



Victoria Independent School District

Administration Report
April 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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CURRICULUM, INSTRUCTION AND ACCOUNTABILITY

Educator Appraisal Waiver:

The Texas Education Agency has recommended submission of Educator Approval Waivers due to circumstances related to COVID 19. VISD Administration will be asking for the Board's approval of the submission of this waiver in the April 16th Board Consent Agenda.

Waivers will be reviewed and approved, pursuant to the Commissioner's general waiver authority under Texas Education Code (TEC), §7.056, for school districts and charter schools that are unable to meet the requirements of TEC, §21.351 and §21.352, §21.354 or TEC, §21.3541, and the applicable rules in Title 19, Texas Administrative Code, Chapter 150, for teacher appraisal, principal appraisal, and campus administrator appraisal due to circumstances arising from the COVID-19 pandemic. It is up to the discretion of the district as to which aspects of the appraisal process they can complete and which, if any, aspects cannot be completed, and thus would be covered under a waiver, due to operational disruptions from the COVID-19 pandemic.

Even with a waiver, the school district may still evaluate a teacher and determine an appraisal and appraisal rating for a teacher based on completed aspects of the appraisal process. The lack of completed steps in the appraisal process would not deprive the teacher of the teacher's right to respond to and otherwise appeal an appraisal or appraisal rating under 19 TAC §150.1004. The use of a waiver does not prohibit a teacher from filing a challenge in accordance with a district's local policy.

Regardless of the circumstances related to COVID-19, TAC, Chapter 150, does not limit post-conferences or end-of-year conferences to an in-person setting. Given the ability to receive a waiver, however, districts unable to conduct end-of-year conferences could skip those conferences entirely. Additional information and question and answers related to this waiver request can be found at the following Texas Education Agency COVID 19 link.

<https://tea.texas.gov/sites/default/files/Guidance%20on%20Educator%20and%20Staff%20Issues%20and%20Educator%20Evaluation%20and%20Non-renewal%204.1.pdf>

The District Education Committee met on Wednesday April 1, 2020 through the TEAMS App and unanimously approved recommending this waiver.

VISD COVID 19 Grading Guidelines:

Victoria ISD administrators asked the Board of Trustees for a temporary dispensation of the policies EIA, EIC and EIE (Legal and Local) during the March Board meeting not knowing the circumstances from COVID 19. Administrators have worked to develop guidelines that we believe are very fair and will assist in determining student promotion and retention during a time of uncertainty and change of our instructional practices to remote learning opportunities. These guidelines are as follows:

Philosophical Premises:

- We understand this global pandemic has had **overwhelming impacts** on all of our families and we want to extend grace to students during this time of crisis.
- We understand that this shift to remote learning has impacted the **instructional integrity** and the **integrity of our grading system**.
- We understand that students have **varying levels of support and instructional resources at home**.

Grading Guidelines:

- Teachers will assign 3-5 assignments per week for each class/content area with 1-3 of those assignments graded.
- All grades will be equally weighted and recorded in the district gradebook system.
- Teachers will record grades weekly in the gradebook for student monitoring. If a student is not passing, a teacher will make a personal contact with the student and their parent and will record in a contact log circumstances related to grade progress. Teachers will follow up this failing progress report with an email or letter mailed home to the parent.
- All assignments will have a **one-week time frame** to complete / turn-in. If circumstances related to access or other COVID 19 issues prohibit the students from turning in their assignment, the timeframe may be extended.
- There will be **no final exams for high school courses or end of year screener/assessment** this semester.
- **The 4th nine-week average will not negatively impact student averages/GPA if a student attempts to participate and complete the work.** The 2020 spring semester average will be determined by the 3rd nine-week grade and the *higher* of the 3rd or 4th nine-week grade in most situations. *See chart below

Spring Semester Hold-Harmless Averaging Examples

	3 rd 9wks Grade	4 th 9wks Grade	Semester Grade
Example 1 <i>Does better the 4th 9wks</i>	80	90	$(80+90) / 2 = 85\%$ Final Semester Grade
Example 2 <i>Does better the 3rd 9wks</i>	84	74	$(84+84) / 2 = 84\%$ Final Semester Grade <i>(4th 9wks is not used in calculation)</i>
Example 3 <i>Fails the 4th 9wks</i>	75	65	$(75+75) / 2 = 75\%$ Final Semester Grade <i>(4th 9wks is not used in calculation)</i>
Example 4 <i>Does better the 4th 9wks</i>	60	80	$(60+80) / 2 = 70\%$ Final Semester Grade
Example 5 <i>Student didn't make a valid attempt at 4th 9wks</i>	80	40	<i>Student did not make a valid attempt to participate / complete work (min of 60%)</i> $(80+40) / 2 = 60\%$ Final Semester Grade
Example 6 <i>Student failed both 9wks</i>	50	50	Student does not earn credit for the spring semester

Why Not Use Pass / Fail?

- Pass/Fail does not provide all students with the opportunity to **raise their overall semester average/GPA** by being engaged in their learning this 4th nine-week grading period, including students who failed the 3rd 9wks.
- By going Pass/Fail, secondary students would **lose the entire semester of weighted credit**, as rank is pulled from the semester average, which is a huge negative impact for our grades 9-11 students.
- The NCAA Clearinghouse treats a grade of **“Pass” as the lowest possible passing grade**. This could put our students who are interested in collegiate athletics at a disadvantage compared to students coming from districts that recorded numerical grades. College courses also look at a “pass” as a “C.”

