

Marble Falls ISD
has an unyielding commitment
to love every child and inspire
them to achieve their fullest
potential.



**Marble Falls ISD
Regular Meeting**

**Monday, November 14, 2016
6:00 PM**

**AGENDA OF REGULAR MEETING
 MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 BOARD OF TRUSTEES
 MONDAY, NOVEMBER 14, 2016 – 6:00 PM
 Marble Falls ISD Central Office Community Room**

Notice is hereby given that on November 14, 2016, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Central Office Community Room, 1800 Colt Circle, Marble Falls, TX 78654.

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 order shown on this meeting notice.

1. Call to Order
 Presenter: Rick Edwards, President
2. Roll Call
 Presenter: Rick Edwards, President
3. Invocation
 Presenter: Kevin Naumann
4. Pledge to the Flags
 Presenter: Rick Edwards
5. Vision Statement
 Presenter: Kevin Virdell
6. Special Recognitions
 - A. Superintendent's Award- Marble Falls Middle School
 Presenter: Roger Barr
 - B. Living the Vision- Falls Career High School
 Presenter: Peggy Little
 - C. FFA Nationals Team 4
 Presenter: Dr. Wes Cunningham
7. Citizen Comments
8. Information Items
 - A. General Fund Summary 5
 - B. Expenditure Report 6
 - C. Bond Spreadsheet 22
9. Presentation/Discussion Items and Possible Action
 - A. Trauma-Informed Care, Phoenix Center 27
 Presenter: Dr. Sarah Garrett and Kaye Glaeser
 - B. 2015-2016 Fiscal Year Financial Audit 52
 Presenter: West, Davis & Company
 - C. Review and Discuss the Next Phase of the District's Bond Refinancing Program 149
 with the District's Financial Advisor
 Presenter: Brian Grubbs
 - D. Out of State Travel Request for Marble Falls High School Dance Team 162
 Presenter: Cristi Gilpin

E. GT Update	165
Presenter: Dr. Wes Cunningham	
F. L.E.A.D. Group	173
Presenter: Dr. Chris Allen	
G. Maintenance Bids	174
Presenter: Lisa LeMon	
H. Community Room Technology Update	202
Presenter: Jeff Gasaway	
10. Consider and Possible Approval of Action	
A. Consent	
1. Minutes from Regular Board Meeting held on October 17, 2016	203
2. Budget Amendments	207
3. Official Ballot for the Board of Directors of the Travis Central Appraisal District for 2017-2019	209
B. Resolution of Support for the Spicewood EMS Sub-Station	210
C. Update to DHE(Local)	213
D. PCAT Renewal	217
11. Upcoming Meetings and Board Training Opportunities	
A. Wednesday, November 30, 2016 - Special Board Meeting	
B. Monday, December 12, 2016 - Regular Board Meeting	
C. Monday, January 16, 2017 - Regular Board Meeting	
12. Executive Session	
A. Discussion of Professional Personnel (TX Govt. Code 551.074)	
B. Discussion of Real Property (TX Govt. Code 551.072)	
C. Discussion of Security (TX Govt. Code 551.076)	
D. Discussion of Superintendent's Evaluation (TX Govt. Code 551.074)	
13. Reconvene from Executive Session	
14. Discussion and Possible Approval of Action Arising from Executive Session	
A. Possible Approval of Professional Personnel	
B. Possible Approval of Purchase of Security Features as Discussed in Closed Session	
15. Adjourn	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

Dr. Chris Allen, Superintendent of Schools

For Immediate Release: October 24, 2016

Record Setting MFHS Nationals FFA Team



FFA Sponsor Grant Cole, Retired Sponsor, Mike Chesnut, Gold Medalists: Holly Atkinson, Avery Marshall and Elizabeth Lane, and Sponsor, Dawn Stratton at Nationals in Indianapolis

During the long history of Marble Falls' participation in the Future Farmers of America (FFA), Texas has only produced three FFA teams that broke the National Top Ten in the Nursery Landscape Division. During the National competition in Indianapolis from October 18th - 22nd, the Marble Falls FFA Nursery Landscape Team joined that illustrious company with a 9th place team victory. Elizabeth Lane also earned a 9th place individual award.

In addition to the team's National Top Ten finish, Holly Atkinson, Avery Marshall and Elizabeth Lane earned 1st Ratings and Gold Medals, the top honors awarded to individuals during the competition.

The team competed in skill events like installing pavers, plant layout, line trimmer, mid-sized mower, and tree planting. They also demonstrated knowledge in exam, practicum, identification, and verbal and written customer service.

"Texas is one of the toughest States to make it to the National Competition," said FFA sponsor, Dawn Stratton. "While many teams from other States at the National competition only had to beat 8 – 14 teams, to win the State Championship, we had to compete against more teams in Texas (47) then we did at the National level (42)!"

The National Team from Marble Falls is quick to acknowledge the tremendous community support that made their top National finish possible. Special thanks go out to Ewald Kubota for providing access to machinery used to prepare for competition, the Career and Technology Education (CTE) Advisory members, MFHS FFA sponsors, and the MFISD Board and Community for providing the CTE bond so students in Marble Falls learn with facilities and equipment that prepare them to compete at the highest levels.

Learners Today, Leaders Tomorrow, Mustangs Forever!



FFA Sponsors cheering from home: Leonard Venghaus, Mike Rempe and Shawn Reed

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of October 31, 2016

33%	Of Fiscal Year	CURRENT YEAR YTD				% OF BUDGET	CURRENT MONTH		
		BUDGET	YTD ACTIVITY	BALANCE			BUDGET	MONTH ACTIVITY	% OF BUDGET
REVENUES									
5710	LOCAL TAX REVENUES	\$ 35,009,082	\$ 619,691	\$ 34,389,391	1.77%	\$ 35,009,082	\$ 160,443	0.46%	
57XX	OTHER LOCAL REVENUES	\$ 439,964	\$ 175,463	\$ 264,501	39.88%	\$ 439,964	\$ 43,835	9.96%	
58XX	STATE PROG. REVENUES	\$ 4,230,141	\$ 2,120,311	\$ 2,109,830	50.12%	\$ 4,230,141	\$ 690,188	16.32%	
5900	FEDERAL REVENUE	\$ 890,000	\$ 97,772	\$ 792,228	10.99%	\$ 890,000	\$ 24,932	2.80%	
	TOTAL REVENUE	\$ 40,569,187	\$ 3,013,237	\$ 37,555,950	7.43%	\$ 40,569,187	\$ 919,397	2.27%	
EXPENDITURES									
11	INSTRUCTION	\$ 20,187,076	\$ 3,723,855	\$ 16,463,221	18.45%	\$ 20,187,076	\$ 1,635,492	8.10%	
12	LIBRARY	\$ 433,153	\$ 82,181	\$ 350,972	18.97%	\$ 433,153	\$ 40,341	9.31%	
13	STAFF DEVELOPMENT	\$ 595,326	\$ 160,333	\$ 434,993	26.93%	\$ 595,326	\$ 35,829	6.02%	
21	INST ADMINISTRATION	\$ 943,743	\$ 278,773	\$ 664,970	29.54%	\$ 943,743	\$ 72,332	7.66%	
23	SCHOOL ADMINISTRATION	\$ 2,074,692	\$ 586,034	\$ 1,488,658	28.25%	\$ 2,074,692	\$ 170,091	8.20%	
31	GUID AND COUNSELING	\$ 1,053,293	\$ 257,660	\$ 795,633	24.46%	\$ 1,053,293	\$ 88,760	8.43%	
32	SOCIAL WORK SERVICES	\$ 48,817	\$ 16,225	\$ 32,592	33.24%	\$ 48,817	\$ 4,057	8.31%	
33	HEALTH SERVICES	\$ 387,993	\$ 67,999	\$ 319,994	17.53%	\$ 387,993	\$ 31,701	8.17%	
34	PUPIL TRANSP - REGULAR	\$ 2,004,437	\$ 466,943	\$ 1,537,494	23.30%	\$ 2,004,437	\$ 228,238	11.39%	
36	CO-CURRICULAR ACT	\$ 1,754,193	\$ 396,492	\$ 1,357,701	22.60%	\$ 1,754,193	\$ 136,546	7.78%	
41	GEN ADMINISTRATION	\$ 1,236,679	\$ 462,610	\$ 774,069	37.41%	\$ 1,236,679	\$ 98,766	7.99%	
51	PLANT MAINT & OPERATION	\$ 4,663,071	\$ 1,593,929	\$ 3,069,142	34.18%	\$ 4,663,071	\$ 414,212	8.88%	
52	SECURITY & MONITORING	\$ 114,817	\$ 25,632	\$ 89,185	22.32%	\$ 114,817	\$ 4,146	3.61%	
53	DATA PROCESSING	\$ 1,194,545	\$ 451,955	\$ 742,590	37.83%	\$ 1,194,545	\$ 138,196	11.57%	
61	COMMUNITY SERVICES	\$ 59,691	\$ 9,567	\$ 50,124	16.03%	\$ 59,691	\$ 3,908	6.55%	
81	FACILITIES ACQ & CONST	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
91	STUDENT ATTENDANCE CR	\$ 3,588,696	\$ 294,516	\$ 3,294,180	8.21%	\$ 3,588,696	\$ -	0.00%	
99	PURCHASES & CONT SRVS	\$ 650,000	\$ 157,527	\$ 492,473	24.23%	\$ 650,000	\$ -	0.00%	
	TOTAL EXPENDITURES	\$ 40,990,222	\$ 9,032,230	\$ 31,957,991	22.04%	\$ 40,990,222	\$ 3,102,614	7.57%	
7000	Other Sources		\$ -			Other Sources	\$ -		
8000	Other Uses		\$ -			Other Uses			
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (6,018,993)				EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (2,183,217)		
3000	BEG FUND BAL 07/01/16	\$ 13,709,528	Unaudited						
3000	END FUND BAL 10/31/16	\$ 7,690,535	Unaudited						

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of October 31, 2016

33%	Of Fiscal Year	CURRENT YEAR YTD				% OF BUDGET	CURRENT MONTH		
		BUDGET	YTD ACTIVITY	BALANCE			BUDGET	MONTH ACTIVITY	% OF BUDGET
REVENUES									
57XX	Local & Intermed Revenues	\$ 608,656	\$ 117,587	\$ 491,069	19.32%	\$ 608,656	\$ 558,581	91.77%	
58XX	State Program Revenues	\$ 12,000	\$ -	\$ 12,000	0.00%	\$ 12,000	\$ -	0.00%	
59xx	Federal Program Revenues	\$ 1,708,914	\$ 68,460	\$ 1,640,454	4.01%	\$ 1,708,914	\$ -	0.00%	
	TOTAL REVENUE	\$ 2,329,570	\$ 186,047	\$ 2,143,523	7.99%	\$ 2,329,570	\$ 558,581	23.98%	
EXPENDITURES									
61	PAYROLL COST	\$ 887,770	\$ 208,060	\$ 679,710	23.44%	\$ 887,770	\$ 84,291	9.49%	
62	PURCHASE & CONTRACTED	\$ 89,355	\$ 11,967	\$ 77,388	13.39%	\$ 89,355	\$ 97	0.11%	
63	SUPPLIES AND MATERIALS	\$ 1,289,211	\$ 334,019	\$ 955,192	25.91%	\$ 1,289,211	\$ 108,227	8.39%	
64	OTHER OPERATING EXP	\$ 17,150	\$ 2,809	\$ 14,341	16.38%	\$ 17,150	\$ 656	3.82%	
66	CPTL OUTLAY	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
	TOTAL EXPENDITURES	\$ 2,283,486	\$ 556,855	\$ 1,726,631	24.39%	\$ 2,283,486	\$ 193,271	8.46%	
7000	Other Sources		\$ -			\$ -			
8000	Other Uses		\$ -			\$ -			
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (370,808)				EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 365,310		
3000	BEG FUND BAL 07/01/16	\$ 420,093	Unaudited						
3000	END FUND BAL 10/31/16	\$ 49,285	Unaudited						

Marble Falls Independent School District

Financial Report

November 14, 2016

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

October 1 – October 31, 2016

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
199	GENERAL FUND	25,801.46	54.00	585,320.00	611,175.46
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	293.50	293.50
224	IDEA PART B FORMULA	0.00	0.00	18,131.26	18,131.26
240	FOOD SERVICE	0.00	0.00	108,935.28	108,935.28
244	VOC. ED.-BASIC GRANT	0.00	0.00	5,326.38	5,326.38
352	21st CENTURY COMM LEARNING CEN	0.00	0.00	59,709.02	59,709.02
410	INSTRUCTIONAL MATERIALS ALLOTM	0.00	0.00	671.12	671.12
427	PREKINDERGARTEN GRANT PROGRAM	0.00	0.00	7,753.85	7,753.85
***	Fund Summary Totals ***	25,801.46	54.00	786,140.41	811,995.87

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

Expenditure to Budget Report

November 14, 2016

General Operating Fund

&

Food Service Fund

MARBLE FALLS ISD
COMPARISON OF REVENUE TO BUDGET (Date: 10/2016)

Obj	Obj	2016-17 ESTIMATED REVENUE	October 2016-17 MTHLY ACTIVITY	2016-17 Activity	REVENUE BALANCE	PERCENT REALIZED	2016-17 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
	571- LOCAL REAL-PROPERTY TAXES	35,009,082.00	160,443.02	619,690.97	34,389,391.03	1.77	1.77
	572- REV FM SRVCS TO LOCAL ED AG	3,315.00	0.00	0.00	3,315.00	0.00	0.00
	573- TUITION & FEES FROM PATRONS	102,000.00	5,661.99	20,029.31	81,970.69	19.64	19.64
	574- TRANS FROM WITHIN STATE	237,748.83	17,471.94	81,424.85	156,323.98	34.25	34.25
	575- ENTERPRISING ACTIVITIES	96,900.00	20,701.15	74,009.15	22,890.85	76.33	76.38
	57-- REVENUE-LOCAL & INTERMED	35,449,045.83	204,278.10	795,154.28	34,653,891.55	2.24	2.24
5800	STATE PROGRAM REVENUES						
	581- PER CAPITA-FOUNDATION REV	2,643,704.00	546,303.00	1,570,514.00	1,073,190.00	59.41	59.41
	582- STATE REVENUE DISTRBD BY TEA	5,000.00	8,254.00	8,254.00	-3,254.00	165.08	165.08
	583- TRS ON BEHALF BENEFIT	1,581,437.00	135,630.56	541,543.45	1,039,893.55	34.24	34.24
	58-- STATE PROGRAM REVENUES	4,230,141.00	690,187.56	2,120,311.45	2,109,829.55	50.12	50.12
5900	FEDERAL PROGRAM REVENUES						
	591- FEDERALLY DIST REVENUES	40,000.00	0.00	27,960.28	12,039.72	69.90	69.90
	592-	50,000.00	0.00	26,303.79	23,696.21	52.61	52.61
	593- VOC ED NON FOUNDATION	800,000.00	24,931.62	43,507.53	756,492.47	5.88	5.44
	59-- FEDERAL PROGRAM REVENUES	890,000.00	24,931.62	97,771.60	792,228.40	11.38	10.99
	---- GENERAL FUND	40,569,186.83	919,397.28	3,013,237.33	37,555,949.50	7.44	7.43

MARBLE FALLS ISD
COMPARISON OF REVENUE TO BUDGET (Date: 10/2016)

Obj	Obj	2016-17 ESTIMATED REVENUE	October 2016-17 MTHLY ACTIVITY	2016-17 Activity	REVENUE BALANCE	PERCENT REALIZED	2016-17 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
	574- TRANS FROM WITHIN STATE	2,200.00	56.77	461.94	1,738.06	21.00	21.00
	575- ENTERPRISING ACTIVITIES	606,456.00	58,524.34	178,774.63	427,681.37	29.48	29.48
	57-- REVENUE-LOCAL & INTERMED	608,656.00	58,581.11	179,236.57	429,419.43	29.45	29.45
5800	STATE PROGRAM REVENUES						
	582- STATE REVENUE DISTRBD BY TEA	12,000.00	0.00	0.00	12,000.00	0.00	0.00
	58-- STATE PROGRAM REVENUES	12,000.00	0.00	0.00	12,000.00	0.00	0.00
5900	FEDERAL PROGRAM REVENUES						
	592-	1,708,914.00	0.00	68,459.90	1,640,454.10	4.01	4.01
	59-- FEDERAL PROGRAM REVENUES	1,708,914.00	0.00	68,459.90	1,640,454.10	4.01	4.01
	---- FOOD SERVICE	2,329,570.00	58,581.11	247,696.47	2,081,873.53	10.63	10.63

Number of Accounts: 52

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

	Obj	Obj	2016-17 ESTIMATED REVENUE	October 2016-17 MTHLY ACTIVITY	2016-17 Activity	REVENUE BALANCE	2016-17 YTD %
199		GENERAL FUND					
	5---	REVENUE	40,569,186.83	919,397.28	3,013,237.33	37,555,949.50	7.43
	----	GENERAL FUND	40,569,186.83	919,397.28	3,013,237.33	37,555,949.50	7.43
240		FOOD SERVICE					
	5---	REVENUE	2,329,570.00	58,581.11	247,696.47	2,081,873.53	10.63
	----	FOOD SERVICE	2,329,570.00	58,581.11	247,696.47	2,081,873.53	10.63

Number of Accounts: 52

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

	Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	October 2016-17 ACTIVITY	2016-17 BALANCE	2016-17 YTD %
199		GENERAL FUND						
11		INSTRUCTION						
	61--	PAYROLL COSTS	19,266,264.94	0.00	3,499,845.24	1,568,751.10	15,766,419.70	18.17
	62--	PURCHASE & CONTRACTED SVS	297,592.90	69,638.69	73,080.03	32,849.97	154,874.18	24.56
	63--	SUPPLIES AND MATERIALS	548,890.16	39,833.46	147,221.39	32,354.71	361,835.31	26.82
	64--	OTHER OPERATING EXPENSES	39,825.00	2,588.30	3,708.52	1,536.06	33,528.18	9.31
	66--	CPTL OUTLY LAND BLDG & EQ	34,503.00	38,970.00	0.00	0.00	-4,467.00	0.00
	----	INSTRUCTION	20,187,076.00	151,030.45	3,723,855.18	1,635,491.84	16,312,190.37	18.45
12		INST. RESOURCES & MEDIA SVCS						
	61--	PAYROLL COSTS	334,344.00	0.00	66,252.51	29,689.38	268,091.49	19.82
	62--	PURCHASE & CONTRACTED SVS	37,090.50	1,943.00	0.00	0.00	35,147.50	0.00
	63--	SUPPLIES AND MATERIALS	56,270.50	10,785.07	14,836.01	10,251.20	30,649.42	26.37
	64--	OTHER OPERATING EXPENSES	5,448.00	0.00	1,092.00	400.00	4,356.00	20.04
	----	INST. RESOURCES & MEDIA S	433,153.00	12,728.07	82,180.52	40,340.58	338,244.41	18.97
13		CURRICULUM DEV & INST STFF DEV						
	61--	PAYROLL COSTS	393,020.00	0.00	114,069.03	26,929.82	278,950.97	29.02
	62--	PURCHASE & CONTRACTED SVS	85,500.00	41,745.00	7,738.80	2,500.00	36,016.20	9.05
	63--	SUPPLIES AND MATERIALS	67,500.00	7,427.45	26,609.70	1,345.31	33,462.85	39.42
	64--	OTHER OPERATING EXPENSES	49,305.84	5,666.60	11,915.63	5,053.91	31,723.61	24.17
	----	CURRICULUM DEV & INST STF	595,325.84	54,839.05	160,333.16	35,829.04	380,153.63	26.93
21		INSTRUCTIONAL LEADERSHIP						
	61--	PAYROLL COSTS	807,807.00	0.00	264,342.08	67,372.86	543,464.92	32.72
	62--	PURCHASE & CONTRACTED SVS	104,355.75	4,750.13	8,165.05	2,687.79	91,440.57	7.82
	63--	SUPPLIES AND MATERIALS	14,768.10	0.00	819.16	453.45	13,948.94	5.55
	64--	OTHER OPERATING EXPENSES	16,812.15	1,997.73	5,446.53	1,817.99	9,367.89	32.40
	----	INSTRUCTIONAL LEADERSHIP	943,743.00	6,747.86	278,772.82	72,332.09	658,222.32	29.54

		2016-17	ENCUMBRANCE	2016-17	October 2016-17		2016-17
	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
23	SCHOOL LEADERSHIP						
	61-- PAYROLL COSTS	1,983,388.00	0.00	561,904.76	166,417.36	1,421,483.24	28.33
	62-- PURCHASE & CONTRACTED SVS	31,529.95	22,013.18	9,935.66	1,570.86	-418.89	31.51
	63-- SUPPLIES AND MATERIALS	42,372.05	2,043.40	10,985.93	1,948.82	29,342.72	25.93
	64-- OTHER OPERATING EXPENSES	17,402.00	2,245.96	3,207.58	153.60	11,948.46	18.43
	---- SCHOOL LEADERSHIP	2,074,692.00	26,302.54	586,033.93	170,090.64	1,462,355.53	28.25
31	GUIDANCE & COUNSELING						
	61-- PAYROLL COSTS	1,011,878.00	0.00	252,688.50	87,411.70	759,189.50	24.97
	62-- PURCHASE & CONTRACTED SVS	8,820.00	1,980.00	239.46	0.00	6,600.54	2.71
	63-- SUPPLIES AND MATERIALS	20,550.00	2,282.48	849.77	402.72	17,417.75	4.14
	64-- OTHER OPERATING EXPENSES	12,045.00	426.00	3,882.44	945.44	7,736.56	32.23
	---- GUIDANCE & COUNSELING	1,053,293.00	4,688.48	257,660.17	88,759.86	790,944.35	24.46
32	SOCIAL WORK SERVICES						
	61-- PAYROLL COSTS	48,817.00	0.00	16,225.44	4,056.91	32,591.56	33.24
	---- SOCIAL WORK SERVICES	48,817.00	0.00	16,225.44	4,056.91	32,591.56	33.24
33	HEALTH SERVICES						
	61-- PAYROLL COSTS	376,994.00	0.00	65,991.76	30,029.13	311,002.24	17.50
	62-- PURCHASE & CONTRACTED SVS	350.00	0.00	300.00	0.00	50.00	85.71
	63-- SUPPLIES AND MATERIALS	9,614.00	301.16	1,707.60	1,671.66	7,605.24	17.76
	64-- OTHER OPERATING EXPENSES	1,035.00	0.00	0.00	0.00	1,035.00	0.00
	---- HEALTH SERVICES	387,993.00	301.16	67,999.36	31,700.79	319,692.48	17.53
34	PUPIL TRANSPORTATION						
	61-- PAYROLL COSTS	1,334,505.00	0.00	283,854.07	123,352.40	1,050,650.93	21.27
	62-- PURCHASE & CONTRACTED SVS	32,560.00	7,135.84	13,917.26	2,088.54	11,506.90	42.74
	63-- SUPPLIES AND MATERIALS	360,650.00	56,693.87	78,079.12	23,279.59	225,877.01	21.65
	64-- OTHER OPERATING EXPENSES	-96,732.00	955.66	-8,577.86	-20,152.66	-89,109.80	8.87

	Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	October 2016-17 ACTIVITY	2016-17 BALANCE	2016-17 YTD %
199		GENERAL FUND						
34		PUPIL TRANSPORTATION						
	66--	CPTL OUTLY LAND BLDG & EQ	373,454.00	294,152.00	99,670.00	99,670.00	-20,368.00	26.69
	----	PUPIL TRANSPORTATION	2,004,437.00	358,937.37	466,942.59	228,237.87	1,178,557.04	23.30
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	895,780.00	0.00	212,166.90	78,033.56	683,613.10	23.69
	62--	PURCHASE & CONTRACTED SVS	164,865.00	12,141.37	35,677.22	7,127.03	117,046.41	21.64
	63--	SUPPLIES AND MATERIALS	174,809.00	29,133.65	34,655.20	9,341.93	111,020.15	19.82
	64--	OTHER OPERATING EXPENSES	378,989.16	54,244.31	113,992.95	42,043.27	210,751.90	30.08
	66--	CPTL OUTLY LAND BLDG & EQ	139,750.00	17,200.00	0.00	0.00	122,550.00	0.00
	----	COCURR./EXTRACURR.ACTIVIT	1,754,193.16	112,719.33	396,492.27	136,545.79	1,244,981.56	22.60
41		GENERAL ADMINISTRATION						
	61--	PAYROLL COSTS	918,218.00	0.00	330,032.31	81,812.32	588,185.69	35.94
	62--	PURCHASE & CONTRACTED SVS	110,753.80	29,843.04	36,594.18	13,654.64	44,316.58	33.04
	63--	SUPPLIES AND MATERIALS	93,487.20	3,127.98	49,568.82	-555.97	40,790.40	53.02
	64--	OTHER OPERATING EXPENSES	114,220.00	13,417.08	46,414.67	3,855.20	54,388.25	40.64
	----	GENERAL ADMINISTRATION	1,236,679.00	46,388.10	462,609.98	98,766.19	727,680.92	37.41
51		PLANT MAINTENANCE & OPERATIONS						
	61--	PAYROLL COSTS	2,191,994.00	0.00	779,376.32	199,688.85	1,412,617.68	35.56
	62--	PURCHASE & CONTRACTED SVS	1,700,945.00	139,487.83	474,657.75	184,366.55	1,086,799.42	27.91
	63--	SUPPLIES AND MATERIALS	501,217.83	99,516.31	149,993.35	27,612.53	251,708.17	29.93
	64--	OTHER OPERATING EXPENSES	181,100.00	1,152.00	176,985.57	2,544.00	2,962.43	97.73
	66--	CPTL OUTLY LAND BLDG & EQ	87,814.00	75,332.34	12,915.60	0.00	-433.94	14.71
	----	PLANT MAINTENANCE & OPERA	4,663,070.83	315,488.48	1,593,928.59	414,211.93	2,753,653.76	34.18

	Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	October 2016-17 ACTIVITY	2016-17 BALANCE	2016-17 YTD %
199		GENERAL FUND						
52		SECURITY & MONITORING SERVICES						
	61--	PAYROLL COSTS	48,817.00	0.00	16,225.65	4,056.95	32,591.35	33.24
	62--	PURCHASE & CONTRACTED SVS	58,400.00	0.00	5,996.00	0.00	52,404.00	10.27
	63--	SUPPLIES AND MATERIALS	7,600.00	0.00	3,410.00	89.39	4,190.00	44.87
	----	SECURITY & MONITORING SER	114,817.00	0.00	25,631.65	4,146.34	89,185.35	22.32
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	605,887.00	0.00	204,975.44	48,621.53	400,911.56	33.83
	62--	PURCHASE & CONTRACTED SVS	213,373.00	258,654.17	98,042.89	45,479.34	-143,324.06	45.95
	63--	SUPPLIES AND MATERIALS	275,048.00	23,219.55	145,476.82	43,416.80	106,351.63	52.89
	64--	OTHER OPERATING EXPENSES	30,000.00	127.00	3,459.72	678.60	26,413.28	11.53
	66--	CPTL OUTLY LAND BLDG & EQ	70,237.00	70,520.58	0.00	0.00	-283.58	0.00
	----	DATA PROCESSING SERVICES	1,194,545.00	352,521.30	451,954.87	138,196.27	390,068.83	37.83
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	39,691.00	0.00	9,566.70	3,908.06	30,124.30	24.10
	62--	PURCHASE & CONTRACTED SVS	20,000.00	0.00	0.00	0.00	20,000.00	0.00
	----	COMMUNITY SERVICES	59,691.00	0.00	9,566.70	3,908.06	50,124.30	16.03
91		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	3,588,696.00	0.00	294,516.00	0.00	3,294,180.00	8.21
	----	INTERGOVERNMENTAL CHARGES	3,588,696.00	0.00	294,516.00	0.00	3,294,180.00	8.21
99		OTHR INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	650,000.00	0.00	157,527.23	0.00	492,472.77	24.23
	----	OTHR INTERGOVERNMENTAL CH	650,000.00	0.00	157,527.23	0.00	492,472.77	24.23
	----	GENERAL FUND	40,990,221.83	1,442,692.19	9,032,230.46	3,102,614.20	30,515,299.18	22.04

	Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	October 2016-17 ACTIVITY	BALANCE	2016-17 YTD %
240		FOOD SERVICE						
35		FOOD SERVICES						
	61--	PAYROLL COSTS	887,770.00	0.00	208,059.78	84,291.05	679,710.22	23.44
	62--	PURCHASE & CONTRACTED SVS	89,355.00	3,935.32	11,967.37	97.39	73,452.31	13.39
	63--	SUPPLIES AND MATERIALS	1,289,211.00	797,956.63	334,018.54	108,226.96	157,235.83	25.91
	64--	OTHER OPERATING EXPENSES	17,150.00	2,414.89	2,808.84	655.95	11,926.27	16.38
	----	FOOD SERVICES	2,283,486.00	804,306.84	556,854.53	193,271.35	922,324.63	24.39
	----	FOOD SERVICE	2,283,486.00	804,306.84	556,854.53	193,271.35	922,324.63	24.39

Number of Accounts: 2109

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

MARBLE FALLS ISD
RECAP OF EXPENDITURES BY FUND (Date: 10/2016)

