



# Legislative Priorities Overview

87th Legislative Session

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POWERED BY LEARNING  
**PLANO ISD PROUD.**

  
PLANO ISD VISION





# Legislative Priorities Overview

## 87th Legislative Session

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## District Overview

Plano ISD provides a high-quality public education to more than 50,000 North Texas students. New residents routinely cite our schools as the number one reason for moving to Plano. We welcome our community's high expectations; they fuel our efforts toward continuous improvement.

### Quick Facts

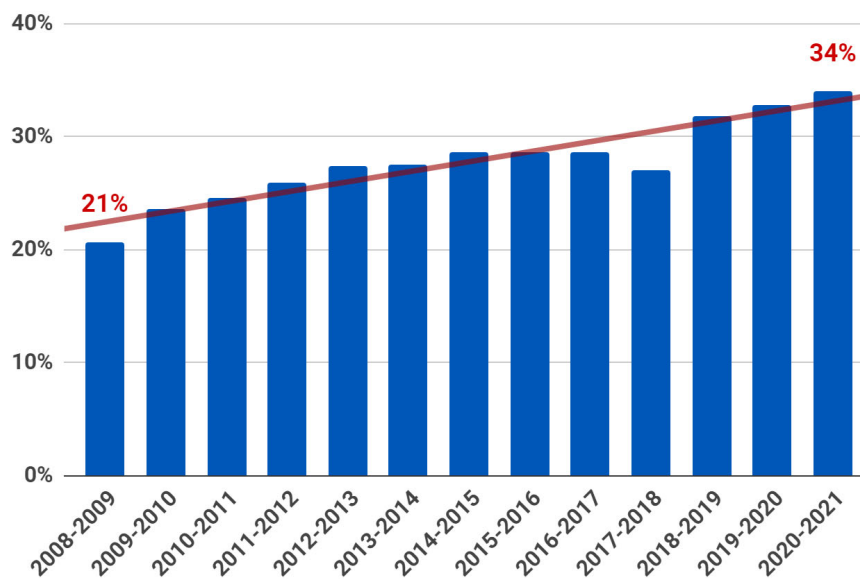
**73**  
Schools

**7,036**  
Employees

**50,229**  
Students



Economically Disadvantaged Trends— 2008-2020





# Pre-Session Priorities

## Hold Harmless

### PLANO ISD POSITION

Advocate for continuation of Hold Harmless through the end of the 20-21 school year to maintain programs and staffing through pandemic.

### CURRENT IMPLICATIONS

2,045 students below projected enrollment (as of December 2020):

- Represents \$10,000,000 in funding for second semester
- 4% of annual budget
- \$10,000,000 = 182 teacher positions

### RATIONALE

Continuation will allow the school district to plan for reductions through attrition and budget processes to avoid reduction in force or program/service cuts during the middle of this school year.

## COVID Costs

### PLANO ISD POSITION

Provide funds to school districts to help cover COVID costs incurred by the district when CARES Act funding or other stimulus money becomes available.

### CURRENT IMPLICATIONS

Zero relief from ESSER Funds, minimal relief from other relief funds (TDEM and FEMA), no relief monies to meet local expenditures and needs.

### RATIONALE

Plano ISD has had to purchase PPE, curriculum, technology tools needed to safely reopen schools and to deliver remote learning. In addition, custodial costs, sanitization, air filtration costs have increased for health and safety. Finally, revenues school districts anticipate locally, such as athletic events, fine arts events, childcare and after-school care have significantly diminished. Additionally, food services are providing meals but to fewer students, therefore, that fund is running in the red but we must continue to feed our students and families. All of these costs should be considered for relief but school districts have largely been left out of the funding streams that have come from the federal government or through our own county. Between the Hold Harmless issue and the other costs related to COVID, the budget deficit for Plano ISD could be an additional **-\$13.3 million**.



## COVID Cost Analysis

### PLANO ISD COVID COSTS

→ Premium Pay	\$ 424,841
→ Curriculum & Technology	\$2,649,460
→ Masks/Face Shields/Gloves	\$ 291,119
→ Signage	\$ 29,784
→ Cleaning/Sanitization	\$ 843,391
→ Desk Dividers/Thermometers/Misc.	\$ 925,670

**TOTAL COVID COST TO DATE: \$ 5,164,265**

### PLANO ISD ESSER ALLOTMENT **\$4,033,410**

Average Daily Attendance: Reduced by 534

→ Foundation School Program: Reduced	-\$ 416,371
→ Recapture: Increased	<u>-\$ 3,415,362</u>
→ Equals Loss of Local Revenue	-\$ 3,831,733
→ Net amount to be set aside for use of private nonprofits as required by ESSER grant	<u>-\$ 201,677</u>

**SUBTOTAL **-\$ 4,033,410****

**TOTAL ESSER RELIEF: \$0**

### FINANCIAL RELIEF

→ TX Dept. Emergency Mgmt. COVID Relief (March-May 2020)	\$ 16,813
→ Student Health & Related Svcs. Provider Relief Fund (Medicare)	\$ 94,471
→ Federal Emergency Mgmt. Assistance (Restricted eligibility costs)	\$ 12,299
→ Operation Connectivity* (Technology)	\$ 183,000
→ City of Plano - PPE Costs/CARES Act	\$ 500,000
→ Collin County CARES Act Relief	\$0

**TOTAL RELIEF TO DATE: \$ 806,583**

*\*2nd Round of Operation Connectivity PPRP funding is pending for technology costs equalling and additional \$953,552*

### NET IMPACT:

→ Enrollment/ADA Loss 2nd Semester w/o Hold Harmless	\$ 10,000,000
→ COVID Costs to Date	\$ 5,076,925
→ LESS COVID Relief Received to Date	-\$ 806,583
→ LESS Anticipated Operation Connectivity Part 2 Funds	-\$ 953,552

**COVID IMPACT TO PLANO ISD FOR 2020-2021: **-\$ 13,316,790****



## Accountability

### PLANO ISD POSITION

- Advocate for local control of assessment of student learning for the 20-21 school year
- Allow districts to use local assessments such as MAP testing to assess student growth/learning gaps
- Allow districts local control to use STAAR or MAP or other assessment but do not require STAAR
- Do NOT use A-F ratings for the 20-21 school year
- Apply for all necessary waivers from federal and state governments (similar to last spring)

### IMPLICATIONS OF CONTINUING WITH STATE TESTING

- Not having a second administration means overall Approaching Rates will be lower and will negatively impact overall accountability ratings
- Our Masters and Meets Rates are not impacted by the second/third administrations of the tests. This means a B may turn into a C, low C or D
- Almost no student is held back for failing 5th/8th-grade Reading/Math. We are not punishing students with retention during COVID; we are providing intervention, acceleration and support
- Teacher/student/parent morale



# Legislative Priorities 87th Legislative Session

## PRIORITY School Finance

1

Plano ISD supports preserving public education funding while seeking cost-saving opportunities that have no direct or indirect negative impact on learning.

- A. Funding based on enrollment
- B. Protect CCMR outcomes and Formula Transition Grants funding
- C. Preserve HB3 commitments to reduce property taxes and equalize state's share of funding
- D. Prioritize basic & instructional allotments and tax compression rates
- E. Use Rainy Day Fund
- F. Limit charter school expansion
- G. Level the playing field with charter schools' funding and accountability
- H. Allow traditional public schools to expand virtual school options

## PRIORITY Accountability

2

Plano ISD supports accountability measures applied to all public schools but believes current accountability methods and standards can be enhanced to better serve students by providing districts more discretion and local control.


- A. Modify A-F to mitigate unintended consequences
- B. Increase local control
- C. Defend District of Innovation legislation

## PRIORITY Safe and Healthy Schools

3

Plano ISD supports providing a safe and healthy learning environment for all students and campuses, regardless of whether in a traditional, in-person environment, a virtual environment or an alternative environment

- A. Protect school safety allotment
- B. Prioritize resources for mental and physical health
- C. Provide additional resources for Special Education



## Long-Term Priorities

- Decrease recapture
- Oppose state use of fund balances
- Reauthorize Ch. 313
- Preserve and enhance local control
- Replace lost revenue from removal of CEI
- Provide more affordable health insurance options for district employees
- Direct federal aid directly to school districts



# Legislative Priorities 87th Legislative Session (continued)

## PRIORITY #1 | SCHOOL FINANCE

Plano ISD supports preserving public education funding while seeking cost-saving opportunities that have no direct or indirect negative impact on learning.

- A. Modify funding formulas to be based on enrollment, rather than average daily attendance, and allow for greater flexibility for the calculation of instructional minutes.

### Funding Formulas

Pilot funding by enrollment rather than average daily attendance for virtual schools for public school districts to allow legislators the opportunity to evaluate this as a model for school funding in the future.

- B. Maintain the basic allotment and new funding provided through HB3 programs, particularly for the College, Career and Military Readiness Outcomes and Formula Transition Grants.

### Basic Allotment & New Funding

Plano ISD Basic Allotment pre-HB3	5,140	<b>EXAMPLE: If Basic Allotment is cut 10%</b>  \$6,160 per student becomes \$5,544 per student Pre-HB3 <b>\$5,614</b> per student → 10% cut <b>\$5,544</b> per student
+CEI Adjustment	546	
TOTAL per Student	\$5,614	
Plano ISD Basic Allotment after HB3	\$6,160	→ A 10% cut in basic allotment would leave Plano ISD in worse financial shape than before HB3.
HB3 \$ per Student Impact for Plano ISD	\$ 474	→ When a 10% cut to BA is put into the funding formula, <b>loss equals approximately -\$40 million</b>
*Largely an Urban/Large Suburban Issue		

**CCMR outcomes bonus is critical: \$5,000,000/year for Plano ISD**

### Historical Perspective and Rationale

HB3 was a historic piece of legislation and Plano ISD advocates for keeping this legislation intact. The basic allotment is the most fair and equal component to our funding system and ensures that all students, regardless of circumstances or geography, are ensured funding for their public education.

Prior to HB3, Plano ISD's basic allotment per student was \$5,140 per student. Additionally, Plano ISD received another \$546 per student adjustment from the "Cost of Education Index."

**1984:** The concept of adjusting education funding for variations in cost began in a 1984 special session with the creation of the Price Differential Index.



- 1987:** The State Board of Education (SBOE) was directed to create a replacement for this temporary index and undertook this in 1987, but the study was moved to the Legislative Education Board (LEB) and the Legislative Budget Board (LBB) in 1989.
- 1990:** CEI attempted to adjust for varying economic conditions across the state, based mainly on the size of the district, the teacher salaries of neighboring districts, and the percentage of low-income students in the district in 1989–1990. 1991 - The Foundation School Fund Budget Committee adopted rules based on research by LEB and LBB in 1991.

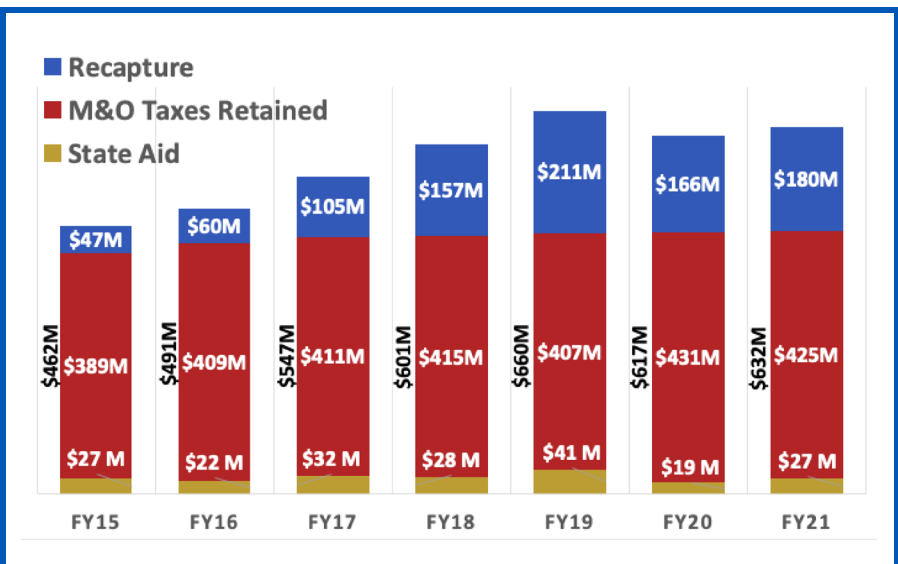
The **Cost of Education Index** was eliminated in the last legislative session and had a significant effect on the bottom line of additional funding per student for Plano ISD. Where districts with little to no CEI, did see an increase in basic allotment of \$1,020 per student, when CEI is taken away, net improvement to Plano ISD’s bottom line per student is \$474 per student. Should an across-the-board cut in basic allotment be considered, the impact would be devastating. According to our analytics, a 10% decrease reduces the basic allotment from \$6,160 to \$5,544 and would have a -\$40 million impact to the budget annually. This would actually put Plano ISD in worse shape than prior to HB3 financially.

