

Agenda of Regular

The Board of Trustees

Allen Independent School District

A Regular of the Board of Trustees of Allen Independent School District will be held on Monday, September 28, 2020, beginning at 7:00 PM in the Allen City Council Chambers, Allen City Hall, One Allen Civic Plaza, Allen, TX 75013.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. PRELIMINARY BUSINESS	
A. Call to Order	
B. Announcement by President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law.	
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E. Reconvene from Closed Session for Action Relative to Items Considered During Closed Session	
F. Adjournment	



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Pledge of Allegiance

ADMINISTRATOR RESPONSIBLE: David Hicks, Chief Information Officer

SOAR 2030 STRATEGIC VISION: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

The Pledge of Allegiance will be led by the Allen High School Marine Corps Junior Reserve Officer Training Corps. All the participating students attend Lowery Freshman Center. The unit is led by their instructors Sergeant Major Bruce Cole and Master Sergeant David Robinson.

Student Participants:

Christian Sanchez (Texas Flag)
Aidan Ledbetter (National Flag)
Noah White (Adjutant, Pledge of Allegiance)



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Recognition

ADMINISTRATOR RESPONSIBLE: David Hicks, Chief Information Officer

SOAR 2030 STRATEGIC VISION: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Summary / Background Information:

2020-2021 Allen High School National Merit Semifinalists

Allen High School is proud to announce that 29 students have been named semifinalists in the 2021 National Merit Scholarship Competition.

The 2020-21 Allen High School National Merit Semifinalists are Jehan Ahmed, Suraj Chaturvedi, Ethan Chen, Ashleigh Cheng, Rupali Chowdhry, Lily Fee, Dominick Goedderz, Lane Haden, Elliot Han, Raaida Hasnain, Deshna Karra, Chase Lee, Regina Lin, Simon Lin, Nicholas Merritt, Sudy Qin, Zicheng Qu, Ishita Shah, Siya Sharma, Tara Srinivasan, Avalene Tan, Anika Trehan, Huy Truong, Claire Tsui, Lucas Vaughan, Jonathon Werst, Jonathan Xu, Rayyan Zamir, and Angela Zhang.

More than 1.5 million juniors took the 2019 PSAT, which is the test that qualified students for the 2021 scholarship competition. Approximately 16,000 students, or about 1 percent, are recognized as semifinalists, or the highest-scoring entrants.

The semifinalists will submit a detailed application illustrating their academic record, activity participation, leadership abilities and honors and awards received. Those selected as National Merit finalists will be eligible for National Merit Scholarships, corporate-sponsored Merit Scholarships and college-sponsored Merit Scholarships. Finalists will be announced in February.

TASSP Region 10 Outstanding Assistant Principal of the Year

Theresa Taylor, Assistant Principal of Ford Middle School, has been selected to represent the Texas Association of Secondary School Principals as a Region 10 Outstanding Assistant Principal of the Year. TASSP recognizes outstanding principals and assistant principals from the twenty region Education Service Centers in the state. School administrators are nominated and chosen by their peers within their regions. Nominations are based upon exemplary performance and outstanding leadership. As a Region 10 winner, Mrs. Taylor is eligible to compete for the state title of Texas Assistant Principal of the Year.

This is Mrs. Taylor's fifth year as an assistant principal at Ford Middle School. Prior to her role as a campus assistant principal, she served the Allen ISD School Community as an educational diagnostician. Mrs. Taylor was recently awarded the Certificate of Lifetime Membership by the Ford Middle School PTSA. She was recognized for being a student focused leader who forges strong relationships and has genuine concern for all members of the school community.

Each of the region winners will be recognized during the Josten's Night of the Stars Awards Dinner held in conjunction with the TASSP Summer Conference held each year.

Administrative Recommendation: None



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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Open Forum: Hearing of Individuals and Committees
Board Policy: BED (Local)

ADMINISTRATOR RESPONSIBLE: Board President

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Item: BED (Legal) and BED (Local)

BED (Legal)

Board meetings are held to transact the business of the District. So that citizens have the opportunity to be informed concerning those transactions, meetings are open to the public, except when closed meetings are conducted as permitted by the Open Meetings Act. The Board may create a limited public forum for the purpose of hearing comments from the public so long as: 1) the Board does not discriminate against speech on the basis of viewpoint; 2) any restrictions are reasonable in light of the purpose served by the forum; and 3) the Board provides alternative paths for expressing categories of protected speech that are excluded from the forum. Fairchild v. Liberty Indep. Sch. Dist., 597 F.3d 747 (5th Cir. 2010)

BED (Local)

Audience participation at a Board meeting is limited to the portion of the meeting designated for that purpose. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless recognized by the presiding officer. No presentation shall exceed five minutes. Delegations of more than five persons shall appoint one person to present their views before the Board. At regular meetings the Board shall allot 30 minutes to hear persons who desire to make comments to the Board. Persons who wish to participate in this portion of the meeting shall sign up with the presiding officer or designee before the meeting begins and shall indicate the topic about which they wish to speak.

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020
DOCUMENT TITLE: Gifts, Donations and Bequests
ADMINISTRATOR RESPONSIBLE: Robin Bullock, Superintendent
SOAR 2030 STRATEGIC VISION: N/A
LEGAL REVIEW: N/A

Authority for this Action: Board Policy CDC (Local), Gifts from the Public

The Board may accept any bequest or gift of money or property on behalf of the District. The gift shall become the sole property of the District for its use and disposition. All gifts shall be given to the District. At the discretion of the Superintendent or designee, the gift may be used in a particular school.

CRITERIA FOR ACCEPTANCE The Superintendent or designee shall examine and evaluate offers of gifts to the District and may recommend acceptance to the Board when the gifts:

1. Have a purpose consistent with District purposes.
2. Place no restrictions on the school program.
3. Do not conflict with policies or actions of the Board or public law.
4. Do not require extensive District maintenance.

Summary / Background Information:

Donations listed may include monetary donations, grants and gifts.

- The following campuses received funds totaling \$400 from the American Heart Association as incentives for participating in the fundraising event:
 - Lindsey Elementary - \$200
 - Marion Elementary - \$100
 - Reed Elementary - \$100
- Allen ISD received \$1,700 from the Fairview Rotary Club for meal distribution to eligible participants.
- Allen High School received \$486.40 from the Foundation for Allen Schools for reimbursement for Top Ten recognition.
- Bolin Elementary School received \$2,000 from Benny Bolin for general campus support.
- Boyd Elementary School received \$617.33 from Greenville Oaks Church to be used for student needs.
- Kerr Elementary School received from the Kerr PTA \$5,646.38 for Scholastic Magazine and SumDog subscriptions, and \$366.99 for recess supplies.

- Marion Elementary School received \$587.72 of portable playground equipment from the Marion PTA.
- Reed Elementary School received books valued at \$3,928 for campus staff and library, purchased using Scholastic Dollars from the book fairs.
- Rountree Elementary School received \$435.95 from the Rountree PTA for library books.
- Vaughan Elementary School received funds from the Vaughan PTA in the amount of \$7,218.50 for earphones, a Brain Pop subscription, and S'More renewal.

Administrative Recommendation:

The administration recommends acceptance of these donations.

(Move to accept the donations as presented by staff.)



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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Consent Agenda

SOAR 2030 STRATEGIC VISION: Robin Bullock, Superintendent

STRATEGIC PLAN REFERENCE: N/A

LEGAL REVIEW: N/A

Authority for this Action: Local District practice of grouping routine matters which do not require individual discussion.

Consent Agenda

- Minutes
 - August 24, 2020 Regular Meeting
- Bid / RFP Approval – Catalog Discount Vendors
- Bid / RFP Approval – General Services Vendors
- 2020-2021 Budget Amendments – Revision #3
- 2020-2021 District and Campus Performance Objectives
- Board Operating Procedures
- Purchase of \$75,000 or More: Electric Supplies
- Purchase of \$75,000 or More: Plumbing Supplies
- Personnel
- EHBAF(LOCAL) Policy Revision
- Sponsor Agreement Amendment
- Expansion of Credit by Exam

(Move to approve the consent agenda as presented by staff.)



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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Minutes

ADMINISTRATOR RESPONSIBLE: Robin Bullock, Superintendent

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Action: Board Policy BE (Legal) and BE (Local)

BE (Legal)

The Board shall prepare and keep minutes or make a tape recording of each open meeting. The minutes shall state the subject matter of each deliberation and indicate each vote, order, decision, or other action taken. The minutes and tapes are public records and shall be available for public inspection and copying on request to the Superintendent or designee. *Government Code 551.021, 551.022*

BE (Local)

Board action shall be carefully recorded by the secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.

The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.

Summary/Background Information:

The following Minutes are submitted:

- August 24, 2020 Regular Meeting

Administrative Recommendation:

The administration recommends approval of these Minutes.

Donations were acknowledged. Motion by Kelley Rowley. Seconded by Kevin Cameron. Motion unanimously carried to accept the donations as presented by staff.

Consent Agenda

- Minutes
 - July 27, 2020 Regular Meeting
 - August 8, 2020 Workshop
 - August 10, 2020 Workshop
 - August 10, 2020 Special Meeting
- Bid / RFP Approval – Catalog Discount Vendors
- Bid / RFP Approval – General Services Vendors
- 2020-2021 Budget Amendment – Revision #2
- Appraisal Calendar and Certified Appraisers for 2020-2021
- TASB Policy Update 115
- School Resource Officers Program (SRO) Interlocal Agreement Addendum with City of Allen
- Application for Maximum Class Size Exception Waiver
- Purchase of \$75,000 or More: Microsoft (EES) Volume Licensing Annual Agreement

Motion by Kevin Cameron. Seconded by David Noll. Motion carried unanimously to approve the consent agenda as presented by staff.

Daniel Pitcock, Assistant Superintendent of Operations, presented the board with information regarding a temporary boundary adjustment due to residential zoning changes made by the City of McKinney to allow for an 832 unit apartment complex.

Motion by Sarah Mitchell. Seconded by Kelley Rowley. Motion carried unanimously to approve a temporary boundary adjustment of an unoccupied subdivision within the Lindsey Elementary School attendance boundary to the Preston Elementary School attendance boundary.

The Board discussed the endorsement of a candidate to represent Region 10, position D, on the TASB Board of Directors.

Motion by Kelley Rowley. Seconded by David Noll. Motion unanimously carried to endorse Kevin Carbo for Region 10, Position D, on the TASB Board of Directors.

Financial reports and the annual cooperative purchasing contracts management fees report were acknowledged.

Robin Bullock, Superintendent, provided an update regarding points of interest, including the virtual community bond presentation taking place on August 25, 2020.

Tentative agendas for upcoming meetings were reviewed.

Motion by David Noll. Seconded by Kelley Rowley. Motion carried unanimously to adjourn at 7:47 P.M.

**ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

DATE: September 23, 2020 **NATURE OF MEETING:** Special

TIME: 6:01 P.M.

MEMBERS PRESENT: Amy Gnad, Kelley Rowley, David Noll, Vatsa Ramanathan, Sarah Mitchell, Kevin Cameron

MEMBERS ABSENT:

MEETING PLACE: via video conference
President _____
Secretary _____

NATURE OF BUSINESS

Call to Order. Announcement by the President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law.

The board took part in a video conference with TASB representatives for a training webinar.

Motion by David Noll. Seconded by Sarah Mitchell. Motion carried unanimously to adjourn at 7:48 P.M.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Bid/RFP Approval – Catalog/Discount Vendors

ADMINISTRATOR RESPONSIBLE: Johnny Hill, Chief Financial Officer
Ashley Westbrook, Director of Purchasing

SOAR 2030 STRATEGIC VISION: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Authority for this Action: CH (Legal), Purchasing and Acquisition

All District Contracts, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for each 12 month period, shall be made by the method that provides the best value for the District:

1. Competitive Bidding.
2. Competitive sealed proposals.
3. A request for proposals, for services other than construction services.
4. An Interlocal agreement.
5. The reverse auction procedure as defined by Government Code 2155.062(d).
6. The formation of a political subdivision corporation under Local Government Code 304.001.

Education Code 44.031(a)

Summary / Background Information:

The District is in need of multiple entities from which to purchase various commodities. This bid was to add additional vendors to the existing contracted vendor list. District campus and administrative staff members requested use of the vendors solicited.

RFP 2020-AUG-65

- A request for proposal (RFP) was advertised.
- One hundred nineteen were notified of the solicitation.
- Forty-two new proposals were received on September 3, 2020 and all responses are recommended for award.

Input Received

Purchasing staff has reviewed each submission for completeness and compliance and recommends award to all of the respondents listed on the attached document.

Completion or Implementation Timeline

Contract term will be an annual contract effective upon award, and shall automatically renew each year for four (4) additional one (1) year periods.

Administrative Recommendation:

The recommended vendors submitted offers that were determined to be most advantageous to the District's students and employees, based upon the bid tabulation. The recommended respondents were determined to be competitively priced and possessed strong qualifications for the specified services.

We believe the recommended vendors will demonstrate the ability to provide and perform the services requested in the proposal.

Recommend approval of the following motion:

“Move to award the contract for Catalog/Discount Vendors 2020-AUG-65 per the attached document, as presented by District administrative staff.”

2020-AUG-65 Catalog/Discount Vendors

Vendor	Price	Reputation	Quality	Meet's Needs	Past Relationship	Ability to Comply with HUB	Long Term Cost	Principal Place of Business	Location with regard to Campus	Completeness, Accuracy, and Relevancy	Total
Weight	10	0	5	40	5	0	0	0	20	20	100
Art Class Curator	0	0	4	40	0	0	0	0	19	18	81
Blue Start Education	5	0	5	40	5	0	0	0	20	20	95
Box Six	0	0	4	40	0	0	0	0	19	18	81
B's Bundt Cake	0	0	5	40	5	0	0	0	20	20	90
Capstone	5	0	5	40	5	0	0	0	18	20	93
Dallaswear	7	0	5	40	0	0	0	0	20	20	92
DWZ Production, Inc.	3	0	5	40	0	0	0	0	20	20	88
Eduphoria! Inc.	0	0	5	40	5	0	0	0	20	20	90
Emerge-One, LLC	4	0	4	40	5	0	0	0	20	18	91
Empire Paper	0	0	5	40		0	0	0	17	20	82
FACETS Healthcare	0	0	5	40	0	0	0	0	20	20	85
Greenbelt Press, LLC	0	0	5	40	0	0	0	0	20	20	85
HALO Branded Solutions, Inc.	10	0	5	40	0	0	0	0	20	20	95
Healthy School Supply, LLC	1	0	4	40	0	0	0	0	18	19	82
Horme Trading Co.	10	0	4	40	0	0	0	0	20	18	92
InkJet, Inc.	10	0	1	40	0	0	0	0	20	12	83
IPEVO	0	0	5	40	0	0	0	0	20	20	85
Junior Library Guild	10	0	5	40	5	0	0	0	20	20	100
KicKnDesigns, LLC	0	0	5	35	0	0	0	0	20	20	80
Liberty Paper	10	0	5	40	0	0	0	0	20	20	95
Locke Supply Co.	0	0	5	40	5	0	0	0	20	20	90
Maverick Awards	10	0	4	40	0	0	0	0	20	18	92
Midland Scientific	0	0	4	40	0	0	0	0	18	18	80
Mission Critical Interior Solutions	0	0	3	40	0	0	0	0	18	15	76
Monster House Printing	0	0	1	40	0	0	0	0	20	12	73
Northstar Equipment Solutions	0	0	5	40	0	0	0	0	20	20	85
Open Jar Studios, LLC	10	0	5	40	0	0	0	0	17	20	92
Peekapak, Inc.	5	0	5	40	0	0	0	0	20	20	90
Polymershapes, LLC	0	0	4	40	0	0	0	0	19	18	81
Really Good Stuff, LLC	3	0	5	40	5	0	0	0	20	20	93
Rhino Medical Supply, Inc.	5	0	5	40	0	0	0	0	17	20	87
Saleplace	10	0	5	40	0	0	0	0	18	20	93
Squeegees	0	0	3	40	5	0	0	0	20	17	85
SWX Global Design & Production	0	0	3	40	0	0	0	0	18	17	78
The Imprint Source	6	0	4	40	0	0	0	0	18	18	86
The Latino Family Literacy Project	5	0	5	35	5	0	0	0	20	20	90
Theatre House	5	0	5	40	5	0	0	0	17	20	92
Therapy Shoppe, Inc.	0	0	5	40	5	0	0	0	17	20	87
TwoRows Classic Grill	0	0	3	40	5	0	0	0	20	17	85
Valet Jersey and Apparel	0	0	4	40	5	0	0	0	20	17	86
Visual Promotions	10	0	3	40	5	0	0	0	20	17	95
Western Industries Corp	10	0	4	40	0	0	0	0	18	18	90

CATALOG/DISCOUNT VENDORS

Commodities covered by this RFP:

- Apparel
- Art Supplies & Equipment
- Athletics Supplies & Equipment
- Audio Visual Supplies & Equipment
- Auto/Bus/Trailer Parts & Supplies
- Bleachers/Grandstands
- Books
- Braille/Interpretation/Translator
- Building Materials
- Career and Technology (CTE) Supplies & Equipment
- Carpentry Supplies & Equipment
- Cheer/Dance Supplies & Equipment
- Doors & Hardware
- Dry Cleaning
- Electrical Supplies & Equipment
- Electronics (i.e. drones, robots, TVs, etc.)
- Embroidery
- Equipment Rental (i.e. trailer, golf cart, fork lift, scissor lift, etc.)
- Fencing Supplies
- Fine Arts Supplies & Rentals (not including repairs)
- Flooring Supplies & Equipment
- Floral/Plant/Nursery Supplies
- Grocery
- Grounds Supplies & Equipment
- Group Travel
- Health/PE Supplies & Equipment
- Health/Clinic/Nurse/Trainers Supplies & Equipment
- Household Furniture
- Household/Industrial Appliances
- HVAC Supplies & Equipment
- Instructional Aids/Materials
- Janitorial Supplies & Equipment
- JROTC Supplies & Equipment
- Library/Media Supplies & Equipment
- Lighting Supplies & Equipment
- Livestock Supplies & Equipment
- Local Restaurants/Fast Food/Food Trucks
- Local Retail
- Locksmith Supplies
- Moving Supplies & Equipment
- Painting Supplies & Equipment
- Personal Protective Equipment (PPE) & Supplies
- Photography Supplies & Equipment
- Playground Supplies & Equipment
- Plumbing Supplies & Equipment
- Power Washing Supplies & Equipment
- Printing & Signage
- Promotional Items
- Rentals (i.e. chairs, tables, tents, etc.)
- Roofing Supplies & Equipment
- Safety and Security Supplies & Equipment
- Sole Source
- Special Education Supplies & Equipment
- Staff Development (i.e. authors, speakers, consultants, etc.)
- Theater and Production Supplies & Equipment
- Technology Supplies & Equipment
- Upholstery Supplies & Equipment

CATALOG/DISCOUNT VENDORS

RFP 2020-AUG-65

Art Class Curator
Blue Start Education
Box Six
B's Bundt Cake
Capstone
Dallaswear
DWZ Production, Inc.
Eduphoria! Inc.
Emerge-One, LLC
Empire Paper
FACETS Healthcare
Greenbelt Press, LLC
HALO Branded Solutions, Inc.
Healthy School Supply, LLC
Horme Trading Co.
InkJet, Inc.
IPEVO
Junior Library Guild
KickKnDesigns, LLC
Liberty Paper
Locke Supply Co.
Maverick Awards
Midland Scientific
Mission Critical Interior Solutions
Monster House Printing
Northstar Equipment Solutions
Open Jar Studios, LLC
Peekapak, Inc.
Polymershapes, LLC
Really Good Stuff, LLC
Rhino Medical Supply, Inc.
Saleplace
Squeegees
SWX Global Design & Production
The Imprint Source
The Latino Family Literacy Project
Theatre House
Therapy Shoppe, Inc.
TwoRows Classic Grill
Valet Jersey and Apparel
Visual Promotions
Western Industries Corp.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Bid/RFP Approval – General Services Bid

ADMINISTRATOR RESPONSIBLE: Johnny Hill, Chief Financial Officer
Ashley Westbrook, Director of Purchasing

SOAR 2030 STRATEGIC VISION: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Authority for this Action: CH (Legal), Purchasing and Acquisition

All District Contracts, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for each 12 month period, shall be made by the method that provides the best value for the District:

1. Competitive Bidding.
2. Competitive sealed proposals.
3. A request for proposals, for services other than construction services.
4. An Interlocal agreement.
5. The reverse auction procedure as defined by Government Code 2155.062(d).
6. The formation of a political subdivision corporation under Local Government Code 304.001.

Education Code 44.031(a)

Summary / Background Information:

The District is in need of multiple entities from which to purchase various commodities. This bid was to add additional vendors to the existing contracted vendor list. District campus and administrative staff members requested use of the vendors solicited.

RFP 2020-AUG-66

- A request for proposal (RFP) was advertised.
- Twenty-six were notified of the solicitation.

- Twelve new proposals were received on September 3, 2020 and all responses are recommended for award.

Input Received

Purchasing staff has reviewed each submission for completeness and compliance and recommends award to all of the respondents listed on the attached document.

Completion or Implementation Timeline

Contract term shall be effective upon award, and shall automatically renew each year for four (4) additional one (1) year periods.

Administrative Recommendation:

The recommended vendors submitted offers that were determined to be most advantageous to the District's students and employees, based upon the bid tabulation. The recommended respondents were determined to be competitively priced and possessed strong qualifications for the specified services.

We believe the recommended vendors will demonstrate the ability to provide and perform the services requested in the proposal.

Recommend approval of the following motion:

“Move to award the contract for General Services Bid 2020-AUG-66, per the attached document, as presented by District administrative staff.”

2020-AUG-66 General Services Bid

Vendor	Price	Reputation	Quality	Meet's Needs	Past Relationship	Ability to Comply with HUB	Long Term Cost	Principal Place of Business	Location with regard to Campus	Completeness, Accuracy, and Relevancy	Total
Weight	10	0	5	40	5	0	0	0	20	20	100
AIQ Speech Therapy, PLLC	5	0	5	40	5	0	0	0	20	20	95
Amplio Speech	5	0	3	35	0	0	0	0	20	15	78
Benchmark Education Comply, LLC	5	0	5	40	5	0	0	0	18	20	93
Clark Productions, Inc.	5	0	5	40	0	0	0	0	20	20	90
Cruvel Data Analytics	5	0	5	35	0	0	0	0	20	17	82
iHeartMedia Management Services	5	0	5	35	0	0	0	0	20	20	85
Jersey Mike's	5	0	4	40	5	0	0	0	20	19	93
Mertie M. Gomez, PhD	5	0	5	40	5	0	0	0	20	20	95
Monster House Printing	5	0	3	40	0	0	0	0	20	18	86
Presence Learning, Inc.	5	0	4	35	0	0	0	0	20	17	81
Rutherford Services, Inc.	5	0	5	35	0	0	0	0	20	20	85
Sonya Ericksen	5	0	3	40	0	0	0	0	20	17	85

GENERAL SERVICES VENDORS

Commodities covered by this RFP:

- Advertising Services
- Asbestos Abatement Services
- Auto/Bus/Trailer Services
- Catering Services
- Concrete/Asphalt Services
- Consultant Services
- Electrical Services
- Emergency Generator Maintenance, Inspection and Repair
- Emergency/Restoration Services
- Entertainment Services (DJ, Bounce House, etc.)
- Equipment Repair Services (non-automotive - i.e. trailer, golf cart, fork lift, scissor lift, etc.)
- Fleet Services (i.e. hydraulics, calibration, decals, hail damage repairs, etc.)
- Food Service Repair (i.e. kitchen equipment)
- Fund Raiser Services
- Library/Media Services
- Machinery Services
- Maintenance Services (i.e. waterproofing, mowing, sign installation, window washing, etc.)
- Moving Services
- Parking Lot Striping Services
- Photography Services (i.e. student/staff pictures, construction progress photos, etc.)
- Plumbing Services
- Power Washing Services
- Sole Source Services
- Sports Lighting Repairs and Services
- Staff Development Services
- Technology Services
- Theater and Production Services
- Translation Services
- Tree and Brush Removal Services
- Upholstery Repairs and Services
- Wrecker/Towing Services

GENERAL SERVICES VENDORS

RFP 2020-AUG-66

AIG Speech Therapy, PLLC
Amplio Speech
Benchmark Education Co., LLC
Clark Productions, Inc.
Cruvel Data Analytics
iHeartMedia Management Services
Jersey Mike's
Mertie M. Gomez, PhD
Monster House Printing
Presence Learning, Inc.
Rutherford Services, Inc.
Sonya Ericksen



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: 2020-2021 Budget Amendments – Revision #3

ADMINISTRATOR RESPONSIBLE: Johnny Hill, Chief Financial Officer

SOAR 2030 STRATEGIC VISION: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Authority for this Action

BUDGET AMENDMENTS

CE (LOCAL)

The budget shall be amended when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources.