Magnet Grant:

Victoria ISD is proposing the submission of a grant application pursuant to the Federal Magnet Schools of Assistance Program through the Department of Education. **Rigorous and Relevant Experiences in Academic Career and College Happenings (REACH) project** is an MSAP application to create a **K-12 STEM magnet pathway** to graduation for students in the Victoria Independent School District using the Texas Education Agency **College and Career Readiness School Model**. Smith Elementary will become a **K-5 STEAM campus**, Stroman Middle School will become a **6-8 STEM campus**, and East High School will house a **T-STEM (Texas-STEM) magnet school-within-a-school**. This pathway with its emphasis on science, math, engineering, healthcare, biotechnology, and technology will **blend T-STEM Early College and High School curriculum** with opportunities for students to engage in work-based education such as **internships, apprenticeships, and other forms of job-training programs**, while also earning **post-secondary certifications and college credit**.

Smith Elementary is wedged between two **Victoria Economic Opportunity zones** in a low-income and majority Hispanic residential neighborhood, while Stroman sits in Victoria’s **southernmost Economic Opportunity Zone**. It is also situated in a low-income and majority Hispanic residential neighborhood. **Students living in the economic opportunity zones attend these two campuses and would automatically continue on within the T-STEM magnet school-within-a-school at East High School**. The draw of this magnet pathway would attract non-Hispanic and more affluent students from Victoria neighborhoods across town as well as non-Hispanic and more affluent students attending Victoria’s private and parochial schools.

STEM, with a strong emphasis on the Arts, would be infused throughout these three project schools through Contextualized Learning using **Project-Based Learning instruction** as well as **Blended Learning practices**. In close proximity to these two schools, the University of Houston-Victoria is constructing a STEM Center. A **partnership with the University’s STEM Center** would ensure the project schools’ students are exposed to exciting and innovative academic experiences. Also proposed in this grant application is the creation of a **Magnet STEM Bus** that would be used for community enrichment as well as recruitment activities.

The REACH Center (a Welcome Center for English Language Learners and Family Support Center) would be housed at the Stroman campus. Not only would this allow non-English-speaking students and families to gain the support and nurturing necessary to successfully transition academically, it would also provide a way to help families gain a ‘leg up’ out of poverty since a child’s educational success is also tied to his/her family’s academic health, and economic success. The REACH Center would also afford magnet students with the opportunity to interact as peer leaders and mentors.

The Department of Innovation is organizing our current efforts in achieving the completion of the application. We have reached out to community and state officials for letters of support as part of the

application submission process. Leadership teams from Smith Elementary, Stroman Middle School, East High School, and VISD Administration have submitted resumes and biographies as grant participants. District data has been collected and submitted to our grant support personnel. Data collections included student achievement, enrollment, and attendance.

Dr. David Lerch is also working on projected enrollment tables for the duration of the grant. Our next efforts will be around the projected budget and a cohesive narrative of the life of a child in our project.

BCFS Head Start Contracted Services:

BCFS Education Services and Victoria Independent School District have been working over the last few months to develop a partnership serving the families of the Victoria community. Upon approval of the Board of Trustees for the Superintendent to negotiate contracts with BCFS, Victoria ISD will enter into the final stages of partnership with BCFS's Head Start providing early education services to more than 200 local children between the age of 3 and 4. The program will operate out of the Red River location at 1908 N. Laurent St. in Victoria where there is a capacity for up to 220 children. The new partnership will ensure comprehensive and aligned services for families within Victoria ISD.

Head Start provides school readiness for children from low-income families. The children receive healthy meals each day along with early childhood education opportunities. The program also links the children and their families to other services in the community such as health screenings, disabilities services, social services and mental health support.

Head Start also promotes family strengthening by encouraging parental involvement through visits to the child's home and by providing opportunities for parents to volunteer in the program. Families are provided with parent education and training opportunities so they can learn to facilitate their child's readiness and future success in elementary school after they leave Head Start.

Eligibility is based on family income at or below the poverty level according to federal guidelines. Children who are in foster care, are homeless, or from families receiving public assistance (TANF or SSI) are eligible regardless of income. The program is supported by a federal grant that covers Victoria and the surrounding counties.

ADVANCED ACADEMICS

AP exams are still scheduled to occur, in lieu of COVID-19. The students have the option to cancel their exam with no penalty or to take the exam at home. College Board has the option for students needing a device to test with or needing connectivity, to contact them. College Board has changed the exam to be a 45-minute free response test for all courses and will only be testing content that was taught up to March 1st. They have released the units that will be assessed for each course and will release the two test date options on April 3rd as well as more details on the exam outlines.

The Pre-AP Pilot program has relaxed the guidelines surrounding the need for a spring PSAT for the pilot students. AP Academy is continuing to receive applications for the AP Scholar or AP Honors designations. This will be the first year to have students eligible to graduate with these distinctions. Currently, we are looking at the students receiving a pen for their accomplishment. We are planning for the 2020-2021 implementation of more College Board Pre-AP curricula with Pre-AP Geometry, Pre-AP Chemistry, and Pre-AP English 2 being added to the mix with Pre-AP English 1, Pre-AP Algebra 1, and Pre-AP Biology. The teachers have the option to attend a Pre-AP Summer Institute or to complete the training online.

AVID seniors are continuing to complete the tasks that would have been necessary for AVID Banquet. We are brainstorming a way to honor our AVID seniors in lieu of having the annual banquet. AVID elective teachers have been planning collaboratively to help remote learning be great for all. We have been discussing how we can still have tutorials as well as the other AVID strategies and how we can get them implemented seamlessly into all other courses the students are taking. We received double the amount of incoming 6th grade AVID applications this year than last year (2019-2020 school year had 123 applications, 2020-2021 school year had 250 applications) which is phenomenal to grow the program! For the 2020-2021 school year, Torres Elementary will be coming on board as an AVID elementary. 19 Torres staff members are scheduled to attend AVID Summer Institute in San Antonio in July.

Our gifted and talented population has grown tremendously through our testing all 2nd graders and screening all kindergarten students. We currently have 577 GT students and will be serving 820 GT students for the 2020-2021 school year. We will be completing summer testing as well, so that number will go up. GT recently received two Grants for Great Ideas which will be part of the elementary pull out curriculum for all 14 campuses.

