

Agenda of Board Workshop/Regular Meeting

The Board of Trustees Mineral Wells Independent School District

A Board Workshop/Regular Meeting of the Board of Trustees of Mineral Wells Independent School District will be held Monday, April 14, 2025, beginning at 5:30 PM in the District Services Complex | Board Room.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **Call to Order/Establish Quorum**
2. **Board Workshop/Dinner - No Action Will Be Taken**
 - A. Agenda Review
 - B. Planning for 2025-2026 School Year
 - C. Policy Review
3. **Closed Session - Texas Government Code 551.074, Texas Government Code 551.076, Texas Government Code 551.082 and Texas Government Code 551.072**
 - A. Texas Government Code 551.074
 - 1) Employment/Appointment/Reassignment/Evaluation/Compensation/Duties of Personnel
 - 2) Renewal/Nonrenewal/Assignment/Reassignment/Probationary Status/Return to Probationary Status/Continuing Status of District Personnel 4
 - B. Texas Government Code 551.076
 - 1) Security - Personnel, Devices, Audits
 - C. Texas Government Code 551.082
 - 1) Student Discipline
4. **Open Session - 7:00 p.m.**
5. **Prayer**
6. **Pledges - U.S./Texas Flags**
7. **Mission & Vision Statements**
8. **Public Comment**
9. **Special Recognition**

A. MWISD Partner in Education	
Presenter: Karyn Bullock, Director of Communications	
1) Ricardo's Mexican Restaurant	
2) Taqueria La Estrella Restaurant	
B. Choir and Band State Recognition	
Presenter: Karyn Bullock, Director of Communications	
C. Apple Corps Recognition	
Presenter: David Tarver, Superintendent	
10. President's Report	
Presenter: Sunny Lee, President	
A. Continuing Education Summary Report	8
(Reporting period May 2024 through April 2025)	
11. Superintendent Report	
Presenter: David Tarver, Superintendent	
A. Enrollment Comparison	9
12. <u>Action Item:</u> Consent Agenda	
Presenter: David Tarver, Superintendent	
A. Monthly Financial Reports, Tax Receipt, and Accounts Payable Listing	12
B. Investment Report	22
C. Water, Electricity, Gas Reports	24
D. Minutes of the March 17, 2025, Regular Meeting and March 21, 2025, Special Meeting of the Board of Trustees	28
13. <u>Action Item:</u> Discuss, Consider and Take Any Necessary Action Regarding the Estimated \$6,000.00 Parker-Hannifin Foundation Grant Designated for the CTE Welding Program	<u>35</u>
Presenter: Deeann Hampton, CTE Director	
14. <u>Action Item:</u> Discuss, Consider and Take Any Necessary Action Regarding the Certification of Provision of Instructional Materials Survey 2025-2026	<u>36</u>
Presenter: Lindsey Wells, Director of Curriculum	
15. <u>Action Item:</u> Discuss, Consider and Take Any Necessary Action Regarding the Signing of Contract with Education Elements, Approved Provider for Services Through LASO Cycle 3 Strong Foundations Planning Grant	<u>89</u>
Presenter: Lindsey Wells, Director of Curriculum	
16. <u>Action Item:</u> Discuss, Consider, and Take Any Necessary Action Regarding a Waiver for Low Attendance	<u>120</u>
Presenter: Angie Myrick, Assistant Superintendent of Student Services	
17. <u>Action Item:</u> Discuss, Consider and Take Any Necessary Action Regarding the Memorandum of Understanding with Weatherford College Dual Credit Partnership	<u>123</u>
Presenter: Angie Myrick, Assistant Superintendent of Student Services	

18. Action Item: Discuss, Consider, and Take Any Necessary Action Regarding a Master Interlocal Agreement and Contract for Services between Mineral Wells ISD and Region 11 Education Service Center **173**

Presenter: David Tarver, Superintendent

19. Information

Presenter: David Tarver, Superintendent

A. Review District Calendars on our MWISD Website

Presenter: David Tarver, Superintendent

Description: MWISD Academic and Athletic Calendar

20. Action Item: Vote on Closed Session Items

A. 2025-2026 Contract Renewals

181

Presenter: Natalie Griffin, Assistant Superintendent

21. Action Item: Adjournment

RESIGNATIONS


NAME	CAMPUS & ASSIGNMENT	EFFECTIVE DATE	REASON	TOTAL YEARS OF EXPERIENCE	LOCAL YEARS OF EXPERIENCE
Melody Trott	MWHS Counselor Secretary	6/23/2025	Health	23	6
Timothy Hanlon-Taylor	Travis Special Ed. Teacher	4/3/2025	Health	3	2
Rosalie Ragan	Food Service	3/27/2025	No Reason Given	1	1
Brittani Kimball	Travis PE/Coach	3/21/2025	Moving	10	2
Breck Holman	Travis PE/Coach	3/21/2025	Moving	10	2
David Draper	Transportation Driver	4/02/2025		15	15
Catherine Camper	Transportation	3/29/2025	Unhappy	26	8 months
Ronald Kamper	Transportation Mechanic	3/29/2025	Unhappy	25	8 months
Brianna Thornton	Lamar PE Aide	5/30/2025	No Reason Given	1	1
Jennifer Bernet	JH Art Teacher	5/30/2025	New Career Path	21	14
Tammy Burch	Travis Aide	5/30/2025	Moving	2	2
Virginia Donohoe	Travis Nurse	6/5/2025	No Reason Given	11	3
Sara Morgan	JH Teacher	5/30/2025	Moving	8	8
RoseMarie Cottrell	HS Special Ed. Aide	5/30/2025	Pursuing New Opportunities	2	2
Krystal McDaniel	Houston Teacher	5/30/2025	Explore New Opportunities	10	10




REASSIGNMENTS

NAME	FROM	TO	BEGINNING DATE	REPLACING
Brandie Campbell	MWHS Teacher/Coach	MWHS Teacher	8/06/2025	No Longer Coaching
Lori Pena	Lamar RC Aide	Lamar Pre-K Aide	8/06/2025	Jasmine Beard
Jasmine Beard	Lamar Pre-K Aide	Lamar PE Aide/Teacher	8/06/2025	Brianna Guerrero
Dennise Giddings	Lamar Life Skills Teacher	Lamar Reading Interventionist	8/06/2025	Carmen Babers
Carmen Babers	Lamar Reading Interventionist	Lamar 1 st Grade Teacher	8/06/2025	Bailey Roberson
Bailey Roberson	Lamar 1 st Grade Teacher	Lamar Instructional Coach	8/06/2025	Brenda Wooten
Michael Wheeler	Travis Life Skills Teacher	Lamar Life Skills Teacher	8/06/2025	Christine Lott
Sarah Pittmon	Travis Dyslexia Teacher	Travis 4 th Grade ELAR Teacher	8/06/2025	Kelli Wood

EMPLOYMENT

NAME	POSITION	
Elizabeth Boyd	JH Teacher Coach	

<p>Mickey Qualls</p>	<p>General Maintenance</p>		
<p>Kaitlyn Cook</p>	<p>Volleyball Coach/Teacher</p>		
<p>Cornelius Lawhorn</p>	<p>HS Head Basketball Coach</p>		
<p>Charles Clark</p>	<p>Transportation Mechanic/Driver</p>		

<p>Christina Fellows</p>	<p>Food Service</p>	
<p>Rebecca Holliday</p>	<p>Lamar Counselor</p>	
<p>Jessie Fanning</p>	<p>JH Boys Coordinator/CTE Elective Teacher</p>	

Annual Announcement on Continuing Education of Board Members

Mineral Wells ISD

May 2024 through April 2025 - Report run on 3/31/2025

NEW / EXPERIENCED TRUSTEES	Local District Orientation <i>(3 hours for new Trustees, within 1st 120 days)</i>	Introduction to Texas Education Code <i>(3 hours for new Trustees, within 1st 120 days)</i>	School Safety <i>(2 hour every 2 years for all trustees) (Within 1st 120 days for new trustees)</i>	Evaluating & Improving Student Outcomes <i>(3 hours every 2 years for all trustees) (Within 1st 120 days for new trustees)</i>	Post Legislative Update to TEC <i>(2 hours for experienced Trustees after each Legislative Session) (New Trustees - N/A)</i>	Child Abuse Prevention <i>((1 hour every 2 years) (Within 1st 120 days for new trustees)</i>	Team Building Session <i>(3 hours for all Trustees)</i>	Continuing Education <i>(10 hours for new trustees; 5 hours for experienced Trustees)</i>	Completed Exceeded Incomplete
Brandon Hons	N/A	N/A	Complete	Complete	N/A	Complete	Complete	9.5 hrs	Exceeds
Donna Henderson	N/A	N/A	Complete	Complete	N/A	Complete	Complete	13 hrs	Exceeds
Joe Ruelas	N/A	N/A	Complete	Complete	Complete	Complete	Complete	13 hrs	Exceeds
Lauretta Poole	N/A	N/A	Complete	Complete	N/A	Complete	Complete	5.25 hrs	Exceeds
Maria Jones	N/A	N/A	Complete	Complete	N/A	Complete	Complete	25 hrs	Exceeds
Scott Aaron	N/A	N/A	Incomplete	Incomplete	N/A	Incomplete	Complete	0 hrs	Incomplete
Sunny Lee	N/A	N/A	Complete	Complete	N/A	Complete	Complete	13 hrs	Exceeds

(N) = New Trustee

School board members must complete training that is required by the State Board of Education (SBOE), and the board president must publicly announce whether each board member has met the SBOE training requirements. Board members must receive continuing education training in the areas reflected in this table, according to Tex. Educ. Code §11.159; 19 Tex. Admin. Code § 61.1, 61.3.

The annual announcement does not cover open government and cybersecurity training required for trustees under other law. Tex. Gov't Code §§ 551.005, 552.012, and 2054.5191. OMA and PIA training is required of all elected officials within 90 days of election or appointment. PIA training may be delegated by district policy. Cybersecurity training is required of all school board members annually.



This report is provided as a TASB member service. Official recordkeeping of Board Member continuing education credit is the responsibility of the district.



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 4/14/25

MEETING TYPE:

- Regular Meeting
- Special Meeting

AGENDA ITEM TYPE:

- Action Item
- Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- Academic Competitiveness
 - Early Literacy (HB3)
 - Early Math (HB3)
 - Other
- Career Certifications (HB3)

Operational Goals

- Promote Community/School Partnerships
- Fiscal Responsibility
- Safe and Secure Schools

TITLE: Enrollment Comparison March 2025

RECOMMENDED ACTION: This item is for information only.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

See attached report.

FISCAL IMPACT: Rising enrollment results in revenue increase

ATTACHMENTS: MWISD Enrollment Comparison/Campus Summary Report

DEPARTMENT(S) SUBMITTING FORM: Superintendent

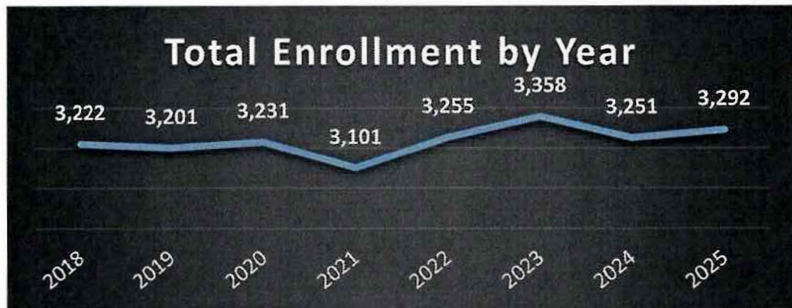
DEPARTMENT SIGNATURE/APPROVAL: 

Mineral Wells I.S.D. Campus Summary Report

MARCH 2025 (13 Days of School)

Total # of Students:	3292
Refined ADA:	3021.37
% of Attendance:	95.39%

School	Student Enrollment	Refined ADA	% Attendance
Mineral Wells H.S.	889	847.64	94.73%
Academy	31	28	86.55%
Mineral Wells JH	465	444.53	95.74%
Travis Elementary	760	721.29	95.18%
Houston Elementary	476	461.76	96.71%
Lamar Elementary	671	518.15	95.81%



March (13 School Days)

	2018 March	2019 March	2020 March	2021 March	2022 March	2023 March	2024 March	2025 March
EE	24	14	31	25	27	20	30	21
PK	215	218	217	147	209	206	163	196
K	263	245	266	249	214	265	249	207
1st	204	265	251	239	261	235	246	247
2nd	227	208	252	247	235	252	222	252
3rd	263	226	210	246	243	241	243	224
4th	234	241	225	208	246	258	243	257
5th	253	232	246	210	226	259	253	250
6th	262	250	228	244	227	218	249	253
7th	220	267	269	237	250	246	216	252
8th	219	228	253	260	244	254	239	213
9th	211	227	241	246	288	270	258	251
10th	210	187	200	211	216	248	236	232
11th	211	182	149	171	180	193	206	194
12th	185	202	160	137	166	164	173	212
Academy	21	9	33	24	23	29	25	31
Total	3,222	3,201	3,231	3,101	3,255	3,358	3,251	3,292

Attendance Comparrison by Year

	2017	2018	2019	2020	2021	2022	2023	2024	2025
MWHS	93.00%	93.79%	93.63%	94.70%	91.09%	89.50%	92.08%	92.59%	94.73%
Academy	67.95%	75.00%	100.00%	80.49%	69.72%	81.34%	67.33%	78.23%	86.55%
JH	94.95%	93.85%	94.72%	96.04%	94.63%	94.30%	93.10%	95.13%	95.74%
Travis	95.52%	95.65%	95.00%	96.19%	92.79%	95.55%	95.61%	95.92%	95.18%
Houston	95.03%	96.29%	94.70%	96.71%	96.30%	96.70%	95.10%	96.64%	96.71%
Lamar	94.62%	96.36%	95.74%	95.46%	96.29%	94.72%	94.90%	95.57%	95.81%
TOTAL	94.20%	95.00%	94.72%	95.60%	93.71%	93.63%	93.82%	94.79%	95.39%



BOARD OF TRUSTEES
Agenda Item

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BOARD GOALS (check all that apply)

Academic Goals

- Academic Competitiveness
 - Early Literacy (HB3)
 - Early Math (HB3)
 - Other
- Career Certifications (HB3)

Operational Goals

- Promote Community/School Partnerships
- Fiscal Responsibility
- Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Monthly Financial Report, Tax Receipt and Accounts Payable Listings

RECOMMENDED ACTION: It is recommended that the monthly Financial Reports, Tax Receipt, Accounts Payable Listing be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

See attached information.

FISCAL IMPACT: Variable revenue and expenditures to District

ATTACHMENTS: Tax Receipt Report, Financial Statement, AP Listing

DEPARTMENT(S) SUBMITTING FORM: Business and Finance

DEPARTMENT SIGNATURE/APPROVAL:

[Handwritten signatures]

April 14, 2025
2024-2025 TAX COLLECTIONS
February 28, 2025

MAINTENANCE & OPERATIONS						
	LEVY	MONTHLY ACTIVITY	PRIOR ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 10,161,971.00	\$ 4,342,670.39	\$ 5,645,223.73	\$ 9,987,894.12	\$ 174,076.88	98.29%
DELINQUENT TAXES	\$ 290,158.00	\$ 20,744.76	\$ 78,004.93	\$ 98,749.69	\$ 191,408.31	34.03%
PENALTY & INTEREST	\$ 219,502.00	\$ 18,454.23	\$ 29,047.11	\$ 47,501.34	\$ 172,000.66	21.64%
GRAND TOTAL	\$ 10,671,631.00	\$ 4,381,869.38	\$ 5,752,275.77	\$ 10,134,145.15	\$ 537,485.85	94.96%

INTEREST & SINKING						
	LEVY	MONTHLY ACTIVITY	PRIOR ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 3,123,145.00	\$ 1,329,333.46	\$ 1,734,104.24	\$ 3,063,437.70	\$ 59,707.30	98.09%
DELINQUENT TAXES	\$ 93,562.00	\$ 6,865.37	\$ 27,530.46	\$ 34,395.83	\$ 59,166.17	36.76%
PENALTY & INTEREST	\$ 57,682.00	\$ 5,920.69	\$ 9,701.35	\$ 15,622.04	\$ 42,059.96	27.08%
GRAND TOTAL	\$ 3,274,389.00	\$ 1,342,119.52	\$ 1,771,336.05	\$ 3,113,455.57	\$ 160,933.43	95.09%

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
CASH POSITION**

FOR PERIOD ENDING FEBRUARY 28, 2025

GENERAL FUND	\$ 6,278,430.88
FOOD SERVICE	\$ 657,898.69
SPECIAL REVENUE	\$ 589,797.94
INTEREST & SINKING	\$ 1,520,971.75
INSURANCE FUND	\$ 1,139.42
WORKERS' COMPENSATION	\$ 480.55
TRUST & AGENCY FUND	\$ 186,086.81
PAYROLL	\$ <u>(51,373.53)</u>
TOTAL	\$ 9,183,432.51
<u>Lone Star Investment</u>	
General Fund	\$ 4,012,867.78
Food Service Fund	\$ 4.39
Interest & Sinking	\$ 1,267,329.71
Insurance Fund	\$ <u>536,233.91</u>
TOTAL INVESTMENTS	\$ 5,816,435.79

Fund	Fund	Expended	Encumbered	2024-2025	
				Budget	Balance
180	CO-CURRICULAR	812,440.63	6,004.44	1,315,823.00	497,377.93
199	GENERAL FUND	20,206,491.93	169,489.74	35,510,868.00	15,134,886.33
211	TITLE I, PART A	519,355.15	5,634.61	1,189,044.00	664,054.24
224	IDEA-B FORMULA	431,906.47	0.00	917,504.00	485,597.53
225	IDEA-B PRESCHOOL	10,356.00	0.00	18,378.00	8,022.00
240	FOOD SERVICE	948,545.82	0.00	2,367,508.00	1,418,962.18
244	CARL PERKINS BASIC FORM. GRANT	35,837.25	8,094.16	48,759.00	4,827.59
255	TITLE II, PART A-SUP EFF INSTR	54,192.38	1,950.00	228,157.00	172,014.62
263	Title III, PART A-ELA	12,333.86	75.00	91,214.00	78,805.14
270	TITLE V,B,SP 2, RLIS	40,405.00	0.00	116,766.00	76,361.00
289	FEDERALLY FUNDED SPECIAL REV	41,087.38	0.00	86,223.00	45,135.62
410	STATE TEXTBOOK FUND	90,762.87	0.00	90,368.00	-394.87
429	STATE FUNDED SPECIAL REVENUE	663,977.17	118,379.29	838,208.00	55,851.54
461	CAMPUS ACTIVITY FUND	12,739.88	844.07	0.00	-13,583.95
599	DEBT SERVICE	2,836,449.31	0.00	3,897,817.00	1,061,367.69
880	CUSTODIAL FUND - SCHOLARSHIPS	6,000.00	0.00	0.00	-6,000.00
Grand Expense Totals		26,722,881.10	310,471.31	46,716,637.00	19,683,284.59

Number of Accounts: 1656

***** End of report *****

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>CHECK DATE</u>	<u>CHECK NUMBER</u>	<u>CHE TYP</u>	<u>AMOUNT</u>
PONDER ISD	0115	SOFTBALL TOURNAMENT FEE	02/26/2025	6519	V	-450.00
AARDAL, DYLAN	0205	BASKETBALL OFFICIAL 1/28/2025	02/05/2025	6701	R	95.00
ACE HARDWARE OF MINE	Multiple	Multiple Invoices	02/05/2025	6703	R	504.55
Adams, Zander	02052025	TRAVEL	02/05/2025	6704	R	468.60
AIRGAS USA, LLC	5513418035	Monthly Rental	02/05/2025	6705	R	90.77
AT&T MOBILITY	825071876X	SERVICE	02/05/2025	6706	R	1,523.61
ATWOOD DISTRIBUTING	368	MAINTENANCE-January 2025	02/05/2025	6707	R	29.98
Baker, Jeanne	0205	TRAVEL	02/05/2025	6708	R	482.80
Ball, Gene	0204	TRAVEL	02/05/2025	6709	R	467.20
BENNETT'S OFFICE SUP	Multiple	Multiple Invoices	02/05/2025	6724	R	9,956.57
BILINGUAL SPEECH SER	6	INV # 6 January Invoice Contracted Services	02/05/2025	6725	R	4,683.53
COLLIER, JEFFREY	0205	BASKETBALL OFFICIAL 1/28/25	02/05/2025	6726	R	195.00
CREAL, JOSEPH	0205	BASKETBALL OFFICIAL 1/28/25	02/05/2025	6727	R	195.00
DEMCO, INC	7586424	LIBRARY MAKERSPACE SUPPLIES	02/05/2025	6728	R	3,958.03
DOUBLE H TIRE	0200790	MAINTENANCE-January 2025	02/05/2025	6729	R	40.00
DRURY PLAZA RIVERWAL	0204	LODGING	02/05/2025	6730	R	1,693.73
EDUCATION SERVICE CT	Multiple	Multiple Invoices	02/05/2025	6731	R	115.00
ELLIOTT ELECTRIC SUP	Multiple	Multiple Invoices	02/05/2025	6732	R	132.38
Enriquez, Delano	0204	Meals for Academic UIL Feb 8th	02/05/2025	6733	R	630.00
FOLLETT CONTENT SOLU	Multiple	Multiple Invoices	02/05/2025	6734	R	3,518.80
FOOD SERVICE, CHILD	244	SUGAR FOR LOUNGE	02/05/2025	6735	R	103.50
FURR BUILDING MATERI	Multiple	Multiple Invoices	02/05/2025	6736	R	148.15
Geer, Rebeka	0205	Supplies Reimbursement Geer	02/05/2025	6737	R	76.40
Gordon, RIKKI	0205	BASKETBALL GAME WORKER 1/23/25	02/05/2025	6738	R	30.00
Hallmark, Helma	0205	TRANSPORTATION - EMPLOYEE REIMBURSEMENT FOR CDL COST	02/05/2025	6739	R	47.00
HIGH SCHOOL	0205	REIMB CK# 12436, 12448, 12438, 12447, 12449, 12454, 12440, 12441, 12450, 12437, 12442, 12446, 12451, 12443, 12435, 12439, 12444, 12445, 12453	02/05/2025	6740	R	6,185.00
HILTON HOTEL	0205	TRAVEL	02/05/2025	6741	S	714.30
HOMEBASE #250 MW	Multiple	Multiple Invoices	02/05/2025	6743	R	920.33
Ince, Matt	0131	Fingerprint reimbursement	02/05/2025	6744	R	47.99
JODIE'S ALTERNATOR	0935	TRANSPORTATION- CONTRACTED MAINTENANCE	02/05/2025	6745	R	275.00
Kamper, Catherine	0205	TRANSPORTATION - EMPLOYEE INCENTIVE - BREAK ROOM SUPPLY AND FOOD SUPPLY - CLEANING SUPPLY EMPLOYEE REIMBURSEMENT FOR COST	02/05/2025	6746	R	73.23
KYOCERA DOCUMENT SOL	Multiple	Multiple Invoices	02/05/2025	6747	R	2,833.45
LAWAL, AYODEJI	0205	BASKETBALL OFFICIAL 1/28/25	02/05/2025	6748	R	155.00
Lively, Thomas	0205	SECURITY 1/23/25	02/05/2025	6749	R	135.00
Lyons, Michael	0205	TRAVEL	02/05/2025	6750	R	468.60
Marsh, Stacey	0131	Jan. Mileage to and from Stride	02/05/2025	6751	R	18.62
MASSEY'S SEPTIC TANK	50164	MAINTENANCE-January 2025	02/05/2025	6752	R	300.00
MENCHACA, CRISTAL	0205	SECURITY 1/24/2025	02/05/2025	6753	R	180.00
MENGER HOTEL	0205	TRAVEL	02/05/2025	6754	S	669.24
MILLS, CONNOR	0205	BASKETBALL OFFICIAL 1/28/25	02/05/2025	6755	R	195.00
N-TUNE	150267	REPAIR	02/05/2025	6756	R	215.00

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>CHECK DATE</u>	<u>CHECK NUMBER</u>	<u>CHEK TYP</u>	<u>AMOUNT</u>
B & H PHOTO	231242801	SUPPLIES	02/13/2025	6800	R	132.29
BAKER, FRANKLIN	0212	SECURITY 2/4/25	02/13/2025	6801	R	225.00
BENNETT'S OFFICE SUP	Multiple	Multiple Invoices	02/13/2025	6802	R	514.51
BOGDANOFF, MICHAEL	0212	SOCCER OFFICIAL 1/31/25	02/13/2025	6803	R	235.00
CAR COLORS	Multiple	Multiple Invoices	02/13/2025	6804	R	194.05
CARTER, TAMARKUS	0212	BASKETBALL OFFICIAL 2/3/25	02/13/2025	6805	R	125.00
CDW-G	Multiple	Multiple Invoices	02/13/2025	6806	R	1,961.82
Cermak, Rachel	0212	Reimbursement	02/13/2025	6807	R	46.89
CHEEK, WILLIAM	0212	BASKETBALL OFFICIAL 1/30/25	02/13/2025	6808	R	125.00
CHICKEN EXPRESS	0109	POWERLIFTING MEAL	02/13/2025	6809	S	78.00
CHICK FIL'A	199584	TENNIS MEAL	02/13/2025	6810	S	100.43
DAIRY QUEEN	POS-3_395	BASEBALL MEAL	02/13/2025	6811	S	126.13
DUGGIN, TIM	0212	BASKETBALL OFFICIAL 2/4/25	02/13/2025	6812	R	155.00
Evans, Edmond	0212	Daimer steam cleaner	02/13/2025	6813	S	3,995.00
EWELL EDUCATIONAL SE	TX543-8885	AET Subscription	02/13/2025	6814	R	1,100.00
FAMILY ZONE, INC.	INUS006532	School Manager Content Aware	02/13/2025	6815	R	2,625.00
FLORES, MELVIN	0212	BASKETBALL OFFICIAL 1/30, 2/2	02/13/2025	6816	R	220.00
FOOD SERVICE, CHILD	245	INV #245 Snacks/Houston-Ishmael/Adams	02/13/2025	6817	R	95.75
FRONTIER WASTE-CRESS	4935899	SERVICE	02/13/2025	6818	R	7,376.78
GAME ONE	Multiple	Multiple Invoices	02/13/2025	6819	R	3,411.10
Gordon, Ammie	0209	Mileage Jan.15th-Feb. 9th (Homebound student)	02/13/2025	6820	R	37.80
Gordon, RIKKI	0212	BASKETBALL GAME WORKER 2/3/25	02/13/2025	6821	R	30.00
HARRIS, RODERICK	0212	BASKETBALL OFFICIAL 2/4/25	02/13/2025	6822	R	195.00
HIGH SCHOOL	0212	REIMB CK #12456, 12455, 12461, 12459, 12458, 12457, 12460	02/13/2025	6823	R	3,065.00
HOMEBASE #250 MW	Multiple	Multiple Invoices	02/13/2025	6824	R	230.12
IN TOUCH THERAPY, PL	MIN1	INV #MIN1 Jan. Contracted PT Services	02/13/2025	6825	R	4,285.34
INTERQUEST DETECTION	116661	DRUG CANINE	02/13/2025	6826	R	187.50
Judd, Penny	0212	SECURITY 1/28/25	02/13/2025	6827	R	225.00
KYOCERA DOCUMENT SOL	Multiple	Multiple Invoices	02/13/2025	6829	R	2,836.72
LEASOR CRASS, P.C.	26420	Leasor Crass, PC January 2025 Invoice	02/13/2025	6830	R	6,948.37
Lively, Thomas	0212	SECURITY 1/30,2/3	02/13/2025	6831	R	225.00
LOTTER, MICHAEL	0212	BASKETBALL OFFICIAL 2/4/25	02/13/2025	6832	R	195.00
MAY, MABEN	0212	BASKETBALL OFFICIAL 2/4/25	02/13/2025	6833	R	195.00
MENCHACA, CRISTAL	0212	SECURITY 1/31/25	02/13/2025	6834	R	270.00
MINERAL WELLS CHAMBE	22270	Table for the State of Community - February 2025	02/13/2025	6835	R	450.00
NAPA AUTOMOTIVE PART	Multiple	Multiple Invoices	02/13/2025	6836	R	1,255.62
O'REILLY AUTOMOTIVE,	0791-47518	Supplies Wraight	02/13/2025	6837	R	125.58
PARKER, DONNA	0212	BASKETBALL GAME WORKER 2/4/25	02/13/2025	6838	R	75.00
PENDER'S MUSIC COMPA	Multiple	Multiple Invoices	02/13/2025	6839	R	349.43
PEREZ, JOHN	0212	SOCCER OFFICIAL 1/31/25	02/13/2025	6840	R	235.00
PLAYSCRIPTS, INC.	2341276	RIGHTS, SCRIPTS	02/13/2025	6841	R	520.85
PLAYSCRIPTS, INC.	2341276	RIGHTS, SCRIPTS	02/28/2025	6841	V	-520.85
RANK ONE SPORT	9294	RANK ONE SUBSCRIPTION	02/13/2025	6842	R	1,000.00
RIVERSIDE INSIGHTS	inv232370	RIVERSIDE INSIGHTS GT TESTING SPANISH	02/13/2025	6843	R	16.90
RUELAS, JOE	0212	BASKETBALL OFFICIAL 2/4/25	02/13/2025	6844	R	80.00
Shipman, Benjamin	0212	BASKETBALL OFFICIAL 1/30, 2/3,4	02/13/2025	6845	R	360.00
Sports Attack LLC	inv54193	SOFTBALL EQUIPMENT	02/13/2025	6846	R	315.00