Summary / Background Information

General – Fund 199

Expenditures

Transfer \$48,255 from Function 11 - Instruction to Function 36 - Co-Curricular Activities (\$24,255) Function 51 - Plant Maintenance and Operations (\$24,000) for the purchase of COVID-19 supplies. These expenditures are related to the CARES Act ESSER funding from the federal government.

Add \$27,274 to Function 11 - Instruction for the purchase of Science books as part of the Early Education Allotment expenditures for grades K-3. This budget is a rollover of 2019-20 budget due to the receipt of the materials occurred in 2020-21. It is a timing variance between the fiscal years.

Administrative Recommendation

Recommend approval with the following motion:

“Move to approve the 2020-2021 Budget Amendments – Revision #3 for the General Fund as presented by administrative staff.”

**Allen Independent School District
General Fund
2020-2021 Budget Amendment
Revision #3**

Object / Function		2020-21	Cumulative	Budget		2020-21	Change from	%	
<u>Code</u>	<u>Code Description</u>	<u>Adopted</u>	<u>Prior</u>	<u>Amendment #3</u>	<u>Notes</u>	<u>Amended</u>	<u>Adopted Budget</u>	<u>Increase</u>	
		<u>Budget</u>	<u>Amendments</u>	<u>September 2020</u>		<u>Budget</u>		<u>(Decrease)</u>	
REVENUE									
Local	5711	Current Year Taxes	\$160,074,000			\$160,074,000	\$0	0.0	
	5712	Prior Year Taxes	600,000			600,000	0	0.0	
	5719	Penalties & Interest	600,000			600,000	0	0.0	
	5737	Summer School Tuition	200,000			200,000	0	0.0	
	5742	Interest Income	500,000			500,000	0	0.0	
	5743	Facility Rental Income	500,000			500,000	0	0.0	
	5745	Insurance Recovery				0	0	0.0	
	5749	Miscellaneous Revenue	750,000			750,000	0	0.0	
	5752	Athletic Activity	500,000			500,000	0	0.0	
		TOTAL	\$163,724,000	\$0	0	\$163,724,000	\$0	0.0	
State	5811	Per Capita Funds	\$8,432,800			\$8,432,800	\$0	0.0	
	5812	Foundation School Revenue	21,230,362			21,230,362	0	0.0	
	5829	State Program Revenues - NIFA	0			0	0	n/a	
	5831	TRS On-Behalf (Book Entry Only)	10,030,000			10,030,000	0	0.0	
		TOTAL	\$39,693,162	\$0	0	\$39,693,162	\$0	0.0	
Federal	5929	Indirect Costs	\$15,000		0	\$15,000	\$0	0.0	
	5932	SHARS / MAC	1,800,000			1,800,000	0	0.0	
	5952	Other Revenue	0			0	0	0.0	
		TOTAL	\$1,815,000	\$0	0	\$1,815,000	\$0	0.0	
TOTAL REVENUE			\$205,232,162	\$0	0	\$205,232,162	\$0	0.0	
<hr/>									
EXPENDITURES									
	11 - Instruction		\$121,907,190	1,444,392	(20,981)	(1) (2)	\$123,330,601	\$1,423,411	1.2
	12 - Instructional & Media Resources		2,278,392				2,278,392	0	0.0
	13 - Curriculum & Staff Development		6,630,964				6,630,964	0	0.0
	21 - Instructional Administration		2,395,638				2,395,638	0	0.0
	23 - School Administration		11,524,191				11,524,191	0	0.0
	31 - Guidance and Counseling		10,196,994				10,196,994	0	0.0
	32 - Social Work Services		74,216				74,216	0	0.0
	33 - Health Services		2,032,128	30,884			2,063,012	30,884	1.5
	34 - Transportation		5,021,175	7,000			5,028,175	7,000	0.1
	35 - Student Nutrition						0	0	0.0
	36 - Co-Curricular Activities		5,119,003		24,255	(1)	5,143,258	24,255	0.5
	41 - General Administration		7,018,225	32,500			7,050,725	32,500	0.5
	51 - Plant Maintenance and Operations		21,851,498	(279,748)	24,000	(1)	21,595,750	(255,748)	(1.2)
	52 - Security and Monitoring		3,723,074				3,723,074	0	0.0
	53 - Data Processing and Technology Services		4,291,951				4,291,951	0	0.0
	61 - Community Education		112,619				112,619	0	0.0
	81 - Facilities Acquisition & Construction		8,319,311	804,000			9,123,311	804,000	9.7
	91 - Intergovernmental/Purchase of WADA		1,116,000				1,116,000	0	0.0
	95 - Payments to JJAEP		50,000				50,000	0	0.0
	99 - Tax Administration and Collections		1,550,000				1,550,000	0	0.0
	TOTAL		\$215,212,569	\$2,039,028	27,274		\$217,278,871	\$2,066,302	1.0

Allen Independent School District
General Fund
2020-2021 Budget Amendment
Revision #3

Object / Function Code	<u>Code Description</u>	2020-21 Adopted Budget	Cumulative Prior Amendments	Budget Amendment #3 September 2020	<u>Notes</u>	2020-21 Amended Budget	Change from Adopted Budget	% Increase (Decrease)
NET REVENUE OVER (UNDER)		(\$9,980,407)	(\$2,039,028)	(27,274)		(\$12,046,709)	(\$2,066,302)	20.7
OTHER SOURCES		\$1,560,000	\$0	0		\$1,560,000	\$0	0.0
NET REVENUE/SOURCES OVER (UNDER)		(\$8,420,407)	(\$2,039,028)	(27,274)		(\$10,486,709)	(\$2,066,302)	24.5

Revision #3 - September 2020

- 1) Transfer \$48,255 from Function 11 - Instruction to Function 36 - Co-Curricular Activities (\$24,255) Function 51 - Plant Maintenance and Operations (\$24,000) for the purchase of COVID-19 supplies. These expenditures are related to the CARES Act ESSER funding from the federal government.
- 2) Add \$27,274 to Function 11 - Instruction for the purchase of Science books as part of the Early Education Allotment expenditures for grades K-3. This budget is a rollover of 2019-20 budget due to the receipt of the materials occurred in 2020-21. It is a timing variance between the fiscal years.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING:	September 28, 2020
DOCUMENT TITLE:	District & Campus Performance Objectives 2020-2021
ADMINISTRATOR RESPONSIBLE:	Katie Kordel, Chief Innovation and Strategic Initiatives Officer Kim McLaughlin, Assistant Superintendent of School Leadership and Support
SOAR 2030 STRATEGIC VISION:	Goal 1 – Culture of Excellence; Goal 2 – Future Ready Skills; and Goal 3 – Empowered Learning
LEGAL REVIEW:	N/A

Authority for this Action:

PLANNING and DECISION-MAKING PROCESS

BQ (LEGAL)

The Board shall ensure that a District Improvement Plan and plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually approve District and campus performance objectives and shall ensure that the District and campus plans:

1. Are mutually supportive to accomplish the identified objectives
2. At a minimum, support the state goals and objectives under Education Code Chapter 4. Education Code 11.251 (a)

Summary / Background Information:

Our three District Goals serve as pillars for the Allen ISD Strategic Vision and District and Campus Improvement Plans.

- 1) Culture of Excellence
- 2) Future Ready Skills, and
- 3) Empowered Learning

The performance objectives that support these goals in the 2020-2021 District and Campus Improvement Plans are hereby submitted for Board approval.

Administrative Recommendation:

District administration recommends approval of the attached District and Campus Performance Objectives.

Allen Independent School District
District Improvement Plan
Goals/Performance Objectives
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential.

Vision

Where Eagles Soar!

Graduate Profile

Academically Prepared for Future Pursuits

Students will possess necessary skills to seek educational and career options as they continually pursue and integrate knowledge.

Effective Problem-Solvers

Students will master the skills needed to design innovative solutions within independent and team settings.

Effective Communicators

Students will be able to listen critically and speak articulately; will be able to resolve conflicts effectively and appropriately; will be able to understand and appreciate diverse individuals and cultures; will be able to exercise leadership qualities; and will be able to communicate using advancing technology.

Responsible and Engaged Citizens

Students will demonstrate ethical and moral decision-making in the context of their local, national and world community. They will also possess an awareness of community resources and understand the value of service to others.

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District Improvement Plan Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Allen ISD will value diversity and actively promote inclusion and equity. (SOAR 2030 Strategic Target 1.3)

Performance Objective 2: Allen ISD will recruit and retain high-quality, diverse staff who embrace our culture of building positive relationships, communicating effectively, and demonstrating an in-depth knowledge related to their position. (SOAR 2030 Strategic Target 2.1)

Performance Objective 3: Allen ISD will cultivate a culture of excellence by promoting stories of student, staff, and volunteer success. (SOAR 2030 Strategic Target 3.2)

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: The percent of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) will increase from 78.4% to 83% by August 2024. (HB 3 Board Goal, Aligned with SOAR 2030 Strategic Target 4.1)

Performance Objective 2: Allen ISD will provide an innovative experience with technology to enhance individual learning outcomes. (SOAR 2030 Strategic Target 6.3)

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Allen ISD will prepare all students for their future by closing the achievement gap.

Performance Objective 2: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 65.04% to 68% by June 2024. (HB 3 Board Goal)

Performance Objective 3: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Mathematics will increase from 70.17% to 73% by June 2024. (HB 3 Board Goal)

Performance Objective 4: Allen ISD will consistently provide students avenues to reflect on their growth and support ownership of their educational experience. (SOAR 2030 Strategic Target 7.3)

Performance Objective 5: Allen ISD will systemically implement positive behavior interventions and supports.

Performance Objective 6: Allen ISD will implement a comprehensive school counseling program to include guidance curriculum, responsive services, individual planning, and system support. (Aligned with SOAR 2030 Strategic Target 9.2)

Allen High School Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: In the 2020-2021 school year, Allen High School will continue to increase passing rates for English I, Algebra I, Biology, English II and US History STAAR end-of-course exams for all re-testers.

Performance Objective 2: In the 2020-2021 school year, Allen High School will increase the number of students meeting "Masters Grade Level" for first time testers on the English II and US History EOC.

Performance Objective 3: In the 2020-2021 school year, Allen High School will continue to support all struggling students through the use of Academic Monitoring program.

Performance Objective 4: In the 2020-2021 school year, Allen High School will continue to offer and grow our advanced academics programs including Advanced Placement(AP), International Baccalaureate(IB), and Dual Credit.

Performance Objective 5: In the 2020-2021 school year, Allen High School will utilize Professional Learning Communities (PLC's) to increase student success through focused, purposeful planning for student instruction and intervention.

Performance Objective 6: In the 2020-2021 school year, Allen High School will continue to expand upon the communication system to strengthen the campus culture.

Performance Objective 7: In the 2020-2021 school year, Allen High School will continue working to establish and maintain sound attendance practices.

Performance Objective 8: In the 2020-2021 school year, Allen High School will continue working to calibrate and use sound discipline practices among administrators.

Performance Objective 9: In the 2020-2021 school year, Allen High School Counselors will continue to deliberately build relationships with students and families.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: The percentage of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) will increase from 78.4% to 83% by August 2024.

HB3 Goal

Performance Objective 2: The percent of students who earns an industry-based certification from the Texas Education Agency's approved list will increase from 4.1% to 6% by August 2024.

HB3 Goal

Performance Objective 3: The percent of graduates who meet TSI criteria in both ELA/Reading and Mathematics will increase from 66.8% to 73% by August 2024.

HB3 Goal

Performance Objective 4: The percent of graduates who earn dual credit course credit for at least 3 hours in ELA, Mathematics OR 9 hours in any subject will increase from 19.2% to 22% by August 2024

HB3 Goal

Performance Objective 5: In the 2020-2021 school year, Allen High School Career & Technology (CTE) department will build career opportunity awareness and create collaborative partnerships between internal and external stakeholders.

HB3 Goal

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2020-2021 school year, Allen High School will continue to increase student engagement over compliance in the classroom.

Performance Objective 2: In the 2020-2021 school year, Allen High School will continue to increase the number of students who utilize STAAR/EOC interventions and preparatory resources.

Performance Objective 3: In the 2020-2021 school year, Allen High School Counselors will continue to train staff on strategies to help students develop academic, social and emotional skills.

Performance Objective 4: In the 2020-2021 school year, Allen High School will continue to explore and cultivate restorative discipline practices including the use of Canvas Modules in ISS.

Anderson Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Anderson Elementary will hire and retain innovative and relatable teachers who will meet the individual needs of students and build positive relationships.

Performance Objective 2: Anderson Elementary will foster a welcoming culture by continuing to build strong relationships with all stakeholders including staff, students, families, and community members.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career or the military.

Performance Objective 1: Anderson Elementary will support student achievement through targeted instruction, intervention, and enrichment.

Performance Objective 2: Anderson Elementary will provide opportunities for students to think critically, collaborate, and use technology to master the objectives which are being taught.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Anderson Elementary will increase student performance by 3% in all subject areas for our end of year assessments.

Performance Objective 2: Anderson Elementary will continue to utilize PLCs to dive deep into instructional practices and analyze student data.

Performance Objective 3: The percent of third grade students that score at Meets Grade Level or above on STAAR Reading will increase from 66.2% to 69% by June 2024.

Performance Objective 4: The percent of third grade students that score at Meets Grade Level or above on STAAR Math will increase from 52.52% to 60% by June 2024.

Bolin Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Bolin Elementary will provide opportunities for teachers to gain individualized professional growth.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Bolin Elementary students will experience challenging, creative, and collaborative learning opportunities. Technology will add value to the learning process by enhancing individualization and deepening learning.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Bolin Elementary will increase our "Closing the Gaps" rating from a C to a B.

Performance Objective 2: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 53.72% to 60% by June 2024.

Performance Objective 3: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 62.69% to 65% by June 2024.

Boon Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Boon Elementary will continue to build a positive campus culture that promotes collaborative relationships among students, staff, and community.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Teachers will define and direct teach communication and soft skills to students to ensure their success as 21st century learners.

Performance Objective 2: Boon Elementary will empower teachers to provide professional development designed to leverage technology that inspires collaboration, problem-solving, and innovation.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Boon Elementary students will be able to demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Performance Objective 2: Boon Elementary will use assessment data (District Benchmarks, MAP testing, DRA levels to inform instructional decision-making for core instruction and targeted intervention/enrichment to increase overall academic achievement of all students.

Performance Objective 3: The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Reading will increase from 78.3% to 81.5%.

HB3 Goal

Performance Objective 4: The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Math will increase from 88.6% to 91.5%.

HB3 Goal

Boyd Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Boyd Elementary will provide teachers with professional development and a collaborative planning structure in order to design rigorous instruction and provide targeted intervention/enrichment that will meet the individual needs of students.

Performance Objective 2: Boyd Elementary and Allen ISD will implement strategies that will result in recruiting highly qualified staff and equipping teachers through professional development and job-embedded coaching from both campus and district staff.

Performance Objective 3: Parent and community engagement will continue to increase as reflected by participation during parent/community events, growth of PTA Board, and increase in the number of volunteers supporting the campus.

Performance Objective 4: Boyd Elementary will partner with other campuses and district staff to support the successful implementation of programs on campus.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Boyd Elementary will implement a campus-wide social-emotional plan that includes using CHAMPS expectations, daily community circle lessons, weekly SEL lessons, and a focus on College and Career goal setting. This plan will result in a reduction of office referrals and an increase in positive behaviors, leadership skills, and improved citizenship.

Performance Objective 2: Students will be provided with real-world learning experiences, enrichment opportunities, extracurricular clubs, and field trip opportunities throughout the school year in order to increase career path awareness and provide college and career readiness opportunities.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Boyd Elementary will design and provide rigorous instruction, targeted intervention, and innovative enrichment that will result in students reflecting growth on state and district assessments in reading, math, writing, and science. Boyd Elementary will meet the requirement of domains as required by the state accountability system. Growth will be measured for all students and sub-populations, including; Special Education, White, Hispanic, African American, English Language Learners, and

Economically Disadvantaged students.

Performance Objective 2: The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Reading will increase from 36% to 60%.

HB3 Goal

Performance Objective 3: The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Math will increase from 40% to 60%.

HB3 Goal

Chandler Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Chandler Elementary will implement collaborative structures that support campus and community culture.

Performance Objective 2: Chandler Elementary will cultivate a culture of high standards for curriculum and instruction through a focus on quality, collaboration, flexibility, and relevancy.

Performance Objective 3: Chandler Elementary will implement inclusive structures and processes to increase school/student leadership capacity with a focus on school and district goals.

Performance Objective 4: Chandler Elementary will continue implementation of PBIS (Positive Behavioral Intervention Supports) to maintain focus on a positive learning environment and reduce discipline referrals.

Performance Objective 5: Chandler Elementary will increase cultural competence and inclusive environment awareness.

Performance Objective 6: Chandler Elementary will maintain a safe and secure environment.

Performance Objective 7: Chandler Elementary will implement student leadership opportunities such as Student Council, Empowered Leaders, and Play 60.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Digital tools impacting student learning will be implemented and utilized to engage, inform, and assess students individually.

Performance Objective 2: Chandler Elementary will provide challenging, creative, and collaborative learning opportunities to students.

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 70.17% to 73% by June 2024.

HB3 Goal

Performance Objective 4: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 65.04% to 68% by June 2024.

HB3 Goal

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In 2020-2021, we will increase the percentage of students identified as low SES in meeting or exceeding a year's growth in ELA/Reading from 73% to 74% (based on 2019 and 2021 STAAR results).

Performance Objective 2: In 2020-2021, we will increase the percentage of students identified as low SES in meeting or exceeding a year's growth in Math from 89% to 90% (based on 2019 and 2021 STAAR results).

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 59.14% to 60% by June 2021.

Performance Objective 4: The percent of Third Grade students that score at Meets Grade Level or above on STAAR ELA/Reading will increase from 63.44% to 64.50% by June 2021.

Performance Objective 5: The percent of Fourth Grade students that score at Meets Grade Level or above on STAAR Writing will increase from 36% to 40% by June 2021.

Performance Objective 6: Social and emotional learning will be implemented during the 2020-2021 school year.

Performance Objective 7: Implement system to measure outcomes from implementation of SEL (Social and Emotional Learning Curriculum).

Cheatham Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Cheatham Elementary will leverage our collective impact to implement effective processes that help sustain/enhance the campus culture through staff, student, parent, and community relationships.

Goal 2: Allen ISD will prepare students to be future-ready for success in citizenship and college, career, or the military.

Performance Objective 1: Cheatham Elementary will provide creative, challenging, and collaborative learning opportunities that include various technology platforms and digital tools which will enhance and deepen student learning.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Cheatham Elementary will implement effective processes to help sustain/enhance active student engagement and academic success for all students.

Performance Objective 2: The percentage of 3rd-grade students that score at Meets Grade Level or above on STAAR Math will increase from 71.13% to 74% by June 2024.

HB3 Goal

Performance Objective 3: The percentage of 3rd-grade students that score at Meets Grade Level or above on STAAR Reading will increase from 65.04% to 68% by June 2024.

HB3 Goal

Curtis Middle School Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Curtis MS will increase support for students with behavior concerns to prevent and decrease behaviors and increase achievement.

Performance Objective 2: Curtis MS will continue working through PLC and vertical teams for collaboration, alignment and adjustment to student skill deficits.

Performance Objective 3: Curtis MS will consistently and in a variety of ways, communicate to community members to support campus needs for academic and non-academic reasons.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Curtis MS will implement a Tracks class to support students developing graduate profile skills: effective problem solver, responsible and engaged citizens, academically prepared for future pursuits and effective communicators.

Performance Objective 2: Curtis MS will provide information during the school year to students and families to help increase knowledge of and promote participation in Pre AP courses.

Performance Objective 3: Curtis MS will increase information available to parents regarding GT testing and qualifications for GT programs.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Curtis MS will close/decrease achievement gap among students groups, focusing on "meets grade level" performance indicator.

Performance Objective 2: Curtis MS will provide effective, targeted intervention to support special populations.

Performance Objective 3: Curtis MS will increase student achievement for English Learners.

Performance Objective 4: Curtis MS will continue an emphasis on campus wide communication and transparency in decision

making processes to ensure our campus is adapting to students needs.

Ereckson Middle School Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Ereckson Middle School will recruit and retain high-quality, diverse staff who embrace our culture of building positive relationships, communicating effectively, and demonstrating an in-depth knowledge relation to their position.

Performance Objective 2: Ereckson Middle School will cultivate a culture of excellence promoting stories of student, families, staff, and volunteer success.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Ereckson Middle School will create challenging, creative, and collaborative learning opportunities.

Performance Objective 2: Ereckson Middle School will promote participation in CTE elective courses.

Performance Objective 3: Ereckson Middle School will leverage technology to add value to the learning process by enhancing individualization and deepening learning.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Ereckson Middle School will prepare all students for their future by closing the achievement gaps.

Performance Objective 2: Ereckson Middle School will consistently provide students with avenues to reflect on their growth and support ownership of their educational experience.

Performance Objective 3: Ereckson Middle School will systematically implement positive behavior interventions, supports, and recognition.

Performance Objective 4: Ereckson Middle School will implement a comprehensive school counseling program to include guidance curriculum, responsive services, individual planning, and system support.

Evans Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Mary Evans Elementary will maintain a culture of high standards for academic achievement by focusing on collaboration among staff, students, and parents while providing a safe, flexible environment.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Mary Evans Elementary educators will utilize technology for at home and campus learning to increase student progress.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: The percent of third grade students who score at meets grade level or above on STAAR reading will increase from 83.33% to 86% by June 2024.

Performance Objective 2: The percent of third grade students that score at meets grade level or above on STAAR Math will increase from 90.35% to 93.5% by June 2024.

Performance Objective 3: Mary Evans Elementary staff will identify students who are at risk using the RTI framework.

Ford Middle School Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: In 2020-2021 Ford Middle School will create opportunities for all stakeholders to connect to the school community.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: In 2020-2021 Ford Middle School will provide students and staff with rigorous, relevant, timely, and well designed supports to cultivate growth and learning.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In 2020-2021 Ford Middle School will create an environment of support for students that will maximize learning opportunities for all students.