	Obj	Obj	2016-17 BUDGET	ENCUMBRANCE YTD	2016-17 EXPENDITURES	October 2016-17 ACTIVITY	BALANCE	2016-17 YTD %
199		GENERAL FUND						
	6---	EXPENDITURES	40,990,221.83	1,442,692.19	9,032,230.46	3,102,614.20	30,515,299.18	22.04
	----	GENERAL FUND	40,990,221.83	1,442,692.19	9,032,230.46	3,102,614.20	30,515,299.18	22.04
240		FOOD SERVICE						
	6---	EXPENDITURES	2,283,486.00	804,306.84	556,854.53	193,271.35	922,324.63	24.39
	----	FOOD SERVICE	2,283,486.00	804,306.84	556,854.53	193,271.35	922,324.63	24.39

Number of Accounts: 2109

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

<u>Fnd</u>	<u>T</u>	<u>Fn</u>	<u>Obj</u>	<u>Sb</u>	<u>Org</u>	<u>F</u>	<u>Pr</u>	<u>L</u>	<u>L2</u>	<u>Fnd</u>	<u>Obj</u>	<u>Date</u>	<u>Src</u>	<u>Sub</u>	<u>Batch</u>	<u>Vendor Name/Ref</u>	<u>PO#/Line#</u>	<u>Description</u>	<u>Inv#/Desc2</u>	<u>Inv Date</u>	<u>Chk#/Rec#</u>	<u>Check Date</u>	<u>Amount</u>
622	E	11	6399	05	001	0	22	0	00	CPF - CATE	GENERAL SUPPLIES												
												10/14/16	AP		JB	O'CONNOR TRAILER SALES	221700001	Replacement PO for approved 2015-2016 PO for Construction Trades Tiny House October	5981	10/12/16	1521	10/14/16	3,500.00
																							3,500.00

Fnd T Fn Obj Sb Org F Pr L L2 Fnd Obj

622 E 81 6629 05 001 0 22 0 00 (continued)

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts	
		*Total			600.00	600.00	335.88		0.00	264.12	
		*622 E 81 6629 05 001 0 22 0 00								335.88	
		*Accounts Payable								335.88	

622 E 81 66-- -- -- -- -- CPF - CATE
622 E 81 ---- -- -- -- -- CPF - CATE
622 - -- ---- -- -- -- -- CPF - CATE

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
10/27/16	AP		JB	TOM METZLER CONCRETE	6001700019	MT - CES ADA PATH TO PLAYGROUNDS	1	10/27/16	1524	10/27/16	2,020.00
						October					2,020.00
						*651 E 51 6399 43 102 0 99 0 00					2,020.00
						*Accounts Payable					2,020.00

651 E 51 63-- -- -- -- -- CPF - MAINTENANCE
651 E 51 ---- -- -- -- -- CPF - MAINTENANCE

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001700002	2016	W.O. #1327 - MS 6TH GR RR REMO	LOWE'S OF MARBLE FAL	07/14/2016	150.00	150.00	41.66	0.00	108.34	0
6001700011	2016	W.O. #1327 - MS 6TH GR RR RNVT	FERGUSON ENTERPRISES	07/20/2016	3,500.00	3,500.00	3,109.61	0.00	390.39	0
6001700012	2016	W.O. #1327 - MS 6TH GR RR RNVT	FORD & CREW HOME AND	07/20/2016	150.00	150.00	184.94	34.94	0.00	0
6001700016	2016	W.O. #1327 - MS 6TH GR RR RNVN	FORD & CREW HOME AND	08/16/2016	150.00	150.00	122.20	0.00	27.80	0
6001700017	2016	W.O. #1327 - MS 6TH GR RESTROO	FERGUSON ENTERPRISES	08/20/2016	3,500.00	3,500.00	3,115.07	0.00	384.93	0
		*Total			7,450.00	7,450.00	6,573.48	34.94	911.46	
		*651 E 81 6629 41 041 0 99 0 00								0.00

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001700003	2016	W.O. #1426 - HS TILE HALLWAY	THE HOME DEPOT	07/14/2016	200.00	200.00	59.73	0.00	140.27	0
		*Total			200.00	200.00	59.73	0.00	140.27	
		*651 E 81 6629 48 001 0 99 0 00								0.00

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001700013	2016	W.O. #1327 - MS 6TH GR RNVN H	FOXWORTH-GALBRAITH L	08/01/2016	150.00	150.00	17.97	0.00	132.03	0
		*Total			150.00	150.00	17.97	0.00	132.03	
		*651 E 81 6629 50 041 0 99 0 00								0.00

* The Year column displays the first year of the fiscal year pair (2016 for 2016-2017).

Fnd	T	Fn	Obj	Sb	Org	F	Pr	L	L2	Fnd	Obj	Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount		
651	E	81	6629	61	041	0	99	0	00	CPF - MAINTENANCE	BUILDING PURCHASE/CONST/IMPRVM														
												<u>P.O. #</u>	<u>*Year</u>	<u>Description</u>	<u>Vendor</u>	<u>P.O. Date</u>	<u>PO Amount</u>	<u>PO Enc Amount</u>	<u>Liquidated</u>	<u>Adj Enc Amount</u>	<u>Amount Open</u>	<u>Sts</u>			
												6001700004	2016	W.O. #845 - MS WT RM RNVTN	FORD & CREW HOME AND	07/19/2016	250.00	250.00	102.23	0.00	147.77	O			
												6001700005	2016	W.O. #845 - MS WT RM RNVTN	FOXWORTH-GALBRAITH L	07/19/2016	1,000.00	1,000.00	625.02	0.00	374.98	O			
												6001700010	2016	W.O. #845 - MS WEIGHT RM RNVTN	SHERWIN-WILLIAMS CO	07/19/2016	300.00	300.00	104.90	0.00	195.10	O			
																<u>*Total</u>	<u>1,550.00</u>	<u>1,550.00</u>	<u>832.15</u>	<u>0.00</u>	<u>717.85</u>				
																								0.00	
651	E	81	66--	--	--	--	--	--	--	CPF - MAINTENANCE															
651	E	81	----	--	--	--	--	--	--	CPF - MAINTENANCE															
651	-	--	----	--	--	--	--	--	--	CPF - MAINTENANCE															

Total for Accounts Payable 12,293.88
Grand Total 12,293.88

Number of Accounts: 9

* The Year column displays the first year of the fiscal year pair (2016 for 2016-2017).

** The report displays only accounts with activity in the date range selected.

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

2014 Bond Program - Summary				
	Cost Estimate	Amount Spent/Encumbered	Balance	
TECHNOLOGY - \$1,400,000 - Alotted from Bond				
Smart Boards K - 5 Grades	\$0.00	\$0.00		
Digital Learning Resources	\$0.00	\$0.00		
1:1 Technology Distribution to Students, Teachers, & Administration				
Devices for Elementary Students	\$1,071,837.01	\$587,876.39		\$483,960.62
SPARK Cohort 1 (elem) iPads, Cases, & Provisioning	\$180,400.00	\$180,400.00		
SPARK Cohort 2 & 3 (elem) iPads, Cases, & Provisioning (Lease 2)	\$330,992.17	\$220,661.44		
SPARK Cohort 4 & 5 (elem)iPads, Cases & Provisioning (Lease 4)	\$560,444.84	\$186,814.95		
Devices for Teachers & Administrators	\$192,718.84	\$103,003.95		\$89,714.89
Laptops for HS Teachers & Administration (Lease 2)	\$111,821.68	\$74,547.80		
Laptops for Elementary Principals (Lease 2)	\$4,472.87	\$2,981.39		
Laptops for MS Teachers & Administration (Lease 4)	\$76,424.29	\$25,474.76		
Devices for Secondary Students	\$847,552.53	\$409,712.49		\$437,840.04
SPARK 1:1 student/laptop ratio 10-12 grades (Lease 3)	\$381,585.00	\$254,389.98		
SPARK 1:1 student/laptop ratio 8-9th grades (Estimate Lease 5 - 2016)	\$465,967.53	\$155,322.51		
SPARK 1:1 student/laptop ratio 6-7th grades (Estimate Lease 6 - 2017)				
District Technology Infrastructure	\$1,335,257.05	\$1,335,257.05		\$0.00
Server Upgrades	\$792,591.28	\$792,591.28		
Tech Equipment	\$53,565.77	\$53,565.77		
CISCO Infrastructure	\$477,000.00	\$477,000.00		
District Fiber Upgrade				
iPad Management Software	\$12,100.00	\$12,100.00		
Subtotal Bond Funds	\$1,335,257.05	\$1,335,257.05		\$0.00
Subtotal Fund Balance	\$2,112,108.38	\$1,100,592.83		\$1,011,515.55
CAREER & TECHNICAL IMPROVEMENTS - \$2,400,000 Alotted from Bond				
Business & Accounting Pathways	\$42,175.01	\$17,881.01		24,294.00
Instructional Equipment				
Computer Sciences and Computer Technology	\$31,415.61	\$31,415.61		-
Instructional Equipment				
Welding & Constrution Pathways	\$462,342.78	\$462,342.78		-
Metal Fabrication Equipment Ω	\$210,442.70	\$210,442.70		-
Construction Technology Ω				
Agriculture, Food, & Natural Resources Pathways	\$454,308.33	\$454,193.33		115.00
Horticulture Equipment, Greenhouse Equipment Ω	\$349,962.22	\$349,962.22		-
Animal Science Ω				
Health Science Pathway	\$45,893.50	\$45,893.50		1,984.62
Health Science Technology Equipment				
Human Services Pathway	\$3,903.17	\$3,903.17		6,096.83
Instructional Equipment				
Science, Technology, Engineering, & Mathematics (STEM) Pathway	\$50,208.12	\$50,208.12		13,724.16
Engineering Equipment, Classroom Computers				
Arts, Audio-Video Technology, & Communications Pathway	\$601,239.82	\$601,239.82		-
Media Technology Studio	\$148,221.84			
Amount Left to Budget				
Subtotal - Career & Technical Education	\$2,400,113.10	\$2,227,482.26		\$46,214.61

TOTAL for CTE			
RENOVATION & REPAIRS - \$2,000,000 - Alotted from Bond			
Highland Lakes Elementary	242,118.09	\$242,118.09	\$0.00
Marble Falls Elementary	\$59,827.00	\$58,327.00	\$1,500.00
Colt Elementary	\$16,500.00	\$2,020.00	\$14,480.00
Middle School	\$331,828.32	\$311,860.97	\$19,967.35
High School	\$330,027.63	\$282,689.89	\$47,337.74
Transportation	\$103,500.00	\$14,767.44	\$88,732.56
School buses/District vehicles: must be used to transport students	\$860,676.00	\$860,676.00	\$0.00
A/C Units	\$27,956.29	\$27,956.29	\$0.00
Energy Efficient lighting - See Symbol Ω			
Amount left to budget	\$126,406.84	\$2,068.50	\$124,338.34
Subtotal - Renovations & Repairs	\$2,098,840.17	\$1,802,484.18	\$296,355.99
TOTAL - Renovations & Repair			
MISCELLANEOUS PROGRAM NEEDS - \$750,000 Allotted to Bond			
Purchase of Fine Arts Equipment	\$297,705.25	\$297,705.25	-
Address Drainage Issues at MFHS Athletic Complex	\$418,084.43	\$418,084.43	-
Subtotal - MISC.	\$715,789.68	\$715,789.68	-
TOTAL - MISC.			
Sub Total Bond Funds	6,550,000.00	\$6,081,013.17	342,570.60
Sub Total Fund Balance	2,112,108.38	1,100,592.83	1,011,515.55
GRAND TOTAL	8,662,108.38	7,181,606.00	1,354,086.15
Total Project Expenditures Alotted			

2014 Bond Program - Detail				
Color Code = Black - in process, blue not started, green complete, pink bid amount	Cost Estimate	Amount Spent/Encumbered	Balance	Approx.Percent Complete
TECHNOLOGY - \$1,400,000 - Alotted from Bond				
Smart Boards K - 5 Grades				
Digital Learning Resources				
1:1 Technology Distribution to Students, Teachers, & Administration				
Rollout #1 - Tablets for Elementary Students				
SPARK Cohort 1 (elem) iPads, Cases, & Provisioning	\$180,400.00	\$180,400.00	\$0.00	100%
Rollout #2 - Tablets for Elementary Students				
SPARK Cohort 2 & 3 (elem) iPads, Cases, & Provisioning (Lease 2)	\$330,992.17	\$220,661.44	\$110,330.73	66%
Rollout #2 - Laptops for Teachers / Administrators				
Laptops for Teachers at MFHS (Lease 2)	\$111,821.68	\$74,547.80	\$37,273.88	66%
Laptops for Elementary Principals (Lease 2)	\$4,472.87	\$2,981.39	\$1,491.48	66%
Rollout #3 - Laptops for Secondary Students				
SPARK 1:1 student/laptop ratio 10-12 grades (Lease 3)	\$381,585.00	\$254,389.98	\$127,195.02	33%
Rollout #4 - Tablets for Elementary Students				
SPARK Cohort 4 & 5 (elem)iPads, Cases & Provisioning (Lease 4)	\$560,444.84	\$186,814.95	\$373,629.89	33%
Rollout #4 - Laptops for Teachers / Administrators				
MS Teachers & Admin Laptops (Lease 4)	\$76,424.29	\$25,474.76	\$50,949.53	33%
Rollout #5 - Laptops for Secondary Students				
SPARK 1:1 student/laptop ratio 6-9th grades (Lease 5 - 2016) (originally planned as 8-9th grades)	\$465,967.53	\$155,322.51	\$310,645.02	33%
Rollout #6 - Laptops for Secondary Students				
SPARK 1:1 student/laptop ratio 6-7th grades (Estimate Lease 6 - 2017) (proposed - include in lease 5)			\$0.00	0%
TOTAL Fund Balance for Technology	\$2,112,108.38	\$1,100,592.83	\$1,011,515.55	
Address District network needs				
Tech Equipment	\$53,565.77	\$53,565.77	\$0.00	100%
Storage Array Network and CORE Cisco UCS (Servers)	\$792,591.28	\$792,591.28	\$0.00	100%
Campus Cisco Switch Upgrade	\$477,000.00	\$477,000.00	\$0.00	100%
Airwatch	\$12,100.00	\$12,100.00	\$0.00	100%
Subtotal - Technology Bond Funds	\$1,335,257.05	\$1,335,257.05	\$0.00	
TOTAL for Technology	\$3,447,365.43	\$2,435,849.88	\$1,011,515.55	
CAREER & TECHNICAL IMPROVEMENTS - \$2,400,000 Alotted from Bond				
Business & Accounting Pathways	\$42,175.01	\$17,881.01	\$24,294.00	40%
Instructional Equipment				
Computer Sciences and Computer Technology	\$31,415.61	\$31,415.61	\$0.00	100%
Instructional Equipment				
Welding & Constrution Pathways				
Metal Fabrication Equipment Ω	\$462,342.78	\$462,342.78	\$0.00	100%
Construction Technology Ω	\$210,442.70	\$210,442.70	\$0.00	98%
Agriculture, Food, & Natural Resources Pathways				
Horticulture Equipment, Greenhouse Equipment Ω	\$454,308.33	\$454,193.33	\$115.00	95%
Animal Science Ω	\$349,962.22	\$349,962.22	\$0.00	100%
Health Science Pathway				
Health Science Technology Equipment	\$45,893.50	\$45,893.50	\$0.00	100%
Human Services Pathway				
Instructional Equipment	\$3,903.17	\$3,903.17	\$0.00	100%
Science, Technology, Engineering, & Mathematics (STEM) Pathway				
Engineering Equipment, Classroom Computers	\$50,208.12	\$50,208.12	\$0.00	100%
Arts, Audio-Video Technology, & Communications Pathway				
Media Technology Studio	\$601,239.82	\$601,239.82	\$0.00	100%
Amount left to budget	\$148,221.84		\$148,221.84	

Subtotal - Career & Technical Education	\$2,400,113.10	\$2,227,482.26	\$172,630.84	
TOTAL for CTE				
\$2,400,113.10				
RENOVATION & REPAIRS - \$2,000,000 - Allotted from Bond				
Highland Lakes Elementary				
Replace carpet in Classrooms (Approx. 16 @ \$2,700 ea.)	\$29,120.25	\$29,120.25	-	100%
Playground Make-over West Campus (Playscapes)	\$71,298.61	\$71,298.61	\$0.00	100%
Add tile to hall walls, cork boards, & paint (tile work)	\$84,943.84	\$84,943.84	-	100%
Make-over Pre-K bathrooms (16 bathrooms @ \$2,300 ea)	\$1,561.84	\$1,561.84	-	100%
Repaint Fire Lane	\$0.00			100%
Paint I-beam in front of the building	\$9,000.00	\$9,000.00	-	100%
Add Entrance Cover				0%
Panel Underside of Awning (Existing)				0%
Add Awning to Library rear exit door				0%
Sub-Total for this project	\$43,000.42	\$43,000.42	\$0.00	100%
Tile Front Entrance	\$3,193.13	\$3,193.13	\$0.00	100%
Marble Falls Elementary				
Add Swings (\$9,949)	\$9,949.00	\$9,949.00	\$0.00	100%
Repair Stucco (corner of library)	\$1,500.00	\$0.00	\$1,500.00	0%
Add basketball goals to playground	\$268.00	\$268.00	\$0.00	100%
Clean and paint back ramps and walls and i-beams at HLE	\$48,110.00	\$48,110.00	\$0.00	100%
Colt Elementary				
Improve ADA Path to Play grounds	\$3,000.00	\$2,020.00	\$980.00	100%
Add library awning	\$12,000.00	\$0.00	\$12,000.00	0%
Improve drainage around Speech class	\$1,500.00	\$0.00	\$1,500.00	0%
Middle School				
6th Grade Classroom Paint (16 rooms @ \$1,000 ea.)	\$43,068.24	\$43,068.24	\$0.00	100%
Replace Ceiling Tiles in classrooms (16 rooms)	\$39,402.88	\$39,402.88	\$0.00	100%
Make over 6th grade restrooms	\$54,474.87	\$54,474.87	\$0.00	100%
Paint stadium	\$67,925.00	\$67,925.00	\$0.00	100%
Add tile to halls				0%
Remove 6th grade lockers				0%
Sub-Total for this project	\$48,807.16	\$29,287.47	\$19,519.69	75%
Replace exterior panels and insulate	\$48,500.00	\$48,500.00	\$0.00	100%
Replace garage doors (2 @ \$3500)	\$3,346.64	\$3,346.64	\$0.00	100%
Miscellaneous Finishing Items	\$7,648.53	\$7,814.82	-\$166.29	100%
Add ventilation - Old Blue Bldg/Weight Room	\$12,255.00	\$12,255.00	\$0.00	0%
Add lights (16 @ \$400 per light) - Old Blue Bldg. Weight room	\$6,400.00	\$5,786.05	\$613.95	100%
High School				
Improve Campus Restrooms (15 Restrooms @ \$4,000 ea.)	\$34,436.24	\$34,518.36	-\$82.12	100%
Furniture	\$85,072.48	\$57,652.62	\$27,419.86	80%
Replace Baseball Outfield Fence	\$51,711.38	\$51,711.38	-	100%
Tile main halls		\$0.00	-	0%
Tile side halls and install cork boards		\$0.00	-	0%
Sub-Total for this project	\$76,466.53	\$76,466.53	\$0.00	100%
Replace outside fixtures	\$62,341.00	\$62,341.00	\$0.00	100%
Improve grass area adj. to library	\$20,000.00	\$0.00	\$20,000.00	0%
Transportation				
Add Bathrooms	\$75,000.00	\$0.00	\$75,000.00	0%
New furniture	\$20,000.00	\$0.00	\$20,000.00	0%
Move storage shed	\$500.00	\$0.00	\$500.00	0%
Grade parking for drainage	\$8,000.00	\$14,767.44	-\$6,767.44	16%
School buses/District vehicles: must be used to transport students				
School buses and vehicles	\$860,676.00	\$860,676.00	-	100%
A/C Units				
Replace A/C units (8 classrooms @ \$3,500 ea.)	\$27,956.29	\$27,956.29	-	100%
Energy Efficient lighting - See Symbol Q				
Amount left to budget	\$126,406.84	\$2,068.50	\$124,338.34	
Subtotal - Renovations & Repairs	\$2,098,840.17	\$1,802,484.18	\$296,355.99	
TOTAL - Renovations & Repair				
\$2,098,840.17				
MISCELLANEOUS PROGRAM NEEDS - \$750,000 Allotted to Bond				
Purchase of Fine Arts Equipment				
Band Instruments and Equipment	\$297,705.25	\$297,705.25		100%
Address Drainage Issues at MFHS Athletic Complex				
Drainage around Athletic Fields	\$418,084.43	\$418,084.43	\$0.00	100%
Subtotal - MISC.	\$715,789.68	\$715,789.68	\$0.00	



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

QUICK FACTS

Trauma is Common:

It is estimated that one half to two-thirds of children experience trauma.

What is Trauma?

A response to a negative external event or series of events which surpasses the child's ordinary coping skills. It comes in many forms and includes experiences such as maltreatment, witnessing violence, or the loss of a loved one. Traumatic experiences can impact brain development and behavior inside and outside of the classroom.

Importance for Schools

All schools and educators work with children who have experienced trauma, but you may not know who these students are. Schools have an important role to play in providing stability and a safe space for children and connecting them to caring adults. In addition to serving as a link to supportive services, schools can adapt curricula and behavioral interventions to better meet the educational needs of students who have experienced trauma.

Trauma-Informed Approaches

Evidence-supported, trauma-informed models have been developed in other fields and can be implemented in schools. A list of models, training tools, and additional resources is provided.

Unlocking the Door to Learning: Trauma-Informed Classrooms & Transformational Schools

*Maura McInerney, Esq. Senior Staff Attorney
Amy McKlindon, M.S.W.*

Childhood trauma can have a direct, immediate, and potentially overwhelming impact on the ability of a child to learn. Yet, this issue has largely been ignored by our education system. This issue brief discusses how educators can begin to understand the role of trauma, its effect on children and learning, and how educators can change methods of interacting and responding to children impacted by trauma. By adopting a trauma-informed approach, schools undertake a paradigm shift at the staff and organizational level to recognize, understand and address the learning needs of children impacted by trauma. This requires a commitment to shaping school culture, practices, and policies to be sensitive to the needs of traumatized learners. This effort positively impacts schools and changes the life-trajectory of vulnerable students.

The first step is to understand who experiences trauma and why, and how it impacts learning.

It is well documented that a child's reaction to trauma can "commonly" interfere with brain development, learning, and behavior -- all of which have a potential impact on a child's academic success as well as the overall school environment. By understanding and responding to trauma, school administrators, teachers, and staff can help reduce its negative impact, support critical learning, and create a more positive school environment.

“Trauma-informed” approaches are not new – they have been implemented in many fields including the medical profession and our judicial system. The lessons learned from these evidence-based approaches can be directly applied to classrooms and schools. At the heart of these approaches is the belief that students’ actions are a direct result of their experiences, and when students act out or disengage, **the question we should ask is not “what’s wrong with you,” but rather “what happened to you?”**¹ By being sensitive to students’ past and current experiences with trauma, educators can break the cycle of trauma, prevent re-traumatization, and engage a child in learning and finding success in school.

Defining Trauma – What happened to this child?

Childhood trauma has been conceptualized as a response to a negative external event or series of events which render a child “temporarily helpless” and surpass the child’s “ordinary coping and defensive operations.”² A wide range of experiences can result in childhood trauma, and a child’s response to these potentially traumatizing events will vary depending on the characteristics of the child (e.g., age, stage of development, personality, intelligence and prior history of trauma) environment (e.g., school and family supports), and experience (e.g., relationship to perpetrator).³

The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) defines traumatic events as those in which an individual experiences, witnesses, or is confronted with actual or threatened death or serious injury, or threatened physical integrity of self or others.⁴ Importantly, the event need not be violent and need not be directed at the child who experiences trauma. One well-known study describes traumatic experiences in childhood as Adverse Childhood Experiences (ACEs), which may include physical, psychological, or sexual abuse; violence against one’s mother; or living with household members who are mentally ill, suicidal, substance abusers, or were ever incarcerated. This study linked ACEs to many common adult medical and psychological problems.⁵ In response to a traumatic event, a person may feel intense fear, horror, or helplessness, and in response, a child may display disorganized or agitated behavior.⁶

Who Experiences Trauma?

Children from all races and socioeconomic backgrounds experience and are impacted by trauma. Research suggests that **between half and two-thirds of all school-aged children experience trauma**⁷ as they are exposed to one or more adverse childhood experience that can be trauma-inducing.⁸ Trauma can come in many forms. There are obvious examples of trauma. For example, in 2011, there were 4,566 reports of abuse or neglect in Philadelphia, with 2.1 substantiated cases of abuse or neglect per 1,000 children.⁹ However, there are also other hidden examples of exposure to trauma. Here are some statistical examples:

- Among 769 students sampled in the LA Unified School District, the average number of violent events experienced in the previous year was 2.8, and the average number of witnessed events was 5.9. In this context, 76% of surveyed students experienced or witnessed violence involving a gun or knife.¹⁰ In another study of this cohort by Flannery et al., between 56% and 87% of adolescents had witnessed someone being physically assaulted at school during the past year.¹¹
- In one representative sample of children in western North Carolina, 68% of 16-year-olds had experienced trauma and 37% had experienced two or more traumatic events. More specifically:
 - 25% had been exposed to violence.
 - 15% had experienced the violent death of a sibling or peer.
 - 7% had experienced physical abuse by a relative.
 - 11% had experienced sexual trauma in the form of sexual abuse, rape, or coercion.

- 33% had experienced another injury or trauma (e.g., serious accident, natural disaster).¹²
- According to the 2008 National Survey of Children’s Exposure to Violence, 61% of children and adolescents age 17 and younger have been exposed to violence in the past year. Over one-third of children experienced two or more direct victimizations, and 11% had experienced five or more direct victimizations.¹³

Children and adolescents in urban environments experience higher rates of exposure to violence.¹⁴ In one unnamed urban community, 41% of 6th, 8th, and 10th grade students reported witnessing a shooting or stabbing in the past year.¹⁵ In addition, young children are also exposed to trauma, and by age 4, parents report that 26% of young children have been exposed to violence or a non-interpersonal traumatic event such as a car accident.¹⁶ Recent research has disclosed the devastating impact of exposure to trauma on the brain development of very young children.

Exposure to Violence: Young Children in Philadelphia

- In a sample of 119 seven-year-old children in Philadelphia, frequent exposure to violence was reported:
 - 75% had heard gun shots.
 - 60% had seen drug deals.
 - 18% had seen a dead body outside.
 - 10% witnessed a stabbing or shooting in their homes.¹⁷
- Notably, in an older study comparing middle school students in the Philadelphia metropolitan area attending an urban middle school and a suburban middle school, researchers found a strikingly high prevalence of exposure to violence and victimization in both groups:
 - 89% of suburban and 96% of urban middle school students knew someone who had been robbed, assaulted, or murdered.
 - 57% of suburban and 88% of urban middle school students had witnessed someone being robbed, assaulted, or murdered.
 - 40% of suburban and 67% of urban middle school students had been a victim of violence.¹⁸

Impact of Trauma on Brain Development and Learning

Children and adolescents are continually developing, and life experiences influence their development in both positive and negative ways. Physiological changes to children’s brains as well as emotional and behavioral responses to trauma have the potential to interfere with children’s learning, school engagement, and academic success. Because most brain development occurs during a child’s early months and years when the brain is most “plastic,” traumatic experiences in the early years, such as abuse and neglect and exposure to violence, can profoundly impact and limit brain development, resulting in cognitive losses, physical, emotional and social delays, all of which undermine learning.¹⁹

Brain imaging shows that the brain continues to develop into early adulthood, with ***peak times of development in early childhood and adolescence.***²⁰ More specifically, areas such as the hippocampus which is involved in learning and memory develop rapidly in early childhood, while the prefrontal cortex which regulates thoughts and attention matures more rapidly during adolescence.²¹ As a result, ***trauma experienced during these sensitive periods has the potential to be particularly harmful*** to brain

development.²² Traumatic experiences can actually change the structure and functioning of a child's brains through the activation of stress response systems. When exposed to a stressor, the body responds through a "fight," "flight," or "freeze" response that activates several systems in the body and releases stress hormones that are designed to be protective for survival.²³ However, this response becomes dangerous to the brain, rather than protective, when **repeated traumatic experiences lead to an over-reactive stress system. As described by one pediatrician, these children are living in a "constant state of emergency,"**²⁴ and it has very real implications for their brain development and social functioning.

Toxic stress has been defined as the "strong, frequent, or prolonged activation of the body's stress response systems in the absence of the buffering protection of a supportive, adult relationship."²⁵ The American Academy of Pediatrics cautions that extended exposure to toxic stress can lead to functional changes in several regions of the brain involved in learning and behavior including the amygdala, hippocampus, and prefrontal cortex.²⁶ Further, **neurological imaging indicates that several regions of the brain may actually reduce in size as a result of childhood maltreatment.**²⁷

In addition to neurological changes, trauma may impact students' learning and behavior at school. **Children who have experienced trauma may find it more challenging than their peers to pay attention and process new information, and evidence suggests that some of these children develop sensory processing difficulties which can contribute to problems with writing and reading.**²⁸ In a sample of high-risk children at a pediatric clinic in California, children who were exposed to four or more adverse experiences were 32 times more likely to have learning/behavioral problems than their peers with no adverse experiences.²⁹ Another study found that six and seven year-old children who have been exposed to violence and have suffered from trauma-related distress score significantly lower on IQ and reading ability tests.³⁰ Researchers have also found that maltreated children are more likely than their peers to be retained a grade, have irregular attendance, and be placed in special education classes.³¹ Children with higher exposure to violence also had lower grade point averages and more absences than those children with less exposure to violence.