<u>VENDOR</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>CHECK DATE</u>	<u>CHECK NUMBER</u>	<u>CHE TYP</u>	<u>AMOUNT</u>
		03/03/2025				
NORTH TEXAS SALES AN	341170	TRANSPORTATION - CONTRACTED MAINTENANCE	02/19/2025	6892	R	325.88
PARKER, DONNA	0218	BASKETBALL GAME WORKER 2/7,8,10,11	02/19/2025	6893	R	300.00
PDQ.COM CORPORATION	PDQ-39903	PDQ yearly license	02/19/2025	6894	R	2,677.50
PROFESSIONAL GROUNDS	2025 MEMBE	2025 membership renewal	02/19/2025	6895	R	285.00
REICH, ALAN	0218	BASKETBALL OFFICIAL 2/11/25	02/19/2025	6896	R	115.00
RIVERSIDE INSIGHTS	INV233229	Quote 2001557 WJV-Unlimited Subscription	02/19/2025	6897	R	4,088.75
ROBERTSON, KEITH	0218	BASKETBALL OFFICIAL 2/10/25	02/19/2025	6898	R	299.92
Roe, Gary JR	0218	reimb for 3 day class	02/19/2025	6899	R	575.00
SANTO ISD	0220	POWERLIFTING MEET	02/19/2025	6900	R	225.00
SCHOLASTIC INC.	67620420	SUPPLIES	02/19/2025	6901	R	352.00
SMITH, STEVEN	0218	BASKETBALL OFFICIAL 2/11/25	02/19/2025	6902	R	115.00
SOUTHERN FLORAL COMP	Multiple	Multiple Invoices	02/19/2025	6903	R	997.82
STEENSMA, JAMES	0218	BASKETBALL OFFICIAL 2/11/25	02/19/2025	6904	R	155.00
TAQUERIA LA ESTRELLI	A12	FALL BANQUET MEAL	02/19/2025	6905	R	7,100.00
TEXAS DEPT OF PUBLIC	CRS-202501	Invoice CRS-202501-304353 Background checks	02/19/2025	6906	R	12.00
TEXAS DEPARTMENT OF	Multiple	Multiple Invoices	02/19/2025	6907	R	425.00
THE LINCOLN ELECTRIC	Multiple	Multiple Invoices	02/19/2025	6908	R	697.50
THERAPY AND ME	2025-01-MW	INV #2025-01-MWISD Contracted Music Therapy	02/19/2025	6909	R	910.00
TRAWAEN, JAMES	0218	BASKETBALL OFFICIAL 1/7/25	02/19/2025	6910	R	95.00
WALMART CAPITAL ONE	Multiple	Multiple Invoices	02/19/2025	6912	R	1,091.89
WEBB, MATTHEW	0218	BASKETBALL OFFICIAL 2/10/25	02/19/2025	6913	R	222.46
Weinritter St Paul S	449926	STATE BASKETBALL HOTEL STAY	02/19/2025	6914	R	810.99
TEXAS GAS SERVICES	0219	SERVICE	02/19/2025	6915	R	28,917.88
AT&T	0211	SERVICE - ACCT #214 A31-0060 668 0	02/26/2025	6916	R	1,655.83
AT&T LONG DISTANCE	811340500	SERVICE-CORPORATION #346970 811340500-0	02/26/2025	6917	R	34.52
BEVERS, JACK	0225	BASKETBALL OFFICIAL 2/10/25	02/26/2025	6918	R	222.46
BUCKS WHEEL & EQUIP	Multiple	Multiple Invoices	02/26/2025	6919	R	1,046.82
CDW-G	AC6Y15Y	Chromeboxes: TES Labs	02/26/2025	6920	R	17,667.10
CHICKEN EXPRESS	49	TENNIS MEAL	02/26/2025	6921	R	108.00
DAIRY QUEEN	45742	BASEBALL MEAL	02/26/2025	6922	R	210.00
ED311	Multiple	Multiple Invoices	02/26/2025	6923	R	460.00
EDUCATION SERVICE CT	4122500123	QUOTE BRAINPOP REGION 11	02/26/2025	6924	R	2,475.00
Evans, Edmond	Multiple	Multiple Invoices	02/26/2025	6925	R	1,366.66
FRED GARRISON OIL CO	D60572	FUEL	02/26/2025	6926	R	2,207.20
FRONTIER WASTE-CRESS	4822222	SERVICE	02/26/2025	6927	R	816.55
HOMEBASE #250 MW	Multiple	Multiple Invoices	02/26/2025	6928	R	432.71
IML SECURITY SUPPLY	EV3572V	Classes for April Whitehead & Jason Unerfusser	02/26/2025	6929	R	80.00
INTERQUEST DETECTION	116662	Drug Testing Canines	02/26/2025	6930	R	187.50
LONE STAR PIZZA, LLC	Multiple	Multiple Invoices	02/26/2025	6931	R	255.90
MACARTHUR GAUGE INC	90488	Gauges	02/26/2025	6932	R	1,160.75
MAXWELL MEDALS & AWA	3195501-IN	TRACK MEDALS/AWARDS	02/26/2025	6933	R	1,153.09
MHS MULTI-HEALTH SYS	SIP0049469	INV #SIP00494690 Supplies for Michael Murphy mmurphy2@mwisd.net	02/26/2025	6934	R	500.00
PALO PINTO COUNTY LI	2203	PARKING LOT RENT 2024-2025	02/26/2025	6935	R	10,000.00
PITNEY BOWES GLOBAL	Multiple	Multiple Invoices	02/26/2025	6936	R	904.62
POSITIVE PROMOTIONS	07516896	QUOTE POSITIVE PROMOTIONS	02/26/2025	6937	R	216.95

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
180	CO-CURRICULAR	0.00	0.00	43,163.53	43,163.53
199	GENERAL FUND	2,920.00	0.00	923,884.59	926,804.59
***	Fund Summary Totals ***	2,920.00	0.00	967,048.12	969,968.12

***** End of report *****

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
240	FOOD SERVICE	0.00	0.00	95,894.66	95,894.66
***	Fund Summary Totals ***	0.00	0.00	95,894.66	95,894.66

***** End of report *****

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
211	TITLE I, PART A	0.00	0.00	120.00	120.00
224	IDEA-B FORMULA	0.00	0.00	87.55	87.55
244	CARL PERKINS BASIC FORM. GRANT	0.00	0.00	299.98	299.98
289	FEDERALLY FUNDED SPECIAL REV	0.00	0.00	1,158.75	1,158.75
429	STATE FUNDED SPECIAL REVENUE	0.00	0.00	3,381.92	3,381.92
461	CAMPUS ACTIVITY FUND	0.00	0.00	2,909.18	2,909.18
***	Fund Summary Totals ***	0.00	0.00	7,957.38	7,957.38

***** End of report *****



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 4/14/25

MEETING TYPE:

- Regular Meeting
- Special Meeting

AGENDA ITEM TYPE:

- Action Item
- Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- Academic Competitiveness
 - Early Literacy (HB3)
 - Early Math (HB3)
 - Other
- Career Certifications (HB3)

Operational Goals

- Promote Community/School Partnerships
- Fiscal Responsibility
- Safe and Secure Schools

TITLE: Investment Report

RECOMMENDED ACTION: It is recommended that the Investment Report be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): Board Policy CDA(LOCAL)

OVERVIEW:

The Superintendent or designees, Paul Hearn or Dorinda Brown, shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be executed on a delivery versus payment basis. In addition to the quarterly report required by law and signed by the District's investment officer a comprehensive report on the investment program and activity shall be presented annually to the Board.

FISCAL IMPACT: N/A Reporting Only

ATTACHMENTS: Investment Report

DEPARTMENT(S) SUBMITTING FORM: Business and Finance

DEPARTMENT SIGNATURE/APPROVAL:

Paul Hearn Dorinda Brown

MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
INVESTMENT TRANSACTION REPORT
FOR THE QUARTER ENDED FEBRUARY 28, 2025

I. INVESTMENT POSITION AS OF February 28, 2025

	<u>Cash</u>	<u>CD's</u>	<u>Lone Star</u>	<u>Total</u>
General Fund	\$ 6,186,470.60	\$ 0.00	\$ 4,012,867.78	\$ 10,199,338.38
Special Revenue	1,311,423.33	0.00	4.39	1,311,427.72
Debt Service	1,520,971.75	0.00	1,267,329.71	2,788,301.46
Internal Service	1,619.97	0.00	536,233.91	537,853.88
Trust & Agency	499,864.54	0.00	0.00	499,864.54
Total as of February 28, 2025	<u>\$ 9,520,350.19</u>	<u>\$ 0.00</u>	<u>\$ 5,816,435.79</u>	<u>\$ 15,336,785.98</u>

II. LONE STAR INVESTMENT POOL

The Pool invests solely in obligations of the U.S. Government and its agencies and instrumentalities and in certain other high-quality investments secured by or consisting of such securities. Pool investments are confined to those of the highest quality under the Public Funds Investment Act (U.S. Government obligations), thus effectively eliminating credit risk. Interest rate risk associated with the Pool is low; all securities held by the Pool are required to have a maximum maturity of no more than three years from the date of purchase. Each Fund within the Pool has received the highest rating, that of AAA, from Standard & Poor's as required by the Public Funds Investment Act. The Government Overnight Fund's book value and market value are materially the same. Average rates for the Government Overnight Fund for the months of December 2024, January, and February, 2025 were 4.5382%, 4.3483% and 4.3496% respectively.

The beginning balance in the General Fund's Government Overnight Fund was \$3,969,555.23. Interest of \$43,312.55 was deposited during the quarter, resulting in an ending balance of \$4,012,867.78, as of February 28, 2025.

The beginning balance in the Food Service Fund's Government Overnight Fund was \$4.34. Interest of \$0.05 was deposited during the quarter, resulting in an ending balance of \$4.39 as of February 28, 2025.

The beginning balance in the Internal Service Fund's (Insurance Fund) Government Overnight Fund was \$530,446.11. Interest of \$5,787.80 was deposited during the quarter, resulting in an ending balance of \$536,233.91. as of February 28, 2025.

The beginning balance in the Debt Service Fund's Government Overnight Fund was \$1,253,650.89. Interest of \$13,678.82, was deposited during the quarter, resulting in an ending balance of \$1,267,329.71 as of February 28, 2025.

The above transactions were in compliance with the District's investment policy and relevant provisions of law.



Paul Hearn, Chief Financial Officer / Investment Officer



Dorinda Brown, Accountant / Investment Officer



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 4/14/25

MEETING TYPE:

- Regular Meeting
- Special Meeting

AGENDA ITEM TYPE:

- Action Item
- Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- Academic Competitiveness
 - Early Literacy (HB3)
 - Early Math (HB3)
 - Other
- Career Certifications (HB3)

Operational Goals

- Promote Community/School Partnerships
- Fiscal Responsibility
- Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Water/Electricity/Gas Reports

RECOMMENDED ACTION: It is recommended that the Water/Electricity/Gas Reports be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

See attached utility reports.

FISCAL IMPACT: Variable Cost to District

ATTACHMENTS: Water/Electricity/Gas/Reports

DEPARTMENT(S) SUBMITTING FORM: Business and Finance

DEPARTMENT SIGNATURE/APPROVAL:

Paul Miller [Signature]

Gas

2020-2021	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	297.29	1,344.73	2,438.19	6,238.04	5,158.02	7,437.69	2,340.61	788.08	563.32	280.27	189.71	492.62	27,568.57
MW Academy	78.31	120.49	227.69	327.49	293.46	259.32	198.64	47.90	85.44	79.06	110.60	109.09	1,937.49
Junior High	193.28	747.38	1,588.53	2,981.87	2,951.05	3,649.25	1,644.94	555.17	433.29	279.07	303.14	392.59	15,719.56
Travis	179.08	769.96	2,049.26	4,396.13	3,417.63	4,215.44	1,359.11	410.30	271.24	172.89	232.25	277.88	17,751.17
Houston	179.67	566.94	1,334.29	2,138.18	2,486.13	3,011.99	1,230.02	373.02	270.14	199.87	260.62	296.60	12,347.47
Lamar	112.49	690.06	1,963.33	4,220.46	3,392.19	4,754.40	1,037.44	327.64	188.96	112.64	107.78	151.42	17,058.81
DSC	113.90	495.28	1,135.52	2,109.58	2,474.40	2,972.82	665.70	219.11	196.57	168.17	199.58	204.40	10,955.03
Transportation	113.63	572.83	1,248.58	1,636.42	1,547.22	1,437.43	624.59	387.95	175.24	104.70	127.81	128.04	8,104.44
Total	1,267.65	5,307.67	11,985.39	24,048.17	21,720.10	27,738.34	9,101.05	3,109.17	2,184.20	1,396.67	1,531.49	2,052.64	111,442.54

2021-2022	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	793.89	1,007.48	2,358.19	7,490.34	7,750.28	8,307.96	3,800.23	6,344.93	562.20	423.69	457.13	978.53	40,274.85
MW Academy	109.33	113.06	138.11	252.67	322.42	364.83	245.82	89.06	109.77	111.44	109.81	109.75	2,076.07
Junior High	477.98	788.46	2,164.93	3,400.41	3,777.03	4,150.81	2,122.82	1,603.33	446.82	397.52	391.98	600.56	20,322.65
Travis	335.36	557.74	2,449.02	3,874.12	4,165.75	4,574.51	2,680.63	1,282.78	314.28	239.40	239.53	318.46	21,031.56
Houston	353.77	512.42	1,965.92	2,972.40	3,060.42	3,419.13	1,660.07	794.93	1,062.83	670.75	397.74	402.67	17,273.05
Lamar	188.86	280.95	1,554.73	3,416.71	3,331.40	3,705.76	2,002.51	243.61	227.65	174.98	143.74	194.32	15,465.22
DSC	207.28	295.56	1,571.47	2,806.56	2,997.36	3,029.32	1,675.00	209.47	215.91	166.31	170.10	180.28	13,524.62
Transportation	129.38	286.04	736.65	1,476.59	2,114.66	1,718.58	828.72	70.67	281.73	153.31	153.33	154.55	8,104.21
Total	2,595.85	3,841.71	12,939.02	25,689.80	27,519.32	29,270.90	15,015.80	10,638.78	3,221.19	2,337.40	2,063.36	2,939.12	138,072.25

2022-2023	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	887.46	3,266.01	8,341.51	11,504.65	9,518.59	4,407.09	1,345.03	1,245.43	707.08	591.86	596.40	578.54	42,989.65
MW Academy	113.29	156.78	342.48	471.35	442.49	328.59	268.77	231.33	175.01	229.51	230.32	229.51	3,219.43
Junior High	616.98	761.16	3,050.61	5,022.04	4,480.09	1,917.18	881.08	478.05	242.14	271.88	229.51	279.37	18,230.09
Travis	325.56	795.22	4,219.41	7,158.55	6,628.51	2,534.20	1,366.96	466.58	1,042.12	242.09	243.85	260.10	25,283.15
Houston	318.94	431.34	2,590.55	4,516.45	4,830.57	1,673.67	958.05	567.47	350.84	461.69	459.98	462.26	17,621.81
Lamar	199.40	389.02	3,675.66	6,525.04	6,122.16	2,116.33	972.26	491.18	265.48	252.71	244.80	263.32	21,517.36
DSC	168.85	541.45	2,271.14	3,017.46	3,312.93	1,517.96	607.41	339.23	199.03	234.36	233.34	232.75	12,675.91
Transportation	163.16	396.70	1,589.10	2,263.69	1,892.39	853.45	362.04	246.92	222.38	234.36	229.51	231.92	8,685.62
Total	2,793.64	6,737.68	26,080.46	40,479.23	37,227.73	15,348.47	6,761.60	4,066.19	3,204.08	2,518.46	2,467.71	2,537.77	150,223.02

2023-2024	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	624.65	1,127.57	3,691.15	2,317.07	6,360.32	2,553.40	1,479.91	1,055.40	521.74	481.22	491.39	722.29	21,426.11
MW Academy	229.51	248.24	277.63	403.09	434.42	315.41	264.96	240.29	229.51	250.55	249.66	250.46	3,393.73
Junior High	318.73	956.48	1,650.68	2,690.96	3,674.67	1,666.30	941.24	564.66	313.70	260.91	265.48	322.09	13,625.90
Travis	524.42	1,166.92	2,266.53	3,713.15	4,382.67	2,027.74	1,139.10	687.28	496.54	514.21	511.29	532.57	17,962.42
Houston	463.88	813.75	1,654.65	2,918.45	3,423.19	1,908.66	1,220.92	623.65	465.45	501.45	500.32	505.97	15,000.34
Lamar	278.30	965.62	2,228.60	3,627.99	4,288.73	1,837.62	1,034.58	773.15	590.73	465.80	410.20	368.36	16,869.68
DSC	235.34	467.16	1,046.21	1,984.36	2,763.05	1,310.92	666.82	388.78	248.80	251.79	250.66	249.66	9,863.55
Transportation	232.38	385.83	782.74	1,167.41	1,412.83	677.01	407.37	307.01	246.65	279.47	261.63	262.95	6,423.28
Total	2,907.21	6,131.57	13,598.19	18,822.48	26,739.88	12,297.06	7,154.90	4,640.22	3,113.12	3,005.40	2,940.63	3,214.35	104,565.01

2024-2025	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	494.08	883.14	2,771.20	5,260.93	6,985.88	6,145.25							22,540.48
MW Academy	249.66	249.66	321.62	370.82	478.00	490.39							2,160.15
Junior High	340.24	410.92	1,239.18	2,239.71	4,017.82	3,137.97							11,385.84
Travis	572.92	573.01	1,833.79	2,733.15	4,284.84	2,844.15							12,841.86
Houston	505.37	514.57	1,449.87	2,218.99	3,234.22	2,573.97							10,496.99
Lamar	344.44	484.80	2,367.47	2,328.79	4,679.79	3,553.22							13,758.51
DSC	251.67	264.91	1,351.46	1,854.79	3,314.00	2,674.13							9,710.96
Transportation	271.37	320.48	1,067.75	1,750.81	1,923.33	1,348.13							6,681.87
Total	3,029.75	3,701.49	12,402.34	18,757.99	28,917.88	22,767.21							89,576.66

Water

2020-2021	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	1,706.46	1,733.80	1,646.64	1,322.04	1,464.25	1,445.60	1,687.31	1,857.03	2,196.34	1,093.67	958.10	1,689.35	18,800.59
Junior High	1,038.88	947.49	883.72	796.12	1,287.90	1,981.24	964.53	1,024.66	972.29	646.54	510.89	954.35	12,008.61
Travis	2,010.06	2,228.48	1,994.75	1,491.09	1,776.98	1,613.99	2,390.21	2,458.34	2,276.65	927.28	749.60	1,913.26	21,830.69
Houston	2,158.30	429.75	1,571.43	2,071.10	2,379.71	1,849.32	1,874.70	671.48	460.71	537.89	502.63	768.50	15,275.52
Lamar	1,197.67	1,291.51	1,427.16	912.80	1,098.51	1,047.73	1,241.45	1,425.34	1,381.73	578.79	454.54	994.29	13,051.52
DSC	410.43	654.61	373.07	354.32	399.10	384.41	403.81	410.49	432.50	387.07	357.69	381.04	4,948.54
Athletics	1,845.97	1,733.82	2,193.89	1,797.03	1,899.54	2,526.83	1,977.06	1,930.79	1,970.25	1,785.48	1,934.81	2,621.30	24,216.77
Transportation	261.09	281.29	254.47	245.10	245.12	242.44	261.14	263.81	261.14	326.61	162.28	246.46	3,050.95
Total	10,628.86	9,300.75	10,345.13	8,989.60	10,551.11	11,091.56	10,800.21	10,041.94	9,951.61	6,283.33	5,630.54	9,568.55	113,183.19

2021-2022	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	2,339.79	2,493.16	2,228.00	2,181.86	2,794.16	2,386.10	2,609.90	2,857.49	3,671.42	1,764.86	1,785.27	2,087.82	29,199.83
Junior High	1,571.80	1,590.57	1,613.19	1,861.45	2,121.11	1,620.86	1,222.66	1,241.69	1,302.94	655.54	625.70	1,439.27	16,866.78
Travis	2,963.35	2,698.82	2,756.45	3,703.37	3,441.66	1,829.39	1,678.94	1,769.01	387.32	366.22	370.44	374.66	22,339.63
Houston	1,019.67	1,014.33	674.94	517.37	515.96	321.95	223.57	230.60	269.99	209.49	213.71	243.26	5,454.84
Lamar	1,361.69	1,372.38	1,218.98	1,150.04	1,271.04	1,111.61	1,191.34	1,320.79	1,458.67	482.22	482.22	1,220.89	13,641.87
DSC	385.10	395.79	444.27	393.61	409.09	283.42	246.69	264.99	264.99	229.81	217.14	353.63	3,888.53
Athletics	2,854.33	2,473.80	6,181.77	9,172.91	2,569.88	1,637.85	2,396.01	3,157.05	4,776.50	7,665.98	5,561.55	5,894.19	54,341.82
Transportation	249.12	274.51	269.62	276.66	249.93	269.62	282.30	256.97	280.88	247.11	268.22	261.18	3,186.12
Total	12,744.85	12,313.36	15,387.22	19,257.27	13,372.83	9,460.80	9,851.41	11,098.59	12,412.71	11,621.23	9,524.25	11,874.90	148,919.42

2022-2023	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	2,332.67	2,202.51	2,435.77	2,390.33	2,026.37	2,475.28	1,996.54	2,569.91	2,468.00	3,073.93	1,532.56	3,003.08	28,506.95
Junior High	1,358.46	1,347.93	1,055.59	1,062.84	953.10	1,226.19	1,029.36	1,185.03	1,101.28	808.72	667.20	1,038.21	12,833.91
Travis	381.70	385.92	414.27	413.73	407.79	415.22	409.27	416.70	415.22	389.97	395.91	406.31	4,852.01
Houston	303.76	244.66	270.15	294.85	324.55	242.88	266.63	287.42	245.85	220.60	254.75	238.42	3,194.52
Lamar	1,354.56	1,398.17	1,308.57	1,463.49	1,282.31	1,436.75	1,173.91	1,551.10	1,494.68	440.32	364.58	1,766.43	15,034.87
DSC	423.98	433.83	527.38	533.80	349.65	346.68	282.83	312.53	324.41	291.74	248.68	306.59	4,382.10
Athletics	2,885.77	3,923.80	2,799.00	4,390.05	3,018.93	2,136.45	2,096.66	2,248.24	2,013.30	1,985.37	1,674.69	2,462.69	31,634.95
Transportation	238.67	240.08	235.41	263.08	292.78	277.93	245.26	283.88	249.72	267.53	282.38	190.31	3,067.03
Total	9,279.57	10,176.90	9,046.14	10,812.17	8,655.48	8,557.38	7,500.46	8,854.81	8,312.46	7,478.18	5,420.75	9,412.04	103,506.34

2023-2024	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	3,197.70	3,389.40	5,043.76	4,335.73	4,973.59	5,192.06	4,476.48	6,003.88	5,614.58	3,870.27	3,870.27	6,169.75	56,137.47
Junior High	1,253.99	1,290.27	2,093.51	2,694.32	2,581.71	2,290.48	2,150.89	2,484.23	2,144.78	1,299.45	1,299.45	1,375.29	22,958.37
Travis	398.88	403.34	907.04	907.04	909.74	917.83	907.04	912.43	907.04	898.94	898.94	890.85	9,859.11
Houston	238.42	257.72	530.87	549.76	547.06	558.44	605.43	618.93	605.44	589.26	589.26	581.15	6,271.74
Lamar	1,387.75	1,585.25	2,308.98	2,241.54	2,322.48	2,764.94	2,330.57	2,994.29	2,783.84	1,067.91	1,067.91	1,011.25	23,866.71
DSC	294.71	306.59	570.33	551.45	570.33	691.74	591.91	627.00	610.80	532.56	532.56	800.46	6,680.44
Athletics	2,905.55	2,931.57	5,233.81	4,764.15	5,328.45	4,941.84	4,597.57	6,206.79	5,899.58	4,729.22	4,729.22	9,455.40	61,723.15
Transportation	187.35	135.37	221.97	284.03	235.46	262.44	270.54	3,300.40	313.71	216.58	216.58	224.67	5,869.10
Total	9,864.35	10,299.51	16,910.27	16,328.02	17,468.82	17,619.77	15,930.43	23,147.95	18,879.77	13,204.19	13,204.19	20,508.82	193,366.09

2024-2025	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	5,155.93	6,021.83	4,645.99	3,928.10	5,202.26	4,986.19							29,940.30
Junior High	2,500.00	2,689.21	2,127.68	2,069.34	2,377.52	2,549.13							14,312.88
Travis	907.04	915.13	906.46	903.75	903.75	909.18							5,445.31
Houston	5,847.66	6,174.12	6,092.92	5,285.37	6,511.64	6,084.75							35,996.46
Lamar	2,686.70	2,940.32	2,289.37	2,050.09	2,281.21	2,566.70							14,814.39
DSC	678.25	1,080.25	583.77	556.58	610.96	632.70							4,142.51
Athletics	6,666.32	14,893.04	6,005.74	3,954.41	4,224.68	4,564.65							40,308.84
Transportation	136.62	283.94	248.93	251.64	335.94	270.68							1,527.75
Total	24,578.52	34,997.84	22,900.86	18,999.28	22,447.96	22,563.98							146,488.44

Electricity

2020-2021	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	18,672.72	14,702.00	16,373.27	9,863.01	11,020.00	11,357.87	11,092.58	12,504.06	14,491.08	14,943.71	15,197.20	17,169.11	167,386.61
MW Academy	284.88	193.34	126.78	113.95	99.36	109.22	136.17	205.01	201.22	318.93	331.30	360.65	2,480.81
Junior High	9,278.42	6,943.37	7,274.86	6,372.17	7,097.54	8,392.06	5,797.66	5,485.33	6,405.18	6,870.01	6,805.28	8,208.69	84,930.57
Travis	7,211.69	4,953.92	4,749.05	3,774.89	4,181.29	4,625.14	3,607.65	3,907.08	4,552.03	4,651.64	4,916.34	6,125.06	57,205.78
Houston	5,038.23	3,274.40	2,816.47	2,128.61	2,200.64	2,351.14	2,179.62	2,284.18	2,862.05	3,486.07	3,760.01	6,030.67	38,412.09
Lamar	7,565.80	4,777.35	7,182.65	3,183.70	3,512.36	4,020.25	3,408.77	3,886.53	4,863.91	5,813.56	5,610.03	4,340.51	58,165.42
DSC	2,950.93	2,245.38	1,900.42	1,421.65	1,503.54	1,457.21	1,347.26	1,555.41	1,754.58	2,490.26	2,697.42	2,954.99	24,279.05
Athletics	6,740.46	5,573.00	5,203.78	5,758.56	5,224.56	7,803.15	6,056.18	5,349.19	4,377.04	4,283.78	3,822.51	4,680.85	64,873.06
Transportation	498.07	509.52	676.65	625.87	648.57	773.83	510.41	534.40	394.35	482.05	531.32	557.08	6,742.12
Total	58,241.20	43,172.28	46,303.93	33,242.41	35,437.86	40,889.87	34,136.30	35,711.19	39,901.44	43,340.01	43,671.41	50,427.61	504,475.51

2021-2022	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	23,818.74	16,129.45	14,900.96	13,689.20	14,570.08	14,862.69	14,588.07	18,728.04	21,068.43	20,114.63	19,384.76	20,276.08	212,131.13
MW Academy	271.30	191.55	170.32	164.44	172.12	173.57	148.27	169.00	221.33	221.23	246.65	248.65	2,398.43
Junior High	9,914.99	7,478.83	6,734.43	6,135.46	7,793.75	8,309.59	7,877.54	6,505.79	7,647.38	7,396.75	8,249.87	9,022.37	93,066.75
Travis	6,715.50	5,211.05	4,369.68	3,955.09	4,222.90	4,632.91	4,419.35	4,367.23	5,983.72	5,294.67	6,217.55	7,403.50	62,793.15
Houston	5,077.31	3,658.97	2,999.58	2,445.22	2,532.47	2,724.95	2,511.84	3,031.15	4,215.30	4,059.72	4,461.80	5,029.44	42,747.75
Lamar	6,595.42	5,184.84	4,510.72	4,120.23	4,032.15	3,565.64	3,529.48	4,613.65	6,143.06	6,017.55	6,940.22	7,631.06	62,884.02
DSC	2,994.60	2,277.19	2,035.15	1,669.48	1,559.88	1,500.94	1,456.47	1,843.72	2,424.74	2,870.28	3,656.93	3,718.98	28,008.36
Athletics	798.70	7,052.23	5,986.71	5,894.56	8,067.09	8,494.95	8,534.19	6,156.99	4,333.43	5,796.87	3,862.25	4,537.03	69,515.00
Transportation	596.28	564.94	523.03	671.40		1,461.26	661.42	502.39	423.22	478.50	481.59	474.79	6,838.82
Total	56,782.84	47,749.05	42,230.58	38,745.08	42,950.44	45,726.50	43,726.63	45,917.96	52,460.61	52,250.20	53,501.62	58,341.90	580,383.41

2022-2023	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	19,533.27	17,005.63	16,786.45	14,031.29	21,872.41	14,984.39	12,603.49	18,933.81	13,709.03	17,631.10	15,769.66	19,198.57	202,059.10
MW Academy	198.77	161.86	175.86	143.59	165.86	142.52	156.20	132.18	183.78	189.27	300.99	347.41	2,298.29
Junior High	8,392.02	6,800.67	7,144.77	6,654.50	7,898.36	7,281.22	5,884.70	5,783.23	6,264.42	6,711.79	8,619.39	10,899.32	88,334.39
Travis	6,909.16	5,374.88	4,341.10	4,394.67	4,392.70	4,284.99	3,741.20	4,039.38	4,757.32	5,595.05	6,440.58	9,003.50	63,274.53
Houston	4,916.77	3,425.24	2,854.53	2,549.01	2,674.16	2,838.47	2,624.04	2,926.75	3,631.40	3,957.98	4,702.04	6,492.18	43,592.57
Lamar	6,801.19	5,327.15	4,440.85	4,496.31	3,823.77	4,208.02	4,439.58	5,061.56	6,307.68	6,629.94	7,143.21	9,266.27	67,945.53
DSC	3,208.13	2,385.87	1,834.35	1,581.62	1,759.59	1,767.44	1,685.49	1,863.31	2,068.36	2,920.20	3,514.48	4,398.67	28,987.51
Athletics	6,847.35	6,387.49	6,875.64	8,190.76	3,530.04	9,530.77	8,524.24	2,419.70	5,104.74	842.73	3,863.46	7,189.24	69,306.16
Transportation	462.45	535.20	673.50	739.00	620.13	710.43		962.10	382.49	458.55	555.07	670.38	6,769.30
Total	57,269.11	47,403.99	45,127.05	42,780.75	46,737.02	45,748.25	39,658.94	42,122.02	42,409.22	44,936.61	50,908.88	67,465.54	572,567.38