Green Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Green Elementary will continue to build a positive campus culture which promotes collaborative relationships among students, staff, and community between our at home community and in person community.

Performance Objective 2: Green Elementary will hire, retain and develop teachers who will provide a culture of excellence in order to meet the needs of all students.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Green Elementary will empower all students to become technology proficient and think critically.

Performance Objective 2: The percentage of Third Grade students that score at Meets grade level or above on STAAR Reading will increase from 65.04% to 68% by June 2024.

HB3 Goal

Performance Objective 3: The percentage of Third Grade students that score at Meets grade level or above on STAAR Math will increase from 70.17% to 73% by June 2024.

HB3 Goal

Performance Objective 4: Green Elementary will provide support for student achievement through targeted instruction during small group instruction, enrichment and intervention.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Green Elementary will provide support for students' academic, personal, and social growth at home and at school through Leader In Me.

Performance Objective 2: Green Elementary will continue to support professional learning communities through dedicated time while being intentional around collaboration and support of all learners.

Kerr Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Kerr Elementary will maintain a culture of high standards for academic achievement by focusing on collaboration among staff, students, and parents while providing a safe, flexible environment.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Kerr Elementary will empower campus leaders to provide professional development designed to leverage technology that inspires, collaboration, and problem solving, and innovation.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2020-2021 school year Kerr Elementary will establish, implement, monitor, and evaluate our at risk students so we can provide instruction based on individual needs to help reach their expected growth on STAAR.

HB3 Goal

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 70.17% to 73% by June 2024.

HB3 Goal

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 71.43% to 74.5% by June 2024.

HB3 Goal

Performance Objective 4: Kerr Elementary will show progress on MAPS by focusing on small group instruction, intentional planning and enrichment, and individualized pathways for intervention.

Lois Lindsey Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Lindsey Elementary will create a strong campus climate by promoting and nurturing collaborative relationships and developing a system of campus-wide supports for students and staff.

Performance Objective 2: Lindsey Elementary will increase the % of students achieving Mastery performance in the area of Math during the 2020-2021 school year.

Performance Objective 3: Lindsey Elementary will utilize assessment data to inform instructional decision-making to increase overall academic growth of all students.

Performance Objective 4: Lindsey Elementary will use K-6 assessment data to inform instructional decision making for core instruction, and targeted intervention/enrichment to increase overall academic achievement of all students.

Performance Objective 5: Lindsey Elementary will develop and utilize efficient and effective processes to support classroom instruction and overall school operations.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Lindsey teachers will plan and execute lessons that cause students to leverage technology in meaningful ways.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Lindsey Elementary students will demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Performance Objective 2: Lindsey Elementary will continue to implement The Leader In Me: Aligning Academics with the use of leadership notebooks, with a focus on goal setting.

Performance Objective 3: Lindsey Elementary will provide support and resources to improve achievement of students served in special programs.

Performance Objective 4: The percentage of third grade students that score at Meets Grade Level or above on STAAR Reading will increase from 69.7% to 72.5% by June 2024.

HB3 Goal

Performance Objective 5: The percentage of third grade students that score at Meets Grade Level or above on STAAR Math will increase from 70.71% to 73.5% by June 2024.

HB3 Goal

Performance Objective 6: Lindsey Elementary will maintain or increase the overall 3rd-6th grade STAAR percentage of students achieving "Expected" and "Accelerated" progress.

Lowery Freshman Center Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: In the 2020-2021 school year, Lowery Freshman Center Algebra STAAR EOC exam will increase by 2%.

Performance Objective 2: In the 2020-2021 school year, Lowery Freshman Center sub-population performance in English I STAAR EOC exam will increase by 1%.

Performance Objective 3: In the 2020-2021 school year, Lowery Freshman Center will increase intervention opportunities for all students.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career or the military.

Performance Objective 1: The percent of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) will increase from 78.4% to 83% by August 2024.

HB3 Goal

Performance Objective 2: The percent of students who earns an industry-based certification from the Texas Education Agency's approved list will increase from 4.1% to 6% by August 2024.

HB3 Goal

Performance Objective 3: The percent of graduates who earn dual course credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject will increase from 19.2% to 22% by August 2024.

HB3 Goal

Performance Objective 4: The percent of graduates who meet TSI criteria in both ELA/Reading and Mathematics will increase from 66.8% to 73% by August 2024.

HB3 Goal

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2020-2021 school year, Lowery Freshman Center will have a scheduled Connections class period focused on identified social emotional learning and high school transitional issues resulting in a safer environment and improved student success.

Performance Objective 2: In the 2020-2021 school year, Lowery Freshman Center will have several opportunities to allow students to experience ownership in their learning and achieving personal and academic growth.

Performance Objective 3: In the 2020-2021 school year, Lowery Freshman Center will increase the frequency and variability of communication based on feedback from parent, teacher and student surveys.

Marion Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Marion Elementary will ensure a warm and welcoming culture by fostering relationships with students, staff, families, and community members.

Performance Objective 2: Marion Elementary will hire, retain, and develop innovative teachers to meet the individual needs of students.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Marion Elementary will empower all students to think critically, collaborate, and become technology proficient.

Performance Objective 2: Marion Elementary will support student achievement through systematically targeted instruction, intervention, and enrichment.

Performance Objective 3: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 70.17% to 73% by June 2024.

HB3 Goal

Performance Objective 4: The percentage of Third Grade students that scores Meets Grade Level or above the STAAR Reading will increase from 65.04% to 68% by June 2024.

HB3 Goal

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Marion Elementary will continue to support Professional Learning Communities through dedicated time and an emphasis of collaboration to support all learners.

Performance Objective 2: Marion Elementary will provide students opportunities for goal-setting (personal and academic) to support individual growth.

Norton Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Norton Elementary staff will collaboratively review data and information at least monthly for all new student enrollees and all transfer students to the campus.

Performance Objective 2: Norton Elementary staff and students will participate in new health and safety measures to protect against illness from COVID-19.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Staff and students will utilize the Google Classroom platform effectively to positively impact student learning.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Norton Elementary educators who work with Kindergarten and 1st grade students will utilize research-based instructional strategies to increase student achievement in the area of literacy.

Performance Objective 2: Norton Elementary educators will utilize research-based instructional strategies to increase student achievement for English Learners as related to the TELPAS Assessment.

Performance Objective 3: Norton Elementary staff will create a strong campus climate by focusing on the social and emotional development of all students.

Performance Objective 4: Norton Elementary will provide support and resources to improve achievement of students served in special programs.

Performance Objective 5: The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Reading will increase from 82.05% to 85% by June 2024.

HB3 Goal

Performance Objective 6: The percentage of 3rd grade students that score at Meets Grade Level or above on STAAR Math will increase from 80.77% to 83.5% by June 2024.

HB3 Goal

Olson Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Increase the number of staff trained in high-yield strategies in literacy instruction in grades K-3.

Performance Objective 2: Increase the number of staff trained in online student engagement strategies.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Students will increase their interpersonal communication and problem solving skills.

Performance Objective 2: At Home learners will participate in engaging and collaborative learning experiences.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Olson Elementary students will meet or exceed a year's growth in the areas of math and reading in 3-6 grades.

Performance Objective 2: The percentage of 3rd grade student that score at Meets Grade Level or above on STAAR Reading will increase from 70.21% to 73.50% by June 2024.

HB3 Goal

Performance Objective 3: The percentage of 3rd grade student that score at Meets Grade Level or above on STAAR Math will increase from 77.66% to 80.50% by June 2024.

HB3 Goal

Preston Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Preston Elementary will continue to build a positive campus culture which promotes collaborative relationships among students, staff, and community.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Preston Elementary will provide learning opportunities that leverage technology and inspire collaboration, problem solving and innovation to enhance student learning.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: All students at Preston Elementary will show academic growth in the areas of Reading and Math based on BOY and EOY data.

Performance Objective 2: Performance Objective 2: The percentage of 3rd grade students that score Meets Grade Level or above on the Reading STAAR will increase from 75.9% to 79% by June 2024.

HB3 Goal

Performance Objective 3: Performance Objective 3: The percentage of 3rd grade students that score at Meets Grade Level or above on Math STAAR will increase from 75.9% to 78.5% by June 2024.

HB3 Goal

Reed Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Reed Elementary will sustain productive relationships with students, parents, and staff in order to improve student achievement.

Performance Objective 2: Reed Elementary will establish and implement a shared vision and culture of high expectations for all staff and students.

Performance Objective 3: Reed Elementary will engage in a variety of professional learning communities that focus on curriculum, best instructional practices, and effective intervention opportunities.

Performance Objective 4: Reed Elementary will ensure improvement in student learning by working in high performing, collaborative teams.

Performance Objective 5: Reed Elementary will maximize instructional time to protect the integrity of the learning environment and support social emotional growth of all students.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Reed Elementary will provide instruction, intervention, and enrichment to accelerate learning for all students to meet the state targets for Closing the Gaps in Reading and Math.

Performance Objective 2: Reed Elementary will provide additional targeted support for all students to meet or exceed progress. Additional attention will be given to students who dropped performance level or maintained the STAAR performance level but made limited growth.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Reed Elementary will maximize instructional time to protect the integrity of the learning environment and support social emotional growth of all students.

Rountree Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: In the 2020-2021 school year, Rountree Elementary will identify and implement professional learning opportunities based on staff/student needs to support individualized growth.

Performance Objective 2: In the 2020-2021 school year, Rountree Elementary will explore opportunities to connect and reach parents as we build on the partnership between school and home.

Performance Objective 3: In the 2020-2021 school year, Rountree Elementary will develop opportunities for the collective impact of the school community to support the needs for our staff and students.

Performance Objective 4: In the 2020-2021 school year, Rountree Elementary will implement behavior intervention program to positively support student needs.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: In the 2020-2021 school year, Rountree Elementary will establish, implement, monitor, and evaluate academic support structures for students to experience challenging, creative, and collaborative learning experiences to enhance the individualized learning for all students.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2020-2021 school year, Rountree Elementary will identify and implement professional learning opportunities based on staff/student needs to support individualized growth.

Performance Objective 2: In the 2020-2021 school year, Rountree Elementary will establish, implement, monitor, and evaluate instructional practices with a focus on each student receiving high levels of instruction to gain at least one year's worth of academic growth.

Performance Objective 3: In the 2020-2021 school year, Rountree Elementary will implement social emotional learning to positively support student needs.

Performance Objective 4: In 2020-2021 school year, Rountree Elementary will increase the percentage of students identified as special education in meeting a year's growth from 10% to 20% in Reading and 17% to 25% in Math (based on 2019 and 2021 STAAR).

HB3 Goal

Performance Objective 5: In 2020-2021 school year, Rountree Elementary will increase results in early literacy in grade K-3.

Story Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Story Elementary will focus on growing all of our staff as leaders.

Performance Objective 2: Through the course of the 2020-2021 school year, Story Elementary will continually tweak our efforts on school wide expectations for all students regarding behavior.

Performance Objective 3: Story Elementary will continue to work on streamlining communication with the parents and strengthen our community.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship in college, career, or the military.

Performance Objective 1: Story Elementary will show progress on MAP by focusing on small group instruction, intentional planning and enrichment.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2020-2021 school year Story Elementary will establish, implement, monitor, and evaluate our at risk students so we can provide instruction based on individual needs to help reach their expected growth on STAAR.

Performance Objective 2: The percentage of 3rd grade students that score at Meets Grade Level or above STAAR Reading will increase from 55.07% to 60% by June of 2024.

HB3 Goal

Performance Objective 3: The percentage of 3rd grade students that score at Meets Grade Level or above STAAR Math will increase from 62.32% to 65.50% by June of 2024.

HB3 Goal

Vaughan Elementary Goals 2020-2021

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Vaughan Elementary students will be able to demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Performance Objective 2: Vaughan Elementary will use assessment data to inform instructional decision-making for core instruction and targeted intervention/enrichment to increase overall academic achievement of all students.

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Vaughan Elementary will empower campus leaders to provide professional development designed to leverage technology that inspires collaboration, problem-solving, and innovation.

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Vaughan Elementary will use assessment data to inform instructional decision-making for core instruction and targeted intervention/enrichment to increase overall academic achievement of all students.

Performance Objective 2: Vaughan Elementary will maintain or increase the overall 3rd-6th grade STAAR percentage of students achieving "Expected" and "Accelerated" progress.

Performance Objective 3: Vaughan Elementary will increase the percentage of students meeting or exceeding a year's growth in Reading from 76% to 80% (based on 2019 and 2021 STAAR results).

Performance Objective 4: The percent of third grade students that score at Meets Grade Level or above on STAAR Reading will increase from 64.35% to 67.5% by June 2024.

HB3 Goal

Performance Objective 5: The percent of third grade students that score at Meets Grade Level or above on STAAR Math will increase from 69.57% to 72.5% by June 2024.

HB3 Goal

Performance Objective 6: Vaughan Elementary students will be able to demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Board Operating Procedures

ADMINISTRATOR RESPONSIBLE: Amy Gnad, Board President

SOAR 2030 STRATEGIC VISION: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

The Board reviewed and updated the Board Operating Procedures at their retreat on August 8, 2020.

**Allen Independent School District
BOARD OF TRUSTEES OPERATING PROCEDURES**



Allen ISD
Where Eagles Soar

**Allen Independent School District
612 E. Bethany Drive
Allen, Texas 75002
972-727-0511**

Approved: June 22, 2015
Reviewed: August 8, 2020

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Allen Independent School District

BOARD OF TRUSTEES OPERATING PROCEDURES

Allen ISD Board meetings are generally held on the fourth Monday of each month unless otherwise rescheduled by the Board.

I. Board Meeting Agenda

- A. Board draft agendas for Regular meetings are created by the Superintendent and Board President, and presented to the Board one month in advance of the regularly scheduled Board meeting for discussion and modification.
- B. Individual Board members may submit agenda items to the Board President no later than two weeks prior to the scheduled board meeting.
- C. The Board President alone can place an item on the agenda. If two Board members request an item for the agenda, the Board President will place the requested item on the agenda.
- D. Before the official agenda is finalized for any meeting, the Superintendent consults with the Board President to ensure that the agenda and the topics included meet with the President's approval. In reviewing the preliminary agenda, the President shall ensure that any topics the Board or individual Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Superintendent shall not have authority to postpone or remove from the agenda a subject requested by a Board member without those Board members' specific authorization.
- E. In accordance with the Texas Open Meetings Law, no Board member can place an item on the agenda less than 72 hours in advance of the posted meeting, except in an emergency.

II. Consent Agenda

- A. A consent agenda shall include items of a routine or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member or the Superintendent requests that an item be withdrawn for individual consideration. The remaining items shall be adopted by one collective vote. Examples include:

- Routine items
 - Annual renewals of Region 10 and TEA items
 - Budget amendments less than \$75,000
 - Financial information
 - Minutes of regular and called Board meetings
 - Updates of Board Policy
 - Routine personnel items
 - Routine bid considerations
- B. The Board shall maintain an agenda planning calendar which is reviewed annually. (BQ Legal, BQA Legal, BQA Local, BR. Legal)

III. Executive (Closed) Session (BEC Legal)

- A. Executive Sessions shall include only items allowed by law and policy.
- B. All personnel issues will be conducted in Executive Session unless otherwise required by law.
- C. All other issues that violate the right to privacy or specific legal issues will be conducted in Executive Session unless otherwise required by the Texas Open Meetings Act.
- D. No vote may be taken in Executive Session.
- E. All information provided and opinions shared in Executive Session shall remain confidential unless otherwise agreed upon by the Board. Non-compliance may result in private and or public censure.

IV. Community, Citizens Addressing the Board

- A. Citizens may address the Board on any item during the Citizen/Community Participation (Open Forum) portion of the agenda by completing the audience participation form prior to the start of the meeting. The Chief Information Officer will be responsible for ensuring that the request form is completed and submitted to the Board President.
- B. Guidelines for addressing the Board will be adhered to and the President will emphasize the guidelines to the public.
1. Individual comments are limited to five minutes. Total time allotted for comments on the same subject will be 30 minutes. The Board President may

modify these times at his/her discretion. Time will be kept by the Board Secretary.

2. The Board will accept communication in written as well as oral formats.
3. Delegations of more than five people addressing the same topic shall appoint one person to present their views before the Board.
4. The Board will not entertain negative comments on individual personnel in public session.
5. The Board will not entertain negative comments on individual students in public session.
6. Citizens should use appropriate campus and administration channels before bringing concerns to the attention of the Board.
7. Citizens may request that an information item (non-action) be placed on an agenda by submitting a written request to the Superintendent. The Board President will approve the request or refer it to the whole Board at a future Board meeting to determine if it is appropriate for Board discussion.

V. Board Response to Citizens Addressing the Board (BE Legal, BED Local)

- A. Administration team members may present specific facts or existing policy.
- B. The Board shall not deliberate, discuss, or make a decision on any subject that is not on the meeting agenda.
- C. The Board President should direct the Superintendent to have items investigated and report back to the Board.
- D. The Board President will recognize all Board members prior to any Board member asking clarifying questions.

VI. Voting

- A. The Board may observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. (BE Local)
- B. The Board President will request a motion, a second, and any discussion on agenda action items. After all discussion, a vote is requested by the Board President.

- C. Discussion of motions.
 - 1. All discussions shall be directed solely to the business currently under deliberation.
 - 2. The Board President has the responsibility to keep the discussion to the motion at hand and shall halt discussion that does not apply to the business before the Board.
- D. The Board President shall recognize Board members prior to giving their comments.
- E. The Board President will vote on all action items.
- F. Majority vote wins. Any member may abstain from voting. When tie votes occur, the agenda item will return on the next agenda as an action item.
- G. All Board members are expected to present and conduct themselves in a dignified and professional manner.

VII. Role/Authority of Board Members and Board Officers

- A. Board members have no authority outside of the Board meeting.
- B. Board members cannot direct employees regarding performance of employees' duties. However, the board as a whole may direct the Superintendent.
- C. President
 - 1. Shall preside at all Board meetings.
 - 2. May ask for volunteers for various committee assignments to be ratified by vote.
 - a. Committees shall contain no more than three Board members.
 - b. Individual Board members may serve on various school, civic and community committees and/or boards. However, School Board members shall not serve in an executive officer position on any boards or committees associated with the district. (BDB Local)
 - 3. Shall call special meetings.
 - 4. Shall sign all legal documents required by law.

5. Shall countersign all warrants for District money drawn upon the depository by order of the Board.
6. Shall have the right to discuss, make motions and resolutions, and vote on all matters coming before the Board.

D. Vice President

1. Shall act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Shall automatically become President of the Board if a vacancy in that office occurs until an election occurs to fill the President position. (BDAA Legal)
3. Shall perform other duties as directed by the Board.

E. Secretary

1. Shall keep, or cause to be kept, an accurate record of the proceedings of each Board meeting.
2. Shall send, or cause to be sent, notices of Board meetings.
3. In the absence of the President and Vice President of the Board, shall call the Board meeting to order and serve as the presiding officer.
4. Shall sign all legal documents required by law.
5. Perform other duties as directed by the Board.

F. Board Members as Parents

1. When communicating with staff, make it clear that you are acting as a parent and not a Board member.
2. Individual Board members must not request, expect, or require extraordinary consideration for their children due to their position.

VIII. Individual Board Member Request for Information or Report

- A. An individual Board member, acting in the official capacity of a Board member, shall have the right to reasonably seek information pertaining to district fiscal affairs, business transactions, governance, and personnel matters, including information that may be properly withheld from members of the general public in accordance with the Public Information Chapter of the Government Code.

- B. Individual members shall not have access to confidential student records unless the member is acting in the official capacity of a Board member and has a legitimate educational interest in the records in accordance with policies. (FL Legal and FL Local)
- C. Individual members shall seek access to records or request copies of records from the Superintendent. When a custodian of records other than the Superintendent provides access to records or copies of records to individual Board members, the provider shall inform the Superintendent of the records provided.
- D. Individual members shall not direct or require District employees to prepare reports derived from an analysis of information in existing District records or to create a new record compiled from information in existing District records. Directives to the Superintendent or custodian of records regarding the preparation of reports shall be by Board action.
- E. District information provided to the Board shall be used for District purposes only.
- F. Information requested by a Board member will be provided to all Board members.
- G. All requests for information from Staff will go through the Superintendent.

IX. Citizen Request or Complaint to Individual Board Member

- A. The Board member should hear the citizen's problem for full understanding of people involved, date and place.
- B. The Board member will remind the citizen of due process and encourage the citizen to communicate with the appropriate district officials while reminding the citizen that each Board member must remain impartial.
- C. The Board member will refer the citizen to the appropriate person and notify the Superintendent. The citizen must go through the chain of command. (BBE Local)
- D. Written requests or complaints will be referred to the Superintendent for appropriate follow-up. (BBE Local)

X. Employee Request or Complaint to Individual Board Member

- A. The Board member will hear the employee's problem for full understanding of people involved, date and place.
- B. The Board member will remind the employee of due process and encourage the employee to communicate with the appropriate district officials while reminding the employee that each Board member must remain impartial.
- C. The Board member will refer the employee to the appropriate person and notify the Superintendent. The employee must go through the chain of command. (BBE Local)
- D. Written requests or complaints will be referred to the Superintendent for appropriate follow-up. (BBE Local)

XI. Board Member Visit to School Campus

- A. All Board members are encouraged to visit schools and attend school events.
- B. Board members may visit any campus after properly checking with the building Principal. Board members should sign-in at the front reception desk of each campus being visited.
- C. Board members may visit teachers' classrooms and interact with the teacher as long as there is no disruption to the instructional process and the visit is not intended to evaluate.
- D. Board members shall not make requests of teachers or school District organizations. Requests of teachers or District organizations shall be made through the Superintendent.

XII. Board and Superintendent Communications

- A. The Superintendent will communicate with the Board as a whole or as individual Board members.
- B. The Superintendent will communicate with the Board as soon as possible on emergencies via e-mail, phone, personal contact, or other appropriate means. The Superintendent may communicate with the Board President, and the President communicates with the Board.
- C. The Board will keep the Superintendent and Board President informed.

- D. The Board will communicate with the community through public hearings, presentations, civic clubs, regular Board meetings, and regular publications.
- E. Individual Board members cannot speak in an official capacity for the Board outside the board room or a called Board meeting.
- F. The Superintendent and Board president will communicate information in a timely fashion to all Board members.

XIII. Board Members' Standard of Behavior and Code of Conduct

- A. Any time four or more Board members are gathered to discuss district business, it is considered a meeting which must comply with the Texas Open Meetings Act.
- B. Board members shall be knowledgeable of and abide by the Board of Trustees' Code of Ethics (see Addendum I) and the code's implication of a Board members day-to-day actions.
- C. The Board President shall present a copy of the Board Operating Procedures and the Code of Ethics to each Board member after each Board election.
- D. Board members shall share with each other and the Superintendent the information received from training sessions and conferences.
- E. Each Board member shall sign an annual conflict of interest disclosure when applicable according to Board Policy. (BBFA Legal) and (BBFA Local)
- F. The Board President shall communicate with the Board's attorney, as needed, unless otherwise determined by the entire Board.

XIV. Board Review and Evaluation of the Superintendent

- A. Superintendent's Contract
 - 1. The Superintendent's contract will be reviewed in April of each year, unless otherwise determined by the Board.
 - 2. The Superintendent's term of contract and salary adjustments will be considered in the April review, unless otherwise determined by the Board.

B. Superintendent's Evaluation

1. The Superintendent evaluation will be conducted on an annual basis as specified in the Superintendent's contract.
2. The Board President shall provide Board members a copy of the Superintendent's evaluation with directions to complete and return to the Board President.
3. The evaluation will be conducted in Executive (Closed) Session.
4. The individual Board member evaluation of the Superintendent and the final Board evaluation of the Superintendent will be presented to the Superintendent by the Board in Executive Session.