Trauma Changes the Way Children Interact with Others

Trauma may also impact children's relationships with peers and teachers in the classroom. Children who have experienced trauma may be distrustful or suspicious of others, leading them to question the reliability and predictability of their relationships with classmates and teachers. Research indicates that **children who have been exposed to violence often have difficulty responding to social cues and may withdraw from social situations or bully others.**³² For example, when compared to their classmates, children who have been physically abused have been found to engage in less intimate peer relationships and tend to be **more aggressive and negative in peer interactions.**³³ Further, students who have experienced trauma may feel that authority figures have failed to provide safety for them in the past and may therefore be **distrustful of teachers.** Teachers' rules and consequences may be viewed as punishment by children who have experienced trauma, increasing the potential for re-traumatization,³⁴ while at the same time increasing the likelihood that these children will be subject to school discipline and exclusionary practices on a repeated basis.

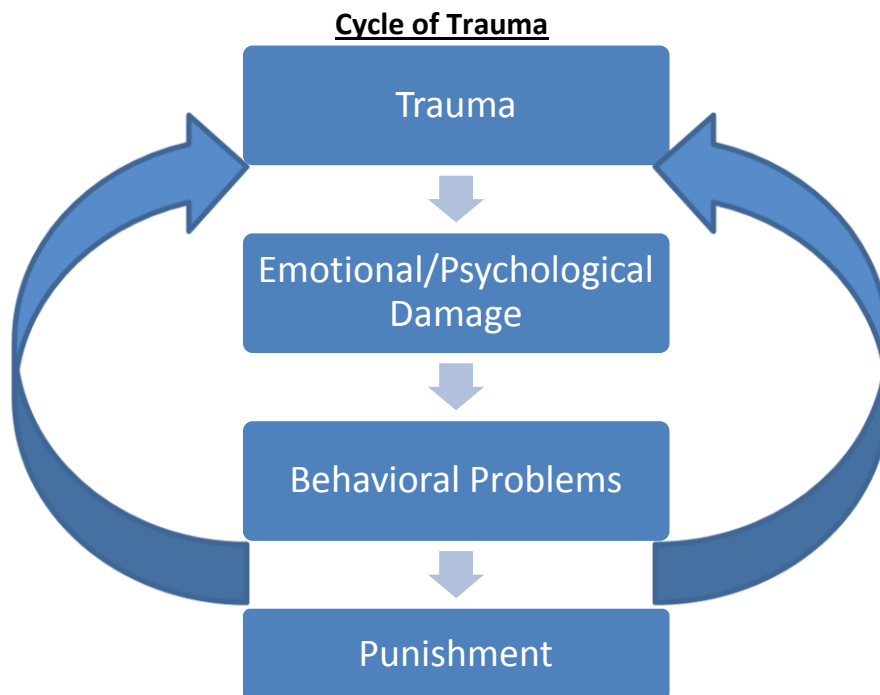
Long-Term Impacts of Childhood Trauma

The consequences of traumatic experiences have the potential to be long lasting and devastating to individuals and society. Children who have experienced trauma and adverse experiences may be at elevated risk for mental and physical health problems,³⁵ substance abuse,³⁶ and criminal justice involvement³⁷ in adolescence and adulthood. However, **this does not need to be the long-term impact.**

Breaking the Cycle of Trauma

When trauma causes emotional or psychological damage to children, they may adopt a set of behaviors or patterns of thinking that put them on a path for further trauma. Either directly through their own repeated actions (*e.g.*, they are quicker to resort to violence) or as a result of consequences for their actions that do not fit within societal rules and norms (*e.g.*, punitive measures after violation of rules/laws), ***children may become re-traumatized and their problems are only compounded.***

We need to understand the “cycle of trauma” (see figure below) which is particularly important to keep in mind in the school environment, where students may display problem behaviors related to past trauma and ***then become re-traumatized through punishment for those behaviors – embedding the trauma further and continuing the cycle of behavioral problems rather than lessening them.***



Breaking the Cycle: Evidence-Supported and Evidence-Based Approaches

Given the high prevalence of childhood trauma, many systems working with children have had to confront this issue. From medical centers to courts to child welfare systems, several evidence-supported and evidence-based approaches to address trauma have been developed and have proven to be effective. These approaches can be broken into two categories: ***trauma-informed systems approaches*** that aim to shape organizations to be more trauma-sensitive in their work with children and families and ***trauma-specific treatment interventions*** that can be implemented at the individual-level to address trauma and its symptoms. Both types of approaches are explained in more detail and applied to school settings below.

Becoming trauma-informed requires a paradigm shift at the staff and organizational level to re-focus on understanding what happened to a child, rather than focusing on the conduct alone.³⁸ Trauma-informed approaches represent a holistic approach to shaping **organizational culture, practices, and policies** to be sensitive to the experiences and needs of traumatized individuals.

Several models have been developed to guide the design and implementation of trauma-informed systems that take these key elements into consideration. One well-known approach is the **Sanctuary Model**[®], developed by Dr. Sandra Bloom, Associate Professor at Drexel University in Philadelphia. This model engages organizational leaders and staff to develop an organizational culture where staff model and clients build skills in key areas such as safety, emotional management, self-control, and conflict resolution. At the same time, open communication, healthy boundaries, healthy social relationships, and growth and change are promoted. The model also utilizes the S.E.L.F. curriculum to guide individual treatment and organizational change. S.E.L.F. stands for “safety, emotions, loss, and the future.”³⁹ The Sanctuary Model has been used across a variety of settings including residential facilities, juvenile justice facilities, mental health programs and schools.⁴⁰ Links to information about the Sanctuary Model and other trauma-informed systems approaches are included in the resources at the end of this publication.

Evidence Supporting Trauma-Informed Approaches at the Organizational Level

The use of trauma-informed systems and methods in other fields, including medicine and child welfare, has had very promising results. Positive outcomes of these “trauma-informed” systems include client engagement and retention, staff and client safety, staff development, and increased supportive environments. Here are some examples of measurable positive outcomes:

- When staff in a child and adolescent inpatient psychiatric facility were trained on trauma-informed care, the facility experienced a 67% reduction in the number of times children were placed in seclusion and/or in restraints.⁴¹
- In a study that compared units at a residential treatment facility that implemented the Sanctuary Model[®] with units that provided services as usual, staff in the Sanctuary Model[®] units were more likely to report community environments that promoted support, autonomy, safety, open expression of feelings, and personal problem-solving.⁴²
- Women receiving substance abuse treatment that was trauma-enhanced (*i.e.*, promoted physical and psychological safety, provided culturally competent and individualized services, and involved staff training on trauma) were less likely to leave treatment early, compared to women receiving services as usual.⁴³
- Child welfare supervisors in Arkansas who attended a two-day training on trauma-informed services reported a significant increase in their knowledge of trauma-informed practices, as well as a significant increase in their active support of trauma-informed assessment and trauma-informed care among the staff they supervise.⁴⁴

Researchers and practitioners in the field agree that trauma-informed approaches at the system level make intuitive sense, and a growing body of research supports their implementation as evidence-supported approaches. However, rigorous evaluations are still needed to build on this evidence and further establish the efficacy of these approaches.⁴⁵

SEVEN ELEMENTS OF TRAUMA-INFORMED SYSTEMS⁴⁶

Trauma-Informed Approaches: What Schools & Educators Can Do

Implementing Trauma-Informed Approaches in Schools

Similar to other child and family-serving organizations, being trauma-informed in schools means being informed about and sensitive to trauma, and providing a safe, stable, and understanding environment for students and staff. A primary goal is to prevent re-injury or re-traumatization by acknowledging trauma and its triggers, and avoiding stigmatizing and punishing students. At the state level, Massachusetts and Washington are two states that have undertaken a systemic approach to incorporating trauma awareness and trauma-informed practices in their school systems. At the school level, some schools have pursued training and certification in trauma-informed approaches such as the Sanctuary Model®.

In ***Massachusetts***, the Massachusetts Advocates for Children, Harvard Law School, and the Task Force on Children Affected by Domestic Violence launched *Helping Traumatized Children Learn*, a policy agenda for the state, in 2005. Schools are encouraged to adopt a “Flexible Framework” for trauma-sensitive practices and supports at the school-wide level. More specifically, schools are asked to incorporate an understanding of trauma in the following domains:⁴⁷

Massachusetts’ “Flexible Framework” for Trauma-Sensitive Practices in Schools

Domain	Specific Strategies
School Culture and Infrastructure	<p>School administration should support and promote trauma-sensitive approaches school-wide through:</p> <ul style="list-style-type: none"> • Strategic planning • Assess staff training needs • Confidentially review and plan for individual cases • Review policies (e.g., school discipline policies) to ensure they reflect an understanding of the role of trauma in student behaviors • Develop community partnerships • Evaluate these efforts on an ongoing basis
Staff Training	<p>Incorporate staff training on trauma that addresses how to:</p> <ul style="list-style-type: none"> • Strengthen the relationships between staff, children who have experienced trauma, and their caregivers • Identify and access outside supports • Help traumatized children regulate their emotions to ensure academic and social success

Seven Key Elements of Trauma-Informed Systems (National Child Traumatic Stress Network)

1. Screen routinely for trauma exposure and symptoms.
2. Implement culturally appropriate, evidence-based assessments and treatments for traumatic stress and symptoms.
3. Provide resources to children, families, and providers on trauma, its impact, and treatment options.
4. Build on the strengths of children and families impacted by trauma.
5. Address parent and caregiver trauma.
6. Collaborate across child-serving systems to coordinate care.
7. Support staff by minimizing and treating secondary traumatic stress, which can lead to burnout.

<p>Links to Mental Health Professionals</p>	<p>Schools should create links to mental health consultation and services for staff, students, and families.</p> <ul style="list-style-type: none"> • For staff, clinical supports include the opportunity to participate in sessions with their peers and a clinician to confidentially discuss specific cases, reflect on experiences of secondary trauma, and learn and practice strategies for working with children and families. • For students and families, school staff should refer families to appropriate mental health resources and following up on referrals. Trusting relationships between parents/caregivers, school staff, and mental health providers can help to ensure success. Be sure to secure the necessary authorization for release of information between parties to facilitate communication and collaboration.
<p>Academic Instruction for Students who have Experienced Trauma</p>	<ul style="list-style-type: none"> • Specific strategies can be used to support the learning needs of students who have experienced trauma, including discovering and building on the student’s individual interests and competencies; maintaining predictable routines and expectations; maintaining expectations for the student that are consistent with those of his/her peers; and providing positive behavioral supports. • Language-based teaching approaches can help students process information and alleviate their fears. Students who have experienced trauma often pay more attention to nonverbal cues than verbal communication, so using multiple forms of communicating information and helping students identify and verbally express their feelings are important strategies to support learning. • School evaluations, including psychological, speech and language, functional behavioral, and occupational therapy evaluations, should assess the role of trauma and identify needed supports.
<p>Nonacademic Strategies</p>	<ul style="list-style-type: none"> • Build nonacademic relationships with students. • Support and facilitate participation in extracurricular activities.
<p>School Policies, Procedures, and Protocols</p>	<p>School discipline policies are trauma-informed when they:</p> <ul style="list-style-type: none"> • Balance accountability with an understanding of traumatic behavior; • Teach students the school and classroom rules while reinforcing that school is not a violent place and abusive discipline (which students who have experienced trauma may be accustomed to) is not allowed at school; • Minimize disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans; • Create consistent rules and consequences; • Model respectful, nonviolent relationships. <p>Communication procedures and protocols are trauma-informed when they:</p> <ul style="list-style-type: none"> • Respect confidentiality; • Involve open communication and relationship-building with families; • Ensure ongoing monitoring of new policies, practices and training.

Source: *Helping Traumatized Children Learn*⁴⁸

In addition to the systemic approach outlined above, Massachusetts has taken its interest in promoting trauma-informed school environments to the legislative level. In 2004, the legislature established a grant program administered through the Massachusetts Department of Elementary and Secondary Education to support school-based efforts to address the educational and psychosocial needs of students whose behavior interferes with learning, with a particular emphasis on those students who

Trauma-Informed Student Engagement: Ford Elementary School, Lynn, MA

After receiving a state grant to focus on youth traumatized by violence, Ford Elementary School trained staff and established a “trauma committee” that works to identify children whose behaviors may be impacted by trauma at home. These staff members then identify the strengths, interests, and talents of those students experiencing trauma, and use this information to help engage students in school. For example, in one case, a teacher recognized a student’s passion for baseball and facilitated an arrangement where this student, who was struggling academically and experiencing domestic violence at home, was able to join the team provided he improved his grades. Recognizing and building on the student’s strengths led to improved behavior, grades, and self-esteem.

have witnessed violence and experienced trauma.⁴⁹ Schools have implemented innovative trauma-informed practices utilizing these funds⁵⁰ For example, Framingham School District offered a 12-hour course for credit for teachers and school staff on the impact of trauma on children’s learning, and the Academy for Strategic Learning Charter School instituted bi-weekly meetings for staff to discuss implementation of trauma-sensitive school practices, provide training, and conduct case consultations with a psychologist.⁵¹ Trauma committees have also been formed to better meet the needs of students experiencing trauma in some schools, as highlighted in the adjacent textbox.

Washington State has taken steps at the state-level to bring special attention to the needs of students who have experienced trauma. The Washington State Office of the Superintendent of Public Instruction’s Compassionate Schools Initiative released the second edition of its handbook *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic*

Success in 2011. In addition to providing background information on trauma and the importance of self-care for school staff, this handbook outlines six principles which should guide interactions with students who have experienced trauma:

1. **Always Empower, Never Disempower**: Avoid battles for power with students. Students who have experienced trauma often seek to control their environment to protect themselves, and their behavior will generally deteriorate when they feel more helpless. Classroom discipline is necessary, but should be done in a way that is respectful, consistent, and non-violent.
2. **Provide Unconditional Positive Regard**: As consistently caring adults, school staff have the opportunity to help students build trust and form relationships. For example, if a student tells you, “I hate you. You’re mean,” respond with unconditional positive regard by saying “I’m sorry you feel that way. I care about you and hope you’ll get your work done.”
3. **Maintain High Expectations**: Set and enforce limits in a consistent way. Maintain the same high expectations of a student who has experienced trauma as you do for his/her peers.
4. **Check Assumptions, Observe, and Question**: Trauma can affect any student and can manifest in many different ways. Realize when you are making assumptions, and instead, talk with the

student and ask questions. Make observations about the student’s behaviors and be fully engaged in listening to his/her response.

5. Be a Relationship Coach: Help students from preschool through high school develop social skills and support positive relationships between children and their caregivers.
6. Provide Guided Opportunities for Helpful Participation: Model, foster, and support ongoing peer “helping” interactions (e.g., peer tutoring, support groups).⁵²

The Washington State Compassionate Schools Initiative recommends applying these principles to three curriculum domains – safety, connection, and assurance; emotional and behavioral self-regulation; and competencies of personal agency, social skills, and academic skills – and provides specific strategies to do so. To create a feeling of safety in the classroom, teachers may implement strategies to create consistency and routine.⁵³ Examples from the handbook include posting the Monday schedule on the board (students experiencing trauma may be returning to school from a weekend of chaos at home) and creating spaces where students can go to calm down. To promote emotional and behavioral self-regulation, the handbook emphasizes the importance of helping students learn to recognize and identify their emotions. Example exercises include discussing the emotions of characters in books and engaging in relaxation exercises. Finally, in the domain of competencies and skills, students who have experienced trauma may need additional opportunities to build their sense of personal agency, social skills, academic skills, and executive functions (e.g., setting goals, anticipating consequences). Sample exercises are provided including journal writing and training on non-violent communication.

Actions Taken in Other States. In addition to the systematic frameworks developed in Massachusetts and Washington, other states have promoted education on trauma-informed practices. For example, states such as Illinois,⁵⁴ Wisconsin,⁵⁵ and Massachusetts⁵⁶ have included resources on trauma on their State Department/Board of Education websites. Information on trauma can also be incorporated into mental health training received by school staff. In Idaho, three out of four school districts have attended the “Better Today, Better Tomorrow” training on children’s mental health which is offered by Idaho State University and includes education on trauma.⁵⁷

Trauma-Informed Discipline Policies: Lincoln High School, Walla Walla, WA

Jim Sporleder, principal of Lincoln High School, recently implemented an approach to school discipline that looks to the underlying factors prompting student behaviors. Rather than automatically suspending students for behavioral problems, school leaders sit down with students to check in and ask “what’s going on?” Students still receive consequences for their actions, including in school suspensions where they have access to a teacher and a comforting environment. Sporleder reports that students are very receptive to this approach and open up to staff about underlying trauma and stress that are contributing to their behavior. Suspensions and expulsions have also dropped dramatically, from 798 suspensions and 50 expulsions in the 2009-2010 school year (prior to implementing this trauma-informed approach), to 135 suspensions and 30 expulsions in 2010-2011.

[Links to the resources from Massachusetts and Washington highlighted here are included in the resources at the end of this publication.]

Evidence Supporting Trauma-Informed Practices in Schools

Evidence supporting trauma-informed approaches is continuing to grow, but few studies have been published to-date on the effectiveness of this approach in schools. As the Lincoln High School case example above illustrates, when this school implemented a trauma-informed approach, suspensions dropped by 83 percent and expulsions dropped by 40 percent in the year following implementation.⁵⁸ It is hypothesized that trauma-informed practices in schools will help to identify and address the impact of trauma on students' learning and behaviors, ultimately leading to improved educational outcomes.

In Pennsylvania, the Sanctuary Model has been implemented in residential and public schools. The Pace School, an approved private school and partial hospitalization program in Pittsburgh, reported an increase in student attendance and an increase in the percentage of students meeting or exceeding benchmark targets in math and writing following implementation of the Sanctuary Model.⁵⁹ The Sanctuary Model is also utilized by several residential programs with on-site schools, including Wordsworth and Carson Valley Children's Aid.⁶⁰ Highlands School District in Allegheny County, Pennsylvania was the first public school district in the United States to implement the Sanctuary Model in all of its schools.⁶¹

Implementing Trauma-Specific Interventions in Schools

In the context of trauma-informed school systems, evidence-based trauma-specific interventions can be implemented to address the trauma needs of individual students. These treatments target individual students affected by trauma to promote recovery. School-based mental health services have grown in recent decades⁶² and have been promoted by the President's New Freedom Commission on Mental Health in 2003 as an important strategy for early screening and intervention for mental health problems.⁶³ Trauma-specific mental health services may be provided by school-based health centers or community mental health providers co-locate in schools, and schools may also refer students to outside mental health providers for these services.⁶⁴ Research indicates that receiving trauma-specific treatment can lead to improved school attendance and academic outcomes.⁶⁵

A number of trauma-specific treatments have shown promising results for reducing trauma symptoms and behavior problems in children. For example, according to The National Child Traumatic Stress Network, Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) has the strongest research evidence of any treatment program for children who have experienced trauma.⁶⁶ Through individual sessions with the child and joint sessions between the parent and child, TF-CBT interventions can be remembered using the "PRACTICE" acronym: psychoeducation and parenting skills, relaxation skills, affect regulation skills, cognitive coping and processing skills, trauma narrative, in vivo exposure, conjoint parent-child sessions, and enhancing safety.⁶⁷

Trauma-specific interventions have also been designed specifically for use in schools. For example, Cognitive Behavioral Intervention for Trauma in Schools (CBITS) is an evidence-supported intervention designed for use in schools with children who have experienced trauma. It includes group and individual sessions, as well as psychoeducational sessions for parents and training for teachers. CBITS has also been modified to be delivered by teachers and school counselors to middle school students. The modified program is called Support for Students Exposed to Trauma (SSET), and preliminary research findings indicate that students and parents are satisfied with the program and students show a small reduction in student-reported symptoms of depression and posttraumatic stress disorder (PTSD). More research is warranted to evaluate the effectiveness of SSET.⁶⁸ When trained clinicians are not available at a school to provide trauma-specific treatment, school staff should consider implementing programs

such as SSET designed for non-clinicians or refer students to outside interventions to promote healing from past traumas.

More information on these treatment interventions is available in the resource list at the end of this publication.

Becoming Trauma-Informed in the Classroom: What It Looks Like

The following case examples illustrate the difference between school staff’s response to students in a trauma-informed system, compared to a traditional approach.

<p>Case 1. Tom is walking to lunch in the cafeteria when his classmate Marc bumps into him in the crowded hallway. The students’ eighth grade math teacher, Ms. Clark, hears Tom and Marc begin to yell at one another and steps into the hall just as Tom punches Marc in the face. Ms. Clark and her colleague Mr. Jones step in to break up the fight. This is the third fight Tom has been in this school year.</p>		
	Traditional Approach	Trauma-Informed Approach
Initial Response	Ms. Clark and her colleague verbally reprimand Tom and Marc and call for the school security guard. The boys are escorted to the principal’s office by the security guard and Ms. Clark returns to her classroom.	Ms. Clark and her colleague separate Tom and Marc and bring them each to an empty classroom to calm down. Ms. Clark has developed a strong relationship with Tom and, once he has calmed down, asks him “what’s going on?” It takes a few minutes, but Tom eventually opens up to let Ms. Clark know that he is feeling “on edge” due to instability and violence in his home life. While Ms. Clark is talking with Tom, Mr. Jones deescalates Marc and begins a conversation with him about his behavior.
Disciplinary Action	Both students meet with the principal who quickly gathers the facts and determines that the level of severity of the altercation warrants a 3-day suspension for Marc (as this was his first offense) and a 9-day suspension for Tom. Tom is labeled as a “repeat offender” and told that he will be expelled for his next offense. Both students’ parents are called and told that their child has a discipline problem.	Following their individual conversations, Ms. Clark, Mr. Jones, Tom, and Marc meet with the school principal. In a non-confrontational conversation, both students apologize for over-reacting. Consistent with school discipline policies, both students receive an “in school” suspension; Tom for 3 days (as this was his first offense) and Marc for 6 days (as this was his third offense).
Short- and Long-Term Implications	Marc misses three days of class and Tom misses nine days of class. As a result, both fall behind in their classwork and their grades suffer. Tom and Marc feel that the school	During their time in in-school suspension, Tom and Marc are able to complete their coursework while receiving extra supports.

	<p>has labeled them, and their parents begin to feel that they are working in opposition to the school staff, as opposed to cooperating to better meet their children's needs.</p>	<p>Ms. Clark and the school counselor set aside time to meet together with Tom during his in-school suspension to discuss the instability and violence Tom is experiencing at home, and they learn that Tom was recently placed in the care of his grandmother due to his father's physical abuse of Tom and his mother. The school counselor reaches out to Tom's grandmother to involve her in developing a behavioral plan for Tom at school, and Tom is referred for therapeutic services at a local community mental health agency. Ms. Clark also encourages Tom to join an after-school mentoring program for young men focused on social skills development and academic support.</p> <p>Over time, Tom's behavior and his grades begin to improve.</p>
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<p>Case 2. At the beginning of her fifth grade year, Denise was a very outgoing and engaged student. However, lately she has been very quiet in class and rarely raises her hand or speaks unless prompted directly by the teacher. She has started complaining of stomach pains and headaches and frequently visits the school nurse. Denise has also recently missed several days of school.</p>		
	<p>Traditional Approach</p>	<p>Trauma-Informed Approach</p>
<p>Initial Response</p>	<p>Denise's quietness is noticed but in the busy environment of the classroom it is quickly forgotten. With many children in the classroom, there is no time to assess what is going on with each of them individually.</p>	<p>Denise's behavior is noticed but the teacher is responsible for many students and does not have an opportunity to investigate further. On one of her visits to the nurse, Denise is questioned about how she has been feeling and if anything happened recently that has been bothering her. She admits that on the way home from school a few weeks ago she witnessed a child from another school being hit by a car. Since then she has felt intimidated walking to and from school and this has caused significant anxiety that carries into the school day.</p>
<p>School's Response</p>	<p>Denise's stomach pains are written off as an excuse to leave the classroom, and eventually the</p>	<p>The nurse talks with Denise's teacher and her family and she is referred to the appropriate services. The nurse emphasizes the importance of Denise</p>

	teacher and nurse become frustrated with her.	feeling safe while going to and from school.
Short- and Long-Term Implications	On her school evaluations, Denise’s parents are told that she needs to be more attentive in class and that she does not take school seriously. Denise’s grades gradually slip.	Denise’s family makes arrangements for her to walk to/from school with her older sister. This change in her daily routine, combined with counseling services, leads to a decline in Denise’s headaches and stomach pains and an increase in her attendance and engagement in school. A collaborative relationship between Denise’s parents and teacher is formed, and the teacher develops a lesson plan on transportation safety for the class.

These sample cases are similar to the situations faced by many students and teachers every day. In becoming trauma-informed, we look at the “why,” not just the “what” of children’s behavior. In the long run this can lead to better academic performance, fewer disciplinary actions, and a more nurturing school environment where both students and staff feel safer.

The Post-It Note Story: a teacher shared this story as an example of what it means to be trauma-sensitive in the classroom. One day, a student in his World History class placed a post-it note on her forehead reading “I’m bored and I hate this class!” In the past, Mr. Smith explained, he would have sent the student out of class immediately and recommend a one-day suspension. Instead, as part of the school’s trauma-informed approach, he turned to the student and asked her to hand out post-it notes to all of her classmates. He told the students to write down how they felt at that moment, and then place the post-it note on their foreheads. Then, he went around the room and asked each student to explain what they wrote and why. One student wrote “I’m angry my father left.” Mr. Smith was shocked to read notes stating “I am sad that Mr. Smith doesn’t even know my name” or “I wish Mr. Smith liked us.” The experience gave Mr. Smith new insights and the opportunity to connect to his students and share his own perspective in a way he never had before. He explained that the exercise of post-it notes changed his relationship with his students and made them feel more connected. It improved the classroom dynamic and re-engaged students in learning. “It was a great investment of time that continues to pay dividends.”

Creating Trauma-Informed Schools

Creating trauma-sensitive, safe and supportive schools requires a mind-shift by teachers, administrators and school staff. It also requires holistic changes to transform school culture, build a supporting infrastructure and alter curriculum content and interventions. Here is one example of such an approach:

Mastery Charter Schools: Trauma-Informed Learning & Transformational Culture

Since 2010, Mastery Charter Schools, a network of 17 schools (15 located in Philadelphia and two in Camden, NJ), have focused on “turning around” low performing community schools, many of which are located in areas with deep levels of poverty. Many students attending these schools have frequently been exposed to traumatic events, toxic stress, and childhood adversity.

Starting at the beginning of the 2014-2015 school year, Mastery began implementing a plan to become a trauma-informed (TI) network of schools. The TI plan is embedded in a larger “transformational culture” strategy that includes infrastructure changes and an increased emphasis on developing students’ non-cognitive skills (e.g., “growth mindset” –a belief that intelligence is developed--, self-efficacy, and social-emotional skills) as well as an emphasis on exploring and learning from cultural context. The plan includes a set of five principles: deep belief & direct influence; self-awareness & significant relationships; caring communities & restorative learning; student voice & empowerment; and joy. This “transformational culture plan” includes a blending of Mastery’s traditional discipline approach with Restorative Practices that repair relationships, engage parents, and empower students.

In order to implement this trauma-informed approach, Mastery required all staff members to participate in two-hour trainings led by Sanctuary⁶⁹ Institute faculty during the first month of the school year; with three other trauma-informed content trainings planned for the remainder of the school year. Mastery’s instructional standards were also changed substantially to reflect a greater emphasis on creating social belonging and nurturing positive student-teacher relationships. In addition, about once every two weeks, all school-based staff members participate in professional learning communities (PLCs). These are peer-led groups designed to facilitate thoughtful reflection about the ways in which staff members’ individual experiences and background affect their work and relationships with students. The ultimate goal is to have PLCs influence staff members’ interactions with one another, students, and caregivers. Furthermore, as part of a renewed focus on teaching social and emotional skills to its students, Mastery began implementing the Second Step[®] program, a violence prevention curriculum designed to reduce impulsive and aggressive behaviors in children and adolescents by increasing their social competency skills. Mastery uses the Second Step program for all students in its elementary schools, and began implementing an additional SEL program (STEPS-A) at the secondary level. Finally, in order to coordinate and oversee all of these transformational culture changes, each school formed a transformational culture committee (TCC) to provide feedback, guidance, and recommendations for continuous improvement.

Conclusion

An estimated ***two in three children are exposed to traumatic experiences that have the potential to impact brain development, social functioning, and ability to learn and engage in school.*** Recognizing and addressing this issue must become a focus for our educational system. Trauma-informed approaches, which have been supported by research evidence in fields such as mental health and child welfare, recognize and address the implications of traumatic experiences for students. ***Trauma has the potential to affect all students,*** and implementing a trauma-informed approach in Pennsylvania’s schools that builds on the frameworks presented above has the potential for widespread positive effects and students’ academic outcomes.