Our Advanced Academics Skills teachers will be implementing Social and Emotional curriculum as part of their remote learning. AP, Pre-AP, AVID and GT teachers will also be implementing SEL curriculum to help our students change their thinking and move into remote learning.

ASSESSMENT & ACCOUNTABILITY

As a result of COVID 19, Governor Abbott waived the State of Texas Assessment of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. TEA has submitted a letter to the U.S. Department of Education (USDE) to waive the assessment and accountability requirements for the 2019-2020 school year.

Student Success Initiative (SSI) promotion/retention requirements for Grade 5 and 8 have also been waived for 2019-2020 and districts have local discretion for Grade 5 and 8 advancement similarly to other grades.

TEA has waived the 2019-2020 End of Course (EOC) performance requirements for 2019-2020 seniors who have not yet completed all their STAAR EOC requirements. Those current seniors may graduate through the Individual Graduation Committee (IGC) process in lieu of passing EOCs, regardless of the number of EOCs still needed. If a senior was scheduled to take a required EOC for the first time in Spring 2020, that senior will not be required to pass that EOC and an IGC is not required if the senior receives course credit in the 2019-2020 school year.

For students other than seniors who complete full course credit for any EOC course in the 2019-2020 school year, the EOC passing requirement for graduation is waived. However, if the student does not complete course credit in the 2019-2020 school year and has to re-take one or both semesters in the 2020-2021 school year, the student will be required to pass the corresponding EOC for graduation purposes.

Students that received full course credit prior to Spring 2020 but failed to pass the corresponding EOC (re-testers) are still required to pass their EOCs for graduation purposes.

High school students should email their campus Assistant Principal for Assessment & Accountability if they have any questions.

The VISD Assessment & Accountability webpage has been updated with this information.

CAREER AND TECHNICAL EDUCATION

VISD CTE has been awarded the Summer Career and Technical Education Grant for a Welding Summer Apprenticeship Training Program. With this grant, CTE will be partnering with TEJAS Production Services to provide 11th and 12th grade Advanced Welding and Practicum in Manufacturing students a summer apprenticeship. The teacher will be using a project-based learning model to provide students an advanced work-based learning experience aligned to Welding, a high-skilled, high-wage, targeted occupation in the Crossroads area. The grant funds will provide stipends for 10 students as they learn and develop employability skills in an actual workplace and create a seamless transition from education into the workforce. The grant will also fund a stipend for a CTE certified educator to facilitate and monitor students' work-based learning experiences correlated to the Practicum in Manufacturing course.

All of our CTE Programs of Studies offer Industry Based Certifications (IBCs) for our students, with some programs offering more than one stackable certification. Due to COVID-19, TEA has extended the timeline for students to earn their IBC to August. This extension is imperative for skill demonstration-based IBC's such as AWS for Welding and the C.N.A. in Health Science that require a face-to-face component. Most of the entities offering IBCs are revising test administration requirements, and we are working to provide opportunities for as many students as possible to test this spring.

COUNSELING

All grade level counselors are meeting regularly, collaborating to provide the simplest, most beneficial activities to improve and support the mental health of students in our current situation. Counselors understand the need to keep activities simple as to not overwhelm students or parents as they navigate new platforms of learning for academic courses. Our goal is to help students find an outlet for emotional stress through mental and physical activity—just getting outside, away from the demands of e-learning and stress at home, which I am sure most are experiencing. Our hope is that parents will grasp the concept of skill mastery without too much stress on students to finish all assignments in a day, or spend 'seven hours a day' doing school work. Counselors are recording videos of lessons that would have been presented in block time with elementary, reading books to share with students, and navigating Microsoft Teams for a new platform of learning as a means of reaching all students. Most certainly, students, teachers, principals, and counselors are learning and teaching as much as students in this time of transition as there is so much to conquer in order to address the needs of all students. Counselors are also reaching out to VISD staff to ensure that their mental health needs are being met as well. Every counselor is equipped with the resources to direct students, parents, and staff to the appropriate community resource to best meet their needs.

In spite of the challenges we are facing, we are moving forward with scheduling for the 2020-2021 school year at the secondary level. April 3rd will be the first day of meeting with principals and lead counselors of each secondary campus in order to make staffing decisions to assist Human Resources in hiring practices that will be the most efficient based on student numbers and course requests. At this time, scheduling for the 2020-2021 school year is on target.

We have also provided training in Parchment, which is a digital record storage for the maintenance of transcripts that have been stored as hard copies for many years. In order to meet the requirements of TEA for records retention, we have a digital database of records from 1985 to present as well as backup files. Former students will be able to request online that their records be sent to colleges and universities or even prospective employers using this service. We are near the end of this process and will have a storefront open soon on our VISD homepage.

High school counselors have been in close contact with seniors (and their parents) to be sure each one is aware of the graduation requirements even in this period of uncertainty. Close monitoring of grades up to this point, dual credit courses and requirements of Victoria College as well as previous attendance is a top priority. Each counselor has established a relationship with their seniors over the last year and has an open line of communication so that each student is able to get the help needed to stay on track for endorsements, industry-based certifications, and graduation. Everyone is still very focused on “graduation and...”

ELEMENTARY CIA

Elementary campuses are adjusting to the instructional changes that accompany remote teaching and learning. Victoria ISD has much to be proud of as our team has come together to develop a comprehensive instructional plan to reach all VISD students.

During Spring Break, elementary campus administrators worked collaboratively to develop a plan for remote learning. On March 23rd, campus staffs began transitioning from face to face instruction to remote instruction and have made extraordinary efforts to make it happen. All fourteen elementary campuses worked March 23 - 25 to develop instructional plans and instructional packets. During this time, all teachers also made contact with families to check on families and update critical information to ensure teachers would be able to make regular contact with students and families throughout remote instruction. On March 25-27, packets were distributed to all students with the vast majority of packets distributed through curbside pickups. Packets that were not picked up were delivered to homes of students when possible. In instances where home delivery wasn't possible, packets were mailed.