2023-2024	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	20,094.76	18,119.52	15,456.54	18,444.83	15,174.36	16,548.46	14,384.04	17,785.80	15,275.55	15,251.93	15,697.79	17,784.46	200,018.04
MW Academy	384.67	275.15	221.74	165.22	178.28	222.83	240.12	195.09	345.56	404.62	396.75	429.92	3,459.95
Junior High	10,246.79	7,744.21	7,080.51	6,839.96	9,227.35	7,561.05	6,018.32	6,288.20	7,309.88	7,336.60	7,646.31	9,558.31	92,857.49
Travis	8,375.77	6,164.37	4,646.89	4,116.45	4,905.51	4,323.38	3,833.01	4,210.65	5,163.32	5,388.70	6,067.76	7,513.51	64,709.32
Houston	6,488.61	4,745.79	3,425.34	2,650.04	3,016.67	2,987.65	2,805.34	3,184.62	3,711.17	4,363.26	4,807.26	5,925.36	48,111.11
Lamar	8,712.70	7,052.94	6,026.03	4,023.07	4,530.44	4,125.85	4,541.64	5,574.52	6,845.79	7,704.75	7,783.65	8,454.69	75,376.07
DSC	3,927.88	3,071.75	2,229.64	1,794.17	1,987.09	1,974.13	1,894.99	2,074.23	2,340.88	2,927.33	3,239.92	3,669.64	31,131.65
Athletics	8,137.75	5,480.59	7,629.46	3,641.38	9,992.26	8,060.88	6,859.95	3,202.72	5,479.84	5,234.37	4,016.62	5,425.37	73,161.19
Transportation	600.20	542.36	638.28	558.25	795.57	566.32	497.27	549.39	438.07	470.40	612.89	651.07	6,920.07
Total	66,969.13	53,196.68	47,354.43	42,233.37	49,807.53	46,370.55	41,074.68	43,065.22	46,910.06	49,081.96	50,268.95	59,412.33	595,744.89

2024-2025	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
High School	22,193.07	17,526.12	15,501.14	16,122.24	15,781.94	16,401.16							103,525.67
MW Academy	476.21	379.44	320.29	310.31	165.19	303.65							1,955.09
Junior High	9,033.13	7,093.17	6,217.19	6,759.81	8,080.76	8,362.18							45,546.24
Travis	7,560.61	5,779.49	5,186.37	4,033.10	4,652.73	5,027.17							32,239.47
Houston	5,353.77	4,147.34	3,829.41	3,083.58	3,351.74	3,660.31							23,426.15
Lamar	7,804.22	6,004.42	5,240.47	4,682.51	4,324.59	5,016.64							33,072.85
DSC	3,322.64	2,611.49	2,375.77	1,780.50	1,964.24	2,155.31							14,209.95
Athletics	1,865.07	5,619.96	5,147.06	5,914.07	7,840.33	9,267.41							35,653.90
Transportation	462.93	454.68	540.06	578.82	662.27	755.29							3,454.05
Total	58,071.65	49,616.11	44,357.76	43,264.94	46,823.79	50,949.12							293,083.37



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 4/14/25

MEETING TYPE:

- Regular Meeting
- Special Meeting

AGENDA ITEM TYPE:

- Action Item
- Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- Academic Competitiveness
 - Early Literacy (HB3)
 - Early Math (HB3)
 - Other
- Career Certifications (HB3)

Operational Goals

- Promote Community/School Partnerships
- Fiscal Responsibility
- Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Action Necessary Action Regarding the Minutes of March 17, 2025 Regular and March 21, 2025 Special Meetings of the Board of Trustees

RECOMMENDED ACTION: It is recommended that the March 17, 2025 Regular and March 21, 2025 Special Minutes of the Meetings of the Board of Trustees be approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): BE(LOCAL)

OVERVIEW:

Review and approve minutes from March 17, 2025 Regular and March 21, 2025 Special Meetings of the Board of Trustees.

FISCAL IMPACT: N/A

ATTACHMENTS: Minutes

DEPARTMENT(S) SUBMITTING FORM: Superintendent

DEPARTMENT SIGNATURE/APPROVAL:



**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
MINERAL WELLS, TEXAS**

SUBJECT: Minutes of Workshop/Regular Board Meeting
PLACE: Boardroom/District Services Complex
DATE: March 17, 2025
TIME: 5:30 p.m.

Board Members Present: Laretta Poole, Vice President
Maria Jones
Joe Ruelas
Donna Henderson
Brandon Hons
Scott Aaron

Board Members Absent: Sunny Lee, President

Central Administrators Present: David Tarver, Superintendent
Angie Myrick, Assistant Superintendent of Student Services
Natalie Griffin, Assistant Superintendent of Human Resources
Justic Lascsak, Director of Technology
Karyn Bullock, Director of Communications

Call to Order/Establish Quorum: The regular meeting was called to order at 5:30 p.m. by Laretta Poole, Vice President. Let the record show that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted.

Closed Session – Texas Government Code 551.074: The Board adjourned into closed session at 6:48 p.m. No action was taken during closed session.

Open Session: The Board reconvened in open session at 7:03 p.m.

Prayer Donna Henderson opened the meeting with prayer.

Pledges – U.S./Texas The Board led the audience in the Pledges of Allegiance.

Mission and Vision Statements Brandon Hons read the Mission and Vision Statement.

Public Comment No Public Comment

Special Recognition Lamar Elementary Spotlight – Rhonda Mack, Principal put together an incredible video showcasing the vibrant spirit of our campus and all the fantastic things

happening. The video captures the essence of what makes Lamar Elementary a special place for learning and growth.

President's Report

Nothing to Report

Superintendent's Report

With a group of baseball players by his side, Coach Jacob Clay stepped up to the podium. They extended a heartfelt invitation to the Board and Superintendent for a truly special occasion known as Dinner on the Diamond. On March 24, 2025, Rams Baseball Field will come alive as it hosts this remarkable event.

Karyn Bullock introduced Brooklyn Newson, a senior and intern for MWISD, along with Zach Shirley as they take part in a competition organized by TASB, which invites school districts to produce short promotional videos showcasing their schools. The videos highlight the achievements and strengths emphasizing why they are the top choice. They also shared a brief description of all the work they did to accomplish such an incredible video.

Superintendent Mr. Tarver has recognized a decline in attendance figures, attributed to illnesses affecting students.

Action Items:

Consent Agenda Items:

Joe Ruelas moved and Scott Aaron seconded a motion to approve the consent agenda items as presented. ***The motion passed 6-0. (copies attached)***

- A. Monthly Financial Reports and Accounts Payable Listing
- B. Water/Electricity/Gas Reports
- C. Minutes of the March 17, 2025, Regular Board Meeting and March 21, 2025 Special Board Meeting

Discuss, Consider, and Take Any Necessary Action Regarding the Memorandum of Understanding Between Mineral Wells ISD and Tarleton State University Regarding Distinguished High School Partnership Program

Scott Aaron moved and Donna Henderson seconded a motion to approve the MOU Between Mineral Wells ISD and Tarleton State University Regarding the Distinguished High School Partnership Program. ***The motion passed 6-0. (copies attached)***

Discuss, Consider, and Take Any Necessary Action Regarding the Certification of Unopposed Candidates

Maria Jones moved and Scott Aaron seconded a motion to approve the Certification of Unopposed Candidates for the May 3, 2025 Board of Trustees Elections. ***The motion passed 6-0. (copies attached)***

Discuss, Consider, and Take Any Necessary Action

Scott Aaron moved and Maria Jones seconded a motion to approve the Order of Cancellation for the May 3, 2025 Board of Trustees Elections. ***The motion passed 6-0. (copies attached)***

Regarding the Accepting the Order of Cancellation

Discuss, Consider, and Take Any Necessary Action Regarding the Approval of Board Operating Procedures

Joe Ruelas moved and Scott Aaron seconded a motion to approve the Board Operating Procedures. ***The motion passed 6-0.***

Discuss, Consider, and Take Any Necessary Action to Approve Localized Policy Manual Update 124

Maria Jones moved and Brandon Hons seconded a motion to approve the Localized Policy Manual Update 124. ***The motion passed 6-0. (copies attached)***

Discuss, Consider, and Take Any Necessary Action Granting the Superintendent Authorization to Take All Actions Necessary for Rook Repairs

Maria Jones moved and Brandon Hons seconded a motion to grant the Superintendent authorization to take all actions necessary for roof repairs as a result of the storm that occurred on March 4, 2025. ***The motion passed 6-0.***

Information Only:

Mr. Tarver emphasized that the calendar is readily available on the district's official website. Mr. Tarver talked about the exciting field trip our 6th graders are experiencing at Camp Spruce and also highlighted all the enjoyable activities taking place across our district.

Action Item: Vote on Closed Session Items

Joe Ruelas moved and Maria Jones seconded the motion to approve the 3 new hires. ***The motion passed 6-0.***

Adjournment

Upon a motion by Joe Ruelas and seconded by Donna Henderson, the meeting was adjourned at 7:38 p.m. ***The motion passed 6-0.***



Sunny Lee, President



Donna Henderson, Secretary



**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
MINERAL WELLS, TEXAS**

SUBJECT: Minutes of Special Board Meeting
PLACE: Boardroom/District Services Complex
DATE: March 21, 2025
TIME: 12:00 p.m.

Board Members Present: Sunny Lee, President
Lauretta Poole, Vice President
Donna Henderson
Scott Aaron

Board Members Absent: Maria Jones
Joe Ruelas
Brandon Hons

Central Administrators Present: David Tarver, Superintendent
Angie Myrick, Assistant Superintendent of Student Services

Call to Order/Establish Quorum: The special meeting was called to order at 12:00 p.m. by Sunny Lee, President. Let the record show that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted.

Closed Session – Texas Government Code 551.074: The Board adjourned into closed session at 12:00 p.m.

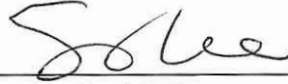
Open Session: The Board reconvened into open session at 12:06 p.m.

Public Comment: No one registered for Public Comment.

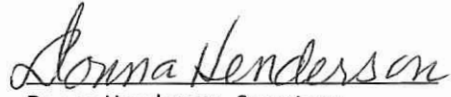
Discuss, Consider, and Take Any Necessary Action Regarding the Resolution Authorizing the Initiation of Proceedings for Sale of Real Property Lauretta Poole moved, and Donna Henderson seconded a motion to approve the Resolution Authorizing the Initiation of Proceedings for Sale of Real Property described as 2.242-Acres Tract of Land of the T & P.R.R. Co. SURVEY, SECTION No. 13. E.O.B, ABSTRACT No. 701, Palo Pinto County, Texas.
The motion passed 4-0 (copies attached)

Action Item: Vote on Closed Session Items Donna Henderson moved, and Scott Aaron seconded the motion to approve 1 new hire. ***The motion passed 4-0***

Adjournment Upon a motion by Scott Aaron and seconded by Donna Henderson, the meeting was adjourned at 12:12 p.m. ***The motion passed 4-0.***

A handwritten signature in cursive script, appearing to read "Sunny Lee".

Sunny Lee, President

A handwritten signature in cursive script, appearing to read "Donna Henderson".

Donna Henderson, Secretary



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 4/14/25

MEETING TYPE:

- Regular Meeting
- Special Meeting

AGENDA ITEM TYPE:

- Action Item
- Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- Academic Competitiveness
 - Early Literacy (HB3)
 - Early Math (HB3)
 - Other
- Career Certifications (HB3)

Operational Goals

- Promote Community/School Partnerships
- Fiscal Responsibility
- Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the approval of the Parker-Hannifin Grant for the CTE Welding Program

RECOMMENDED ACTION: It is recommended that the Board approve the projected \$6,000 Parker-Hannifin Grant for the CTE Welding Program.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): CDC(LOCAL)

OVERVIEW:

Parker applied for a grant via Parker-Hannifin Grant Foundation, with a projected amount of \$6,000 that will be earmarked for the Mineral Wells ISD CTE Welding Program.

FISCAL IMPACT: \$6,000 revenue for CTE Welding Program

ATTACHMENTS: N/A

DEPARTMENT(S) SUBMITTING FORM: Deeann Hampton, CTE Director

DEPARTMENT SIGNATURE/APPROVAL:

Deeann Hampton 4/14/25 [Signature]



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 4/14/24

MEETING TYPE:

- Regular Meeting
- Special Meeting

AGENDA ITEM TYPE:

- Action Item
- Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- Academic Competitiveness
 - Early Literacy (HB3)
 - Early Math (HB3)
 - Other
- Career Certifications (HB3)

Operational Goals

- Promote Community/School Partnerships
- Fiscal Responsibility
- Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Certification of Provision of Instructional Materials Survey 2025-2026.

RECOMMENDED ACTION: It is recommended to approve the certification form as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): TEC 31.004

OVERVIEW:

This is the annual certification to the State Board of Education and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

FISCAL IMPACT: Textbook and Ancillary Purchases

ATTACHMENTS: 2025-2026 Certification of Provision of Instructional Materials Survey

DEPARTMENT(S) SUBMITTING FORM: Student Services; Curriculum Department

DEPARTMENT SIGNATURE/APPROVAL:

Andie Wells _____ *[Signature]* _____

Certification of Provision of Instructional Materials Survey 2025–26

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Survey Pre-Work

2025–26 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2025–26 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2025–26 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2025–26 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2025–26 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2025–26 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2025–26 Survey and upload of the ratified Certification 2025–26 Form.

TEA recommends that LEAs complete these steps by **May 1, 2025**. The Certification 2025–26 Form can be accessed at the following link on the [Certification of Provision of Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 28, 2025, and is scheduled to reopen on May 15, 2025. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2025.**

Certification 2025–26 Survey submissions received after May 15, 2025, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the Certification Process for 2025–26

1. **Review the Certification 2025–26 Form:** Print the fillable TEKS Certification 2025–26 Form found on the [Certification of Provision of Instructional Materials webpage](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2025–26 Form:** Complete the TEKS Certification 2025–26 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2025–26 Form** by the LEA’s board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2025–26 Survey:** Complete the online Certification 2025–26 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2025–26 Form from Step 4. The survey will be open for submissions beginning Monday, March 17, 2025, and will be located on the [Certification of Provision of Instructional Materials webpage](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2025–26 Process on *Monday, March 24th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours to support LEAs with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 31st at 11:00 a.m. CDT | [Register on Zoom](#)
 - Thursday, April 3rd, at 11:00 a.m. CDT. | [Register on Zoom](#)
- To facilitate completion of this year’s submission, LEAs may request a copy of their previous year’s submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2025–26 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

You can find a list instructional materials on the [Certification of Provision of Instructional Materials webpage](#).

Certification 2025–26 Survey

Background Information

QUESTION 1.0: Name of person completing this form

Lindsey Wells

QUESTION 1.1: Your email address

lwells@mwisd.net

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

Region 11 ESC

QUESTION 2.1: LEA name and number

Mineral Wells ISD #182903

QUESTION 2.2: Superintendent's name

David Tarver

QUESTION 2.3: Superintendent's email address

dtarver@mwisd.net

QUESTION 2.4: School board president's or governing body's name

Sunny Lee

QUESTION 2.5: School board president's or governing body's email address

slee@mwisd.net

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

April 14, 2025

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the LEA level and generally consistent across classrooms?

Yes

No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/ or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA and/ or Phonics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH/Into Reading
Heinemann/Saxon Phonics
Literacy Resources, LLC/Heggerty
IXL Learning/Language Arts
Lowman Education/Reading Language Arts
Stenhouse Publishers/Patterns of Power
HMH/Read 180

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Reading Language Arts, Edition 1* (grades K–5) in their classroom on a regular basis?

N/A

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Foundational Skills, Edition 1* (grades K–3) in their classroom on a regular basis?

N/A

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA and/or Phonics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH;Arriba La Lectura!
Estrellita/PreK, K1 Program, Lunita
Amira Learning/Istation Lectura
Literacy Resources, LLC/Heggerty Spanish

QUESTION 7.1:

(If above answer includes *Aprendizaje Bluebonnet* pilot instructional materials instructional materials):

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet artes del lenguaje y lectura, piloto* (grados K-5) in their classroom on a regular basis?

N/A

QUESTION 7.2:

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet destrezas fundamentales, piloto* (grados K-2) in their classroom on a regular basis?

N/A

English Reading Language Arts (RLA) 6-8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2025-26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH/ Into Literature Common Lit IXL Learning/Language Arts Lowman Education/Reading Language Arts HMH/Read 180
--

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9-12 full-subject and/or supplemental publisher(s)/ product(s) used:

SAVVAS
Common Lit
IXL Learning/Language Arts
Lowman Education/Reading Language Arts
HMH/Read 180

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the LEA level and generally consistent across classrooms? ?

Yes

No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Go Math
Accelerate Learning: StemScopes
IXL Learning/Mathematics
Tunstall Guided Math

QUESTION 14.1:

(If above answers include *Bluebonnet Learning* instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning, Edition 1 (grades K-5) in their classroom on a regular basis?

N/A

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Maneuvering the Middle Lowman Education IXL Learning/Mathematics Teacher Made Materials
--

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

N/A

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Accelerate Learning: StemScopes
SAVVAS
Maneuvering the Middle
IXL Learning/Mathematics
Lowman Education

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

Are instructional materials for social studies managed at the LEA level and generally consistent across classrooms?

Yes

No

Social Studies K–5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K–5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Reading
Scholastic Studies Weekly

Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw-Hill Texas History, US History
Lowman Education

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Holt McDougal Texas World Geography HMH World History, US History Since 1877, US Government Principles in Practice Ramsey Education: Foundations in Personal Finance HMH Psychology Principals in Practice, Sociology the Study of Human Relationships

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

Are instructional materials for science managed at the LEA level and generally consistent across classrooms?

Yes

No

Science K–5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science K–5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Science
Discovery Education
Science Penguin
Generation Genius

Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Science
Discovery Education
Generation Genius
Explore Learning
Gizmos
Lowman Education

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

SAVVAS Discovery Education Explore Learning Gizmos PhET Labs McGraw-Hill Principles of Environmental Science Inquiry and Application

Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 33.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, Instructional Materials Review and Approval (IMRA) Cycle 2024 reports to inform local decisions related to instructional materials adoption?

(Note: IMRA replaced the State Board of Education's Proclamation process and the Texas Resource Review (TRR))

- Yes
- No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

- English Reading Language Arts
- Spanish Reading Language Arts
- English Phonics
- Spanish Phonics
- Mathematics

QUESTION 35.2:

On a scale from 0 to 10, how effectively do you believe the IMRA reports support LEA adoption of high-quality instructional materials? 0 (Not at all) to 10 (Extremely effectively)*

- 0.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMCA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>IXL Learning</i>			
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Renaissance Learning; STAR Assessments</i>			
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Istation ISIP</i>			

Certification 2025–26 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills:
[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages Other Than English
- None

District County Number (6-digit ID):

182903

District Name:

Mineral Wells ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

April 14, 2025

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan the last page of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey.

Certification of Provision of Instructional Materials Survey 2025–26

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Survey Pre-Work

2025–26 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2025–26 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2025–26 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2025–26 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2025–26 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2025–26 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2025–26 Survey and upload of the ratified Certification 2025–26 Form.

TEA recommends that LEAs complete these steps by **May 1, 2025**. The Certification 2025–26 Form can be accessed at the following link on the [Certification of Provision of Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 28, 2025, and is scheduled to reopen on May 15, 2025. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2025.**

Certification 2025–26 Survey submissions received after May 15, 2025, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the Certification Process for 2025–26

1. **Review the Certification 2025–26 Form:** Print the fillable TEKS Certification 2025–26 Form found on the [Certification of Provision of Instructional Materials webpage](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2025–26 Form:** Complete the TEKS Certification 2025–26 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2025–26 Form** by the LEA’s board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2025–26 Survey:** Complete the online Certification 2025–26 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2025–26 Form from Step 4. The survey will be open for submissions beginning Monday, March 17, 2025, and will be located on the [Certification of Provision of Instructional Materials webpage](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2025–26 Process on *Monday, March 24th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours to support LEAs with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 31st at 11:00 a.m. CDT | [Register on Zoom](#)
 - Thursday, April 3rd, at 11:00 a.m. CDT. | [Register on Zoom](#)
- To facilitate completion of this year’s submission, LEAs may request a copy of their previous year’s submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2025–26 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

You can find a list instructional materials on the [Certification of Provision of Instructional Materials webpage](#).

Certification 2025–26 Survey

Background Information

QUESTION 1.0: Name of person completing this form

QUESTION 1.1: Your email address

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

QUESTION 2.1: LEA name and number

QUESTION 2.2: Superintendent's name

QUESTION 2.3: Superintendent's email address

QUESTION 2.4: School board president's or governing body's name

QUESTION 2.5: School board president's or governing body's email address

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the LEA level and generally consistent across classrooms?

Yes

No

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2025-26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/ or Phonics grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA and/ or Phonics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH/Into Reading
Heinemann/Saxon Phonics
Literacy Resources, LLC/Heggerty
IXL Learning/Language Arts
Lowman Education/Reading Language Arts
Stenhouse Publishers/Patterns of Power
HMH/Read 180

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Reading Language Arts, Edition 1* (grades K–5) in their classroom on a regular basis?

N/A

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Foundational Skills, Edition 1* (grades K–3) in their classroom on a regular basis?

N/A

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA and/or Phonics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH/¡Arriba La Lectura!
Estrellita/PreK, K1 Program, Lunita
Amira Learning/Istation Lectura
Literacy Resources, LLC/Heggerty Spanish

QUESTION 7.1:

(If above answer includes *Aprendizaje Bluebonnet* pilot instructional materials instructional materials):

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet artes del lenguaje y lectura, piloto* (grados K-5) in their classroom on a regular basis?

N/A

QUESTION 7.2:

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet destrezas fundamentales, piloto* (grados K-2) in their classroom on a regular basis?

N/A

English Reading Language Arts (RLA) 6-8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2025-26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH/ Into Literature Common Lit IXL Learning/Language Arts Lowman Education/Reading Language Arts HMH/Read 180
--

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.

Yes

No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9-12 full-subject and/or supplemental publisher(s)/ product(s) used:

SAVVAS
Common Lit
IXL Learning/Language Arts
Lowman Education/Reading Language Arts
HMH/Read 180

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the LEA level and generally consistent across classrooms? ?

Yes

No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Go Math
Accelerate Learning: StemScopes
IXL Learning/Mathematics
Tunstall Guided Math

QUESTION 14.1:

(If above answers include *Bluebonnet Learning* instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning, Edition 1 (grades K-5) in their classroom on a regular basis?

N/A

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Maneuvering the Middle Lowman Education IXL Learning/Mathematics Teacher Made Materials
--

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

N/A

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Accelerate Learning: StemScopes
SAVVAS
Maneuvering the Middle
IXL Learning/Mathematics
Lowman Education

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

Are instructional materials for social studies managed at the LEA level and generally consistent across classrooms?

Yes

No

Social Studies K–5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K–5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Reading
Scholastic Studies Weekly

Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw-Hill Texas History, US History
Lowman Education

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Holt McDougal Texas World Geography HMH World History, US History Since 1877, US Government Principles in Practice Ramsey Education: Foundations in Personal Finance HMH Psychology Principals in Practice, Sociology the Study of Human Relationships

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

Are instructional materials for science managed at the LEA level and generally consistent across classrooms?

Yes

No

Science K-5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2025-26, will your LEA provide materials to cover 100% of the **science TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science K-5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Science
Discovery Education
Science Penguin
Generation Genius

Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Science
Discovery Education
Generation Genius
Explore Learning
Gizmos
Lowman Education

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

SAVVAS Discovery Education Explore Learning Gizmos PhET Labs McGraw-Hill Principles of Environmental Science Inquiry and Application

Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 33.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, Instructional Materials Review and Approval (IMRA) Cycle 2024 reports to inform local decisions related to instructional materials adoption?

(Note: IMRA replaced the State Board of Education's Proclamation process and the Texas Resource Review (TRR))

Yes

No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

English Reading Language Arts

Spanish Reading Language Arts

English Phonics

Spanish Phonics

Mathematics

QUESTION 35.2:

On a scale from 0 to 10, how effectively do you believe the IMRA reports support LEA adoption of high-quality instructional materials? 0 (Not at all) to 10 (Extremely effectively)*

0.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMCA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>IXL Learning</i>			
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Renaissance Learning: STAR Assessments</i>			
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Istation ISIP</i>			

Certification 2025–26 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills:

[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages Other Than English
- None

District County Number (6-digit ID):

182903

District Name:

Mineral Wells ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

April 14, 2025


Signature of the Board President and Secretary or Governing Board Officer



Board President

4/14/25

Date



Board Secretary

After ratification, please scan the last page of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey.



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 4/14/25

MEETING TYPE:

- Regular Meeting
- Special Meeting

AGENDA ITEM TYPE:

- Action Item
- Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- Academic Competitiveness
 - Early Literacy (HB3)
 - Early Math (HB3)
 - Other
- Career Certifications (HB3)

Operational Goals

- Promote Community/School Partnerships
- Fiscal Responsibility
- Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Signing of Contract with Education Elements, Approved Provider for Services Through LASO Cycle 3 Strong Foundations Planning Grant

RECOMMENDED ACTION: It is recommended the board approve the contract proposal as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): Local Policy CH-Purchasing and Acquisition

OVERVIEW:-

TEA provides a list of State Approved Providers for the LASO Cycle 3 Grant Opportunities. Through an interview process, Education Elements was chosen. Education Elements is a national education consulting firm with a mission to shape a more equitable and just future by changing how people design for each student's potential. They help schools, districts, regional service centers, and state education departments with challenges related to personalized learning, curriculum adoption and implementation, leadership and team development, teacher retention, data culture, and equity.

FISCAL IMPACT: LASO Cycle 3 Strong Foundations Planning Grant

ATTACHMENTS: Education Elements Contract

DEPARTMENT(S) SUBMITTING FORM: Department of Student Services: Curriculum

DEPARTMENT SIGNATURE/APPROVAL:

Lindsay Wells *Dave S*

ORDER FORM 2025-01

EE Partner:	Courtney Flanders
Pricing Valid to:	04/18/2025
Type:	New Customer

Customer Information

Organization Name:	Mineral Wells ISD
Customer Contact Name:	David Tarver, Superintendent Lindsey Wells, Director of Curriculum
Customer Phone:	920-325-6404, EXT 5112
Customer Email:	dtarver@mwisd.net, lwells@mwisd.net

Billing Contact Name:	Mary Ramey, Accounts Payable Clerk
Billing Address:	906 Southwest 5th Avenue Mineral Wells, TX 76067
Billing Phone:	920-325-6404, EXT 5115
Billing Email:	mramey@mwisd.net

Invoices will be delivered via email.

This **Order Form 2025-01** is subject to and incorporates the terms and conditions of the Master Services Agreement located at [<https://www.scholarus.com/msa-surveys-and-services>] (the “**Master Services Agreement**”) and is entered as of April 14, 2025 between XanEdu Publishing, Inc. (DBA Education Elements and DBA Scholarus Learning), a Delaware corporation having its principal place of business at 4750 Venture Drive PMB#20 Ann Arbor, MI 48108 (“**Company**”) and **Mineral Wells Independent School District** (“**Customer**”). In the event of any conflict or inconsistency between this Order Form and the Master Services Agreement, this Order Form will prevail. Any capitalized term not defined in this Order Form will have the meaning given to it in the Master Services Agreement. Any terms and conditions in any purchase order or other ordering document issued by Customer that are inconsistent with or in addition to the terms and conditions of the Master Services Agreement and this Order Form are hereby rejected by the parties and will be deemed null and of no effect.

Offering

Services Fees (See Appendix A for additional details)

Service Name	Service Description	Dates	Fees
Professional Services	Education Elements will provide technical assistance for the LASO Strong Foundations Planning: Math Grant, supporting with the creation of an instructional framework and vision, understanding the current state, and building coaches capacity to provide high-quality observation and feedback aligned with T-TESS.	05/15/2025 - 05/30/2026	\$98,000.00

Total Fees: \$98,000.00

Payment Schedule

Payment Schedule	Amount	Invoice Date	Payment Due Date
Payment 1	\$49,000.00	Upon NOGA - tentative 05/15/2025	Net 30
Payment 2	\$24,500.00	12/01/2025	Net 30
Payment 3	\$24,500.00	06/01/2026	Net 30

Total Fees: **\$98,000.00**

Special Terms

- None

By signing below, Customer hereby agrees (i) to be bound by the terms of this Order Form and of the Master Services Agreement and (ii) that this Order Form will be legally binding unless this Order Form is rejected by Company. The signatory below on behalf of Customer represents to Company that they (a) have full authority to bind Customer to this Order Form and the Master Services Agreement and (b) has read and understands this Order Form and the Master Services Agreement.

Acknowledged and Agreed

CUSTOMER: Mineral Wells ISD

COMPANY: XanEdu Publishing, Inc.