Finally, the **CCMR outcomes bonus** that is tied to HB3 is a critical component for a district like Plano ISD. HB3 is largely designed to provide more resources to those school districts with the highest low socioeconomic status and those with growing enrollments. Because of the college-going culture of our district and community and a strong emphasis on college and career readiness, this is an area Plano ISD can make up some funding gains. In 2019-2020, this dollar amount totaled approximately \$5 million.

**C. Maintain the minimum basic allotment, instructional allotments and tax compression rates so that the state’s share of funding for schools maintains the commitments set forth in HB3 thus preserving the intended effect of HB3.**

In order to maintain state share of funding for public schools, as a last resort, consider a temporary HOLD on tax compression to give state time for economic recovery.

- Each penny of statewide tax compression costs approx. = \$300M
- Compression cost to State for 2020-21 (\$.93 to \$.901) = \$900M



## District Rationale

Between tax compression and increased state share of funding for public education in the last session, Plano ISD **advocates for maintaining the basic allotment to preserve the intended effect of HB3**. Plano ISD has been a Chapter 41 (now Chapter 49) district paying high rates of recapture. Without the passage of HB3, Plano ISD would have paid an astronomical recapture bill of \$255 million in 2020, instead the district paid \$166 million. While this relief was critically important, this year’s recapture bill is again on the rise and the district will pay \$180 million, a 9% increase in recapture.

We are sensitive to our taxpayers and the burden they carry. We want to live up to the promises in HB3, but before giving up school funding, we would favor a temporary hold on tax compression. We do support tax compression for our taxpayers to keep the state share maintained and how it stabilizes state/local share. However, given the current economic situation on the state budget, we would rather **“hold” tax compression rather than cut school district funding**.

Every penny of statewide tax compression costs the state \$300 million. In the 2020-21 school year, for example, because of property value growth, the compression rate went from \$.93 to \$.901. Those three cents equalled \$900 million. In order to maintain state share of funding for public schools, as a last resort, consider a temporary HOLD on tax compression to give state time for economic recovery.

### D. Prioritize maintenance of the minimum basic allotment, instructional allotments and tax compression rates over implementation of the Teacher Incentive Allotment until resources are available in the state budget.

#### Teacher Incentive Allotment (TIA)

The Teacher Incentive Allotment authorized in the last legislative session will cost the State **\$73 million**. This number will **grow every year as new cohorts join** the program and districts begin to pay TIA to their teachers. The state has created a cohort model for school districts to prepare to join the Teacher Incentive Allotment program. In this system, districts work with their teachers, administration and boards to prepare a system to designate teacher performance pay incentives that also align to the level of poverty and region in which a teacher works.

- ✓ HB 3 establishes an optional **Teacher Incentive Allotment** with a stated goal of a six figure salary for teachers who prioritize teaching in high needs areas and rural district campuses
- ✓ Funding ranges from **\$3,000 - \$32,000** per teacher per year, using new Compensatory Education spectrum system
- ✓ At least **90%** of these funds must be spent on compensation of teachers at these campuses

			Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
		Non Eco-Dis					
Recognized	Non-rural	\$ 3,000	\$ 3,750	\$ 4,500	\$ 6,000	\$ 7,500	\$ 9,000
	Rural	\$ 6,000	\$ 6,750	\$ 7,500	\$ 9,000	\$ 9,000	\$ 9,000
Exemplary	Non-rural	\$ 6,000	\$ 7,500	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000
	Rural	\$ 12,000	\$ 13,500	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000
Master	Non-rural	\$ 12,000	\$ 14,500	\$ 17,000	\$ 22,000	\$ 27,500	\$ 32,000
	Rural	\$ 22,000	\$ 24,500	\$ 27,000	\$ 32,000	\$ 32,000	\$ 32,000

**More Funding**

## District Rationale

Districts currently implementing Cohorts A & B predominantly had teacher incentive programs locally funded and in place. Plano ISD is not recommending discontinuation of funding for those cohorts, but instead, asks for consideration that the basic allotment be protected even if it means that **future cohorts be placed on “HOLD”** during this time of economic recovery in the state and reintroduced during more stable financial times. Plano ISD had tentatively placed itself in Cohort D to commence in the 21-22 school year.

- E. **Prioritize the use of funds from the Texas Economic Stabilization Fund to limit the devastating economic effects to public education from current funding shortfalls.**

## Rainy Day Fund

Texas has one of the largest ‘rainy day funds’ in the country. The Economic Stabilization Fund is projected to have \$8.5 billion at the start of the 87<sup>th</sup> Legislative Session. The fund is meant to be a savings account, created by taxpayers in the late 1980s, **to help fill holes in the state’s budget due to unexpected economic hardships**. The financial crisis caused by the unexpected pandemic and resulting financial crisis is precisely the reason the account was created. With a \$1 billion shortfall expected during the budget (revised in Comptroller Report on 1.11.21), it is essential that the legislature utilize the Rainy Day Fund for this, its intended purpose. The legislature should maintain funding for public education with use of the Rainy Day Fund. **Plano ISD advocates for the use of the Rainy Day fund to maintain the state share of public education funding** as prescribed by HB3.

## Fund Balance

**Oppose any access to or use of school district fund balances by the state, including any use of district fund balances to offset state financial obligations or any consideration of school district fund balances as part of any funding formula or any component thereof.**

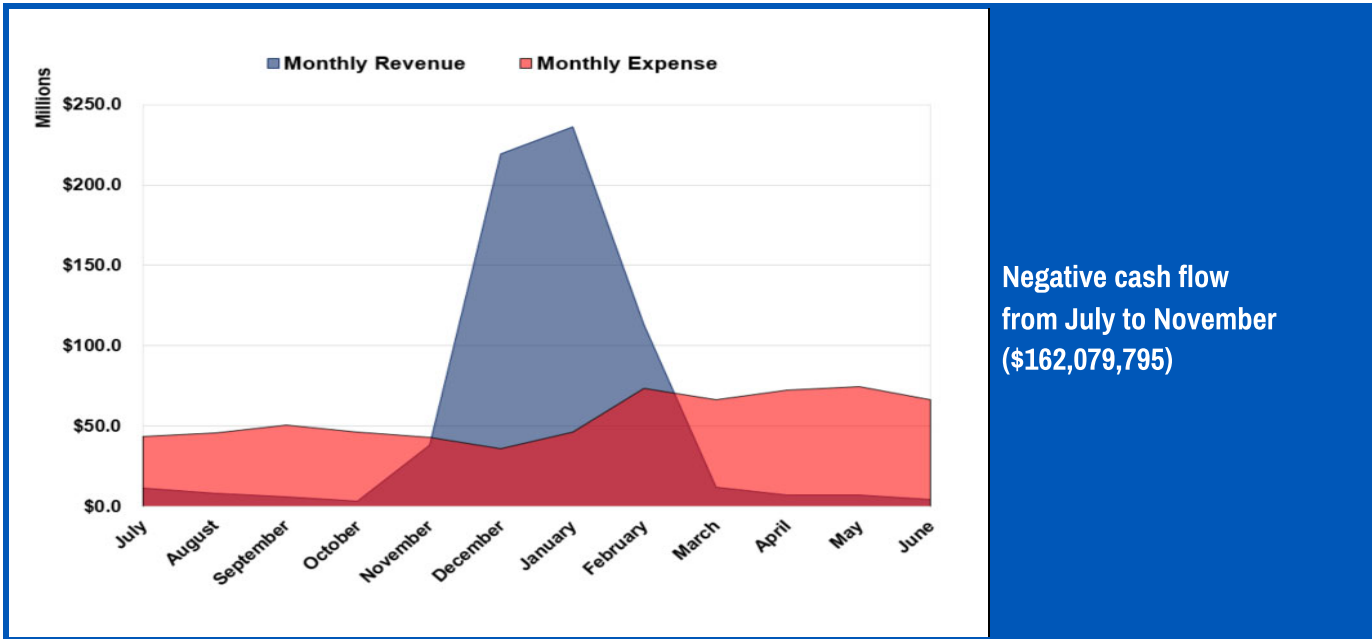
School district fund balances include anticipated revenues earned within the fiscal year but not yet received. These are different from savings accounts which include longer-term investments and other assets. A typical fund balance is roughly **3 months of operating expenditures**, but is made up of what are essentially IOUs.

Plano ISD has a higher fund balance requirement than most school districts because of our July 1 fiscal year. Our district’s high property wealth translates to **little state aid cash flow** in the summer and fall months. Dependence on Fund Balance in any state funding formula could leave school districts in unstable economic conditions for a variety of reasons, including the lack of liquidity of these accounts and the fact that the revenue is expected but not yet received. The reduced liquidity would impair our bond ratings and diminish our ability to obtain bonds necessary for purchase of technology and for maintenance of buildings.

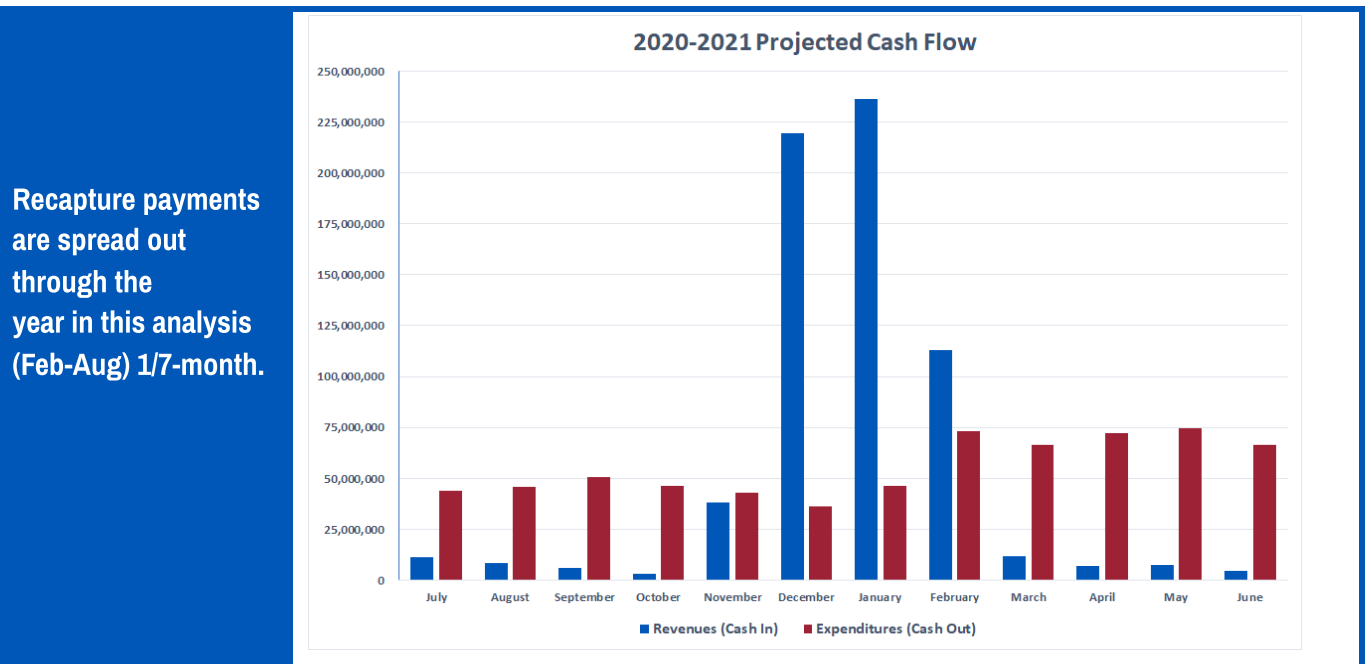
A district **Fund Balance carries school districts through unexpected financial emergencies** (e.g., COVID, catastrophic loss, insurance premiums/deductibles), and is used as a cash flow to cover operating expenses. It serves to **bridge the gap between negative cash flow and expenses**.

### PISD Monthly Revenue vs Expenses

School district Fund Balance includes anticipated revenues earned within the fiscal year but not yet received



### PISD Monthly Cash Flow





### District Rationale

Having sufficient fund balance can prevent districts from facing borrowing costs when they need to cover cash flow deficits. It results in higher bond ratings which reduce interest costs—very important to our fiscally conservative constituents. It also allows the district to respond to unforeseen costs without interruptions of service.