Each packet contained 3 weeks of assignments presented through student choice boards. Packets also contained consumable textbooks which will be used for instruction throughout remote learning. A choice board is a graphic organizer that allows students to move at their own pace and have choice over how they interact with the content. Students choose the activity they are most comfortable completing first, master that activity, and then move to other activities on the choice board. Choice boards can take several different formats, but all choice boards are focused on students' specific learning needs, interests, and skills. Choice boards can be easily adapted across all grade levels and content areas. The choice board strategy can be used to present students with new information, to have students practice and master academic content, to assess student mastery, or as a combination of all three. Choice boards increase student ownership and provide teachers with opportunities to differentiate and support students at their individual learning levels. *Use of the Choice Boards for remote learning also allows us to plan activities that can be completed by students with or without access to technology devices and internet.* Choice boards used by VISD elementary schools for remote learning were designed so that:

- All activities included focus on skills that are critical to success in the next grade level.
- K-5 Elementary students received 4 choice boards each featuring 9 possible activities for each week. For each core content board, 2 activities are designated as mandatory. Students have choice on the additional activities they complete to meet the weekly assignment requirement:
 - Reading Language Arts (student must complete at least 5 assignments weekly)
 - Math (student must complete at least 5 assignments weekly)
 - Social Studies/Science (student must complete at least 3 assignments weekly)
 - PE/Music/Art (student must complete at least 3 assignments weekly)
- At least 5 activities on each menu board that can be completed without access to technology to ensure that students without regular access to internet or a device are able to meet assignment requirements.

- Elementary counselors also worked to create activities and information for families to address the social-emotional needs of students
- All prekindergarten students received calendars of daily activities that are aligned with the 10 domains of the state’s prekindergarten guidelines. A wide variety of activities are included to ensure all domains are addressed regularly.
- Options for submission of completed lessons:
 - Campus Selected Platform (Seesaw, Remind, Teams, text, or Class Dojo)
 - Parent takes photo and emails to teacher
 - Submission of paper copies at end-of-event or end of year

Remote instruction began on March 30th, and teachers have amazed us with their willingness to accept new challenges, learn new platforms and deliver high quality instruction remotely. Teachers are connecting with students and families regularly in a variety of ways and are available for virtual office hours from 9-11 and 1-3 daily. We continue to make refinements and adjustments as we learn from each other through this journey.

In addition, all curriculum calendars have been revised and updated to ensure all essential standards are taught prior to the end of the year, and plans are underway to ensure next year’s curriculum documents include time to revisit skills as needed.

FEDERAL PROGRAMS

As of March 9, 2020, 122 tuition-funded students were offered enrollment into Prekindergarten classrooms for the 2020-2021 school year. There is a short waitlist at this time.

In response to COVID-19, all 2019-2020 Prekindergarten tuition parents were sent a letter stating that every day their child missed face to face instruction would be a daily rate reduction in their tuition. Many parents called to express gratitude, thanking VISD for understanding how the economy was changing and the need of the community. All prekindergarten students (tuition and state funded) will receive learning packets, digital learning and family support phone calls from staff across the district.

The Parents as Teachers program has revised home visits in response to COVID-19. Instead of making two one-hour visits with the families each month, the parent educators are making four 30-minute virtual visits which include regular weekly check-ins to support the needs of families. Based on a need's assessment of Title I, Part A elementary campuses and support from the Social Emotional Learning Task Force, the Parents as Teachers program will be adding up to three more parent educators. Title I, Part A funding will be utilized for this evidence-based home visiting model that ensures children are healthy, safe and ready to learn. More information on this program can be found in the archived October, November and December Administration Reports.

KIDZConnection staff, Pregnancy Related Services (PRS) staff and Elementary Parent Liaisons continue to have contact with special student populations, i.e. McKinney-Vento students, pregnant or parenting students and any other student/family referred to Family Connection Center, to assist with basic needs or resources for other services. At this time, 75% of our secondary homeless students/families and 100% of our PRS students have been contacted.

As all VISD staff members reach out to students, they may find that a student has lost housing and needs support. We have asked them to email the district homeless liaison, Yvonne Rossman directly and she

will then proceed with the process of officially identifying this student for our McKinney-Vento (homeless) program.

The entire team is committed to continuing the mentorship of our students through this difficult time period and ensuring that all known district and community resources are provided to our students and their families.

SECONDARY CIA

During the week of March 23-27, teachers identified essential skills and developed activities for students in Microsoft Teams for students to access starting on March 30th. These activities should take approximately thirty minutes or less per day to complete for each of their classes. Packets were mailed home last Wednesday to all parents/students that contained the following: letter to parent/guardian, directions for student e-mail, directions for downloading Microsoft Teams, teacher e-mails and Remind codes and a daily schedule for students to follow to help them keep up with daily activities.

Students are able to communicate daily with their teachers through the Microsoft Teams app. This app will allow students to be in all their classes virtually where they can communicate with their teacher and their peers. To use Teams, students will use their VISD email logins on any type of internet-supported device (desktop, laptop, tablet, or cell phone).

In the following weeks, teachers will provide lessons, activities, and assignments for new skills that are the most essential for them to learn during their remote learning time. This could include links to videos, presentations, and assignments that students can complete within the app. Teachers are working hard to provide everything the student will need for all their learning in this one site. Teachers will be in contact continually throughout with their students.