Signature: _____

Signature: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____





Strong Foundations: Planning Math + Instructional Coaching

Mineral Wells ISD

March 2025

Our Understanding

Mineral Wells ISD serves nearly 3,350 students across 4 schools: an Early Childhood Center, a Primary School, a Grades 4-6 Elementary, a Junior High, and a High School. In the 2025-2026 school year, MWISD will begin the process of Strong Foundations Planning: Math to develop an instructional vision and framework for math instruction PK-12. Their ideal framework will establish ambitious goals, clarify specific teacher and student actions aligned to Research Based Instructional Strategies, support strong vertical alignment, and help educators across the district enhance learning with MTSS and differentiated instruction.

What We Understand About Mineral Wells ISD	Why We Believe In Our Approach for Mineral Wells ISD
<p>Beyond the requirements of the SFP Grant, MWISD needs a partner who will support campus instructional coaches and leaders at all levels in internalizing RBIS and building capacity for high-quality observation and feedback cycles aligned with T-TESS.</p>	 <ul style="list-style-type: none"> • Education Elements is equipped to support educators in understanding RBIS at both the conceptual and classroom look-for level. • We'll facilitate coaching bootcamps, followed by a Learning Walk series where we work collaboratively to coach educators.
<p>MWISD has a long history of home-grown, consistent leadership and teamwork. The leadership team models the elements of collaboration and lifelong learning they seek to empower in students. Through this Grant, they hope to strengthen alignment and comfort coaching all educators to get results.</p>	 <ul style="list-style-type: none"> • Education Elements will work with MWISD to create a cross-departmental Steering Committee to include and value all stakeholder groups. • We facilitate protocols to help make change manageable for those closest to the work and include leaders from PK-12 to enhance vertical alignment.
<p>MWISD is goal- and research-driven. They need a partner to ensure the planning process drives the selection of curriculum; not the other way around.</p>	 <ul style="list-style-type: none"> • Education Elements is a content-agnostic, neutral third-party provider committed to ensuring the Instructional Planning Process helps MWISD select the right next actions.
<p>This work is complex and requires deep expertise and both state and local context. Change can feel uneasy.</p>	 <ul style="list-style-type: none"> • We are educators supporting educators, balancing the urgency and joy in this work. • Education Elements is committed to making sure each learning experience lifts educators from their day-to-day: listening, learning, and growing together.

About Education Elements

Education Elements helps K-12 organizations pursue their biggest goals by delivering customized, transformative solutions tailored to their unique needs and culture. Working across 40+ states, we bring deep expertise in change management—spanning instructional practices, leadership, strategic planning, and school improvement—alongside comprehensive curriculum support, including development, customization, and print distribution. Our hands-on approach ensures that every initiative is actionable, sustainable, and designed to drive lasting improvements in student outcomes.

Education Elements strengthens school systems to be the top-rated choice for high-quality educational experiences by creating the conditions for students, staff, and families to thrive. We are a team of K-12 practitioners, who combine instructional expertise, research, and community perspectives, to help school systems transform strategic priorities to tangible outcomes, so you can focus on what matters.

We approach each partnership by sharing proven strategies while deeply understanding the unique context of your district. We honor the goals, priorities, and vision of every leader with whom we work, and we help them to hone, articulate, and make those visions a reality. By embedding research-based practices, measures of progress, and our deep expertise into our solutions, we help you achieve the following:



**Develop Strategic
Direction**



**Grow School &
District Leaders**



**Deliver Exceptional
Instruction**



**Differentiate
Curriculum Materials**



**Drive Measurable
School Improvement**

In Texas, we bring statewide expertise across TEA initiatives to help make the work your district do with one grant compliment and support the work holistically. Our TEA work includes:

- Strong Foundations Planning
- Strong Foundations Implementation
- Strong Foundations Implementation PLC
- Blended Learning Grant Program
- TIA Student Perception Survey
- Cohort Leader Screener
- Texas Reading Academies
- Texas Virtual and Hybrid Program Accelerator and Continued Support
- School Action Fund
- Effective Schools Framework
- Resilient Schools Support Program

Strong Foundations Experience

Education Elements is an approved technical provider for both LASO Strong Foundations Planning (SFP) and Strong Foundations Implementation Grants (SFI) to support the adoption and implementation of High-Quality Instructional Materials (HQIM). We provide Strong Foundations districts by serving as a trusted partner that works closely with you, bringing our contextual expertise to meet your district's unique needs. Our approach is rooted in integrity, capacity-building, and adaptability, ensuring systemic change that is both impactful and sustainable. We specialize in navigating complex changes by fostering buy-in for curriculum and instructional shifts and offering on-the-ground support to turn vision into action.

100% of educators Strongly Agree that our Strong Foundations support is effectively facilitated.

What Our Partners Say About Us

94%

of educators **Strongly Agree** our SFP/SFI sessions are enjoyable. The other 6% **Agree**.

98%

of classrooms use HQIM for Tier 1 instruction in the **first 9 weeks of instruction**

94%

of educators **Strongly Agree** our SFP/SFI sessions are productive. The other 6% **Agree**.

4.94 / 5

overall effectiveness rating on Strong Foundations sessions

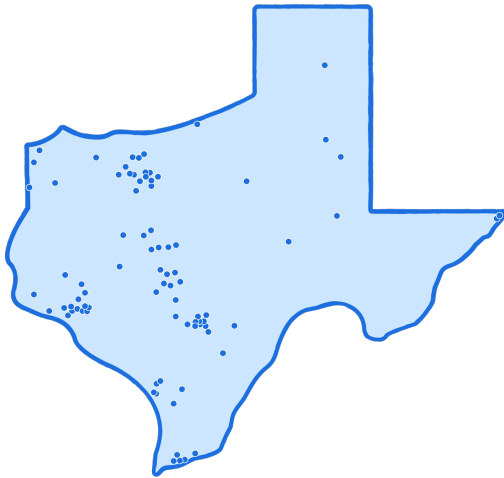
“The Education Elements Strong Foundations team works in partnership with our district team to ensure that this work is customized to meet the needs and enhance the strengths of our district. We could not lead this work without our EE technical assistance. The Education Elements team serves as a truly responsive partner in developing our framework for success.”

- **Holly Hughes, Asst Superintendent of Elementary Education, Clear Creek Independent School District**

“Education Elements has provided our team targeted support to large system changes, making the impossible possible. They offer experience in instructional strategies, organizational design, expertise in HQIM, and expertise with TEA grants that have helped our team with the planning and launching of three HQIMs in one school year. We are truly grateful for our partnership with EE.”

- **Dr. Dustin Binnicker, Former Asst Superintendent of Teaching, Leading and Learning, Waxahachie Independent School District**

Our Texas Partners



Aldine ISD
Alice ISD
Alief ISD
Anahuac ISD
Amarillo ISD
Arlington ISD
Atlanta ISD
AYA Academy
Bastrop ISD
Beaumont ISD
Belton ISD
Brownfield ISD
Burleson ISD
Cedar Hill ISD
Clear Creek ISD
Compass Rose ISD
Conroe ISD
Corpus Christi ISD
Copperas Cove ISD
Cumby ISD
Dallas ISD
Denton ISD
Dilley ISD
Donna ISD
East Central ISD
Edcouch-Elsa ISD
Edgewood ISD
El Paso ISD
ESC 11
ESC 13
ESC 19
ESC 20
Everman ISD
Forney ISD
Frisco ISD
Galena Park ISD
Garland ISD
George I. Sanchez Charter School
Goose Creek ISD
Groesbeck ISD
Harmony PS
Hawley ISD
Hurst Euless Bedford ISD
Hutto ISD

International Leadership of Texas
Irion ISD
Klein ISD
Kingsville ISD
La Joya ISD
Lake Travis ISD
Leander ISD
Lighthouse Academy
Little Elm ISD
Longview ISD
Lubbock ISD
Lytle ISD
Maud ISD
Midland ISD
Midway ISD
Northside ISD
Pegasus School of Liberal Arts
Pharr-San Juan-Alamo ISD
Priority Charter Schools
Promesa Academy Charter Schools
Reinvention Foundation
Robinson ISD
Round Rock ISD
Sabinal ISD
San Marcos CISD
Seguin ISD
School of Science and Technology
Shepherd ISD
Sinton ISD
South San Antonio ISD
South Texas ISD
Southwest ISD
Spring Branch ISD
Taft ISD
Temple ISD
Texas Education Agency (TEA)
Waskom ISD
Waxahachie ISD
Wichita Falls ISD

Our Work Together

During the 25-26 school year, we will develop leaders and teachers and equip them with the skills and knowledge to teach math curriculum with Research-Based Instructional Strategies. We will leverage our methodology to **Develop an Instructional Framework** so that Mineral Wells ISD will:

- **Engage teachers in high-quality professional learning (HQPL)** focused on research-based instructional strategies (RBIS) in mathematics and deepening conceptual understanding of the TEKS across teachers and appropriate campus leaders
- **Develop an instructional framework** in math to drive key teaching and learning decisions within Mineral Wells ISD, including the coaching cycles for educators and the selection of a mathematics curriculum
- **Assess the current state** of instructional materials and instruction through district strategy work and alignment with instructional support staff
- **Implement a strategic instructional framework rollout plan and evaluate the adoption of high-quality instructional materials (HQIM)** to achieve Mineral Wells ISD’s instructional goals.

We offer a comprehensive range of services that align with grant requirements while ensuring maximum impact for your district. Based on our understanding of your unique needs, goals, and priorities, we have developed a targeted recommendation that will best support your efforts. Our approach is flexible and adaptive, allowing us to meet grant guidelines while delivering the most effective and sustainable solutions for your team.

By the end of the project, we will support project teams to produce the following **TEA deliverables**:





Project Roadmap and Communications Plan	Instructional Framework	Implementation Plan
<p>At the end of the Plan and Align phase, we will produce a Project Roadmap and Communications Plan that outlines the strategy for introducing the plan to the community.</p> <ul style="list-style-type: none"> • Introduction to the Instructional Framework • Curriculum Information • Professional Development Sessions • Learning Systems and Structures 	<p>At the end of the Design phase, we will produce an Instructional Framework.</p> <ul style="list-style-type: none"> • Introduction to the Instructional Framework • Domain, Subdomain, and indicators • Glossary • Steering Team Information 	<p>At the end of the Launch phase, we will produce an Implementation Plan that highlights the approach to implementation of the Instructional Framework.</p> <ul style="list-style-type: none"> • Implementation Sprints • Key Metrics for Success
<p>Timeline to be completed: September</p>	<p>Timeline to be completed: January</p>	<p>Timeline to be completed: March</p>

Workstream #1: Strong Foundations Planning: Math + Workstream #2: Developing Instructional Coach Capacity

Localized Phased Approach to Change Management

Our phased change management framework ensures that every plan translates into real action:

1. **Local Pulse** – Alignment and strategy with campus leaders, district leaders, and teacher leaders to capture a district’s unique context.
2. **Build the Foundation** – Development of necessary knowledge and skills to design and implement the intended change.
3. **Design the Blueprint for Change** – A customized strategy built around district goals, drawing from over a decade of experience with hundreds of districts.
4. **Customized Action Plan** – Detailed implementation support with proactive barrier resolution to ensure sustainable change.

			
Capture Local Pulse	Build the Foundation	Design the Blueprint for Change	Implement Action
Understand the unique context and align on goals of the project	Provide learning to develop the foundational knowledge needed to design and implement change	Design a customized strategy that includes outcomes and metrics.	Develop a detailed implementation plan to ensure sustainable change.

Phase & Timing	During this phase we will	Touchpoints	Outputs
Capture Local Pulse <i>May-July</i>	<ul style="list-style-type: none"> Align on goals and project roadmap Ensure shared understanding of responsive planning and our process Introduce a governance structure for creating and implementing the Instructional Framework Create the communications plan 	Kickoff Call	Project Roadmap
		Identify Steering Team	Teaming Structures
		Begin Monthly Project Calls	Communications Plan
		Steering Team Strategy Session: Roadmap Development [Half Day Onsite]	
Build the Foundation <i>July-</i>	<ul style="list-style-type: none"> Review additional district data to get a full picture of the current district context 	Monthly Project Team Calls	Collective Learning Series
		Coaching Learning Series: Modeling + Practicing	

<p><i>September</i></p>	<ul style="list-style-type: none"> Facilitate Coaching Bootcamp to model and practice high quality observation and feedback cycles Facilitate RBIS Training for Teachers, focused on conceptual knowledge of Math and Productive Struggle 	<p>Coaching Cycles [2 x Half Day Onsite]</p> <p>Learning Series: Math RBIS Bootcamp K-12 [Two Full Days Onsite, back-to-back with 2 Consultants] <i>Slated for August 11 and 12</i></p>	<p>Coaching Series and Modeling Observation + Feedback</p> <p>Sign-In and Exit Tickets</p>
<p>Design the Blueprint for Change</p> <p><i>October-December</i></p>	<ul style="list-style-type: none"> Build out the Instructional Framework draft Gather feedback on Instructional Framework Draft Gather Data on Instruction and incorporation of RBIS Build capacity in campus leaders to coach based on data Co-facilitate learning walks with instructional coaches and provide training on observation and feedback Facilitate flexible teacher support based on current data 	<p>Monthly Project Team Calls</p> <p>Instructional Framework Design Session [Full Day Onsite]</p> <p>Instructional Framework Design Session [Virtual, 2 hours]</p> <p>Fall: Learning Walks + Capacity-Building with Instructional Coaches [Full Day Onsite]</p> <p>Data Analysis and Capacity Building with Coaches: RBIS/T-TESS Alignment [Half Day Onsite]</p> <p>School-Based Teacher Support: Session content based on data and needs, tentatively around data-driven instruction [Half Day Onsite]</p> <p>Facilitate 6 x 30 minute virtual PLC support for teacher internalization <i>*may be repurposed for supporting coordinator, leaders, or coaches</i></p>	<p>Instructional Framework Draft</p> <p>Learning Series: Capacity Building for Coaching Teachers</p> <ul style="list-style-type: none"> Full day observing classrooms and developing feedback capacity Half day reviewing data for coaching <p>Learning Series: Teacher Support, based on needs</p>
<p>Implement Action</p> <p><i>January-May</i></p>	<ul style="list-style-type: none"> Identify metrics for fidelity, effectiveness, and impact Finalize the implementation plan Gather Data on Instruction and incorporation of RBIS Build capacity in campus leaders to coach based on data 	<p>Monthly Project Team Calls</p> <p>Spring: Learning Walks + Capacity-Building with Instructional Coaches [Full Day Onsite]</p> <p>Data Analysis and Capacity Building with Coaches: RBIS/T-TESS Alignment [Half Day Onsite]</p>	<p>Learning Series: Capacity Building for Coaching Teachers</p> <ul style="list-style-type: none"> Full day observing classrooms and developing feedback capacity

	<ul style="list-style-type: none"> Co-facilitate learning walks with instructional coaches and provide training on observation and feedback Develop systems and processes for a data culture to support continuous improvement 	Instructional Framework Deliverable Finalized and Shared	<ul style="list-style-type: none"> Half day reviewing data for coaching 	
		Implementation Planning Session [Full Day Onsite]		Final Deliverable: Instructional Framework
		Project Retro and Closeout Call		Final Deliverable: Implementation Plan

Project Governance

In order to successfully manage a scope of work of this size, we recommend a project governance and management structure that will ensure clear communication, engage the school and district community, and adequately inform decision-makers. This structure is a key component of our successful track-record of change management. Our suggested structure identifies **three teams** that will be involved during various parts of the project:

Team	Accountabilities	Guidance and Anticipated Expectations
Project Sponsor	Signs off on major deliverables and clears organizational barriers for project success	1 Leader 2-5 hours per month
Project Team	Is responsible for day-to-day management of the project, including overseeing planning, logistics, and communication in partnership with the Education Elements team, and elevating decisions.	2-5 Leaders 4-10 hours per month
Steering Team	Makes key decisions in relation to the project, elevates needs to the Cabinet Team. Committee of district, school, student, family, and community representatives who design and refine major deliverables. For MWISD, we suggest representation from PK-12 to enhance vertical alignment.	Up to 18 people 2-5 hours per month

Pricing

The pricing for the work is \$98,000. Our pricing is inclusive of all expenses (e.g. workshop materials, project management, travel costs).

- Pricing is valid until Apr 18, 2025
- We are excited to get this work started. In order to prepare for projects, we have internal work to ensure our team is ready to go and staffed for your project. Work will start no sooner than 2 weeks after the contract signing and may take up to 30 days.
- This project is scheduled to start in May 2025 and end in May 2026, with the option to start sooner if desired by Mineral Wells ISD. If the project kickoff needs to be changed due to contract signing

delays, we will adjust our timeline with you upon signature. This delay may impact the timeline of your project delivery. Once we establish the official timeline and the project begins, we will work with your team to schedule calls and adjust in-person and virtual sessions as needed. It is very important to us that we deliver quality work while maintaining a schedule that is agreeable to both your district and our team. If work delivery is delayed solely due to scheduling conflicts within your organization, we reserve the right to revisit contracting terms.

- Any access to and use of our survey technology requires clients to accept the Tripod Terms of Use [<https://www.scholarus.com/tripod-user-terms>] in writing ahead of time.

Meet the Team

Our team of passionate, mission-driven experts bring years of experience in change management, district strategy, leadership, professional learning, and curriculum development. We are committed to improving outcomes for all and keep impact and results at the heart of everything we do. Through our strategic guidance, systemic change management, and personalized action plans, we help your district build resilience, sustain growth, and achieve long-term success. **Your project will have a dedicated consultant who will support you at each touchpoint, along with a Senior Consultant and Client Success Manager to provide additional support and expertise.**



Amy Miller is a 29-year veteran of Texas public education. She began her career as a high school social studies teacher and has held many leadership roles in various districts north of Houston. Amy led Klein ISD's Teaching and Learning department as the Executive Director of Curriculum Design and Delivery and the Chief Academic Officer. While working in Klein ISD, Amy had the opportunity to participate with The Holdsworth Center, a non-profit organization that believes in developing strong education leaders. Through this partnership, she worked on vision casting and strategic planning, leading the development of a leadership pipeline. Additionally, the Texas Education Agency recognized Klein ISD's Multilingual Community Engagement Plan, Promise 2 Purpose United, as a model program for the state.

In Cleveland ISD, Amy served as the Director of Administrative Services. There, she worked with other district leaders to develop infrastructures and systems for the fastest-growing school district in Texas. Amy has four daughters and enjoys spending time with her husband, cooking, reading, and traveling.



Micaela McDade has extensive experience teaching and developing others, serving as an instructional coach, and leading initiatives as a district-level academic coach in Dallas ISD. Micaela has written curriculum for one of the largest districts in the nation and worked with teams on rolling out large scale initiatives for 200+ schools. Micaela truly believes that education is the great equalizer and should be personalized for all stakeholders as often as possible. Micaela lives and has taught and coached in Dallas, TX and tries to bring a little bit of sunshine everywhere she goes. Her work as a facilitator brings joy and change management practices, while holding educators accountable for making lasting improvements for student academic outcomes. She holds her MA in Educational Leadership.



Chelle Minnihan has a background in curriculum design, data-driven instruction, and personalized learning and is passionate about making education more equitable and accessible for all learners. She has partnered with districts across the state of Texas to lead HQIM implementation efforts at every level—district leaders, school administrators, instructional coaches, and teachers—ensuring alignment and sustainable impact. She is a coach who sits side-by-side with educators, helping them internalize lessons, make thoughtful MTSS adjustments, and plan their next actions. Outside of work, she enjoys reading, playing board games, and spending time outdoors.



Wes Noyes brings 10 years of classroom experience and several years working in higher education to focus on building equity and creating the best possible learning experience for both students and educators alike. Wes brings a wealth of experience to his projects and is passionate about serving the communities he works with. Wes holds a Master's in Education and is a thoughtful coach of others, continually aiming to both bring joy and hold others accountable. When he's not project planning, he's probably chasing his 2-year-old around a hiking trail.



Logan Falley is a former educator and lifelong advocate for enhancing learning experiences through a human-centered approach. He began his career teaching high school in Peru and transitioned into leadership roles in experiential learning, outdoor education, and study abroad. With over a decade of experience across diverse educational ecosystems, Logan combines curiosity and compassion to foster meaningful change in schools. Outside of work, he enjoys spending time in nature as a commercial backpacking guide and avid rock climber where he shares his passion for connecting with self through nature with others.



Carie Spannagel has an extensive background in education, having served as a teacher, instructional coach, principal, and district administrator. Her passion lies in inquiry-driven instructional practices that promote student adaptability and innovation. Carie is a system-thinking leader focusing on strategic thinking and change management. Carie holds a BBA in Marketing, an MA in Teaching, an MS in Educational Leadership, and a Doctorate in Leadership and Learning in Organizations from Vanderbilt University, where her research focused on supporting campus leaders in deeper learning schools.



Jason Broussard is a Partner on the Client Success Team that works with school districts to implement and sustain innovative, equitable systems that drive school improvement and high-quality instruction. With over 20 years in education, he brings a human-centered, heart-conscious approach to solving complex challenges, ensuring every student receives the education they deserve. Jason's perspective on education evolved after seven years in traditional school settings when he joined a turnaround school focused on project-based learning. This transformative experience led him to become a founding teacher at Dallas ISD's first school-choice high school dedicated to personalized learning. He later took on a district-wide leadership role, supporting over 300 campuses in implementing instructional models to enhance student outcomes. Jason holds a B.A. in History, an M.S. in Instructional Design, and an M.Ed. in Educational Leadership and Policy Studies. Originally from West Texas, he now lives in Dallas with his family. Jason oversees the internal team to ensure project deliverables are high-quality and work is delivered on-time.

Letters of Recommendation

Stephanie Heimbuch
Assistant Superintendent of Teaching, Learning, and Innovation
Waxahachie Independent School District
sheimbuch@wisd.org
March 4, 2025

To Whom It May Concern,

I'm pleased to recommend Education Elements for their incredible support in Strong Foundations Planning and Implementation. Their expertise has been pivotal in helping our district drive real, lasting change at a systems level.

Education Elements understands the unique challenges of medium and large districts, bringing a strategic, hands-on approach to help align priorities and streamline instructional improvements. They don't just advise; they roll up their sleeves and work alongside district leaders to make big goals a reality.

Their development of a Language Arts Instructional Vision and Framework has been particularly impactful. With a strong focus on vertical alignment from PK-12 and inclusive support for special populations, they ensure that all students receive high-quality instruction. Their vision sets ambitious but achievable targets, raising the bar while equipping educators with the tools they need to succeed.

One of Education Elements' standout strengths is their commitment to inclusive, data-driven decision-making. Through focus groups, strategic data collection, and in-depth analysis, they help districts get a clear, honest picture of their current state and create thoughtful plans for improvement.

They also have a rare ability to balance urgency with joy. Change can be overwhelming, but their team fosters a culture of engagement and empowerment, ensuring that educators feel supported and energized throughout the process. They build capacity within teams so that the work is sustainable long after their direct involvement.

If your district is looking for a strategic partner that delivers results while making the journey meaningful and engaging, I highly recommend Education Elements. Their impact has been invaluable, and I'm confident they will bring the same expertise and dedication to any district they support.

Sincerely,



Stephanie Heimbuch
Assistant Superintendent of Teaching, Learning, and Innovation
Waxahachie Independent School District

Amanda Crawley
Deputy Superintendent of Instructional Services
Copperas Cove ISD
crawleya@ccisd.com

March 6, 2025

To Whom It May Concern,

I am pleased to provide this letter of recommendation for Education Elements in recognition of their support in Strong Foundations Planning and Implementation. Their expertise and strategic approach have played a key role in strengthening the capacity of instructional leaders through targeted coaching, ensuring both immediate progress and long-term sustainability.

Education Elements brings a deep understanding of the complexities within large and medium-sized districts. Their team effectively navigates organizational structures, stakeholder dynamics, and instructional priorities to support systemic improvements that are both practical and scalable. Their work is grounded in real-world application, equipping instructional leaders with tools, structures, and coaching that help translate vision into action.

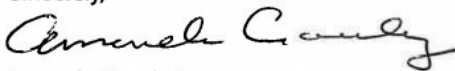
A particularly valuable aspect of their support has been in helping instructional leaders implement their district's comprehensive Instructional Vision and Framework. Through coaching and capacity building, they have contributed to stronger vertical alignment from PK-12, promoting greater consistency in instructional practices across grade levels. Their expertise in supporting students from special populations has helped ensure that all learners have access to high-quality instruction. By offering strategic guidance and practical resources, Education Elements has supported instructional leaders in making meaningful, sustainable progress.

One of their strengths is their commitment to inclusivity and data-driven decision-making. Through comprehensive data collection and thoughtful analysis, they help instructional leaders gain a clearer understanding of their district's instructional landscape. This approach enables districts to identify gaps and make informed decisions that align with the needs of educators and students alike.

Additionally, Education Elements fosters a culture of both urgency and engagement in the change process. Through coaching and professional learning, they support instructional leaders in managing and sustaining instructional improvements in a way that is both strategic and achievable. By combining thoughtful planning, collaborative facilitation, and hands-on coaching, they help leaders build the confidence and capacity needed to implement lasting change.

I recommend Education Elements for their expertise, professionalism, and dedication to instructional improvement. Their instructional leader capacity building in support of Strong Foundations Implementation has been valuable, and any district seeking a thoughtful, experienced partner for instructional leadership development would benefit from their collaboration.

Sincerely,



Amanda Crawley
Deputy Superintendent of Instructional Services
Copperas Cove ISD



4750 Venture Drive Suite 400, PMB#20
 Ann Arbor, MI 48108
 www.edelements.com
 bizops@edelements.com

ORDER FORM 2025-01

EE Partner:	Courtney Flanders
Pricing Valid to:	04/18/2025
Type:	New Customer

Customer Information

Organization Name:	Mineral Wells ISD
Customer Contact Name:	David Tarver, Superintendent Lindsey Wells, Director of Curriculum
Customer Phone:	920-325-6404, EXT 5112
Customer Email:	dtarver@mwisd.net, lwells@mwisd.net

Billing Contact Name:	Mary Ramey, Accounts Payable Clerk
Billing Address:	906 Southwest 5th Avenue Mineral Wells, TX 76067
Billing Phone:	920-325-6404, EXT 5115
Billing Email:	mramey@mwisd.net

Invoices will be delivered via email.

This Order Form 2025-01 is subject to and incorporates the terms and conditions of the Master Services Agreement located at [<https://www.scholarus.com/msa-surveys-and-services>] (the "**Master Services Agreement**") and is entered as of April 14, 2025 between XanEdu Publishing, Inc. (DBA Education Elements and DBA Scholarus Learning), a Delaware corporation having its principal place of business at 4750 Venture Drive PMB#20 Ann Arbor, MI 48108 ("**Company**") and **Mineral Wells Independent School District** ("**Customer**"). In the event of any conflict or inconsistency between this Order Form and the Master Services Agreement, this Order Form will prevail. Any capitalized term not defined in this Order Form will have the meaning given to it in the Master Services Agreement. Any terms and conditions in any purchase order or other ordering document issued by Customer that are inconsistent with or in addition to the terms and conditions of the Master Services Agreement and this Order Form are hereby rejected by the parties and will be deemed null and of no effect.

Offering

Services Fees (See Appendix A for additional details)

Service Name	Service Description	Dates	Fees
Professional Services	Education Elements will provide technical assistance for the LASO Strong Foundations Planning: Math Grant, supporting with the creation of an instructional framework and vision, understanding the current state, and building coaches capacity to provide high-quality observation and feedback aligned with T-TESS.	05/15/2025 - 05/30/2026	\$98,000.00

Total Fees: \$98,000.00



4750 Venture Drive Suite 400, PMB#20
 Ann Arbor, MI 48108
 www.edelements.com
 bizops@edelements.com

Payment Schedule

Payment Schedule	Amount	Invoice Date	Payment Due Date
Payment 1	\$49,000.00	Upon Commencement of Services	Net 30
Payment 2	\$24,500.00	12/01/2025	Net 30
Payment 3	\$24,500.00	06/01/2026	Net 30

Total Fees: \$98,000.00


Special Terms

1. None

By signing below, Customer hereby agrees (i) to be bound by the terms of this Order Form and of the Master Services Agreement and (ii) that this Order Form will be legally binding unless this Order Form is rejected by Company. The signatory below on behalf of Customer represents to Company that they (a) have full authority to bind Customer to this Order Form and the Master Services Agreement and (b) has read and understands this Order Form and the Master Services Agreement.

Acknowledged and Agreed

CUSTOMER: Mineral Wells ISD



Signature: 

Name: David Tarver

Title: Superintendent

Date: 4/14/25

COMPANY: XanEdu Publishing, Inc.

Signed by: 
 Signature: 

Name: Ruth Siporin McCloskey

Title: Chief Financial Officer

Date: 4/21/2025

APPENDIX A – Proposal





Strong Foundations: Planning Math + Instructional Coaching

Mineral Wells ISD

March 2025

Our Understanding

Mineral Wells ISD serves nearly 3,350 students across 4 schools: an Early Childhood Center, a Primary School, a Grades 4-6 Elementary, a Junior High, and a High School. In the 2025-2026 school year, MWISD will begin the process of Strong Foundations Planning: Math to develop an instructional vision and framework for math instruction PK-12. Their ideal framework will establish ambitious goals, clarify specific teacher and student actions aligned to Research Based Instructional Strategies, support strong vertical alignment, and help educators across the district enhance learning with MTSS and differentiated instruction.