The U.S. Attorney General’s National Task Force on Children Exposed to Violence recommends that “every school in our country should have trauma-informed staff and consultants providing school-based trauma-specific treatment.”⁷⁰ The recommendations that follow offer a roadmap for how Pennsylvania can take steps towards fulfilling this goal and better meeting the needs of its most vulnerable students.

Statewide Recommendations

1. ***Take legislative action.*** In 2012, Pennsylvania legislators introduced House Resolution No. 659 which called for recognition of youth violence as a public health issue.⁷¹ Had it passed, the Resolution would have supported the establishment of statewide trauma-informed education. Reintroducing this legislation, coupled with a state grant program to fund the development of trauma-informed practices in schools (such as in Massachusetts) would promote the development and integration of trauma-informed practices into Pennsylvania schools.
2. ***Provide professional development for school staff on trauma,*** including a resource guide on the Pennsylvania Department of Education website and offer training opportunities statewide on evidence-based trauma-informed practices.

Recommendations for Administrators & Teachers

1. ***Learn to recognize the symptoms of children who have experienced trauma.*** Children react to trauma in many different ways. The National Child Traumatic Stress Network recommends that teachers be sensitive to the following signs of potential trauma:
 - Fear and anxiety
 - Changes in behavior (e.g., decreased ability to concentrate; increased or decreased activity levels; regressive behaviors; withdrawal from family, peers, and extracurricular activities; anger and irritability; and changes in school performance)
 - Increased complaints about headaches, stomachaches, and other somatic complaints
 - Absenteeism
 - Difficulty responding to redirection and authority⁷²
2. ***Obtain a trauma history.*** This is the first and most important step towards meeting the needs of children who have experienced trauma.
 - According to a recent survey by The National Child Traumatic Stress Network, few schools have protocols in place to obtain trauma histories or further information from transfer students.⁷³ Children often transfer schools because of events that occur downstream from trauma such as a change in living situation or disciplinary action. By creating a standardized protocol to assess past trauma among new students, the school can better meet the child’s learning and behavioral needs from the start.
 - While most, if not all, schools are vigilant in watching for signs of abuse and reporting it, there is often little training on exposure to trauma and there is no standard screening procedure to survey for trauma in all students. An annual screening that assesses either directly or indirectly for trauma would be a helpful primary way of obtaining information and moving towards being trauma-informed. If the screen uncovers an experience of trauma, further assessment and referral to specialized services should take place.
 - It is important for school staff to recognize that children who are system-involved – either with the dependency and/or delinquency system have a high likelihood of being impacted by trauma.

3. **Avoid re-traumatizing.** Know the child’s triggers and avoid the need for punitive action. By recognizing children who have been exposed to trauma and creating an environment that allows them to feel safe, many behavioral problems and disciplinary measures such as detentions, suspensions, and expulsions can be avoided.
4. **Build school-community partnerships with mental health organizations.** Schools are often regarded as an ideal point of entry to mental health services for children.⁷⁴ By developing partnerships between your school and local mental health service providers, you can help to connect students to additional supportive services. Consider developing school-based mental health services provided by school staff or partner providers.
5. **Learn more** about the various trauma informed models that have been developed and consider adopting one. Trauma-informed care is occurring across multiple systems, presenting opportunities for cross-systems learning and collaboration.
6. **Follow These Principals**
 - Take care of yourself. Exposure to others’ trauma can lead to vicarious trauma and compassion fatigue. Identify self-care activities that help you relieve stress (e.g., physical exercise, creative outlets, getting adequate rest). By taking care of yourself first, you will be in a better position to help others while avoiding burnout.
 - Empower students by offering choices and praising positive choices. Avoid power struggles with students by offering choices for participation and encouraging their sense of agency and control over their lives. When students make positive choices, praise them on a job well done.
 - Check in with students. Never underestimate the difference you can make by genuinely asking “what’s going on?” as highlighted in the Lincoln High School example above. This simple question can open up a dialogue and provide you with information you need to better understand and meet students’ needs. Let the student know that you care and the school cares.
 - Remember anniversaries. Students may reveal that a particular date or time of the year reminds them of a traumatic experience (e.g., the date a student was placed into foster care or the anniversary of a loved one’s death). If a student shares this information with you, check in with him/her around the time of the anniversary to see if he/she needs any additional supports. Be sensitive to the fact that learning and behavioral challenges may arise during this time.
 - Be sensitive to the fact that not all children have a “traditional family.” Recognize that students have many different family settings and shift language from “parent” to “caregiver.” Shape your lesson plans to be as inclusive as possible.
 - Identify a mentor for a student. Connect students to programs and adults that can provide additional support.
 - Be sensitive to the fact that students’ parents/caregivers may also be trauma survivors. When working with parents and caregivers, recognize that their past experiences may influence how they interact with you and the school. Build trusting relationships and make the school a safe place for parents/caregivers in order to foster collaboration.

Recommendations for Revising School Discipline Policies

1. Avoid exclusionary school discipline practices that push away the child already impacted by trauma and clearly communicate messages of rejection which are likely to re-traumatize the child. Consider developing school discipline policies that offer alternatives to out-of-school suspensions.
2. Implement school-wide positive behavioral supports. See Education Law Center's "School-Wide Positive Behavior Support: A Plan for Pennsylvania", available at http://www.elc-pa.org/wp-content/uploads/2014/03/ELC_PBSBrief_9_8_10.pdf
3. Approach discipline with the assumption that children are always doing the best that they can, working from where they are emotionally, intellectually, and developmentally right now. Their behavior is a product of their past experiences, good and bad.
4. Consistent with current training for many educators, de-escalation and redirection should be the first line response any time discipline is needed.
5. Form relationships with parents/caregivers and families. They can be valuable allies and almost always have the child's best interest at heart.
6. Avoid "criminalizing" children. Children understand and internalize a lot of what is going on around them. Telling a child that they are in detention for an hour is incredibly similar to sentencing a criminal to a certain amount of time in prison. This often leads to either conscious or unconscious labeling of the child as "bad" both by the staff and students. Going to talk to a counselor instead to investigate why a student has acted out may be more appropriate and less likely to cause further trauma. "Bad" behavior is always a symptom of a larger issue
7. Promote consistency and safety when enforcing school discipline policies.
8. Work to prevent future behavioral problems. Follow a plan of learning, reassessing, and re-integrating. When a child has a behavioral issue, take him/her aside in private and ask "what can we learn from this?" By doing this, incidents become learning opportunities that can improve how the child relates to others and views his/her time in the classroom. Next, reassess how the child sees himself/herself and what has changed as a result of this incident. Finally, the reintegration of the child into the classroom can occur.

For more information, see the Resources Page.

Resources

TRAUMA-INFORMED APPROACHES

National Resources

- *The National Child Traumatic Stress Network* (<http://www.nctsn.org/>) provides resources for a variety of audiences, including school personnel. A “Trauma Toolkit for Educators” (http://www.nctsn.org/sites/default/files/assets/pdfs/Child_Trauma_Toolkit_Final.pdf); information about responding to a school crisis, school safety, the effects of trauma, disaster response, and service interventions; and a list of web resources are available.
- *The National Center for Trauma-Informed Care* (<http://www.samhsa.gov/nctic/about.asp>) is operated by the Substance Abuse and Mental Health Services Administration (SAMHSA). The website provides information on trauma-informed care, links to models that could be adapted for implementation by schools, and information on training and technical assistance support.
- *The Safe Start Initiative* (<http://www.safestartcenter.org/>) is operated by the Office of Juvenile Justice and Delinquency Prevention and works to prevent and reduce children’s exposure to violence and expand understanding of evidence-based practices. The Toolkit for Schools (http://www.safestartcenter.org/infographics/infographic_cev-in-school.php) is a collection of resources for teachers and school administrators that provide information on the prevalence and consequences of children’s exposure to violence and ways they can help.

State Resources

- Massachusetts’s *Helping Traumatized Children Learn*:
http://www.massadvocates.org/documents/HTCL_9-09.pdf
- Washington’s *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success*:
<https://www.k12.wa.us/CompassionateSchools/pubdocs/TheHeartofLearningandTeaching.pdf>
- Wisconsin’s *Creating Trauma-Sensitive Schools to Improve Learning Toolkit*:
http://sspw.dpi.wi.gov/sspw_mhtrauma

Trauma-Informed Models¹

- *Sanctuary Model*[®] (<http://www.sanctuaryweb.com/schools.php>): This model focuses on changing organizational culture to be more sensitive to the impacts of trauma on individuals and families served as well as staff members.
- *Risking Connections*[®] (<http://www.riskingconnection.com/>): This trauma-informed model emphasizes the importance of “RICH” relationships (i.e., relationships marked by respect, information sharing, connection, and hope) and self-care for service providers working with individuals who have experienced trauma.
- *Trauma-Informed Organizational Self-Assessment* (<http://www.familyhomelessness.org/media/90.pdf>): This self-assessment tool was designed for use by homeless services providers but could be adapted and used in the school setting to evaluate and improve practices to better support students who have experienced trauma.

¹ **Note:** As described above, further research is needed to build the evidence base for these models and establish the efficacy of these approaches. They are provided here as examples of current approaches utilized in the field.

Training Resources

- *National Child Traumatic Stress Network Learning Center* (<http://learn.nctsn.org/>): Registering for this free online learning center provides access to several archived sessions of interest to education professionals. The Schools and Trauma Speaker Series has five archived sessions:
 - (1) Trauma-informed IEPs
 - (2) Evidence-based practices
 - (3) Sudden death on a school campus
 - (4) Trauma-informed understanding of bullying
 - (5) School/mental health partnerships

Classroom Tools

- *Southwest Michigan Children's Trauma Assessment Center's School Intervention Project Curriculum* (<http://homepages.wmich.edu/~atchison/School%20Intervention%20Project%20CD%20Revised%20%28SIP%29.pdf>): This resource includes background information on trauma and trauma-informed principles and provides several trauma-informed lesson plans that can be adapted for use with different age groups.

TRAUMA-SPECIFIC INTERVENTIONS

Several online resources profile evidence-based and promising practices for trauma intervention that can be adapted and used by schools, including:

- *National Child Traumatic Stress Network's Empirically Supported Treatments and Promising Practices* (<http://www.nctsn.org/resources/topics/treatments-that-work/promising-practices>): These fact sheets summarize program information and research literature on clinical treatment approaches utilized by the National Child Traumatic Stress Network centers.
- *RAND Corporation's "How Schools Can Help Students Recover from Traumatic Experiences Toolkit"* (http://www.rand.org/content/dam/rand/pubs/technical_reports/2006/RAND_TR413.pdf): This toolkit provides a menu of programs that schools can implement to help children recover from trauma, categorized by type of trauma. Recommendations for securing program funding are also provided.
- *Support for Students Exposed to Trauma* (http://www.rand.org/pubs/technical_reports/TR675.html): This trauma-specific intervention was designed for implementation by teachers and school counselors, and the program manual including lesson plans is available for download.

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**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

MARBLE FALLS
INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED JUNE 30, 2016

By: **West, Davis & Company, LLP**
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Austin, Texas 78759
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Email: gary@westdavis.com

Marble Falls Independent School District
Annual Financial Report
For The Year Ended June 30, 2016

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Marble Falls Independent School District
Annual Financial Report
For The Year Ended June 30, 2016

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Introductory Section

CERTIFICATE OF BOARD

Marble Falls Independent School District
Name of School District

Burnet
County

027-904
Co.-Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above named school district were reviewed and (check one) _____approved _____disapproved for the year ended June 30, 2016, at a meeting of the board of trustees of such school district on the ____ day of _____, _____.

Signature of Board Secretary

Signature of Board President

If the board of trustees disapproved of the auditors' report, the reason(s) for disapproving it is (are):
(attach list as necessary)

Financial Section

WEST, DAVIS & COMPANY, LLP
11824 Jollyville Road, Suite 100
Austin, Texas 78759

Independent Auditors' Report

To the Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Marble Falls Independent School District ("the District") as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Marble Falls Independent School District as of June 30, 2016, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

Change in Accounting Principle

As described in Note A to the financial statements, in 2016, Marble Falls Independent School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 72, *Fair Value*. Our opinion is not modified with respect to this matter.

As described in Note A to the financial statements, in 2016, Marble Falls Independent School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 76, *Hierarchy of GAAP*. Our opinion is not modified with respect to this matter.

As described in Note A to the financial statements, in 2016, Marble Falls Independent School District adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 79, *Investment Pools*. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, budgetary comparison information, schedule of the District's proportionate share of the net pension liability and schedule of District pension contributions identified as Required Supplementary Information in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the Required Supplementary Information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

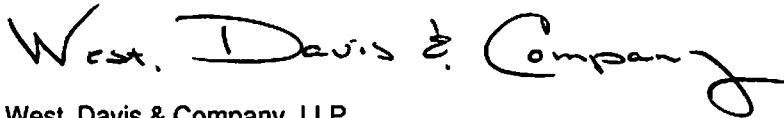
Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Marble Falls Independent School District's basic financial statements. The introductory section and combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not required parts of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and is also not a required part of the basic financial statements. The accompanying other supplementary information is presented for purposes of additional analysis and is also not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements and other supplementary information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements and other supplementary information and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

The introductory section has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 10, 2016 on our consideration of Marble Falls Independent School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Marble Falls Independent School District's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "West, Davis & Company". The signature is written in a cursive, flowing style.

West, Davis & Company, LLP
Austin, Texas
November 10, 2016

Marble Falls Independent School District

MANAGEMENT'S DISCUSSION AND ANALYSIS

MANAGEMENT'S DISCUSSION AND ANALYSIS

In this section of the Annual Financial and Compliance Report, we, the managers of Marble Falls Independent School District (the District), discuss and analyze the District's financial performance for the year ended June 30, 2016. Please read it in conjunction with the independent auditors' report on page 2, and the District's Basic Financial Statements, which begin on page 10. All amounts, unless otherwise indicated, are expressed in thousands of dollars.

USING THIS ANNUAL REPORT

This annual report consists of a series of financial statements. The government-wide financial statements include the Statement of Net Position and the Statement of Activities (on pages 10 and 11). These provide information about the activities of the District as a whole and present a longer-term view of the District's property and debt obligations and other financial matters. They reflect the flow of total economic resources in a manner similar to the financial reports of a business enterprise. Fund financial statements (starting on page 12) report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. For governmental activities, these statements tell how services were financed in the short term as well as what resources remain for future spending. They reflect the flow of current financial resources, and supply the basis for tax levies and the appropriations budget. The remaining statements, fiduciary statements, provide financial information about activities for which the District acts solely as a trustee or agent for the benefit of those outside of the district.

The notes to the financial statements (starting on page 18) provide narrative explanations or additional data needed for full disclosure in the government-wide statements or the fund financial statements.

The sections labeled TEA Required Schedules and Federal Awards Section contain data used by monitoring or regulatory agencies for assurance that the District is using funds supplied in compliance with the terms of grants.

Reporting the District as a Whole

The Statement of Net Position and the Statement of Activities

The analysis of the District's overall financial condition and operations begins on page 10. Its primary purpose is to show whether the District is better off or worse off as a result of the year's activities. The Statement of Net Position includes all the District's assets and liabilities at the end of the year while the Statement of Activities includes all the revenues and expenses generated by the District's operations during the year. These apply the accrual basis of accounting which is the basis used by private sector companies.

All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid. The District's revenues are divided into those provided by outside parties who share the costs of some programs, such as grants provided by the U.S. Department of Education to assist children with disabilities or from disadvantaged backgrounds (program revenues), and revenues provided by the taxpayers or by TEA in equalization funding processes (general revenues). All the District's assets are reported whether they serve the current year or future years. Liabilities are considered regardless of whether they must be paid in the current year or future years.

These two statements report the District's net position and changes in it. The District's net position (the difference between assets and liabilities) provide one measure of the District's financial health, or financial position. Over time, increases or decreases in the District's net position is one indicator of whether its financial health is improving or deteriorating. To fully assess the overall health of the District, however, you should consider nonfinancial factors as well, such as changes in the District's average daily attendance or its property tax base and the condition of the District's facilities.

In the Statement of Net Position and the Statement of Activities, we classify the District's activities as Governmental activities:

- Governmental activities—Most of the District's basic services are reported here, including the instruction, counseling, co-curricular activities, food services, transportation, maintenance, community services, and general administration. Property taxes, tuition, fees, and state and federal grants finance most of these activities.

Reporting the District's Most Significant Funds

Fund Financial Statements

The fund financial statements begin on page 12 and provide detailed information about the most significant funds—not the District as a whole. Laws and contracts require the District to establish some funds, such as grants received under the No Child Left Behind Act from the U.S. Department of Education. The District's administration establishes many other funds to help it control and manage money for particular purposes (like campus activities). The District's two kinds of funds—governmental and proprietary—use different accounting approaches.

- Governmental funds—Most of the District's basic services are reported in governmental funds. These use modified accrual accounting (a method that measures the receipt and disbursement of cash and all other financial assets that can be readily converted to cash) and report balances that are available for future spending. The governmental fund statements provide a detailed short-term view of the District's general operations and the basic services it provides. We describe the differences between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds in reconciliation schedules following each of the fund financial statements.
- Proprietary funds—The District reports the activities for which it charges users (whether outside customers or other units of the District) in proprietary funds using the same accounting methods employed in the Statement of Net Position and the Statement of Activities. The internal service funds report activities that provide supplies and services for the District's other programs and activities—such as the District's self-insurance programs. The District, at present, maintains no proprietary funds.

The District as Trustee

Reporting the District's Fiduciary Responsibilities

The District is the trustee, or fiduciary, for money raised by student activities and scholarship programs. All of the District's fiduciary activities are reported in separate Statements of Fiduciary Net Position and Changes in Fiduciary Net Position on pages 16 and 17. We exclude these resources from the District's other financial statements because the District cannot use these assets to finance its operations. The District is only responsible for ensuring that the assets reported in these funds are used for their intended purposes.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Our analysis focuses on the net position (Table I) and changes in net position (Table II) of the District's governmental and business-type activities.

Net position of the District's governmental activities decreased from \$33.3 million to \$29.2 million. Unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – was \$8.2 million at June 30, 2016. This decrease in governmental net position was the result of increases in instructional expenses of \$3.1 million and student support services of \$0.7 million.

Table I
Marble Falls Independent School District

	NET POSITION	
	in thousands	
	Governmental Activities	
	2016	2015
Current and other assets	29,140	31,008
Capital assets	92,043	94,124
Total assets	<u>121,183</u>	<u>125,132</u>
Deferred Outflow Related to Pensions	<u>3,809</u>	<u>1,012</u>
Long-term liabilities	89,850	85,754
Other liabilities	5,261	5,634
Total liabilities	<u>95,111</u>	<u>91,388</u>
Deferred Inflow Related to Pensions	<u>667</u>	<u>1,456</u>
Net position:		
Invested in capital assets, net of related debt	12,108	16,960
Restricted	8,925	11,612
Unrestricted	8,181	4,728
Total net position	<u>29,214</u>	<u>33,300</u>

Table II
Marble Falls Independent School District

CHANGES IN NET POSITION
in thousands

	Governmental Activities	
	2016	2015
Revenues:		
Program revenues:		
Charges for services	858	766
Operating grants and contributions	5,388	5,161
General revenues:		
Maintenance and operations taxes	33,464	32,082
Debt service taxes	7,344	6,903
State aid - formula grants	5,780	4,551
Investment earnings	102	66
Miscellaneous	434	1,804
Total Revenues	<u>53,370</u>	<u>51,333</u>
Expenses:		
Instruction, curriculum and media services	25,936	22,789
Instructional and school leadership	3,433	2,801
Student support services	3,781	3,083
Child nutrition	2,477	2,188
Extra curricular activities	1,724	1,404
General administration	1,574	1,175
Plant maintenance, security and data processing	6,855	6,278
Community services	122	98
Debt services	8,056	2,987
Contracted Inst. Services between School	2,107	3,237
Payments related to SSA	759	667
Other intergovernmental charges	631	637
Total Expenses	<u>57,455</u>	<u>47,344</u>
Change in Net Position	<u>-4,085</u>	<u>3,989</u>

NET PENSION LIABILITY (GASB 68)

During fiscal year 2015, the District adopted GASB Statement No. 68 for Accounting and Reporting for Pensions. With GASB 68, the District must assume their proportionate share of the Net Pension Liability of the Teacher Retirement System. The District's net pension liability at year end totaled \$9 million.

THE DISTRICT'S FUNDS

As the District completed this year, its governmental funds (as presented in the balance sheet on page 12) reported a combined fund balance of \$22.8 million, which is \$1.6 million less than last year's total of \$24.4 million. Included in this year's total change in fund balance is an increase of \$1 million in the District's General Fund, \$0.5 million in the Debt Service Fund and a decrease of \$1.8 million in Other Governmental Funds (primarily Capital Projects Funds). The reason for the increases in General Fund and Debt Service Fund is a slight increase in property values. Another factor is a slight increase in enrollment. The primary reason for this decrease was due to the spending down of the Capital Projects Funds.

Over the course of the year, the Board of Trustees revised the District's budget several times. These budget amendments fall into two categories. The first category includes amendments and supplemental appropriations that were approved shortly after the beginning of the year and reflect the actual beginning balances (versus the amounts we estimated in June 2015). The second category involved amendments moving funds from programs that did not need all the resources originally appropriated to them to programs with resource needs.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At year-end of 2016, the District had \$92 million invested in a broad range of capital assets, including facilities and equipment for instruction, transportation, athletics, administration, and maintenance.

The District added some \$1.6 million in capital assets during the year. More detailed information about the District's capital assets is presented in Note D to the financial statements.

Debt

At year-end of 2016, the District had \$67.5 million in bonds outstanding versus \$70.9 million last year. More detailed information about the District's long-term liabilities is presented in Note F to the financial statements.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

During the 2016-17 budget cycle, the District is seeing a slight increase in revenue due to increasing property values and a slight increase in enrollment. As a result, the District is increasing the current staffing ratio while maintaining the operating budget structure. The District continues to explore methods to decrease cost and increase revenues in such a way that the impact on education is minimal.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the District's business office, at Marble Falls Independent School District, 1800 Colt Circle, Marble Falls, Texas 78654.

Basic Financial Statements

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET POSITION

JUNE 30, 2016

Data Control Codes	1	Governmental Activities
ASSETS:		
1110	<i>Cash and Cash Equivalents</i>	\$ 3,152,749
1120	<i>Current Investments</i>	22,311,321
1225	<i>Property Taxes Receivable (Net)</i>	2,007,199
1240	<i>Due from Other Governments</i>	1,515,438
1250	<i>Accrued Interest</i>	2,624
1290	<i>Other Receivables (Net)</i>	20,375
1300	<i>Inventories</i>	120,377
1410	<i>Unrealized Expenses</i>	9,567
Capital Assets:		
1510	<i>Land</i>	3,827,748
1520	<i>Buildings and Improvements, Net</i>	84,708,703
1530	<i>Furniture and Equipment, Net</i>	3,449,641
1580	<i>Construction in Progress</i>	57,035
1000	Total Assets	<u>121,182,777</u>
DEFERRED OUTFLOWS OF RESOURCES:		
1705	<i>Deferred Outflow Related to Pensions</i>	3,809,054
1700	Total Deferred Outflows of Resources	<u>3,809,054</u>
LIABILITIES:		
2110	<i>Accounts Payable</i>	250,861
2140	<i>Interest Payable</i>	882,501
2165	<i>Accrued Liabilities</i>	3,454,609
2180	<i>Due to Other Governments</i>	421,328
2300	<i>Unearned Revenue</i>	251,267
Noncurrent Liabilities:		
2501	<i>Due Within One Year</i>	3,018,390
2502	<i>Due in More Than One Year</i>	77,871,787
2540	<i>Net Pension Liability</i>	8,960,181
2000	Total Liabilities	<u>95,110,924</u>
DEFERRED INFLOWS OF RESOURCES:		
2605	<i>Deferred Inflow Related to Pensions</i>	666,870
2600	Total Deferred Inflows of Resources	<u>666,870</u>
NET POSITION:		
3200	Net Investment in Capital Assets	12,108,311
Restricted For:		
3820	Federal and State Programs	486,443
3850	Debt Service	7,359,086
3860	Capital Projects	868,184
3870	Campus Activities	205,864
3890	Other Purposes	4,735
3900	Unrestricted	8,181,414
3000	Total Net Position	<u>\$ 29,214,037</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2016

Data Control Codes	Functions/Programs	1 Expenses	3 Program Revenues		4 Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
			Charges for Services	Governmental Activities		
	Governmental Activities:					
11	Instruction	\$ 24,573,219	\$ 56,944	\$ 2,307,730	\$ (22,208,545)	
12	Instructional Resources and Media Services	505,761	--	--	(505,761)	
13	Curriculum and Staff Development	857,138	--	291,774	(565,364)	
21	Instructional Leadership	1,085,578	--	179,973	(905,605)	
23	School Leadership	2,347,355	--	1,948	(2,345,407)	
31	Guidance, Counseling, & Evaluation Services	1,254,477	--	--	(1,254,477)	
32	Social Work Services	49,526	--	--	(49,526)	
33	Health Services	464,727	--	--	(464,727)	
34	Student Transportation	2,012,171	--	74,927	(1,937,244)	
35	Food Service	2,476,715	632,412	1,649,637	(194,666)	
36	Cocurricular/Extracurricular Activities	1,723,982	129,516	13,788	(1,580,678)	
41	General Administration	1,573,542	--	70,521	(1,503,021)	
51	Facilities Maintenance and Operations	4,898,293	39,176	25,781	(4,833,336)	
52	Security and Monitoring Services	122,258	--	--	(122,258)	
53	Data Processing Services	1,834,303	--	--	(1,834,303)	
61	Community Services	122,039	--	12,972	(109,067)	
72	Interest on Long-term Debt	7,858,899	--	--	(7,858,899)	
73	Bond Issuance Costs and Fees	197,400	--	--	(197,400)	
91	Contracted Instructional Services between Schools	2,107,398	--	--	(2,107,398)	
93	Payments Related to Shared Services Arrangements	758,592	--	758,592	--	
99	Other Intergovernmental Charges	631,384	--	--	(631,384)	
TG	Total Governmental Activities	57,454,757	858,048	5,387,643	(51,209,066)	
TP	Total Primary Government	\$ 57,454,757	\$ 858,048	\$ 5,387,643	(51,209,066)	
	General Revenues:					
MT	Property Taxes, Levied for General Purposes				33,463,577	
DT	Property Taxes, Levied for Debt Service				7,344,224	
IE	Investment Earnings				102,255	
GC	Grants and Contributions Not Restricted to Specific Programs				5,779,904	
MI	Miscellaneous				433,661	
TR	Total General Revenues				47,123,621	
CN	Change in Net Position				(4,085,445)	
NB	Net Position - Beginning				33,299,482	
NE	Net Position - Ending				\$ 29,214,037	

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT*BALANCE SHEET - GOVERNMENTAL FUNDS*

JUNE 30, 2016

Data Control Codes	10 General Fund	50 Debt Service Fund	Other Governmental Funds	98 Total Governmental Funds	
ASSETS:					
1110	Cash and Cash Equivalents	\$ 1,267,777	\$ 457,533	\$ 1,427,439	\$ 3,152,749
1120	Current Investments	15,453,249	6,858,072	--	22,311,321
1225	Taxes Receivable, Net	1,651,631	355,568	--	2,007,199
1240	Due from Other Governments	686,528	95,179	733,731	1,515,438
1250	Accrued Interest	1,656	968	--	2,624
1260	Due from Other Funds	49,842	--	113,732	163,574
1290	Other Receivables	--	--	20,375	20,375
1300	Inventories	86,112	--	34,265	120,377
1410	Unrealized Expenditures	9,203	--	368	9,571
1000	Total Assets	19,205,998	7,767,320	2,329,910	29,303,228
LIABILITIES:					
Current Liabilities:					
2110	Accounts Payable	\$ 173,187	\$ --	\$ 77,674	\$ 250,861
2120	Short-Term Debt Payable	--	41,259	--	41,259
2150	Payroll Deductions & Withholdings	165,698	--	25,082	190,780
2160	Accrued Wages Payable	2,911,470	--	311,100	3,222,570
2170	Due to Other Funds	67,140	--	96,434	163,574
2180	Due to Other Governments	421,328	--	--	421,328
2300	Unearned Revenue	1,651,631	386,711	220,125	2,258,467
2000	Total Liabilities	5,390,454	427,970	730,415	6,548,839
FUND BALANCES:					
Nonspendable Fund Balances:					
3410	Inventories	86,112	--	34,265	120,377
Restricted Fund Balances:					
3450	Federal/State Funds Grant Restrictions	--	--	486,447	486,447
3470	Capital Acquisitions & Contractual Obligations	--	--	868,184	868,184
3480	Retirement of Long-Term Debt	--	7,339,350	--	7,339,350
3490	Other Restrictions of Fund Balance	--	--	210,599	210,599
3600	Unassigned	13,729,432	--	--	13,729,432
3000	Total Fund Balances	13,815,544	7,339,350	1,599,495	22,754,389
4000	Total Liabilities and Fund Balances	\$ 19,205,998	\$ 7,767,320	\$ 2,329,910	\$ 29,303,228

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
*RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
 TO THE STATEMENT OF NET POSITION*
 JUNE 30, 2016