SPECIAL EDUCATION

Victoria ISD has been allocated Special Education Fiscal Support funding in the amount of \$174,129.00. Special Education Fiscal Support provides additional funding for eligible school districts to secure evaluation staff, related services personnel, and/or special education teachers to fill short-term needs in the area of initial evaluations, compensatory services and extended school year services (ESY). We applied for this grant due to shortage in high needs fields such as speech therapy and assessment staff prior to the Covid-19 situation. We are waiting for a formal response to our request to amend the grant to address the need for additional summer compensatory support funds.

Special education remote teaching and learning looks very similar to elementary and secondary curriculum departments. We've worked collaboratively for weeks to ensure continuity in expectations to decrease parent, student and staff stress as well as increase effectiveness. Our teachers and paraprofessionals are providing direct instruction utilizing a range of supports including paper packets, virtual instruction, consumables sent home as well as frequent phone contact to provide individual assistance. Our therapeutic staff have developed programs in the crossroads: speech therapy, physical therapy, occupational therapy, adapted PE, counseling (individual), vision instruction, braille support, deaf ed programming, and sign language facilitation continue to be provided through a mix of teletherapy and packet delivery to families. This has been an incredible time for staff growth through creative thinking and professional problem solving.

One of the primary challenges within VISD Special Education and across the state is the restriction of speech therapy assistants (SLP-A). In most districts, SLP-A's are employed to support the Speech

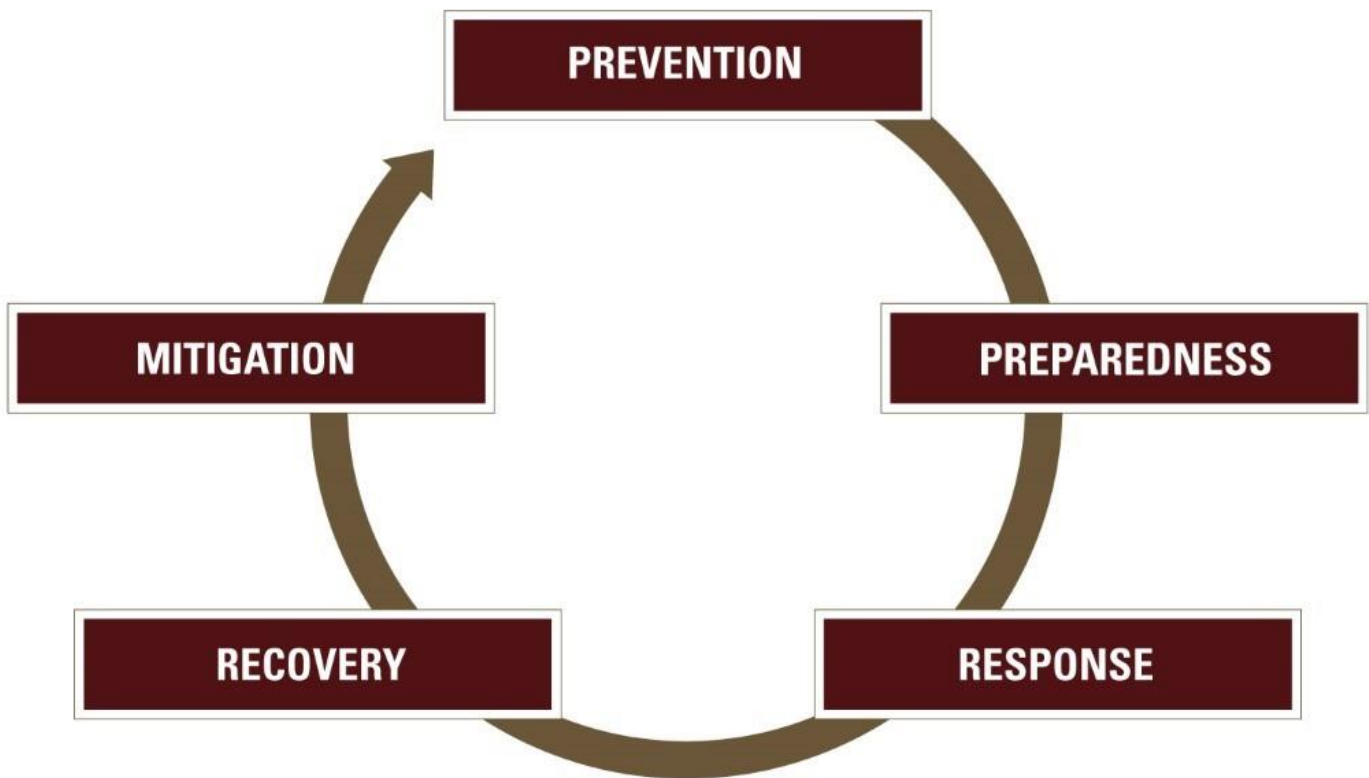
therapist and tend to provide a large percentage of the direct speech therapy to students. Due to constraints on their licensure, SLP-A's are not permitted to provide **teletherapy**. This has cut our therapy staff that is able to provide speech therapy in **half**. We continue to find new and innovative ways to make this work for our students and staff but it is a struggle.

OFFICE OF ADMINISTRATION

The Texas School Safety Center (TxSSC) has been responding to the numerous inquiries from schools as they work to respond to COVID-19. We have noticed there are many common questions surfacing as school districts deal with the implications caused by COVID-19. For up to date information, consider viewing the everchanging information on the Texas School Safety Center Website on the following link- <https://txssc.txstate.edu/>.

With the onset of COVID-19, all of the Departments within the VISD Administration and Operations Departments have worked collaboratively to ensure our students receive nutritious meals and are supported academically. Clearly defined systems and processes are in place regarding our Emergency Operations Plan to Prevent, Prepare, Respond, Recover and Mitigate disasters such as this.

Emergency management is defined by the Federal Emergency Management Agency (FEMA) as “the managerial function charged with creating the framework within which communities reduce vulnerability to hazards and cope with disasters.” Emergency management protects communities by coordinating and integrating all phases of emergency management.