<p><b>District Fund Balance:</b> <b>\$ 249,459,000</b> (equals 6 months of operating excluding Recapture)</p> <p><b>Assigned Fund Balance</b> <u><b>(\$6,741,000)</b></u> (Roll over P.O.'s, inventory)</p> <p><b>Available Fund Balance on FYE 6/30/19</b> \$242,718,000</p> <p><b>Annual Operating Use of Fund Balance:</b> <b>\$ 162,000,000</b> (Amount Needed to Cash Flow Year)</p> <p>Future use of assigned and committed fund balances are for COVID costs/hold Harmless loss, technology, school buses, and facilities.</p>	<p><b>Fund Balance has allowed Plano ISD to maintain:</b></p> <ul style="list-style-type: none"> <li>★ <b>Confidence of taxpayers</b> <ul style="list-style-type: none"> <li>○ Through top bond ratings and ability to pay off debt at lowest rates</li> </ul> </li> <li>★ <b>Employee confidence</b> <ul style="list-style-type: none"> <li>○ To give competitive pay raises and ability to make payroll without taking loans</li> </ul> </li> <li>★ <b>Pay large insurance deductibles</b></li> <li>★ <b>Pay for COVID expenses</b></li> <li>★ <b>Complete long-term projects/support programs</b> <ul style="list-style-type: none"> <li>○ not included in bond elections to meet student and district needs</li> </ul> </li> <li>★ <b>LOCAL CONTROL BY SCHOOL BOARD</b></li> </ul>
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**F. Limit the expansion of charter schools so that all available state funds for public education are used to sustain the promises made in HB3 and to help existing public schools meet the challenges and unanticipated costs of COVID-19.**

### Impact of School Finance on Charter Schools

- Charter schools **receive more funding and are subject to less regulation** than traditional public school districts. Charter schools in Plano ISD boundaries receive **\$815/student** more ADA than PISD.
- Each student who leaves a traditional school district to enroll in a **charter school costs the state, on average, \$1,150 more**, because charter schools have a higher entitlement level than most school districts in which they operate.
- Charter schools **should NOT receive more funding per student than public schools in the district** where their school resides.

Most charters are pulling kids from large school districts. For every student who goes from large district public school to large district charter school—on average, the charter school is getting \$1,150 more per student. This does not hold true in smaller/rural school districts, especially those with 1700 students or less. Charter schools are funded on a statewide average because there are so many small districts that if normal school funding formulas applied to charter schools, they would end up getting small school allotments and they would get even more of the pie.



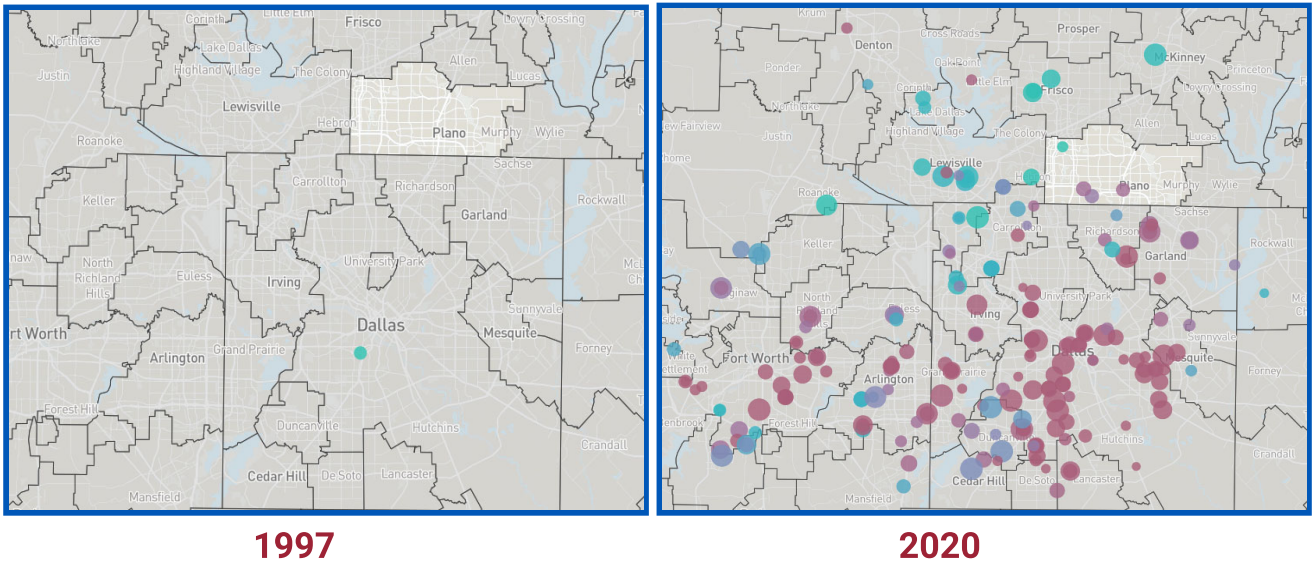
**RYHT Charter Policy Recommendations:** Discontinue the funding advantage to charter schools. Empower the state board of education or local school board to oversee charter school expansion to ensure public input and spending efficiency. Pause the expansion of charters until they receive the same funding as traditional schools and serve a population of students that is representative of the community in which they are located.

**Expansion of Charter Schools:**

- Efforts to expand choice in education should occur within **traditional** public schools that are held accountable for their performance and are transparent in their use of taxpayer dollars.
- Since 2013, Texas has added more than **230 charter campuses—a 43% increase over six years.**
- As of 2020, Texas is now home to 176 charter networks operating more than 790 campuses and serving more than **336,000 students.**
- Plano ISD is advocating for two key items related to charter schools:
  - Empower the State Board of Education to control the selection AND expansion
  - Take the ability to approve charter expansion away from TEA Commissioner

**Charter School Expansion 1997-2020**

The following maps paint the picture of the charter school expansion in the Dallas-Ft. Worth area, including Plano ISD boundaries.



**Rationale**

We believe that the approval and **expansion of charter schools belongs to the State Board of Education.** While the State Board of Education has approval for charters, the Commissioner of Education grants expansion of charter campuses. We believe the state board, elected representatives for public education, should govern the expansion of charter schools and that this authority should be removed from the appointed Commissioner of Education. The state board can look locally at impacts in their regions and make decisions about the number and quality of charter schools in the areas they represent. **This unfettered charter expansion now costs the state \$3.1 billion** to educate 336,000 students in the State of Texas. The recently



approved five charter organizations in the State of Texas will cost the state more than \$14.9 million over the next five years. Those charters pull \$6.8 million more from state funds than their neighboring public school districts.

**G. Apply the same accountability and financial transparency standards to charter schools as required by traditional public schools.**

- Charter schools are **not required to accept all students**.
  - In Texas, 6.9% of charter students receive special education services compared with 9.1% of students in major urban and suburban district schools.
  - Within Plano ISD boundaries, 12% of students are served by special education in Plano ISD vs. only 8.9% of students served by special education in local charter schools.
  - They can exclude enrollment for disciplinary reasons and are **not required to follow the same rules** that traditional school districts must follow for expelling and suspending students.
- The percent of charter schools with a “D” or “F” rating in Texas is 16.2% and for traditional public schools is only 2.7%.
- This rapid growth of charters, because of limited transparency and oversight, has led to an **unnecessary, inefficient, and costly duplication** of facilities, transportation, and public education services.

ResponsiveEd is the only state charter with a virtual school. Despite three name changes and grade configurations, it has been rated low performing (D, F or IR) in 6 out of the last 7 years.

**Rationale**

We believe **charter schools should have the same accountability and financial transparency** applied to their institutions as they are recipients of public education funds. Within Plano ISD boundaries, the existing charter schools receive \$815 more per student than Plano ISD. We believe that charter schools should receive the same amount per student as public schools. Charter schools should also have the same accountability standards for enrollment and discipline of students.

Charter schools **should have to follow the same enrollment processes, adhere to free appropriate public education (Special Education) processes**, and ensure that equal access and retention rules apply to charter schools for all students including students in high-risk educational groups such as discipline, behavior, and special needs.

- Charter schools are allowed to keep waiting lists and can admit students as they choose.
- Charter schools are not required to release their waiting lists to the public which is a complete lack of transparency.
- On average, in Plano ISD boundaries, charter schools are serving only 8.9% special education students, while Plano ISD serves 12% in special education.
- In addition, charter schools do not have to enroll students with disciplinary issues and do not have to follow the same rules for expelling and suspending students.

Since charter schools receive public funds, they should be accountable to the same standards as traditional public schools. Traditional public schools MUST enroll every student who walks through the door. Traditional Public Schools are not allowed to have waiting lists and expected to be transparent to families and taxpayers. Our financial records are all public and our audits and financial ratings are regulated by the state and federal governments—as programs who receive public tax dollars should be.

### **Charter School Governance**

Charter schools are not governed by publicly elected boards to oversee the management of Texas taxpayer dollars which removes democratic, local control of public education. Many charters are funded by purported philanthropic investments which ultimately pay dividends by transferring taxpayer funding to private organizations. They are managed by self-appointed officials with no obligation to disclose their finances to the public like traditional public schools. Furthermore, charter schools are not held to the same academic accountability standards and are rarely closed due to academic failure.

Traditional public school districts have championed and originated innovation, increased school choice programs and learning options for families, and simultaneously improved student achievement. These types of accomplishments were purportedly the impetus for the creation of charter schools, but Texas public schools have proven to be the real incubators for change and growth. We do this all while serving each and every student that lives within our district boundaries, regardless of their background, economic status or level of parental involvement. Traditional public schools can and do change the lives of Texas kids each and every day.

## **H. Provide full funding and expand opportunities for virtual education to ensure traditional public schools can serve all students, and apply uniform guidelines equally to virtual charter schools and virtual education programs within traditional public schools.**

### **Virtual Education**

- Currently only 8 virtual providers in the State
- Allow Plano ISD to offer a fully virtual option
- Provide full funding for a fully virtual option (currently receive only half-day funding)
- Support funding on enrollment in fully virtual option
- Support legislation that levels the playing field for Plano ISD

According to Texas law, the Commissioner of Education governs the Texas Virtual School Network (TXVSN) which currently has only 8 providers for virtual education in the state. As we consider the future and the choices that best meet the needs of families, we seek to leverage innovations gained during the pandemic. Plano ISD would like the opportunity to provide a full virtual learning option for families in the form of a virtual academy.

Without a change in law, traditional public schools cannot offer the same to our local Plano ISD families and parents who choose online learning will be driven out of our district into one of the other 8 virtual schools or to charter schools/private schools.

### **Rationale**

Current law only allows for half-day funding for a virtual option at the secondary level. Plano ISD is seeking full-day funding for K-12 students who would prefer to access a virtual learning experience rather than the



traditional setting. Through the pandemic, Plano ISD has demonstrated the ability to successfully deliver high-quality virtual learning and should be able to continue this option with full funding.

Plano ISD has been an eSchool provider for many years and has students taking online, secondary courses from within the district and all around the state. By law, however, students are limited to the number of eLearning courses they can take or access per year.

Virtual schools are funded under the Texas Administrative Code (19 TAC Chapter 70, Subchapter AA <http://ritter.tea.state.tx.us/rules/tac/chapter070/ch070aa.html>) based on enrollment. According to the Commissioner's Rules Concerning TxVSN, full-day funding is based on enrollment and course completion, not seat time/ADA (Subsection 70.1001 Definitions):

1. Successful course completion: When a student taking a high school course has demonstrated academic proficiency of the content for a high school course and has earned a minimum passing grade of 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s), sufficient to earn credit for the course.
2. Successful program completion: When a student in Grades 3-8 has demonstrated academic proficiency and has earned a minimum passing grade of 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s) for the educational program sufficient for promotion to the next grade level.

Plano ISD advocates to be allowed to become a full virtual provider and to receive full funding based on enrollment. This will also offer the opportunity to pilot a funding system based on enrollment and course completion rather than seat time.

## Legislative Priorities 87th Legislative Session *(continued)*

### **PRIORITY #2 | ACCOUNTABILITY**

**PISD supports accountability measures applied to all public schools but believes current accountability methods and standards can be enhanced to better serve students by providing districts more discretion and local control.**

**A. Modify the A-F system to mitigate the unintended consequences related to the single administration of the STAAR exam in the 2020/2021 school year. (Consider impact for 2021-22 accountability.)**

- Reset the letter grade cut-scores to reflect the absence of the second administration of STAAR.
- Provide local districts the discretion to identify students requiring accelerated instruction based on local criteria as opposed to standardized statewide criteria.