What We Understand About Mineral Wells ISD	Why We Believe In Our Approach for Mineral Wells ISD
<p>Beyond the requirements of the SFP Grant, MWISD needs a partner who will support campus instructional coaches and leaders at all levels in internalizing RBIS and building capacity for high-quality observation and feedback cycles aligned with T-TESS.</p>	 <ul style="list-style-type: none"> • Education Elements is equipped to support educators in understanding RBIS at both the conceptual and classroom look-for level. • We'll facilitate coaching bootcamps, followed by a Learning Walk series where we work collaboratively to coach educators.
<p>MWISD has a long history of home-grown, consistent leadership and teamwork. The leadership team models the elements of collaboration and lifelong learning they seek to empower in students. Through this Grant, they hope to strengthen alignment and comfort coaching all educators to get results.</p>	 <ul style="list-style-type: none"> • Education Elements will work with MWISD to create a cross-departmental Steering Committee to include and value all stakeholder groups. • We facilitate protocols to help make change manageable for those closest to the work and include leaders from PK-12 to enhance vertical alignment.
<p>MWISD is goal- and research-driven. They need a partner to ensure the planning process drives the selection of curriculum; not the other way around.</p>	 <ul style="list-style-type: none"> • Education Elements is a content-agnostic, neutral third-party provider committed to ensuring the Instructional Planning Process helps MWISD select the right next actions.
<p>This work is complex and requires deep expertise and both state and local context. Change can feel uneasy.</p>	 <ul style="list-style-type: none"> • We are educators supporting educators, balancing the urgency and joy in this work. • Education Elements is committed to making sure each learning experience lifts educators from their day-to-day: listening, learning, and growing together.

About Education Elements

Education Elements helps K-12 organizations pursue their biggest goals by delivering customized, transformative solutions tailored to their unique needs and culture. Working across 40+ states, we bring deep expertise in change management—spanning instructional practices, leadership, strategic planning, and school improvement—alongside comprehensive curriculum support, including development, customization, and print distribution. Our hands-on approach ensures that every initiative is actionable, sustainable, and designed to drive lasting improvements in student outcomes.

Education Elements strengthens school systems to be the top-rated choice for high-quality educational experiences by creating the conditions for students, staff, and families to thrive. We are a team of K-12 practitioners, who combine instructional expertise, research, and community perspectives, to help school systems transform strategic priorities to tangible outcomes, so you can focus on what matters. We approach each partnership by sharing proven strategies while deeply understanding the unique context of your district. We honor the goals, priorities, and vision of every leader with whom we work, and we help them to hone, articulate, and make those visions a reality. By embedding research-based practices, measures of progress, and our deep expertise into our solutions, we help you achieve the following:



**Develop Strategic
Direction**



**Grow School &
District Leaders**



**Deliver Exceptional
Instruction**



**Differentiate
Curriculum Materials**



**Drive Measurable
School Improvement**

In Texas, we bring statewide expertise across TEA initiatives to help make the work your district do with one grant compliment and support the work holistically. Our TEA work includes:

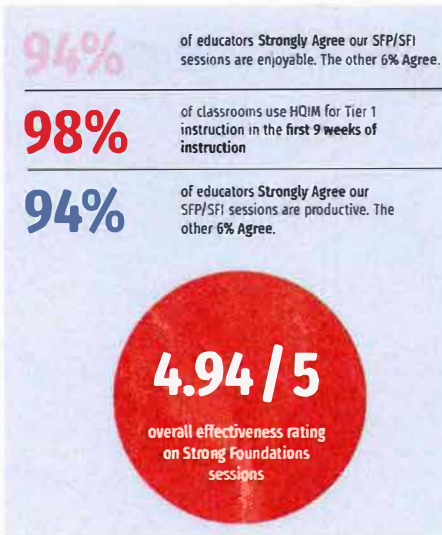
- Strong Foundations Planning
- Strong Foundations Implementation
- Strong Foundations Implementation PLC
- Blended Learning Grant Program
- TIA Student Perception Survey
- Cohort Leader Screener
- Texas Reading Academies
- Texas Virtual and Hybrid Program Accelerator and Continued Support
- School Action Fund
- Effective Schools Framework
- Resilient Schools Support Program

Strong Foundations Experience

Education Elements is an approved technical provider for both LASO Strong Foundations Planning (SFP) and Strong Foundations Implementation Grants (SFI) to support the adoption and implementation of High-Quality Instructional Materials (HQIM). We provide Strong Foundations districts by serving as a trusted partner that works closely with you, bringing our contextual expertise to meet your district's unique needs. Our approach is rooted in integrity, capacity-building, and adaptability, ensuring systemic change that is both impactful and sustainable. We specialize in navigating complex changes by fostering buy-in for curriculum and instructional shifts and offering on-the-ground support to turn vision into action.

100% of educators Strongly Agree that our Strong Foundations support is effectively facilitated.

What Our Partners Say About Us



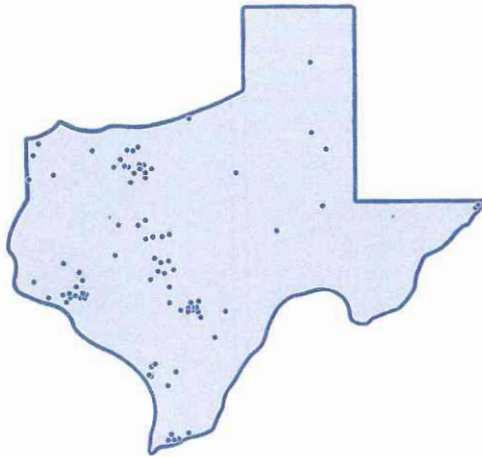
“The Education Elements Strong Foundations team works in partnership with our district team to ensure that this work is customized to meet the needs and enhance the strengths of our district. We could not lead this work without our EE technical assistance. The Education Elements team serves as a truly responsive partner in developing our framework for success.”

- **Holly Hughes, Asst Superintendent of Elementary Education, Clear Creek Independent School District**

“Education Elements has provided our team targeted support to large system changes, making the impossible possible. They offer experience in instructional strategies, organizational design, expertise in HQIM, and expertise with TEA grants that have helped our team with the planning and launching of three HQIMs in one school year. We are truly grateful for our partnership with EE.”

- **Dr. Dustin Binnicker, Former Asst Superintendent of Teaching, Leading and Learning, Waxahachie Independent School District**

Our Texas Partners



- Aldine ISD
- Alice ISD
- Alief ISD
- Anahuac ISD
- Amarillo ISD
- Arlington ISD
- Atlanta ISD
- AYA Academy
- Bastrop ISD
- Beaumont ISD
- Belton ISD
- Brownfield ISD
- Burleson ISD
- Cedar Hill ISD
- Clear Creek ISD
- Compass Rose ISD
- Conroe ISD
- Corpus Christi ISD
- Copperas Cove ISD
- Cumby ISD
- Dallas ISD
- Denton ISD
- Dilley ISD
- Donna ISD
- East Central ISD
- Edcouch-Elsa ISD
- Edgewood ISD
- El Paso ISD
- ESC 11
- ESC 13
- ESC 19
- ESC 20
- Everman ISD
- Forney ISD
- Frisco ISD
- Galena Park ISD
- Garland ISD
- George I. Sanchez Charter School
- Goose Creek ISD
- Groesbeck ISD
- Harmony PS
- Hawley ISD
- Hurst Euless
- Bedford ISD
- Hutto ISD
- International Leadership of Texas
- Irion ISD
- Klein ISD
- Kingsville ISD
- La Joya ISD
- Lake Travis ISD
- Leander ISD
- Lighthouse Academy
- Little Elm ISD
- Longview ISD
- Lubbock ISD
- Lytle ISD
- Maud ISD
- Midland ISD
- Midway ISD
- Northside ISD
- Pegasus School of Liberal Arts
- Pharr-San Juan-Alamo ISD
- Priority Charter Schools
- Promesa Academy
- Charter Schools Reinvention Foundation
- Robinson ISD
- Round Rock ISD
- Sabinal ISD
- San Marcos CISD
- Seguin ISD
- School of Science and Technology
- Shepherd ISD
- Sinton ISD
- South San Antonio ISD
- South Texas ISD
- Southwest ISD
- Spring Branch ISD
- Taft ISD
- Temple ISD
- Texas Education Agency (TEA)
- Waskom ISD
- Waxahachie ISD
- Wichita Falls ISD

Our Work Together

During the 25-26 school year, we will develop leaders and teachers and equip them with the skills and knowledge to teach math curriculum with Research-Based Instructional Strategies. We will leverage our methodology to **Develop an Instructional Framework** so that Mineral Wells ISD will:

- **Engage teachers in high-quality professional learning (HQPL)** focused on research-based instructional strategies (RBIS) in mathematics and deepening conceptual understanding of the TEKS across teachers and appropriate campus leaders
- **Develop an instructional framework** in math to drive key teaching and learning decisions within Mineral Wells ISD, including the coaching cycles for educators and the selection of a mathematics curriculum
- **Assess the current state** of instructional materials and instruction through district strategy work and alignment with instructional support staff
- **Implement a strategic instructional framework rollout plan and evaluate the adoption of high-quality instructional materials (HQIM)** to achieve Mineral Wells ISD’s instructional goals.

We offer a comprehensive range of services that align with grant requirements while ensuring maximum impact for your district. Based on our understanding of your unique needs, goals, and priorities, we have developed a targeted recommendation that will best support your efforts. Our approach is flexible and adaptive, allowing us to meet grant guidelines while delivering the most effective and sustainable solutions for your team.

By the end of the project, we will support project teams to produce the following **TEA deliverables**:

Project Roadmap and Communications Plan	Instructional Framework	Implementation Plan
<p>At the end of the Plan and Align phase, we will produce a Project Roadmap and Communications Plan that outlines the strategy for introducing the plan to the community.</p> <ul style="list-style-type: none"> • Introduction to the Instructional Framework • Curriculum Information • Professional Development Sessions • Learning Systems and Structures 	<p>At the end of the Design phase, we will produce an Instructional Framework.</p> <ul style="list-style-type: none"> • Introduction to the Instructional Framework • Domain, Subdomain, and indicators • Glossary • Steering Team Information 	<p>At the end of the Launch phase, we will produce an Implementation Plan that highlights the approach to implementation of the Instructional Framework.</p> <ul style="list-style-type: none"> • Implementation Sprints • Key Metrics for Success
<p>Timeline to be completed: September</p>	<p>Timeline to be completed: January</p>	<p>Timeline to be completed: March</p>

Workstream #1: Strong Foundations Planning: Math + Workstream #2: Developing Instructional Coach Capacity

Localized Phased Approach to Change Management

Our phased change management framework ensures that every plan translates into real action:

1. **Local Pulse** – Alignment and strategy with campus leaders, district leaders, and teacher leaders to capture a district’s unique context.
2. **Build the Foundation** – Development of necessary knowledge and skills to design and implement the intended change.
3. **Design the Blueprint for Change** – A customized strategy built around district goals, drawing from over a decade of experience with hundreds of districts.
4. **Customized Action Plan** – Detailed implementation support with proactive barrier resolution to ensure sustainable change.



Capture Local Pulse

Understand the unique context and align on goals of the project



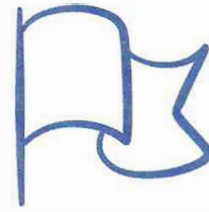
Build the Foundation

Provide learning to develop the foundational knowledge needed to design and implement change



Design the Blueprint for Change

Design a customized strategy that includes outcomes and metrics.



Implement Action

Develop a detailed implementation plan to ensure sustainable change.

Phase & Timing	During this phase we will	Touchpoints	Outputs
Capture Local Pulse <i>May-July</i>	<ul style="list-style-type: none"> Align on goals and project roadmap Ensure shared understanding of responsive planning and our process Introduce a governance structure for creating and implementing the Instructional Framework Create the communications plan 	Kickoff Call	Project Roadmap
		Identify Steering Team	Teaming Structures
		Begin Monthly Project Calls	Communications Plan
		Steering Team Strategy Session: Roadmap Development [Half Day Onsite]	
Build the Foundation <i>July-</i>	<ul style="list-style-type: none"> Review additional district data to get a full picture of the current district context 	Monthly Project Team Calls	Collective Learning Series
Coaching Learning Series: Modeling + Practicing			

<p><i>September</i></p>	<ul style="list-style-type: none"> Facilitate Coaching Bootcamp to model and practice high quality observation and feedback cycles Facilitate RBIS Training for Teachers, focused on conceptual knowledge of Math and Productive Struggle 	<p>Coaching Cycles [2 x Half Day Onsite]</p> <p>Learning Series: Math RBIS Bootcamp K-12 [Two Full Days Onsite with 2 Consultants] <i>Slated for August 7 and 11</i></p>	<p>Coaching Series and Modeling Observation + Feedback</p> <p>Sign-In and Exit Tickets</p>
<p>Design the Blueprint for Change</p> <p><i>October-December</i></p>	<ul style="list-style-type: none"> Build out the Instructional Framework draft Gather feedback on Instructional Framework Draft Gather Data on Instruction and incorporation of RBIS Build capacity in campus leaders to coach based on data Co-facilitate learning walks with instructional coaches and provide training on observation and feedback Facilitate flexible teacher support based on current data 	<p>Monthly Project Team Calls</p> <p>Instructional Framework Design Session [Full Day Onsite]</p> <p>Instructional Framework Design Session [Virtual, 2 hours]</p> <p>Fall: Learning Walks + Capacity-Building with Instructional Coaches [Full Day Onsite]</p> <p>Data Analysis and Capacity Building with Coaches: RBIS/T-TESS Alignment [Half Day Onsite]</p> <p>School-Based Teacher Support: Session content based on data and needs, tentatively around data-driven instruction [Half Day Onsite]</p> <p>Facilitate 6 x 30 minute virtual PLC support for teacher internalization <i>*may be repurposed for supporting coordinator, leaders, or coaches</i></p>	<p>Instructional Framework Draft</p> <p>Learning Series: Capacity Building for Coaching Teachers</p> <ul style="list-style-type: none"> Full day observing classrooms and developing feedback capacity Half day reviewing data for coaching <p>Learning Series: Teacher Support, based on needs</p>
<p>Implement Action</p> <p><i>January-May</i></p>	<ul style="list-style-type: none"> Identify metrics for fidelity, effectiveness, and impact Finalize the implementation plan Gather Data on Instruction and incorporation of RBIS Build capacity in campus leaders to coach based on data 	<p>Monthly Project Team Calls</p> <p>Spring: Learning Walks + Capacity-Building with Instructional Coaches [Full Day Onsite]</p> <p>Data Analysis and Capacity Building with Coaches: RBIS/T-TESS Alignment [Half Day Onsite]</p>	<p>Learning Series: Capacity Building for Coaching Teachers</p> <ul style="list-style-type: none"> Full day observing classrooms and developing feedback capacity

	<ul style="list-style-type: none"> Co-facilitate learning walks with instructional coaches and provide training on observation and feedback Develop systems and processes for a data culture to support continuous improvement 	Instructional Framework Deliverable Finalized and Shared	<ul style="list-style-type: none"> Half day reviewing data for coaching <p>Final Deliverable: Instructional Framework</p> <p>Final Deliverable: Implementation Plan</p>
		Implementation Planning Session [Full Day Onsite]	
		Project Retro and Closeout Call	

Project Governance

In order to successfully manage a scope of work of this size, we recommend a project governance and management structure that will ensure clear communication, engage the school and district community, and adequately inform decision-makers. This structure is a key component of our successful track-record of change management. Our suggested structure identifies **three teams** that will be involved during various parts of the project:

Team	Accountabilities	Guidance and Anticipated Expectations
Project Sponsor	Signs off on major deliverables and clears organizational barriers for project success	1 Leader 2-5 hours per month
Project Team	Is responsible for day-to-day management of the project, including overseeing planning, logistics, and communication in partnership with the Education Elements team, and elevating decisions.	2-5 Leaders 4-10 hours per month
Steering Team	Makes key decisions in relation to the project, elevates needs to the Cabinet Team. Committee of district, school, student, family, and community representatives who design and refine major deliverables. For MWISD, we suggest representation from PK-12 to enhance vertical alignment.	Up to 18 people 2-5 hours per month

Pricing

The pricing for the work is \$98,000. Our pricing is inclusive of all expenses (e.g. workshop materials, project management, travel costs).

- Pricing is valid until Apr 18, 2025
- This pricing assumes a LASO Grant Award of \$140,000 and is within the approved provider range. If the award amount is different or Mineral Wells ISD has other budget requirements, we will adjust the scope of work and proposal collaboratively to align with the actual grant award

- We are excited to get this work started. In order to prepare for projects, we have internal work to ensure our team is ready to go and staffed for your project. Work will start no sooner than 2 weeks after the contract signing and may take up to 30 days.
- This project is scheduled to start in May 2025 and end in May 2026, with the option to start sooner if desired by Mineral Wells ISD. If the project kickoff needs to be changed due to contract signing delays, we will adjust our timeline with you upon signature. This delay may impact the timeline of your project delivery. Once we establish the official timeline and the project begins, we will work with your team to schedule calls and adjust in-person and virtual sessions as needed. It is very important to us that we deliver quality work while maintaining a schedule that is agreeable to both your district and our team. If work delivery is delayed solely due to scheduling conflicts within your organization, we reserve the right to revisit contracting terms.
- Any access to and use of our survey technology requires clients to accept the Tripod Terms of Use [<https://www.scholarus.com/tripod-user-terms>] in writing ahead of time.

Meet the Team

Our team of passionate, mission-driven experts bring years of experience in change management, district strategy, leadership, professional learning, and curriculum development. We are committed to improving outcomes for all and keep impact and results at the heart of everything we do. Through our strategic guidance, systemic change management, and personalized action plans, we help your district build resilience, sustain growth, and achieve long-term success. **Your project will have a dedicated consultant who will support you at each touchpoint, along with a Senior Consultant and Client Success Manager to provide additional support and expertise.**



Amy Miller is a 29-year veteran of Texas public education. She began her career as a high school social studies teacher and has held many leadership roles in various districts north of Houston. Amy led Klein ISD's Teaching and Learning department as the Executive Director of Curriculum Design and Delivery and the Chief Academic Officer. While working in Klein ISD, Amy had the opportunity to participate with The Holdsworth Center, a non-profit organization that believes in developing strong education leaders. Through this partnership, she worked on vision casting and strategic planning, leading the development of a leadership pipeline. Additionally, the Texas Education Agency recognized Klein ISD's Multilingual Community Engagement Plan, Promise 2 Purpose United, as a model program for the state. In Cleveland ISD, Amy served as the Director of Administrative Services. There, she worked with other district leaders to develop infrastructures and systems for the fastest-growing school district in Texas. Amy has four daughters and enjoys spending time with her husband, cooking, reading, and traveling.



Micaela McDade has extensive experience teaching and developing others, serving as an instructional coach, and leading initiatives as a district-level academic coach in Dallas ISD. Micaela has written curriculum for one of the largest districts in the nation and worked with teams on rolling out large scale initiatives for 200+ schools. Micaela truly believes that education is the great equalizer and should be personalized for all stakeholders as often as possible. Micaela lives and has taught and coached in Dallas, TX and tries to bring a little bit of sunshine everywhere she goes. Her work as a facilitator brings joy and change management practices, while holding educators accountable for making lasting improvements for student academic outcomes. She holds her MA in Educational Leadership.



Chelle Minnihan has a background in curriculum design, data-driven instruction, and personalized learning and is passionate about making education more equitable and accessible for all learners. She has partnered with districts across the state of Texas to lead HQIM implementation efforts at every level—district leaders, school administrators, instructional coaches, and teachers—ensuring alignment and sustainable impact. She is a coach who sits side-by-side with educators, helping them internalize lessons, make thoughtful MTSS adjustments, and plan their next actions. Outside of work, she enjoys reading, playing board games, and spending time outdoors.



Wes Noyes brings 10 years of classroom experience and several years working in higher education to focus on building equity and creating the best possible learning experience for both students and educators alike. Wes brings a wealth of experience to his projects and is passionate about serving the communities he works with. Wes holds a Master's in Education and is a thoughtful coach of others, continually aiming to both bring joy and hold others accountable. When he's not project planning, he's probably chasing his 2-year-old around a hiking trail.



Logan Falley is a former educator and lifelong advocate for enhancing learning experiences through a human-centered approach. He began his career teaching high school in Peru and transitioned into leadership roles in experiential learning, outdoor education, and study abroad. With over a decade of experience across diverse educational ecosystems, Logan combines curiosity and compassion to foster meaningful change in schools. Outside of work, he enjoys spending time in nature as a commercial backpacking guide and avid rock climber where he shares his passion for connecting with self through nature with others.



Carie Spannagel has an extensive background in education, having served as a teacher, instructional coach, principal, and district administrator. Her passion lies in inquiry-driven instructional practices that promote student adaptability and innovation. Carie is a system-thinking leader focusing on strategic thinking and change management. Carie holds a BBA in Marketing, an MA in Teaching, an MS in Educational Leadership, and a Doctorate in Leadership and Learning in Organizations from Vanderbilt University, where her research focused on supporting campus leaders in deeper learning schools.



Jason Broussard is a Partner on the Client Success Team that works with school districts to implement and sustain innovative, equitable systems that drive school improvement and high-quality instruction. With over 20 years in education, he brings a human-centered, heart-conscious approach to solving complex challenges, ensuring every student receives the education they deserve. Jason's perspective on education evolved after seven years in traditional school settings when he joined a turnaround school focused on project-based learning. This transformative experience led him to become a founding teacher at Dallas ISD's first school-choice high school dedicated to personalized learning. He later took on a district-wide leadership role, supporting over 300 campuses in implementing instructional models to enhance student outcomes. Jason holds a B.A. in History, an M.S. in Instructional Design, and an M.Ed. in Educational Leadership and Policy Studies. Originally from West Texas, he now lives in Dallas with his family. Jason oversees the internal team to ensure project deliverables are high-quality and work is delivered on-time.

Letters of Recommendation

Stephanie Heimbuch
Assistant Superintendent of Teaching, Learning, and Innovation
Waxahachie Independent School District
sheimbuch@wisd.org
March 4, 2025

To Whom It May Concern,

I'm pleased to recommend Education Elements for their incredible support in Strong Foundations Planning and Implementation. Their expertise has been pivotal in helping our district drive real, lasting change at a systems level.

Education Elements understands the unique challenges of medium and large districts, bringing a strategic, hands-on approach to help align priorities and streamline instructional improvements. They don't just advise; they roll up their sleeves and work alongside district leaders to make big goals a reality.

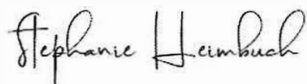
Their development of a Language Arts Instructional Vision and Framework has been particularly impactful. With a strong focus on vertical alignment from PK-12 and inclusive support for special populations, they ensure that all students receive high-quality instruction. Their vision sets ambitious but achievable targets, raising the bar while equipping educators with the tools they need to succeed.

One of Education Elements' standout strengths is their commitment to inclusive, data-driven decision-making. Through focus groups, strategic data collection, and in-depth analysis, they help districts get a clear, honest picture of their current state and create thoughtful plans for improvement.

They also have a rare ability to balance urgency with joy. Change can be overwhelming, but their team fosters a culture of engagement and empowerment, ensuring that educators feel supported and energized throughout the process. They build capacity within teams so that the work is sustainable long after their direct involvement.

If your district is looking for a strategic partner that delivers results while making the journey meaningful and engaging, I highly recommend Education Elements. Their impact has been invaluable, and I'm confident they will bring the same expertise and dedication to any district they support.

Sincerely,



Stephanie Heimbuch
Assistant Superintendent of Teaching, Learning, and Innovation
Waxahachie Independent School District

Amanda Crawley
Deputy Superintendent of Instructional Services
Copperas Cove ISD
crawleya@ccisd.com

March 6, 2025

To Whom It May Concern,

I am pleased to provide this letter of recommendation for Education Elements in recognition of their support in Strong Foundations Planning and Implementation. Their expertise and strategic approach have played a key role in strengthening the capacity of instructional leaders through targeted coaching, ensuring both immediate progress and long-term sustainability.

Education Elements brings a deep understanding of the complexities within large and medium-sized districts. Their team effectively navigates organizational structures, stakeholder dynamics, and instructional priorities to support systemic improvements that are both practical and scalable. Their work is grounded in real-world application, equipping instructional leaders with tools, structures, and coaching that help translate vision into action.

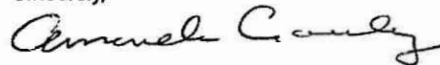
A particularly valuable aspect of their support has been in helping instructional leaders implement their district's comprehensive Instructional Vision and Framework. Through coaching and capacity building, they have contributed to stronger vertical alignment from PK-12, promoting greater consistency in instructional practices across grade levels. Their expertise in supporting students from special populations has helped ensure that all learners have access to high-quality instruction. By offering strategic guidance and practical resources, Education Elements has supported instructional leaders in making meaningful, sustainable progress.

One of their strengths is their commitment to inclusivity and data-driven decision-making. Through comprehensive data collection and thoughtful analysis, they help instructional leaders gain a clearer understanding of their district's instructional landscape. This approach enables districts to identify gaps and make informed decisions that align with the needs of educators and students alike.

Additionally, Education Elements fosters a culture of both urgency and engagement in the change process. Through coaching and professional learning, they support instructional leaders in managing and sustaining instructional improvements in a way that is both strategic and achievable. By combining thoughtful planning, collaborative facilitation, and hands-on coaching, they help leaders build the confidence and capacity needed to implement lasting change.

I recommend Education Elements for their expertise, professionalism, and dedication to instructional improvement. Their instructional leader capacity building in support of Strong Foundations Implementation has been valuable, and any district seeking a thoughtful, experienced partner for instructional leadership development would benefit from their collaboration.

Sincerely,



Amanda Crawley
Deputy Superintendent of Instructional Services
Copperas Cove ISD



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 4/14/25

MEETING TYPE:

- Regular Meeting
- Special Meeting

AGENDA ITEM TYPE:

- Action Item
- Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- Academic Competitiveness
 - Early Literacy (HB3)
 - Early Math (HB3)
 - Other
- Career Certifications (HB3)

Operational Goals

- Promote Community/School Partnerships
- Fiscal Responsibility
- Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Attendance Minutes Waiver

RECOMMENDED ACTION: It is recommended that the Attendance Minutes Waiver for February 19, 2025 is approved as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

From TEA Waiver Handbook p. 39:
For a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for your district or the applicable campus for the prior year because of inclement weather * -related, health, or safety issues, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.

Precious year average attendance: 94%
February 19, 2025 attendance: 78.72%

FISCAL IMPACT: One day of ADA

ATTACHMENTS: Waiver Application, Attendance Report

DEPARTMENT(S) SUBMITTING FORM: Student Services

DEPARTMENT SIGNATURE/APPROVAL:



Waivers

2024-2025 Application for Low Attendance Days Waiver

Waiver ID: 82484

Application Information

Category: Attendance

Creator: Angela Myrick, District Editor

Status: Draft

Creation Date: 4/4/2025

Approving Superintendent:

Assigned To: Angela Myrick

LEA Contact

Full Name:

Phone: Ext:

Email:

LEA Information

LEA: MINERAL WELLS ISD (182903)

Address: 906 S W 5TH AVE, MINERAL WELLS, TX 76067-4895

Phone: (940) 325-6404

Date of LEA Board of Trustees Approval

Date:

Special Instructions

Please complete this waiver for Low Attendance Due to Weather or Health or Safety issues. Your district must include as attachments, documentation of low attendance for the day (including the reason for the low attendance rate and an ADA or PEIMS report showing the attendance rate on the date of low attendance) and the prior year's attendance report (PEIMS summary report showing the average for the year) for the district or applicable campus. See Student Attendance Accounting Handbook 3.8.1.4. This application is due by the end of July for the current school year. Please direct questions to the State Waiver Unit at <http://tea.texas.gov/index2.aspx?id=6635>.

You may enter each campus and the number of minutes attended on that date individually within a single waiver application. Alternatively, if your district wide attendance was at least 10 percentage points below your prior year average, you may select "All Campuses". If the number of minutes of operation varies by campus on the date of low attendance for "All Campuses", please report the greatest number of minutes on the date of low attendance in the "Number of Min on the Low Attendance Day". Please note that in PEIMS you will claim the actual number of minutes in operation on the specific date by campus. The waiver minute reporting is used to total the number of attendance related waiver minutes by year. Per Student Attendance Accounting Handbook 3.8.2 Closures for Bad Weather or Other Issues of Health or Safety, you are limited to 4,200 minutes for attendance waivers of any kind.

LEA Summary

Date	Campus Name	Reason(s)	% of Attendance	Avg. % Attendance for Previous Year	Minutes
2025-02-19	ALL CAMPUSES	Health	78	94	450

LEA Attachments (0)

There are no LEA attachments.

<u>Entity</u>	<u>Name</u>	<u>Operational</u>		<u>Grade</u>	<u>Total Days</u>	<u>Total Ineligible</u>	<u>Total Eligible</u>	<u>Refined</u>	<u>Percentage Of</u>
		<u>Cal</u>	<u>Days</u>						
001	MINERAL WELLS H S	001	1	ALL	841.0	0.0	665.0	665.00	79.07
		CTE	1	ALL	47.0	0.0	34.0	34.00	72.34
		DAE	1	ALL	8.0	0.0	6.0	6.00	75.00
		SUM	1	ALL	7.5	0.0	5.5	5.50	73.33
002	MINERAL WELLS ACADEM	002	1	ALL	19.0	0.0	10.0	10.00	52.63
		PM	1	ALL	13.0	0.0	10.0	10.00	76.92
041 (001)	MINERAL WELLS J H	041	1	ALL	464.5	0.0	393.5	393.50	84.71
		DAE	1	ALL	4.0	0.0	2.0	2.00	50.00
103 (001)	HOUSTON ELEMENTARY	103	1	ALL	481.0	0.0	379.0	379.00	78.79
104 (001)	LAMAR ELEMENTARY	104	1	ALL	467.5	0.0	373.5	373.50	79.89
		EEA	1	ALL	3.0	0.0	3.0	3.00	100.00
		EEP	1	ALL	2.5	0.0	1.0	1.00	40.00
		PK	1	ALL	123.0	40.0	61.0	61.00	82.11
105 (001)	TRAVIS ELEMENTARY	105	1	ALL	764.0	0.0	571.0	571.00	74.74
REPORT SUB TOTALS:					3245.0	40.0	2514.5	2514.50	78.72



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 4/14/25

MEETING TYPE:

- Regular Meeting
- Special Meeting

AGENDA ITEM TYPE:

- Action Item
- Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals

- Academic Competitiveness
 - Early Literacy (HB3)
 - Early Math (HB3)
 - Other
- Career Certifications (HB3)

Operational Goals

- Promote Community/School Partnerships
- Fiscal Responsibility
- Safe and Secure Schools

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding the Memorandum of Understanding with Weatherford College.