Central Supply and Purchasing:

Recommended contracts for award at the April 16, 2020 Board Meeting

- Copy & Assorted Color Paper
- Alternative Entree
- Canned & Frozen Fruits and Vegetables
- Chemicals, Supplies and Paper Products
- Child Nutrition Beverage Products

- Frozen Meats and Meat Products
- Staples and Miscellaneous Frozen Foods
- Chain Link Fence
- Hardwood Floor Service
- 7 Inch Personal Pizza Kits
- Magazines

Child Nutrition:

The Child Nutrition Department has worked diligently to ensure all students ages 18 years and younger and special needs students up to the age of 21 receive free nutritious meals including breakfast and lunch. Initially, six campus sites served as Points of Distribution. The sites included: Aloe, Crain, Hopkins, Rowland, Shields and Stroman. Students and community members are appreciative of their efforts. Effective the week of April 6, lunch and breakfast will be available Monday and Thursday from 9:30-12:30 and until 1:00 at Stroman. Sites will include Aloe, Crain, Hopkins, Rowland and Stroman. Monday will include meals thru Wednesday and Thursday will include meals thru Friday. Volunteers are sought for distribution.

Health Services:

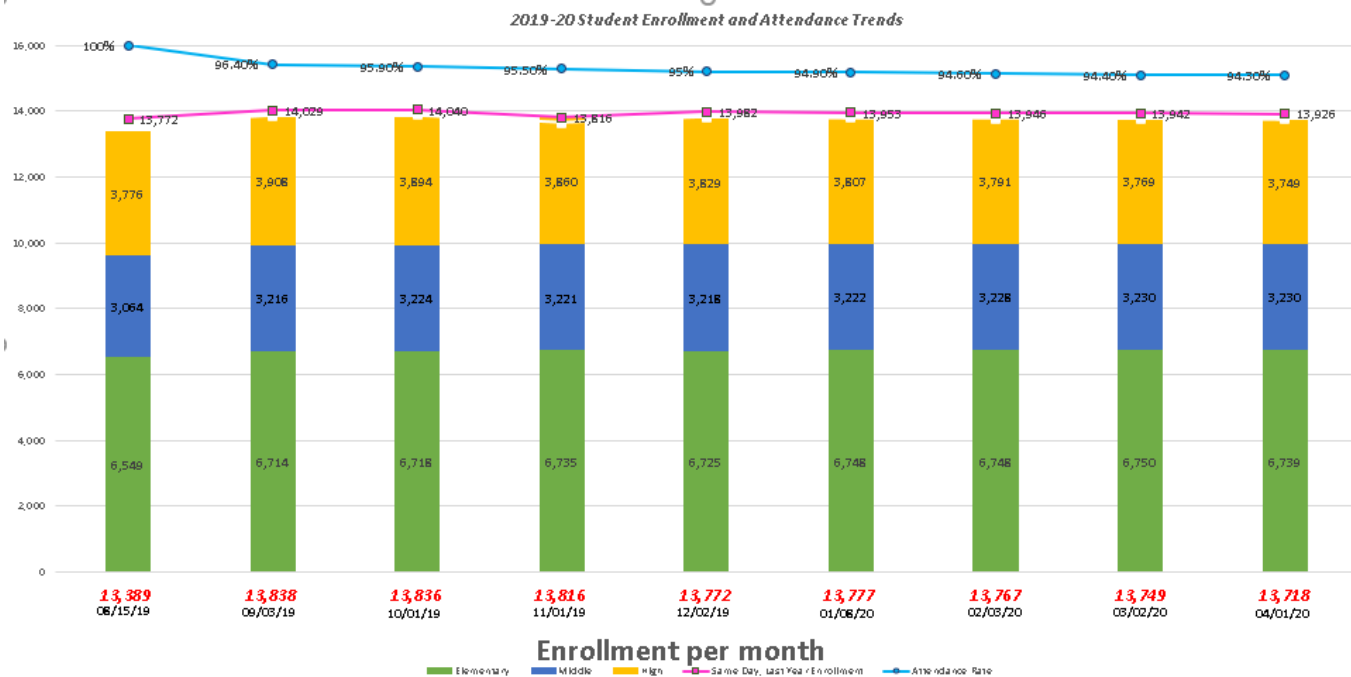
Health Services Coordinator, Regina Bryan, continues to stay abreast of the current pandemic through engaging in daily communication with Dr. McNeill and Dr. Shepherd. She has been an invaluable communicator to our district ensuring we are following protocols and communicating accurate information to staff and students.

Maintenance:

The Maintenance Department continues to support all Operations’ Departments within our district and modifies schedules and supports as needed.

Student Services:

NOTE: As a result of the COVID-19 pandemic, the student attendance rate shown for 4-1-2020 is actually cumulative through 3-11-2020 (last school day before Spring Break) since face-to-face instruction was suspended as of 3-23-20.



Online student registration is proceeding as planned at this time and will open on the VISD website beginning May 1. The registration process mirrors the process used for the last two years. On Monday, April 27, snapcodes will be emailed to the parents of all students who are active with VISD as of April 16.

On April 3, approximately 600 **student transfer renewal contracts** for the 2020-21 school year were mailed to families via U.S.P.S. Included with each transfer renewal contract was a self-addressed, postage-paid envelope to simplify the process for our families to return these contracts to the Office of Student Services (deadline is May 15). **New transfer requests** (for the 8 basic transfers) will be accepted between May 1-15 using the *NEW* online transfer application found at: <https://www.visd.net/apps/pages/student-services/transfers> . The PEG and Rezoning transfer applications can also be found on this link.

Transportation:

Due to the COVID-19, fieldtrips and athletic trips were ceased. The fuel station continues to be open daily to provide support to the Child Nutrition and Maintenance Departments.

FINANCE

Gifts and Donations:

The total gifts and donations for March 2020 is \$1,446.23. The total gifts and donations for fiscal year 2020 is \$536,828.