Total fund balances - governmental funds balance sheet	\$ 22,754,389
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Capital assets used in governmental activities are not reported in the funds.	92,043,127
Property taxes receivable unavailable to pay for current period expenditures are deferred in the funds.	2,007,200
Payables for bond principal which are not due in the current period are not reported in the funds.	(67,463,009)
The accumulated accretion of interest on capital appreciation bonds is not reported in the funds.	(13,339,991)
Payables for bond interest which are not due in the current period are not reported in the funds.	(882,501)
Bond premiums are amortized in the SNP but not in the funds.	(7,038,479)
The accounting loss on refunding is amortized in the SNP but not reported in the funds.	6,951,302
Recognition of the District's proportionate share of the net pension liability is not reported in the funds.	(8,960,181)
Deferred Resource Inflows related to the pension plan are not reported in the funds.	(666,870)
Deferred Resource Outflows related to the pension plan are not reported in the funds.	3,809,054
Rounding difference	(4)
Net position of governmental activities - Statement of Net Position	<u>\$ 29,214,037</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES

IN FUND BALANCES - GOVERNMENTAL FUNDS

FOR THE YEAR ENDED JUNE 30, 2016

Data Control Codes	10 General Fund	50 Debt Service Fund	Other Governmental Funds	98 Total Governmental Funds
REVENUES:				
5700 Local and Intermediate Sources	\$ 33,949,240	\$ 7,348,937	\$ 874,347	\$ 42,172,524
5800 State Program Revenues	3,487,478	129,567	298,521	3,915,566
5900 Federal Program Revenues	930,530	--	5,399,066	6,329,596
5020 Total Revenues	<u>38,367,248</u>	<u>7,478,504</u>	<u>6,571,934</u>	<u>52,417,686</u>
EXPENDITURES:				
Current:				
0011 Instruction	18,712,761	--	2,859,170	21,571,931
0012 Instructional Resources and Media Services	391,817	--	56,352	448,169
0013 Curriculum and Staff Development	516,798	--	300,988	817,786
0021 Instructional Leadership	797,200	--	179,907	977,107
0023 School Leadership	2,037,121	--	35,405	2,072,526
0031 Guidance, Counseling, & Evaluation Services	1,066,043	--	16,999	1,083,042
0032 Social Work Services	47,328	--	--	47,328
0033 Health Services	386,651	--	21,912	408,563
0034 Student Transportation	1,562,835	--	549,935	2,112,770
0035 Food Service	--	--	2,476,564	2,476,564
0036 Cocurricular/Extracurricular Activities	1,562,981	--	291,073	1,854,054
0041 General Administration	1,301,186	--	89,586	1,390,772
0051 Facilities Maintenance and Operations	4,259,162	--	238,188	4,497,350
0052 Security and Monitoring Services	118,218	--	191	118,409
0053 Data Processing Services	1,761,543	--	--	1,761,543
0061 Community Services	77,181	--	12,989	90,170
0071 Principal on Long-term Debt	--	3,356,854	--	3,356,854
0072 Interest on Long-term Debt	--	3,433,819	--	3,433,819
0073 Bond Issuance Costs and Fees	--	197,400	--	197,400
0081 Capital Outlay	25,944	--	527,703	553,647
0091 Contracted Instructional Services				
0091 Between Public Schools	2,107,398	--	--	2,107,398
0093 Payments to Shared Service Arrangements	--	--	758,592	758,592
0099 Other Intergovernmental Charges	631,384	--	--	631,384
6030 Total Expenditures	<u>37,363,551</u>	<u>6,988,073</u>	<u>8,415,554</u>	<u>52,767,178</u>
1100 Excess (Deficiency) of Revenues Over (Under)				
1100 Expenditures	<u>1,003,697</u>	<u>490,431</u>	<u>(1,843,620)</u>	<u>(349,492)</u>
Other Financing Sources and (Uses):				
7901 Refunding Bonds Issued	--	13,970,000	--	13,970,000
7916 Premium or Discount on Issuance of Bonds	--	5,321,826	--	5,321,826
8949 Other Uses	(2,000)	(20,598,926)	--	(20,600,926)
7080 Total Other Financing Sources and (Uses)	<u>(2,000)</u>	<u>(1,307,100)</u>	<u>--</u>	<u>(1,309,100)</u>
1200 Net Change in Fund Balances	<u>1,001,697</u>	<u>(816,669)</u>	<u>(1,843,620)</u>	<u>(1,658,592)</u>
0100 Fund Balances - Beginning	12,813,847	8,156,019	3,443,115	24,412,981
3000 Fund Balances - Ending	<u>\$ 13,815,544</u>	<u>\$ 7,339,350</u>	<u>\$ 1,599,495</u>	<u>\$ 22,754,389</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
*RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
 AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
 TO THE STATEMENT OF ACTIVITIES
 FOR THE YEAR ENDED JUNE 30, 2016*

Net change in fund balances - total governmental funds	\$ (1,658,592)
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:	
Capital outlays are not reported as expenses in the SOA.	1,627,059
The depreciation of capital assets used in governmental activities is not reported in the funds.	(3,707,852)
To reverse fund level accrual of Teacher Retirement of Texas on-behalf contributions.	1,338,579
Certain property tax revenues are deferred in the funds. This is the change in these amounts this year.	29,241
Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA.	3,356,854
The accretion of interest on capital appreciation bonds is not reported in the funds.	(4,548,161)
(Increase) decrease in accrued interest from beginning of period to end of period.	134,443
Current year amortization of previous year deferred resource outflows and inflows.	(2,260,968)
To reverse fund level accrual of Teacher Retirement System on-behalf contributions.	(1,338,579)
Bond premiums are reported in the funds but not in the SOA.	(5,321,826)
To record State's total proportionate share of pension expense.	(11,709,032)
Reverse contributions made after the prior year measurement date and before the end of the prior period.	19,970,104
Deferred Outflows for contributions made after the current measurement date & before the year end.	653,911
District contributions must be de-expended for fiscal year 2015.	750,565
The District's proportionate share of Teacher Retirement System plan wide pension expense.	(1,689,251)
The amortization of the accounting loss on refunding is recorded in the SOA but not in the funds..	(403,143)
Bond premiums are amortized in the SOA but not in the funds.	391,781
Current year amortization of previous year deferred resource outflows and inflows.	299,426
Rounding difference	(4)
Change in net position of governmental activities - Statement of Activities	<u>\$ (4,085,445)</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION

FIDUCIARY FUNDS

JUNE 30, 2016

Data Control Codes		Private-purpose Trust Funds	Agency Funds
		<u> </u>	<u> </u>
		Student Activity	<u> </u>
ASSETS:			
1110	<i>Cash and Cash Equivalents</i>	\$ 25,895	\$ 216,308
1000	Total Assets	<u>25,895</u>	<u>216,308</u>
LIABILITIES:			
Current Liabilities:			
2110	<i>Accounts Payable</i>	\$ --	\$ 5,198
2190	<i>Due to Student Groups</i>	--	211,110
2000	Total Liabilities	<u>--</u>	<u>216,308</u>
NET POSITION:			
3800	<i>Held in Trust</i>	25,895	--
3000	Total Net Position	<u>\$ 25,895</u>	<u>\$ --</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT*STATEMENT OF CHANGES IN FIDUCIARY NET POSITION**FIDUCIARY FUNDS**FOR THE YEAR ENDED JUNE 30, 2016*

	Private- Purpose Trusts
Additions:	
Investment Income	\$ --
Contributions	--
Total Additions	<u> --</u>
Deductions:	
Scholarship Awards	1,488
Return of trust funds	17,000
Total Deductions	<u> 18,488</u>
Change in Net Position	(18,488)
Net Position-Beginning of the Year	44,383
Net Position-End of the Year	<u>\$ <u> 25,895</u></u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

A. Summary of Significant Accounting Policies

The basic financial statements of Marble Falls Independent School District (the "District") have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") applicable to governmental units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide ("Resource Guide"). The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

1. Reporting Entity

The Board of School Trustees ("Board"), a seven-member group, has governance responsibilities over all activities related to public elementary and secondary education within the jurisdiction of the District. The Board is elected by the public and has the exclusive power and duty to govern and oversee the management of the public schools of the District. All powers and duties not specifically delegated by statute to the Texas Education Agency ("TEA") or to the State Board of Education are reserved for the Board, and the TEA may not substitute its judgment for the lawful exercise of those powers and duties by the Board. The District receives funding from local, state and federal government sources and must comply with the requirements of those funding entities. However, the District is not included in any other governmental reporting entity and there are no component units included within the District's reporting entity.

2. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Financial Statements: The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds.

The District reports the following major governmental funds:

General Fund: This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

In addition, the District reports the following fund types:

Private-Purpose Trust Funds: These funds are used to report trust arrangements under which principal and income benefit individuals, private organizations, or other governments not reported in other fiduciary fund types.

Agency Funds: These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

Fiduciary funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

b. **Measurement Focus, Basis of Accounting**

Government-wide and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. They are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

3. **Financial Statement Amounts**

a. **Property Taxes**

Property taxes are levied by October 1 on the assessed value listed as of the prior January 1 for all real and business personal property in conformity with Subtitle E, Texas Property Tax Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before February 1 of the year following the year in which imposed. On January 1 of each year, a tax lien attaches to property to secure the payment of all taxes, penalties, and interest ultimately imposed. Property tax revenues are considered available when they become due or past due and receivable within the current period.

Allowances for uncollectible tax receivables within the General and Debt Service Funds are based upon historical experience in collecting property taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

b. Inventories and Prepaid Items

Inventories of supplies on the balance sheet are stated at weighted average cost, while inventories of food commodities are recorded at market values supplied by the Texas Department of Human Services. Inventory items are recorded as expenditures when they are consumed. Supplies are used for almost all functions of activity, while food commodities are used only in the food service program. Although commodities are received at no cost, their fair market value is supplied by the Texas Department of Human Services and recorded as inventory and deferred revenue when received. When requisitioned, inventory and deferred revenue are relieved, expenditures are charged, and revenue is recognized for an equal amount. Inventories also include plant maintenance and operation supplies as well as instructional supplies.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of \$5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

<u>Asset Class</u>	<u>Estimated Useful Lives</u>
Infrastructure	30
Buildings	50
Building Improvements	20
Vehicles	2-15
Office Equipment	3-15
Computer Equipment	3-15

d. Deferred Outflows and Inflows of Resources

In addition to assets, the statements of financial position (the government-wide Statement of Net Position and governmental funds balance sheet) will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position and/or fund balance that applies to one or more future periods and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statements of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to one or more future periods and so will not be recognized as an inflow of resources (revenue) until that time.

e. Receivable and Payable Balances

The District believes that sufficient detail of receivable and payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates those balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

f. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

g. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates.

h. Data Control Codes

Data Control Codes appear in the rows and above the columns of certain financial statements. The TEA requires the display of these codes in the financial statements filed with TEA in order to ensure accuracy in building a statewide database for policy development and funding plans.

i. Fund Balances - Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance - represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid insurance) or legally required to remain intact (such as notes receivable or principal of a permanent fund).

Restricted Fund Balance - represents amounts that are constrained by external parties, constitutional provisions or enabling legislation.

Committed Fund Balance - represents amounts that can only be used for a specific purpose because of a formal action by the District's Board of Trustees. Committed amounts cannot be used for any other purpose unless the Board of Trustees removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the Board of Trustees. Commitments are typically done through adoption and amendment of the budget. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance - represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the Board of Trustees or by an official or body to which the Board of Trustees delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund convey that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself.

Unassigned Fund Balance - represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

j. Net Position Flow Assumption

Sometimes the District will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted net position to have been depleted before unrestricted net position is applied.

k. Fund Balance Flow Assumptions

Sometimes the District will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

4. Pensions

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities and additions to/deductions from TRS' fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

5. New Accounting Standards Adopted

In fiscal year 2016, the District adopted three new statements of financial accounting standards issued by the Governmental Accounting Standards Board (GASB):

-- Statement No. 72, *Fair Value Measurement and Application*

-- Statement No. 76, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Government*

-- Statement No. 77, *Tax Abatement Disclosures*

a. Statement No. 72 requires state and local governments to measure investments at fair value using a consistent definition and valuation techniques; also defines what assets and liabilities governments should measure at fair value and expands fair value disclosures in financial disclosure notes. While the Statement generally requires restatement of prior period balances in the year of implementation, the nature of the District's investments was such that their carrying amount was not affected.

b. The GAAP hierarchy prioritizes guidance governments follow when preparing U.S. GAAP financial statements. Statement No. 76 reduces authoritative GAAP hierarchy from four categories to two and lists the order of priority for pronouncements to which a government should look for guidance.

c. Statement No. 77 requires governments granting tax abatements to individuals and businesses to disclose program information in the notes to the financial statements through the agreement's duration and also requires disclosures about tax abatements entered into by other governments that reduce the reporting government's tax revenue. Prior year balances were not restated because there are no tax abatements associated with the District or any other government which affect the District's tax revenue.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations:

<u>Violation</u>	<u>Action Taken</u>
None reported	Not applicable

2. Deficit Fund Balance or Fund Net Position of Individual Funds

Following are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits:

<u>Fund Name</u>	<u>Deficit Amount</u>	<u>Remarks</u>
None reported	Not applicable	Not applicable

C. Deposits and Investments

The District's funds are required to be deposited and invested under the terms of a depository contract. The depository bank deposits for safekeeping and trust with the District's agent bank approved pledged securities in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

1. Cash Deposits:

At June 30, 2016, the carrying amount of the District's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) was \$3,152,749 and the bank balance was \$3,358,900. The District's cash deposits at June 30, 2016 and during the year ended June 30, 2016, were entirely covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name.

2. Investments:

The District is required by Government Code Chapter 2256, The Public Funds Investment Act, to adopt, implement, and publicize an investment policy. That policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, and (9) bid solicitation preferences for certificates of deposit.

The Public Funds Investment Act ("Act") requires an annual audit of investment practices. Audit procedures in this area conducted as a part of the audit of the basic financial statements disclosed that in the areas of investment practices, management reports and establishment of appropriate policies, the District adhered to the requirements of the Act. Additionally, investment practices of the District were in accordance with local policies.

The Act determines the types of investments which are allowable for the District. These include, with certain restrictions, 1) obligations of the U.S. Treasury, U.S. agencies, and the State of Texas, 2) certificates of deposit, 3) certain municipal securities, 4) securities lending program, 5) repurchase agreements, 6) bankers acceptances, 7) mutual funds, 8) investment pools, 9) guaranteed investment contracts, and 10) commercial paper.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

* Not all assets meeting the definition of an investment are required to be reported at fair value. Including among excepted investments are certain investments held by 2a7 like external investment pools. As detailed below, the District has invested funds in specific 2a7 like external investment pools that are valued at amortized cost and not subject to the fair value hierarchy levels.

** Certificates of deposits ("CD's") at FDIC insured banks are not subject to the fair value hierarchy levels.

The District's investments at June 30, 2016 are shown below.

Investment	Fair Value			Fair Value	Percentage
	Using Level	Rating	Maturity		
Lone Star	*	AAAm	25 days weighted average	\$ 21,069,321	94.43%
CD's	**	AAA		1,242,000	5.57%
Total Investments				<u>\$ 22,311,321</u>	<u>100%</u>

3. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. At year end, the District was not significantly exposed to credit risk.

At June 30, 2016, the District's investments, other than those which are obligations of or guaranteed by the U. S. Government, are rated as to credit quality as follows:

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name.

At year end, the District was not exposed to custodial credit risk.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. At year end, the District was not exposed to concentration of credit risk.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. At year end, the District was not exposed to interest rate risk.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

Investment Accounting Policy

The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

Public Funds Investment Pools

Public funds investment pools in Texas ("Pools") are established under the authority of the Interlocal Cooperation Act, Chapter 79 of the Texas Government Code, and are subject to the provisions of the Public Funds Investment Act (the "Act"), Chapter 2256 of the Texas Government Code. In addition to other provisions of the Act designed to promote liquidity and safety of principal, the Act requires Pools to: 1) have an advisory board composed of participants in the pool and other persons who do not have a business relationship with the pool and are qualified to advise the pool; 2) maintain a continuous rating of no lower than AAA or AAA-m or an equivalent rating by at least one nationally recognized rating service; and 3) maintain the market value of its underlying investment portfolio within one half of one percent of the value of its shares.

The District's investments in Pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

Lone Star

The Lone Star Investment Pool (Lone Star) is a public funds investment pool created pursuant to the Interlocal Cooperation Act, Texas Government Code, Chapter 791, and the Public Funds Investment Act, Texas Government Code, Chapter 2256. Lone Star is administered by First Public, a subsidiary of the Texas Association of School Boards (TASB), with Standish and American Beacon Advisors managing the investment and reinvestment of Lone Star's assets. State Street Bank provides custody and valuation services to Lone Star. All of the board of trustees' eleven members are Lone Star participants by either being employees or elected officials of a participant. Lone Star has established an advisory board composed of both pool members and non-members. Lone Star is rated AAA by Standard and Poor's and operated in a manner consistent with the the SEC's Rule 2a7 of the Investment Company Act of 1940. The District is invested in the Government Overnight Fund of Lone Star which seeks to maintain a net asset value of one dollar. Lone Star has 3 different funds: Government Overnight, Corporate Overnight and Corporate Overnight Plus. Government and Corporate Overnight maintain a net asset value of one dollar and the Corporate Overnight Plus maintains a net asset value of 50 cents.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

D. Capital Assets

Capital asset activity for the year ended June 30, 2016, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
<i>Governmental activities:</i>				
<i>Capital assets not being depreciated:</i>				
Land	\$ 3,525,687	\$ 302,061	\$ --	\$ 3,827,748
Construction in progress	--	57,035	--	57,035
Total capital assets not being depreciated	<u>3,525,687</u>	<u>359,096</u>	<u>--</u>	<u>3,884,783</u>
<i>Capital assets being depreciated:</i>				
Buildings and improvements	119,297,314	491,138	--	119,788,452
Equipment	8,341,101	776,826	263,632	8,854,295
Total capital assets being depreciated	<u>127,638,415</u>	<u>1,267,964</u>	<u>263,632</u>	<u>128,642,747</u>
Less accumulated depreciation for:				
Buildings and improvements	(32,140,750)	(2,938,998)	--	(35,079,748)
Equipment	(4,899,433)	(768,854)	(263,632)	(5,404,655)
Total accumulated depreciation	<u>(37,040,183)</u>	<u>(3,707,852)</u>	<u>(263,632)</u>	<u>(40,484,403)</u>
Total capital assets being depreciated, net	<u>90,598,232</u>	<u>(2,439,888)</u>	<u>--</u>	<u>88,158,344</u>
Governmental activities capital assets, net	<u>\$ 94,123,919</u>	<u>\$ (2,080,792)</u>	<u>\$ --</u>	<u>\$ 92,043,127</u>

Depreciation was charged to functions as follows:

Instruction	\$ 2,071,091
Instructional Resources and Media Services	42,756
Curriculum and Staff Development	13,825
Instructional Leadership	67,871
School Leadership	182,492
Guidance, Counseling, & Evaluation Services	123,594
Health Services	38,435
Student Transportation	310,435
Food Services	194,506
Extracurricular Activities	102,095
General Administration	144,580
Plant Maintenance and Operations	333,472
Security and Monitoring Services	1,654
Data Processing Services	51,606
Community Services	29,440
	<u>\$ 3,707,852</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

E. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at June 30, 2016, consisted of the following:

Due To Fund	Due From Fund	Amount	Purpose
General Fund	Other Governmental Funds	\$ 49,842	Temporary advances
Other Governmental Funds	General Fund	67,140	Temporary advances
Other Governmental Funds	Other Governmental Funds	46,592	Temporary advances
	Total	\$ 163,574	

All amounts due are scheduled to be repaid within one year.

2. Transfers To and From Other Funds

Transfers to and from other funds at June 30, 2016, consisted of the following:

None.

F. Long-Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended June 30, 2016, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:					
General obligation bonds	\$ 70,881,595	\$ 13,970,000	\$ 17,388,585	\$ 67,463,010	\$ 3,018,390
Premium on bonds	2,108,435	5,321,826	391,781	7,038,480	--
Accretion on CAB's	8,791,829	5,316,308	768,147	13,339,990	--
Loss on refunding	(787,251)	(6,567,194)	(403,143)	(6,951,302)	--
	80,994,608	18,040,940	18,145,370	80,890,178	3,018,390
Net Pension Liability *	4,759,648	4,951,098	750,565	8,960,181	--
Total governmental activities	\$ 85,754,256	\$ 22,992,038	\$ 18,895,935	\$ 89,850,359	\$ 3,018,390
		Due Within One Year		\$ 3,018,390	
		Due in More Than One Year		77,871,788	
				\$ 80,890,178	

* Other long-term liabilities

The funds typically used to liquidate other long-term liabilities in the past are as follows:

Liability	Activity Type	Fund
Net Pension Liability *	Governmental	General

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

The following table displays total principal debt outstanding by issuance at year end.

Date of Issue	Description	Interest Rates	Original Issue	Final Maturity Date	Debt Principal	CAB Accretion
7/15/2002	Series 2002A	5.0%	\$ 8,940,000	8/15/2026	\$ 1,275,000	\$ --
6/1/2006	Series 2006	4.2 to 4.61	6,966,778	8/15/2022	1,327,697	7,835,891
3/1/2007	Series 2007A	4.0 to 5.0	25,000,000	8/15/2037	625,000	--
6/1/2008	Series 2008	3.50 to 5.00	27,995,443	8/15/2038	24,045,443	504,557
7/1/2009	Series 2009A	4.00 to 5.00	9,341,617	8/15/2039	8,454,870	185,130
7/15/2014	Series 2014	2.00 to 4.00	9,290,000	8/15/2034	9,115,000	183,165
2/15/2015	Series 2015	4.00 to 5.00	8,685,000	8/15/2037	8,650,000	--
4/15/2016	Series 2016A	2.00 to 3.00	9,025,000	8/15/2037	9,025,000	--
5/1/2016	Series 2016B	4.00	4,945,000	8/15/2022	4,945,000	4,631,247
					<u>\$ 67,463,010</u>	<u>\$ 13,339,990</u>

2. Debt Service Requirements

Debt service requirements on long-term debt at June 30, 2016, are as follows:

Year Ending June 30,	Governmental Activities		
	Principal	Interest	Total
2017	\$ 3,018,390	\$ 3,838,082	\$ 6,856,472
2018	3,064,620	3,392,598	6,457,218
2019	4,095,000	2,378,905	6,473,905
2020	4,250,000	2,220,230	6,470,230
2021	1,965,000	3,748,131	5,713,131
2022-2026	15,045,000	12,373,162	27,418,162
2027-2031	11,680,000	6,863,713	18,543,713
2032-2036	14,715,000	3,753,974	18,468,974
2037-2041	9,630,000	675,119	10,305,119
Totals	<u>\$ 67,463,010</u>	<u>\$ 39,243,914</u>	<u>\$ 106,706,924</u>

3. Advance Refunding of Debt

GASB Statement No. 7, "Advance Refundings Resulting in Defeasance of Debt," provides that refunded debt and assets placed in escrow for the payment of related debt service be excluded from the financial statements. As of June 30, 2016, outstanding balances of bond issues that have been refunded and defeased in-substance by placing existing assets and the proceeds of new bonds in an irrevocable trust to provide for all future debt service payments are as follows.

Bond Issue	Amount
Series 1996	\$ 180,000
Series 2002	5,969,640
Series 2007A	3,000,000
Series 2007A	9,065,000
Series 2007A	9,085,000
Series 2006	4,946,732
Total	<u>\$ 32,246,372</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

The District issued Unlimited Tax Refunding Bonds to refund a portion of outstanding debt as follows:

Bond Issue	Proceeds (in millions)	Bonds Refunded	Amount Refunded (in millions)	Decreased in Aggregate Debt Service	Economic Gain (in millions)	Accounting Loss (in millions)
Series 2016A	9.0250	Series 2007A	9.0650	2.6300	2.1480	0
Series 2016B	4.9450	Series 2006	4.9450	2.9720	2.8110	6

The accounting loss and the combined premium of \$5.3 million will be amortized over the life of the bonds issued.

G. Risk Management

The District is exposed to various risks of loss related to torts, theft, damage or destruction of assets, errors and omissions, injuries to employees, and natural disasters. During fiscal year 2016, the District purchased commercial insurance to cover general liabilities. There were no significant reductions in coverage in the past fiscal year and there were no settlements exceeding insurance coverage for each of the past three fiscal years.

H. Pension Plan

1. Plan Description

The District participates in a cost-sharing multiple-employer defined benefit pension plan that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). TRS' defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Sec. 67, and Texas Government Code, Title 8, Subtitle C. The TRS pension trust fund is a qualified pension trust under section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

2. Pension Plan Fiduciary Net Position

Detailed information about the TRS' fiduciary net position is available in a separately-issued Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at www.trs.state.tx.us/about/documents/cafr.pdf#CAFR; by writing to TRS at 1000 Red River Street, Austin, TX 78701-2698; or by calling (512) 542-6592.

3. Benefits Provided

TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic post-employment benefit changes, including automatic COLAs. Ad hoc post-employment benefit changes, including ad hoc COLAs, can be granted by the Texas Legislature, as noted in the plan description in (1.) above.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

4. Contributions

Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution, which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year. Texas Government Code section 821.006 prohibits benefit improvements, if as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or if the amortization period already exceeds 31 years, the period would be increased by such action.

Employee contribution rates are set in state statute, Texas Government Code 825.402. Senate Bill 1458 of the 83rd Texas Legislature amended Texas Government Code 825.402 for member contributions and established employee contribution rates for fiscal years 2014 through 2017. The 83rd Texas Legislature, General Appropriations Act (GAA) established the employer contribution rates for fiscal years 2014 and 2015. The 84th Texas Legislature, General Appropriations Act (GAA) established the employer contribution rates for fiscal years 2016 and 2017.

	<u>Contribution Rates</u>	
	<u>2015</u>	<u>2016</u>
Member	6.7%	7.2%
Non-Employer Contributing Entity (NECE - State)	6.8%	6.8%
Employers	6.8%	6.8%
2016 Employer Contributions	\$ 775,653	
2016 Member Contributions	\$ 1,865,266	
NECE 2015 On-Behalf Contributions to District	\$ 1,329,625	

Contributors to the plan include members, employers and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools and state agencies including TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act (GAA).

As the non-employer contributing entity for public education and junior colleges, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the TRS pension trust fund during that fiscal year reduced by the amounts described below which are paid by the employers. Employers (public school, junior college, other entities or the State of Texas as the employer for senior universities and medical schools) are required to pay the employer contribution rate in the following instances:

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding sources, a privately sponsored source, from non-educational and general, or local funds.
- When the employing district is a public junior college or junior college district, the employer shall contribute to the retirement system an amount equal to 50% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

In addition to the employer contributions listed above, there are two additional surcharges an employer is subject to:

- When employing a retiree of the TRS the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.
- When a school district or charter school does not contribute to the Federal Old-Age, Survivors and Disability Insurance (OASDI) Program for certain employees, they must contribute 1.5% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

5. Actuarial Assumptions

The total pension liability in the August 31, 2015 actuarial evaluation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2015
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Market Value
Single Discount Rate	8%
Long-term expected Investment Rate of Return	8%
Inflation	2.5%
Salary Increases including inflation	3.5% to 9.5%
Payroll Growth Rate	2.5%
Benefit Changes during the year	None
Ad hoc post-employment benefit changes	None

The actuarial methods and assumptions are primarily based on a study of actual experience for the four year period ending August 31, 2014 and adopted on September 24, 2015.

6. Discount Rate

The discount rate used to measure the total pension liability was 8%. There was no change in the discount rate since the previous year. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term rate of return on pension plan investments is 8%. The long-term expected rate of return on pension plan investments was determined using a building block method in which best estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Systems target asset allocation as of August 31, 2015 are summarized below:

Teacher Retirement System of Texas			
Asset Allocation and Long-Term Expected Real Rate of Return			
As of August 31, 2015			
	Target Allocation	Long-term Expected Geometric Real Rate of Return	Expected Contribution to Long-term Portfolio Returns *
Global Equity			
U.S.	18%	4.6%	1.0%
Non-U.S. Developed	13%	5.1%	0.8%
Emerging Markets	9%	5.9%	0.7%
Directional Hedge Funds	4%	3.2%	0.1%
Private Equity	13%	7.0%	1.1%
Stable Value			
U.S. Treasuries	11%	0.7%	0.1%
Absolute Return	0%	1.8%	0.0%
Hedge Funds (Stable Value)	4%	3.0%	0.1%
Cash	1%	-0.2%	0.0%
Real Return			
Global Inflat. Linked Bonds	3%	0.9%	0.0%
Real Assets	16%	5.1%	1.1%
Energy & Natural Resources	3%	6.6%	0.2%
Commodities	0%	1.2%	0.0%
Risk Parity			
Risk Parity	5%	6.7%	0.3%
Inflation Expectation			2.2%
Alpha			1.0%
Total	100%		8.7%

* The expected contribution to returns incorporates the volatility drag resulting from the conversion between arithmetic and geometric mean returns.

7. Discount Rate Sensitivity Analysis

The following schedule shows the impact of the net pension liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (8%) in measuring the 2015 net pension liability.