RECOMMENDED ACTION: It is recommended to approve the MOU as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable):

OVERVIEW:

The Memorandum of Understanding is between Mineral Wells ISD and Weatherford College. Weatherford College will be opting in to the dual credit Financial Aid for Swift Transfer (FAST) system created by the Texas Legislature in HB8.

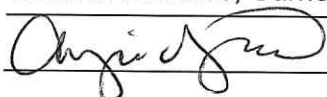

Under FAST, public or charter school students who have been eligible for free or reduced lunch at any point in the previous 5 years must be allowed to take dual credit courses at no cost to the student. For colleges to participate, they may only charge to a specific reimbursement rate per college hour. This has allowed the price for non-FAST students to also benefit.

FISCAL IMPACT: Fluctuating depending on enrollment

ATTACHMENTS: Weatherford College-Dual Credit MOU

DEPARTMENT(S) SUBMITTING FORM: Student Services, Curriculum Department

DEPARTMENT SIGNATURE/APPROVAL:



Dual Credit Partnership Agreement

Weatherford College and Mineral Wells Independent School District

This Memorandum of Understanding (“MOU”) is entered into as of the 14 day of April, 2025, between Mineral Wells Independent School District, a Texas Education Agency certified secondary education provider in the State of Texas, and Weatherford College (“WC” or “College”), of the Parker County Community College District. This document will serve as the instructional partnership agreement between the educational organizations identified herein and shall be approved and signed by the governing boards or designated authorities of those participating parties.

The term of this agreement shall begin on the date identified and continue for a period of three years. Thereafter, this MOU may be renewed according to terms mutually agreeable to both institutions. The initial term and any renewal term(s) are collectively referred to in this MOU as “Term.” Either party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other party, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties. Students within the current term will be allowed to complete their courses should the request occur during a regular semester.

The District and Weatherford College agree to the following:

Elements of Partnership Agreement:

- A. Statewide Goals
- B. FERPA
- C. Student eligibility requirements
- D. Eligible Courses
- E. Course Equivalency Crosswalk
- F. Attendance and satisfactory academic progress
- G. Location of class
- H. Composition of class
- I. Faculty selection, supervision, and evaluation
- J. Course curriculum, instruction, and grading
- K. Exam Proctoring
- L. Academic policies and student support services
- M. Transcription of credit
- N. Funding
- O. Notice of Partnership
- P. Shared Confidential Student Data Provisions

Q. University Interscholastic League (UIL) Eligibility

R. Legal Liability and Compliance Standard

(A) Statewide Goals

In HB 1638, the State of Texas lists the following goals of dual credit education:

1. Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.
2. Dual credit programs will assist District students in the successful transition to and acceleration through postsecondary education.
3. All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.
4. The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

In partnership with the District, Weatherford College offers the following means of meeting these goals:

1. The College partners with the District to present information to students and parents at annual dual credit informational nights hosted at the District. The College's website includes a dual credit page that outlines the steps to apply for, enroll in, and pay for dual credit classes. The College hosts two annual meetings for District administrators, one in the fall for superintendents, principals, and counselors; and one in the spring for counselors. The College markets its dual credit programs in cooperation with its secondary education partners. All such information is posted to the College's dual credit website.
2. Weatherford College manages data on student performance and persistence after leaving the WC dual credit program through organizationally generated records and through data collected from the National Student Clearinghouse. These data include post-secondary enrollments, student majors, persistence, time to degree completion, and graduation from participating colleges and universities.
3. Weatherford College provides academic advising to dual credit students, both in making dual credit course selections as well as in the transfer of dual credit coursework to postsecondary institutions after completion of secondary education.
4. Weatherford College maintains the same credentialing and curricular standards for dual credit faculty and courses that it does for non-dual credit faculty and courses, as outlined in detail below.

(B) FERPA

Federal regulations stipulate that college students must be regarded as adults, regardless of age, with respect to their student records. This standard compels Weatherford College to adhere to the Family Education Rights and Privacy Act (FERPA) as the College handles issues of student records. See Addendum C for details about FERPA and the Weatherford College FERPA release forms.

(C) Student Eligibility Requirements

To be eligible for enrollment in a dual credit course, a student who is enrolled in a public, private, or non-accredited secondary school or who is home-schooled must:

1. attain freshman year high school standing.
2. meet all of the College's regular prerequisite requirements designated for the course (e.g., minimum score placement test scores, minimum grade in a specified previous course, etc.).
3. exhibit and maintain the level of intellectual, personal, and social maturity associated with college-level coursework.
4. participate in adult/college-level class discussions that may include controversial issues or subject matter.
5. expect to invest at least as much time out of class as in class reading, studying, and completing assignments.

Further, to be eligible for enrollment in a dual credit course for which college readiness assessment is required, the student must present a passing score on a Board-approved college readiness assessment instrument in the area or areas deemed relevant by the College for the intended dual credit course in which the student shall enroll.

WC recommends demonstration of college-level reading proficiency for all transfer-intended college courses. WC requires demonstration of college-level **reading and writing** proficiency for the following courses: ENGL 1301, ENGL 1302, all 2000-level ENGL classes, HIST 1301, HIST 1302, all 2000-level HIST classes, GOVT 2305, GOVT 2306, PHIL 1301, and PHIL 2306. WC requires demonstration of college-level **mathematics** proficiency for the following courses: all MATH at the 1000 or higher level; BIOL 1406, BIOL 1407, CHEM 1411, PHYS 1401, ACCT 2301.

1. Appropriate scores on any of the following approved tests may be used, depending on grade level: SAT/ACT, STAAR EOC, and TSI Assessment.
2. The testing standards are:

- ACT: composite score of 23 with 19 on English AND Math.
- SAT: composite scores of 1070 (critical thinking + math) with 500 on critical reading AND Math.
- STAAR End of Course (EOC) for Dual Credit eligibility: score of 4000 on English II, a score of 4000 on Algebra I and a passing grade in the Algebra II course.
- TSIA2 Assessment standards: ELAR score of 945+ AND Essay score of 5 - 8 OR ELAR score under 945 AND ELAR Diagnostic Level of 5 - 6 AND Essay score of 5 - 8; Math score 950+ or Math score under 950 AND Math Diagnostic Level of 6

To be eligible for enrollment in a dual credit course included in a Technical Certificate Program ranging from 15 – 42 semester credit hours, the student must complete a Weatherford College application.

(D) Eligible Courses

According to Texas S.B. 1091, courses offered for dual credit must be (1) in the core curriculum of the public institution of higher education providing college credit; (2) a career and technical course; **or** (3) a foreign language course. Some academic transfer courses considered “technical” in nature may be offered for dual credit; these courses include those with the following rubrics: ACCT (accounting), AGRI (agriculture), ARCH (architecture), BCIS (business computer information systems), COSC (computer science), CRIJ (criminal justice), ENGR (engineering), ENGT (engineering technology), FORE (forestry), and HORT (horticulture). Dual credit courses are offered through partnership between the institutions identified.

Dual credit courses **do not** include courses attempted independently by students of the secondary education partner. Such students are classified as early admissions rather than dual credit. The student is responsible for communicating with the District regarding coursework completed by the individual student through early enrollment if that coursework is to be considered toward completion of secondary education graduation requirements.

Dual credit courses must meet comparable minimum and maximum enrollment standards as applied to the same course at all other campuses of the College. Weatherford College will notify the District in a timely manner if enrollment does not meet the minimum enrollment in order to allow time for alternative scheduling arrangements.

A Dual Credit course is a College course in all respects. The curriculum and teaching methods are the same as in other College courses. All dual-credit course instruction and

materials must be identical to that used for the same courses taught at all other campuses of the College.

(E) Course Equivalency Crosswalk

Dual-credit-to-high-school-credit crosswalks are unique to each participating institution. The crosswalk is identified as Addendum B to this document. The crosswalk can be updated each year as agreed upon by the college.

(F) Attendance and Satisfactory Academic Progress

Dual credit students are expected to attend class and maintain satisfactory academic progress. Students are subject to the College's attendance policy, outlined below:

“Participation in College-sanctioned activity is considered an excused absence, provided that students complete the Excused Absence Form, have it signed by the activity advisor, and present it to all instructors prior to the impending absence. For students in dual-credit classes, high-school-and-/or UIL-sponsored absences will also be considered excused absences, provided that, prior to the impending absence, students provide instructors with signed documentation from the activity advisor.

In the case of work missed due to an excused absence, when it is feasible to submit work early, students will be permitted the opportunity to do so, provided that before the absence occurs they 1) supply their instructors with documentation of the absence and 2) make arrangements with their instructors to make up the work missed. If the nature of the missed work cannot be adequately reproduced outside of the class, instructors should note how the absence may be expected to impact the student's progress in a course. The activity advisor shall consider the instructor's comments while determining if the student should participate in the identified activity.”

Excessive and/or prolonged absences from class will negatively affect a student's grade. Likewise, failure to maintain satisfactory academic progress in formative assignments will impact summative course grades. Faculty will report students to the Secondary Education Institution for excessive absences and/or significant failure to maintain satisfactory academic progress. The College reserves the right to withdraw the student from a dual credit class due to excessive absences and/or failure to maintain satisfactory academic progress.

Students who miss more than one week of class due to secondary school suspension, assignment to alternative education and/or expulsion may be withdrawn from the College course. Student continuation in the course may be approved by mutual agreement between the College and the Secondary Education Partner.

(G) Location of Class

Dual credit courses may be provided on the College campus, the District campus, online, or in a hybridized format. For dual credit courses provided exclusively to secondary students on the District campus and for dual credit courses provided electronically, the College shall comply with applicable rules and procedures for offering courses at a distance. In addition, dual credit courses provided electronically shall comply with the THECB's adopted Principles of Good Practice for Courses Offered Electronically.

For dual-credit courses taught at the District, the District shall appoint a liaison officer who is responsible for facilities, supplies, support of faculty, and communications.

For dual-credit courses taught online, the District shall appoint a classroom facilitator whose responsibility is to support the teaching-learning process.

For dual credit courses taught at the District, the Secondary Education Institution shall provide an atmosphere which promotes a collegiate environment for classes. This includes adequate classroom facilities, limited disruptions for announcements, pep rallies, and other District related activities, and support in students' course attendance.

No dual credit student shall attain more than 29 semester credit hours of instruction as provided by Weatherford College through dual credit coursework provided at a single District campus unless a Substantive Change notice has been filed with and accepted by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to offer more than half of the associate degree curriculum at the District.

(H) Composition of Class

Dual credit courses provided online or at a College campus may be composed of dual credit students only or of dual and college credit students.

Dual credit courses provided on a high school campus may be composed of dual credit students only or of dual credit and non-dual-credit high school students.

(I) Faculty Selection, Supervision, and Evaluation

The College shall select instructors of dual credit courses. These instructors must be regularly employed as faculty members of the College. These instructors must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the College to select faculty responsible for teaching the same courses at all other campuses of the College. The College shall supervise and evaluate instructors of dual credit courses using the same procedures used for faculty at all other campuses of the College.

High school faculty who teach dual credit **academic transfer** courses will be paid for services rendered under this agreement in accordance with the College's established rate and schedule for embedded faculty. Faculty who teach dual credit **technical** courses will be paid for services rendered under this agreement at the rate of \$200 per semester credit hour. All classes for which a faculty member is compensated by Weatherford College must meet a minimum headcount of **12** at the time the 12th class day rosters are certified. Continuation of classes with headcounts below 12 at the time of the 12th class day must be approved by the College, the Secondary Education partner institution, and the faculty member. Unless otherwise agreed to in writing between all parties, a faculty member teaching a class with an enrollment of fewer than 12 students shall be compensated at a proportional rate with each enrolled student counting 1/12 toward the normal rate of compensation for the course.

(J) Course Curriculum, Instruction, and Grading

The College shall ensure that every dual credit course is equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation to the same course at all other campuses of the College. When applicable, College preparatory coursework is addressed in Addendum A of this document.

(K) Exam Proctoring

Exams for online or hybrid classes may be taken at the District provided they are proctored by a WC- approved proctor with a signed proctor agreement on file with the WC Dual Credit office. Exam proctors are expected to ensure test integrity and to report any academic integrity violations to the WC Dual Credit office. Online testing for WC Dual Credit courses may require the use of a remote proctoring service. WC Technology Services will assist District personnel with the process of acquisition and set-up of the technology where applicable.

(L) Academic Policies and Student Support Services

Academic policies applicable to courses provided at all other campuses of the College must apply to dual credit courses. These policies may include, but are not limited to, the appeals process for disputed grades, the drop policy, the communication of course syllabi and grading policy to students, etc.

Dual Credit students desiring to take more than 16 semester credit hours in a long (fall or spring) semester must have a recommendation from their high school counselor and written permission from the WC Executive Vice President of Academic Services. All requests for semester overloads must be made no later than the last business day before the first day of the semester for which the request is being made. No student will be permitted to enroll in more than 20 semester credit hours in any long semester.

Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded non-dual credit College students. The College is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. The following support services are available online or in person at a WC campus: WC library resources, writing support, tutoring, and ADA/504 accommodations. The following support services are available online, over the phone, or in person at a WC campus: payments and academic advising.

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the Title IX coordinator. The College District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Adam Finley

Position: Executive Dean of Enrollment Management and

Registrar Address: 225 College Park Drive, Weatherford, TX 76086

Telephone: (817) 598-8831

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The College District designates the following person to coordinate its efforts

to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Dawn Kahlden

Position: Director, Student Pathways

Address: 225 College Park Drive, Weatherford, TX 76086

Telephone: (817) 598-6350

The College and the School District will work collaboratively to share in a timely manner any and all information necessary in the event of an investigation involving harassment and/or discrimination.

(M) Transcription of Credit

For dual credit courses, secondary as well as college credit should be transcribed immediately upon a student's completion of the course.

(N) Funding

1. The state funding for dual credit courses will be available to both public school districts and colleges based upon the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
2. For Academic Year 2024-25, the College has opted to participate in the Financial Aid for Swift Transfer (FAST) system established under HB8. Students of public independent school districts are eligible to participate in the FAST program after qualifying for the Free and Reduced Lunch program as outlined by the USDA Food and Nutrition Service at any time during the previous four years, and when qualified may not pay any portion of tuition, fees, course materials or other charges. The District agrees to provide dual credit students' Texas Student Data System (TSDS) number to the College. The College shall upload dual credit rosters including the TSDS or other allowable ID to the state portal for eligibility to be verified by the Texas Education Agency (TEA) in conjunction with Texas Higher Education Coordinating Board (THECB). The College does not determine eligibility for student participation in FAST.

3. All dual credit classes shall be billed at the FAST maximum tuition rate set by the Texas Higher Education Coordinating Board. Dual credit students who are not eligible for FAST shall be assessed dual credit tuition, fees, and textbook charges as approved by the WC Board of Trustees. The College shall waive all tuition and fees for students who qualify for FAST as verified by the Texas Higher Education Coordinating Board.
4. For dual credit students who do not qualify for FAST but may qualify for financial aid, the College may provide need-based scholarship awards. Each student who wants to be considered for the Dual Enrollment Grant (DEG) will fill out the Free Application for Federal Student Aid (FAFSA) or, if ineligible to complete the FAFSA, the Texas Application for Student Financial Aid (TASFA). Eligible students may be awarded up to 6 hours of FAST tuition and fees each fall and spring semester. The scholarship awards cover tuition and fee costs only. Eligibility is based on the Student Aid Index (SAI) as determined through the FAFSA or TASFA. All award decisions are made by the Weatherford College Financial Aid office. Funds may be limited, and priority is given to applications made by mid-June prior to that fall's enrollment.
5. Any costs for textbooks and supplies shall be paid by the District or by the student, but may not be paid by a FAST-eligible student. Textbooks and supplies for FAST-eligible students shall be paid by the District or its philanthropic designee.
6. Educational costs are paid as designated below (check appropriate box):
 - a. Tuition for non-FAST students shall be paid
by The student
 The District
 - b. Fees for non-FAST students shall be paid
by The student
 The District
 - c. Textbooks and supplies for non-FAST students shall be paid
by The student
 The District

- d. Textbooks and supplies for FAST-eligible students shall be paid by
 The District
 A District-designated philanthropy: _____

(O) Notice of Partnership

The District will provide the Weatherford College Dual Credit office with a list of all institutions it partners with and dual credit opportunities those partnerships provide the District's students (e.g., OnRamps, other colleges and universities, etc.)

(P) Shared Confidential Student Data Provisions

a. The District grants WC, and WC grants the District, permission to use confidential student data only for the following purpose and for no other purpose: To track current District students who earned credit in a College course offered for dual credit; or have graduated and completed a sequence of courses leading to certification, licensure, or an Associate Degree from WC while maintaining enrollment at the District; and to establish eligibility to participate in the FAST program.

b. Prior to the first day of class for each fall and spring term, the District shall provide to the College a Texas Student Data System (TSDS) identification number and/or the District Student Identifier for each District student enrolled in dual credit with the College.

(Q) University Interscholastic League (UIL) Eligibility

Weatherford College assumes no responsibility for loss of eligibility of District students enrolled under this program to participate in UIL activities.

(R) Legal Liability and Compliance Standards

- a. **Non-Compliance** Notwithstanding any provision herein to the contrary, if WC does not comply with any part of this MOU, and the failure to comply is not corrected within thirty (30) calendar days after written notice from the District, this MOU may be terminated immediately upon written notice from the District, in the District's sole discretion.
- b. **Liability** Neither the District or its trustees, officers, employees or agents shall have any liability or responsibility for any claim or cause or action of any person

or group arising from (a) the use of district property and/or equipment by WC and WC's officers, volunteers, employees, contractors, agents, invitees, licensees, participants, and visitors, or (b) non compliance with this MOU, or (c) any act, omission, or negligence of WC, or any of its officers, agents, employees, contractors, invitees, licensees, volunteers, participants or visitors. Except as may otherwise be provided herein, the District makes no express or implied warranties of any kind. To the fullest extent permissible under applicable law, the District disclaims all warranties, express or implied, including, but not limited to, warranties of performance, merchantability, fitness for a particular purpose, accuracy, omissions, completeness, and delays. Except as expressly provided herein or as required by law, under no circumstances shall the District be liable for exemplary, special, punitive, consequential, or incidental damages, including, without limitation, lost profits, business revenue, or goodwill due to any cause whatsoever, even if the District has been advised of the possibility of such damages.

- c. **Indemnity.** WC agrees that WC shall indemnify, defend, and hold harmless the District and the District's past, present, and future trustees, officers, and employees, from and against all claims, demands, causes of action, damages, costs, and expenses, including, without limitation, court costs and reasonable attorneys' fees, of any kind or nature asserted by any third party, occurring or in any way incident to, arising out of, or in connection with any acts of WC and/or WC's participants, visitors, agents, employees, contractors, invitees, or licensees done in connection with this MOU. WC's obligations under this clause shall survive termination or expiration of this MOU. The District agrees that it shall indemnify, defend, and hold harmless WC and WC's past, present, and future trustees, officers, and employees, from and against all claims, demands, causes of action, damages, costs, and expenses, including, without limitation, court costs and reasonable attorneys' fees, of any kind or nature asserted by any third party, occurring or in any way incident to, arising out of, or in connection with any acts of the District and/or the District's participants, visitors, agents, employees, contractors, invitees, or licensees done in connection with this MOU. The District's obligations under this clause shall survive termination or expiration of this MOU.
- d. **Notice** All notices or other communications required or permitted hereunder shall be in writing, and shall be personally delivered or sent by registered or

certified mail, return receipt request, courier delivery, electronic mail, facsimile or receipted overnight mail, and shall be deemed received upon the earlier of (a) the date of delivery, if personally delivered, or (b) three (3) business days after the date of posting by the U.S. postal service, if mailed. All such notices or communications shall be addressed as follows:

If to the District: David Tarver, Superintendent
 Mineral Wells ISD
 906 S.W. 5th Avenue
 Mineral Wells, Texas 76067
dtarver@mwisd.net

If to WC: Dr. Shannon Ydoyaga
 Executive Vice President of Academic
 Services Weatherford College
 225 College Park Drive
 Weatherford, Texas 76086
sydoyaga@wc.edu

Either party may change such address for notice for the party designated to receive such notice by giving advance written notice to the other party as provided in this paragraph.

- e. **Relationship of the Parties.** It is understood and agreed that WC is a separate legal entity from the District and WC is not an employee, agent, joint venture, or partner of the District. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the District and either WC or any employee or agent of WC.
- f. **No Waiver of ISD's Immunity.** The execution of this MOU and the performance by the District or WC of any of its obligations hereunder are not, and are not intended to waive or relinquish, and neither the District nor WC shall waive or relinquish, any governmental, sovereign immunity or defense from or to liability or prosecution available to the District, its trustees, officers, employees, or agents under federal or Texas laws.
- g. **No Third Party Beneficiaries.** Nothing in this MOU shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this MOU.
- h. **Governing Law and Venue.** This MOU shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or

resolution of any dispute arising out of this Agreement shall be in Parker County, Texas.

- i. **Entire Agreement.** This MOU and the attached and incorporated addendum or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the MOU and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this MOU.
- j. **Severability.** In the event that any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.
- k. **Interpretation.** The parties agree that the normal rules of construction that require that any ambiguities in this MOU are to be construed against the drafter shall not be employed in the interpretation of this MOU.
- l. **Changes and Amendments.** This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this MOU.
- m. **Assignment.** Neither this MOU nor any rights, duties, or obligations under it shall be assignable by WC without the prior written acknowledgment and authorization of ISD. Any attempted assignment by WC without ISD's prior written consent shall be void.
- n. **No Waiver.** No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party's right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach thereof. No waiver, alteration, or modification of any of the provisions of this MOU shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.
- o. **Captions.** The captions herein are for convenience and identification purposes only, are not an integral part hereof and are not to be considered in the interpretation of any part hereof.
- p. **Counterparts.** This MOU may be executed in separate counterparts, each of which when so executed shall be an original, but all of such counterparts shall together constitute but one and the same instrument.

Upon approval by the respective governing boards of both partners, and upon signing by the Board Presidents or their designees, this Agreement shall remain in effect until renewed, amended, or terminated with 30 days' written notice by either party to the other.

District Superintendent or Designee

Shannon Ydoyaga, Ph.D., M.S.
Executive Vice President of Academic
Services

Date

Date

Addendum A

Between the District and Weatherford College An Agreement regarding College Preparatory Mathematics and English Language Arts Courses

WHEREAS, The State of Texas mandated via House Bill 5, Section 10 that each school district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts;

WHEREAS the parties have agreed to enter into a collaborative agreement where students at the District who are deemed to not be college ready per House Bill 10, Section 10;

WHEREAS, the District and WC jointly recognized an opportunity to create seamless pathways for students to enter into college-level work in mathematics and English Language Arts without further remediation;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this MOU and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the District and WC, intending to be legally bound, agree as follows:

1. **Scope of Services.** The District and WC agree to collaborate to develop and maintain developmental mathematics and English language arts courses that meet the terms of this agreement as outlined in the Support and Services section of this Addendum. The District and WC will meet regularly to maintain the integrity and evaluate the effectiveness of the program.

2. **Support and Services.** The District and WC agree to the following conditions:
 - A. WC agrees to the following for both the mathematics and English language arts courses:
 - i. To share data and provide feedback regarding student success in entry-level college mathematics and English language arts courses;
 - ii. To train college advisors to recognize college readiness course(s) on district transcripts;
 - iii. To ensure students who complete the identified college preparatory course or courses are regarded as qualified students and are counseled directly into college-level mathematics, English language arts, and all other courses requiring mathematics and English language arts college readiness;

B. WC agrees to the following for the college preparatory mathematics course:

- i. To provide the Student Learning Outcomes for MATH 0342 (listed in section G of this Addendum);
- ii. To provide the syllabus for the courses;
- iii. To provide the departmental final exam preparation materials, sample questions, and evaluation standards for the courses;

C. WC agrees to the following for the college preparatory English language arts course:

- i. To provide the Student Learning Outcomes for DIRW 0302 (listed in section H of this Addendum);
- ii. To provide the exit standard and exercises used to determine college readiness in DIRW 0302.
- iii. To provide the master syllabus for the course;
- iv. To provide the final exams for the course;
- v. To provide assignment descriptions for the essays required and the rubrics for grading those essays;

D. The District agrees to the following for both the mathematics and English language arts courses:

- i. To provide qualified instructors for the courses being taught;
- ii. To identify students who are not college ready as stated in HB 5;
- iii. To provide professional development and resources required to teach mathematics and English language arts courses;
- iv. To identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS number;
- v. To provide curriculum for the course that is consistent with WC Student Learning Outcomes;
- vi. To deny students enrolled in these courses exemptions from final exams for these courses;

E. The District agrees to the following for the college preparatory mathematics course:

- i. To administer an exam directly comparable to the WC departmental completion exam for MATH 0342 and award credit for the course only if the student's final exam grade is at least 70 percent;
- ii. To provide My Foundations Lab or equivalent and require use by each student in the course;
- iii. To prohibit the use of calculators and formula sheets on the course final exam.

F. The District agrees to the following for the college preparatory English language arts course:

- i. To administer an academic exercise equivalent to the WC DIRW 0302 course completion exercise;
- ii. To teach and grade the required essays according to the rubrics provided by WC. (T.E.A. Rubrics for Expository, Persuasive, and Literacy Analysis);
- iii. To teach a preliminary semester course that focuses on college readiness and literacy skills;
- iv. To provide My Foundations Lab or equivalent and require use by each student in the course.

G. Student Learning Outcomes for MATH 0342, used for College Prep Math. These objectives will prepare the student for MATH 1332 and Math 1342; students who are planning on studying in the STEM fields are advised to enroll in the Co-Requisite MATH0314/MATH1314 or the MATH0314 course their first semester attending Weatherford College to further prepare the student for success in the STEM Pathway:

LEARNING OBJECTIVES:

After successfully completing the course, the student will be able to demonstrate competency in:

- 1.0 Real Number System.
- 2.0 Proportions, Percents, Statistics, Tables and Graphs
- 3.0 Solving Linear Equations and Inequalities.
- 4.0 Graphing Linear Equations and Inequalities.
- 5.0 Exponents and Polynomials.
- 6.0 Factoring.

COURSE COMPETENCIES:

1.0 To demonstrate competency in the real number system, a student will be able to:

- 1.1** Use Properties of the Real Number System. Including Identities and inverses for Addition and Multiplication
- 1.2** Simplify Expressions with Exponents, Parentheses, Signed Numbers, Decimals and the Order of Operations.
- 1.3** Combining of Like Terms.
- 1.4** Use the Commutative Property, Associative Property, And Distributive Property.
- 1.5** Order numbers Using Inequalities.

2.0 To demonstrate competency in the Proportions, Percents, Statistics, Tables and Graphs, a student will be able to:

- 2.1** Use Ratios and Rates.
- 2.2** Solve problems using Proportions.
- 2.3** Solve Per-cent Equations.
- 2.4** Determine the Mean, Median, and Mode for a Set of Data

2.5 Read and Interpret Information Given in Tables, Pie Charts, Bar Graphs, and Line Graphs.

3.0 To demonstrate competency in solving linear equations and inequalities, a student will be able to:

3.1 Solve Linear Equations containing both Integer and Fractional Values.

3.2 Solve Linear Equations with Infinitely Many or No Solutions.

3.3 Solve a formula for a Specified Variable.

3.4 Solve Formulas and Applications of Linear Equations.

3.5 Solve Linear Inequalities

3.6 Write Solutions of Inequalities as Number Lines.

3.7 Write Solutions using Interval Notation.

4.0 To demonstrate competency in graphing linear equations and inequalities, a student will be able to:

4.1 Use the Cartesian Coordinate System to Illustrate Linear Equations in Two-Variables.

4.2 Read and Interpret Linear Graphs.

4.3 Evaluate Intercepts.

4.4 Determine the Slope of a Line.

4.5 Find and Use Slope-Intercept and Point-Slope Forms of a Linear Equation.

4.6 Write Equations for Parallel and Perpendicular Lines.

4.7 Graph Linear Equations.

4.8 Graph Linear Inequalities.

5.0 To demonstrate competency in exponents and polynomial, a student will be able to:

5.1 Use Product Rule of Exponents.

5.2 Use Power Rules for Exponents.

5.3 Use Quotient Rule for Exponents.

5.4 Manipulate with Negative Exponents.

5.5 Solve Applications Using Exponents and Scientific Notation.

5.6 Evaluate Polynomials.

5.7 Add and Subtract Polynomials.

5.8 Multiply Polynomials.

5.9 Use Special Products of Polynomials.

5.10 Divide Polynomials by a Monomial.

5.11 Divide Polynomials by a Polynomial.

6.0 To demonstrate competency in factoring, a student will be able to:

6.1 Determining the Greatest Common Factor.

6.2 Factor by Grouping.

6.3 Factor a Trinomial with a Leading Coefficient of 1.

- 64 Factor a Trinomial with a Leading Coefficient of Not 1.
- 65 Use Special Factoring Formulas.
- 66 Solving Quadratic Equations by Factoring.

H. Learning Outcomes for DIRW0302, used for College Prep Reading and Writing:

Upon the successful completion of this intervention, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate the relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

Addendum B

Between the District and Weatherford College An agreement regarding course credit equivalencies

***Please complete your part of the Excel Spreadsheet attached to this email. One completed, it will be converted into a format compatible with this document and will comprise Addendum B.*

SAMPLE CROSSWALK

Weatherford College Course Name	Weatherford College Course Code	# of College Credits	High School Equivalent	# of High School Credits	H.S. PEIMS Code
Freshman College English I	ENGL 1301	3	English III-A	.5	3220300

Addendum C
The Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act affords students certain rights with the respect to their education records. These rights are listed below.