#### **Rationale**

There will be no retesting option available in reading and mathematics for students in grades 5 and 8 for the 2020-21 school year. Without the second administration, the STAAR passing rates will be lower and will negatively impact accountability. If accountability ratings are computed, the cut-scores for letter grades used in the accountability system should be appropriately adjusted to mitigate the absence of the 2nd administration. Our Masters and Meets rates are not impacted by the 2nd and 3rd administration, only the Approaching rate.

The cut-scores for letter grades should be adjusted for Domain 1 (Student Achievement), Domain 2B (Relative Performance), and Domain 3 (Closing the Gaps).

**B. Allow additional flexibility to incorporate local control into accountability systems for high-performing districts.**

- Allow districts to use local assessments such as the Measure of Academic Progress (MAP) test to assess student growth/learning gaps.

#### **Rationale**

The current statute has a provision for a Local Accountability System, but this requires additional “test” based measures. Flexibility to incorporate local control should not mean “more testing and less instructional time” of students, but “less testing and more instructional time.”

If a campus has an overall state rating of A, B or C, current law allows districts to implement a Local Accountability System and to contribute 50% to the overall letter grade. But this requires the district to use additional test based measures to supplement state mandated STAAR testing.

Flexibility provides high performing districts and campuses the flexibility to carry over one year’s accountability rating earned for two or three years with an option to opt out of state testing in Grades 3-8 during this time. High performing districts should have the option to opt out from state testing and the ability to substitute state tests with locally administered end-of-year tests to fulfill state and federal accountability requirements. For example, Plano ISD administers NWEA MAP assessments at End-of-Year for all students in

grades 3-8 in reading, mathematics and science. As a high performing district, we should have the option to substitute NWEA MAP for STAAR to fulfill state and federal testing requirements and for accountability purposes.

NWEA MAP has a long history of providing linking studies to STAAR assessment and can very reliably replicate STAAR performance at Masters, Meets and Approaching levels. Most psychometricians will agree that a computer adaptive assessment such as NWEA MAP can measure the level of student knowledge with higher reliability and accuracy compared to a fixed form assessment such as STAAR.

- Flexibility from testing may be:
  - for all grades and subjects,
  - selected grades and subjects, and/or
  - from Science and Social Studies (non federally mandated assessments).
- TEA's ESSA plan should include these flexibility options for high performing districts and schools and not be an afterthought that is submitted as waivers and amendments.

### **C. Preserve District of Innovation flexibility and increase opportunities for local control.**

- Attendance credit for eSchool students
- Instructional calendar/school start date
- Class size flexibility K-4
- Teacher certification for CTE Education Instructors
- Teacher appraisals/ planning and prep time

### **Rationale**

The Plano ISD Board of Trustees passed a resolution in May 2016 to Initiate the Process of Designation as a District of Innovation to advance our strategic goals. Being a District of Innovation allows Plano ISD the local control to promote innovative curriculum, instructional methods, community participation, campus governance, parental involvement, and to modify the school day or year, if desired. The overarching goal is to use flexibility in these areas to continue to drive improvement in student outcomes and bring a deliberate focus to career and college readiness, social and emotional health, and mindset development.

Plano ISD Local Innovation Plan: <https://www.pisd.edu/Page/6131>

We seek to preserve the District of Innovation flexibility as well as expanding it to include innovative ideas in testing and accountability such as using locally administered assessments to substitute for STAAR.

## Legislative Priorities 87th Legislative Session *(continued)*

### PRIORITY #3 | Safe & Healthy Schools

Plano ISD supports providing safe and healthy learning environments for all students and campuses, regardless of whether in a traditional, in-person, virtual or alternative environment.

- A. **Protect the school safety allotment, which allows districts to provide a safe and secure environment for all students and staff.**
  - SB11 provided for \$9.72/student in Plano ISD to enhance safety in our schools
  - Safety Allotment for PISD = \$479,500
  - Utilized to provide infrastructure, security equipment, school peace officers
  
- B. **Prioritize the mental and physical health of students by providing a new allotment for school counselors, nurses, and other essential staff to better address individual issues, including crisis situations.**
  - Prioritize funding for counselors, social workers and SEL staff
  - Support telehealth, telebehavioral health and partners specializing in therapeutic health services
  - Ensure fiscal support for safe/healthy schools so it is not an unfunded mandate (staffing, training)
  
- C. **Provide resources necessary to ensure special education programs incorporate innovations in learning and appropriate safety measures in all special education classroom settings.**
  - Support **funding for innovative programs** that address the behavioral, therapeutic and academic needs of special education students. (e.g., the Plano ISD Inspire Program, an innovative program for therapeutic behavioral and academic services pilot: \$2.19 million/year.)
  - Support funding to meet needs of the State Corrective Action Plan which created a significant increase in the number of initial evaluations with no increase in **funding for evaluation staff**.

In response to the Corrective Action Plan released in 2018, Plano ISD has seen a substantial increase in requests for initial evaluations. Although the district did receive grant funding for students receiving initial evaluations, we face the challenges of finding qualified evaluators and additional funding for students in need of three-year reevaluations. Overall, the district has faced challenges in hiring qualified evaluators to meet that demand. This critical timeline creates a greater demand on budgetary and staffing needs. As we approach reevaluation timelines, it would be beneficial to Plano ISD to be able to use this money in securing either current staff or contracted providers to complete this work.

**Unfunded Mandates and Required Compliance Training:** As legislation is considered, it is important that fiscal notes be attached and impact on school districts considered - both time and money. Appendix A provides a list of the current mandated training (all funded by local districts and outcomes of prior legislation) by Statute and by position. An unfunded mandate list including costs to Plano ISD is included in Appendix C.



## Legislative Priorities 87th Legislative Session *(continued)*

### LONG-TERM PRIORITIES

In addition to the specific legislative priorities for the 87th Legislative Session, Plano ISD further supports other long-term priorities:

**A. Decrease the burden of Robin Hood/recapture on local communities, including limiting year-over-year growth in recapture payments and permitting districts to make payments in August, as allowed by HB3.**

Before HB 3, Plano ISD anticipated making a \$255 million recapture payment to the State of Texas for 2019-2020 school year. Following the passage of HB 3, that recapture payment was reduced to \$166 million. Despite being a “property wealthy district,” Plano ISD is operating with a deficit in each budget cycle due to the overwhelming amount of recapture the district is required to pay each year. In 2018-19, 34% of the district’s locally collected property tax revenue was sent to the state as a recapture payment, We are up 9% on recapture from last year to this year so our bill went to \$180 million this year (up from \$166 million) or 28% of locally collected property taxes. Without extension of the Hold Harmless for Semester 2 of 2020-2021, our recapture bill will rise to 30% or \$188 million.

**Oppose any access to or use of school district fund balances by the state, including any use of district fund balances to offset state financial obligations or any consideration of school district fund balances as part of any funding formula or any component thereof.**

Plano ISD has a higher fund balance requirement than most school districts because of our July 1 fiscal year. Our district’s high property wealth translates to little state aid cash flow in the summer and fall months. Dependence on Fund Balance in any state funding formula could leave school districts in unstable economic conditions for a variety of reasons, including the lack of liquidity of these accounts and the fact that the revenue is expected but not yet received. The reduced liquidity would impair our bond ratings and diminish our ability to obtain bonds necessary for purchase of technology and for maintenance of buildings. Plano ISD is one of four public school districts in Texas who has earned the highest bond ratings given to school districts by bond rating agencies. The 2019-2020 budget included \$6,741,000 assigned fund balance for roll over of purchase orders and inventory. In the subsequent June 30, 2020 Audit, the District assigned fund balance to meet the following needs: Cash flow for annual salary and expenses—\$167,000,000, Carry-Over Purchase Orders—\$223,620, Technology—\$15,000,000, Capital Outlay/Buses—\$12,000,000, Insurance Deductibles—\$10,000,000, Compensated Absences—\$3,760,000, Budget Deficit—\$10,400,000 and COVID-Academic Recovery—\$5,000,000. Total unassigned fund balance is \$42,108,211.

**Support the continuation of Chapter 313 Agreements that benefit local school districts.**

Plano ISD has one Ch. 313 deal within its boundaries. Entered into in 2019, Plano ISD approved a 10-year tax abatement agreement with Texas Instruments regarding the planned expansion of their manufacturing facility. Plano ISD will receive \$2 million per year for ten years upon commencement of the terms of the agreement. This \$20 million is not subject to recapture by the State. The first payment is scheduled to begin in budget year 2025-2026 The continued availability of Ch. 313 tax abatement deals is important to Plano ISD. As an issue of local control, the school district needs the ability to manage these arrangements when they arise and



take advantage of the opportunity to create a mutually beneficial deal for both companies and the district.

Some examples of 313 projects:

- Wind and solar projects
- Texas Instruments expansion - PISD
- Toyota, Exxon, Dow Chemical, Caterpillar, Hewlett Packard

**B. Preserve local control and flexibility so that local districts can address the unique needs of their communities.**

Texas is home to some of the largest school districts in the country in our urban areas, and some incredibly small school districts in rural communities. Particularly during the era of COVID, it is imperative that local leadership retains the ability to make decisions that work best for their community and schools. COVID-19 has hit some communities hard, while others, often more rural, have avoided having spikes in cases and active cases within their schools. Each district needs the ability to manage and respond to their own circumstances.

**C. Continue to seek replacement revenue sources to offset lost funding due to the elimination of the Cost of Education Index.**

The Cost of Education Index (CEI) was a multiplier used to provide districts with funding for costs beyond their control. The loss of CEI funding for Plano ISD was greater than the gains made for the district in HB 3. While an outdated metric, it was a significant revenue stream for Plano ISD that generated roughly \$18 million/year for Plano ISD or approximately an additional \$546/student. CEI went away with HB3 and we believe it costs more to educate students in Plano, Texas, than smaller areas. This is largely an urban and suburban school district issue—which is where the majority of the students in the State of Texas reside.

**D. Provide more affordable health insurance options for school district employees that aligns with benefits in the Texas ERS health insurance provided for employees of state agencies and higher education institutions.**

**E. Direct any additional federal financial aid to be directly disbursed to school districts for costs incurred in response to the Coronavirus Pandemic and prohibit its use to supplant state budget obligations.**

The CARES Act directed \$1.2 billion in supplemental federal aid to be used to support public education. The State of Texas's intent to use those funds to supplant their budget obligations to public education will leave school districts out of pocket millions of dollars for Coronavirus expenses that should be reimbursable. To date, Plano ISD has spent \$5,076,925 out of pocket on expenses like plexi-glass shields, hand washing stations, PPE, software and devices for remote learning, and other materials for teachers and students. We have also lost a significant amount of revenue with the reduction in revenues such as our school lunch program, tickets to athletic events, and a reduction in our Economically Disadvantaged population as many children did not return to school. Overall, we are anticipating a reduction in revenue in these revenue streams in the amount of \$10,250,000, not including attendance/enrollment funding. The City of Plano provided the district with \$500,000 to reimburse for some PPE expenses, but our out of pocket expenses far exceed any relief we've received. After relief from our City and for technology, our out-of-pocket COVID costs to date equal \$3,316,790. Our revenue is down and our expenses are up, significantly. Use of federal aid should be directed to cover the actual expenses our school district has incurred as a result of this pandemic.

## Legislative Priorities 87th Legislative Session *(continued)*

### Preserve local control and flexibility so that local districts can address the unique needs of their communities.

- Oppose any legislation that would limit or prohibit membership in organizations that provide advocacy support at the local and state levels.
- Support local ISD’s membership as a matter of maintaining democracy and transparency in the legislative process.
- Support Plano ISD and school board’s local control to determine what best meets the needs and characteristics of their communities.
- Reject any proposal that would restrict local leaders ability to have their voices heard in the legislative process.



These organizations are different from other lobbyists who are seeking business/contracts, etc. Our support, such as Trinity Public Affairs or the Texas School Coalition, help us with the administrative monitoring in Austin during session and manage the legislative process and communication that we otherwise do not staff (i.e., non-legislative years). The organizations we belong to do MUCH more than legislative advocacy even if that is one small part of their operation and we never want to give up membership in these important alliances that allow us to learn and collaborate with one another on a multitude of school-related topics that have nothing to do with legislation. We believe it is the legislators responsibility to “say no” to lobbyists and not the legislators right to take away advocacy from local communities who vote legislators into office. We believe we should preserve the right to representation in Austin. It is not equitable that businesses will be able to continue to hire lobbyists but other organizations equally affected by decisions made in Austin, such as local school districts, will not be able to have equal representation.