XV. Review or Evaluation of the Board

- A. The Board shall perform a self-review or evaluation in Executive (Closed) Session.
- B. The Board review shall take place annually prior to the August board meeting.
- C. The Board Operating Procedures and Board Member Code of Ethics shall be included in the review or evaluation.

XVI. Criteria and Process for Selecting Board Officers

- A. The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. The Board may assign a District employee to provide clerical assistance to the Board. Board Officers shall be elected by majority vote of the members present and voting.
- B. Board Officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform all legal duties of the office and other duties, as required by the Board.
- C. A vacancy among officers of the Board shall be filled by majority action of the Board. (BDAA Local)
- D. A Board member must serve one year before being eligible to serve in any Board officer position.

XVII. Media Inquiries

- A. The Superintendent shall be the official spokesperson for the District.
- B. The Board President shall be the official spokesperson for the Board.
- C. All Board members who receive calls from the media shall direct the calls to the Superintendent or Board President.

XVIII. Response to Communication

The AISD Board of Trustees shall encourage input. However, anonymous communications will not receive Board action, but may be forwarded to the Superintendent for appropriate follow up.

XIX. Violation of Board Operating Procedures

Any violation or infractions of the Board Operating Procedures will result in the following:

- A. Individual Board Members are encouraged to express their concerns about another member's performance directly to that member.
- B. If addressing the issue directly with the member does not resolve the concern, then discussion with the Board President is appropriate.
 - 1. The Board President shall discuss the concern with the individual in question on behalf of the reporting Board member, or shall moderate a discussion between the members. If a quorum of the Board is involved, the meeting must be posted and conducted in accordance with the Texas Open Meeting Act.
 - 2. The President shall remind the Board member whose behavior is in question about the adopted Code of Ethics and Board Operating Procedures and discuss how the questionable behavior does not comply with the Code. The discussion also will identify more appropriate alternatives to the questionable behavior or refer the Board member to policies or procedures that outline approved ways to deal with the issue that prompted the questionable behavior.
 - 3. If the Board member in question does not believe his or her behavior is in conflict with the Board's Code of Ethics and/or Operating Procedures, an

4. agenda item specifying “evaluation of individual Board member’s performance” may be listed on the agenda for an upcoming Board meeting.
 5. The Matter will be discussed by the full Board in closed session in an attempt to identify the behavior that may be inappropriate and discuss possible solutions or alternative approaches that may have a more positive impact on team cohesion and effectiveness, up to and including private and public censure.
- C. If the concern involves the Board President, a member may discuss his or her concerns with the Board Vice-President

Addendum I

SCHOOL BOARD CODE OF ETHICS

Ethics for School Board Members

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

Equity in Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in Stewardship

- I will be accountable to the public by representing District policies, programs, priorities and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance of my responsibilities.

Honor in Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of Character

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will keep confidential information that is privileged by law or that will needlessly harm the District if disclosed.

Commitment to Service

- I will focus my attention on fulfilling the Board's responsibilities of goal-setting, policy-making, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-Centered Focus

- I will be continuously guided by what is best for all students of the District.

Allen ISD Board of Trustees

NORMS

- The Board will adhere to the highest ethical standards and hold itself accountable to students, staff and community.
- The Board will adhere to its role of governing through policy and support the management of the district by the Superintendent.
- The Board will support administration in creating a balanced budget which supports the district's vision for its students and provides competitive compensation for its employees.
- The Board will have 100% attendance at all meetings and workshops and be well prepared.
- Board members will be visible in the schools and in the community.
- The Board will exceed all minimum standards for training requirements individually and as a Team of 8.
- The Board will have 100% attendance at the TASB annual convention, or such training as decided by the Board.
- Board members will follow standard campus visitor management procedures.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Budgeted Purchase \$75,000 or More: Electrical Supplies

ADMINISTRATOR RESPONSIBLE: Daniel Pitcock, Assistant Superintendent of Operations
Steve Hanner, Director of Maintenance

SOAR 2030 STRATEGIC VISION: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Authority for this Action: CH (Local), Purchasing and Acquisition

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services in accordance with CH (LEGAL). However, any budgeted purchase of goods or services in aggregate that costs \$75,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Summary / Background Information:

In the three previous budget years, (2017-2018, 2018-2019, and 2019-2020), the Maintenance Department has purchased electrical parts and materials totaling \$72,659.45, \$72,988.75, and \$81,556.07 respectively. It is anticipated that the District will spend \$75,000 or more in the 2020-2021 budget year for materials and supplies. The majority of these supplies are purchased from Texas Industrial Electric Supply Company utilizing Allen ISD contract RFP 2018-JUN-12.

Administrative Recommendation:

Recommend approval of the following motion:

“Move to approve the purchase of electrical supplies, materials and parts for \$75,000 or more during the 2020-2021 budget year utilizing District approved procurement methods.”



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Budgeted Purchase \$75,000 or More: Plumbing Supplies

ADMINISTRATOR RESPONSIBLE: Daniel Pitcock, Assistant Superintendent of Operations
Steve Hanner, Director of Maintenance

SOAR 2030 STRATEGIC VISION: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Authority for this Action: CH (Local), Purchasing and Acquisition

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services in accordance with CH (LEGAL). However, any budgeted purchase of goods or services in aggregate that costs \$75,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Summary / Background Information:

In the three previous budget years, (2017-2018, 2018-2019 and 2019-2020), the Maintenance Department has purchased plumbing parts and materials totaling \$75,900, \$91,000, and \$100,000 respectively. It is anticipated the District will spend \$75,000 or more in the 2020-2021 budget year for plumbing materials and supplies. The majority of these supplies are purchased from Johnson-Burks Supply Company utilizing McKinney ISD contract RFP 2019-554 via EPCNT.

Administrative Recommendation:

Recommend approval of the following motion:

“Move to authorize the purchase of plumbing supplies, materials and parts \$75,000 or more during the 2020-2021 budget year utilizing District approved procurement methods.”



Allen ISD
Where Eagles Soar

ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Personnel Recommendations

ADMINISTRATOR RESPONSIBLE: Jason L. Johnston, Ed.D.
Assistant Superintendent for Human Resources

STRATEGIC PLAN REFERENCE: Human Capital Development, Support and Retention:
Recruit and Retain staff that is committed to our shared beliefs and visions.

LEGAL REVIEW: N/A

Authority for this Action:

*Board Policy DC (Local) -
Employment Practices*

Summary / Background Information:

CONTRACTUAL PERSONNEL The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.

The Board retains final authority for employment of contractual personnel; however, from April 1 to September 15, the Board delegates to the Superintendent the authority to employ contractual personnel. The Superintendent shall inform the Board of any person employed under this authority. [See DCA, DCB, and DCE as appropriate]

NON-CONTRACTUAL PERSONNEL The Board delegates to the Superintendent final authority to employ and dismiss non-contractual employees on an at-will basis. [See DCD]

Summary / Background Information:

New Hires	Degree/College	Experience	Level/Subject	Effective Date	Addition/Renewal/ Replacement
Mercer, Jacqueline "Lara"	Masters/Texas A&M	13 Years	Ford/Asst. Principal	10/05/2020	Replacement



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: EHBAF(LOCAL) Policy Revision

ADMINISTRATOR RESPONSIBLE: Dr. Maroba Zoeller
Chief Governmental Relations Officer

SOAR 2030 STRATEGIC VISION: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: TASB

Authority for this Action:

BOARD POLICY

BF (LOCAL)

ADOPTION AND AMENDMENT

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

Summary / Background Information:

TASB Policy Service provides an Annual Review of Policies to assist districts in updating local policies that may require minor changes. This policy EHBAF(LOCAL) Special Education: Video/Audio Monitoring names “deputy superintendent” as the administrator responsible for coordinating the provision of equipment to campuses in compliance with the law. This action changes that responsibility designation to Assistant Superintendent School Leadership & Support, so that the policy reads:

To promote student safety, the District shall comply with requests for video and audio monitoring of certain self-contained special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety. The assistant superintendent of school leadership and support is responsible for coordinating the provision of equipment to campuses in compliance with the law.

Administrative Recommendation:

Administration recommends Board approval of this change as prepared by TASB Policy Service to EHBAC(LOCAL).

PROPOSED REVISIONS 8.18.20

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain self-contained special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The [assistant superintendent of school leadership and support](#) ~~deputy superintendent~~ is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a self-contained classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the tenth business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term “human resource staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District’s human resources office. If an individual listed in items 2–4, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy. [See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within 48 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ten District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District’s complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Sponsor Agreement Amendment

ADMINISTRATOR RESPONSIBLE: David Hicks, Chief Information Officer
Jonathan Hill, Chief Financial Officer

SOAR 2030 STRATEGIC VISION: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Authority for this Action:

Purchasing and Acquisition CH (LOCAL)

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services in accordance with CH (LEGAL). However, any single budgeted purchase of goods or services that costs \$75,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Summary / Background Information:

The District has been contracting with an outside company to market AISD facilities for commercial sponsorships since the new stadium opened in 2012. The Board of Trustees extended the agreement with LST Marketing LLC to provide these services in September 1, 2018 through August 31, 2021. LST Marketing has currently secured and maintains 10 Eagle Stadium sponsor agreements and one Allen ISD Performing Arts agreement.

Due to state mandated COVID-19 restrictions, the 2020 home football schedule seating will be significantly reduced at Eagle Stadium and access for vendors will also be limited. Similarly, the Performing Arts Center schedule of events and seating will be impacted by COVID-19 restrictions. Since the District is unable to fulfill their commitment to the stadium sponsors or to LST Marketing, we are proposing that the contract with LST be extended one year to August 31, 2022, and each current sponsor contract be extended one year from their expiration date.

The proposed LST contract extension amendment and a sample of one of the sponsor contract extension amendments are shown in Attachment A. We recommend the Board approve the contract extension amendments and the CFO to sign each of the contract amendments that displays the one-year extension and the new termination date. With the one-year extension, all remaining payments will be due one-year from the original due date shown in the original sponsor agreements.

Administrative Recommendation:

Administrative staff recommends approval of the marketing and sponsor contract extension amendments with the following motion:

“Move to approve the contract extension amendment for the marketing agreement with LST and approve the contract extension amendments for the eleven Allen Eagle stadium sponsors and one Performing Arts Center sponsor.”



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING:	September 28, 2020
DOCUMENT TITLE:	Expansion of Credit By Exam
ADMINISTRATOR RESPONSIBLE:	Jennifer Wilhelm, Assistant Superintendent of Learner Services
SOAR 2030 STRATEGIC VISION:	Goal 3 – Empowered Learning: Allen ISD will empower students as learners and focus on individual growth. Learning in Allen ISD will be personalized and empower student ownership. We will support each student, as a whole child, in achieving personal and academic growth.
LEGAL REVIEW:	N/A

Authority for this Action:

Texas Education Code 28.023(a) provides that a board of trustees must approve a list of examinations for acceleration for each primary school grade level and for credit for secondary school academic subjects.

EHDC (Legal) Alternative Methods for Earning Credit

Summary / Background Information:

The Board of Trustees approved a comprehensive list of exams of acceleration and credit by exams on February 27, 2019. In December 2019, newly available Avant assessments in Brazilian Portuguese, Marathi, and World Speak Spanish were approved.

Since that time, Avant Assessments has provided notice that credit-by-exams in Swahili and Yoruba will soon become available for use.

An updated approval of the examinations offered within Allen ISD is required in order to include these two new assessments offered by Avant. This expanded list of approved examinations allows the district to more widely recognize the broad range of languages other than English spoken by many of our students.

Attachments:

Exams of Acceleration Available in Allen ISD 95

Administrative Recommendation:

Recommend Approval of the following motion:

“I move to approve the updated list of examinations offered by Allen ISD for acceleration and credit.”

Exams of Acceleration Available in Allen ISD

*If examinations are available from multiple vendors, preferred vendor is highlighted in gray.
EOAs/CBEs ordered through the Assessment Office will be ordered from UT where available.*

Exam of Acceleration	UT	TTU	Approved for Without Prior Instruction?	Approved for With Prior Instruction?
Kindergarten, Math	X	X	X	X
Kindergarten, Language Arts	X	X	X	X
Kindergarten, Science	X	X	X	X
Kindergarten, Social Studies	X	X	X	X
Grade 1, Math	X	X	X	
Grade 1, Language Arts	X	X	X	
Grade 1, Science	X	X	X	
Grade 1, Social Studies	X	X	X	
Grade 2, Math	X	X	X	
Grade 2, Language Arts	X	X	X	
Grade 2, Science	X	X	X	
Grade 2, Social Studies	X	X	X	
Grade 3, Math	X	X	X	
Grade 3, Language Arts	X	X	X	
Grade 3, Science	X	X	X	
Grade 3, Social Studies	X	X	X	
Grade 4, Math	X	X	X	
Grade 4, Language Arts	X	X	X	
Grade 4, Science	X	X	X	
Grade 4, Social Studies	X	X	X	
Grade 5, Math	X	X	X	
Grade 5, Language Arts	X	X	X	
Grade 5, Science	X	X	X	
Grade 5, Social Studies	X	X	X	
Grade 6, Math	X(full year)	X(by semester)	X	
Grade 6, Language Arts	X(full year)	X(by semester)	X	
Grade 6, Science	X(full year)	X(by semester)	X	
Grade 6, Social Studies	X(full year)	X(by semester)	X	
Grade 7, Math	X(full year)	X(by semester)	X	
Grade 7, Language Arts	X(full year)	X(by semester)	X	
Grade 7, Science	X(full year)	X(by semester)	X	
Grade 7, Social Studies	X(full year)	X(by semester)	X	
Grade 8, Math	X(full year)	X(by semester)	X	
Grade 8, Language Arts	X(full year)	X(by semester)	X	
Grade 8, Science	X(full year)	X(by semester)	X	
Grade 8, Social Studies	X(full year)	X(by semester)	X	

Credit By Exams Available in Allen ISD

EOAs/CBEs ordered through the Assessment Office will be ordered from UT where available.

Exam of Acceleration	UT	TTU	Avant	Approved for Without Prior Instruction? (Original Credit)	Approved for With Prior Instruction? (Credit Recovery)	Not Approved for Use
ENGLISH/LANGUAGE ARTS						
English 1A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
English 1B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
English 2A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
English 2B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
English 3A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
English 3B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
English 4A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
English 4B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
MATHEMATICS						
Algebra 1A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Algebra 1B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Geometry 1A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Geometry 1B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Algebra 2A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Algebra 2B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Mathematical Models w/Applications 1A		X			X	
Mathematical Models w/Applications 1B		X			X	
Pre-Calculus 1A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Pre-Calculus 1B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
SCIENCE						
Astronomy 1A		X		X	X	
Astronomy 1B		X		X	X	
Biology 1A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Biology 1B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Chemistry 1A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Chemistry 1B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	

Credit By Exams Available in Allen ISD

EOAs/CBEs ordered through the Assessment Office will be ordered from UT where available.

Exam of Acceleration	UT	TTU	Avant	Approved for Without Prior Instruction? (Original Credit)	Approved for With Prior Instruction? (Credit Recovery)	Not Approved for Use
Environmental Systems 1A	X	X		X	X	
Environmental Systems 1B	X	X		X	X	
Integrated Physics & Chemistry 1A	X	X		X	X	
Integrated Physics & Chemistry 1B	X	X		X	X	
Physics 1A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
Physics 1B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
HISTORY/SOCIAL STUDIES						
World Geography 1A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
World Geography 1B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
World History 1A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
World History 1B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
U.S. History 1A	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
U.S. History 1B	X	X		<i>Requires AHS Assoc. Principal of Curriculum or LFC Principal approval</i>	X	
U.S. Government	X	X		X	X	
Economics with Emphasis on the Free Enterprise System and Its Benefits	X	X		X	X	
PHYSICAL EDUCATION						
Foundation of Personal Fitness	X	X		X	X	
Individual or Team Sports (Bowling/Tennis)		X		X	X	
Physical Education 1B: Bowling/Cycling	X					X
Physical Education 1B: Bowling/Golf	X					X
Physical Education 1B: Bowling/Racquetball	X					X
Physical Education 1B: Cycling/Golf	X					X
Physical Education 1B: Cycling/Racquetball	X					X
Physical Education 1B: Golf/Racquetball	X					X
MISCELLANEOUS						
Art 1A	X	X		X	X	
Art 1B	X	X		X	X	
Banking and Finance Services		X		X	X	
Business Information Management 1A	X	X		X	X	
Business Information Management 1B	X	X		X	X	
Child Development		X		X	X	

Credit By Exams Available in Allen ISD

EOAs/CBEs ordered through the Assessment Office will be ordered from UT where available.

Exam of Acceleration	UT	TTU	Avant	Approved for Without Prior Instruction? (Original Credit)	Approved for With Prior Instruction? (Credit Recovery)	Not Approved for Use
Communications Applications	X	X		X	X	
Digital and Interactive Media 1A		X		X	X	
Digital and Interactive Media 1B		X		X	X	
Dollars and Sense		X		X	X	
Health Education	X	X		X	X	
Interpersonal Studies		X		X	X	
Lifetime Nutrition and Wellness		X		X	X	
Money Matters 1A		X		X	X	
Money Matters 1B		X		X	X	
Principals of Information Technology 1A		X		X	X	
Principals of Information Technology 1B		X		X	X	
Psychology		X		X	X	
Sociology		X		X	X	
TaWebDn (Web Design) 1A		X		X	X	
TaWebDn (Web Design) 1B		X		X	X	
LANGUAGES OTHER THAN ENGLISH						
Amharic			X (WS)	X		
Arabic			X (4S)	X		
Armenian			X (WS)	X		
Chin (Hakha)			X (WS)	X		
Czech			X (WS)	X		
Filipino (Tagalong)			X (WS)	X		
French 1A	X	X	X (4S)	X	X	
French 1B	X	X	X (4S)	X	X	
French 2A	X	X	X (4S)	X	X	
French 2B	X	X	X (4S)	X	X	
German 1A		X	X (4S)	X	X	
German 1B		X	X (4S)	X	X	
German 2A		X	X (4S)	X	X	
German 2B		X	X (4S)	X	X	
Haitian-Creole			X (WS)	X		
Hebrew			X (4S)	X		
Hindi			X (4S)	X		
Hmong			X (WS)	X		
Ilocano			X (WS)	X		
Italian			X (4S)	X		
Japanese 1, Full Year	X		X (4S)	X		
Japanese 2, Full Year	X		X (4S)	X		
Korean 1, Full Year	X		X (4S)	X		
Korean 2, Full Year	X		X (4S)	X		
Latin 1A		X		X		
Latin 1B		X		X		

Credit By Exams Available in Allen ISD

EOAs/CBEs ordered through the Assessment Office will be ordered from UT where available.

Exam of Acceleration	UT	TTU	Avant	Approved for Without Prior Instruction? (Original Credit)	Approved for With Prior Instruction? (Credit Recovery)	Not Approved for Use
Latin 2A		X		X		
Latin 2B		X		X		
Mandarin Chinese 1, Simplified, Full Year	X		X (4S)	X		
Mandarin Chinese 1, Traditional, Full Year	X		X (4S)			
Mandarin Chinese 2, Simplified, Full Year	X		X (4S)	X		
Mandarin Chinese 2, Traditional, Full Year	X		X (4S)			
Marathi			X (WS)	X		
Polish			X (4S)	X		
Portuguese (Brazilian)			X (4S)	X		
Russian			X (4S)	X		
Samoan			X (WS)	X		
Somali Maay Maay			X (WS)	X		
Somali Maxaa			X (WS)	X		
Spanish 1A	X	X	X (4S & WS)	X	X	
Spanish 1B	X	X	X (4S & WS)	X	X	
Spanish 2A	X	X	X (4S & WS)	X	X	
Spanish 2B	X	X	X (4S & WS)	X	X	
Spanish 3A	X	X	X (4S & WS)	X	X	
Spanish 3B	X	X	X (4S & WS)	X	X	
Spanish 4			X (4S & WS)	X	X	
Swahili			X (4S)	X		
Tamil			X (WS)	X		
Telugu			X (WS)	X		
Turkish			X (WS)	X		
Urdu			X (WS)	X		
Vietnamese 1A	X		X (WS)	X		
Vietnamese 1B	X		X (WS)	X		
Vietnamese 2A	X		X (WS)	X		
Vietnamese 2B	X		X (WS)	X		
Yoruba			X (4S)	X		
Yup'ik			X (WS)	X		
			4S = Stamp 4S exam WS = World Speak exam			



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING:	September 28, 2020
DOCUMENT TITLE:	Remote Asynchronous Instruction Plan
ADMINISTRATOR RESPONSIBLE:	Jennifer Wilhelm, Assistant Superintendent of Learner Services
SOAR 2030 STRATEGIC VISION:	Goal 3 – Empowered Learning: Allen ISD will empower students as learners and focus on individual growth. Learning in Allen ISD will be personalized and empower student ownership. We will support each student, as a whole child, in achieving personal and academic growth.
LEGAL REVIEW:	N/A

Authority for this Action:

Texas Education Code §48.005 Average Daily Attendance

Summary / Background Information:

Due to the continued impact resulting from the COVID-19 pandemic and waiver authority provided to the Commissioner of Education in Texas Education Code §48.005(n), the Texas Education Agency will use this waiver authority to provide districts with new options for determining daily attendance for the 2020-2021 school year. Allen ISD is offering students an option for a remote instructional delivery model through At-Home Learning during the 2020-2021 school year. Allen ISD will utilize the option of the Remote Asynchronous Instruction funding method for all grade levels Prekindergarten through Grade 12. The Texas Education Agency requires districts to submit an Remote Asynchronous Instruction Plan for review and approval to earn average daily attendance (ADA) funding. The Plan determines the daily engagement, instructional materials, progress monitoring, and teacher supports that students receive in order to earn daily attendance.

Attachment:

Allen ISD Remote Asynchronous Instruction Plan 2020-2021

Administrative Recommendation:

Recommend approval of the following motion:

“Move to approve the Allen ISD Remote Asynchronous Instruction Plan for the 2020-2021 school year and authorize the Superintendent or designee to submit the plan to the Texas Education Agency.”



Allen ISD

Where Eagles Soar

Remote Asynchronous Instruction Plan

2020 - 2021

Attestations

Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day
 - Curricular progress evidenced from teacher/student interactions made that day
 - Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Include sample daily schedules for students by grade band:

- [Sample Schedule for At-Home Learning for Prekindergarten Students](#)
- [Sample Schedule for At-Home Learning for Elementary Students \(Kindergarten through Grade 6\)](#)
- [Sample Schedule for At-Home Learning for Middle School Students \(Grades 7 - 8\)](#)
- [Sample Schedule for At-Home Learning for Lowery Freshman Center Students](#)
- [Sample Schedule for At-Home Learning for Allen High School Students](#)

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Options of Instructional Delivery Models</p> <p>During the 2020-2021 school year, Allen ISD will offer two options of instructional delivery models for our students: traditional In-Person Learning on campus, or At-Home Learning. Regardless of the instructional model, Allen ISD is committed to providing rigorous learning and ensuring students have equitable experiences and access to high quality instruction.</p> <ul style="list-style-type: none"> • Students will interact with instruction in different learning environments, In-Person and At-Home, making it necessary for teacher teams to plan instruction that is content-consistent, yet environment-specific to ensure equitable learning opportunities for all students. • Allen ISD will utilize the strategies and best practices associated with blended learning to design learning activities for all students. • Learning experiences will be designed to meet the needs of the learner. • Students, regardless of the learning environment, will engage in high quality learning experiences aligned to Allen ISD curriculum and the state academic standards called the Texas Essential Knowledge and Skills (TEKS). • Both In-Person and At-Home learning experiences will utilize an online learning management system, provide similar expectations around coursework, and follow the same grading guidelines. • Both In-Person and At-Home Learning is available for students in Prekindergarten through Grade 12. <p>Overview of At-Home Learning</p> <p>At-Home Learning is a virtual learning experience that allows students to engage in high quality learning experiences, utilize instructional resources and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending In-Person Learning.</p> <ul style="list-style-type: none"> • In this learning environment, students will remain at home and will engage in learning activities that are primarily delivered through an online learning management system. Students in Prekindergarten - Grade 6 will utilize Google Classroom and students in Grades 7 - 12 will utilize Canvas. • Live, teacher-led instruction and peer collaboration will be scheduled throughout the day to expand students’ opportunities to engage with content and interact with teachers and classmates.