	1% Decrease in Discount Rate 7%	Discount Rate 8%	1% Increase in Discount Rate 9%
District's proportionate share of the net pension liability	\$ 14,038,911	\$ 8,960,181	\$ 4,729,910

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

8. Pension Liabilities, Pension Expense and Deferred Outflows and Deferred Inflows of Resources Related to Pensions

At June 30, 2016, the District reported a liability of \$8,960,181 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related state support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the collective net pension liability	\$ 8,960,181
State's proportionate share of the net pension liability associated with the District	<u>15,868,236</u>
Total	<u>\$ 24,828,417</u>

The net pension liability was measured as of August 31, 2015 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportion of the net pension liability was based on the District's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2014 through August 31, 2015.

At August 31, 2015 the employer's proportion of the collective net pension liability was 0.0253480%. which was an increase (decrease) of 0.0075292% from its proportion measured as of August 31, 2014.

Changes Since the Prior Actuarial Valuation - The following are changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period:

Economic Assumptions

- a. The inflation assumption was decreased from 3.00% to 2.50%
- b. The ultimate merit assumption for long-service employees was decreased from 1.25% to 1.00%.
- c. In accordance with the observed experience, there were small adjustments in the service-based promotional/longevity component of the salary scale.
- d. The payroll growth assumption was lowered from 3.50% to 2.50%

Mortality Assumptions

- e. The post-retirement mortality tables for non-disabled retirees were updated to reflect recent TRS member experience. Mortality rates will be assumed to continue to improve in the future using a fully generational approach and Scale BB.
- f. The post-retirement mortality tables for disabled retirees were updated to reflect recent TRS member experience. Mortality rates will be assumed to continue to improve in the future using a fully generational approach and Scale BB.
- g. The pre-retirement mortality tables for active employees were updated to use 90% of the recently published RP-2014 mortality table for active employees. Mortality rates will be assumed to continue to improve in the future using a fully generational approach and Scale BB.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

Other Demographic Assumptions

- h. Previously, it was assumed 10% of all members who had contributed in the past 5 years to be an active member. This was an implicit rehire assumption because teachers have historically had a high incidence of terminating employment for a time and then returning to the workforce at a later date. This methodology was modified to add a more explicit valuation of the rehire incidence in the termination liabilities, and therefore these 10% are no longer being counted as active members.
- i. There were adjustments to the termination patterns for members consistent with experience and future expectations. The termination patterns were adjusted to reflect the rehire assumption. The timing of termination decrement was also changed from the middle of the year to the beginning to match the actual pattern in the data.
- j. Small adjustments were made to the retirement patterns for members consistent with experience and future expectations.
- k. Small adjustments to the disability patterns were made for members consistent with experience and future expectations. Two separate patterns were created based on whether the member has 10 years of service or more.
- l. For members that become disabled in the future, it is assumed 20% of them will choose a 100% joint and survivor annuity option.

Actuarial Methods and Policies

- m. The method of using celled data in the valuation process was changed to now using individual data records to allow for better reporting of some items, such as actuarial gains and losses by source.

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

For the year ended August 31, 2016, the District recognized pension expense of \$2,260,968 and revenue of \$2,260,968 for support provided by the State.

At June 30, 2016, the District reported its proportionate share of the TRS' deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$ 61,218	\$ 344,348
Changes in actuarial assumptions	257,303	319,660
Difference between projected and actual investment earnings	1,115,636	--
Changes in proportion and differences between the District's contributions and the proportionate share of contributions	<u>1,720,986</u>	<u>2,862</u>
Total as of August 31, 2015 measurement date	3,155,143	666,870
District contributions paid to TRS subsequent to the measurement date	<u>653,911</u>	<u>--</u>
Total	<u>\$ 3,809,054</u>	<u>\$ 666,870</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

The net amounts of the District's balances of deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30	Pension Expense Amount
2017	\$ 430,999
2018	\$ 430,999
2019	\$ 431,000
2020	\$ 794,686
2021	\$ 239,195
Thereafter	\$ 161,394

I. Retiree Health Care Plans

1. TRS-Care

a. Plan Description

The District contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit postemployment health care plan administered by the Teacher Retirement System of Texas (TRS). TRS-Care Retired Plan provides health care coverage for certain persons (and their dependents) who retired under the Teacher Retirement System of Texas. The statutory authority for the program is Texas Insurance Code, Chapter 1575. Section 1575.052 grants the TRS Board of Trustees the authority to establish and amend basic and optional group insurance coverage for participants. The TRS issues a publicly available financial report that includes financial statements and required supplementary information for TRS-Care. That report may be obtained by visiting the TRS web site at www.trs.state.tx.us under the TRS Publications heading, by writing to the Communications Department of the Teacher Retirement System of Texas at 1000 Red River Street, Austin, Texas 78701, or by calling the TRS Communications Department at 1-800-223-8778.

b. Funding Policy

Contribution requirements are not actuarially determined but are legally established each biennium by the Texas Legislature. Texas Insurance Code, Sections 1575.202, 203, and 204 establish state, active employee, and public school contributions, respectively. Funding for free basic coverage is provided by the program based upon public school district payroll. Per Texas Insurance Code, Chapter 1575, the public school contribution may not be less than 0.25% or greater than 0.75% of the salary of each active employee of the public school. Funding for optional coverage is provided by those participants selecting the optional coverage. The State of Texas contribution rate was 1% for fiscal years 2016, 2015, and 2014. The active public school employee contributions rates were 0.65% of public school payroll, with school districts contributing a percentage of payroll set at 0.55% for fiscal years 2016, 2015 and 2014. For the years ended June 30, 2016, 2015, and 2014, the State's contributions to TRS-Care were \$219,247, \$214,255, and \$229,988, respectively, the active member contributions were \$133,972, \$117,841, and \$149,492, respectively, and the District's contributions were \$120,586, \$117,730, and \$126,494, respectively, which equaled the required contributions each year.

2. Medicare Part D Subsidies

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, which was effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for the Texas Public School Retired Employee Group Insurance Program (TRS-Care) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the fiscal years ended June 30, 2016, 2015, and 2014, the subsidy payments received by TRS-Care on behalf of the District were \$103,081, \$106,493, and \$70,084, respectively.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2016

J. Employee Health Care Coverage

During the current fiscal period, employees of the District were covered by a statewide health insurance plan, TRS Active Care. The District paid premiums of \$250 per month per employee to the Plan with the State providing an additional \$75. Employees at their option, authorize payroll withholdings to pay premiums for dependent coverage. The Teacher Retirement System of Texas (TRS) manages TRS Active Care. The Plan is administered by Aetna.

The latest financial information on the statewide plan is available from TRS (see note on pension plan).

K. Commitments and Contingencies

1. Contingencies

The District participates in grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivable may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying basic financial statements for such contingencies.

2. Litigation

No reportable litigation was pending against the District at June 30,2016.

L. Shared Services Arrangements

Shared Services Arrangement - Fiscal Agent

The District is the fiscal agent for a Shared Services Arrangement ("SSA") which provides services to the member districts listed below. All services are provided by the fiscal agent. The member districts provide the funds to the fiscal agent. According to guidance provided in TEA's Resource Guide, the District has accounted for the fiscal agent's activities of the SSA in a special revenue fund and will be accounted for using Model 3 in the SSA section of the Resource Guide. Expenditures of the SSA are summarized below:

<u>Member Districts</u>	<u>Expenditures</u>
Burnet CISD	\$ <u>758,592</u>
Total	\$ <u><u>758,592</u></u>

Required Supplementary Information

Required supplementary information includes financial information and disclosures required by the Governmental Accounting Standards Board but not considered a part of the basic financial statements.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED JUNE 30, 2016

EXHIBIT G-1

Page 1 of 2

Data Control Codes	Budgeted Amounts			Variance with Final Budget Positive (Negative)	
	1	2	3		
	Original	Final	Actual		
REVENUES:					
5700	Local and Intermediate Sources	\$ 33,296,352	\$ 33,629,084	\$ 33,949,240	\$ 320,156
5800	State Program Revenues	3,761,443	3,376,443	3,487,478	111,035
5900	Federal Program Revenues	700,000	925,000	930,530	5,530
5020	Total Revenues	<u>37,757,795</u>	<u>37,930,527</u>	<u>38,367,248</u>	<u>436,721</u>
EXPENDITURES:					
Current:					
Instruction & Instructional Related Services:					
0011	Instruction	18,537,129	18,784,862	18,712,761	72,101
0012	Instructional Resources and Media Services	445,253	419,262	391,817	27,445
0013	Curriculum and Staff Development	454,598	544,853	516,798	28,055
	Total Instruction & Instr. Related Services	<u>19,436,980</u>	<u>19,748,976</u>	<u>19,621,376</u>	<u>127,600</u>
Instructional and School Leadership:					
0021	Instructional Leadership	742,477	810,321	797,200	13,121
0023	School Leadership	2,075,511	2,085,254	2,037,121	48,133
	Total Instructional & School Leadership	<u>2,817,988</u>	<u>2,895,575</u>	<u>2,834,321</u>	<u>61,254</u>
Support Services - Student (Pupil):					
0031	Guidance, Counseling and Evaluation Services	1,069,374	1,070,999	1,066,043	4,956
0032	Social Work Services	50,404	57,956	47,328	10,628
0033	Health Services	380,244	420,667	386,651	34,016
0034	Student (Pupil) Transportation	1,613,090	2,081,916	1,562,835	519,081
0036	Cocurricular/Extracurricular Activities	1,409,283	1,621,967	1,562,981	58,986
	Total Support Services - Student (Pupil)	<u>4,522,395</u>	<u>5,253,505</u>	<u>4,625,838</u>	<u>627,667</u>
Administrative Support Services:					
0041	General Administration	1,267,419	1,330,572	1,301,186	29,386
	Total Administrative Support Services	<u>1,267,419</u>	<u>1,330,572</u>	<u>1,301,186</u>	<u>29,386</u>
Support Services - Nonstudent Based:					
0051	Plant Maintenance and Operations	4,263,594	4,300,312	4,259,162	41,150
0052	Security and Monitoring Services	110,504	135,556	118,218	17,338
0053	Data Processing Services	1,084,665	1,783,971	1,761,543	22,428
	Total Support Services - Nonstudent Based	<u>5,458,763</u>	<u>6,219,839</u>	<u>6,138,923</u>	<u>80,916</u>
Ancillary Services:					
0061	Community Services	56,689	95,078	77,181	17,897
	Total Ancillary Services	<u>56,689</u>	<u>95,078</u>	<u>77,181</u>	<u>17,897</u>
Capital Outlay:					
0081	Capital Outlay	--	75,944	25,944	50,000
	Total Capital Outlay	<u>--</u>	<u>75,944</u>	<u>25,944</u>	<u>50,000</u>
Intergovernmental Charges:					
0091	Contracted Instr. Services Between Public Schools	3,547,561	2,175,561	2,107,398	68,163
0099	Other Intergovernmental Charges	650,000	650,000	631,384	18,616
	Total Intergovernmental Charges	<u>4,197,561</u>	<u>2,825,561</u>	<u>2,738,782</u>	<u>86,779</u>
6030	Total Expenditures	<u>37,757,795</u>	<u>38,445,051</u>	<u>37,363,551</u>	<u>1,081,500</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED JUNE 30, 2016

EXHIBIT G-1

Page 2 of 2

Data Control Codes	1	2	3	Variance with Final Budget Positive (Negative)
	Budgeted Amounts		Actual	
	Original	Final		
1100 Excess (Deficiency) of Revenues Over (Under)				
1100 Expenditures	--	(514,524)	1,003,697	1,518,221
Other Financing Sources (Uses):				
8949 Other Uses	--	--	(2,000)	(2,000)
7080 Total Other Financing Sources and (Uses)	--	--	(2,000)	(2,000)
1200 Net Change in Fund Balance	--	(514,524)	1,001,697	1,516,221
0100 Fund Balance - Beginning	12,813,847	12,813,847	12,813,847	--
3000 Fund Balance - Ending	\$ 12,813,847	\$ 12,299,323	\$ 13,815,544	\$ 1,516,221

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

*SCHEDULE OF THE DISTRICT'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY
TEACHER RETIREMENT SYSTEM OF TEXAS
LAST TEN FISCAL YEARS **

	Fiscal Year				
	2016	2015	2014	2013	2012
District's proportion of the net pension liability (asset)	0.0253480%	0.0178188%	--	--	--
District's proportionate share of the net pension liability (asset)	\$ 8,960,181	\$ 4,759,648	\$ --	\$ --	\$ --
State's proportionate share of the net pension liability (asset) associated with the District	15,868,236	13,550,181	--	--	--
Total	\$ 24,828,417	\$ 18,309,829	\$ --	\$ --	\$ --
District's covered-employee payroll	\$ 25,704,661	\$ 25,320,041	\$ --	\$ --	\$ --
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	34.86%	18.80%	--	--	--
Plan fiduciary net position as a percentage of the total pension liability	78.43%	83.25%	--	--	--

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

EXHIBIT G-2

		Fiscal Year				
		2011	2010	2009	2008	2007
		--	--	--	--	--
\$		--	--	--	--	--
		--	--	--	--	--
\$		--	--	--	--	--
\$		--	--	--	--	--
		--	--	--	--	--
		--	--	--	--	--

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

*SCHEDULE OF DISTRICT CONTRIBUTIONS
TEACHER RETIREMENT SYSTEM OF TEXAS
LAST TEN FISCAL YEARS **

	Fiscal Year				
	2016	2015	2014	2013	2012
Contractually required contribution	\$ 775,653	\$ 695,924	\$ --	\$ --	\$ --
Contributions in relation to the contractually required contribution	(775,653)	(695,924)	--	--	--
Contribution deficiency (excess)	\$ --	\$ --	\$ --	\$ --	\$ --
District's covered-employee payroll	\$ 26,203,818	\$ 25,618,009	\$ --	\$ --	\$ --
Contributions as a percentage of covered-employee payroll	2.96%	2.72%	--	--	--

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

Note: GASB 68, Paragraph 81.2b requires that the data in this schedule be presented as of the District's current fiscal year as opposed to the time period covered by the measurement date of September 1, 2014 - August 31, 2015.

EXHIBIT G-3

		Fiscal Year					
		2011	2010	2009	2008	2007	
\$	--	\$	--	\$	--	\$	--
	--		--		--		--
\$	--	\$	--	\$	--	\$	--
	--		--		--		--
\$	--	\$	--	\$	--	\$	--
	--		--		--		--

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2016

Budget

The official budget was prepared for adoption for all Governmental Fund Types. The budget was prepared in accordance with accounting practices generally accepted in the United States of America. The following procedures are followed in establishing the budgetary data.:

- a. Prior to June 20 of the preceding fiscal year, the District prepares a budget for the next succeeding fiscal year. The operating budget includes proposed expenditures and the means of financing them.
- b. A meeting of the Board is then called for the purpose of adopting the proposed budget after ten days' public notice of the meeting has been given.
- c. Prior to the beginning of the fiscal year, the budget is legally enacted through passage of a resolution by the Board.

Once a budget is approved, it can be amended at function and fund level only by approval of a majority of the members of the Board. Amendments are presented to the Board at its regular meetings.

Each amendment must have Board approval. Such amendments are made before the fact, are reflected in the official minutes of the Board and are not made after fiscal year end as required by law.

Each amendment is controlled by the budget coordinator at the revenue and expenditure function/object level. Budgeted amounts are as amended by the Board. All budget appropriations lapse at year end.

Encumbrances for goods or purchased services are documented by purchase orders or contracts. Under Texas law, appropriations lapse at year end, and encumbrances outstanding at that time are to be either cancelled or appropriately provided for in the subsequent year's budget. There were no end-of-year outstanding encumbrances that were provided for in the subsequent year's budget.

Defined Benefit Pension Plan

Changes of benefit terms

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

Changes of assumptions

There were no changes of assumptions or other inputs that affected measurement of the total pension liability during the measurement period.

*Combining Statements and Budget Comparisons
as Supplementary Information*

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET

NONMAJOR GOVERNMENTAL FUNDS

JUNE 30, 2016

Data Control Codes	Special Revenue Funds	Capital Projects Funds	Total Nonmajor Governmental Funds (See Exhibit C-1)	
ASSETS:				
1110	Cash and Cash Equivalents	\$ 554,971	\$ 872,468	\$ 1,427,439
1240	Due from Other Governments	733,731	--	733,731
1260	Due from Other Funds	113,732	--	113,732
1290	Other Receivables	20,375	--	20,375
1300	Inventories	34,265	--	34,265
1410	Unrealized Expenditures	368	--	368
1000	Total Assets	1,457,442	872,468	2,329,910
LIABILITIES:				
Current Liabilities:				
2110	Accounts Payable	\$ 73,390	\$ 4,284	\$ 77,674
2150	Payroll Deductions & Withholdings	25,082	--	25,082
2160	Accrued Wages Payable	311,100	--	311,100
2170	Due to Other Funds	96,434	--	96,434
2300	Unearned Revenue	220,125	--	220,125
2000	Total Liabilities	726,131	4,284	730,415
FUND BALANCES:				
Nonspendable Fund Balances:				
3410	Inventories	34,265	--	34,265
Restricted Fund Balances:				
3450	Federal/State Funds Grant Restrictions	486,447	--	486,447
3470	Capital Acquisitions & Contractual Obligations	--	868,184	868,184
3490	Other Restrictions of Fund Balance	210,599	--	210,599
3000	Total Fund Balances	731,311	868,184	1,599,495
4000	Total Liabilities and Fund Balances	\$ 1,457,442	\$ 872,468	\$ 2,329,910

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

Data Control Codes		Special Revenue Funds	Capital Projects Funds	Total Nonmajor Governmental Funds (See Exhibit C-2)
REVENUES:				
5700	<i>Local and Intermediate Sources</i>	\$ 869,312	\$ 5,035	\$ 874,347
5800	<i>State Program Revenues</i>	298,521	--	298,521
5900	<i>Federal Program Revenues</i>	5,399,066	--	5,399,066
5020	Total Revenues	<u>6,566,899</u>	<u>5,035</u>	<u>6,571,934</u>
EXPENDITURES:				
Current:				
0011	<i>Instruction</i>	2,701,628	157,542	2,859,170
0012	<i>Instructional Resources and Media Services</i>	56,352	--	56,352
0013	<i>Curriculum and Staff Development</i>	300,988	--	300,988
0021	<i>Instructional Leadership</i>	179,907	--	179,907
0023	<i>School Leadership</i>	35,405	--	35,405
0031	<i>Guidance, Counseling, & Evaluation Services</i>	16,999	--	16,999
0033	<i>Health Services</i>	21,912	--	21,912
0034	<i>Student Transportation</i>	74,941	474,994	549,935
0035	<i>Food Service</i>	2,476,564	--	2,476,564
0036	<i>Cocurricular/Extracurricular Activities</i>	16,775	274,298	291,073
0041	<i>General Administration</i>	89,586	--	89,586
0051	<i>Facilities Maintenance and Operations</i>	25,776	212,412	238,188
0052	<i>Security and Monitoring Services</i>	191	--	191
0061	<i>Community Services</i>	12,989	--	12,989
0081	<i>Capital Outlay</i>	1,000	526,703	527,703
0093	<i>Payments to Shared Service Arrangements</i>	758,592	--	758,592
6030	Total Expenditures	<u>6,769,605</u>	<u>1,645,949</u>	<u>8,415,554</u>
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	(202,706)	(1,640,914)	(1,843,620)
1200	Net Change in Fund Balances	<u>(202,706)</u>	<u>(1,640,914)</u>	<u>(1,843,620)</u>
0100	Fund Balances - Beginning	934,017	2,509,098	3,443,115
3000	Fund Balances - Ending	<u>\$ 731,311</u>	<u>\$ 868,184</u>	<u>\$ 1,599,495</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET

NONMAJOR SPECIAL REVENUE FUNDS

JUNE 30, 2016

Data Control Codes	211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula	225 IDEA-B Preschool Grant	226 IDEA-B Discretionary	
ASSETS:					
1110	Cash and Cash Equivalents	\$ (81,404)	\$ (77,775)	\$ (7,500)	\$ --
1240	Due from Other Governments	216,749	138,328	--	--
1260	Due from Other Funds	--	21,398	8,574	--
1290	Other Receivables	--	--	--	--
1300	Inventories	--	--	--	--
1410	Unrealized Expenditures	--	--	22	--
1000	Total Assets	<u>135,345</u>	<u>81,951</u>	<u>1,096</u>	<u>--</u>
LIABILITIES:					
Current Liabilities:					
2110	Accounts Payable	\$ 816	\$ 872	\$ --	\$ --
2150	Payroll Deductions & Withholdings	9,557	7,085	(322)	--
2160	Accrued Wages Payable	114,616	70,426	--	--
2170	Due to Other Funds	10,356	3,568	1,418	--
2300	Unearned Revenue	--	--	--	--
2000	Total Liabilities	<u>135,345</u>	<u>81,951</u>	<u>1,096</u>	<u>--</u>
FUND BALANCES:					
Nonspendable Fund Balances:					
3410	Inventories	--	--	--	--
Restricted Fund Balances:					
3450	Federal/State Funds Grant Restrictions	--	--	--	--
3490	Other Restrictions of Fund Balance	--	--	--	--
3000	Total Fund Balances	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
4000	Total Liabilities and Fund Balances	<u>\$ 135,345</u>	<u>\$ 81,951</u>	<u>\$ 1,096</u>	<u>\$ --</u>

240 National School Breakfast/Lunch Program	242 Summer Feeding Program	244 Career and Tech Basic Grant	255 ESEA Title II Training & Recruiting	263 English Language Acquisition and Enhancement
\$ 389,711	\$ 48,885	\$ (3,127)	\$ (10,319)	\$ 4,166
73,007	--	3,630	26,534	8,248
92,435	(8,991)	49	--	893
5,123	--	--	--	--
34,265	--	--	--	--
--	--	--	--	--
<u>594,541</u>	<u>39,894</u>	<u>552</u>	<u>16,215</u>	<u>13,307</u>
\$ 3,991	\$ --	\$ --	\$ 112	\$ 61
6,553	--	--	797	642
88,793	--	--	15,763	8,445
(8,945)	39,894	552	(457)	4,159
--	--	--	--	--
<u>90,392</u>	<u>39,894</u>	<u>552</u>	<u>16,215</u>	<u>13,307</u>
34,265	--	--	--	--
469,884	--	--	--	--
--	--	--	--	--
<u>504,149</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
<u>\$ 594,541</u>	<u>\$ 39,894</u>	<u>\$ 552</u>	<u>\$ 16,215</u>	<u>\$ 13,307</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET

NONMAJOR SPECIAL REVENUE FUNDS

JUNE 30, 2016

Data Control Codes	270 ESEA, Title VI Part B, Subpart 2 Rural School	272 MAC Program	289 Summer School LEP	352 21st Century Community Learning Center	
ASSETS:					
1110	Cash and Cash Equivalents	\$ 17,779	\$ 19,878	\$ 8,975	\$ (185,280)
1240	Due from Other Governments	18,237	--	--	248,998
1260	Due from Other Funds	--	--	--	--
1290	Other Receivables	--	--	--	--
1300	Inventories	--	--	--	--
1410	Unrealized Expenditures	--	--	--	346
1000	Total Assets	36,016	19,878	8,975	64,064
LIABILITIES:					
Current Liabilities:					
2110	Accounts Payable	\$ 79	\$ --	\$ --	\$ 61,878
2150	Payroll Deductions & Withholdings	563	--	--	207
2160	Accrued Wages Payable	11,186	--	--	1,871
2170	Due to Other Funds	24,188	19,878	--	108
2300	Unearned Revenue	--	--	--	--
2000	Total Liabilities	36,016	19,878	--	64,064
FUND BALANCES:					
Nonspendable Fund Balances:					
3410	Inventories	--	--	--	--
Restricted Fund Balances:					
3450	Federal/State Funds Grant Restrictions	--	--	8,975	--
3490	Other Restrictions of Fund Balance	--	--	--	--
3000	Total Fund Balances	--	--	8,975	--
4000	Total Liabilities and Fund Balances	\$ 36,016	\$ 19,878	\$ 8,975	\$ 64,064

s	385 Supplemental Visually Impaired	397 Advanced Placement Incentives	410 State Textbook Fund	429 State Funded Special Revenue Fund	461 Campus Activity Funds
	\$ --	\$ 7,588	\$ 221,325	\$ 925	\$ 197,624
	--	--	--	--	--
	--	--	--	--	(626)
	--	--	--	--	15,252
	--	--	--	--	--
	<u>--</u>	<u>7,588</u>	<u>221,325</u>	<u>925</u>	<u>212,250</u>
	\$ --	\$ --	\$ --	\$ --	\$ 5,581
	--	--	--	--	--
	--	--	--	--	--
	--	--	--	--	1,715
	<u>--</u>	<u>--</u>	<u>220,101</u>	<u>24</u>	<u>--</u>
	<u>--</u>	<u>--</u>	<u>220,101</u>	<u>24</u>	<u>7,296</u>
	--	--	--	--	--
	--	7,588	--	--	--
	<u>--</u>	<u>--</u>	<u>1,224</u>	<u>901</u>	<u>204,954</u>
	<u>--</u>	<u>7,588</u>	<u>1,224</u>	<u>901</u>	<u>204,954</u>
	<u>\$ --</u>	<u>\$ 7,588</u>	<u>\$ 221,325</u>	<u>\$ 925</u>	<u>\$ 212,250</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET

NONMAJOR SPECIAL REVENUE FUNDS

JUNE 30, 2016

Data Control Codes	472 Central Office Activity Fund	482 City of Marble Falls Grant	483 Rainwater System Local Grant	Total Nonmajor Special Revenue Funds (See Exhibit H-1)	
ASSETS:					
1110	Cash and Cash Equivalents	\$ 3,520	\$ --	\$ --	\$ 554,971
1240	Due from Other Governments	--	--	--	733,731
1260	Due from Other Funds	--	--	--	113,732
1290	Other Receivables	--	--	--	20,375
1300	Inventories	--	--	--	34,265
1410	Unrealized Expenditures	--	--	--	368
1000	Total Assets	3,520	--	--	1,457,442
LIABILITIES:					
Current Liabilities:					
2110	Accounts Payable	\$ --	\$ --	\$ --	\$ 73,390
2150	Payroll Deductions & Withholdings	--	--	--	25,082
2160	Accrued Wages Payable	--	--	--	311,100
2170	Due to Other Funds	--	--	--	96,434
2300	Unearned Revenue	--	--	--	220,125
2000	Total Liabilities	--	--	--	726,131
FUND BALANCES:					
Nonspendable Fund Balances:					
3410	Inventories	--	--	--	34,265
Restricted Fund Balances:					
3450	Federal/State Funds Grant Restrictions	--	--	--	486,447
3490	Other Restrictions of Fund Balance	3,520	--	--	210,599
3000	Total Fund Balances	3,520	--	--	731,311
4000	Total Liabilities and Fund Balances	3,520	--	--	1,457,442

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

Data Control Codes	211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula	225 IDEA-B Preschool Grant	240 National School Breakfast/Lunch Program
REVENUES:				
5700 Local and Intermediate Sources	\$ --	\$ --	\$ --	\$ 633,772
5800 State Program Revenues	--	--	--	11,656
5900 Federal Program Revenues	951,112	727,938	13,459	1,600,069
5020 Total Revenues	<u>951,112</u>	<u>727,938</u>	<u>13,459</u>	<u>2,245,497</u>
EXPENDITURES:				
Current:				
0011 Instruction	864,292	676,446	13,459	--
0012 Instructional Resources and Media Services	--	--	--	--
0013 Curriculum and Staff Development	53,617	3,816	--	--
0021 Instructional Leadership	5,365	13,890	--	--
0023 School Leadership	1,965	--	--	--
0031 Guidance, Counseling, & Evaluation Services	--	--	--	--
0033 Health Services	--	--	--	--
0034 Student Transportation	--	--	--	--
0035 Food Service	--	--	--	2,438,652
0036 Cocurricular/Extracurricular Activities	--	13,068	--	--
0041 General Administration	25,873	20,718	--	--
0051 Facilities Maintenance and Operations	--	--	--	--
0052 Security and Monitoring Services	--	--	--	--
0061 Community Services	--	--	--	--
0081 Capital Outlay	--	--	--	--
0093 Payments to Shared Service Arrangements	--	--	--	--
6030 Total Expenditures	<u>951,112</u>	<u>727,938</u>	<u>13,459</u>	<u>2,438,652</u>
1100 Excess (Deficiency) of Revenues Over (Under)	--	--	--	(193,155)
1100 Expenditures	--	--	--	(193,155)
1200 Net Change in Fund Balances	--	--	--	(193,155)
0100 Fund Balances - Beginning	--	--	--	697,304
3000 Fund Balances - Ending	<u>\$ --</u>	<u>\$ --</u>	<u>\$ --</u>	<u>\$ 504,149</u>

242 Summer Feeding Program	244 Career and Tech Basic Grant	255 ESEA Title II Training & Recruiting	263 English Language Acquisition and Enhancement	270 ESEA, Title VI Part B, Subpart 2 Rural School
\$ --	\$ --	\$ --	\$ --	\$ --
--	--	--	--	--
37,912	52,679	133,667	53,794	80,048
<u>37,912</u>	<u>52,679</u>	<u>133,667</u>	<u>53,794</u>	<u>80,048</u>
--	48,706	116,440	52,853	78,058
--	--	--	--	--
--	2,554	--	--	--
--	731	7,603	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
37,912	--	--	--	--
--	688	--	--	--
--	--	9,624	941	1,990
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
<u>37,912</u>	<u>52,679</u>	<u>133,667</u>	<u>53,794</u>	<u>80,048</u>
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
<u>\$ --</u>	<u>\$ --</u>	<u>\$ --</u>	<u>\$ --</u>	<u>\$ --</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