## Interim Charges

During the 86th Legislative Interim, many committees were unable to meet as frequently as usual due to COVID-19. As a result, the House Public Education Committee issued formal requests for information regarding the Interim Charges issued following the session. Plano ISD responded as follows:

### Interim Charge 1

**Monitor the agencies and programs under the Committee's jurisdiction and oversee the implementation of relevant legislation passed by the 86th Legislature. Conduct active oversight of all associated rulemaking and other governmental actions taken to ensure intended legislative outcome of all legislation, including the following:**

**Interim Charge 1[A]:** HB 3, which relates to **public school finance and public education**. Monitor the Texas Education Agency's (TEA) implementation of the bill, including the extensive rulemaking process and broad unintended consequence authority of the commissioner. Examine the pay raises districts have provided to staff and the various approaches adopted to differentiate these salary increases according to experience.

Plano ISD applauds and appreciates the investment the 86th Texas Legislature made in public education through House Bill 3 (HB3). The impact on Plano ISD was a reduction in recapture of approximately \$95 million.

The teacher pay increases contemplated in HB3, however, did not result in prescribed raises for teachers in our district due to the fact that the raises were tied to revenue gain under HB3, and Plano ISD's "30% of gain calculation" did not generate a positive number. Without a local decision to give graduated pay increases based on level of experience, our teachers would have been left without pay increases.

We believe that one of the most positive impacts of HB3 is the state's increased funding for its share of public education, which provides some relief to our local taxpayers and reduces recapture statewide. We are concerned, however, that the current economic conditions that are negatively impacting our state revenue and budget will affect the sustainability of the combination of additional funding for public education and the property tax compression that resulted from last session. It is essential that we prioritize the continued funding of public education above the continued compression of property taxes in the event the state is unable to meet the funding demands for both. Plano ISD believes that funding for school districts should not be reduced below the 2020-2021 levels, especially in light of the unexpected financial burdens and lost revenue that we are experiencing this year as a result of COVID.

**Interim Charge 1[B]:** HB 1842 (84R), HB 22 (85R), SB 1882 (85R), and HB 3906, which relate to **public school accountability, assessment, interventions and district-charter partnerships**. Monitor the ongoing progress of the TEA's implementation and rulemaking of the A-F rating system, the State of Texas Assessments of Academic Readiness (STAAR) and public school sanctions and interventions.



Plano ISD believes that the impact of COVID on student achievement will be long-term. The use of assessments is critical in understanding a student's mastery of the Texas Essential Knowledge and Skills. However, due to the circumstances that have emerged since March, we believe it is reasonable and prudent to modify the A-F system of accountability to mitigate the unintended consequences related to the single administration of the STAAR exam in the 2020-2021 school year.

We believe the letter grade cut scores should be reset to reflect the absence of the second administration of the STAAR. In addition, local districts must have discretion to identify students requiring accelerated instruction based on local criteria as opposed to standardized statewide criteria. Furthermore, districts who are high-performing should be allowed additional flexibility to incorporate local control into accountability systems.

**Interim Charge 1[C]:** SB 1873 (85R), which relates to **reporting certain school district health and safety information**. Review the report on physical education prepared by the TEA and determine what, if any, next steps are needed based on the data collections. Related to Behavioral Health (Joint charge with Committee on Public Health), HB 18, enhances school safety and mental health resources for students and school personnel and works to reduce the stigma around mental health conditions.

Monitor the process by which state agencies coordinate to implement the legislation and their compliance with various requirements, including providing required guidelines and resources to schools.

Plano ISD feels strongly that there are unfunded mandates that could be eliminated in order to repurpose funds to prioritize the mental and physical health of students, as well as hire additional school counselors, nurses, social workers and essential staff to better address mental health in our schools. The continued prioritization of funding for social and emotional learning curriculums for all grade levels is essential.

**Interim Charge 1[F]:** SB 11, which creates the Texas Child Mental Health Care Consortium to facilitate access to mental health care services through telehealth and expands the mental health workforce through training and funding opportunities.

Monitor the creation of the consortium and agencies' rulemaking processes. Review how school districts are spending their school safety allotment.

The COVID environment has proven the value and importance of telehealth. Through partnerships with SMU and Children's Health, Plano ISD has continued to provide counseling and telebehavioral health to our students. In addition, prior to COVID, we were part of a pilot program for telehealth with Children's Health in several of our schools. The ability to keep kids in school and provide telehealth or telebehavioral health support is an opportunity to provide the wraparound services to students and families that are in high demand. Any funding in this effort is well spent as a healthy student is a happier and more able learner.





## Interim Charge 2

We are proud of all that our Plano ISD students and staff have accomplished since our familiar educational framework was turned upside down last spring. Throughout the pandemic, instructional continuity has been maintained across our district. Despite our successes, barriers still exist, and they challenge our ability to provide a world class digital learning environment for all children.

**Barrier 1:** We are precluded from offering a **comprehensive virtual school** due to current funding restrictions. As families and students have been introduced to quality remote learning across Plano schools, it is not unreasonable to think a growing number of them may want to continue with that model. Unfortunately, we are unable to offer a comprehensive virtual program to our constituents unless, and until, we can receive funding beyond the currently cost prohibitive “three electronic courses during any school year” limitation. We do not want to lose our families to private schools or charter schools, both of which are able to provide a full-time virtual learning experience without having to contend with the funding restrictions and limitations imposed on traditional public school districts like Plano ISD.

We believe the online educational setting will become an increasingly attractive option to some of our Plano ISD families, and we should be afforded the flexibility and funding to support and serve them with the instructional environment they choose for their children.

**Barrier 2: Digital inequities** present ongoing challenges. Operation Connectivity holds great promise as a program to close technology access and opportunity gaps within our district. Plano ISD was able to leverage the opportunity to great benefit, securing much-needed WiFi hotspots and learning devices at significant discounts. If not disadvantaged by timing and pre-existing refreshment cycles, we would have realized a much greater benefit. Having already spent \$15M over the previous 36 months on low-cost student devices, we were not in a position to allocate additional budget. As our fleet of underpowered devices continues to age and operate in a diminished capacity, a critical juncture is quickly approaching. We will need to replace 50,000 devices over a two year period. Without the competitive pricing and matching funds afforded through Operation Connectivity, the prospect of being able to sustain adequate learning devices and high-speed Internet connections for all of our students is bleak.

The students of Plano ISD and every other district in the state will be served well by expanding and extending the competitive and subsidized device and hotspot procurement program to make bulk purchases viable long term. While the flexibility afforded by the Technology and Instructional Materials Allotment is helpful, categorical funding through a technology line item for device, hotspot and infrastructure procurement would be markedly better.

## Interim Charge 3

**Monitor the progress of the TEA's compliance with the Corrective Action Response required by the United States Department of Education, the implementation of the state's Special Education Strategic Plan and the state's compliance with other federal requirements regarding special education, including maintenance of state financial support for special education.**

**Recommend solutions to barriers the agency, school districts, students with disabilities and parents face in accessing a free and appropriate public education and in meeting the milestones of the plan, and any measures needed at the state level, to ensure that students with disabilities are being located, fully evaluated and appropriately identified for special education instruction and services.**



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**In response to Interim Charge 3, Plano ISD requests additional state funding to address two critical needs our district is currently facing:**

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- 1 A necessary expansion of our intensive behavioral and therapeutic services. In January of 2020, Plano ISD established our **INSPIRE program** for elementary students (*see more below*), **\*(1)** and in August of 2020 we expanded the program to include middle school students. Our data showed an undeniable need to open this type of program, with the need for behavioral and therapeutic services continuing to grow and necessitate further expansion.
  - 2 In response to the Corrective Action Plan released in 2018, Plano ISD has seen a substantial **increase in request for initial evaluations \*(2)**. Although the district did receive grant funding for students receiving initial evaluations, we face the challenges of finding qualified evaluators and additional funding for students in need of three year re-evaluations. More details on this below.
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**1 INSPIRE/Behavior Program**

The number of students with more intensive behavioral and therapeutic needs is increasing in Plano ISD, and in districts across the DFW metroplex. Representatives from special education departments in Allen ISD, Frisco ISD and Plano ISD met in late 2017 to discuss program needs for a proposed collaborative mental health facility. Additional input was sought and provided to Plano ISD staff by Sharon Azar, a professional Behavior Consultant.

After meeting with representatives, Plano ISD chose to implement INSPIRE in response to the increasing behavioral challenges across the district. Plano ISD's data demonstrate the following trends and needs in our district:

**ELIGIBILITY**

- 13% increase in students identified as having autism (AU) over the past 3 years
- 30% increase in students identified as having emotional disturbance (ED) over the past 3 years

**CODE OF CONDUCT**

- Violation of the school code of conduct and fighting/mutual combat are the two most frequently assigned discretionary disciplinary action reasons for students with disabilities
- The student group with the most discretionary disciplinary action reasons are students with learning disabilities (LD), other health impairments (OHI), emotional disturbance (ED) and autism (AU)

**RESTRAINTS**

- Restraints have **increased** or **decreased** as follows:
  - Students with Emotional Disturbance: **increased by 93%**
  - Students with Learning Disability: **increased by 90%**
  - Students with Autism: **increased by 60%**
  - Students with Other Health Impaired: **decreased by 42%**
  - Students with ID (Intellectual Disabilities): **increased by 81%**

## WORKERS COMPENSATION

- Worker compensation claims and costs for injuries incurred through work with students with disabilities are increasing. In 2017-2018, there were approximately 487\* WC claims which cost the district \$337,264, an increase from 2013-2014 where approximately 434\* claims were submitted and cost the district \$206,567 (\*these numbers include all claims by special education staff and are not solely reflective of student-inflicted injury to staff).

	2017 - 2018	2018 - 2019	2019 - 2020	2020 - current
Total number injured	487	484	530	120
Indemnity	\$198,629.46	\$197,492.68	\$123,823.05	\$5,663.84
Legal	\$8,641.88	\$17,245.70	\$300.00	\$0.00
Medical	\$417,621.56	\$502,033.44	\$295,364.91	\$3,847.12
Other	\$650.00	\$1,573.20	\$0.00	\$0.00
<b>Total</b>	<b>\$625,542.90</b>	<b>\$718,345.02</b>	<b>\$419,487.96</b>	<b>\$9,510.96</b>

(Not all injuries required medical attention or had ongoing medical costs. Not all injuries were due to student behavior.)

The district currently has students in non-public day treatment and residential programs, which costs the district approximately \$600,000 per year in tuition and fees. Current and historical data demonstrate an increasing need for the expansion of the Plano ISD continuum of behavioral services and supports to include an intensive, therapeutic environment for students with autism, emotional disturbance, and other students (primarily learning disabilities) whose disability manifests in ways that prevent students from benefiting from existing behavioral/ social-emotional services and supports.

## RATIONALE FOR PROGRAM PROPOSAL/BENEFIT TO DISTRICT

Student aggression and complexity/severity of need is increasing across the district.

- Our goal is to create a safe, educational environment where students with the most significant social, emotional, behavioral, academic, functional, and communication needs can stabilize to the degree that they are able to reintegrate back into the school community. When defining safety, we equally prioritize the safety and needs of students in the program, staff, and the broader school community in which the programs function. Smaller staffing ratios and a different location alone are not sufficient to meet the needs of our most challenged students. In order to meet the complex needs of students who are demonstrating these levels of challenges, we must provide the necessary structures and resources to affect meaningful changes in the educational experience of students in centralized programs.



- We need to have sufficient support to manage any physical crisis safely. For our students with the highest level of intensity of aggression to self or others, that means 5-6 staff per crisis event on average. This ratio allows for 4-5 people to physically manage the student and 1 person to document and observe for the safety of both staff and the student.
- When evaluating the continuum of programming options in the district, we found 4 areas of need: 1) to better level/organize students served by centralized units; 2) have an option for students in campus-based centralized classrooms exhibiting behavior that presents a significant danger to themselves, other students, and staff; 3) support for students with LD or OHI who demonstrate problem behavior; and 4) support for students with ED who are 18+ but need more support to transition to employment/independent living. The INSPIRE program allows us to address all four areas of identified need.