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	<ul style="list-style-type: none"> • Instructional time will also be dedicated for independent learning activities. • At-Home Learning will be designed for mastery of student learning outcomes based on the academic standards called the Texas Essential Knowledge and Skills (TEKS) for each content area. • Students will engage in high quality learning experiences aligned to Allen ISD curriculum, unit sequencing, and pacing of instruction. • Expectations for coursework and guidelines for grading for In-Person and At-Home Learning will be the same. • Instruction will include core content, elective areas, and social-emotional support provided by Allen ISD teachers. • Accommodations and support services are provided. • Daily student participation in the learning activities will be required. • The At-Home Learning schedule for secondary students will follow the same times of the campus bell schedules for courses as In-Person Learning. • Access to a technology device and to the Internet is necessary for At-Home Learning. Technology device checkout and hot spot checkout is available for students upon request. • Students participating in At-Home Learning will have access to virtual extracurricular activities and events, as applicable. <p>Guidance for Families on Instructional Delivery of the Learning Plan</p> <p>Allen ISD is committed to ensuring continuity of learning for our students during both In-Person and At-Home instruction. To support this learning, parents/guardians should use the Guidance for Families on Instructional Delivery of the Learning Plan which provides educational resources and guidance on how to support your student. During both In-Person and At-Home Learning, an updated Learning Plan will be provided weekly for each course within Google Classroom (PK-6) or Canvas (7-12). The Weekly Learning Plan will provide an overview of the learning objectives, activities, and due dates.</p> <ul style="list-style-type: none"> • Elementary Learning Plan • Secondary Learning Plan
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approximately a full day of academic content every day?</p>	<p>Elementary Student Schedules for At-Home Learning</p> <p>Students are expected to participate in instruction based on regular school hours. Sample schedules for elementary students are provided below, including sample schedules for students participating in the half-day prekindergarten program. Teachers will provide students and parents with a daily schedule with times specific to each child’s class. In addition to the class schedule, the Weekly Learning Plan will be provided in Google Classroom which includes an overview of the learning objectives, activities, and due dates each week.</p> <p>Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous (independent) times.</p> <p>Small group time will be provided to differentiate instruction within the instructional block. This will require teachers to set up small group instruction schedules for students periodically in short increments of time.</p> <p>Allen ISD students participating in the district’s Prekindergarten half-day program will engage in learning in the core content areas of Math, English Language Arts, Science and Social studies for approximately 135 minutes daily through a combination of synchronous (live) and asynchronous (independent) learning activities.</p> <ul style="list-style-type: none"> • Sample Schedule for At-Home Learning for Prekindergarten Students (Half-Day Program) <p>Note: Allen ISD was granted a three-year Exemption from Full Day Prekindergarten pursuant to Texas Education Code 29.153 which includes the 2020 - 2021 school year. The District does operate one section of Full Day Prekindergarten, per waiver requirements, for In-Person Learners.</p>

Elementary students in Kindergarten through Grade 6 will engage in learning in the core content areas of Math, English Language Arts, Science and Social studies for approximately 285 minutes daily through a combination of synchronous (live) and asynchronous (independent) learning activities. Each day, 45 additional minutes of instruction are allocated to support student learning in the areas of art, music, and PE through asynchronous instruction.

- [Sample Schedule for At-Home Learning for Elementary Students \(Kindergarten through Grade 6\)](#)

The instructional schedule exceeds the daily minimum instructional minutes requirement with academic content.

Communication and the partnership between teachers and parents will be vital to the success of elementary students during the At-Home Learning.

Secondary Student Schedules for At-Home Learning

Students are expected to participate in instruction based on regular school hours. Sample schedules for secondary students are provided below, including sample schedules for students participating in courses at the STEAM Center. Teachers will provide the Weekly Learning Plan in Canvas which includes an overview of the learning objectives, activities, and due dates each week.

The daily schedule and class times within the At-Home Learning environment will follow the same class times of the campus bell schedule at the student’s home campus. Within each course/subject, teachers will plan for students to participate in synchronous (live) and asynchronous (independent) learning. At-Home learning will be a full course load of instruction and assignments that is comparable to students who are attending In-Person instruction.

At-Home Learning Design for Grades 7 - 8

Each day, four class periods will be designated for live instruction while the other four class periods will be designated for independent learning activities. Each academic period is approximately 48 - 50 minutes in length. The periods allocated for synchronous learning will rotate every other day. For example:

- Day 1 schedule would consist of synchronous learning for Periods 1, 3, 5, and 7, noted here as “A Day”
- Day 2 schedule would consist of synchronous learning for Periods 2, 4, 6, and 8 noted here as “B Day”

Students will participate in learning activities for each course every day. This schedule purposefully designates the class periods intended to engage students in live, synchronous learning based on a daily alternating pattern throughout the year. This alternating pattern will follow the A/B calendar utilized by the high school. The A/B calendar can be found [here](#) which reflects dates noted in red as “A” days and dates noted in blue as “B” days.

- [Sample Schedule for At-Home Learning for Middle School Students \(Grades 7 - 8\)](#)

The instructional schedule exceeds the daily minimum requirement of 240 instructional minutes with academic content.

At-Home Learning Design for Grades 9 - 12

Allen ISD runs a modified block schedule for campuses serving students in grades 9-12. This consists of some periods scheduled daily for 55 minutes, and some periods scheduled on alternating days for 95 minutes. Each day, the first part of specific class periods will be designated for 35 – 50 minutes of live instruction. The latter part of specific class periods will be designated for independent learning activities. The periods allocated for synchronous learning will

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	<p>rotate every other day following the A/B Day schedule. The A/B calendar can be found here which reflects dates noted in red as “A” days and dates noted in blue as “B” days. For classes meeting daily, specific days will be allocated for live instruction as shown below.</p> <ul style="list-style-type: none"> • Sample Schedule for At-Home Learning for Lowery Freshman Center Students • Sample Schedule for At-Home Learning for Allen High School Students <p>The instructional schedule exceeds the daily minimum requirement of 240 instructional minutes with academic content.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>It is valuable for student learning to incorporate opportunities for students to engage in live, teacher-led instruction and interaction with their classmates. During At-Home Learning, students will engage in guided facilitation of the learning activities by the teacher, including modeling and guided practice for students. Learning activities will include opportunities to apply learning with teacher feedback and demonstrate new knowledge and skills. Teachers will design At-Home Learning to include hands-on and engaging activities that can include collaborative components for students to work together in a virtual setting.</p> <p>The instructional day for At-Home Learners will reflect short periods of synchronous learning scheduled throughout the day followed by time for independent, asynchronous learning activities. This provides flexibility for teachers to design instruction each day to best support the learning needs of students.</p> <p>At-Home Synchronous Learning is defined as learning in which a group of students are engaging in learning at the same time through the computer or other electronic devices. Students participating in At-Home Learning will be assigned a structured schedule indicating required times for participation in live, synchronous instruction each day.</p> <p>Student expectations for <i>synchronous</i> learning:</p> <ul style="list-style-type: none"> • Students attend scheduled synchronous sessions on time, per their class schedule. • Students are ready to engage and learn. • Students will ask questions and communicate with the teacher. • Students will participate in the class activities, discussions and assignments. • Students will attend intervention/tutorial sessions as established by the teacher, as applicable. <p>At-Home Asynchronous Learning is defined as learning that occurs at different times, without real-time interaction. During asynchronous learning sessions, teachers will provide instruction, learning activities and resources through the use of Google Classroom in Prekindergarten - Grade 6 and Canvas in Grades 7-12.</p> <p>Student expectations for <i>asynchronous</i> learning:</p> <ul style="list-style-type: none"> • Students will complete asynchronous activities assigned each day. • Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments. • Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

	<p>Teacher Expectations for Instructional Delivery</p> <p>The Allen ISD Educator Expectations for Instructional Delivery provides guidance for teachers on digital learning instructional models. Teacher expectations include:</p> <ul style="list-style-type: none"> • Provide clear learning goals for students. • Upload the “Weekly Learning Plan” for students and parents in Google Classroom (PK-6) or Canvas (7-12). • Upload and support students with accessing learning materials through Google Classroom (PK-6) or Canvas (7-12). Organize instructional resources to provide consistency and routines for students. • Provide live, synchronous instruction and facilitate learning throughout the day. • Facilitate daily opportunities for students to actively engage and interact with the content, resources, and/or each other. • Provide consistent opportunities for student-to-student and student-to-teacher collaboration through videoconferencing and digital collaboration tools. • Utilize small group instruction methods through a videoconferencing tool to provide differentiated instruction as needed. • Incorporate a variety of assessment methods, including self-assessment, that allow learners to gauge their own progress and identify areas for improvement. • Provide timely and consistent feedback in order to guide students towards mastery of specific skill(s). At a minimum, feedback must be provided weekly. • Communicate student progress. • Provide intervention or tutorial sessions during asynchronous and/or synchronous times, as applicable. • Be available to students for communication and questions during asynchronous times. • Follow student IEPs / 504 accommodations in all learning environments. Adjustments necessary for At-Home Learning will be documented in a Temporary Virtual Service Plan.
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Academic support, such as differentiated small group instruction, intervention and tutorials, will be scheduled by the teacher to best meet the academic needs of students. Teachers will communicate designated times and scheduled offerings for academic support. During these times, students may engage in small group or individual instruction.</p> <p>Section 504 and Special Education provide support and individualized plans to students with a multitude of disabling conditions and varied degrees of severity. Programming exists on a continuum and may include numerous instructional and related services, supports, and accommodations unique to each student.</p> <p>Implementation of Individualized Education Plans and 504 Plans for eligible students will occur to the maximum extent practicable during times of virtual learning. Any adjustments to services that are necessary due to the virtual learning environment will be documented in a Temporary Virtual Service Plan (TVSP). Students will participate in synchronous and asynchronous learning experiences based on the services documented in the IEP/IAP or TVSP.</p> <p>504 committee meetings and Admission, Review and Dismissal (ARD) committee meetings, along with district special education/504 evaluations will continue based on established timelines.</p> <p>Students who have been identified to receive dyslexia therapy services will receive live, synchronous, therapist-led instruction virtually. The therapy provided will utilize the district selected curriculum. Students will be grouped for therapy based on where they are in the therapy curriculum. Students will be expected to be available via a videoconferencing tool at their assigned therapy time. Students will have access to necessary materials/supplies for therapy at home.</p>

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	<p>English Learners will engage in supplemental instructional activities to help them continue their English language development. Opportunities for language acquisition activities will be provided for English Learners. The virtual language acquisition supplemental supports will be a combination of live teacher-led instruction along with independent learning. The student’s English Language proficiency level will determine what type of supplemental support will be provided.</p> <p>Students who have been identified to receive gifted and talented services, whether In-Person or At-Home learners, will continue to receive those services. Identified gifted students in Kindergarten through Grade 6 (with Kindergarten beginning the week of March 1, 2021 as per the <i>Texas State Plan for the Education of Gifted/Talented Students</i>) will participate in pull-out gifted services each week with gifted peers via a combination of synchronous and asynchronous learning. Secondary students will receive gifted and talented services through designated courses as selected by the student during course selection. Identified gifted students in Grades 7-12 are served via gifted sheltered/clustered core content classes in ELA (Grades 7-12) and/or science (Grades 7-8). Learning will include a combination of synchronous and asynchronous instruction following the same times as the campus bell schedule for courses as In-Person Learning.</p>
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PreK-12	<p>Allen ISD Curriculum consisting of unit sequencing and teacher/district created resources supporting instruction based on the academic standards</p> <p>Students will have access to online resources, textbooks, and materials through the Allen ISD Portal, the district’s single sign-on platform</p> <p>Online access and/or physical textbooks and consumables provided as applicable for the following:</p> <p align="center">Origo (PK) Envisions (K-5)</p>	<p>Digital district-based assessments with data in AWARE</p> <p>District Wide Assessment and Progress Monitoring Tools:</p> <p align="center">CLI CIRCLE Progress Monitoring (PK)</p> <p>Online NWEA MAP Growth Assessment (K-8)</p> <p>Online DreamBox Lessons that monitor and support student growth aligned to TEKS and NWEA MAP (K-8)</p> <p>Online Interim Assessments (Algebra I)</p>	<p>Yes</p> <p>Instructional materials are aligned with grade level and course academic standards; TEKS and PreK Guidelines</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan or individualized accommodation plan.</p> <p>Dreambox utilizes an adaptive learning platform to create an individualized learning path for each student.</p> <p>Students accessing an alternate curriculum have access to Vizzle, Unique Learning Systems, News2You, and Readtopia.</p>	<p>Origo Math is available in English and Spanish.</p> <p>Go Math includes an online hub that features English and Spanish materials, including videos and resources.</p> <p>Savvas Realize provides materials in English and Spanish.</p> <p>DreamBox is available in English and Spanish.</p> <p>NWEA MAP Growth Assessment in Math is available in English and Spanish.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>

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<p align="center">Math Instructional Materials (Continued)</p>		<p>Dreambox (K-8) HMH Go Math (6-8) Savvas Realize (9-12) ConnectED (Precalculus) LaunchPad (Calculus)</p> <p>A consistent Learning Management System is used across the district to streamline all digital tools, communication, and content for a more connected experience for students. Google Classroom and Seesaw are used for students in Grades PK-6 and Canvas is used for students in Grades 7-12.</p>	<p>Digital campus-based assessments</p> <p>Digital activities and assessments via Google Classroom/SeeSaw Learning Management System (PK-6)</p> <p>Digital activities and assessments via Canvas Learning Management System (7-12)</p>			
<p align="center">ELA/SLA Instructional Materials</p>	<p align="center">PreK-12</p>	<p>Allen ISD Curriculum consisting of unit sequencing and teacher/district created resources supporting instruction based on the academic standards</p> <p>Students will have access to online resources, textbooks, and materials through the Allen ISD Portal, the district's single sign-on platform</p> <p>Online access and/or physical textbooks and consumables provided as applicable for the following:</p> <p>Zoo Phonics Estrellitas (PK)</p> <p>Units of Study (K-5)</p> <p>Words Their Way Palabras a Su Paso (K-5)</p> <p>Universal Handwriting (K-5)</p>	<p>District Wide Assessment and Progress Monitoring Tools:</p> <p>CLI CIRCLE Progress Monitoring (PK)</p> <p>mCLASS DIBELS/IDEL (K-2)</p> <p>Amplify Reading Adaptive Curriculum (K-2)</p> <p>DRA3</p> <p>TRC Español (K-6)</p> <p>Online NWEA MAP Growth Assessment (3-8)</p> <p>Edmentum Exact Path (3-8) Exact Path Student Learning Pathways are aligned to NWEA MAP</p>	<p align="center">Yes</p> <p>Instructional materials are aligned with grade level and course academic standards; TEKS and PreK Guidelines</p>	<p>Scaffolding and differentiation are pervasive throughout the curriculum.</p> <p>Modifications and/or accommodations will be provided to students based on their individual education plan or individualized accommodation plan.</p> <p>Edmentum Exact Path utilizes an algorithm-based adaptive diagnostic assessment to create an individualized learning path for each student.</p> <p>Amplify Reading provides students instruction and practice in the key foundational concepts they need to master. The program's patented algorithm places students in the right skill game at the right time.</p>	<p>Literacy instructional supports for English Learners include the following:</p> <ul style="list-style-type: none"> • CLI Spanish (PK) • mCLASS IDEL (K-2) • TRC Español (K-6) • Estrellitas (PK) • Palabras a Su Paso (K-5) • Español (K-5) • Benchmark Anchor Comprehension Workshop Español (K-2) • Español: Reading & Writing Workshop (K-5) • Benchmark Spanish Leveled Readers (K-5) <p>Benchmark instructional resources are used to address the Spanish Language Arts standards for English Learners participating in the dual language program.</p>

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<p align="center">ELA/SLA Instructional Materials (Continued)</p>		<p>Patterns of Power Patterns of Power Español (K-5)</p> <p>Benchmark Anchor Comprehension Workshop Español (K-2)</p> <p>Español: Reading & Writing Workshop (K-5)</p> <p>Benchmark Spanish Leveled Readers (K-5)</p> <p>Access to RAZ-Plus Digital Libraries (K-6)</p> <p>Springboard (6-12)</p> <p>A consistent Learning Management System is used across the district to streamline all digital tools, communication, and content for a more connected experience for students. Google Classroom and Seesaw is used for students in Grades PK-6 and Canvas is used for students in Grades 7-12.</p>	<p>BOY, MOY and EOY writing assessments for Grades 4, 7, 9, 10 utilizing the TEA writing rubric to measure progress</p> <p>Online Interim Assessments (English I and II)</p> <p>Digital campus-based assessments</p> <p>Digital activities and assessments via Google Classroom/SeeSaw Learning Management System (PK-6)</p> <p>Digital activities and assessments via Canvas Learning Management System (7-12)</p>		<p>Springboard Language Workshop (6-12) access for additional scaffolding and differentiation.</p> <p>Students accessing an alternate curriculum have access to Vizzle, Unique Learning Systems, News2You, and Readtopia.</p>	<p>Amplify Reading provides scaffolds that support English Learners that are integrated within the individualized learning path for each student.</p> <p>Edmentum ExactPath supports the varied needs of English Learners through a flexible approach to learning. The program provides scaffolds in the four language domains.</p> <p>Springboard Language Workshop (6-12) access for additional scaffolding and differentiation.</p> <p>System 44 Learning combines adaptive technology and teacher-led instruction to help students become proficient readers, writers, speakers, and critical thinkers. Implemented for newcomers (Year 1 & Year 2) students in Grades 10-12.</p> <p>READ 180 is a researched-based literacy blended model that focuses on small group instruction and adaptive curriculum. The instruction of the program addresses the needs of English Learners to develop English while developing proficiency in reading. Implemented for newcomers (Year 1 & Year 2) students in Grades 10-12.</p> <p>NWEA MAP Growth Reading is available in English and Spanish.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
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<p align="center">Science Instructional Materials</p>	<p align="center">PreK-12</p>	<p>Allen ISD Curriculum consisting of unit sequencing and teacher/district created resources supporting instruction based on the academic standards</p> <p>Students will have access to online resources, textbooks, and materials through the Allen ISD Portal, the district's single sign-on platform</p> <p>Online access and/or physical textbooks and consumables provided as applicable for the following:</p> <p>STEMscopes Online (PreK-6)</p> <p>ScienceFusion Online (7-8)</p> <p>ConnectED, MyHRW, and Flourish (9-12)</p> <p>A consistent Learning Management System is used across the district to streamline all digital tools, communication, and content for a more connected experience for students. Google Classroom and Seesaw is used for students in Grades PK-6 and Canvas is used for students in Grades 7-12.</p>	<p>Digital campus-based assessments</p> <p>Digital district-based assessments with data in AWARE</p> <p>Online NWEA MAP Growth Assessment (3-8)</p> <p>Online Interim Assessments (Biology)</p> <p>Digital activities and assessments via Google Classroom/SeeSaw Learning Management System (PK-6)</p> <p>Digital activities and assessments via Canvas Learning Management System (7-12)</p>	<p align="center">Yes</p> <p>Instructional materials are aligned with grade level and course academic standards; TEKS and PreK Guidelines</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan or individualized accommodation plan.</p> <p>Students accessing an alternate curriculum have access to Vizzle, Unique Learning Systems, News2You, and Readtopia.</p>	<p>All platforms offer text to speech.</p> <p>STEMscopes includes English and Spanish materials, as well as text to speech in both languages.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
<p align="center">Social Studies Instructional Materials</p>	<p align="center">PreK-12</p>	<p>Allen ISD Curriculum consisting of unit sequencing and teacher/district created resources supporting instruction based on the academic standards</p> <p>Students will have access to online resources, textbooks, and materials through the</p>	<p>Digital campus-based assessments</p> <p>Online Interim Assessments (8th Grade Social Studies and US History)</p>	<p align="center">Yes</p> <p>Instructional materials are aligned with grade level and course academic standards;</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan or</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>

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<p>Social Studies Instructional Materials</p> <p>(Continued)</p>		<p>Allen ISD Portal, the district's single sign-on platform</p> <p>Online access and/or physical textbooks and consumables provided as applicable for the following:</p> <p>Teacher Created Materials Digital access (K-6)</p> <p>Pearson Online (K-5)</p> <p>McGraw Hill Online (6-12)</p> <p>DBQ Project Online Platform (7-12)</p> <p>A consistent Learning Management System is used across the district to streamline all digital tools, communication, and content for a more connected experience for students. Google Classroom and Seesaw is used for students in Grades PK-6 and Canvas is used for students in Grades 7-12.</p>	<p>Digital activities and assessments via Google Classroom/SeeSaw Learning Management System (PK-6)</p> <p>Digital activities and assessments via Canvas Learning Management System (7-12)</p>	<p>TEKS and PreK Guidelines</p>	<p>individualized accommodation plan.</p> <p>Students accessing an alternate curriculum have access to Vizzle, Unique Learning Systems, News2You, and Readtopia.</p>	
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Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</p>	<p>The Allen ISD curriculum is a plan developed by teachers and for teachers, to use for instruction, based on the academic standards, Texas Essential Knowledge and Skills (TEKS), as determined by the State of Texas for each academic content area. The curriculum specifies the content standard (the What) and the performance standard (the Why) of the student objectives and should be aligned to both the instruction (the How) and the assessment. Quality instruction aligns the written, taught, and assessed curriculum, reflects a standard of high expectations for student achievement and occurs in an engaging environment where students participate in rigorous and relevant learning. During At-Home Learning, students will interact with instruction in a remote learning environment making it necessary for teacher teams to plan instruction that is content-consistent, yet environment-specific to ensure equitable learning opportunities for all students. Teachers will utilize the curriculum, pacing guides, and instructional materials to design learning</p>