The District has received numerous generous donations amid the COVID-19 Pandemic. The total of donations received to date is \$112,633.33. HEB, Lamar Outdoor Advertising, TLC Staffing and Frost Bank have made contributions to the meal distribution for our children. We would like to extend our sincerest Thank You.

HUMAN RESOURCES

Salary Study/Review:

No new updates.

HR Activities:

This month will be very different, and interesting as we work through what remote HR work looks like. There are several administrative positions that need to be filled. The interview process for these positions will begin very soon this month.

The HR office will also be working with TASB and other districts to make sure that we are in compliance, and acting in the best interest of our employees as different updates and instructions come out frequently on how employee benefits and pay should be treated during this remote work period.

Recruitment updates:

All Job fairs have been cancelled due to the virus. We will be participating in all virtual job fairs that are offered. So far, our HR office will have representation at the UTSA virtual fair on April 14th and Texas Teachers virtual fair on April 15th.

With this being said, we are actively filling positions in the district. Our Principals are amazing at continuing to meet virtually with candidates and bringing recommendations to the table.

Trainings:

Safe Schools is the districts new online training program that allows teachers to access different Professional Developments remotely. This has been an option for us since about October, but not utilized as time for training and implementation is a hinderance. With our faculty and staff working remotely, we are hoping that there will be more time for the training and implementation to take place. Also, having this as a resource while our teachers are home is a perfect way to push out some professional development. We are hoping to move forward on this during the month of April.

Employee Benefits:

Potential Alternative Health Insurance Option:

We have sent a formal request to TRS-ActiveCare to receive our medical claims experience data for the past three years. Once we receive this data, we will be able to work with a health insurance consultant to create a Request for Proposals (RFP) to pursue proposals from insurance companies for potential alternative health insurance plans. There is not a firm timeline for when we can expect to receive the medical claims experience data from TRS, though we have been told the time frame is expected to be approximately four weeks.

457(b) Retirement Plan:

Our new 457(b) Retirement Plan is now operational. Enrollment is now available for staff interested in saving toward retirement. Employees may choose to access the site and enroll on their own at <https://tcgservices.com/enroll/#/enrollment> or contact Tracy Beck at tracy.beck@visd.net to set-up a virtual or in-person appointment with a TCG advisor.

First Financial Group:

First Financial Group, our new employee benefits third-party administrators, are preparing for this year's Open Enrollment. With the uncertainty of the COVID-19 pandemic, Open Enrollment will look different.

Expect limited in-person contact, instead we will have a Call Center, Webinars, Conference Calls, Recorded Videos, Skype appointments and DIY online enrollment.

Open Enrollment begins July 1, 2020.

Remember, with a new vendor, everyone must enroll or re-enroll. All current benefit plans will terminate on August 31, 2020.

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 meeting scheduled to occur on March 25th was cancelled and all future meetings are currently suspended due to the COVID-19 situation.

Memorial Stadium Turf Replacement:

Hellas Construction began the turf replacement process during the week of spring break. The project is currently on schedule and going well. We continue to anticipate the completion of the turf replacement project to be in early May.

Systems of Great Schools:

The Systems of Great Schools Task Force meeting scheduled to occur on March 30th was cancelled and all future meetings are currently suspended due to the COVID-19 situation.

Early Childhood Center:

The Spring 2020 Call for Quality Schools seeking an innovative partner for an Early Childhood through 1st grade center is underway. We received one application, for Children's Learning Institute, answering the Call for Quality Schools. The next step in the process is to conduct a rigorous, evidence-based, and merit-focused evaluation of applications, including evaluating the proposed operating partner's capacity to meet the Board's established academic, financial, operational, and governance standards for charter schools. The Evaluation team is comprised of the following: Dr. Greg Bonewald, Deputy Superintendent; 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 evaluation process is comprised of the following steps:

1. Each evaluator will conduct an initial individual review on his/her own and document his/her ratings on the evaluation form.
2. The evaluation team will meet to develop an initial consensus on the merits of the application and to identify a list of areas where more clarification is needed from the potential operating partner.
3. The evaluation team will conduct a capacity interview with the potential operating partner, whereby the evaluation team will ask their clarifying questions
4. The evaluation team will use the information learned in the capacity interview to update his/her ratings on the evaluation form.
5. The evaluation team will meet to come to a consensus and to determine final ratings for each of the evaluation areas. The evaluation team will decide whether to recommend the potential operating partner to the district for authorization.

Due to COVID-19, we have extended the evaluation timeline to allow time for our evaluators to complete their work. The new timeline for the Call for Quality Schools is below:

Complete By	Activity
11/22/2019	Evaluation Teams Identified
2/3/2020	DOI Sends Info about Victoria and proposed CQS to Existing Operators in Texas
2/10/2020	Public Operator Application Packet Release
3/2/2020	Mandatory Intent to Apply Packet Due
3/23/2020	Operator Applications Due
3/24/2020	Evaluator Training; 10:00 AM to 11:00 AM
3/26/2020	Share Complete Applications with Evaluators
4/1/2020	Additional Evaluator Training Date
4/16/2020	Initial Scoring Rubrics Due
4/21/2020	Interview Prep Call
4/23/2020	Capacity Interviews
4/30/2020	Updated Evaluation Rubrics Due and Final Consensus Discussion
5/1/2020	Evaluation Team Recommendation Summary Complete
5/1/2020	Make Recommendations to VISD Administration
5/1/2020	Feedback to Operator Applicants
	Performance Contracting
6/18/2020	Board Authorization Decisions

One of the requirements for the School Action Fund New School grant is for board members to be trained in Lone Star Governance training. The required Lone Star Governance training has been scheduled for April 29, 2020.