**COST FOR INSPIRE PROGRAM STAFF**

Position	Quantity	Estimated Cost
Principal	1	\$85,000
Office Manager	1	\$40,000
Nurse	1	\$60,000
Clinic Assistant	1	\$28,000
SPED Teacher (K-6) (\$75,000)	3	\$195,000
SPED Assistant-Structured (\$30,000)	6	\$180,000
Elementary Team Leader	1	\$75,000
SPED Teacher (7-12) (\$75,000)	6	\$450,000
SPED Assistant-Structured (\$30,000)	10	\$300,000
Secondary Team Leader	1	\$75,000
PE Teacher	1	\$75,000
PE Assistant	1	\$30,000
Behavior Support Specialist (BIS) (\$75,000)	2	\$150,000
In Home Parent Trainer-Assistant (IHPT) (\$30,000)	2	\$60,000
SPED Counselor (\$70,000)	1	\$70,000
LSSP (\$70,000)	1	\$70,000
Speech Language Pathologist	1	\$70,000
Social Worker (\$55,000)	1	\$55,000
Occupational Therapist (.5) & Music Therapist (.5) (\$70,000)	1	\$70,000
<b>Total</b>	<b>12</b>	<b>\$2,138,000</b>

### COST FOR INSPIRE MATERIALS

Type	Cost
Protective equipment-blocking pads (large & small) and bite guards	\$2,600
Safety protection jacket for every classroom and support staff (35-40)	\$11,198
Classroom reinforcers & school store	\$3,000
Staff wellness	\$1,000
Curricular materials & resources: <ul style="list-style-type: none"> <li>● Teach Town</li> <li>● VBMAPPS</li> <li>● ULS &amp; News 2 U</li> <li>● Social Skills curricula</li> <li>● AIM zones of Regulation</li> </ul>	\$25,000
Operating & travel Budget	\$10,000
<b>Total</b>	<b>\$52,798</b>

## 2 Initial and Re-Evaluations

As previously stated, Plano ISD has seen an increase in initial testing for students since the release of the Strategic Plan in 2018. Overall, the district has faced challenges in hiring qualified evaluators to meet that demand. Although the district did receive grant funding to help with initial evaluations and compensatory services, students who were initially identified are now approaching their three year re-evaluation. This critical timeline creates a greater demand on budgetary and staffing needs. The grant is specifically designed to help cost in regard to initial evaluations - not these necessary three year re-evaluations. As we approach re-evaluation timelines, it would be beneficial to Plano ISD to be able to use this money in securing either current staff or contracted providers to complete this work.

### Interim Charge on COVID

#### INFORMATION SOUGHT

- (1) Are Texas public schools ensuring the health and safety of students, faculty, and staff during the 2020 Fall Semester? When applicable, please speak directly to classroom and lab settings, and cafeterias.

It has been a challenge to provide the space and personal protection equipment necessary to ensure the safety of staff and students. In Plano ISD, we were fortunate to have about 50% of our families select School@Home. However, the cost of the personal protection equipment and access to timely shipments has been difficult. If

more families elect to come back, those costs will continue to rise. While we continue to adjust the budget to pay for these protection measures, the ability to keep that from impacting our programs and services becomes more and more difficult. Classrooms need desk dividers, improved air filtration, continuous supplies of disinfectants, masks, shields and washing stations.

We have found different opportunities and challenges with a variety of classes and settings. Specifically, we have found labs to be easier to continue to administer safely. Plano ISD's Education Foundation has funded virtual software that our science and foreign language classrooms are utilizing. These types of programs keep everyone safe and participating in labs that are an essential part of the learning process and critical to student engagement. The State of Texas could consider funding this type of software for districts to increase learning and minimize opportunities for COVID-19 exposure. Cafeterias are a challenge due to the fact that they are spread out throughout our campuses. The two particular areas of concerns with cafeterias are (1) the food service and ensuring that the furniture, equipment, and personal protection needed to utilize the cafeteria safely are available, and (2) our declining food service revenue due to the significant number of students learning at home or not participating in the program at school. The result of this lost revenue will negatively impact our Child/Nutrition budget and create an additional loss that needs to be absorbed within our budget.

**(2) What plans are in place for on-campus COVID-19 testing? Do school districts have the capacity to provide testing on campus, both in terms of available supplies and labs to process tests?**

Plano ISD is not currently seeking to become a testing source. School nurses, our qualified medical professionals, are already tasked with being the medical expert on campus, as well as the close contact tracer within the campus. In addition to all of the regular nursing duties assigned, we don't believe that adding the additional responsibility of COVID testing, and all that would require of them, to be a realistic request. In addition, there is concern with regard to the potential liabilities associated with conducting testing on our campuses. Testing is widely available in our community so we do not anticipate needing to become a testing site.

**(3) If applicable, what are plans for athletics this Fall? How will student athletes be kept safe? If fans will be permitted to attend events, how will fans be kept safe?**

Athletic events are just now beginning to be held. We are instituting safety protocols and PPE at all games for our athletes and all students who participate in the events (cheer/drill/band). All are expected to social distance and wear masks at all times. In addition, seating is limited to about 40% of stadium capacity. No season tickets have been sold—another loss in revenue for the school district - to allow families of participants to have the first option for tickets. Safety monitors who work at all of our games are monitoring the protocols put in place and communicated by the Athletic Department. The major concern at this point is the cancellation of games due to a team having a COVID outbreak where a student is positive but some or all of the team are quarantined for close contact. We believe we can keep people safe at the game, but managing positive athletes and contact quarantines will create enormous operating challenges for the completion of seasons, game schedules and even play offs. In just our first week back, we had to cancel three varsity events, two of which were district competitions.

**(4) What do projected enrollment figures and formula funding look like for this school year?**

In the fall of 2020, Plano ISD's actual enrollment was down 2,225 students from projected enrollment. Using the prior year Net FSP Revenue per ADA of \$9,205/student, this yields a total revenue loss of \$20,481,125 for the school year, without the extension of hold harmless provisions beyond the first semester. Considering all other related cost factors, including an estimated \$10,000,000 shortfall pending the hold harmless extension, the calculated revenue loss from COVID is \$13,316,790 for the remaining semester. Furthermore, the extraordinarily difficult attendance-taking process for asynchronous learning further exacerbates the issue and contributes to a 1% decline in ADA. Finally, getting our free and reduced lunch applications back has dropped our Economically Disadvantaged rate from 33% down to 25%. We are working hard to find our families and get them signed up, but it has been extremely difficult. This will have far-reaching implications on compensatory education funding, Title 1 funding, and many provisions of HB3.

**(5) Has there been a noticeable impact on staff or faculty retention with regard to concerns about the pandemic?**

Yes, Plano ISD has seen a higher rate of resignations and retirements, as well as more staff on leave for ADA, than ever before. Our usual rate of turnover is about 10%. We are currently hovering around 14% and we anticipate more losses at the end of the first semester. Finding substitutes is almost impossible. The training that we must do with every new employee or substitute teacher is significant in regard to protocols, technology, and curriculum. As Superintendent, the low morale and extremely high stress level of our teachers is something I have never seen in my 31 years in public education. Teachers work from morning until night - most working more than 12-hour days. Not only are they delivering tutorials and emailing parents and students in the evenings, but they now must also reconcile attendance each day, a task which used to take minutes and now requires a half hour. We are providing social and emotional learning and activities to staff as we know they are exhausted and it is only September. We are worried about our teachers and terribly worried about the long term implications this may create for the teaching profession and pipeline of talent, as many leave the industry entirely, and future students become reluctant to pursue teaching careers. We are running two education systems with the same amount of staff and it is nearly an impossible feat. With students having the ability to change learning environments at the grading periods, this further shifts teachers' entire worlds again as kids keep moving in and out of classrooms. It is hard to be a teacher or a principal this year.

**(6) How have state and federal COVID-related funds already impacted budgets?**

Plano ISD submitted for reimbursement from CRF the allowable purchases during March-May and that was only \$16,813. In addition, we applied for SHARS relief for \$94,471 and FEMA for \$12,299. The cost to the district for expenses that are so far not reimbursable equals \$4,722,239 and climbing. With the small amount we have been able to claim through state and federal funds, we are essentially bearing the cost locally with a budget that was already stretched too thin. The City of Plano provided \$500,000 to us for PPE costs, but Collin County denied our request for \$90,000 for Operation Connectivity for undetermined reasons. We believe we have exhausted our opportunities for additional funding and yet our need has never been greater.

**(7) How has the pandemic affected the overall financial status of small and rural school districts?N/A**



# Appendix A Compliance Training Information

## TRAINING REQUIRED BY STATUTE

Policy Description	Source, Statute, Policy, etc.	Who?	Frequency?	Additional Notes (may include estimated times of training)
<b>Recognizing signs of mental health and substance abuse</b>	HB 18 TEC 21.451	Educators, including classroom teachers, principals, and counselors. Required training for educators who work primarily outside the area of special education; must include training on suicide prevention; recognizing signs of mental health conditions and substance abuse; strategies for establishing and maintaining positive relationships among students including: <ul style="list-style-type: none"> <li>● conflict resolution</li> <li>● how grief and trauma affect student learning and behavior</li> <li>● how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma</li> <li>● preventing, identifying, responding to, and reporting incidents of bullying.</li> </ul>	All new employees and existing employees until all district employees have completed the training	Part of <b>ALL STAFF DEVELOPMENT</b> , which Includes bullying, suicide prevention, recognizing mental health conditions and substance abuse, strategies for positive relationships, and grief and trauma informed care. <b>60 mins</b>
<b>Suicide Prevention</b>	Health and Safety Code, §161.325  TEC § 21.451 TEC 38.351 TEC §153.1013; DMA(LLEGAL); FFB(LLEGAL).  HB 18	Teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available.	All new employees and existing employees until all district employees have completed the training	Part of <b>ALL STAFF DEVELOPMENT</b> , which Includes bullying, suicide prevention, recognizing mental health conditions and substance abuse, strategies for positive relationships, and grief and trauma informed care. <b>35 mins</b>



<b>Sexual abuse, trafficking, and maltreatment</b>	TEC 38.0041(c)–(f); 19 TAC 61.1051(d)	This course is required for <b>all campus-based staff</b> .	All new employees and existing employees until all district employees have completed the training	Part of <b>ALL STAFF DEVELOPMENT</b> , which Includes bullying, suicide prevention, recognizing mental health conditions and substance abuse, strategies for positive relationships, and grief and trauma informed care. <b>30 mins</b>
	HB 111 amends the required training of school personnel to specifically include training on recognition and prevention of sex trafficking, sexual abuse, and maltreatment of children with significant cognitive disabilities	Training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.		
	HB 403 TEC §21.054(h);	Superintendents (2.5 hours every five years through SBEC)	Every 5 years	
<b>Reporting Child Abuse and Neglect/Sexual Abuse of Children</b>	TAC, §61.1051 (c) (d); TEC, §38.0041 (b) (1); §38.0041 (c) (1)	Each year as part of new employee orientation.  This course is required for <b>all employees</b> .	All new employees and existing employees until all district employees have completed the training	Part of <b>ALL STAFF DEVELOPMENT</b> , which Includes bullying, suicide prevention, recognizing mental health conditions and substance abuse, strategies for positive relationships, and grief and trauma informed care. <b>30 mins</b>
<b>Trauma- informed care</b>	TEC 38.036	New and existing staff	All new employees and existing employees until all district employees have completed the training Other training on a schedule adopted by the agency	Part of <b>ALL STAFF DEVELOPMENT</b> , which Includes bullying, suicide prevention, recognizing mental health conditions and substance abuse, strategies for positive relationships, and grief and trauma informed care. <b>30 mins</b>



<b>T-TESS orientation</b>	TAC, §150.1006	Teachers new to the district or teachers who have never been appraised under the T-TESS. No later than the final day of the first three weeks of school and at least three weeks before the first observation.	All new teachers and as needed	<b>60 mins</b>
<b>P-TESS Orientation</b>	TAC, §150.1025	Principals new to district or that have never been appraised with the T-PESS	All new administrators and as needed	<b>60 mins</b>
<b>Traumatic Injury response</b>	TEC 38.30	Staff who may be expected to use bleeding control station	As needed	
<b>Multi-hazard Emergency Operations Plan: Standard Response Protocol (SRP)/ Safety Requirements</b>	TEC 37.108	Required audience will vary by component of the law, but includes <b>all campus-based staff</b> , non-classroom staff, and administrators. Staff with emergency management responsibilities.  The requirement states that students 3rd grade and above participate in a portion of this training (SRP video).	Annually and as needed	<b>90 mins</b> Includes Pathway to Violence; Standard Response Protocol; Run, Hide, Fight; Incident Command  <b>3 hours</b> for new administrators (due to Incident Command requirements)
<b>Testing Administration Procedures</b>	19 TAC 101.3031(c)	Test coordinators and administrators receive training to ensure that testing personnel have the necessary skills and knowledge required to administer assessment instruments in a valid, standardized, and secure manner.	Annually	<b>4 hours</b>
<b>Cybersecurity training</b>	HB 3834	This course is required for all employees. All employees and board members who have access to a local government computer system or database are required to complete state approved cybersecurity training at least once each year.	Annually	<b>25 mins</b>
<b>Gifted/Talented</b>	TAC, §89.2	Teachers that provide instruction and services that are part of the program for gifted/talented students. Administrators and counselors who have authority for program decisions.	Annually	Must be completed within one semester if a teacher is serving GT students and not previously trained. <b>30 hours</b>