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	<p>experiences for At-Home Learners leveraging strategies and best practices associated with digital learning. Teachers will utilize the following research-based design qualities for digital learning:</p> <ul style="list-style-type: none"> • Consistent and Sequential Structures: Build content within the distinct learning management system in manageable chunks for students that shows a progression of learning. • Visual and Dynamic Content: Use visual and multimedia elements to vary methods of instructional delivery to form deeper connections and develop conceptual understanding for learners. • Clear and Aligned Learning Objectives: Ensure that learning activities, instructional resources, and assessments are aligned to the learning objective. • Assessment: Incorporate a variety of assessment methods, including self-assessment, that allow learners to gauge their own progress and identify areas for improvement. • Feedback and Communication: Provide timely and consistent feedback in order to guide students towards mastery of specific skill(s). At a minimum, feedback must be provided weekly. • Collaboration: Create opportunities for students to ask questions, reflect on topics/concepts, and collaborate through a variety of digital collaboration tools. • Engagement: Facilitate opportunities for students to actively engage and interact with the content, resources, and each other through a variety of modalities. <p>Students will have access to online resources, textbooks, and materials through the Allen ISD Portal, the district’s single sign-on platform. A consistent Learning Management System is used across the district to streamline all digital tools, communication, and content for a more connected experience for students. Google Classroom and Seesaw is used for students in Grades PK-6 and Canvas is used for students in Grades 7 - 12. Campuses will provide opportunities for parents/students to pick-up instructional materials that are not available online, such as consumable workbooks, math manipulatives, and materials for specialized programs, for students to use at home to support learning.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and English Learners?</p>	<p>Individualized support will be provided to students eligible for special education or 504 services based on each student’s Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP). Students requiring specific support to access content or complete assignments in an alternate presentation format will have access to appropriate digital tools, including Google Read & Write, digital math manipulatives, and audio texts. Student equipment and assistive technology documented in the IEP/IAP will be provided to the student.</p> <p>Telehealth services for occupational therapy, physical therapy, music therapy, counseling and speech language therapy will be provided virtually for students participating from the At-Home Learning environment. A need for in-person therapy by appointment may be determined by the ARD committee.</p> <p>English Learners who choose At-Home Learning will engage in supplemental instructional activities to help them continue their English language development. Opportunities for language acquisition activities will be provided for English Learners. The virtual language acquisition supplemental supports will be a combination of live teacher-led instruction along with independent learning. The student’s English Language proficiency level will determine what type of supplemental support will be provided.</p> <p>Campus teachers of gifted and talented students, as well as the district Gifted and Talented Services office, are available for additional support in differentiating materials for gifted and advanced learners.</p>

Key Requirement Student Progress: Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Sample instructional schedules have been provided to clearly articulate the expectation for student participation in synchronous and asynchronous learning activities daily. Daily student participation in the learning activities is required. Live teacher-led instruction and peer collaboration will be scheduled throughout the day to expand students’ opportunities to engage with content and interact with teachers and classmates. Instructional time will also be dedicated for independent learning activities.</p> <p>Students will engage in learning activities that are primarily delivered through the district’s online Learning Management System. Students are expected to engage daily in scheduled virtual lessons and make progress in the Learning Management System. Students will have access to online resources, textbooks, and materials through the Allen ISD Portal, the district’s single sign-on platform. A consistent Learning Management System is used across the district to streamline all digital tools, communication, and content for a more connected experience for students. Google Classroom and Seesaw is used for students in Grades PK-6 and Canvas is used for students in Grades 7 - 12.</p> <p>To support this learning, parents/guardians should use the Guidance for Families on Instructional Delivery of the Learning Plan which provides educational resources and guidance on how to support the student. An updated Learning Plan will be provided weekly for each course within Google Classroom (PK-6) or Canvas (7-12). The Weekly Learning Plan will provide an overview of the learning objectives, activities, and due dates.</p> <ul style="list-style-type: none"> • Elementary Learning Plan • Secondary Learning Plan <p>In addition to campus and classroom specific guidance, these daily student engagement expectations and daily sample schedules are published online for parents and students to access through the district’s website via the Allen ISD Academic Information for Families 2020-2021 page.</p> <p>Students who do not demonstrate engagement on a given day are marked absent.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Attendance for students participating in At-Home Learning will be taken and recorded through daily engagement measures. At-Home Learners are considered present if they do any of the following:</p> <p>1. Daily progress in Allen ISD’s Learning Management System:</p> <ul style="list-style-type: none"> • Google Classroom/Seesaw for elementary students in Prekindergarten through Grade 6 <ul style="list-style-type: none"> ○ Daily progress in Google Classroom as evidenced by submitting an assignment, submitting a Form/Quiz, posting a comment to an announcement, responding to a teacher posted question, or sending a message to their teacher through Classroom related to the assigned learning. • Canvas for secondary students in Grades 7 – 12 <ul style="list-style-type: none"> ○ Daily progress in Canvas as evidenced by submitting an assignment, taking a quiz, posting or replying to a discussion, or a conversation (messaging/inbox) with the teacher related to their learning progress.

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	<p>2. Daily progress via teacher-student interactions, such as participation in teacher-led instruction through a video conferencing tool.</p> <p>3. Student completion / turn-in of assignments in</p> <ul style="list-style-type: none"> • Google Classroom for elementary students • Canvas for secondary students <p>Attendance for At-Home Learners will be recorded in Skyward.</p> <p>Students who show progress in Google Classroom (PK-6) / Canvas (7-12) and/or engage in teacher-assigned learning evidenced via an approved daily engagement measure are considered “present” and will not be marked absent. Students who have not logged in and completed a learning activity by the end of each school day will be marked absent. This absence can be resolved if the student engages in daily learning assigned by his/her teacher(s) via one of the approved daily engagement measures by 11:59 p.m. that same day.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Students participating in At-Home Learning will engage in high quality learning experiences aligned to Allen ISD curriculum, unit sequencing, and pacing of instruction. Teachers will work in collaborative teams using the district curriculum documents and resources to design TEKS aligned experiences that will support student learning. Lessons and activities should be planned for the allotted number of instructional minutes for the course for both synchronous and asynchronous days of instruction. Therefore, both At-Home Learners and In-Person Learners will have consistency in instructional minute expectations per grade level and course.</p> <p>Academic support, such as differentiated small group instruction, intervention and tutorials, will be scheduled by the teacher to best meet the academic needs of students. Teachers will communicate designated times and scheduled offerings for academic support. During these times, students may engage in small group or individual instruction.</p> <p>Regular school attendance is essential for a student to build upon each day’s learning and continually make academic progress. Absences from class may result in disruption of a student’s mastery of learning outcomes. Students and parents should make every effort to avoid unnecessary absences.</p> <p>Attendance will be recorded in Skyward. At-Home Learners, as well as In-Person Learners, are still required to attend 90% of their classes to receive credit and be promoted. Remote asynchronous attendance for At-Home Learners will count in the same manner as on-campus attendance for In-Person Learners to satisfy this requirement.</p>
<p>What is the system for tracking student academic progress?</p>	<p>When designing learning for students, teachers should ensure students have specific opportunities to interact with content and show progress daily within the district’s Learning Management System of Google Classroom (PK-6) and Canvas (7-12). Student progress will be monitored daily in the Learning Management System through daily assignments, activities, and interaction with the teacher. Teachers should incorporate a variety of assessment methods, including self-assessment, that allow learners to gauge their own progress and identify areas for improvement. This can include teacher created formative assessments, projects, and unit tests to measure student progress and learning.</p> <p>In addition to these classroom-based methods for monitoring student academic progress, Allen ISD will use a variety of district diagnostic tools to assess academic progress and inform classroom instruction.</p> <ul style="list-style-type: none"> • Allen ISD has selected mCLASS Texas Edition from the Commissioner’s approved list of early literacy diagnostic tools and will begin implementation in the 2020-2021 school year. mCLASS Texas Edition provides a full assessment solution, enabling teachers to leverage and connect valuable student data from the beginning of a student’s literacy journey to later grades, reflecting a reliable and valid view of every student’s progression. mCLASS Texas Edition offers teacher-administered assessments that includes efficient one-minute measures, a built-in dyslexia screener, and robust reports for teachers and administrators. Complimenting the assessment tool, mCLASS Texas Edition includes supports for teacher-led and student-driven

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	<p>instruction, including intervention. Amplify Reading consists of an adaptive reading curriculum providing personalized instruction and practice. mCLASS and Amplify Reading will be utilized in Kindergarten through Grade 2.</p> <ul style="list-style-type: none"> • NWEA MAP Growth is a computer-based adaptive assessment that measures each student’s academic growth throughout the school year and over time. This series of interim assessments will be administered at the beginning, middle, and end of the school year. Teachers will utilize this assessment data to inform instruction, personalize learning, and monitor the individual growth of students. Personalized assessment data provides a strong foundation supporting student goal setting and promoting academic growth. Plans for district implementation consist of math assessments for students in Kindergarten through Grade 2 to promote proficiency in early childhood math. Students in Grades 3 through 8 will engage in assessments in the content areas of math, reading, language, and science. • DreamBox Learning allows teachers to select standards-aligned lessons based on results from the NWEA MAP Growth assessment to customize learning pathways for students supporting mathematical understanding. Teachers and administrators will be able to monitor student achievement and growth within the adaptive system. DreamBox will be utilized in Kindergarten through Grade 8. • Edmentum ExactPath is an online educational tool designed to support individualized student instruction. ExactPath includes instruction and skills practice, progress checks, and additional supporting resources for students. NWEA MAP Growth results integrate with ExactPath to place students at the correct instructional level based on their learning needs. The tool incorporates a formative assessment approach to monitoring student progress, providing students with immediate feedback, and adjusting instruction. The learning progression provides lessons and skills in Language Arts and Reading promoting personalized learning and academic achievement. Edmentum ExactPath will be utilized in Grades 3 - 8. • The Texas Education Agency (TEA) has created Online Interim Assessments that align to the Texas Essential Knowledge and Skills (TEKS). Interim assessments measure a student’s understanding of a broad span of student expectations to monitor progress, predict summative performance, and identify students for intervention. Allen ISD will utilize the online interim assessments in the areas of 8th Grade Social Studies, Algebra I, Biology, English I and II, and US History. <p>Access to a technology device and to the Internet is necessary for At-Home Learning. Technology device checkout and hot spot checkout is available for students upon request.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>The Allen ISD Educator Expectations for Instructional Delivery provides guidance for teachers on digital learning instructional models. Expectations include providing timely and consistent feedback in order to guide students towards mastery of specific skill(s). At a minimum, feedback must be provided weekly. Daily feedback is considered a best practice and is strongly encouraged.</p> <p>Feedback from teachers to students is conducted through a variety of methods. Students will receive feedback on submissions through the Learning Management System of Google Classroom (PK-6) and Canvas (7-12). Feedback can be written or incorporate digital tools for audio and video recordings. Instructional schedules include synchronous learning times which facilitate opportunities for students to actively engage and interact with the content, resources, and/or each other. During these times, teachers will provide opportunities for student-to-student and student-to-teacher collaboration through videoconferencing and digital collaboration tools. These collaboration efforts may include purposeful conversations with students and feedback on academic progress focused for continuous growth. Teachers will utilize small group instruction methods through a videoconferencing tool which will incorporate real-time feedback for students. This includes differentiated instruction in content area learning as well as intervention efforts and tutorial sessions.</p> <p>Overall progress on learning outcomes will be communicated in a format using numeric grades. Grades assess student learning and mastery of content and performance standards (TEKS). Grades will reflect student achievement and communicate progress to parents. Assignments and grades will be entered into the district’s electronic grade book system, Skyward, and will be available for parents and students to view at all times. Grades are required to be updated at least</p>

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	<p>weekly in the electronic district grade book system. The expectations for coursework and guidelines for grading for In-Person Learning and At-Home Learning will be the same.</p> <p>Courses taken by high school students participating in At-Home Learning will be included in calculating GPA and class rank in accordance with EIC (Local) policy.</p>
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Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include a sample educator professional development schedule.

[Overview of Professional Learning Supporting Asynchronous Instruction](#)

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>This is an Overview of Professional Learning Supporting Asynchronous Instruction showing formal sessions offered for educators supporting asynchronous instruction and student academic growth in a remote learning environment.</p> <p>Allen ISD will utilize a comprehensive professional learning framework to support and build the capacity of instructional staff to increase expertise in asynchronous instruction. This framework provides professional learning through a variety of modalities including:</p> <ul style="list-style-type: none"> • Synchronous remote learning • Asynchronous courses offered through Canvas • Face-to-face sessions • Individual or group coaching conversations over time that focus on scaffolding educator growth and mastery in identified best practices • Web-based hubs with on-demand training and information on the utilization of instructional technology tools and content specific resources <p>Professional learning opportunities for instructional staff includes:</p> <ul style="list-style-type: none"> • Summer Professional Learning • District professional learning days before the start of the school year • District professional learning days strategically scheduled during the fall and spring semesters • District-designed and Campus-designed professional learning offerings throughout the fall and spring semesters • Job-embedded professional learning through campus-based instructional coaches and district-based instructional specialists • Collaborative conversations in professional learning communities <p>This professional learning framework allows for a customized approach to educator learning addressing the varied levels of expertise as it relates to asynchronous instruction. The framework leverages the expertise of Allen ISD educators in the following roles:</p> <ul style="list-style-type: none"> • Campus-Based Instructional Coaches: Instructional coaching systematically designed to provide classroom teachers with personalized professional learning on a job-embedded, just-in-time, small group or individual basis. The topics to build the capacity of the instructional coaches

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	<p>have been systematically planned to address current staff needs including identifying learning gaps through digital formative assessment, use of instructional technology tools, and implementation of new adaptive curriculum and assessment platforms.</p> <ul style="list-style-type: none"> • eLearning Task Force: Utilize an eLearning Task Force comprised of educators demonstrating effective use of instructional strategies and digital tools to engage students in remote learning environments. This group of teacher leaders will facilitate initial training to instructional staff at the start of the school year related to digital learning and will continue to provide support to staff throughout the school year. • Instructional Technology Team: District leaders who champion innovative learning through intentional integration of evolving digital tools and instructional design. Professional support and learning provided by this group includes curation of resources in a Hub for teachers with how-to videos, click sheets, and articles as well as job-embedded coaching support. Purposeful learning includes designing instruction using digital tools with accessibility in mind as well as digital citizenship. • Learner Services Team: District leaders in curriculum and instruction focus on aligning curriculum and assessment resources, supporting high quality instruction in a virtual environment, and sharing best practices to maximize teachers' collective expertise. • Campus Administrators: Establish high expectations for staff and provide meaningful feedback and personalized support for ongoing educator growth on the effective design and implementation of remote learning. This group of instructional leaders will participate in administrator learning throughout the year focused on quality instruction in a digital classroom, assessments and data reporting focused on student growth, and effective utilization of digital tools and learning platforms for asynchronous learning. <p>The design and delivery of professional learning will focus on instructional design, pedagogy, technology integration, educator expectations, content and curriculum, and digital platforms for instructional delivery.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Professional learning on the utilization of instructional technology tools for asynchronous instruction will be offered throughout the school year. The goal will be to build educator capacity on the use of instructional design principles through digital learning platforms.</p> <p>Teachers will leverage Google Classroom and Canvas to deliver course content and respond to student academic progress within the learning management system. Teachers will utilize the curriculum, pacing guides, and instructional materials to design learning experiences for At-Home Learners leveraging strategies and best practices associated with digital learning. Teachers will utilize the following research-based design qualities for digital learning:</p> <ul style="list-style-type: none"> • Consistent and Sequential Structures • Visual and Dynamic Content • Clear and Aligned Learning Objectives • Assessment • Feedback and Communication • Collaboration • Engagement <p>These educator expectations for digital learning are a focus of initial and ongoing district professional learning. Through job-embedded professional learning via instructional coaching and collaborative team conversations, teachers will continue to build skills in these areas.</p> <p>In addition to classroom-based methods for monitoring student academic progress, Allen ISD will use a variety of district diagnostic tools to assess academic progress and inform classroom instruction. The district will implement a strategic timeline throughout the school year providing training for campus leaders and teachers supporting data analysis focused on student growth over time. Data conversations will support identification of learning gaps and opportunities for enrichment to inform instructional design decisions for personalized student learning.</p> <p>On a campus, the role for an instructional coach includes that of instructional specialist, curriculum specialist, classroom support and data support. Instructional coaches will utilize the coaching cycle to work in partnership with educators toward common goals for student academic growth.</p>

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Allen ISD uses a variety of tools to communicate the expectations for asynchronous instruction to families. The following outbound channels are used to provide families with clear and concise communication.</p> <p>District Website Allen will be using this platform to provide a comprehensive launch page called Back to School 2020. This site will include Academic Information for Families, Technology Resources for Parents, Curbside Meal Service, COVID-19 Prevention, Mitigation, and Response Procedures, Social Emotional Learning and Family Support, and a list of Frequently Asked Questions.</p> <p>The Allen ISD Academic Information for Families webpage provides instructional information, resources, and academic supports related to the At-Home Learning model.</p> <ul style="list-style-type: none"> • Weekly Learning Plans - an overview of the learning objectives, activities, and due dates • Instructional Roles and Expectations – a list of learning and teaching expectations for students, parents, and teachers • Digital Learning Tools – resources to help students and parents learn how to access and use: <ul style="list-style-type: none"> ○ Google Classroom and Seesaw (for elementary students) ○ Canvas (for secondary students) ○ Google Meets and Zoom (videoconferencing platforms for virtual learning interactions) • Student Attendance – process for recording attendance through daily engagement measures while participating in At-Home Learning <p>Learning Management Systems An updated Weekly Learning Plan will be provided weekly for each course within Google Classroom (PK-6) or Canvas (7-12). The Weekly Learning Plan will provide an overview of the learning objectives, activities, and due dates.</p> <ul style="list-style-type: none"> • Elementary Learning Plan • Secondary Learning Plan <p>Google Classroom (PK-6): Parents/guardians are automatically sent monthly invitations to accept guardian status in their student’s Google Classroom sections. After accepting the invitation, the system automatically sends the parent progress and assignment updates through email on a weekly basis.</p> <p>Canvas (7-12): Parent observer accounts are automatically provisioned by the district for the students’ guardians of record in the secondary Learning Management System. These Canvas observer accounts allow parents to access their student(s) sections in the Learning Management System to check for progress, review work, and access instructional and assessment updates completed in Canvas.</p>

ALLEN ISD ~ REMOTE ASYNCHRONOUS INSTRUCTION PLAN

	<p>Social Media Allen ISD will use this platform to provide quick and easily accessible announcements pertaining to all students in Allen ISD. Regular updates will be posted on Allen ISD’s social media channels (Facebook, Twitter and Instagram).</p> <p>Campus Communication Campuses will use this platform to direct parents to district information related to Academic Information for Families and Technology Resources for Parents. Campuses will share campus-specific information on asynchronous instruction with parents via email, newsletters, and other campus communication tools.</p> <p>District E-mail Parents will receive emails from Allen ISD, sent through the School Messenger system. Email addresses will be collected from Skyward Family Access.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>To support At-Home Learners, the following expectations for parents and guardians was shared in the Academic Information for Families resource.</p> <ul style="list-style-type: none"> • Create or designate a learning / study space at home for the student. • Assist the student with time management of the daily schedule and completion of day-to-day learning activities communicated by the teacher. • Access parent resources to learn how students will navigate Google Classroom (PK-6) or Canvas (7-12) and learn about parent communication and notifications within these tools. • Check in with the student to discuss learning activities, monitor student progress, and submission of assignments. • Facilitate academic support and encouragement to motivate and guide the student throughout the school year. • Encourage the student to attend intervention and tutorial sessions as needed. • Maintain communication with the student’s teacher(s) to create a learning partnership.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Allen ISD will monitor the needs of families engaged in asynchronous instruction at home and design customized sessions and/or supports for parents, as applicable. Announcements and additional resources for parents will be shared as applicable through the communication channels listed above.</p> <p>Teachers will respond to specific needs of parents and students as it relates to supporting individual academic growth.</p> <p>Family education pertaining to specialized services, including gifted and talented services and resources, will be provided.</p> <p>Allen ISD’s Counseling Department will offer Parent Chats which are sessions designed for parents to discuss challenges and identify ways to problem solve. These will be customized by grade band for parents of elementary, middle school, and high school students. Specific sessions will be available for Spanish-speaking families.</p>

Allen ISD is committed to providing rigorous learning for our students participating in At-Home Learning. Students who choose At-Home Learning will engage in daily activities that combine live teacher-led instruction along with independent learning. A structured schedule will be provided to students indicating required times for participation in approximately 2 hours of live, synchronous instruction each day followed by time for independent, asynchronous learning activities.

Below is a sample daily schedule for the morning session for half-day prekindergarten students.

Time	Learning Experiences	Mode	Mode
8:00 – 8:30	Class Meeting / Community Circle Social and Emotional Learning	Synchronous	Live teacher-led instruction and peer collaboration through a videoconferencing tool
8:30 – 9:30	Learning in Core Content Areas of Math, ELA, Science and Social Studies	Synchronous	Live teacher-led instruction and peer collaboration through a videoconferencing tool
9:30 – 10:00	Learning in Core Content Areas of Math, ELA, Science and Social Studies	Asynchronous	Independent learning activities in Google Classroom/Seesaw
10:00 – 11:00	Learning in Core Content Areas of Math, ELA, Science and Social Studies	Asynchronous	Independent learning activities in Google Classroom/Seesaw
		Synchronous	Live teacher-led instruction through a videoconferencing tool with small groups of students providing differentiated instruction
<p>Note: Within the daily instructional schedule, intermittent breaks/recess may be taken during designated asynchronous learning times occurring from 9:30am – 11:00am.</p>			

Below is a sample daily schedule for the afternoon session for half-day prekindergarten students.

Time	Learning Experiences	Mode	Mode
12:00-12:30	Class Meeting / Community Circle Social and Emotional Learning	Synchronous	Live teacher-led instruction and peer collaboration through a videoconferencing tool
12:30-1:30	Learning in Core Content Areas of Math, ELA, Science and Social Studies	Synchronous	Live teacher-led instruction and peer collaboration through a videoconferencing tool
1:30-2:00	Learning in Core Content Areas of Math, ELA, Science and Social Studies	Asynchronous	Independent learning activities in Google Classroom/Seesaw
2:00-3:00	Learning in Core Content Areas of Math, ELA, Science and Social Studies	Asynchronous	Independent learning activities in Google Classroom/Seesaw
		Synchronous	Live teacher-led instruction through a videoconferencing tool with small groups of students providing differentiated instruction
<p>Note: Within the daily instructional schedule, intermittent breaks/recess may be taken during designated asynchronous learning times occurring from 1:30pm – 3:00pm.</p>			

Allen ISD is committed to providing rigorous learning for our students participating in At-Home Learning. Students who choose At-Home Learning will engage in daily activities that combine live teacher-led instruction along with independent learning. A structured schedule will be provided to students indicating required times for participation in approximately 3 hours of live, synchronous instruction each day followed by time for independent, asynchronous learning activities.

Below is a sample daily schedule for elementary students.

Time	Learning Experiences	Mode	Mode
8:00 – 8:30	Class Meeting / Community Circle Social and Emotional Learning	Synchronous	Live teacher-led instruction and peer collaboration through a videoconferencing tool
8:30 – 9:30	Learning in Core Content Areas of Math, ELA, Science and Social Studies	Synchronous	Live teacher-led instruction and peer collaboration through a videoconferencing tool
9:30 – 11:00	Learning in Core Content Areas of Math, ELA, Science and Social Studies	Asynchronous	Independent learning activities in Google Classroom/Seesaw
		Synchronous	Live teacher-led instruction through a videoconferencing tool with small groups of students providing differentiated instruction
11:00 – 11:30	Lunch		
11:30 – 12:30	Learning in Core Content Areas of Math, ELA, Science and Social Studies	Synchronous	Live teacher-led instruction and peer collaboration through a videoconferencing tool
12:30 – 2:00	Learning in Core Content Areas of Math, ELA, Science and Social Studies	Asynchronous	Independent learning activities in Google Classroom/Seesaw
		Synchronous	Live teacher-led instruction through a videoconferencing tool with small groups of students providing differentiated instruction
2:00 – 2:15	Daily Closure for Core Content Learning Activities	Synchronous	Live teacher-led instruction and peer collaboration through a videoconferencing tool
2:15 – 3:00	Learning Activities in Art, Music, and PE	Asynchronous	Independent learning activities in Google Classroom/Seesaw
<p>Note: Within the daily instructional schedule, 30 minutes of intermittent breaks/recess are allotted for students during asynchronous learning times occurring from 9:30am – 11:00am or 12:30pm – 2:00pm.</p>			

Allen ISD is committed to providing rigorous learning for our students participating in At-Home Learning. Students who choose At-Home Learning will engage in daily activities that combine live teacher-led instruction along with independent learning. A structured schedule will be provided to students indicating required times for participation in approximately 3 - 4 hours of live, synchronous instruction each day.