Data Control Codes	272 MAC Program	289 Summer School LEP	352 21st Century Community Learning Center
REVENUES:			
5700 Local and Intermediate Sources	\$ --	\$ --	\$ --
5800 State Program Revenues	--	--	--
5900 Federal Program Revenues	20,849	2,226	1,725,313
5020 Total Revenues	<u>20,849</u>	<u>2,226</u>	<u>1,725,313</u>
EXPENDITURES:			
Current:			
0011 Instruction	--	--	457,504
0012 Instructional Resources and Media Services	--	--	--
0013 Curriculum and Staff Development	--	--	231,810
0021 Instructional Leadership	--	--	152,318
0023 School Leadership	--	--	--
0031 Guidance, Counseling, & Evaluation Services	--	--	--
0033 Health Services	20,849	--	--
0034 Student Transportation	--	--	74,941
0035 Food Service	--	--	--
0036 Cocurricular/Extracurricular Activities	--	--	--
0041 General Administration	--	--	11,383
0051 Facilities Maintenance and Operations	--	--	25,776
0052 Security and Monitoring Services	--	--	--
0061 Community Services	--	--	12,989
0081 Capital Outlay	--	--	--
0093 Payments to Shared Service Arrangements	--	--	758,592
6030 Total Expenditures	<u>20,849</u>	<u>--</u>	<u>1,725,313</u>
1100 Excess (Deficiency) of Revenues Over (Under)	--	2,226	--
1100 Expenditures	--	2,226	--
1200 Net Change in Fund Balances	--	2,226	--
0100 Fund Balances - Beginning	--	6,749	--
3000 Fund Balances - Ending	<u>\$ --</u>	<u>\$ 6,975</u>	<u>\$ --</u>

	385 Supplemental Visually Impaired	397 Advanced Placement Incentives	410 State Textbook Fund	429 State Funded Special Revenue Fund	461 Campus Activity Funds
	\$ 1,925	\$ --	\$ --	\$ --	\$ 212,648
	--	1,800	285,065	--	--
	--	--	--	--	--
	<u>1,925</u>	<u>1,800</u>	<u>285,065</u>	<u>--</u>	<u>212,648</u>
	1,925	--	277,407	--	114,538
	--	--	--	--	56,352
	--	240	8,526	--	425
	--	--	--	--	--
	--	--	--	--	33,440
	--	--	--	--	16,999
	--	--	--	--	1,063
	--	--	--	--	--
	--	--	--	--	3,019
	--	--	--	--	--
	--	--	--	--	191
	--	--	--	--	--
	<u>1,925</u>	<u>240</u>	<u>285,933</u>	<u>--</u>	<u>226,027</u>
	--	1,560	(868)	--	(13,379)
	--	<u>1,560</u>	<u>(868)</u>	--	<u>(13,379)</u>
	--	6,028	2,092	901	218,333
\$	<u>1,925</u>	<u>7,588</u>	<u>1,224</u>	<u>901</u>	<u>204,954</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

Data Control Codes	472 Central Office Activity Fund	483 Rainwater System Local Grant	Total Nonmajor Special Revenue Funds (See Exhibit H-2)
REVENUES:			
5700 <i>Local and Intermediate Sources</i>	\$ 19,967	\$ 1,000	\$ 869,312
5800 <i>State Program Revenues</i>	--	--	298,521
5900 <i>Federal Program Revenues</i>	--	--	5,399,066
5020 Total Revenues	<u>19,967</u>	<u>1,000</u>	<u>6,566,899</u>
EXPENDITURES:			
Current:			
0011 <i>Instruction</i>	--	--	2,701,628
0012 <i>Instructional Resources and Media Services</i>	--	--	56,352
0013 <i>Curriculum and Staff Development</i>	--	--	300,988
0021 <i>Instructional Leadership</i>	--	--	179,907
0023 <i>School Leadership</i>	--	--	35,405
0031 <i>Guidance, Counseling, & Evaluation Services</i>	--	--	16,999
0033 <i>Health Services</i>	--	--	21,912
0034 <i>Student Transportation</i>	--	--	74,941
0035 <i>Food Service</i>	--	--	2,476,564
0036 <i>Cocurricular/Extracurricular Activities</i>	--	--	16,775
0041 <i>General Administration</i>	19,057	--	89,586
0051 <i>Facilities Maintenance and Operations</i>	--	--	25,776
0052 <i>Security and Monitoring Services</i>	--	--	191
0061 <i>Community Services</i>	--	--	12,989
0081 <i>Capital Outlay</i>	--	1,000	1,000
0093 <i>Payments to Shared Service Arrangements</i>	--	--	758,592
6030 Total Expenditures	<u>19,057</u>	<u>1,000</u>	<u>6,769,605</u>
1100 Excess (Deficiency) of Revenues Over (Under)			
1100 Expenditures	910	--	(202,706)
1200 Net Change in Fund Balances	910	--	(202,706)
0100 Fund Balances - Beginning	2,610	--	934,017
3000 Fund Balances - Ending	<u>\$ 3,520</u>	<u>\$ --</u>	<u>\$ 731,311</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET

NONMAJOR CAPITAL PROJECTS FUNDS

JUNE 30, 2016

Data Control Codes		622 Capital Projects Fund-CATE	634 Capital Projects Fund- Transportation	636 Capital Projects Fund-Band
ASSETS:				
1110	Cash and Cash Equivalents	\$ 229,908	\$ (165,206)	\$ 34,211
1000	Total Assets	<u>229,908</u>	<u>(165,206)</u>	<u>34,211</u>
LIABILITIES:				
Current Liabilities:				
2110	Accounts Payable	\$ --	\$ --	\$ --
2000	Total Liabilities	<u>--</u>	<u>--</u>	<u>--</u>
FUND BALANCES:				
Restricted Fund Balances:				
3470	Capital Acquisitions & Contractual Obligations	229,908	(165,206)	34,211
3000	Total Fund Balances	<u>229,908</u>	<u>(165,206)</u>	<u>34,211</u>
4000	Total Liabilities and Fund Balances	<u>\$ 229,908</u>	<u>\$ (165,206)</u>	<u>\$ 34,211</u>

651 Capital Projects Fund Maintenance	653 Capital Projects Fund Technology	699 Capital Projects Fund	Total Nonmajor Capital Projects Funds (See Exhibit H-1)
\$ 692,667	\$ 64,743	\$ 16,145	\$ 872,468
692,667	64,743	16,145	872,468
<hr/> 4,284	<hr/> --	<hr/> --	<hr/> 4,284
<hr/> 4,284	<hr/> --	<hr/> --	<hr/> 4,284
<hr/> 688,383	<hr/> 64,743	<hr/> 16,145	<hr/> 868,184
<hr/> 688,383	<hr/> 64,743	<hr/> 16,145	<hr/> 868,184
692,667	64,743	16,145	872,468

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR CAPITAL PROJECTS FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

Data Control Codes	622 Capital Projects Fund-CATE	634 Capital Projects Fund- Transportation	636 Capital Projects Fund-Band
REVENUES:			
5700 <i>Local and Intermediate Sources</i>	\$ --	\$ --	\$ --
5020 Total Revenues	<u>--</u>	<u>--</u>	<u>--</u>
EXPENDITURES:			
Current:			
0011 <i>Instruction</i>	133,944	--	20,728
0034 <i>Student Transportation</i>	--	474,994	--
0036 <i>Cocurricular/Extracurricular Activities</i>	--	--	251,909
0051 <i>Facilities Maintenance and Operations</i>	--	--	--
0081 <i>Capital Outlay</i>	144,481	--	--
6030 Total Expenditures	<u>278,425</u>	<u>474,994</u>	<u>272,637</u>
1100 Excess (Deficiency) of Revenues Over (Under)			
1100 Expenditures	(278,425)	(474,994)	(272,637)
1200 Net Change in Fund Balances	<u>(278,425)</u>	<u>(474,994)</u>	<u>(272,637)</u>
0100 Fund Balances - Beginning	508,333	309,788	306,848
3000 Fund Balances - Ending	<u>\$ 229,908</u>	<u>\$ (165,206)</u>	<u>\$ 34,211</u>

651 Capital Projects Fund Maintenance	653 Capital Projects Fund Technology	699 Capital Projects Fund	Total Nonmajor Capital Projects Funds (See Exhibit H-2)
\$ --	\$ --	\$ 5,035	\$ 5,035
<u> --</u>	<u> --</u>	<u> 5,035</u>	<u> 5,035</u>
2,870	--	--	157,542
--	--	--	474,994
22,389	--	--	274,298
212,412	--	--	212,412
382,222	--	--	526,703
<u>619,893</u>	<u> --</u>	<u> --</u>	<u>1,645,949</u>
(619,893)	--	5,035	(1,640,914)
<u>(619,893)</u>	<u> --</u>	<u> 5,035</u>	<u>(1,640,914)</u>
1,308,276	64,743	11,110	2,509,098
<u>\$ 688,383</u>	<u>\$ 64,743</u>	<u>\$ 16,145</u>	<u>\$ 868,184</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF FIDUCIARY NET POSITION

PRIVATE-PURPOSE TRUST FUNDS

JUNE 30, 2016

Data Control Codes	806 Harold Horne Scholarship	821 Designated Gifts & Bequests	Total Private- Purpose Trust Funds (See Exhibit E-1)
ASSETS:			
1110 <i>Cash and Cash Equivalents</i>	\$ --	\$ 25,895	\$ 25,895
1000 Total Assets	<u>--</u>	<u>25,895</u>	<u>25,895</u>
LIABILITIES:			
2000 Total Liabilities	<u>--</u>	<u>--</u>	<u>--</u>
NET POSITION:			
3800 <i>Held in Trust</i>	\$ --	\$ 25,895	\$ 25,895
3000 Total Net Position	<u>\$ --</u>	<u>\$ 25,895</u>	<u>\$ 25,895</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
 ALL PRIVATE-PURPOSE TRUST FUNDS
 FOR THE YEAR ENDED JUNE 30, 2016

	806 Harold Horne Scholarship	821 Designated Gifts & Bequests	Total Private-Purpose Trust Funds (See Exhibit E-2)
Additions:			
Investment Income	\$ --	\$ --	\$ --
Net (Decrease) in Fair Value of Investments	--	--	--
Contributions	--	--	--
Plan Member Contributions	--	--	--
Total Additions	<u>--</u>	<u>--</u>	<u>--</u>
Deductions:			
Scholarship Awards	1,488	--	1,488
Benefits	--	--	--
Return of trust funds	17,000	--	17,000
Administrative Expenses	--	--	--
Total Deductions	<u>18,488</u>	<u>--</u>	<u>18,488</u>
Change in Net Position	(18,488)	--	(18,488)
Net Position-Beginning of the Year	18,488	25,895	44,383
Net Position-End of the Year	<u>\$ --</u>	<u>\$ 25,895</u>	<u>\$ 25,895</u>

Other Supplementary Information

This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

*SCHEDULE OF DELINQUENT TAXES RECEIVABLE
FOR THE YEAR ENDED JUNE 30, 2016*

Year Ended June 30	Tax Rates		3 Assessed/Appraised Value For School Tax Purposes
	1 Maintenance	2 Debt Service	
2007 and Prior Years	\$ Various	\$ Various	\$ Various
2008	1.04	.195	2,215,553,847
2009	1.04	.215	2,643,333,785
2010	1.04	.245	2,865,855,749
2011	1.04	.25	2,855,639,845
2012	1.04	.25	2,857,119,070
2013	1.0533	.2267	2,940,462,613
2014	1.0533	.2267	2,945,172,530
2015	1.0533	.2267	3,026,438,979
2016 (School Year Under Audit)	1.0533	.2267	3,147,882,146

1000 Totals

9000 - Portion of Row 1000 for Taxes Paid into Tax Increment Zone Under Chapter 311, Tax Code

10 Beginning Balance 7/1/15	20 Current Year's Total Levy	31 Maintenance Collections	32 Debt Service Collections	40 Entire Year's Adjustments	50 Ending Balance 6/30/16
\$ 247,127	\$ --	\$ 12,357	\$ 1,558	\$ (2,190)	\$ 231,022
52,494	--	7,115	1,334	(252)	43,793
84,807	--	11,795	2,438	(605)	69,969
121,310	--	14,359	3,383	(815)	102,753
140,217	--	32,409	7,783	13,101	113,126
184,519	--	42,908	10,289	17,825	149,147
250,381	--	68,397	14,709	18,787	186,062
268,992	--	77,879	16,754	8,309	182,668
872,578	--	507,556	108,980	16,344	272,386
--	40,292,891	32,313,099	6,951,482	(123,956)	904,354
<u>\$ 2,222,425</u>	<u>\$ 40,292,891</u>	<u>\$ 33,087,874</u>	<u>\$ 7,118,710</u>	<u>\$ (53,452)</u>	<u>\$ 2,255,280</u>
\$ --	\$ --	\$ --	\$ --	\$ --	\$ --

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED JUNE 30, 2016

EXHIBIT J-2

Data Control Codes	1	2	3
	Budget	Actual	Variance Positive (Negative)
REVENUES:			
5700 <i>Local and Intermediate Sources</i>	\$ 631,606	\$ 633,772	\$ 2,166
5800 <i>State Program Revenues</i>	12,000	11,656	(344)
5900 <i>Federal Program Revenues</i>	1,463,706	1,600,069	136,363
5020 Total Revenues	<u>2,107,312</u>	<u>2,245,497</u>	<u>138,185</u>
EXPENDITURES:			
Current:			
Support Services - Student (Pupil):			
0035 <i>Food Services</i>	2,458,860	2,438,652	20,208
Total Support Services - Student (Pupil)	<u>2,458,860</u>	<u>2,438,652</u>	<u>20,208</u>
6030 Total Expenditures	<u>2,458,860</u>	<u>2,438,652</u>	<u>20,208</u>
1100 Excess (Deficiency) of Revenues Over (Under)			
1100 Expenditures	(351,548)	(193,155)	158,393
1200 Net Change in Fund Balance	(351,548)	(193,155)	158,393
0100 Fund Balance - Beginning	697,304	697,304	--
3000 Fund Balance - Ending	<u>\$ 345,756</u>	<u>\$ 504,149</u>	<u>\$ 158,393</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-3

DEBT SERVICE FUND
 BUDGETARY COMPARISON SCHEDULE
 FOR THE YEAR ENDED JUNE 30, 2016

Data Control Codes	1	2	3
	Budget	Actual	Variance Positive (Negative)
REVENUES:			
5700 <i>Local and Intermediate Sources</i>	\$ 7,304,587	\$ 7,348,937	\$ 44,350
5800 <i>State Program Revenues</i>	129,567	129,567	--
5020 <i>Total Revenues</i>	<u>7,434,154</u>	<u>7,478,504</u>	<u>44,350</u>
EXPENDITURES:			
Debt Service:			
0071 <i>Principal on Long-Term Debt</i>	4,125,000	3,356,854	768,146
0072 <i>Interest on Long-Term Debt</i>	2,665,673	3,433,819	(768,146)
0073 <i>Bond Issuance Costs and Fees</i>	197,401	197,400	1
<i>Total Debt Service</i>	<u>6,988,074</u>	<u>6,988,073</u>	<u>1</u>
6030 <i>Total Expenditures</i>	<u>6,988,074</u>	<u>6,988,073</u>	<u>1</u>
1100 <i>Excess (Deficiency) of Revenues Over (Under)</i>			
1100 <i>Expenditures</i>	<u>446,080</u>	<u>490,431</u>	<u>44,351</u>
Other Financing Sources (Uses):			
7901 <i>Refunding Bonds Issued</i>	13,970,000	13,970,000	--
7916 <i>Premium or Discount on Issuance of Bonds</i>	5,321,826	5,321,826	--
8949 <i>Other Uses</i>	(20,598,926)	(20,598,926)	--
7080 <i>Total Other Financing Sources and (Uses)</i>	<u>(1,307,100)</u>	<u>(1,307,100)</u>	<u>--</u>
1200 <i>Net Change in Fund Balance</i>	(861,020)	(816,669)	44,351
0100 <i>Fund Balance - Beginning</i>	8,156,019	8,156,019	--
3000 <i>Fund Balance - Ending</i>	<u>\$ 7,294,999</u>	<u>\$ 7,339,350</u>	<u>\$ 44,351</u>

WEST, DAVIS & COMPANY, LLP

11824 Jollyville Road, Suite 100

Austin, Texas 78759

Independent Auditors' Report on Internal Control over Financial Reporting and
On Compliance and Other Matters Based on an Audit of Financial Statements
Performed In Accordance With Government Auditing Standards

Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

Members of the Board of Trustees:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Marble Falls Independent School District, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise Marble Falls Independent School District's basic financial statements, and have issued our report thereon dated November 10, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Marble Falls Independent School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Marble Falls Independent School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Marble Falls Independent School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

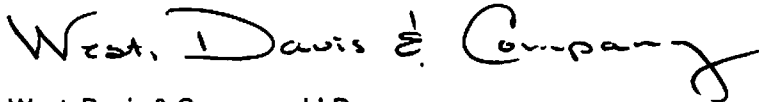
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Marble Falls Independent School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "West, Davis & Company". The signature is written in a cursive, flowing style.

West, Davis & Company, LLP
Austin, Texas
November 10, 2016

WEST, DAVIS & COMPANY, LLP

11824 Jollyville Road, Suite 100

Austin, Texas 78759

Independent Auditors' Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance

Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

Members of the Board of Trustees:

Report on Compliance for Each Major Federal Program

We have audited the Marble Falls Independent School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on Marble Falls Independent School District's major federal program for the year ended June 30, 2016. Marble Falls Independent School District's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Marble Falls Independent School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Marble Falls Independent School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Marble Falls Independent School District's compliance.

Opinion on Each Major Federal Program

In our opinion, the Marble Falls Independent School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2016.

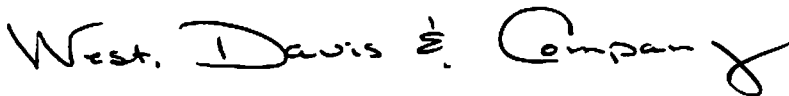
Report on Internal Control Over Compliance

Management of the Marble Falls Independent School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Marble Falls Independent School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Marble Falls Independent School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



West, Davis & Company, LLP
Austin, Texas
November 10, 2016

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weaknesses identified? Yes X No

One or more significant deficiencies identified that are not considered to be material weaknesses? Yes X None Reported

Noncompliance material to financial statements noted? Yes X No

2. Federal Awards

Internal control over major programs:

One or more material weaknesses identified? Yes X No

One or more significant deficiencies identified that are not considered to be material weaknesses? Yes X None Reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200? Yes X No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010A	ESEA Title I Part A - Improving Basic Programs
84.287C	SSA Title IV Part B 21st Century Community Learning Centers

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee? X Yes No

B. Financial Statement Findings

NONE

C. Federal Award Findings and Questioned Costs

NONE

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

EXHIBIT K-1

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2016

(1)	(2)	(2A) Pass- Through Entity Identifying Number	Passed Through to Subrecipients	(3) Federal Expenditures
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass- Through Entity Identifying Number	Passed Through to Subrecipients	Federal Expenditures
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES				
Direct Programs:				
<i>Medicaid Administrative Claiming Program - MAC *</i>	93.778	027-904	\$ --	\$ 20,849
Total Direct Programs			--	20,849
Total U. S. Department of Health and Human Services			--	20,849
U. S. DEPARTMENT OF EDUCATION				
Passed Through State Department of Education:				
<i>ESEA Title I Part A - Improving Basic Programs</i>	84.010A	1561010102790	--	65,643
<i>ESEA Title I Part A - Improving Basic Programs</i>	84.010A	1661010102790	--	911,342
Total CFDA Number 84.010A			--	976,985
SPECIAL EDUCATION CLUSTER (IDEA)				
<i>IDEA-B Formula *</i>	84.027A	1566000102790	--	36,703
<i>IDEA-B Formula *</i>	84.027A	1666000102790	--	711,953
Total CFDA Number 84.027A			--	748,656
<i>IDEA-B Preschool *</i>	84.173A	1666100102790	--	13,459
TOTAL SPECIAL EDUCATION CLUSTER (IDEA)			--	762,115
<i>Career and Technical - Basic Grant</i>	84.048A	1642000602790	--	52,679
<i>SSA Title IV Part B 21st Century Community Learning Centers</i>	84.287C	1569501971100	--	199,250
<i>SSA Title IV Part B 21st Century Community Learning Centers</i>	84.287C	1669501971100	--	1,537,446
Total CFDA Number 84.287C			--	1,736,696
<i>ESEA, Title VI, Part B, Subpart 2 - Rural and Low Income School</i>	84.358B	1569600102790	--	4,143
<i>ESEA, Title VI, Part B, Subpart 2 - Rural and Low Income School</i>	84.358B	1669600102790	--	77,895
Total CFDA Number 84.358B			--	82,038
<i>Title III Part A English Language Acquisition & Language Enhancem€</i>	84.365A	1567100102790	--	1,406
<i>Title III Part A English Language Acquisition & Language Enhancem€</i>	84.365A	1667100102790	--	53,329
Total CFDA Number 84.365A			--	54,735
<i>ESEA Title II Part A - Teacher & Principal Training & Recruiting</i>	84.367A	1569450102790	--	12,217
<i>ESEA Title II Part A - Teacher & Principal Training & Recruiting</i>	84.367A	1669450102790	--	125,359
Total CFDA Number 84.367A			--	137,576
Total Passed Through State Department of Education			--	3,802,823
Total U. S. Department of Education			\$ --	\$ 3,802,823
U. S. DEPARTMENT OF AGRICULTURE				
Passed Through State Department of Education:				
CHILD NUTRITION CLUSTER				
School Breakfast Program *	10.553	714016	\$ --	\$ 355,456
National School Lunch Program *	10.555	713016	--	1,116,484
National School Lunch Program (Non-cash) *	10.555	027-904	--	128,129
Total CFDA Number 10.555			--	1,244,613
Total Passed Through State Department of Education			--	1,600,069
Summer Food Service Program *	10.559	027-904	--	37,912
TOTAL CHILD NUTRITION CLUSTER			--	1,637,981
Total U. S. Department of Agriculture			--	1,637,981
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ --	\$ 5,461,653

* Indicates clustered program under OMB Uniform Guidance (2.CFR.200)

The accompanying notes are an integral part of this schedule.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2016

Basis of Presentation

A. Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the federal award grant activity of the District under programs of the federal government for the year. The information on this Schedule is prepared in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the District.

B. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the cash basis of accounting. Such expenditures are recognized following Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, wherein certain types of expenditures may or may not be allowable or may be limited as to reimbursement. The District has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

C. Subrecipients

The District has no subrecipients.

D. Child Nutrition Cluster

The District commingles cash receipts from the U.S. Department of Agriculture with similar State grants. When reporting expenditures on this Schedule, the District assumes it expends federal monies first.

E. Food Donation Program

The District reports commodities consumed on the Schedule at the fair value. The District allocated donated food commodities to the respective program(s) [National School Lunch Program (Non-Cash)] that benefitted from the use of those donated food commodities.

F. Matching Requirements

Certain Federal programs require the District to contribute non-Federal funds (matching funds) to support the Federally-funded programs. The District has met its matching requirements. The Schedule does not include the expenditure of non-Federal matching funds.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF REQUIRED RESPONSES TO SELECTED SCHOOL FIRST INDICATORS
AS OF JUNE 30, 2016

Data Control Codes		Responses
SF2	Were there any disclosures in the Annual Financial Report and/or other sources of information concerning nonpayment of any terms of any debt agreement at fiscal year end?	No
SF4	Was there an unmodified opinion in the Annual Financial Report?	Yes
SF5	Did the Annual Financial Report disclose any instances of material weaknesses in internal controls over financial reporting and compliance for local, state or federal funds?	No
SF6	Was there any disclosure in the Annual Financial Report of material noncompliance for grants, contracts and laws related to local, state or federal funds?	No
SF7	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other governmental agencies?	Yes
SF8	Did the school district <u>not</u> receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?	Yes
SF10	What was the total accumulated accretion on capital appreciation bonds (CABs) included in government-wide financial statements at fiscal year-end?	\$ 13,339,991
SF11	Net Pension Assets (object 1920) at fiscal year-end.	\$ --
SF12	Net Pension Liabilities (object 2540) at fiscal year-end.	\$ 8,960,181
SF13	Pension Expense (object 6147) at fiscal year-end.	\$ 614,171

**MARBLE FALLS
INDEPENDENT SCHOOL DISTRICT**

LETTER ON INTERNAL CONTROL
AND ACCOUNTING PROCEDURES

JUNE 30, 2016

West, Davis & Company

a limited liability partnership

November 10, 2016

Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

Members of the Board:

We have audited the financial statements of Marble Falls Independent School District (the District) for the year ended June 30, 2016, and have issued our report thereon dated November 10, 2016. In planning and performing our audit of the District's financial statements, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure. We have not considered the internal control structure since the date of our report.

We offer the following as improvements to the internal control structure.

CURRENT YEAR RECOMMENDATIONS

None.

FOLLOW UP OF PRIOR YEAR RECOMMENDATIONS

Recommendation 15-01: We recommended that the District update and or establish policies and procedures manuals relating to purchasing. We recommended that these procedures include controls relating to the addition of new vendors, the review of vendor lists and the segregation of duties.

This recommendation has been implemented.

This should enable the District to more efficiently meet the requirements set by state and local policy regarding the solicitation of bids and the approval of the Board of Trustees when necessary.

This report is intended solely for the information and use of the Board of Trustees and management of the District. This restriction is not intended to limit the distribution of this report, which is a matter of public record.

We wish to take this opportunity to express our appreciation for the assistance and cooperation given to members of our professional staff during the course of our audit. We will be glad to discuss any questions concerning our comments and recommendations at your convenience.

Very truly yours,

West, Davis & Company
West, Davis & Company, LLP

West, Davis & Company

a limited liability partnership

November 10, 2016

Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

We have audited the June 30, 2016, financial statements of the Marble Falls Independent School District (the District) and have issued our report thereon dated November 10, 2016. Professional standards require that we provide you with the following information related to our audit. We will be pleased to discuss the contents of this letter or any related questions of the Board of Trustees at your convenience.

This information is intended solely for the use of the District and should not be used for any other purpose. This restriction is not intended to limit the distribution of this report, which is a matter of public record.

RESPONSIBILITY OF INDEPENDENT ACCOUNTANTS

Our responsibility under auditing standards generally accepted in the United States of America is to express an opinion on the financial statements of the District based on our audit. In carrying out this responsibility, we assessed the risk that the financial statements may contain a material misstatement, either intentional or unintentional, and designed and conducted an audit to provide reasonable, but not absolute, assurance of detecting misstatements that are material to the financial statements. We have completed the audit of the District's financial statements in accordance with generally accepted auditing standards.

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the District's compliance with the types of compliance requirements described therein applicable to each of its major federal programs for the purpose of expressing an opinion on the District's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the District's compliance with those requirements.

REPORT ISSUED ON 2016 AUDIT

We have issued our report, dated November 10, 2016, on the June 30, 2016, financial statements of the District. Our report is unqualified as to scope and accounting.

INTERNAL ACCOUNTING CONTROL

We considered the internal control structure in order to gain a basic understanding of the internal control policies and procedures in order to design an effective and efficient audit approach, not for the purpose of providing assurance on the internal control structure. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Uniform Guidance.

We have separately issued our letter on internal control and accounting procedures dated November 10, 2016.

MANAGEMENT COOPERATION

We were given full access to accounting records, supporting documents and other information, which we requested.

ACCOUNTING PRINCIPLES

Management employed appropriate accounting principles as described in Note A to the financial statements and made all required disclosures in the financial statements. We noted no transactions entered into by the District during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

MANAGEMENT JUDGMENTS AND ACCOUNTING ESTIMATES

Significant judgments or estimates included in the financial statements are estimates of asset useful lives, depreciation expense, uncollectible receivables, certain liabilities including accrued expenses, and claims and judgments.

SIGNIFICANT AUDIT ADJUSTMENTS

We made adjustments as detailed in the accompanying schedule titled, "Adjusting Journal Entries-All Entries." In addition, we made certain government-wide adjustments noted in the attached schedule titled, "Government-Wide Adjustment Journal." There were no uncorrected misstatements at June 30, 2016.

MAJOR ISSUES DISCUSSED WITH MANAGEMENT PRIOR TO RETENTION

There were no major issues discussed with management prior to our retention regarding the application of accounting principles and auditing standards.

DISAGREEMENTS WITH MANAGEMENT

We had no disagreements with management of the District regarding the application of accounting principles, the scope of our audit, disclosures to be included in the financial statements or the wording of our report on the financial statements.

CONSULTATION WITH OTHER ACCOUNTANTS

Management informed us that there were no consultations with other independent accountants regarding the application of accounting or auditing matters during 2016.

DIFFICULTIES ENCOUNTERED IN PERFORMING THE AUDIT

None.