O’Connor ACE:

Strategic staffing initiatives are still underway for O’Connor ACE Elementary to recruit best-fit teachers with a proven track record of success. The O’Connor leadership team and district staff have started to conduct interviews of identified teachers. Some of those interviews were conducted in person and some of the interviews were conducted virtually through Zoom. Due to COVID-19 we were unable to hold the ACE Parent Meeting on March 9, 2020. We will reschedule the meeting for a future date.

Healthcare P-TECH:

Due to COVID-19 we were unable to hold the parent meeting that was scheduled for April 13, 2020. We are working on a plan to hold the parent meetings in a virtual setting at a later date. We are also working on submitting a P-TECH Success Grant for an award of up to \$125,000. This grant is for current P-TECH designated programs . TEA will fund no more than 7 P-TECH Success Grants.

Education and Training P-TECH:

The Education and Training P-TECH at VWHS had its first meeting with the Educate Texas Team on April 9, 2020. In this meeting, Educate Texas wanted to meet with the planning team for the upcoming year

to review the overview of the P-TECH Blueprint and process. Debbie Crick, Pam Edge (P-TECH Education and Training Administrator), Melissa Correll and Martin Sanchez attended.

Effective Schools Framework (ESF): Campuses continue to monitor academic success through ongoing monitoring. However, due to the COVID-19 the 3rd quarter Campus and District Improvement Plan submission has been eliminated. Campuses and District Departments will update the Continuous Improvement Plans for the 4th and Final End of Year Reports.

Strategic Planning: The Victoria ISD Strategic Planning Committee was created by the Victoria ISD Board of Trustees and administration as part of the process to develop a Strategic Plan for the district. The 63-member committee included key community leaders, teachers, students, parents, administrators and members of each of the Victoria ISD Task Force groups. The committee met in 3 two-day workshops in December 2019, January 2020, and February 2020 to:

- review the recommendations of the three task forces from the fall of 2019: Communication Systems, Efficiency and Resource Management, and Innovation and Student Learning
- review the results of the ThoughtExchange of ideas from the community on what they believed are the most important features of a quality school
- consider thoughts from two educational experts, Eric Sheninger and John Tanner, and how those ideas impact the future of the district
- develop recommendations for the future of Victoria ISD that will be used to develop goals and strategies for the Strategic Plan

The fourteen “Findings” can be found as follows and expanded directions for each of the findings can be found through the following link

<https://visdnet.sharepoint.com/:b/s/DesigningOurFuture/EessoMq5nzxOuFnls1h4DmcBOOe8Cituy57FzXDGRY66cQ?e=G7f3AF> .

Inspire Teaching and Empower Learning

1.1 A Culture of voice, choice, and advocacy will inspire teaching and empower learning.

Digital Ecosystem

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

Effective Communication

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

Finding the “AND”

4.1 All VISD students will find their “AND”: they will leave us prepared for their successful launch into career, military, college, and life in order to be contributing members of society.

Community-based Accountability

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

Talent Development

6.1 We believe exceptional staff are what makes students’ success possible.

6.2 We believe we will become an everyone culture where everyone feels they belong.

Equity

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

Social Emotional Learning

8.1 We believe a socially and emotionally healthy community is essential.

8.2 *We believe students and teachers must be seen first as people before they are seen as learners and professionals.*

Facilities

9.1 *We believe facilities play an integral role to inspire teaching and empower learning.*

9.2 *We believe safe and secure facilities and process are vital to creating a healthy, productive environment for our students and staff.*

9.3 *We believe having well-maintained facilities creates pride in our district and honors our commitment to our community.*

Community Partnerships

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

VISD's Cabinet, elementary and secondary principals, and other district staff have begun strategizing around the "Direction" statements found for each of the fourteen "Findings". VISD is seeking Board approval of the Findings and Directions document so as we continue to work on strategies and actions we can be sure to align with the Board's approval.

More work lies ahead to complete the strategic plan and VISD will continue to include the voices of administrators, teachers and students as they develop strategic processes, strategies and performance measures. Additionally, an important part of the process includes setting measures aligned to Board developed goals during the Lone Star Governance process. VISD Administration will continuously work to develop action steps to meet the desired goals and performance measures and will continue to monitor success in the five-year strategic plan through the Board goals.

COMMUNICATIONS

COVID-19 Information: The Communications department has been continuously sharing information with parents, students, and the community on meal distribution, remote learning, technology distribution, and more through the COVID-19 page of the VISD website. The information is also being shared through social media and Edulink, the district's notification system. The page includes community resources for those needing assistance, mental wellness contacts, and how parents can talk to their children about the evolving situation. The page is updated as often as needed to maintain current, accurate information in a centralized location.

Online Transfer Application: Working with the Student Services Office, an online transfer application has been created that will streamline the process for parents and staff during the transfer application window.

Census 2020: Working alongside several community sub-committees, the Education Sub-Committee is continuing to provide information through our school community on the importance of responding to the Census. The sub-committee is also focusing on ways to reach hard to count populations within the district.

TECHNOLOGY

- VOIP RFP
 - We are working to answer questions from vendors about the VOIP bid, which opens April 21st.
- Device Distribution

- We have a “call center” set up at 361-788-2828 for parents who need a device or internet for their students. This phone number is being answered by librarians and members of the technology department.
- We are working to go through all of the survey results and make sure parents receive a phone call to be scheduled to pick up a device if their students need one.
- We are working through the schedules to assign and configure devices for students and delivering those to the pickup campuses.
- Hotspot delivery has been delayed. If we do not have knowledge of the devices being delivered by Wednesday, April 8th, by the end of the day on Monday, April 6th, we will be opening another day, April 16th, for hotspot pickup.
- The technology department staff, campus librarians, Carla Schaefer, and principals and volunteers from Liberty, Hopkins, Torres, Mission Valley, Dudley, and West are working tirelessly to get the devices in the hands of the students who need them.
- 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.

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!*