Each day, four class periods will be designated for live instruction while the other four class periods will be designated for independent learning activities. The periods allocated for synchronous learning will rotate every other day. For example:

- Day 1 schedule would consist of synchronous learning for Periods 1, 3, 5, and 7, noted here as “A Day”
- Day 2 schedule would consist of synchronous learning for Periods 2, 4, 6, and 8 noted here as “B Day”

Students will participate in learning activities for each course every day. This schedule purposefully designates the class periods intended to engage students in synchronous learning based on a daily alternating pattern throughout the year.

Below is a sample daily schedule for middle school students. The At-Home Learning schedule will follow the same times of the campus bell schedule for courses as In-Person Learning.

Time	Period	Learning Experiences for “A” Day	Learning Experiences for “B” Day
Refer to Campus Bell Schedule for Exact Times of Class Periods	Period 1	Live teacher-led instruction and peer collaboration through a videoconferencing tool	Independent learning activities in Canvas
	Period 2	Independent learning activities in Canvas	Live teacher-led instruction and peer collaboration through a videoconferencing tool
	Period 3	Live teacher-led instruction and peer collaboration through a videoconferencing tool	Independent learning activities in Canvas
	Period 4	Independent learning activities in Canvas Lunch	Live teacher-led instruction and peer collaboration through a videoconferencing tool Lunch
	Period 5	Live teacher-led instruction and peer collaboration through a videoconferencing tool	Independent learning activities in Canvas
	Period 6	Independent learning activities in Canvas	Live teacher-led instruction and peer collaboration through a videoconferencing tool
	Period 7	Live teacher-led instruction and peer collaboration through a videoconferencing tool	Independent learning activities in Canvas
	Period 8	Independent learning activities in Canvas	Live teacher-led instruction and peer collaboration through a videoconferencing tool

Allen ISD is committed to providing rigorous learning for our students participating in At-Home Learning. Students who choose At-Home Learning will engage in daily activities that combine live teacher-led instruction along with independent learning. A structured schedule will be provided to students indicating required times for participation in approximately 3 - 4 hours of live, synchronous instruction each day.

Each day, the first part of specific class periods will be designated for 35 – 50 minutes of live instruction. The latter part of specific class periods will be designated for independent learning activities. The periods allocated for synchronous learning will rotate every other day following the A/B Day schedule. For classes meeting daily, specific days will be allocated for live instruction as shown below.

Below is a sample daily schedule for students at Lowery Freshman Center. The At-Home Learning schedule will follow the same times of the campus bell schedule for courses as In-Person Learning.

Time	Learning Experiences for “A” Days		Learning Experiences for “B” Days		
Refer to Campus Bell Schedule for Exact Times of Class Periods	1st Period				
		Live teacher-led instruction and peer collaboration through a videoconferencing tool		Independent learning activities in Canvas	
	2nd Period				
		Live teacher-led instruction and peer collaboration through a videoconferencing tool		Independent learning activities in Canvas	
	Connections				
		Independent learning activities in Canvas		Live teacher-led instruction and peer collaboration through a videoconferencing tool	
	3rd Period		Live teacher-led instruction and peer collaboration through a videoconferencing tool	6th Period	Live teacher-led instruction and peer collaboration through a videoconferencing tool
			Independent learning activities in Canvas		Independent learning activities in Canvas
	4th Period		Live teacher-led instruction and peer collaboration through a videoconferencing tool	7th Period	Live teacher-led instruction and peer collaboration through a videoconferencing tool
			Independent learning activities in Canvas		Independent learning activities in Canvas
	8th Period				
		Independent learning activities in Canvas		Live teacher-led instruction and peer collaboration through a videoconferencing tool	

Allen ISD is committed to providing rigorous learning for our students participating in At-Home Learning. Students who choose At-Home Learning will engage in daily activities that combine live teacher-led instruction along with independent learning. A structured schedule will be provided to students indicating required times for participation in approximately 3 - 4 hours of live, synchronous instruction each day.

Each day, the first part of specific class periods will be designated for 35 – 50 minutes of live instruction. The latter part of specific class periods will be designated for independent learning activities. The periods allocated for synchronous learning will rotate every other day following the A/B Day schedule. For classes meeting daily during 1st Period and 8th Period, specific days will be allocated for live instruction as shown below.

Below is a sample daily schedule for students at Allen High School. The At-Home Learning schedule will follow the same times of the campus bell schedule for courses as In-Person Learning.

Time	Learning Experiences for “A” Days		Learning Experiences for “B” Days	
	Refer to Campus Bell Schedule for Exact Times of Class Periods	1st Period		
		Live teacher-led instruction and peer collaboration through a videoconferencing tool		Independent learning activities in Canvas
2nd Period		Live teacher-led instruction and peer collaboration through a videoconferencing tool	5th Period	Live teacher-led instruction and peer collaboration through a videoconferencing tool
		Independent learning activities in Canvas		Independent learning activities in Canvas
3rd Period		Live teacher-led instruction and peer collaboration through a videoconferencing tool	6th Period	Live teacher-led instruction and peer collaboration through a videoconferencing tool
		Independent learning activities in Canvas		Independent learning activities in Canvas
4th Period		Live teacher-led instruction and peer collaboration through a videoconferencing tool	7th Period	Live teacher-led instruction and peer collaboration through a videoconferencing tool
		Independent learning activities in Canvas		Independent learning activities in Canvas
8th Period				
		Independent learning activities in Canvas		Live teacher-led instruction and peer collaboration through a videoconferencing tool

Similarly, courses at the STEAM Center will have 35 – 50 minutes of live instruction scheduled for the first part of specific class periods. The latter part of specific class periods will be designated for independent learning activities. For classes meeting daily, specific days will be allocated for live instruction as shown below.

Below is a sample daily schedule for students at the STEAM Center. The At-Home Learning schedule will follow the same times of the campus bell schedule for courses as In-Person Learning.

Time	Learning Experiences for “A” Days		Learning Experiences for “B” Days	
	Refer to Campus Bell Schedule for Exact Times of Class Periods	0 Period		
		Independent learning activities in Canvas		Live teacher-led instruction and peer collaboration through a videoconferencing tool
1st Period				
		Live teacher-led instruction and peer collaboration through a videoconferencing tool		Independent learning activities in Canvas
2nd Period		Live teacher-led instruction and peer collaboration through a videoconferencing tool	5th Period	Live teacher-led instruction and peer collaboration through a videoconferencing tool
		Independent learning activities in Canvas		Independent learning activities in Canvas
3rd Period		Live teacher-led instruction and peer collaboration through a videoconferencing tool	6th Period	Live teacher-led instruction and peer collaboration through a videoconferencing tool
		Independent learning activities in Canvas		Independent learning activities in Canvas
4th Period		Live teacher-led instruction and peer collaboration through a videoconferencing tool	7th Period	Live teacher-led instruction and peer collaboration through a videoconferencing tool
		Independent learning activities in Canvas		Independent learning activities in Canvas
8th Period				
		Independent learning activities in Canvas		Live teacher-led instruction and peer collaboration through a videoconferencing tool



**Overview of Professional Learning Supporting Asynchronous Instruction
2020-2021**

June/July

Area of Focus	Professional Learning	Audience
Instructional Technology	Effective Use of Google Classroom to Facilitate Instruction Digital Tools, including PearDeck, Google Applied Digital Skills, and G Suite Tools Active Learning through Instructional Design Using Desmos Online Teaching Tools to Foster Mathematical Understanding Utilizing Common Sense to Build Digital Citizenship Just-in-time Support to Address Specific Questions and Needs for Designing Virtual Learning	Instructional Staff
Curriculum and Pedagogy	Making Connections Using Online Resources Student Collaboration in the Classroom Deeper Thinking with Process Standards Quality Questioning in the Classroom & Inquiry Based Instruction Driving Instruction through Formative Assessment ELA Early Literacy Instruction in an Online Environment Writing and Using Open Middle Problems to Foster and Assess Mathematical Learning Fostering Problem Solving and Mathematical Discourse in Classrooms Number Sense and Instructional Strategies in an Online Environment	Instructional Staff
Student Assessment and Data	NWEA MAP Growth Basic Workshop	Leadership Teams
Student Assessment and Data	mCLASS Reading	Leadership Teams
Curriculum and Pedagogy	New Teacher Traditions	New Teachers

August

Area of Focus	Professional Learning	Audience
District Professional Learning	Educator Expectations for Learning <ul style="list-style-type: none"> ● Understanding the Learning Plan ● Design Qualities of Digital Instruction ● Expectations for Learning ● Instructional Schedules 	Instructional Staff



District Professional Learning	Digital Learning for Elementary <ul style="list-style-type: none"> Google Classroom and Seesaw Learning Management System Digital Videoconferencing Tools 	Instructional Staff
District Professional Learning	Digital Learning for Secondary <ul style="list-style-type: none"> Canvas Learning Management System Digital Videoconferencing Tools 	Instructional Staff
District Professional Learning	District Curriculum Updates and Instructional Strategies <ul style="list-style-type: none"> Content-Specific Learning with a Focus on Remote Learning 	Instructional Staff
District Professional Learning	Language Development Opportunities for English Learners During Distance Learning	Instructional Staff
Student Assessment and Data	mCLASS Reading	Instructional Staff
Student Assessment and Data	NWEA MAP Growth Basic Workshop	Instructional Staff
Adaptive Curriculum	Introduction to DreamBox	Instructional Staff
Instructional Technology	Just-in-time Support to Address Specific Questions and Needs for Designing Virtual Learning	Instructional Staff
September		
Area of Focus	Professional Learning	Audience
Instructional Leadership	Principal as Learning Leader	Campus Administrators
Adaptive Curriculum	Introduction to Edmentum ExactPath	Leadership Teams
Instructional Technology Curriculum and Pedagogy	Digital Learning Best Practices <ul style="list-style-type: none"> Formative Assessment in a Remote Environment Collaboration in a Remote Environment 	Campus Instructional Coaches
Curriculum and Pedagogy	ELA Best Practices in a Remote Environment	Campus Instructional Coaches
Instructional Technology	Just-in-time Support to Address Specific Questions and Needs for Designing Virtual Learning	Instructional Staff



October		
Area of Focus	Professional Learning	Audience
Instructional Leadership	Principal as Learning Leader	Campus Administrators
District Professional Learning	Early Childhood Literacy - Reading Academy	Instructional Staff
District Professional Learning	Elementary: <ul style="list-style-type: none"> • Building Content Area Literacy • Best Practices in Digital Learning 	Instructional Staff
District Professional Learning	Secondary: <ul style="list-style-type: none"> • District Curriculum Updates and Instructional Strategies • Best Practices in Digital Learning 	Instructional Staff
Instructional Technology Curriculum and Pedagogy	Digital Learning Best Practices Supporting the Learning Design in the LMS, Google Classroom and Canvas	Campus Instructional Coaches
Campus Professional Learning	Campus Designed Sessions Aligned to Campus Improvement Plans	Instructional Staff
Student Assessment and Data	NWEA MAP Growth and mCLASS Assessments - Applying Reports	Leadership Teams
Student Assessment and Data	NWEA MAP Growth and mCLASS Assessments - Applying Reports	Instructional Staff
Student Assessment and Data	NWEA MAP Reports and Alignment between DreamBox and Edmentum ExactPath	Instructional Staff
Adaptive Curriculum	Amplify Reading	Instructional Staff
Adaptive Curriculum	Edmentum Exact Path and Progress Monitoring	Instructional Staff
Adaptive Curriculum	Using DreamBox to Inform Instruction and Support Math Intervention	Instructional Staff
Instructional Technology	Just-in-time Support to Address Specific Questions and Needs for Designing Virtual Learning	Instructional Staff



November		
Area of Focus	Professional Learning	Audience
Instructional Leadership	Principal as Learning Leader	Campus Administrators
Instructional Technology Curriculum and Pedagogy	Digital Learning Best Practices	Campus Instructional Coaches
January		
Area of Focus	Professional Learning	Audience
Campus Professional Learning	Campus Designed Sessions Aligned to Campus Improvement Plans	Instructional Staff
District Professional Learning	Early Childhood Literacy – Reading Academy	Instructional Staff
Student Assessment and Data	NWEA MAP Focusing on Growth	Leadership Teams
Instructional Technology	Just-in-time Support to Address Specific Questions and Needs for Designing Virtual Learning	Instructional Staff
February		
Area of Focus	Professional Learning	Audience
Student Assessment and Data	NWEA MAP and mCLASS: Focusing on Growth	Instructional Staff
Adaptive Curriculum	Using DreamBox, Amplify Reading, and Edmentum ExactPath to Inform Instruction	Instructional Staff
District Professional Learning	Early Childhood Literacy – Reading Academy	Instructional Staff
District Professional Learning	Elementary: <ul style="list-style-type: none"> • Building Content Area Literacy • Best Practices in Digital Learning 	Instructional Staff
District Professional Learning	Secondary: <ul style="list-style-type: none"> • District Curriculum Updates and Instructional Strategies • Best Practices in Digital Learning 	Instructional Staff
Campus Professional Learning	Campus Designed Sessions Aligned to Campus Improvement Plans	Instructional Staff



Instructional Leadership	Principal as Learning Leader	Campus Administrators
Instructional Technology Curriculum and Pedagogy	Digital Learning Best Practices	Campus Instructional Coaches
Instructional Technology	Just-in-time Support to Address Specific Questions and Needs for Designing Virtual Learning	Instructional Staff
March		
Area of Focus	Professional Learning	Audience
Adaptive Curriculum	Using DreamBox, Amplify Reading, and Edmentum ExactPath to Inform Instruction	Instructional Staff
Instructional Technology	Just-in-time Support to Address Specific Questions and Needs for Designing Virtual Learning	Instructional Staff
April		
Area of Focus	Professional Learning	Audience
Instructional Leadership	Principal as Learning Leader	Campus Administrators
Instructional Technology	Just-in-time Support to Address Specific Questions and Needs for Designing Virtual Learning	Instructional Staff
May		
Area of Focus	Professional Learning	Audience
Adaptive Curriculum	Using DreamBox, Amplify Reading, and Edmentum ExactPath to Inform Instruction	Instructional Staff
Instructional Technology	Just-in-time Support to Address Specific Questions and Needs for Designing Virtual Learning	Instructional Staff

Remote Asynchronous Instruction Plan

September 2020



TEA's Framework that Funds Schools to Provide Instruction

The school finance system revolves entirely around the concept of funding average daily attendance (ADA), with requirements:

- that schools operate for a minimum of 75,600 minutes over the year; and
- students receive a minimum of 4 hours of daily instruction to generate full-day funding.

TEA will use its waiver authority to provide districts with new options for determining daily attendance.

Allen ISD's Method for Funding Remote Instruction

- Allen ISD will utilize the **Remote Asynchronous Instruction funding method** for all grade levels PK -12.
- This provides flexibility to provide the right mix of synchronous and asynchronous instruction in a student's daily schedule.
- This emphasizes daily progress with learning rather than a student being available virtually at one specified time.

Remote Asynchronous Instruction

Instruction that does not require all participants to be virtually present at the same time.

Students learn from instruction that is not necessarily being delivered in real time, and funding is generated through daily engagement measures.

Overview of Planning Process and Approval

Submit Letter of Intent to TEA



Develop Asynchronous Plan



Present Plan to Board for Consideration of Approval



Submit Plan to TEA for Review and Refinement



Complete Final Attestation and Post Plan Publicly

Components of the Remote Asynchronous Plan

TEA requires that the Remote Asynchronous Instruction Plan address four key components.

**Instructional
Schedule**

Material Design

**Student
Progress**

Implementation

Components of the Remote Asynchronous Plan

- Instructional schedule outlines expected time for students to interact with academic content.
- Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support.

Instructional Schedule

Overview of At-Home Learning

Daily Interaction with Academic Content

Schedules by Grade Band

Student Expectations for Learning

Teacher Expectations for
Instructional Delivery

Differentiated Instructional Support for
Students with Additional Learning Needs

Components of the Remote Asynchronous Plan

- District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.
- Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment.

Material Design

TEKS Aligned Curriculum

TEKS Aligned Instructional Materials

Progress Monitoring and Assessment

Design Qualities for Digital Learning

Access to Instructional Materials

Supports for Students with Disabilities and English Learners

Components of the Remote Asynchronous Plan

- Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment.
- There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress.

Student Progress

Daily Student Engagement

Learning Plans

Recording Attendance through
Engagement Measures

Consistency in Instructional Minute
Expectations

Student Academic Progress

Providing Feedback to Students

Components of the Remote Asynchronous Plan

- Professional development for educators is planned and specific to supporting asynchronous instruction.
- There is explicit communication and support for families in order to support asynchronous work at home.

Implementation

Professional Learning Supporting
Asynchronous Instruction

Professional Learning Calendar Overview

Initial, On-going and Job-embedded
Learning Experiences

Family Communication and Engagement

Supports for Families

Overview of Planning Process and Approval

Submit Letter of Intent to TEA

Submitted on July 26

Develop Asynchronous Plan

Present Plan to Board for Consideration of Approval

September 28

Submit Plan to TEA for Review and Refinement

By October 1

Complete Final Attestation and Post Plan Publicly

By End of
3rd Six Weeks
Reporting Period

Remote Asynchronous Instruction Plan

September 2020





Allen ISD
Where Eagles Soar

ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: 2020 Tax Rate

ADMINISTRATOR RESPONSIBLE: Johnny W. Hill, Chief Financial Officer

STRATEGIC PLAN REFERENCE: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Authority for this Action: Tax Rate

CCG (LEGAL)

Summary / Background Information:

Before the later of September 30 or the 60th day after the date the certified appraisal roll is received, the Board shall adopt a tax rate for the current tax year that reflects the two components, maintenance and operations expenditures and the debt service rate published under Education Code 44.004(c)(5)(A)(ii)(b), and shall notify the assessor of the tax rate adopted. The two components shall be approved separately. *Tax Code 26.05(a)*

The Board may not impose property taxes in any year until it has adopted a tax rate for that year, and the annual tax rate must be set by ordinance, resolution, or order. The vote on the ordinance, resolution, or order setting the tax rate must be separate from the vote adopting the budget. The budget shall be adopted before the adoption of the tax rate. *Tax Code 26.05(b); Education Code 44.004(g)*

On this date, September 28, 2020, the Board of Trustees of the Allen Independent School District adopts the following tax rate per the attached order.

2020 Tax Rate

Maintenance & Operations (M&O) Tax Rate	\$1.0225
Debt Service (I&S) Tax Rate	<u>\$0.4100</u>
Total Tax Rate per \$100 Value	<u>\$1.4325</u>

Recommendation

Administrative staff recommends for approval the following motion:

“Move to approve the adoption of the order setting the 2020 Tax Rate of \$1.4325 designated as follows: \$1.0225 for Maintenance and Operations and \$0.4100 for Debt Service.”



ORDER SETTING THE 2020 TAX RATE

WHEREAS, the Board of Trustees of the Allen Independent School District (the “District”) has voted to adopt a tax rate, consisting of the tax rates for maintenance and operations and debt service, and

WHEREAS, the Board of Trustees has voted to adopt a maintenance and operations tax rate that when applied to the total taxable value imposes an amount of taxes to fund maintenance and operation expenditures of the District, and

WHEREAS, THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR’S TAX RATE

1. NOW, THEREFORE BE IT ORDERED that the Board of Trustees of the Allen Independent School District adopts and orders a tax rate of \$1.0225 per \$100 of value to be specifically levied for the amount of taxes needed to fund maintenance and operation expenditures for the next year, and

2. BE IT ORDERED that the Board of Trustees of the Allen Independent School District adopts and orders a tax rate of \$0.41 per \$100 of value to be specifically levied for the amount of taxes needed to service the District’s debt; and

3. BE IT ORDERED that the Board of Trustees of the Allen Independent School District adopts and orders a tax rate of \$1.4325 to be levied, assessed and collected for the year 2020, consisting of the District’s maintenance and operations and debt services tax rates that are separately approved in paragraphs 1 and 2 in this Order; and

DULY PASSED on this 28th day of September, 2020.

FOR _____
AGAINST _____

President, Board of Trustees
Allen Independent School District

Date

Secretary, Board of Trustees
Allen Independent School District

Date

(District Seal)

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Allen ISD
Where Eagles Soar

ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: DC(LOCAL) - Hiring Authority of Contractual Personnel

ADMINISTRATOR RESPONSIBLE: Jason L. Johnston, Ed.D.
Assistant Superintendent for Human Resources

STRATEGIC PLAN REFERENCE: N/A

LEGAL REVIEW: TASB

Authority for this Action:

*Board Policy BF (Local) -
Adoption and Amendment*

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

Summary / Background Information:

Limitations on superintendent hiring authority have impeded the district’s ability to fill key campus and district leadership positions in a timely manner. Revision to this local policy adjusts the hiring authority determination from pay grade to position title. The revision specifies that the board will retain hiring authority for the following positions: campus principal, executive director and all leadership positions that report directly to the superintendent. The Superintendent will have hiring authority of all other personnel.

The policy retains the authority of the superintendent to employ all contractual personnel from April 1 to September 15.

TASB recommended removing the length of contract due to an update in statute.

Administrative Recommendation:

Administration recommends Board approval of this revision to DC (LOCAL) as prepared by TASB.

Motion: “Move that the Allen ISD Board of Trustees approve DC (LOCAL) as prepared by TASB.

PROPOSED REVISIONS

~~**Note:** — This local policy has been revised in accordance with the District's innovation plan.⁴~~

Personnel Duties

The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

Posting Vacancies

The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

Applications

All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

Each applicant must certify that the information contained in the application for employment is true and complete. Any misstatement, omission, falsification, or misrepresentation of fact in the application may disqualify the applicant from consideration for employment or, if the applicant is hired, may result in disciplinary action up to and including discharge from employment.

[For information related to the evaluation of criminal history records, see DBAA.]

Employment of Contractual Personnel

The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel in positions of campus principal, executive director, or any administrator that reports directly to the Superintendent. The Board retains final authority for employment of contractual personnel in these positions, ~~except as provided below~~.

The Board delegates to the Superintendent the authority to employ all other contractual personnel. The Superintendent shall inform the Board of any persons hired under this authority. ∴

~~1. — All contractual personnel on pay grades 101 and 102; and~~

~~2. — All other contractual personnel from April 1 to September 15.~~

Exception

From April 1 to September 15, the Board delegates to the Superintendent the authority to employ all contractual personnel. The Su-

[perintendent shall inform the Board of any persons hired under this authority.](#)

[\[See DCA, DCB, DCC, and DCE as appropriate\]](#)

~~Length of Contract~~

~~In accordance with the District's innovation plan, the District is exempt from the state law requiring a contract between the District and an educator to be ten months and a minimum of 187 days of service. The required service days for a contract between the District and an educator shall be determined in accordance with the calendar set by the District, as indicated in the employee's contract.~~

**Employment of
Noncontractual
Personnel**

The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis.
[See DCD]

**Employment
Eligibility**

While the District will consider all relevant facts on a case-by-case basis, an applicant may not be eligible for employment in the District if the applicant:

1. Has been convicted of any felony or of a misdemeanor involving moral turpitude;
2. Is serving probation for any felony or for a misdemeanor involving moral turpitude;
3. Has current felony charges or misdemeanor charges involving moral turpitude pending against him or her; or
4. Has pleaded guilty or no contest to any felony charge or to any misdemeanor charge involving moral turpitude, but the final sentencing for such charges has been deferred or adjudicated, and/or the applicant's criminal record has been expunged of such charges.