				Minimum of 6 hours annually for T teachers. <b>6 hours</b>
<b>Defibrillators</b>	Education Code 22.902	A district shall annually make available to Employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED). Includes nurse, athletic coach or sponsor, physical education instructor, band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer.	Annually (made available)	<b>25 mins</b>
<b>Civil Rights Training</b>	USDA, FNS Instruction Number 113-1, XI	Frontline food service staff and those that supervise frontline staff.	Annually	
<b>Anaphylaxis</b>	Tex. Educ. Code § 38.0151; FFAF(LEGAL); FFAF(LOCAL).	...Adopt and administer a policy for the care of students with diagnosed food allergies at risk for anaphylaxis.  This course is required for <b>all campus-based staff</b> .	Annually	<b>10 mins.</b>
<b>Child Find</b>	34 CFR 300.111 (a) Texas State Regulations 19 TAC §89.1011 Full Individual and Initial	This course is required for <b>all campus-based staff</b> .	Annually	<b>10 mins.</b>
<b>Language Proficiency Assessment Committee (LPAC)</b>	TAC, §89.1220(a),(f)	Members of the Language Proficiency Assessment Committee(s), including parents.	Annually and as needed;	<b>4 hours</b> for new LPAC members <b>60 mins.</b> For LPAC members



<b>Diabetes</b>	Texas Health and Safety Code, §168.005	School employees acting as unlicensed diabetes care assistants.  This course is required for <b>all campus-based staff</b> .	Annually, Provided before the beginning of the school year. If a school nurse is assigned to a campus, the school nurse shall coordinate the training of school employees acting as unlicensed diabetes care assistants.	<b>10 mins.</b>
<b>Bloodborne Pathogen Exposure</b>	Tex. Health & Safety Code §§ 81.301-.307; 25 Tex. Admin. Code §§ 96.101-.501; DBB(LLEGAL). Require districts to provide to affected employees pre-service and annual refresher training as described in the TDSHS Exposure Control Plan.	This course is only required for <b>nurses and plumbers</b> .	Preservice and annually	<b>30 mins.</b>
<b>Dyslexia</b>	TEC 38.003 TAC, §74.28(d)(e)	Teachers who screen and treat students with dyslexia and related disorders	As needed	<b>60 mins</b> Teachers who screen students must be trained in instructional strategies. Additional training required for specialists
<b>Title IX Sexual Harassment</b>	20 USC Sects. 1681-88 34 CFR Sects. 106.30, .45	Required for Title IX Coordinator, and other individuals involved in this process.	As needed	<b>3 hours</b>
<b>Cardiopulmonary Resuscitation/ CPR</b>	TEC, §33.086	Head director of school marching band; head coach or chief sponsor of extracurricular athletic activity, including cheerleading.	As needed	<b>4 hours</b>
<b>Seizures/Seizure Recognition</b>	Education Code 38.033(a), (b)	Requires school nurses to complete TEA-approved online training.	As needed	<b>60 mins</b>





	<u>HB 684</u>	Other school district employees who have regular contact with students are required to complete training.		
<b>Elective Bible Course</b>	Education Code 28.011(f)	Teacher of an elective Bible course.	As needed	The teacher must successfully complete the staff development training developed by the commissioner with respect to Bible elective courses.
<b>Food Allergy Training</b>	TEC, §38.0151; Commissioner of DSHS guidelines	Awareness training for all staff; comprehensive training for food allergy management team. Training on anaphylaxis and emergency response to anaphylactic reactions. See <a href="https://www.dshs.texas.gov/uploadedFiles/Content/Prevention_and_Preparedness/schoolhealth/SHAC/Guidelines-Food%20Allergy-Find.pdf">https://www.dshs.texas.gov/uploadedFiles/Content/Prevention_and_Preparedness/schoolhealth/SHAC/Guidelines-Food%20Allergy-Find.pdf</a>	As needed	<b>10 mins</b>
<b>Hazardous chemicals</b>	Texas Health and Safety Code, §502.009	Employees who use or handle hazardous chemicals (including science lab teachers).	As needed	Must provide an education and training program with information on interpreting labels and MSDSs, use of protective equipment, first aid.
<b>Steroids</b>	TEC §33.091	Athletic Coach and above	As needed	<b>30 mins</b>
<b>Instruction of Students with Disabilities</b>	TEC, §21.451 (d)(2) (e)	Educators who work primarily outside of special education and do not possess the knowledge and skills necessary to implement IEPs	As needed for all employees making decisions on accommodations	<b>60 mins</b> Additional training required based on role
<b>Use of restraint</b>	TAC, §89.1053 (d)	School employees, volunteers, independent contractors.	Within 30 school days after the use of restraint.	<b>30 mins.</b> A core team of personnel on each campus must be trained and must contain an administrator or designee.
<b>Use of time-out</b>	TAC, §89.1053 (h)	General or special education personnel who implement timeout based on requirements in a students' IEP	Within 30 school days of being assigned the responsibility of implementing timeout.	<b>30 mins.</b>



<b>Administrator teacher appraiser training</b>	TEC 21.351; 19 TAC, §150.1024 (b) TAC, §150.1005 (c) (d)	Administrators	As needed, Before conducting appraisals	<b>3 days (18 hours)</b>
<b>Principal appraiser training</b>	TEC 21.3541; 19 TAC 150.1024	Principal appraisers	As needed, Before conducting appraisals	<b>2 days (12 hours)</b>
<b>Texas Literacy Achievement Academy</b>	TEC §28.0062; §TEC 21.4552; HB3	Classroom teachers in grades K-3 and principals of campuses with grades K, 1, 2, and/or 3.	Once, Before program begins	<b>57 hours</b> Reading Academies
<b>Extracurricular safety training</b>	Education Code 33.202(b), (e), (f); 19 TAC 76.1003  SB 1376	Coach or sponsor for an extracurricular athletic activity; (Ex. ATAVUS Tackling Certification)  Trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer:  Physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity; and  Director responsible for a school marching band.  Must now be conducted by UIL, the Red Cross, the American Heart Association, or a similar organization, as determined by UIL.	At least once every two years, and as needed	<b>5 hours</b>
<b>Concussion training for nurses</b>	Education Code 38.158 HB 961-Nurses	Coaches, Athletic trainer who serves as a member of a district's concussion oversight team, A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team.	At least once every two years	<b>60 mins.</b>
<b>Student Disciplinary Procedures</b>	TEC, §37.0181 (a) (b)	Principal or other appropriate administrator who oversees student discipline. Training on the distinction between a discipline management technique under Section 37.002(a) and Section 37.002(b).	At least once every three school years	<b>3 hours</b>



<b>HIPAA</b>	Texas Health and Safety Code, §181.101	Employees where information is necessary to carry out duties.		Training on state and federal law concerning protected health information.
<b>Migrant New Generation System (NGS)</b>	PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students	All personnel sharing responsibility for implementing NGS activities.	Before November 15.	
<b>Migrant Identification and Recruitment (ID&amp;R)</b>	PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students	All recruiters and designated SEA reviewers for the Migrant Education Program.	Training and certification offered by the Regional Education Service Centers. Must be before October 15 or before recruitment efforts begin	<b>3 hours</b>
<b>School District Peace Officer Training Curriculum</b>	TEC, §37.0812 Occupations Code, §1701.262 and §1701.263	School district peace officers commissioned by a district with an enrollment of 30,000 or more students or school resource officers that provide law enforcement in the district.	No later than 180 days after assignment	(JLP: PISD does not commission peace officers; SROs receive this training from their employing police department).
<b>OTHER</b>				
Open Records Requirements	Texas Government Code, §552.012	Officer for public information.	Within 90 days of assignment, and as needed	<b>1-2 hours</b>
Investment Training	Texas Government Code, Title 10, Subtitle F, Chapter 2256, Subchapter A, §2256.008	Chief financial officer and the investment officer. If the district does not participate in investment funds methods treasurer, CFO, or investment officers are excluded.	Within 12 months	<b>10 hours</b> of instruction within 12 months. <b>10 hours</b> every two years.
Superintendent Continuing Education	TEC §21.054(h); Human Resources Code §42.002	Superintendents. 2.5 hours every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.		<b>2.5 hours</b>



School board member training and orientation	TEC, §11.159; TAC, §61.1; Human Resources Code 42.002.	Any interested person including current and prospective board members. Board members and superintendents	Annually	<b>At least 10 hours</b> of continuing education in first year of service and <b>At least 5 hours</b> in subsequent years of service.
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**Notes from R15:**

1. TEC, Chapter 21, Section 21.451 outlines staff development requirements for school districts. Among those requirements are that the staff development must be designed to improve education in the district and must be predominantly campus-based. Several topics that may be a part of the district staff development offerings are listed including technology, conflict resolution, discipline strategies, responding to reported incidents of bullying, and digital learning. It also may include what is permissible under law including opinions of the United States Supreme Court regarding prayer in public schools. Those trainings listed in Section 21.451 that are mandatory are included in the chart above.
2. TEC, Chapter 11, Section 11.252 states that the district improvement plan must include provisions for “staff development for professional staff of the district” as a “strategy for improvement of student performance.”
3. TEC, Chapter 21, Section 21.054 outlines continuing education requirements for educators, including classroom teachers, principals, and counselors. Section 21.0541 allows an educator to receive continuing education credit for completion of a course on the use of an automated external defibrillator. The 2019 Legislative session added many requirements regarding mental health issues including grief and trauma to the continuing education requirements.
4. TEC, Chapter 38, Section 38.0041 (c) requires training in sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities as part of the new employee orientation.
5. TAC, Title 19, Part 2, Chapter 97, Subchapter EE, Division 1 describes the various trainings required of campuses/districts in need of improvement.
6. Many grants require grantees to participate in specified Professional Development activities.



## Appendix B Compliance Training Summary

### TEACHER COMPLIANCE TRAINING REQUIREMENTS

ALL CAMPUS STAFF (ANNUAL TRAINING)		TEACHERS NEW TO THE DISTRICT (ONE TIME ONLY)		SPECIALIZED TEACHERS ADD THESE HOURS (ANNUAL AND/OR ONE TIME)	
Anaphylaxis	10 minutes	T-TESS (Teacher Evaluation) orientation	60 minutes	Instruction of Students with Disabilities-Annual Training	6 hours
Child Find	10 minutes	Food Allergy Training	10 minutes	Texas Literacy Achievement Academy (All Cohort 1 Reading Academy Teachers)	57 hours
Diabetes	10 minutes			Gifted and Talented Training - One time training for first-time GT Teachers	30 hours
Recognizing signs of mental health and substance abuse	60 minutes			Gifted and Talented Training - Annual training for all GT Teachers	60 minutes
Suicide prevention	35 minutes			Dyslexia - Annual training for teachers who specialize in dyslexia instruction	60 minutes
Sexual abuse, trafficking, and maltreatment of children	30 minutes			Language Proficiency Assessment Committee - Annual Training	4 hours
Reporting Child Abuse and Neglect/Sexual Abuse	30 minutes			Language Proficiency Assessment Committee - One time training	3 hours
Trauma-Informed Care	30 minutes			Use of Restraint - Annual training to support special education IEPs	30 minutes
Multi-hazard Emergency Operations Plan	90 minutes			Use of time-out - Annual training to support special education IEPs	30 minutes
Cybersecurity Training	25 minutes			Hazardous Chemicals - Annual training for science teachers	30 minutes
Sexual Harassment Training	30 minutes			Hazardous Chemicals - Year One training for science teachers	6 hours
<b>TOTAL ALL CAMPUS STAFF ANNUAL TRAINING</b>	<b>6.0 Hours</b>	<b>ALL CAMPUS STAFF ANNUAL TRAINING</b>	<b>6.0 Hours</b>	<b>ALL CAMPUS STAFF ANNUAL TRAINING HOURS</b>	<b>6.0 Hours</b>
		<b>TOTAL NEW TO DISTRICT ANNUAL TRAINING</b>	<b>7 Hours 10 Minutes</b>	<b>PLUS ADDITIONAL REQUIRED HOURS BY CONTENT AREA/SPECIALIZATION (MAY EXCEED 7 HOURS 10 MINUTES)</b>	





