, 2020 at 12:00 p.m. and 6:00 p.m., April 22, 2020 at 9:00 a.m., and April 24, 2020 at 3:00 p.m. A recording of the presentation can be found [here](#). As part of the presentation, parents had the opportunity to ask questions through the chat feature, and all questions were answered at the end of the session.

**Healthcare P-TECH:**

Parent meetings for the first 30 students and the next 20 students on the waitlist were held virtually through TEAMS on May 4, 2020 at 6:00 p.m. and May 5, 2020 at 12:00 p.m. Information about the program as well as the student and parent commitments were shared. Thirty-two students and their parents joined us for the presentation. The presentation for the virtual meeting can be found [here](#). Students and parents were asked to accept their placement in the Healthcare P-TECH through an Outlook Forms survey that was due on May 12, 2020. Twenty-eight students have accepted their position. If a student is no longer able to participate, the next student on the waiting list will be invited to participate.

**Education and Training P-TECH:**

We will begin working with UHV shortly to develop the course of study for the Education and Training P-TECH. The State Board of Educator Certification adopted amendments to the Educational Aide rules in

February 2020. In April 2020 the State Board of Education approved the amendment to the rules which will become effective on May 24, 2020. The change in the rules would allow students who are 18 years of age or older who have a final grade of 70 or better in two or more CTE courses for three or more credits and have completed either Instructional Practices or Practicum in Education and Training course may be awarded an Educational Aide 1 certificate. This certificate will allow P-TECH graduates to work in our schools as paraprofessionals as they continue their teaching coursework at UHV.

**Effective Schools Framework (ESF):** Victoria ISD and all campuses are working on finalizing the Campus and District Improvement Plans for the year. With the disruption of COVID 19 state assessment data will not be available to support measures identified for success. Campus and district staff will be using benchmark measures, growth measures and campus-based assessments to determine the success toward the intended goals. These reports will be shared in the July 2020 Administration report.

**Lone Star Governance and Board Goal Setting Training** – continues to be discussed with a focus on aligning VISD Strategic efforts and the requirements found in House Bill 3 amending Texas Education Code (TEC) with an added Sec. 11.185 and 11.186 to include plans that target the following:

- Early childhood literacy proficiency
- Early childhood math proficiency
- College, Career, and Military Readiness (CCMR)

Dr. Shepherd, Dr. Carroll and Tammy Sestak participated in the Region III Board Goal Setting and Performance Monitoring Training on April 22, 2020. On Data Suite, a data analysis program, is being used to provide a summary of the five-year longitudinal data study using STAAR results that will be used in setting performance goals for each of these areas. In addition, VISD is using AIMS Web Plus growth data for K-2 data that supporting alignment with the 3<sup>rd</sup> grade STAAR Results. VISD will be bringing forward the data study with recommended targets for the Board of Trustees to review for goal setting at a future date. The expectation is that the board will have an approved plan in place by the first day of instruction for the 2020-2021 school year. The Board developed goals and plans can be incorporated into the 2020-2021 District Improvement Plan. An information item is planned for the May Board meeting to review the HB 3 expectations. The presentation can be found [here](#).

The Lone Star Governance Training requirements that are part of the goal setting process is still being researched since the facilitator of this training, left the TEA to seek a superintendent position and is no longer available to provide this training. VISD is working with the SGS Executive Advisor to locate a new trainer for the Board training.

#### **Strategic Planning:**

The Strategic Planning Findings and Directions developed through the VISD Strategic Planning Committee are deeply aligned to the System of Great Schools strategies and goals. A crosswalk of how SGS strategies and goals align with VISD's Strategic Planning Findings and Directions can be found [here](#). With the recent revamping of the Systems of Great Schools model, some strategies have been modified and other strategies have been added. An updated crosswalk of the SGS strategies to the Strategic Planning Findings and Directions will be available once the SGS strategies have been finalized.

#### **Facilities Needs Study:**



We are working with Huckabee Architects to provide Facility Assessment presentations to small groupings of campuses/facilities. The entire community is invited to attend these presentations and to participate in the Thoughtexchange activities associated with each presentation. The information gathered from participants will ultimately be shared with our Bond Planning Task Force.

This Zoom link <https://us02web.zoom.us/j/81520612558> can be used to access each presentation based on the corresponding schedule below. All presentations are scheduled to begin at 3 p.m. and are intended to last approximately one hour. Recordings of each presentation and the associated Thoughtexchange information will also be recorded and made available on our website for anyone unable to attend the live presentations.

#### Presentation Schedule:

May 13<sup>th</sup>: Aloe, Mission Valley, Vickers  
May 14<sup>th</sup>: Hopkins, Dudley, O'Connor, FW Gross  
May 19<sup>th</sup>: DeLeon, Rowland, Chandler  
May 20<sup>th</sup>: Patti Welder, Liberty  
May 26<sup>th</sup>: Shields, Crain, Smith,  
May 27<sup>th</sup>: Stroman, Howell  
May 28<sup>th</sup>: Maintenance, Transportation, Memorial and Patti Welder Stadiums

#### **Risk Management:**

##### Update on Federal Relief Funds:

Through the CARES Act, congress allocated funding through two separate funds 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. 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 coordination during long-term closures, including how to provide meals to eligible students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements.
- 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 an LEA.

The other grant allocated through the CARES Act that provides direct money to school districts for the purpose of supporting areas impacted by the disruption and closure of schools from COVID -19 is the Governor's Emergency Education Relief Fund (GEER). GEER funding is awarded to the state governors' offices to meet the needs of students, schools, and other education-related organizations. Unlike ESSER, these funds may be used to support educational entities of all types (higher education, public and private, charter schools, early childcare centers).

On March 13, 2020, the President issued a nationwide emergency declaration for COVID-19. This opens up funding through FEMA's Public Assistance program for reimbursement for emergency protective services (disinfection of eligible public facilities and emergency Operational Center costs). This funding cannot be utilized to reimburse the costs related to delivering online classes for school districts. This is a high-level overview of FEMA and ESSER/GEER funds provided through the CARES Act. As this information is fluid, it is subject to the additional clarifications and guidance that is to be forthcoming from the USDE.

## TECHNOLOGY

- VOIP RFP
  - Due to the uncertainty of the current situation with COVID-19 and our commitment to ensuring we follow the best practices as possible with our projects from RFP design to project completion, we have decided that we will not be proceeding with vendor selection and will be postponing the VOIP project associated with RFP #2020-15. We believe it is in the best interest of everyone involved that we allow for more time for back and forth questioning and campus walkthroughs, which were not possible due to the events that occurred when we first advertised the bid. The notification of this change was sent to the vendors involved.
- Device Distribution
  - Device distribution for the 2019-2020 school year stopped on May 11, 2020. To date, approximately 2,500 devices and 950 hotspots have been distributed to the community.
  - Device drop-off will occur this month. The dates for drop-off will be May 22<sup>nd</sup> – May 29<sup>th</sup>. More information regarding drop-off will be distributed soon through social media, the VISD website, and phone calls to guardians.
- 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.
- Summer School
  - We are working to ensure we are able to get devices and hotspots into the hands of students who will be attending summer school virtually and do not currently have a device.
- Cybersecurity Training
  - All staff members have received information regarding the district's cybersecurity training course. This training course is located in the Safe Schools training platform and is due by June 5<sup>th</sup>. We are required to report the results to the Texas DIR under HB 3834 by June 14<sup>th</sup>.
- PEIMS
  - We are working to complete the Summer PEIMS Submission. The Summer PEIMS Submission is due to Region 3 on June 11<sup>th</sup> and due to TEA on June 18<sup>th</sup>.

**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!*