For purposes of this policy, deferred adjudication and no contest of an offense shall be considered a conviction. Other involvement with the criminal justice system that has not yet resulted in a conviction may also result in an application being initially declined.

The list above is not exclusive and is provided merely for purposes of example and shall not limit the District's ability to consider all factors relevant to an applicant's suitability for employment with the District. The failure by an applicant to notify the District of the information described above or to provide accurate and complete information in response to any pre-employment inquiry will preclude further consideration of the applicant for employment, or if hired, may result in termination of employment.

[See DH]

[For information related to the evaluation of criminal history records, see DBAA.]

**Employment
Assistance
Prohibited**

No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

⁴ ~~Innovation Plan: <http://www.allenisd.org/Page/47067>~~



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Financial Reports

ADMINISTRATOR RESPONSIBLE: Johnny W. Hill, Chief Financial Officer

STRATEGIC PLAN REFERENCE: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Authority for Action:

District Information Items

Summary / Background Information:

The Financial Reports dated August 31, 2020 are attached. The following items are included:

YTD Revenue and Expenditures by Fund
Monthly Construction Report

Administrative Recommendation:

The administrative staff prepares these financial reports for Board review only.



ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: YTD Revenue and Expenditures by Fund

ADMINISTRATOR RESPONSIBLE: Johnny W. Hill, Chief Financial Officer

STRATEGIC PLAN REFERENCE: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Authority for Action:

District Information Item Only

Summary / Background Information:

The following pages indicate the revenue and expenditures status for the general, student nutrition and debt service funds reported for the period ending August 31, 2020. The funds are presented on a cash basis and are unaudited.

Administrative Recommendation:

The administrative staff prepares this report on a monthly basis for Board review only.

**ALLEN INDEPENDENT SCHOOL DISTRICT
YTD REVENUES & EXPENDITURES REPORT
08/31/2020 (UNAUDITED)**

GENERAL FUND

	CURRENT YEAR 2020-21				PRIOR YEAR 2019-20				Notes
	Adopted Budget	Amended Budget	YTD Actual	Actual to Budget	Adopted Budget	Amended Budget	YTD Actual	Actual to Budget	
REVENUES:									
5700 - Local	\$ 163,724,000	\$ 163,724,000	\$ 778,553	0%	\$ 165,258,000	\$ 165,258,000	\$ 652,810	0%	
5800 - State	39,693,162	39,693,162	2,733,957	7%	34,425,600	34,425,600	1,388,652	4%	
5900 - Federal	1,815,000	1,815,000	33,465	2%	1,815,000	1,815,000	23,688	1%	
7900 - Other	1,560,000	1,560,000	-	0%	1,560,000	1,560,000	-	0%	
Total Revenues	\$ 206,792,162	\$ 206,792,162	\$ 3,545,975	2%	\$ 203,058,600	\$ 203,058,600	\$ 2,065,150	1%	
EXPENDITURE SUMMARY BY FUNCTION:									
11 - Instructional	\$ 121,907,190	\$ 123,310,207	\$ 4,762,174	4%	\$ 120,932,163	\$ 122,765,176	\$ 5,431,072	4%	
12 - Instructional Resources and Media Services	2,278,392	2,278,392	158,050	7%	2,260,212	2,277,412	159,178	7%	
13 - Curriculum and Instructional Staff Development	6,630,964	6,630,964	523,651	8%	6,187,680	6,235,180	546,803	9%	
21 - Instructional Leadership	2,395,638	2,395,638	336,075	14%	2,534,717	2,553,217	356,481	14%	
23 - School Leadership	11,524,191	11,524,191	1,025,401	9%	11,432,085	11,571,936	1,124,073	10%	
31 - Guidance, Counseling and Evaluation	10,196,994	10,196,994	405,149	4%	9,960,349	10,048,949	450,154	4%	
32 - Social Work Services	74,216	74,216	11,218	15%	73,090	73,490	11,260	15%	
33 - Health Services	2,032,128	2,063,012	261,055	13%	2,022,314	2,039,514	90,405	4%	A
34 - Student Transportation	5,021,175	5,028,175	561,266	11%	4,807,414	4,939,444	667,378	14%	
35 - Student Nutrition	-	-	217	0%	-	65,500	65,468	0%	
36 - Co-curricular/Extra Curricular Activities	5,119,003	5,136,378	350,996	7%	4,958,984	5,024,184	559,817	11%	
41 - General Administration	7,018,225	7,050,725	1,189,996	17%	6,778,520	6,814,120	1,088,190	16%	
51 - Plant Maintenance and Facility Services	21,851,498	21,595,750	4,284,705	20%	21,587,925	21,688,796	2,359,744	11%	B
52 - Security and Monitoring Services	3,723,074	3,724,074	198,521	5%	3,579,559	3,589,809	253,327	7%	
53 - Data Processing Services	4,291,951	4,291,951	1,281,722	30%	3,947,284	3,968,784	1,238,077	31%	
61 - Community Services	112,619	112,619	2,658	2%	108,816	137,813	31,694	23%	C
81 - Facilities Acq. & Construction	8,319,311	9,123,311	622,250	7%	210,519	1,127,433	98,678	9%	
91 - Contracted Instructional Services between schools	1,116,000	1,116,000	-	0%	1,180,000	1,180,000	-	0%	
95 - Payments to Juvenile Justice Alternative Program	50,000	50,000	-	0%	50,000	50,000	-	0%	
99 - Other Intergovernmental Charges	1,550,000	1,550,000	377,357	24%	1,450,000	1,450,000	345,073	24%	
Total Expenditures	\$ 215,212,569	\$ 217,252,597	\$ 16,352,462	8%	\$ 204,061,631	\$ 207,600,757	\$ 14,876,874	7%	
Excess (Deficit) of Revenues Over Expenditures	\$ (8,420,407)	\$ (10,460,435)	\$ (12,806,488)		\$ (1,003,031)	\$ (4,542,157)	\$ (12,811,724)		
Beginning Fund Balance	\$ 93,569,201	\$ 93,569,201	\$ 93,569,201		\$ 93,478,799	\$ 93,478,799	\$ 93,478,799		
Ending Fund Balance	\$ 85,148,794	\$ 83,108,766	\$ 80,762,714		\$ 92,475,768	\$ 88,936,642	\$ 80,667,075		

Notes

- A State PPE Entry - Allocation #1.
- B Timing difference of the Scarbrough & Medlin Insurance payment.
- C 61xx was higher in 19/20 due to one time pay that happened in August 2019.

**ALLEN INDEPENDENT SCHOOL DISTRICT
YTD REVENUES & EXPENDITURES REPORT
08/31/2020 (UNAUDITED)**

STUDENT NUTRITION

	CURRENT YEAR 2020-21				PRIOR YEAR 2019-20				Notes
	Adopted Budget	Amended Budget	YTD Actual	Actual to Budget	Adopted Budget	Amended Budget	YTD Actual	Actual to Budget	
REVENUES:									
5700 - Local	\$ 5,608,900	\$ 5,608,900	\$ 643,732	11%	\$ 5,739,000	\$ 5,739,000	\$ 643,343	11%	
5800 - State	152,000	152,000	32,152	21%	152,000	152,000	24,775	16%	A
5900 - Federal	2,302,700	2,302,700	-	0%	2,154,200	2,154,200	-	0%	
7900 - Other	-	-	-	0%	-	-	-	0%	
Total Revenues	\$ 8,063,600	\$ 8,063,600	\$ 675,883	8%	\$ 8,045,200	\$ 8,045,200	\$ 668,118	8%	
EXPENDITURE SUMMARY BY FUNCTION:									
35 - Student Nutrition/Food Services	8,259,600	8,259,600	412,101	5%	8,358,700	8,358,700	528,265	6%	
81 - Facilities Acquisition & Construction	-	-	-	0%	-	-	-	0%	
8900 - Other	360,000	360,000	-	0%	-	360,000	-	0%	
Total Expenditures	\$ 8,619,600	\$ 8,619,600	\$ 412,101	5%	\$ 8,358,700	\$ 8,718,700	\$ 528,265	6%	
Excess (Deficit) of Revenues Over Expenditures	\$ (556,000)	\$ (556,000)	\$ 263,782		\$ (313,500)	\$ (673,500)	\$ 139,853		
Beginning Fund Balance	\$ 3,262,135	\$ 3,262,135	\$ 3,262,135		\$ 4,172,733	\$ 4,172,733	\$ 4,172,733		
Ending Fund Balance	\$ 2,706,135	\$ 2,706,135	\$ 3,525,918		\$ 3,859,233	\$ 3,499,233	\$ 4,312,586		

Notes

A TRS on behalf is higher in 20-21.

**ALLEN INDEPENDENT SCHOOL DISTRICT
YTD REVENUES & EXPENDITURES REPORT
08/31/2020 (UNAUDITED)**

DEBT SERVICE

	CURRENT YEAR 2020-21				PRIOR YEAR 2019-20				Notes
	<u>Adopted Budget</u>	<u>Amended Budget</u>	<u>YTD Actual</u>	<u>Actual to Budget</u>	<u>Adopted Budget</u>	<u>Amended Budget</u>	<u>YTD Actual</u>	<u>Actual to Budget</u>	
REVENUES:									
5700 - Local	\$ 63,841,000	\$ 63,841,000	\$ 171,171	0%	\$ 62,800,000	\$ 62,800,000	\$ 467,545	1%	
5800 - State	550,000	550,000	-	0%	600,000	600,000	-	0%	
5900 - Federal	-	-	-	0%	-	-	-	0%	
7900 - Other	-	-	-	0%	-	-	-	0%	
Total Revenues	\$ 64,391,000	\$ 64,391,000	\$ 171,171	0%	\$ 63,400,000	\$ 63,400,000	\$ 467,545	1%	
EXPENDITURE SUMMARY BY FUNCTION:									
71 - Debt Service	50,453,000	50,453,000	12,014,044	24%	80,858,785	80,858,785	13,730,466	17%	
8900 - Other	-	-	-	0%	-	-	-	0%	
Total Expenditures	\$ 50,453,000	\$ 50,453,000	\$ 12,014,044	24%	\$ 80,858,785	\$ 80,858,785	\$ 13,730,466	17%	
Excess (Deficit) of Revenues Over Expenditures	\$ 13,938,000	\$ 13,938,000	\$ (11,842,873)		\$ (17,458,785)	\$ (17,458,785)	\$ (13,262,921)		
Beginning Fund Balance	\$ 17,790,139	\$ 17,790,139	\$ 17,790,139		\$ 36,190,605	\$ 36,190,605	\$ 36,190,605		
Ending Fund Balance	\$ 31,728,139	\$ 31,728,139	\$ 5,947,266		\$ 18,731,820	\$ 18,731,820	\$ 22,927,684		

[Notes](#)



**ALLEN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Monthly Construction Project Report

ADMINISTRATOR RESPONSIBLE: Johnny W. Hill, Chief Financial Officer

STRATEGIC PLAN REFERENCE: **Goal 1 – Culture of Excellence:** Allen ISD will cultivate a culture of excellence. We will maintain high expectations and leverage our collective impact to ensure achievement of outcomes on behalf of students. We will honor our history and look to the future as we strengthen our culture by telling our story and celebrating what we value.

LEGAL REVIEW: N/A

Authority for Action:

District Information Item Only

Summary / Background Information:

The following pages contain project recaps for the most recent separate bond authorizations:

<u>Date Approved</u>	<u>Recap of Bond Issues</u>	<u>Bonds Issued to Date</u>	<u>Authorized / Unissued Bonds</u>
November 2015	\$272,580,000	\$272,580,000	\$0

Administrative Recommendation:

The administrative staff prepares this report on a monthly basis for Board review only.

**ALLEN INDEPENDENT SCHOOL DISTRICT
MONTHLY CONSTRUCTION PROJECT REPORT
8/31/2020**

\$272 MILLION BOND AUTHORIZATION

Bond Sale

February 2016		175,000,000		
June 2017		97,580,000		
Bonds Sold To Date:		272,580,000		

Interest Earned		5,993,134		
Land Donation for STEAM/Preston Elementary		3,881,836		
Sale of Service Center Payments Total		1,700,000		
E-RATE Revenue		447,959		
Transfers		2,468,259		
Total Resources		287,071,188		

Project Codes	Project Name	Original Budget	Revised Budget	Prior Period Expenditures	Current Year Expenditures to Date	Current Year Encumbrances to Date	Budget Available	% of Project Completion
212	Preston Elementary (654)	25,341,525	25,511,301	25,511,301			(0)	100%
214	STEAM Center (654 & 655)	6,000	40,428,338	40,298,520		83,453	46,365	100%
216	Baseball/Softball Additions (654)	-	4,570,576	4,570,576			-	100%
442	AHS Phase 1 Renovations (654)	11,473,859	10,148,156	10,148,156			-	100%
443	Baseball/Softball Field Turf (654)	1,679,873	1,676,828	1,676,828			0	100%
444	HVAC (654)	389,492	953,492	953,492		-	(0)	100%
446	Technology Infrastructure (654)	983,899	4,622,404	4,518,272		-	104,132	98%
447	Lowery Freshman Center Phase I (654)	50,000	78,745,906	78,745,906		-	-	100%
448	Fine Arts Multi-Purpose Room (654)	2,531,606	2,531,604	2,531,604		-	-	100%
449	AHS Phase 2 Renovations (655)	390,077	13,464,100	13,464,100		-	-	100%
451	Ereckson Stadium (655)	-	4,206,712	4,206,421		-	291	100%
452	Lowery Phase II/New Dillard (655)	-	17,269,983	16,928,883	75,021	6,862	259,217	98%
453	Lowery Phase III/Old Dillard Reno/Annex (655)	-	7,775,016	742,110	204,331	6,843,569	(14,994)	12%
454	AHS Phase 3 Renovations (655)	-	11,768,277	11,768,277		-	-	100%
455	AHS Phase 4 Renovations (655)	315,000	12,982,428	12,935,538	9,148	37,742	0	100%
456	Technology Infrastructure (655)	-	6,923,119	5,829,947	501,084	435,584	156,505	91%
458	Lowery Freshman Center Stadium (655)	2,767,505	2,286,099	2,286,099		-	-	100%
460	Kerr Renovation (655)	-	12,844,430	12,844,430		-	-	100%
461	Marion Renovation (655)	300,000	15,360,588	15,028,153	71,820	232,104	28,510	98%
464	AG Barn (655)	74,500	74,500	57,000		-	17,500	77%
505	Emergency Communications Radios (654)	212,568	310,036	310,036		-	0	100%
601	Land Purchase (654)	3,168,258	11,360,417	11,360,417		-	0	100%
BMS	Bond Construction Management Software (654)	54,000	85,500	67,500	3,000	15,000	-	82%
901	Construction Salary excluding 6144 (654)		569,341	445,499	20,538		103,304	82%
	Uncommitted	130,124,561	-	-			-	
	Uncommitted Interest		602,038	-			602,038	
Total \$272 Million Bond		179,862,723	287,071,188	277,229,064	884,942	7,654,315	1,302,868	

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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: Committee Updates

ADMINISTRATOR RESPONSIBLE: Board President

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Board committee updates may be presented.



Allen ISD
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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020
DOCUMENT TITLE: Superintendent's Update
ADMINISTRATOR RESPONSIBLE: Robin Bullock, Superintendent
SOAR 2030 STRATEGIC VISION: N/A
LEGAL REVIEW: N/A

The Superintendent may provide the board with updates as necessary.



Allen ISD
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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020
DOCUMENT TITLE: Tentative Agendas for Upcoming Meetings
ADMINISTRATOR RESPONSIBLE: Robin Bullock, Superintendent
STRATEGIC PLAN REFERENCE: N/A
LEGAL REVIEW: N/A

Authority for this Action: Local District Practice

Tentative agendas for upcoming meetings have been prepared for review.

- October 5, 2020 TRIAD
- October 19, 2020 Workshop
- October 26, 2020 Regular Meeting

Agenda of TRIAD Meeting

The Board of Trustees Allen Independent School District

A TRIAD Meeting of the Board of Trustees of Allen Independent School District will be held October 5, 2020, beginning at 6:00 PM in the Allen ISD Service Center, 1451 N. Watters Dr., Allen, TX 75013.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order and Announce a Quorum is Present
 - A. Amy Gnadt, President, Allen ISD Board of Trustees
 - B. Debbie Stout, Mayor, Allen City Council
 - C. Jared Shelton, Chair, Allen Fairview Chamber Executive Committee
2. Update from Allen Independent School District - Bond Proposition
 - A. Robin Bullock, Superintendent
 - B. Daniel Pitcock, Assistant Superintendent of Operations
 - C. Johnny Hill, Chief Financial Officer
3. Update From the City of Allen - CARES Act Programs
 - A. Dan Bowman, Executive Director/CEO Economic Development Corporation
 - B. Lee Battle, Director of Community Enhancement
4. Update from Allen Fairview Chamber of Commerce and #ShopAllenTX
 - A. Jared Shelton, Chair, Allen Fairview Chamber Executive Committee
5. Items of Interest
(Announcements Regarding Local Civic and Charitable Events, Meetings, Fundraisers and Awards)
 - A. Next TRIAD Meeting Date
 - B. Community Announcements
6. Adjournment

Agenda of Workshop Meeting

The Board of Trustees Allen Independent School District

A Workshop Meeting of the Board of Trustees of Allen Independent School District will be held October 19, 2020, beginning at 6:30 PM in the Board Conference Room, Room 103-105, 612 E. Bethany Dr., Allen, TX 75002.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. PRELIMINARY BUSINESS

- A. Call to Order
- B. Announcement by President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law.
- C. Open Forum

2. LONG RANGE CONSIDERATIONS

- A. Bond Communication

3. UPDATES

- A. Social Emotional Learning
- B. Update to EIC(LOCAL)

4. OTHER BOARD BUSINESS

- A. Tentative Agenda
 - 1. October 26, 2020 Regular Meeting
- B. Closed Session per Texas Government Code
 - 1. Private Consultation with the Board's Attorney (Sec. 551.071)
 - 2. Property Matters (Sec. 551.072)
 - 3. Personnel Matters (Sec. 551.074)
 - 4. Security Devices or Security Audits (Sec. 551.076)
 - a. Review of District Audit Report
 - 5. School Children; School District Employees; Disciplinary Matter or Complaint

(Sec. 551.082)

- 6. School Board: Personally Identifiable Information about Public School Student (Section 551.0821)
- C. Reconvene from Closed Session for Action Relative to Items Considered During Closed Session
- D. Adjournment

DRAFT

Agenda of Regular Meeting

The Board of Trustees Allen Independent School District

A Regular Meeting of the Board of Trustees of Allen Independent School District will be held October 26, 2020, beginning at 7:00 PM in the Allen City Council Chambers, Allen City Hall, One Allen Civic Plaza, Allen, TX 75002.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. PRELIMINARY BUSINESS

- A. Call to Order
- B. Announcement by President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law.
- C. Pledge of Allegiance
- D. Recognition
- E. Open Forum
- F. Gifts, Donations & Bequests

2. PUBLIC HEARING

- A. Financial Accountability Rating - School FIRST

3. LONG RANGE CONSIDERATIONS

- A. Construction Update

4. ROUTINE DISTRICT OPERATIONS

A. Consent Agenda

- 1. Minutes
 - a. September 28, 2020 Regular Meeting
 - b. October 5, 2020 TRIAD
 - c. October 19, 2020 Workshop
- 2. Bid / RFP Approval - Catalog/Discount Vendors
- 3. Bid / RFP Approval - General Services Vendors

4. 2020-2021 Budget Amendments - Revision #4
 5. Annual Investment Report
 6. Personnel
 7. Application for Maximum Class Size Exception Waiver
 8. District Audit Report
5. ACTION
- A. Annual Financial and Compliance Report (AFR) for Fiscal Year 2019-2020
 - B. Certified Tax Roll
 - C. Art's Alliance
6. OTHER REPORTS
- A. Financial Reports - Information Only
 1. Monthly Reports
 - a. Year to Date Revenue and Expenditures by Fund
 - b. Construction Report
 2. Quarterly Investment Reports
 - a. Quarterly Tax Collection Report
 - b. Quarterly Investment Report
 - c. Quarterly General Fund Report
 - d. Quarterly Activity Funds Report
7. OTHER BOARD BUSINESS
- A. TASB Virtual Convention Update
 - B. Committee Updates
 - C. Superintendent's Update
 - D. Tentative Agendas for Upcoming Meetings
 - E. Closed Session per Texas Government Code
 1. Private Consultation with the Board's Attorney (Sec. 551.071)
 2. Property Matters (Sec. 551.072)
 3. Personnel Matters (Sec. 551.074)
 - a. Superintendent's Quarterly Evaluation
 4. Security Devices or Security Audits (Sec. 551.076)
 5. School Children; School District Employees; Disciplinary Matter or Complaint (Sec. 551.082)
 6. School Board: Personally Identifiable Information about Public School Student (Section 551.0821)
 - F. Reconvene from Closed Session for Action Relative to Items Considered During Closed Session

G. Adjournment

DRAFT



Allen ISD
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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020
DOCUMENT TITLE: Private Consultation with the Board's Attorney
ADMINISTRATOR RESPONSIBLE: Robin Bullock, Superintendent
SOAR 2030 STRATEGIC VISION: N/A
LEGAL REVIEW: N/A

Authority for this Action: Texas Government Code, Section 551.071

The Board may meet with its attorney in Executive Session.



Allen ISD
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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020
DOCUMENT TITLE: Property Matters
ADMINISTRATOR RESPONSIBLE: Robin Bullock, Superintendent
SOAR 2030 STRATEGIC VISION: N/A
LEGAL REVIEW: N/A

Authority for this Item: Texas Government Code, Section 551.072

Property matters may be discussed in Executive Session.



Allen ISD
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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020
DOCUMENT TITLE: Personnel Matters
ADMINISTRATOR RESPONSIBLE: Robin Bullock, Superintendent
SOAR 2030 STRATEGIC VISION: N/A
LEGAL REVIEW: N/A

Authority for this Item: Texas Government Code, Section 551.074

The Board may meet in Executive Session to discuss personnel.



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ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020
DOCUMENT TITLE: Security Devices or Security Audits
ADMINISTRATOR RESPONSIBLE: Robin Bullock, Superintendent
SOAR 2030 STRATEGIC VISION: N/A
LEGAL REVIEW: N/A

Authority for this Item: Texas Government Code, Section 551.076

The Board may discuss security devices or security audits in executive session.



Allen ISD
Where Eagles Soar

ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: School Children; School District Employees; Disciplinary Matters or Complaint

ADMINISTRATOR RESPONSIBLE: Robin Bullock, Superintendent

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Item: Texas Government Code, Section 551.082

The Board may meet in Executive Session to discuss students, district employees, disciplinary matters or complaints.



Allen ISD
Where Eagles Soar

ALLEN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

DATE OF MEETING: September 28, 2020

DOCUMENT TITLE: School Board: Personally Identifiable Information about Public Schools Student

ADMINISTRATOR RESPONSIBLE: Robin Bullock, Superintendent

SOAR 2030 STRATEGIC VISION: N/A

LEGAL REVIEW: N/A

Authority for this Item: Texas Government Code, Section 551.0821