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Weatherford College to comply with the requirements of FERPA. The name

and address of the office that administers FERPA is: Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington DC 20202-5901.

Directory Information is information which may be released to the general public without the written consent of the student. A student may request that all or any part of the directory information be withheld from the public by making a written request to the Admissions and Records during the first 12 class days of a fall or spring 16-week semester. The following is to be included as directory information: name, date and place of birth, current and permanent address (including email address), telephone listing, major and minor fields of study, enrollment status (full-time, part-time), classification, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, and photographs.

The Weatherford College Early Admissions & Dual Credit website may be found at <https://www.wc.edu/admissions/how-to-apply/early-admissions-dual-credit.php>

The Weatherford College Student Consent for Access to Education Records (FERPA release Form) may be found at <https://www.wc.edu/current-students/policies-conduct/files/FERPA%20Release%20042014.pdf>

For further information contact Admissions and Records at 817-598-6241



April 7, 2025

Dear Dual Credit Partners:

Thank you for our ongoing partnership in dual credit where we have the opportunity to change our student's lives and impact our community by providing access to higher education across our 5-county service area. We greatly value our partnership and look forward to this ongoing work in the years to come.

This past year allowed for the implementation of the Financial Aid for Swift Transfer (FAST) program via House Bill 8. With the implementation of the changes in funding, the College implemented a one-year Agreement to assess the overall impact to our institutions and enrollment. We have determined the implementation of the program to be successful and thus are recommending a three-year agreement to operate more efficiently over the next few academic years. If you prefer to maintain a one-year agreement, please feel free to change the time period accordingly.

Please find attached the updated Weatherford College Dual Credit Agreement for our institutions. Also, note that we will review and amend the cross walks each academic year for agreed upon curriculum changes as needed.

Our Weather College primary point of contact for your convenience is:

Ms. Dana Orban
Dual Credit Specialist
dorban@wc.edu
(817)598-6458

Please return the signed agreement by Friday, May 2, 2025, to Debbie Alexander (Dalexander@wc.edu). Also, please complete item 6 related to tuition, fees and textbooks.

If you have any questions, please feel free to contact Dr. Lauren Tidwell (ltidwell@wc.edu) or me (sydoiyaga@wc.edu) at (817)598-6213 with additional questions.

Warm regards,

Shannon Ydoyaga

Shannon Ydoyaga, PhD, MS
Chief Academic Officer and Executive Vice President of Academics

Office of the Executive Vice President of Academic Services
225 College Park Drive, Building ACAD, Room 215, Weatherford, Texas 76086

Dual Credit Partnership Agreement
Weatherford College and Mineral Wells Independent School District

This Memorandum of Understanding (“MOU”) is entered into as of the 14 day of April, 2025, between Mineral Wells Independent School District, a Texas Education Agency certified secondary education provider in the State of Texas, and Weatherford College (“WC” or “College”), of the Parker County Community College District. This document will serve as the instructional partnership agreement between the educational organizations identified herein and shall be approved and signed by the governing boards or designated authorities of those participating parties.

The term of this agreement shall begin on the date identified and continue for a period of three years. Thereafter, this MOU may be renewed according to terms mutually agreeable to both institutions. The initial term and any renewal term(s) are collectively referred to in this MOU as “Term.” Either party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other party, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties. Students within the current term will be allowed to complete their courses should the request occur during a regular semester.

The District and Weatherford College agree to the following:

Elements of Partnership Agreement:

- A. Statewide Goals
- B. FERPA
- C. Student eligibility requirements
- D. Eligible Courses
- E. Course Equivalency Crosswalk
- F. Attendance and satisfactory academic progress
- G. Location of class
- H. Composition of class
- I. Faculty selection, supervision, and evaluation
- J. Course curriculum, instruction, and grading
- K. Exam Proctoring
- L. Academic policies and student support services
- M. Transcription of credit
- N. Funding
- O. Notice of Partnership
- P. Shared Confidential Student Data Provisions

Q. University Interscholastic League (UIL) Eligibility

R. Legal Liability and Compliance Standard

(A) Statewide Goals

In HB 1638, the State of Texas lists the following goals of dual credit education:

1. Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.
2. Dual credit programs will assist District students in the successful transition to and acceleration through postsecondary education.
3. All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.
4. The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

In partnership with the District, Weatherford College offers the following means of meeting these goals:

1. The College partners with the District to present information to students and parents at annual dual credit informational nights hosted at the District. The College's website includes a dual credit page that outlines the steps to apply for, enroll in, and pay for dual credit classes. The College hosts two annual meetings for District administrators, one in the fall for superintendents, principals, and counselors; and one in the spring for counselors. The College markets its dual credit programs in cooperation with its secondary education partners. All such information is posted to the College's dual credit website.
2. Weatherford College manages data on student performance and persistence after leaving the WC dual credit program through organizationally generated records and through data collected from the National Student Clearinghouse. These data include post-secondary enrollments, student majors, persistence, time to degree completion, and graduation from participating colleges and universities.
3. Weatherford College provides academic advising to dual credit students, both in making dual credit course selections as well as in the transfer of dual credit coursework to postsecondary institutions after completion of secondary education.
4. Weatherford College maintains the same credentialing and curricular standards for dual credit faculty and courses that it does for non-dual credit faculty and courses, as outlined in detail below.

(B) FERPA

Federal regulations stipulate that college students must be regarded as adults, regardless of age, with respect to their student records. This standard compels Weatherford College to adhere to the Family Education Rights and Privacy Act (FERPA) as the College handles issues of student records. See Addendum C for details about FERPA and the Weatherford College FERPA release forms.

(C) Student Eligibility Requirements

To be eligible for enrollment in a dual credit course, a student who is enrolled in a public, private, or non-accredited secondary school or who is home-schooled must:

1. attain freshman year high school standing.
2. meet all of the College's regular prerequisite requirements designated for the course (e.g., minimum score placement test scores, minimum grade in a specified previous course, etc.).
3. exhibit and maintain the level of intellectual, personal, and social maturity associated with college-level coursework.
4. participate in adult/college-level class discussions that may include controversial issues or subject matter.
5. expect to invest at least as much time out of class as in class reading, studying, and completing assignments.

Further, to be eligible for enrollment in a dual credit course for which college readiness assessment is required, the student must present a passing score on a Board-approved college readiness assessment instrument in the area or areas deemed relevant by the College for the intended dual credit course in which the student shall enroll.

WC recommends demonstration of college-level reading proficiency for all transfer-intended college courses. WC requires demonstration of college-level **reading and writing** proficiency for the following courses: ENGL 1301, ENGL 1302, all 2000-level ENGL classes, HIST 1301, HIST 1302, all 2000-level HIST classes, GOVT 2305, GOVT 2306, PHIL 1301, and PHIL 2306. WC requires demonstration of college-level **mathematics** proficiency for the following courses: all MATH at the 1000 or higher level; BIOL 1406, BIOL 1407, CHEM 1411, PHYS 1401, ACCT 2301.

1. Appropriate scores on any of the following approved tests may be used, depending on grade level: SAT/ACT, STAAR EOC, and TSI Assessment.
2. The testing standards are:

- ACT: composite score of 23 with 19 on English AND Math.
- SAT: composite scores of 1070 (critical thinking + math) with 500 on critical reading AND Math.
- STAAR End of Course (EOC) for Dual Credit eligibility: score of 4000 on English II, a score of 4000 on Algebra I and a passing grade in the Algebra II course.
- TSIA2 Assessment standards: ELAR score of 945+ AND Essay score of 5 - 8 OR ELAR score under 945 AND ELAR Diagnostic Level of 5 - 6 AND Essay score of 5 - 8; Math score 950+ or Math score under 950 AND Math Diagnostic Level of 6

To be eligible for enrollment in a dual credit course included in a Technical Certificate Program ranging from 15 – 42 semester credit hours, the student must complete a Weatherford College application.

(D) Eligible Courses

According to Texas S.B. 1091, courses offered for dual credit must be (1) in the core curriculum of the public institution of higher education providing college credit; (2) a career and technical course; **or** (3) a foreign language course. Some academic transfer courses considered “technical” in nature may be offered for dual credit; these courses include those with the following rubrics: ACCT (accounting), AGRI (agriculture), ARCH (architecture), BCIS (business computer information systems), COSC (computer science), CRIJ (criminal justice), ENGR (engineering), ENGT (engineering technology), FORE (forestry), and HORT (horticulture). Dual credit courses are offered through partnership between the institutions identified.

Dual credit courses **do not** include courses attempted independently by students of the secondary education partner. Such students are classified as early admissions rather than dual credit. The student is responsible for communicating with the District regarding coursework completed by the individual student through early enrollment if that coursework is to be considered toward completion of secondary education graduation requirements.

Dual credit courses must meet comparable minimum and maximum enrollment standards as applied to the same course at all other campuses of the College. Weatherford College will notify the District in a timely manner if enrollment does not meet the minimum enrollment in order to allow time for alternative scheduling arrangements.

A Dual Credit course is a College course in all respects. The curriculum and teaching methods are the same as in other College courses. All dual-credit course instruction and

materials must be identical to that used for the same courses taught at all other campuses of the College.

(E) Course Equivalency Crosswalk

Dual-credit-to-high-school-credit crosswalks are unique to each participating institution. The crosswalk is identified as Addendum B to this document. The crosswalk can be updated each year as agreed upon by the college.

(F) Attendance and Satisfactory Academic Progress

Dual credit students are expected to attend class and maintain satisfactory academic progress. Students are subject to the College's attendance policy, outlined below:

“Participation in College-sanctioned activity is considered an excused absence, provided that students complete the Excused Absence Form, have it signed by the activity advisor, and present it to all instructors prior to the impending absence. For students in dual-credit classes, high-school-and-/or UIL-sponsored absences will also be considered excused absences, provided that, prior to the impending absence, students provide instructors with signed documentation from the activity advisor.

In the case of work missed due to an excused absence, when it is feasible to submit work early, students will be permitted the opportunity to do so, provided that before the absence occurs they 1) supply their instructors with documentation of the absence and 2) make arrangements with their instructors to make up the work missed. If the nature of the missed work cannot be adequately reproduced outside of the class, instructors should note how the absence may be expected to impact the student's progress in a course. The activity advisor shall consider the instructor's comments while determining if the student should participate in the identified activity.”

Excessive and/or prolonged absences from class will negatively affect a student's grade. Likewise, failure to maintain satisfactory academic progress in formative assignments will impact summative course grades. Faculty will report students to the Secondary Education Institution for excessive absences and/or significant failure to maintain satisfactory academic progress. The College reserves the right to withdraw the student from a dual credit class due to excessive absences and/or failure to maintain satisfactory academic progress.

Students who miss more than one week of class due to secondary school suspension, assignment to alternative education and/or expulsion may be withdrawn from the College course. Student continuation in the course may be approved by mutual agreement between the College and the Secondary Education Partner.

(G) Location of Class

Dual credit courses may be provided on the College campus, the District campus, online, or in a hybridized format. For dual credit courses provided exclusively to secondary students on the District campus and for dual credit courses provided electronically, the College shall comply with applicable rules and procedures for offering courses at a distance. In addition, dual credit courses provided electronically shall comply with the THECB's adopted Principles of Good Practice for Courses Offered Electronically.

For dual-credit courses taught at the District, the District shall appoint a liaison officer who is responsible for facilities, supplies, support of faculty, and communications.

For dual-credit courses taught online, the District shall appoint a classroom facilitator whose responsibility is to support the teaching-learning process.

For dual credit courses taught at the District, the Secondary Education Institution shall provide an atmosphere which promotes a collegiate environment for classes. This includes adequate classroom facilities, limited disruptions for announcements, pep rallies, and other District related activities, and support in students' course attendance.

No dual credit student shall attain more than 29 semester credit hours of instruction as provided by Weatherford College through dual credit coursework provided at a single District campus unless a Substantive Change notice has been filed with and accepted by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to offer more than half of the associate degree curriculum at the District.

(H) Composition of Class

Dual credit courses provided online or at a College campus may be composed of dual credit students only or of dual and college credit students.

Dual credit courses provided on a high school campus may be composed of dual credit students only or of dual credit and non-dual-credit high school students.

(I) Faculty Selection, Supervision, and Evaluation

The College shall select instructors of dual credit courses. These instructors must be regularly employed as faculty members of the College. These instructors must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the College to select faculty responsible for teaching the same courses at all other campuses of the College. The College shall supervise and evaluate instructors of dual credit courses using the same procedures used for faculty at all other campuses of the College.

High school faculty who teach dual credit **academic transfer** courses will be paid for services rendered under this agreement in accordance with the College's established rate and schedule for embedded faculty. Faculty who teach dual credit **technical** courses will be paid for services rendered under this agreement at the rate of \$200 per semester credit hour. All classes for which a faculty member is compensated by Weatherford College must meet a minimum headcount of **12** at the time the 12th class day rosters are certified. Continuation of classes with headcounts below 12 at the time of the 12th class day must be approved by the College, the Secondary Education partner institution, and the faculty member. Unless otherwise agreed to in writing between all parties, a faculty member teaching a class with an enrollment of fewer than 12 students shall be compensated at a proportional rate with each enrolled student counting 1/12 toward the normal rate of compensation for the course.

(J) Course Curriculum, Instruction, and Grading

The College shall ensure that every dual credit course is equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation to the same course at all other campuses of the College. When applicable, College preparatory coursework is addressed in Addendum A of this document.

(K) Exam Proctoring

Exams for online or hybrid classes may be taken at the District provided they are proctored by a WC- approved proctor with a signed proctor agreement on file with the WC Dual Credit office. Exam proctors are expected to ensure test integrity and to report any academic integrity violations to the WC Dual Credit office. Online testing for WC Dual Credit courses may require the use of a remote proctoring service. WC Technology Services will assist District personnel with the process of acquisition and set-up of the technology where applicable.

(L) Academic Policies and Student Support Services

Academic policies applicable to courses provided at all other campuses of the College must apply to dual credit courses. These policies may include, but are not limited to, the appeals process for disputed grades, the drop policy, the communication of course syllabi and grading policy to students, etc.

Dual Credit students desiring to take more than 16 semester credit hours in a long (fall or spring) semester must have a recommendation from their high school counselor and written permission from the WC Executive Vice President of Academic Services. All requests for semester overloads must be made no later than the last business day before the first day of the semester for which the request is being made. No student will be permitted to enroll in more than 20 semester credit hours in any long semester.

Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded non-dual credit College students. The College is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. The following support services are available online or in person at a WC campus: WC library resources, writing support, tutoring, and ADA/504 accommodations. The following support services are available online, over the phone, or in person at a WC campus: payments and academic advising.

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the Title IX coordinator. The College District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Adam Finley

Position: Executive Dean of Enrollment Management and

Registrar Address: 225 College Park Drive, Weatherford, TX 76086

Telephone: (817) 598-8831

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The College District designates the following person to coordinate its efforts

to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Dawn Kahlden

Position: Director, Student Pathways

Address: 225 College Park Drive, Weatherford, TX 76086

Telephone: (817) 598-6350

The College and the School District will work collaboratively to share in a timely manner any and all information necessary in the event of an investigation involving harassment and/or discrimination.

(M) Transcription of Credit

For dual credit courses, secondary as well as college credit should be transcribed immediately upon a student's completion of the course.

(N) Funding

1. The state funding for dual credit courses will be available to both public school districts and colleges based upon the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
2. For Academic Year 2024-25, the College has opted to participate in the Financial Aid for Swift Transfer (FAST) system established under HB8. Students of public independent school districts are eligible to participate in the FAST program after qualifying for the Free and Reduced Lunch program as outlined by the USDA Food and Nutrition Service at any time during the previous four years, and when qualified may not pay any portion of tuition, fees, course materials or other charges. The District agrees to provide dual credit students' Texas Student Data System (TSDS) number to the College. The College shall upload dual credit rosters including the TSDS or other allowable ID to the state portal for eligibility to be verified by the Texas Education Agency (TEA) in conjunction with Texas Higher Education Coordinating Board (THECB). The College does not determine eligibility for student participation in FAST.

3. All dual credit classes shall be billed at the FAST maximum tuition rate set by the Texas Higher Education Coordinating Board. Dual credit students who are not eligible for FAST shall be assessed dual credit tuition, fees, and textbook charges as approved by the WC Board of Trustees. The College shall waive all tuition and fees for students who qualify for FAST as verified by the Texas Higher Education Coordinating Board.
4. For dual credit students who do not qualify for FAST but may qualify for financial aid, the College may provide need-based scholarship awards. Each student who wants to be considered for the Dual Enrollment Grant (DEG) will fill out the Free Application for Federal Student Aid (FAFSA) or, if ineligible to complete the FAFSA, the Texas Application for Student Financial Aid (TASFA). Eligible students may be awarded up to 6 hours of FAST tuition and fees each fall and spring semester. The scholarship awards cover tuition and fee costs only. Eligibility is based on the Student Aid Index (SAI) as determined through the FAFSA or TASFA. All award decisions are made by the Weatherford College Financial Aid office. Funds may be limited, and priority is given to applications made by mid-June prior to that fall's enrollment.
5. Any costs for textbooks and supplies shall be paid by the District or by the student, but may not be paid by a FAST-eligible student. Textbooks and supplies for FAST-eligible students shall be paid by the District or its philanthropic designee.
6. Educational costs are paid as designated below (check appropriate box):
 - a. Tuition for non-FAST students shall be paid
by The student
[] The District
 - b. Fees for non-FAST students shall be paid
by The student
[] The District
 - c. Textbooks and supplies for non-FAST students shall be paid
by The student
[] The District

- d. Textbooks and supplies for FAST-eligible students shall be paid by
 The District
 A District-designated philanthropy: _____

(O) Notice of Partnership

The District will provide the Weatherford College Dual Credit office with a list of all institutions it partners with and dual credit opportunities those partnerships provide the District's students (e.g., OnRamps, other colleges and universities, etc.)

(P) Shared Confidential Student Data Provisions

- a. The District grants WC, and WC grants the District, permission to use confidential student data only for the following purpose and for no other purpose: To track current District students who earned credit in a College course offered for dual credit; or have graduated and completed a sequence of courses leading to certification, licensure, or an Associate Degree from WC while maintaining enrollment at the District; and to establish eligibility to participate in the FAST program.
- b. Prior to the first day of class for each fall and spring term, the District shall provide to the College a Texas Student Data System (TSDS) identification number and/or the District Student Identifier for each District student enrolled in dual credit with the College.

(Q) University Interscholastic League (UIL) Eligibility

Weatherford College assumes no responsibility for loss of eligibility of District students enrolled under this program to participate in UIL activities.

(R) Legal Liability and Compliance Standards

- a. **Non-Compliance** Notwithstanding any provision herein to the contrary, if WC does not comply with any part of this MOU, and the failure to comply is not corrected within thirty (30) calendar days after written notice from the District, this MOU may be terminated immediately upon written notice from the District, in the District's sole discretion.
- b. **Liability** Neither the District or its trustees, officers, employees or agents shall have any liability or responsibility for any claim or cause or action of any person

or group arising from (a) the use of district property and/or equipment by WC and WC's officers, volunteers, employees, contractors, agents, invitees, licensees, participants, and visitors, or (b) non compliance with this MOU, or (c) any act, omission, or negligence of WC, or any of its officers, agents, employees, contractors, invitees, licensees, volunteers, participants or visitors. Except as may otherwise be provided herein, the District makes no express or implied warranties of any kind. To the fullest extent permissible under applicable law, the District disclaims all warranties, express or implied, including, but not limited to, warranties of performance, merchantability, fitness for a particular purpose, accuracy, omissions, completeness, and delays. Except as expressly provided herein or as required by law, under no circumstances shall the District be liable for exemplary, special, punitive, consequential, or incidental damages, including, without limitation, lost profits, business revenue, or goodwill due to any cause whatsoever, even if the District has been advised of the possibility of such damages.

- c. **Indemnity.** WC agrees that WC shall indemnify, defend, and hold harmless the District and the District's past, present, and future trustees, officers, and employees, from and against all claims, demands, causes of action, damages, costs, and expenses, including, without limitation, court costs and reasonable attorneys' fees, of any kind or nature asserted by any third party, occurring or in any way incident to, arising out of, or in connection with any acts of WC and/or WC's participants, visitors, agents, employees, contractors, invitees, or licensees done in connection with this MOU. WC's obligations under this clause shall survive termination or expiration of this MOU. The District agrees that it shall indemnify, defend, and hold harmless WC and WC's past, present, and future trustees, officers, and employees, from and against all claims, demands, causes of action, damages, costs, and expenses, including, without limitation, court costs and reasonable attorneys' fees, of any kind or nature asserted by any third party, occurring or in any way incident to, arising out of, or in connection with any acts of the District and/or the District's participants, visitors, agents, employees, contractors, invitees, or licensees done in connection with this MOU. The District's obligations under this clause shall survive termination or expiration of this MOU.
- d. **Notice** All notices or other communications required or permitted hereunder shall be in writing, and shall be personally delivered or sent by registered or

certified mail, return receipt request, courier delivery, electronic mail, facsimile or receipted overnight mail, and shall be deemed received upon the earlier of (a) the date of delivery, if personally delivered, or (b) three (3) business days after the date of posting by the U.S. postal service, if mailed. All such notices or communications shall be addressed as follows:

If to the District: David Tarver, Superintendent
 Mineral Wells ISD
 906 S.W. 5th Avenue
 Mineral Wells, Texas 76067
dtarver@mwisd.net

If to WC: Dr. Shannon Ydoyaga
 Executive Vice President of Academic
 Services Weatherford College
 225 College Park Drive
 Weatherford, Texas 76086
sydoyaga@wc.edu

Either party may change such address for notice for the party designated to receive such notice by giving advance written notice to the other party as provided in this paragraph.

- e. **Relationship of the Parties.** It is understood and agreed that WC is a separate legal entity from the District and WC is not an employee, agent, joint venture, or partner of the District. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the District and either WC or any employee or agent of WC.
- f. **No Waiver of ISD's Immunity.** The execution of this MOU and the performance by the District or WC of any of its obligations hereunder are not, and are not intended to waive or relinquish, and neither the District nor WC shall waive or relinquish, any governmental, sovereign immunity or defense from or to liability or prosecution available to the District, its trustees, officers, employees, or agents under federal or Texas laws.
- g. **No Third Party Beneficiaries.** Nothing in this MOU shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this MOU.
- h. **Governing Law and Venue.** This MOU shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or

- resolution of any dispute arising out of this Agreement shall be in Parker County, Texas.
- i. **Entire Agreement.** This MOU and the attached and incorporated addendum or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the MOU and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this MOU.
 - j. **Severability.** In the event that any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.
 - k. **Interpretation.** The parties agree that the normal rules of construction that require that any ambiguities in this MOU are to be construed against the drafter shall not be employed in the interpretation of this MOU.
 - l. **Changes and Amendments.** This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this MOU.
 - m. **Assignment.** Neither this MOU nor any rights, duties, or obligations under it shall be assignable by WC without the prior written acknowledgment and authorization of ISD. Any attempted assignment by WC without ISD's prior written consent shall be void.
 - n. **No Waiver.** No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party's right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach thereof. No waiver, alteration, or modification of any of the provisions of this MOU shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.
 - o. **Captions.** The captions herein are for convenience and identification purposes only, are not an integral part hereof and are not to be considered in the interpretation of any part hereof.
 - p. **Counterparts.** This MOU may be executed in separate counterparts, each of which when so executed shall be an original, but all of such counterparts shall together constitute but one and the same instrument.

Upon approval by the respective governing boards of both partners, and upon signing by the Board Presidents or their designees, this Agreement shall remain in effect until renewed, amended, or terminated with 30 days' written notice by either party to the other.

Addendum A

Between the District and Weatherford College An Agreement regarding College Preparatory Mathematics and English Language Arts Courses

WHEREAS, The State of Texas mandated via House Bill 5, Section 10 that each school district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts;

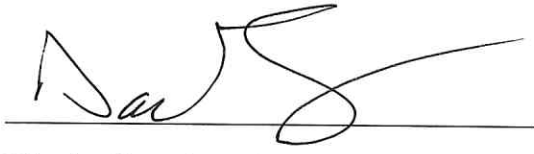
WHEREAS the parties have agreed to enter into a collaborative agreement where students at the District who are deemed to not be college ready per House Bill 10, Section 10;

WHEREAS, the District and WC jointly recognized an opportunity to create seamless pathways for students to enter into college-level work in mathematics and English Language Arts without further remediation;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this MOU and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the District and WC, intending to be legally bound, agree as follows:

1. Scope of Services. The District and WC agree to collaborate to develop and maintain developmental mathematics and English language arts courses that meet the terms of this agreement as outlined in the Support and Services section of this Addendum. The District and WC will meet regularly to maintain the integrity and evaluate the effectiveness of the program.

2. Support and Services. The District and WC agree to the following conditions:
 - A. WC agrees to the following for both the mathematics and English language arts courses:
 - i. To share data and provide feedback regarding student success in entry-level college mathematics and English language arts courses;
 - ii. To train college advisors to recognize college readiness course(s) on district transcripts;
 - iii. To ensure students who complete the identified college preparatory course or courses are regarded as qualified students and are counseled directly into college-level mathematics, English language arts, and all other courses requiring mathematics and English language arts college readiness;



District Superintendent or Designee



Shannon Ydoyaga, Ph.D., M.S.
Executive Vice President of Academic
Services

APR. 15, 2025

Date

05/20/2025

Date

B. WC agrees to the following for the college preparatory mathematics course:

- i. To provide the Student Learning Outcomes for MATH 0342 (listed in section G of this Addendum);
- ii. To provide the syllabus for the courses;
- iii. To provide the departmental final exam preparation materials, sample questions, and evaluation standards for the courses;

C. WC agrees to the following for the college preparatory English language arts course:

- i. To provide the Student Learning Outcomes for DIRW 0302 (listed in section H of this Addendum);
- ii. To provide the exit standard and exercises used to determine college readiness in DIRW 0302.
- iii. To provide the master syllabus for the course;
- iv. To provide the final exams for the course;
- v. To provide assignment descriptions for the essays required and the rubrics for grading those essays;

D. The District agrees to the following for both the mathematics and English language arts courses:

- i. To provide qualified instructors for the courses being taught;
- ii. To identify students who are not college ready as stated in HB 5;
- iii. To provide professional development and resources required to teach mathematics and English language arts courses;
- iv. To identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS number;
- v. To provide curriculum for the course that is consistent with WC Student Learning Outcomes;
- vi. To deny students enrolled in these courses exemptions from final exams for these courses;

E. The District agrees to the following for the college preparatory mathematics course:

- i. To administer an exam directly comparable to the WC departmental completion exam for MATH 0342 and award credit for the course only if the student's final exam grade is at least 70 percent;
- ii. To provide My Foundations Lab or equivalent and require use by each student in the course;
- iii. To prohibit the use of calculators and formula sheets on the course final exam.

F. The District agrees to the following for the college preparatory English language arts course:

- i. To administer an academic exercise equivalent to the WC DIRW 0302 course completion exercise;
- ii. To teach and grade the required essays according to the rubrics provided by WC. (T.E.A. Rubrics for Expository, Persuasive, and Literacy Analysis);
- iii. To teach a preliminary semester course that focuses on college readiness and literacy skills;
- iv. To provide My Foundations Lab or equivalent and require use by each student in the course.

G. Student Learning Outcomes for MATH 0342, used for College Prep Math. These objectives will prepare the student for MATH 1332 and Math 1342; students who are planning on studying in the STEM fields are advised to enroll in the Co-Requisite MATH0314/MATH1314 or the MATH0314 course their first semester attending Weatherford College to further prepare the student for success in the STEM Pathway:

LEARNING OBJECTIVES:

After successfully completing the course, the student will be able to demonstrate competency in:

- 1.0 Real Number System.
- 2.0 Proportions, Percents, Statistics, Tables and Graphs
- 3.0 Solving Linear Equations and Inequalities.
- 4.0 Graphing Linear Equations and Inequalities.
- 5.0 Exponents and Polynomials.
- 6.0 Factoring.

COURSE COMPETENCIES:

1.0 To demonstrate competency in the real number system, a student will be able to:

- 1.1** Use Properties of the Real Number System. Including Identities and inverses for Addition and Multiplication
- 1.2** Simplify Expressions with Exponents, Parentheses, Signed Numbers, Decimals and the Order of Operations.
- 1.3** Combining of Like Terms.
- 1.4** Use the Commutative Property, Associative Property, And Distributive Property.
- 1.5** Order numbers Using Inequalities.

2.0 To demonstrate competency in the Proportions, Percents, Statistics, Tables and Graphs, a student will be able to:

- 2.1** Use Ratios and Rates.
- 2.2** Solve problems using Proportions.
- 2.3** Solve Per-cent Equations.
- 2.4** Determine the Mean, Median, and Mode for a Set of Data

2.5 Read and Interpret Information Given in Tables, Pie Charts, Bar Graphs, and Line Graphs.

3.0 To demonstrate competency in solving linear equations and inequalities, a student will be able to:

- 3.1** Solve Linear Equations containing both Integer and Fractional Values.
- 3.2** Solve Linear Equations with Infinitely Many or No Solutions.
- 3.3** Solve a formula for a Specified Variable.
- 3.4** Solve Formulas and Applications of Linear Equations.
- 3.5** Solve Linear Inequalities
- 3.6** Write Solutions of Inequalities as Number Lines.
- 3.7** Write Solutions using Interval Notation.

4.0 To demonstrate competency in graphing linear equations and inequalities, a student will be able to:

- 4.1** Use the Cartesian Coordinate System to Illustrate Linear Equations in Two-Variables.
- 4.2** Read and Interpret Linear Graphs.
- 4.3** Evaluate Intercepts.
- 4.4** Determine the Slope of a Line.
- 4.5** Find and Use Slope-Intercept and Point-Slope Forms of a Linear Equation.
- 4.6** Write Equations for Parallel and Perpendicular Lines.
- 4.7** Graph Linear Equations.
- 4.8** Graph Linear Inequalities.