## NURSE/SPONSOR-COACH/PRINCIPAL COMPLIANCE TRAINING

SPONSORS, COACHES/TRAINERS ADD THESE HOURS		NURSES ADD THESE HOURS		PRINCIPALS ADD THESE HOURS (ANNUAL AND/OR ONE TIME)	
TRAINING	LENGTH	TRAINING	LENGTH	TRAINING	LENGTH
Steroids - Annual and as needed training	30 minutes	Traumatic Injury Response (Bleeding Control Stations) - One time and then as needed	25 minutes	Incident Command Training/Multi-Hazard Operations Plan - One time with annual refresher	3 hours
Extracurricular safety training - Every two years	5 hours	Bloodborne Pathogens Exposure - Annual training	30 minutes	Testing Administration Procedures - Annual training	4 hours
Concussion training - Year one and then every two years	60 minutes	Seizures/Seizure Recognition - One time and then as needed	60 minutes	Administrator Teacher appraiser training - One time training with annual refresher	18 hours
Defibrillators - Annual training	25 minutes			Principal appraiser training - One time training	12 hours
Cardiopulmonary Resuscitation/CPR - One time training and for certification	4 hours		4 hours	Texas Literacy Achievement Academy (All Cohort 1 Reading Academy Principals)	57 hours
				Student Disciplinary Procedures - Once every three years	3 hours
				T-PESS (Principal Appraisal Training) - One time	60 minutes
<b>ALL CAMPUS STAFF ANNUAL TRAINING</b>	<b>6.0 Hours</b>	<b>ALL CAMPUS STAFF ANNUAL TRAINING</b>	<b>6.0 Hours</b>	<b>ALL CAMPUS STAFF ANNUAL TRAINING</b>	<b>6.0 Hours</b>
<b>ADD ANNUAL AND TWO-YEAR TRAINING</b>	<b>6.55-11.55 Hours</b>	<b>PLUS NURSE TRAINING</b>	<b>30 Minutes to 1.92 Hours</b>	<b>PLUS PRINCIPAL ANNUAL TRAINING</b>	<b>4 Hours</b>
<b>TOTAL HOURS NEW SPONSORS/COACHES/TRAINERS</b>	<b>11.55 Hours</b>	<b>TOTAL NURSE HOUR RANGE (EXPERIENCED/ NEW NURSES)</b>	<b>6.30 to 8.12 Hours</b>	<b>TOTAL PRINCIPAL HOURS ANNUALLY</b>	<b>10 Hours</b>
				<b>NEW PRINCIPALS ADDITIONAL TRAINING</b>	<b>34 Hours</b>
				<b>NEW PRINCIPAL TOTAL TRAINING</b>	<b>44 Hours</b>
				<b>ADD ELEMENTARY PRINCIPAL COHORT 1 READING ACADEMY</b>	<b>57 Hours</b>



## Appendix C Unfunded Mandate Summary

### COMBINED UNFUNDED MANDATES THROUGH 86TH LEGISLATIVE SESSION

	Category	Indirect ANNUAL Cost to Local LEA	Direct ANNUAL Cost to Local LEA
Accelerated reading instruction for grades 3-8	Instructional	Additional time and responsibility for teachers	
Accelerated instruction for high school students	Instructional		\$90,000.00
Reading diagnosis for certain middle school students	Instructional		\$5,000.00
Dyslexia services	Instructional		\$87,750.00
Identifying pre-k students for pre-k programs/HQ programming	Instructional		\$633,986.00
Compensatory, intensive & accelerated instruction for at-risk students	Instructional		\$275,000.00
Personal graduation plan for middle school students	Instructional	Additional responsibility, resources and time for counselors	
Instruction in HS, college and career preparation	Instructional		\$5,000.00
Dropout prevention strategies	Instructional	Additional responsibility, resources and time for staff	\$2,386,354.00
Counseling about postsecondary requirements	Instructional	Additional responsibility, resources and time for counselors	
Gifted and talented program	Instructional		\$150,000.00
Coordinated School Health Program	Instructional		\$12,000.00
Religious literature instruction	Instructional		\$22,000.00
College credit programs	Instructional		\$150,000.00
Credit by exam	Instructional		\$25,000.00
Student physical fitness and assessment	Instructional		\$6,700.00
Fine arts requirement	Instructional		\$2,500.00
Personal financial literacy	Instructional		\$7,000.00
Adoption of major curriculum initiatives by school district	Instructional		\$250,000.00
Human sexuality instruction	Instructional		\$13,000.00



Test administration and security procedures	Assessment/ Accountability		\$29,000.00
End-of-Course exams and STAAR	Assessment/ Accountability		\$170,000.00
College preparatory courses	Assessment/ Accountability		\$4,000.00
Administration of tests to home-schooled students	Assessment/ Accountability		\$3,000.00
Public discussion of district and campus ratings	Assessment/ Accountability		\$1,200.00
Financial Integrity Rating System of Texas (FIRST)	Assessment/ Accountability		\$400.00
Sanctions for low-performing campuses	Assessment/ Accountability		\$0.00
Retirement benefits contribution above state minimum salary schedule	HR		\$12,680,657.00
Retirement benefits contribution during first 90 days of employment	HR		\$408,253.00
Continued group health benefits after resignation	HR	Resigned at end of SY 19-20 and medical paid through 8/31/20 (385 employees x 3 mo. x \$300 = <b>\$346,500</b> )	\$346,500.00
Criminal background checks	HR		\$80,000.00
Hiring independent hearing examiners and court reporters	HR	Cost varies (have not needed for several years)	
Safety training related to extracurricular athletic activities	HR		\$500.00
Training in detection of students with mental illness	HR	Additional responsibility and time for counselors, lost instruction time	
Mental health promotion, substance abuse and suicide prevention training for educators in public schools	HR	Additional responsibility and time for counselors, substance abuse prevention specialist	\$314,000.00
Automated External Defibrillators (AEDs)	Safe Schools		\$40,000.00
Use of epinephrine auto-injectors on school campuses and at off-campus school events	Safe Schools		\$5,000.00
Disciplinary Alternative Education Program (DAEP)	Safe Schools	Additional time and responsibility for staff	\$1,827,100.00



School resource officers and peace officers use of restraint	Safe Schools	\$21,840 based on 40 hour course X 26 officers	\$567,840.00
Model training curriculum and required training for certain school district peace officers and school resource officers	Safe Schools	\$8,736 based on 16 hour course X 26 officers	\$227,136.00
IEP Facilitation	Special Education	Added work to existing employees	
School district election schedule and dates	Governance/ General Administration	Each election cycle (every other year)	\$60,000.00
Local school health advisory council	Governance/ General Administration	Indirect costs of 4 meetings per year and 2 staff to lead	
Open Records requests under the Texas Public Information Act	Governance/ General Administration	Added work to existing employees	\$71,200.00
Audio and video recording of School Board open meetings (hosting services)	Governance /General Administration		\$16,620.00
Integrated pest management program	Governance/ General Administration		\$45,600.00
Inspection of school food establishments	Governance/ General Administration		\$900.00
Asbestos removal certification	Governance/ General Administration	Contracted with licensed consultant - per project cost	\$80,000.00
Natural gas and liquefied petroleum pipe testing	Governance/ General Administration		\$20,962.00
Recycled materials and solid waste management	Governance/ General Administration		\$126,000.00
Construction contracts for facilities	Governance/ General Administration	Hourly legal fees - approx \$2,000 per contract	\$10,000.00
Training for childcare facility and registered family home employees and operators	Governance/ General Administration	Training is offset by tuition for our Employee Childcares and Summer Pasar program	



Public Education Information Management System (PEIMS) data reporting	Reporting Requirements		\$327,143.00
Electronic student record system	Reporting Requirements		\$105,885.00
Bilingual education and Special Language Program reports	Reporting Requirements	Indirect cost of time to compile report	
Compensatory education allotment report	Reporting Requirements	Indirect cost of time to compile report	
Truancy prevention	Reporting Requirements	Additional time and responsibility for campus administrative and clerical staff to implement requirements	\$75,000.00
Truancy complaints	Reporting Requirements	Additional time and responsibility for campus administrative and clerical staff to implement requirements	\$61,000.00
Fiscal transparency and accountability	Reporting Requirements	Indirect cost of time to compile report	
Report on utilities consumption	Reporting Requirements	Indirect cost of time to compile report	\$5,000.00
Annual performance report, hearing, and notice	Public Notices	Indirect cost of time to compile report	\$300.00
Budget and proposed tax rate notice and hearing	Public Notices	Indirect cost of time to compile report	\$300.00
Budget summary report	Public Notices	Indirect cost of time to compile report	
Annual financial management report, notice and hearing	Public Notices	Indirect cost of time to compile report	\$50.00
Conflict of interest disclosure statements	Public Notices	Indirect cost of time to compile report	
Right of trustee to obtain information	Public Notices	Indirect cost of time to compile report	
Bond elections	Public Notices	Indirect cost of time to compile report	
Annual improvement in student achievement report	Parent/Student Notifications	Indirect cost of time to compile report	
Teacher Report Card	Parent/Student Notifications	Indirect cost of time to compile report	
Student report cards and notice of unsatisfactory performance	Parent/Student Notifications	Indirect cost of time to compile report	\$37,500.00
Campus/school report cards	Parent/Student Notifications	Indirect cost of time to compile report	





Notice of top 10 percent automatic college admissions law	Parent/Student Notifications	Additional counselor time and resources to print notification	
Notice of inappropriate certified or uncertified teacher	Parent/Student Notifications	Indirect cost of time to compile report	
Notice of Public Education Grant (PEG) eligibility	Parent/Student Notifications	Additional time and resources for staff	\$500.00
Notice of student physical activity policies and data	Parent/Student Notifications		\$21,750.00
Administration and notice of availability of student physical fitness assessment results	Parent/Student Notifications		\$350,000.00
Safety and security audits	Safe Schools		\$50,000.00
Maintenance of Multi-Hazard Emergency Operations Plan	Safe Schools		\$4,000.00
Mandatory Safety and Security Committee meetings	Safe Schools		\$7,500.00
Criminal history checks & fingerprinting (volunteers, applicants, contractors)	Safe Schools		\$227,000.00
Appeal process for persons ejected from district properties	Governance/ General Administration		\$7,500.00
Senate Bill 507 and revised Senate Bill 1398 – special education cameras	Safe Schools		\$55,000.00
In home, community based, & parent training (state mandated ARD determined autism supplemental services)	Special Education	IHPT designated position \$79,600; extra duty for IHPT \$2,100	\$81,700.00
Visual Impairments (VI) Expanded Core Curriculum (ECC)	Special Education		\$1,790.00
TEA Special Education Strategic Plan that includes corrective action steps & increased monitoring	Special Education	Year to date there is an increase of 257 referrals as compared to data within the same date range last year	
School bus seat belt requirement for all buses now including regular ed buses	Transportation	\$6k-\$8k per reg ed bus purchased	\$67,500.00
McKinney-Vento services	Transportation		\$254,000.00



HB 3 – Efficiency audit: requires school board to conduct efficiency audit prior to seeking voter approval to adopt an M&O tax rate	Governance/General Administration	Cost would be determined at later date as needed	
HB 3 – Reading for K-3 (reading academy)	Instructional	Training time for Elementary teachers and principals - 57 hours to be completed in 11-month period; Teachers divided into three cohorts	
SB 11 – Mental health and school safety in public schools	Safety	Staff time to review, revise and draft changes or additional sections to MEOP (est. \$10,000); Admin/staff time to attend full-day of required threat assessment team training (conservative estimate \$70,000)	\$80,000
HB 2184 – Student transition from Alternate Education Program (AEP) to regular classroom	Special Populations	One to two hours of 2 admins, counselor and up to two other professional staff \$75,000	\$75,000.00
HB 65 – Reporting school disciplinary actions	School Discipline	Campus Admin time to input data \$50,000/yr; District admin time for PEIMS Data Entry \$50,000	\$100,000
HB 548 – Reporting truancy information	School Discipline	Creation of Attendance review Board, time in court etc. \$50,000	\$50,000
HB 18 – Mental health in public schools and training	Student Health	District improvement plan requirements, training for staff, mandates percent of training that must be related to mental health	\$5,000
<b>UNFUNDED MANDATES – TOTAL ANNUAL COSTS</b>			<b>\$23,307,576.00</b>



Plano Independent School District  
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