5.0 To demonstrate competency in exponents and polynomial, a student will be able to:

- 5.1** Use Product Rule of Exponents.
- 5.2** Use Power Rules for Exponents.
- 5.3** Use Quotient Rule for Exponents.
- 5.4** Manipulate with Negative Exponents.
- 5.5** Solve Applications Using Exponents and Scientific Notation.
- 5.6** Evaluate Polynomials.
- 5.7** Add and Subtract Polynomials.
- 5.8** Multiply Polynomials.
- 5.9** Use Special Products of Polynomials.
- 5.10** Divide Polynomials by a Monomial.
- 5.11** Divide Polynomials by a Polynomial.

6.0 To demonstrate competency in factoring, a student will be able to:

- 6.1** Determining the Greatest Common Factor.
- 6.2** Factor by Grouping.
- 6.3** Factor a Trinomial with a Leading Coefficient of 1.

- 64 Factor a Trinomial with a Leading Coefficient of Not 1.
- 65 Use Special Factoring Formulas.
- 66 Solving Quadratic Equations by Factoring.

H. Learning Outcomes for DIRW0302, used for College Prep Reading and Writing:

Upon the successful completion of this intervention, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate the relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

Addendum B

Between the District and Weatherford College
An agreement regarding course credit
equivalencies

***Please complete your part of the Excel Spreadsheet attached to this email. One completed, it will be converted into a format compatible with this document and will comprise Addendum B.*

SAMPLE CROSSWALK

Weatherford College Course Name	Weatherford College Course Code	# of College Credits	High School Equivalent	# of High School Credits	H.S. PEIMS Code
Freshman College English I	ENGL 1301	3	English III-A	.5	3220300

Addendum C
The Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act affords students certain rights with the respect to their education records. These rights are listed below.

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Weatherford College to comply with the requirements of FERPA. The name

and address of the office that administers FERPA is: Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington DC 20202-5901.

Directory Information is information which may be released to the general public without the written consent of the student. A student may request that all or any part of the directory information be withheld from the public by making a written request to the Admissions and Records during the first 12 class days of a fall or spring 16-week semester. The following is to be included as directory information: name, date and place of birth, current and permanent address (including email address), telephone listing, major and minor fields of study, enrollment status (full-time, part-time), classification, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, and photographs.

The Weatherford College Early Admissions & Dual Credit website may be found at <https://www.wc.edu/admissions/how-to-apply/early-admissions-dual-credit.php>

The Weatherford College Student Consent for Access to Education Records (FERPA release Form) may be found at <https://www.wc.edu/current-students/policies-conduct/files/FERPA%20Release%20042014.pdf>

For further information contact Admissions and Records at 817-598-6241



BOARD OF TRUSTEES
Agenda Item

MEETING DATE: 4/14/25

MEETING TYPE:	AGENDA ITEM TYPE:
<input checked="" type="checkbox"/> Regular Meeting	<input checked="" type="checkbox"/> Action Item
<input type="checkbox"/> Special Meeting	<input type="checkbox"/> Non-Action Item

BOARD GOALS (check all that apply)

Academic Goals	Operational Goals
<input checked="" type="checkbox"/> Academic Competitiveness	<input checked="" type="checkbox"/> Promote Community/School Partnerships
• <input type="checkbox"/> Early Literacy (HB3)	<input checked="" type="checkbox"/> Fiscal Responsibility
• <input type="checkbox"/> Early Math (HB3)	<input checked="" type="checkbox"/> Safe and Secure Schools
• <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Career Certifications (HB3)	

TITLE: Discuss, Consider, and Take Any Necessary Action Regarding a Master Interlocal Agreement and Contract Services between Mineral Wells ISD and Region 11 Education Service Center

RECOMMENDED ACTION: It is recommended that the Board approve the Master Interlocal Agreement and Contract Services between Mineral Wells ISD and Region 11 Education Service Center as presented.

BOARD POLICY/STATE REGULATION/LAW REFERENCE (if applicable): GNB(LLEGAL)

OVERVIEW:
School boards must authorize the purchase of goods and services over \$50,000 in value. Schools may enter into agreements with regional service centers for the provision of a variety of education-related services.

FISCAL IMPACT: See attachment

ATTACHMENTS: Master Interlocal Agreement; Contract Summary Report

DEPARTMENT(S) SUBMITTING FORM: Superintendent

DEPARTMENT SIGNATURE/APPROVAL: 

This Master Interlocal Agreement (“Agreement”) is made by and between Education Service Center Region 11 (“ESC Region 11”) and _____ (“Local Government”), (collectively referred to as the “Parties” or individually as the “Party”) acting herein by and through their respectively authorized officers or employees.

PREMISES

WHEREAS, Chapter 791 of the Texas Government Code authorizes local governments to contract with each other to provide governmental functions and services; and

WHEREAS, The Parties wish to enter into this Agreement to provide local governments with greater efficiency and economy in purchasing products and services; and

WHEREAS, the governing bodies of the Parties, individually and together, do hereby adopt and find the foregoing promises as findings of said governing bodies; and

NOW THEREFORE, premises considered, and in consideration of and conditioned upon the mutual covenants and agreements, herein, the Parties hereto mutually agree as follows:

AGREEMENT

1. **Term:** This Agreement is effective from the date of the last signature and shall automatically renew annually unless either party gives sixty (60) days prior written notice of non-renewal.
2. **Purpose:** This Agreement shall: (1) Allow the Local Government to purchase products or services by purchase order, contract, agreement, or other appropriate legal method from ESC Region 11; and (2) Allow the Local Government to join ESC Region 11-sponsored purchasing cooperatives in order to purchase products or services from vendors which have been properly awarded contracts through statutorily authorized methods.
3. **Relationship:** The relationship between the Parties is that of Independent Contractor. Neither Party has the authority to bind the other in any manner. The Local Government may be required to enter into subsequent contractual arrangements with ESC Region 11 for specific products or services.
4. **Agreement and Interpretation:** The Parties covenant and agree that any litigation relating to this agreement, the terms, and conditions of the agreement will be interpreted according to the laws of the State of Texas and venue shall be exclusively in Tarrant County, Texas.
5. Each party paying for the performance of governmental functions or services must make those payments from current revenues available to the paying party.

Local Government

 Name of Local Government

 Address of Local Government

 Contact Name and Telephone Number

 Board President or Authorized Rep Signature /Date

 Board Approval Date (if applicable)

ESC Region 11

1451 S. Cherry Lane
 White Settlement, Texas 76108
 Attn: Purchasing

 Authorized ESC Representative Signature Date

 Authorized ESC Representative Title



1451 S. Cherry Lane
White Settlement, TX 76108

MINERAL WELLS ISD Contract Summary Report

Last Year Enrollment: 3303

<u>Contract</u>	<u>Lock Date</u>	<u>Enroll Start</u>	<u>Enroll End</u>	<u>Total</u>
Comprehensive Services Basic Contract	04/10/2025	09/01/2025	08/31/2026	\$650.00
DMAC Solutions	04/10/2025	09/01/2025	08/31/2026	\$22,334.95
HR Systems	04/10/2025	09/01/2025	08/31/2026	\$9,845.60
Instructional Solutions and Support	04/10/2025	09/01/2025	08/31/2026	\$29,752.43
OnDataSuite	04/10/2025	09/01/2025	08/31/2026	\$6,250.00
School Safety and Security	04/10/2025	03/01/2025	02/28/2026	\$900.00
Superintendent & School Board Member Training	04/10/2025	09/01/2025	08/31/2026	\$1,000.00
Technology Services	04/10/2025	09/01/2025	08/31/2026	\$5,000.00
Texas Curriculum Management Program Cooperative (Formerly TEKS Resources)	04/10/2025	09/01/2025	08/31/2026	\$19,078.40
TSDS (PEIMS, TIMS, UID, Core Collections)	04/10/2025	09/01/2025	08/31/2026	\$5,195.00

Each party paying for the performance of governmental functions or services must make those payments from current revenues available to the paying party.

Signature of Board President or Designee

Date Approved by Board of Trustees

Signature of Superintendent or Designee

Date

Designated District Contact

E-mail of District Contact

Please fax or e-mail to:
Education Service Center Region 11
Atten: Dr. Clyde W. Steelman, Jr.
1451 S. Cherry Lane
White Settlement, Texas 76108
Fax (817) 740-7675
clydes@esc11.net

For additional information, contact:
Dr. Clyde W. Steelman, Jr.
(817) 740-3630
clydes@esc11.net

ESC Region 11 Executive Director Signature



Master Interlocal Agreement
(MIA) 2025-2026

This Master Interlocal Agreement ("Agreement") is made by and between Education Service Center Region 11 ("ESC Region 11") and Mineral Wells ISD ("Local Government"), (collectively referred to as the "Parties" or individually as the "Party") acting herein by and through their respectively authorized officers or employees.

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- Each party paying for the performance of governmental functions or services must make those payments from current revenues available to the paying party.

Local Government

Mineral Wells ISD
Name of Local Government

906 S.W. 5th Ave. Mineral Wells, TX 76067
Address of Local Government

David Tarver 940.346.9574
Contact Name and Telephone Number

[Signature]
Board President or Authorized Rep Signature /Date

4.14.25
Board Approval Date (if applicable)

ESC Region 11

1451 S. Cherry Lane
White Settlement, Texas 76108
Attn: Purchasing

Authorized ESC Representative Signature Date

Clyde W Steelman, Jr.
Clyde W. Steelman, Jr. (Jun 13, 2025 09:08 CDT)
Authorized ESC Representative Title



1451 S. Cherry Lane
White Settlement, TX 76108

MINERAL WELLS ISD Contract Summary Report

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<u>Contract</u>	<u>Lock Date</u>	<u>Enroll Start</u>	<u>Enroll End</u>	<u>Total</u>
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OnDataSuite	04/10/2025	09/01/2025	08/31/2026	\$6,250.00
School Safety and Security	04/10/2025	03/01/2025	02/28/2026	\$900.00
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Technology Services	04/10/2025	09/01/2025	08/31/2026	\$5,000.00
Texas Curriculum Management Program Cooperative (Formerly TEKS Resources)	04/10/2025	09/01/2025	08/31/2026	\$19,078.40
TSDS (PEIMS, TIMS, UID, Core Collections)	04/10/2025	09/01/2025	08/31/2026	\$5,195.00

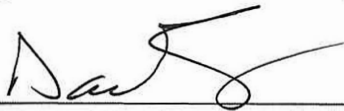
Each party paying for the performance of governmental functions or services must make those payments from current revenues available to the paying party.



Signature of Board President or Designee

4/14/25

Date Approved by Board of Trustees



Signature of Superintendent or Designee

APR 14, 2025

Date

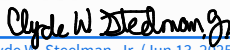
DAVIS TARVER

Designated District Contact

dtarver@mwisd.net

E-mail of District Contact

Please fax or e-mail to:
Education Service Center Region 11
Atten: Dr. Clyde W. Steelman, Jr.
1451 S. Cherry Lane
White Settlement, Texas 76108
Fax (817) 740-7675
clydes@esc11.net

For additional information, contact:
Dr. Clyde W. Steelman, Jr.
(817) 740-3630
clydes@esc11.net

Clyde W. Steelman, Jr. (Jun 13, 2025 09:08 CDT)

ESC Region 11 Executive Director Signature






Mineral Wells Contract

Final Audit Report

2025-06-13

Created:	2025-06-12
By:	Enala Phiri (ephiri@esc11.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAACkUyul--mxzbFz9tf4tmC4MpmOJVMfWx

"Mineral Wells Contract" History

-  Document created by Enala Phiri (ephiri@esc11.net)
2025-06-12 - 3:37:47 PM GMT- IP address: 216.213.208.13
-  Document emailed to Clyde W. Steelman, Jr. (clydes@esc11.net) for signature
2025-06-12 - 3:40:55 PM GMT
-  Email viewed by Clyde W. Steelman, Jr. (clydes@esc11.net)
2025-06-12 - 3:59:03 PM GMT- IP address: 216.213.208.13
-  Document e-signed by Clyde W. Steelman, Jr. (clydes@esc11.net)
Signature Date: 2025-06-13 - 2:08:23 PM GMT - Time Source: server- IP address: 172.56.94.58
-  Agreement completed.
2025-06-13 - 2:08:23 PM GMT

Last Name	First Name	Other Building	Desc Current Assignmer	Contract for new year
Conrad	Vivian	DAEP	Teacher	TERM
Norris	Samantha	DAEP	Teacher	TERM
Berdine	Amanda	JUNIOR HIGH	Mental Health Cour	Non CH21
Mesler	Hope	Mineral Wells	Counselor	Non CH21
Acker	Celia	HOUSTON ELEM	Teacher / Technolo	TERM
Adams	Allison	HOUSTON ELEM	Teacher / SE / Skills	TERM
Bennett	Julie	HOUSTON ELEM	Teacher / 2nd	TERM
Black	Donna	HOUSTON ELEM	Instructional Coach	TERM
Bounds	Shannon	HOUSTON ELEM	Teacher / 2	TERM
Boyd	Tymothi	HOUSTON ELEM	Counselor	TERM
Brownlow	Jennafer	HOUSTON ELEM	Teacher / Art	TERM
Burns	Rachel	HOUSTON ELEM	Teacher / PE / Bus C	TERM
Camargo	Ursula	HOUSTON ELEM	Teacher	PT2
Clark	Julia	HOUSTON ELEM	Teacher / 6 / MH	TERM
Crusha	Helena	HOUSTON ELEM	Teacher / 3	TERM
Dodson	Carol	HOUSTON ELEM	Teacher / 3	TERM
Donawho	Raja	HOUSTON ELEM	Teacher / 3	TERM
Fitzhugh	Jacqueline	HOUSTON ELEM	Teacher / SPED / BA	TERM
French	Misti	HOUSTON ELEM	Teacher / 2	TERM
Fry	Alyssa	HOUSTON ELEM	Teacher / 2	TERM
Gonzalez	Norma	HOUSTON ELEM	Teacher / 2	TERM
Hollifield	Mandy	HOUSTON ELEM	Teacher / SPED / Re	TERM
Horton	Brian	HOUSTON ELEM	Teacher / 2	TERM
Hoselton	Teresa	HOUSTON ELEM	Teacher / SE	TERM
Ishmael	Julie	HOUSTON ELEM	Teacher / Skills	TERM
Lee	Tara	HOUSTON ELEM	Nurse	TERM
Luedke	Danielle	HOUSTON ELEM	Teacher / Reading I	TERM
McDaniel	Krystal	HOUSTON ELEM	Teacher / 3	TERM
Moerman	Debbie	HOUSTON ELEM	Teacher	TERM
Nicklas	Kelli	HOUSTON ELEM	Dyslexia Specialist	TERM
Nicklas	Kelcee	HOUSTON ELEM	Teacher / 2	TERM
Nicklas	Rhonda	HOUSTON ELEM	Instructional Coach	TERM
Pappas	Kayce	HOUSTON ELEM	Teacher / 2	PT3
Pruitt	Lacy	HOUSTON ELEM	Teacher /3	TERM
Schipper	Barbara	HOUSTON ELEM	Teacher / Dyslexia I	TERM
Shoemaker	Cara	HOUSTON ELEM	Librarian	TERM
Smith	Elizabeth	HOUSTON ELEM	Teacher / 2	TERM
Sorrells	Brittany	HOUSTON ELEM	Teacher / Music	TERM
Souders	Julie	HOUSTON ELEM	Teacher / PE	TERM
Taylor	Stephanie	HOUSTON ELEM	Teacher / 2	PT1
Velazquez	Laura	HOUSTON ELEM	Teacher / Bilingual	TERM
Villegas	Alondra	HOUSTON ELEM	Bilingual Teacher	PT2
Waggoner	Laura	HOUSTON ELEM	Teacher / 2	TERM

Antwine	Matthew	Mineral Wells	Teacher / MH / Bus	TERM
Baker	Ashton	Mineral Wells	Teacher / ELA	TERM
Baker	Jeanne	Mineral Wells	Teacher / Choir	TERM
Ball	Michael	Mineral Wells	Teacher / SC / Coac	TD
Barrick	Monica	Mineral Wells	Teacher / MH / GT /	TERM
Barwick	Kateland	Mineral Wells	Ag Teacher	No Contract
Borjon	Rolando	Mineral Wells	Teacher / Spanish /	TD
Branch	Kimberly	Mineral Wells	Teacher / Coach /	GTD
Brown	Ashley	Mineral Wells	Teacher / Coach M	TD
Brown	Helen	Mineral Wells	Nurse	TERM
Burgeson	Lesa	Mineral Wells	Teacher / 4 / SC	TERM
Burgeson	Samuel	Mineral Wells	Teacher / MH / GT S	TERM
Campbell	Brandie	Mineral Wells	Teacher / ELA	TERM
Cermak	Rachel	Mineral Wells	Teacher / Family Cc	TERM
Clay	Jacob	Mineral Wells	Teacher / Coach	TD
Cook	Angela	Mineral Wells	Counselor	TERM
Cranford	Gregory	Mineral Wells	Teacher / History/	CTD
Custer	James	Mineral Wells	Teacher / MH	TERM
Damron	Crystal	Mineral Wells	Teacher / SPED / Re	TERM
Eichelberger	Xerlinda	Mineral Wells	Teacher / SE / Skills	TERM
Franklin	Charles	Mineral Wells	Teacher / ELA	TERM
Geer	Rebeka	Mineral Wells	Teacher / CTE / Test	TERM
Hammond	Cathleen	Mineral Wells	Librarian	TERM
Hampton	Kathy	Mineral Wells	Teacher / CTE Direc	CC
Haney	Harrison	Mineral Wells	Teacher / Coach	PT1
Harvey	Jackie	Mineral Wells	Teacher / PE / Coac	TD
Haynes	Allison	Mineral Wells	Teacher / SC	TERM
Huff	Fonda	Mineral Wells	Teacher/ MH	TERM
Jeter	Jacquelyn	Mineral Wells	Coach/Biology	PTDEX2
Johns	Jennifer	Mineral Wells	Teacher / Biology	TERM
Jones	Travis	Mineral Wells	Teacher / ELA / Girl'	TD
Jordan	Deanna	Mineral Wells	Instructional Coach	TERM
Kaspar-Enbysk	Jacob	Mineral Wells	Teacher / CTE Dron	TD
Kesler	Jilleen	Mineral Wells	Counselor	PTEX2
Kitchens	Teresa	Mineral Wells	Teacher / Lead SPEI	TERM
Lara Ortiz	Danette	Mineral Wells	Athletic Trainer	Non CH21
Lund	Kimberly	Mineral Wells		PTEX2
Marcath	David	Mineral Wells	Ag Teacher	TERM
McCrary	John	Mineral Wells	Teacher / SC / On R	TERM
McCune	Timothy	Mineral Wells	Teacher / Coach	TD
Moreno	Joe	Mineral Wells	Teacher / SS	TERM
Newcomb	Jason	Mineral Wells	Teacher / SC	TERM
Perry	Sarah	Mineral Wells	Teacher / MH / Drill	TERM
Rabalais	Derek	Mineral Wells	Athletic Trainer / He	Non CH21

Ryle	Colt	Mineral Wells	Teacher / Coach	TD
Sanders	Christian	Mineral Wells	Teacher / Theater A	TERM
Starnes	Mark	Mineral Wells	Teacher / Coach	PTD3
Starnes	Chasen	Mineral Wells	Teacher / Coach	TD
Strong	Samuel	Mineral Wells	Math/Coach	PTD2
Stutts	Beau	Mineral Wells	Teacher / Ag Scienc	TERM
Stutts	Laura	Mineral Wells	Teacher / FCS	TERM
Todd	Bryan	Mineral Wells	Teacher / SC	TERM
Torres	Rocky	Mineral Wells	Teacher	TERM
Vigil	Helen	Mineral Wells	Teacher / CTE Healt	TERM
Wagoner	Michelle	Mineral Wells	Teacher/Math/Year	PT3
Williams	Sarah	Mineral Wells	Teacher / English	PTEX2
Williams	Jeffrey	Mineral Wells	Teacher	TERM
Worcester	Harris	Mineral Wells	Teacher / Spanish /	TERM
Wraight	Autumn	Mineral Wells	Teacher / Art	TERM
Wraight	Hugh	Mineral Wells	Teacher / Auto Tech	TERM
Barham	Casey	JUNIOR HIGH	Teacher / PE / Coac	TD
Brown	Debbie	JUNIOR HIGH	Teacher / Spanish /	TERM
Brumfield	Jeff	JUNIOR HIGH	Teacher / SC	CC
Cabrera	Lindy	JUNIOR HIGH	Nurse	TERM
Campion	Dakota	JUNIOR HIGH	Teacher/ELA	TERM
Crabaugh	Lora	JUNIOR HIGH	Teacher / SS	TERM
Crawford-Miller	Jami	JUNIOR HIGH	Teacher / SC / TAL	TERM
Cullum	Ricky	JUNIOR HIGH	Math Teacher	PT2
Enriquez	Delano	JUNIOR HIGH	Teacher / ELA / GT	TERM
Gordon	Ammie	JUNIOR HIGH	Teacher / SPED / S	TERM
Grigdesby	Camille	JUNIOR HIGH	Teacher / Instructio	TERM
Hanisko	Natasha	JUNIOR HIGH	Teacher / 7 / Readir	TERM
Hering	William	JUNIOR HIGH	Teacher/Coach	PTD2
Herring	Crystal	JUNIOR HIGH	Teacher / ELA	TERM
Hutson	Tommye	JUNIOR HIGH	Teacher / Destinatic	TERM
Jennings	Taylor	JUNIOR HIGH	Teacher	TERM
Kea	Katie	JUNIOR HIGH	Dean of Students	TERM
Lane	Bret	JUNIOR HIGH	Teacher / History /	CTD
Lively	Rachel	JUNIOR HIGH	Librarian	TERM
Lott	Vanessa	JUNIOR HIGH	Base Teacher	PTDEX2
Lyons	Michael	JUNIOR HIGH	Teacher / Band	TERM
Meason	Bettye	JUNIOR HIGH	Teacher / Read 180	TERM
Miller	David	JUNIOR HIGH	Teacher / SS / SS T	ATERM
Mitchell	Toiauna	JUNIOR HIGH	Teacher / Prof Com	TERM
Starr	William	JUNIOR HIGH	Teacher / Coach	PTD3
Steensma	Jenae	JUNIOR HIGH	Teacher / Tech App:	TD
Tomsky	Jacquelyn	JUNIOR HIGH	Teacher / 4	TERM
Velasquez	Ines	JUNIOR HIGH	Teacher / Technolog	TERM

Whitener	Jeffery	JUNIOR HIGH	Teacher / Coach JH PTEX2
Williams	Tammy	JUNIOR HIGH	Teacher / MH / TAL TERM
Williams	Trina	JUNIOR HIGH	Teacher / SPED / Re TERM
Acker	Karin	LAMAR ELEM	Teacher / 1 TERM
Babers	Carmen	LAMAR ELEM	Teacher / K / Readin TERM
Baker	Mayme	LAMAR ELEM	Teacher / 1 TERM
Barrett	Christine	LAMAR ELEM	Teacher / SE / Skills TERM
Bessent	Kathleen	LAMAR ELEM	Teacher / PK TERM
Boulware	Jennifer	LAMAR ELEM	Teacher / K TERM
Breeden	Patti	LAMAR ELEM	Teacher / PK TERM
Brown	Elizabeth	LAMAR ELEM	Librarian TERM
Carter	Bethani	LAMAR ELEM	Teacher / PK TERM
Clafin	Tami	LAMAR ELEM	Teacher / SE / BASE TERM
Cotton	Lisa	LAMAR ELEM	Teacher / K TERM
Cronk	Suzanne	LAMAR ELEM	Teacher / 1 TERM
Dowling	Ana	LAMAR ELEM	Teacher / 1 / Bilingu TERM
Duckett	Brittany	LAMAR ELEM	Teacher / 1 TERM
Durden	Tonya	LAMAR ELEM	Teacher / 1 TERM
Fuller	Kelly	LAMAR ELEM	Teacher / 1 TERM
Giddings	Dennise	LAMAR ELEM	Teacher / K TERM
Goodson	Bonnie	LAMAR ELEM	Teacher / Art TERM
Harris-Riggs	Danena	LAMAR ELEM	SPED Teacher PTEX2
Hart	Kristy	LAMAR ELEM	Teacher / PE / Coac TD
Hartnagel	Kara	LAMAR ELEM	Teacher / Music PT3
Jackson	Cassandra	LAMAR ELEM	Teacher / PK TERM
Lamont	Lillian	LAMAR ELEM	Teacher / 1 TERM
Lockhart	Melissa	LAMAR ELEM	Teacher / SE / Beha TERM
Mallea De Jaure	Sofia	LAMAR ELEM	Teacher / K Bilingua TERM
McAlpine	Guadalupe	LAMAR ELEM	Teacher / Bilingual / TERM
McCune	Charmin	LAMAR ELEM	Teacher / SE TERM
McGhee	Margie	LAMAR ELEM	Teacher / K / GT TERM
Roberson	Bailey	LAMAR ELEM	Teacher / K TERM
Rogers	Kathy	LAMAR ELEM	Teacher / PK TERM
Rosales	Jessica	LAMAR ELEM	Teacher / 1 TERM
Russell	Billie	LAMAR ELEM	SPED Teacher No Contract
Shumake	Sarah	LAMAR ELEM	Teacher / Compute PT3
Velazquez	Mayra	LAMAR ELEM	Teacher / Bilingual PT1
White	Jodi	LAMAR ELEM	Teacher / K TERM
White	Monika	LAMAR ELEM	Teacher / Dyslexica TERM
Wooten	Brenda	LAMAR ELEM	Teacher / Instructio TERM
Adams	Maygan	SPECIAL ED	Diagnostician TERM
Barker	Courtney	SPECIAL ED	Diagnostician TERM
Boswell	Wendy	SPECIAL ED	Occupational Thera Non CH21
Cephus	DJuana	SPECIAL ED	Speech Therapist Non CH21

Crawford	Jessica	SPECIAL ED	Diagnostician	TERM
Edwards	Sharon	SPECIAL ED	Occupational Thera	Non CH21
Edwards	Sonya	SPECIAL ED	Speech Therapy As	Non CH21
Gerard	Mackenzie	HOUSTON ELEM	Speech Language P	Non CH21
Murphy	Michael	SPECIAL ED	Licensed Specialist	Non CH21
Pierce	Stacey	DSC	ARD Coordinator	TERM
Pritchard	Shelly	SPECIAL ED	Teacher / TVI	PTEX2
Robinson	Cherlyn	SPECIAL ED	Diagnostician	TERM
Rothe	Michaela	SPECIAL ED	Special Education C	Non CH21
Taylor	Lana	SPECIAL ED	Speech Language P	TERM
Taylor	Shelia	SPECIAL ED	BASE Coordinator	TERM
Unerfusser	Erica	LAMAR ELEM	Teacher / SE / Skills	TERM
Worrell	Chelsea	SPECIAL ED	Autism / LID Coordi	PT3
Lovern	Susanna	DAEP	Teacher / DAEP Adr	TERM
Acker	Elijah	Travis	Teacher / PE	TERM
Adams	Zander	Travis	Band Director/Teac	PT2
Alcorn	Rebecca	Travis	Teacher / 5 / SS	CC
Bradford	Brandi	Travis	Teacher	PTEX2
Buck	Martha	Travis	Teacher / 5 Bilingua	TERM
Burdick	Elizabeth	Travis	Teacher / PE	TERM
Cook	Stacia	Travis	Teacher / 6 / ELA SS	TERM
Diaz	Rachel	Travis	Teacher / 5 / SS MH	TERM
Fuller	Erin	Travis	Teacher / 5 / SC	TERM
Greenwood	Colin	Travis	Teacher / ELA Reso	TERM
Hargrove	Tara	Travis	Librarian	TERM
Holmes	Kristen	Travis	Teacher / 6	TERM
James	Alyssa	Travis	Teacher / 4th Math	TERM
Kelly	Jessica	Travis	Teacher / 4 MH / ES	TERM
Kidd	Katherine	Travis	Teacher / SPED / BA	TERM
Krynicki	Connie	Travis	Teacher / SPED / Cc	TERM
Leek	Patty	Travis	Teacher / 6 ELA	TERM
Malone	Mason	Travis	Teacher / SPED / BA	TERM
Mize	Michiele	Travis	Teacher / 5 / Scienc	TERM
Monzingo	Jennifer	Travis	Teacher / 6 / SC MH	PTEX2
Moore	Jastin	Travis	Teacher / 5 / SC	TERM
Mooring	Sarah	Travis	Teacher / 5 / Readir	TERM
Nichol	Scott	Travis	Teacher / 6 / ELA & ;	TERM
Nierman	Brian	Travis	Teacher / 4th	PT3
Nixon	Taylor	Travis	Teacher / 4 MH SC	TERM
O'Halloran	Sunny	Travis	Teacher / 4 /MH	TERM
Pittmon	Sarah	Travis	Teacher / Dyslexia ;	PTEX2
Rhodes	Tena	Travis	Teacher / 5 SC	TERM
Rodriguez	Maricruz	Travis	Teacher / Bilingual	PTEX2
Soper	Tammy	Travis	Life Skills Teacher	PTEX2

Stubblefield	Melanie	Travis	Teacher / Music	TERM
Tapie	Allyson	Travis	Teacher / 5	TERM
Thompson	Leslie	Travis	Instructional Coach	TERM
Thornley	Patricia	Travis	Teacher / SC / 6	TERM
Uptergrove	Susan	Travis	Teacher / 4 / LA SS	TERM
Watson	Carla	Travis	Multi Classroom Le	TERM
Wheeler	Marianna	Travis	Teacher / SE / Skills	TERM
Wheeler	Michael	Travis	Teacher / SE / Life S	TERM
Williams	Amber	Travis	Teacher / Instructio	PTEX2
Williams	Jolene	Travis	Counselor	TERM