Very truly yours,

West, Davis & Company

Marble Falls Independent School District
 Adjusting Journal Entries - All Entries

June 30, 2016
 Accountant: GD

All Fund Types

Funds: 147, 163, 180, 199, 211, 224, 225, 226, 240, 242, 244, 255, 263, 270, 272, 289, 352, 385, 397, 410, 429, 461, 472
 482, 483, 599, 622, 634, 636, 651, 653, 699, 806, 821, 865, 901, 902

CL	Fund	Fn	Obj	So	Org	Y	Pr	S	Pd	Description	Ref	Debits	Credits	AJE#	Explanation of Adjustment
TO	147	0	8911	0	0	0	0	0	0	Operating Transfers	XX	0.00	10,092.88	1	TO RECLASS INTRAFUND REC/PAY
TI	147	0	7915	0	0	0	0	0	0	Operating Transfers	XX	10,092.88	0.00	1	TO RECLASS INTRAFUND REC/PAY
	Totals----->											10,092.88	10,092.88		
EQ	180	0	3410	0	0	0	0	0	0	Nonspend. Fund Bal.	XX		3,652.86	1	TO RECLASS TO FASRG
EQ	180	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	3,652.86		1	TO RECLASS TO FASRG
	Totals----->											3,652.86	3,652.86		
EX	199	51	6629	0	0	0	99	0	0	Bldg. Purch., Constr.	PBC	21,998.70		1	TO CORRECT CODING ON IMPROVEMENTS TO CAFETERIA
EX	199	51	6639	0	0	0	99	0	0	Furniture, Equipment	PBC	30,542.03		1	TO CORRECT CODING ON IMPROVEMENTS TO CAFETERIA
LI	199	0	2172	0	0	0	0	0	0	Due to Special Reven	PBC		52,540.73	1	TO CORRECT CODING ON IMPROVEMENTS TO CAFETERIA
EX	199	11	6399	0	0	0	11	0	0	General Supplies	PBC	33,000.00		2	TO CORRECT RESERVE FOR ENCUMB PER CLIENT
EX	199	23	6399	0	0	0	99	0	0	General Supplies	PBC	20,000.00		2	TO CORRECT RESERVE FOR ENCUMB PER CLIENT
EX	199	53	6399	0	0	0	99	0	0	General Supplies	PBC	22,080.15		2	TO CORRECT RESERVE FOR ENCUMB PER CLIENT
EQ	199	0	3410	0	0	0	0	0	0	Nonspend. Fund Bal.	PBC		75,080.15	2	TO CORRECT RESERVE FOR ENCUMB PER CLIENT
AS	199	0	1102	0	0	0	0	0	0	Cash & Cash Equiv.-	PBC	2,082.18		3	TO CORRECT EXPENDITURES IN FUND 255 PER CLIENT
EX	199	11	6119	0	0	0	11	0	0	Sal/Wages: Teachers	PBC		2,082.18	3	TO CORRECT EXPENDITURES IN FUND 255 PER CLIENT
EQ	199	0	3410	0	0	0	0	0	0	Nonspend. Fund Bal.	XX		26,817.29	4	TO RECLASS RESERVE FOR INVENTORIES
EQ	199	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	26,817.29		4	TO RECLASS RESERVE FOR INVENTORIES
	Totals----->											156,520.35	156,520.35		
AS	2110	0	1411	0	0	0	0	0	0	Deferred Expenditure	XX	595.99		1	TO RECLASS A/P
AS	2110	0	1412	0	0	0	0	0	0	Deferred Expenditure	XX	220.32		1	TO RECLASS A/P
LI	2110	0	2111	0	0	0	0	0	0	Accounts Payable - L	XX		816.31	1	TO RECLASS A/P
	Totals----->											816.31	816.31		
AS	2240	0	1411	0	0	0	0	0	0	Deferred Expenditure	XX	382.03		1	TO RECLASS A/P
AS	2240	0	1412	0	0	0	0	0	0	Deferred Expenditure	XX	130.10		1	TO RECLASS A/P
LI	2240	0	2110	0	0	0	0	0	0	Accounts Payable	XX		512.13	1	TO RECLASS A/P
	Totals----->											512.13	512.13		
LI	2406	0	2172	0	0	0	0	0	0	Due to Special Reven	PBC	13,975.66		1	TO CORRECT EXP IN FUND 242
EX	2406	35	6341	0	0	0	99	0	0	Food	PBC		13,975.66	1	TO CORRECT EXP IN FUND 242
AS	2406	0	1262	0	0	0	0	0	0	Due from Special Re	PBC	52,540.73		2	TO CORRECT CODING ON IMP TO CAFETERIA
EX	2406	35	6629	0	0	0	99	0	0	Bldg. Purch., Constr.	PBC		21,998.70	2	TO CORRECT CODING ON IMP TO CAFETERIA
EX	2406	35	6639	0	0	0	99	0	0	Furniture, Equipment	PBC		30,542.03	2	TO CORRECT CODING ON IMP TO CAFETERIA
EQ	2406	0	3410	0	0	0	0	0	0	Nonspend. Fund Bal.	XX	20,714.78		3	TO RECLASS TO FASRG
EQ	2406	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX		429.31	3	TO RECLASS TO FASRG
EQ	2406	0	3450	0	0	0	0	0	0	Restricted FB for Fed	XX		20,285.47	3	TO RECLASS TO FASRG
EQ	2406	0	3410	0	0	0	0	0	0	Nonspend. Fund Bal.	XX		34,264.70	3	TO RECLASS TO FASRG

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All Fund Types

Funds: 147, 163, 180, 199, 211, 224, 225, 226, 240, 242, 244, 255, 263, 270, 272, 289, 352, 385, 397, 410, 429, 461, 472
 482, 483, 599, 622, 634, 636, 651, 653, 699, 806, 821, 865, 901, 902

CL	Fund	Fn	Obj	So	Org	Y	Pr	S	Pd	Description	Ref	Debits	Credits	AJE#	Explanation of Adjustment
EQ	2406	0	3450	0	0	0	0	0	0	Restricted FB for Fed	XX	34,264.70		3	TO RECLASS TO FASRG
AS	2406	0	1411	0	0	0	0	0	0	Deferred Expenditure	XX	3,542.03		4	TO RECLASS A/P
AS	2406	0	1412	0	0	0	0	0	0	Deferred Expenditure	XX	175.18		4	TO RECLASS A/P
LI	2406	0	2110	0	0	0	0	0	0	Accounts Payable	XX		3,717.21	4	TO RECLASS A/P
	Totals											125,213.08	125,213.08		
EX	2420	35	6341	0	0	0	99	0	0	Food	PBC	13,975.66		1	TO CORRECT EXP IN FUND 242 PER CLIENT
AS	2420	0	1262	0	0	0	0	0	0	Due from Special Re	PBC		13,975.66	1	TO CORRECT EXP IN FUND 242 PER CLIENT
	Totals											13,975.66	13,975.66		
EQ	2440	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal.	XX		4,364.30	1	TO RECLASS TO FASRG
EQ	2440	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	4,364.30		1	TO RECLASS TO FASRG
	Totals											4,364.30	4,364.30		
EQ	2550	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal.	XX		3,085.29	1	TO RECLASS TO FASRG
EQ	2550	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	3,085.29		1	TO RECLASS TO FASRG
AS	2550	0	1411	0	0	0	0	0	0	Deferred Expenditure	XX	81.96		1	TO RECLASS TO FASRG
AS	2550	0	1412	0	0	0	0	0	0	Deferred Expenditure	XX	30.30		1	TO RECLASS TO FASRG
LI	2550	0	2110	0	0	0	0	0	0	Accounts Payable	XX		112.26	1	TO RECLASS TO FASRG
EX	2556	11	6119	0	0	0	11	0	0	Sal/Wages: Teachers	PBC	2,082.18		1	TO CORRECT EXPEDITURES IN FUND 255 PER CLIE
AS	2556	0	1102	0	0	0	0	0	0	Cash & Cash Equiv.-	PBC		2,082.18	1	TO CORRECT EXPEDITURES IN FUND 255 PER CLIE
	Totals											5,279.73	5,279.73		
AS	2630	0	1411	0	0	0	0	0	0	Deferred Expenditure	XX	43.92		1	TO RECLASS A/P
AS	2630	0	1412	0	0	0	0	0	0	Deferred Expenditure	XX	16.24		1	TO RECLASS A/P
LI	2630	0	2110	0	0	0	0	0	0	Accounts Payable	XX		60.16	1	TO RECLASS A/P
	Totals											60.16	60.16		
AS	2700	0	1411	0	0	0	0	0	0	Deferred Expenditure	XX	58.16		1	TO RECLASS A/P
AS	2700	0	1412	0	0	0	0	0	0	Deferred Expenditure	XX	21.50		1	TO RECLASS A/P
LI	2700	0	2110	0	0	0	0	0	0	Accounts Payable	XX		79.66	1	TO RECLASS A/P
	Totals											79.66	79.66		
EQ	2890	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	1,107.00		1	TO RECLASS TO FASRG
EQ	2890	0	3450	0	0	0	0	0	0	Restricted FB for Fed	XX		1,107.00	1	TO RECLASS TO FASRG
	Totals											1,107.00	1,107.00		
AS	3520	0	1267	0	0	0	0	0	0	Due from Trust & Age	XX	107.82		1	TO RECLASS DUE TO SPECIAL REVENUE
LI	3520	0	2172	0	0	0	0	0	0	Due to Special Rever	XX		107.82	1	TO RECLASS DUE TO SPECIAL REVENUE
EQ	3520	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal.	XX		43,661.31	1	TO RECLASS DUE TO SPECIAL REVENUE
EQ	3520	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	43,661.31		1	TO RECLASS DUE TO SPECIAL REVENUE

Marble Falls Independent School District
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 Accountant: GD

All Fund Types

Funds: 147, 163, 180, 199, 211, 224, 225, 226, 240, 242, 244, 255, 263, 270, 272, 289, 352, 385, 397, 410, 429, 461, 472
 482, 483, 599, 622, 634, 636, 651, 653, 699, 806, 821, 865, 901, 902

CL	Fund	Fn	Obj	So	Org	Y	Pr	S	Pd	Description	Ref	Debits	Credits	AJE#	Explanation of Adjustment
	Totals----->											43,769.13	43,769.13		
EQ	3976	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	52.04		1	TO RECLASS TO FASRG
EQ	3976	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal	XX		551.04	1	TO RECLASS TO FASRG
EQ	3976	0	3450	0	0	0	0	0	0	Restricted FB for Fed	XX	499.00		1	TO RECLASS TO FASRG
	Totals----->											551.04	551.04		
EQ	4106	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal	XX		25,789.15	1	TO RECLASS TO FASRG
EQ	4106	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	13,519.77		1	TO RECLASS TO FASRG
EQ	4106	0	3490	0	0	0	0	0	0	Other Restrictions of	XX	12,269.38		1	TO RECLASS TO FASRG
	Totals----->											25,789.15	25,789.15		
EQ	4296	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	901.19		1	TO RECLASS TO FASRG
EQ	4296	0	3490	0	0	0	0	0	0	Other Restrictions of	XX		901.19	1	TO RECLASS TO FASRG
	Totals----->											901.19	901.19		
EQ	462	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal	XX		23,246.40	1	TO RECLASS TO FASRG
EQ	462	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	53,165.88		1	TO RECLASS TO FASRG
EQ	462	0	3490	0	0	0	0	0	0	Other Restrictions of	XX		29,919.48	1	TO RECLASS TO FASRG
EQ	462	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX		0.50	1	TO RECLASS TO FASRG
EQ	462	0	3490	0	0	0	0	0	0	Other Restrictions of	XX	0.50		1	TO RECLASS TO FASRG
EQ	464	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal	PBC		83.40	1	TO CLEAR FUND BAL SUMMARY ACCTS
EQ	464	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	PBC	83.40		1	TO CLEAR FUND BAL SUMMARY ACCTS
EQ	467	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	PBC	8,839.27		1	TO CLEAR FUND BALANCE SUMMARY ACCOUNTS
EQ	467	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal	PBC		8,839.27	1	TO CLEAR FUND BALANCE SUMMARY ACCOUNTS
	Totals----->											62,089.05	62,089.05		
EQ	472	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal	XX		27.04	1	TO RECLASS TO FASRG
EQ	472	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	390.22		1	TO RECLASS TO FASRG
EQ	472	0	3490	0	0	0	0	0	0	Other Restrictions of	XX		363.18	1	TO RECLASS TO FASRG
	Totals----->											390.22	390.22		
EQ	482	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX		3,125.39	1	TO RECLAS TO FASRG
EQ	482	0	3490	0	0	0	0	0	0	Other Restrictions of	XX	3,125.39		1	TO RECLAS TO FASRG
	Totals----->											3,125.39	3,125.39		
EX	599	71	6511	0	0	0	99	0	0	Bond Principal	CC2		768,146.80	1	TO RECLASS ORIGINAL PRINCIPAL ON CAB'S
EX	599	71	6521	0	0	0	99	0	0	Interest on Bonds	CC2	768,146.80		1	TO RECLASS ORIGINAL PRINCIPAL ON CAB'S
EQ	599	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	5,462,627.23		2	TO RECLASS TO FASRG
EQ	599	0	3480	0	0	0	0	0	0	Restricted for Retire	XX		5,462,627.23	2	TO RECLASS TO FASRG
	Totals----->											6,230,774.03	6,230,774.03		

Marble Falls Independent School District
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All Fund Types

Funds: 147, 163, 180, 199, 211, 224, 225, 226, 240, 242, 244, 255, 263, 270, 272, 289, 352, 385, 397, 410, 429, 461, 472
 482, 483, 599, 622, 634, 636, 651, 653, 699, 806, 821, 865, 901, 902

CL	Fund	Fn	Obj	So	Org	Y	Pr	S	Pd	Description	Ref	Debits	Credits	AJE#	Explanation of Adjustment
EQ	622	0	3600	0	0	0	0	0	0	Unassigned Fund Bal	XX	0.00	1,477,760.93	1	TO RECLASS TO FASRG
EQ	622	0	3470	0	0	0	0	0	0	Restricted FB for Cap	XX	1,477,760.93	0.00	1	TO RECLASS TO FASRG
	Totals----->											1,477,760.93	1,477,760.93		
EQ	634	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal	XX		190,212.00	1	TO RECLASS TO FASRG
EQ	634	0	3470	0	0	0	0	0	0	Restricted FB for Cap	XX	190,212.00		1	TO RECLASS TO FASRG
	Totals----->											190,212.00	190,212.00		
EQ	636	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal	XX		255,891.00	1	TO RECLASS TO FASRG
EQ	636	0	3600	0	0	0	0	0	0	Unassigned Fund Bal	XX	47,538.56		1	TO RECLASS TO FASRG
EQ	636	0	3470	0	0	0	0	0	0	Restricted FB for Cap	XX	208,352.44		1	TO RECLASS TO FASRG
	Totals----->											255,891.00	255,891.00		
EQ	651	0	3600	0	0	0	0	0	0	Unassigned Fund Bal	XX		191,723.86	1	TO RECLASS TO FASRG
EQ	651	0	3470	0	0	0	0	0	0	Restricted FB for Cap	XX	191,723.86		1	TO RECLASS TO FASRG
	Totals----->											191,723.86	191,723.86		
EQ	653	0	3600	0	0	0	0	0	0	Unassigned Fund Bal	XX		858,257.05	1	TO RECLASS TO FASRG
EQ	653	0	3470	0	0	0	0	0	0	Restricted FB for Cap	XX	858,257.05		1	TO RECLASS TO FASRG
	Totals----->											858,257.05	858,257.05		
EQ	699	0	3600	0	0	0	0	0	0	Unassigned Fund Bal	XX	10,500.20		1	TO RECLASS TO FASRG
EQ	699	0	3470	0	0	0	0	0	0	Restricted FB for Cap	XX		10,500.20	1	TO RECLASS TO FASRG
	Totals----->											10,500.20	10,500.20		
EQ	806	0	3800	0	0	0	0	0	0	Restricted Net Assets	XXX		17,000.00	1	TO RECLASS RETURN OF EQUITY
EX	806	61	6223	0	0	0	11	0	0	Student Tuition - Other	XXX	17,000.00		1	TO RECLASS RETURN OF EQUITY
	Totals----->											17,000.00	17,000.00		
EQ	865	0	3440	0	0	0	0	0	0	Nonspend. Fund Bal	PBC		41,233.54	1	TO CLEAR FUND BALANCE SUMMARY ACCOUNTS
EQ	865	0	3600	0	0	0	0	0	0	Unassigned Fund Bal	PBC	41,233.54		1	TO CLEAR FUND BALANCE SUMMARY ACCOUNTS
	Totals----->											41,233.54	41,233.54		
LI	902	0	2121	0	0	0	0	0	0	Bonds Payable - Cur	CC	338,463.00		1	TO REFLECT AMOUNT DUE IN ONE YEAR
LI	902	0	2510	0	0	0	0	0	0	Bonds Payable - Lon	CC		338,463.00	1	TO REFLECT AMOUNT DUE IN ONE YEAR
	Totals----->											338,463.00	338,463.00		

Adj Num	W.P. Ref	Class	Fund	Function	Object	Org.	Pr	Rev Fn	AW	Adjustment Amount	Adj Type	Account Description	Reconciliation Description	Reconcl. Name	Post Date	Post Time	Explanation or User Comment
1	C1	LI	199	0	2310	0	0			9,505	A	Deferred Revenue	Prop taxes not available	SNA2	09-Nov-2016	12:51 PM	TO ELIMINATE DEF TAX REVENUE
1	C1	RE	199	0	5711	0	0			(9,505)	A	Taxes, Cur. Yr. Lev	Property taxes not collected th	SOA7	09-Nov-2016	12:51 PM	TO ELIMINATE DEF TAX REVENUE
1	C1	LI	599	0	2310	0	0			19,736	A	Deferred Revenue	Prop taxes not available	SNA2	09-Nov-2016	12:51 PM	TO ELIMINATE DEF TAX REVENUE
1	C1	RE	599	0	5711	0	0			(19,736)	A	Taxes, Cur. Yr. Lev	Property taxes not collected th	SOA7	09-Nov-2016	12:51 PM	TO ELIMINATE DEF TAX REVENUE
2	CC1	LI	902	0	2510	0	0		110	3,356,854	A	Bonds Payable - Lo	L/T bonds payable	SNA5	10-Nov-2016	02:49 AM	TO ELIMINATE BOND PRINCIPLE PAYMEN
2	CC1	EX	902	71	6511	0	0			(3,356,854)	A	Bond Principal	Bond principal payments	SOA10	10-Nov-2016	02:49 AM	TO ELIMINATE BOND PRINCIPLE PAYMEN
3	CC1	LI	902	0	2140	0	0			134,443	A	Interest Payable	L/T bond interest payable	SNA7	10-Nov-2016	02:49 AM	TO ACCRUE INTEREST PAYABLE
3	CC1	EX	902	71	6521	0	0			(134,443)	A	Interest on Bonds	Change in accrued interest	SOA15	10-Nov-2016	02:49 AM	TO ACCRUE INTEREST PAYABLE
4	D	AS	901	0	1510	0	0		100	302,061	A	Land Purchase and	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1580	0	0		100	57,035	A	Construction in Proç	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1580	0	0		100	0	A	Construction in Proç	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1520	0	0		100	43,806	A	Bldgs. & Improveme	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1520	0	0		100	447,331	A	Bldgs. & Improveme	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1530	0	0		100	776,826	A	Furn. & Equip.	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	34	6631	0	0			0	A	Vehicles	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	36	6639	0	0			0	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	51	6631	0	0			0	A	Vehicles	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	51	6639	0	0			0	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	36	6619	0	0			(274,298)	A	Land Purchase & Ir	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	81	6619	0	0			(22,313)	A	Land Purchase & Ir	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	81	6629	0	0			(447,331)	A	Bldg. Purch., Const	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	81	6629	0	0			(57,036)	A	Bldg. Purch., Const	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	81	6629	0	0			0	A	Bldg. Purch., Const	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	11	6619	0	0			(5,450)	A	Land Purchase & Ir	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	35	6629	0	0			(43,806)	A	Bldg. Purch., Const	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	13	6639	0	0			(4,000)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	41	6639	0	0			(8,000)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	35	6639	0	0			(185,208)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	34	6639	0	0			(474,994)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	53	6639	0	0			(6,486)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	11	6639	0	0			(35,811)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	51	6639	0	0			(62,326)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	34	6631	0	0			0	A	Vehicles	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	81	6299	0	0			(3,053)	A	Misc. Contracted Se	Undefined	NONE	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	81	6399	0	0			(23,914)	A	General Supplies	Undefined	NONE	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	51	6299	0	0			3,053	A	Misc. Contracted Se	Undefined	NONE	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	51	6399	0	0			23,914	A	General Supplies	Undefined	NONE	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	81	6219	0	0			0	A	Professional Service	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	51	6219	0	0			0	A	Professional Service	Cap. outlay not in SOA	SOA1	09-Nov-2016	12:51 PM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1530	0	0		100	(263,632)	A	Furn. & Equip.	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO RECORD DELETION
4	D	AS	901	0	1573	0	0		100	263,632	A	Accum. Deprec. - Fi	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO RECORD DELETION
4	D	EX	901	51	6429	0	0			0	A	Insurance and Bonc	Trade-in or disposal of capital	SOA3	09-Nov-2016	12:51 PM	TO RECORD DELETION
4	D	AS	901	0	1520	0	0		100	0	A	Bldgs. & Improveme	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO RECORD DELETION
4	D	AS	901	0	1571	0	0		100	0	A	Accum. Deprec. - B	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO RECORD DELETION
5	D	AS	901	0	1571	0	0		100	0	A	Accum. Deprec. - B	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	AS	901	0	1571	0	0		100	0	A	Accum. Deprec. - B	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	AS	901	0	1571	0	0		100	(2,938,998)	A	Accum. Deprec. - B	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	AS	901	0	1573	0	0		100	(768,854)	A	Accum. Deprec. - Fi	gov cap assets not in the fund	SNA1	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	11	6499	0	0			2,071,091	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	12	6499	0	0			42,756	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	13	6499	0	0			13,825	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	21	6499	0	0			67,871	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	23	6499	0	0			182,492	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	31	6499	0	0			123,594	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	33	6499	0	0			38,435	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE

Adj Num	W.P. Ref	Class	Fund	Function	Object	Org.	Pr	Rev Fn	AW	Adjustment Amount	Adj Type	Account Description	Reconciliation Description	Reconcl. Name	Post Date	Post Time	Explanation or User Comment
5	D	EX	901	34	6499	0	0			310,435	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	35	6499	0	0			194,506	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	36	6499	0	0			102,095	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	41	6499	0	0			144,580	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	51	6499	0	0			333,472	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	52	6499	0	0			1,654	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	53	6499	0	0			51,606	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
5	D	EX	901	61	6499	0	0			29,440	A	Misc. Operating Co	Deprec. in SOA	SOA2	09-Nov-2016	12:51 PM	TO RECORD DEPR EXPENSE
6	CC2	LI	902	0	2512	0	0		110	(4,548,161)	A	Accumulated Accre	L/T capital leases payable	SNA6	10-Nov-2016	02:49 AM	TO RECORD ACCUM ACCR ON CABs
6	CC2	EX	902	71	6522	0	0			4,548,161	A	Capital Lease Intere	Accret. of interest on cap appr	SOA14	10-Nov-2016	02:49 AM	TO RECORD ACCUM ACCR ON CABs
7	CC1	LI	902	0	2510	0	0		110	(13,970,000)	A	Bonds Payable - Lo	L/T bonds payable	SNA5	10-Nov-2016	02:49 AM	TO ELIMINATE BOND PROCEEDS
7	CC1	LI	902	0	2510	0	0		110	14,031,732	A	Bonds Payable - Lo	L/T bonds payable	SNA5	10-Nov-2016	02:49 AM	TO ELIMINATE BOND PROCEEDS
7	CC1	LI	902	0	2516	0	0			(5,321,826)	A	Premium & Discoun	L/T compens. absences paya	SNA9	10-Nov-2016	02:49 AM	TO ELIMINATE BOND PROCEEDS
7	CC1	OR	902	0	7901	0	0			13,970,000	A	Refunding Bonds Is	Special termination benefits re	SOA19	10-Nov-2016	02:49 AM	TO ELIMINATE BOND PROCEEDS
7	CC1	OR	902	0	7916	0	0			5,321,826	A	Premium or Discour	Compensated absences paya	SOA18	10-Nov-2016	02:49 AM	TO ELIMINATE BOND PROCEEDS
7	CC1	OU	902	0	8940	0	0			(20,598,926)	A	Payment to Bond R	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	TO ELIMINATE BOND PROCEEDS
7	CC1	LI	902	0	2511	0	0			6,567,194	A	Deferred Gain/Loss	L/T contracts payable	SNA10	10-Nov-2016	02:49 AM	TO ELIMINATE BOND PROCEEDS
7	CC2	EX	902	71	6594	0	0			0	A	Other Debt Service	Bond issuance cost amortizati	SOA13	10-Nov-2016	02:49 AM	TO RECORD ACCUM ACCR ON CABs
8	CC	LI	902	0	2516	0	0			391,781	A	Premium & Discoun	L/T compens. absences paya	SNA9	10-Nov-2016	02:49 AM	TO AMORTIZE BOND PREMIUM
8	CC	EX	902	71	6523	1	0			(391,781)	A	Interest on Debt	Bond premiums not in SOA	SOA29	10-Nov-2016	02:49 AM	TO AMORTIZE BOND PREMIUM
9	CC	LI	902	0	2511	0	0			(403,143)	A	Deferred Gain/Loss	L/T contracts payable	SNA10	10-Nov-2016	02:49 AM	TO ELIMINATE BOND PROCEEDS
9	CC	EX	901	71	6523	2	0			403,143	A	Interest on Debt	Note proceeds not revenue in	SOA27	09-Nov-2016	12:51 PM	RECLASS
10	WRB	OU	902	0	8949	0	0			0	A	Other Uses	Unrelated to reconciliations	None	10-Nov-2016	02:49 AM	RECLASS
10	WRB	EX	902	35	6434	0	0			0	A	Election Costs - Loc	Unrelated to reconciliations	None	10-Nov-2016	02:49 AM	RECLASS
10	WRB	RE	901	0	5749	2	0			0	A	Other Revenues for	Unrelated to reconciliations	None	09-Nov-2016	12:51 PM	RECLASS
10	WRB	OR	901	0	7912	2	0			0	A	Sale of Real & Pers	Unrelated to reconciliations	None	09-Nov-2016	12:51 PM	RECLASS
12		AS	902	0	1261	0	0			0	A	Due from General F	Undefined	NONE	10-Nov-2016	02:49 AM	ROUNDING
12		AS	902	0	1291	0	0			0	A	Other Receivables -	Undefined	NONE	10-Nov-2016	02:49 AM	ROUNDING
11	GASB	EX	902	11	6146	5	0			407,871	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	12	6146	5	0			4,816	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	13	6146	5	0			17,236	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	21	6146	5	0			19,567	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	23	6146	5	0			33,836	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	31	6146	5	0			18,232	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	32	6146	5	0			910	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	33	6146	5	0			6,114	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	34	6146	5	0			15,671	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	35	6146	5	0			35,486	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	36	6146	5	0			18,645	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	41	6146	5	0			15,318	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	51	6146	5	0			26,641	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	52	6146	5	0			909	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	53	6146	5	0			6,948	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	EX	902	61	6146	5	0			622	A	Teacher Retirement	Change in deferred fine reven	SOA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
11	GASB	DRO	902	0	1705	0	0			(628,822)	A	Deferred Outflows -	Pension-related DRO not in fu	SNA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
12	GASB	DRO	902	0	1705	0	0			653,911	A	Deferred Outflows -	Pension-related DRO not in fu	SNA20	10-Nov-2016	02:49 AM	Reverse py DOR for cont. after '14 and befor
12	GASB	EX	902	11	6146	2	0			(424,143)	A	Teacher Retirement	Change in deferred fine reven	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U bef
12	GASB	EX	902	12	6146	2	0			(5,008)	A	Teacher Retirement	Change in deferred ambulanc	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U bef
12	GASB	EX	902	13	6146	2	0			(17,924)	A	Teacher Retirement	Change in deferred ambulanc	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U bef
12	GASB	EX	902	21	6146	2	0			(20,348)	A	Teacher Retirement	Change in deferred ambulanc	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U bef
12	GASB	EX	902	23	6146	2	0			(35,186)	A	Teacher Retirement	Change in deferred ambulanc	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U bef
12	GASB	EX	902	31	6146	2	0			(18,960)	A	Teacher Retirement	Change in deferred ambulanc	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U bef
12	GASB	EX	902	32	6146	2	0			(946)	A	Teacher Retirement	Change in deferred ambulanc	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U bef
12	GASB	EX	902	33	6146	2	0			(6,358)	A	Teacher Retirement	Change in deferred ambulanc	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U bef
12	GASB	EX	902	34	6146	2	0			(16,296)	A	Teacher Retirement	Change in deferred ambulanc	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U bef

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Adj Num	W.P. Ref	Class	Fund	Function	Object	Org.	Pr	Rev Fn	AW	Adjustment Amount	Adj Type	Account Description	Reconciliation Description	Reconcl. Name	Post Date	Post Time	Explanation or User Comment
12	GASB	EX	902	35	6146	2	0			(36,902)	A	Teacher Retirement	Change in deferred ambulance	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U befo
12	GASB	EX	902	36	6146	2	0			(19,389)	A	Teacher Retirement	Change in deferred ambulance	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U befo
12	GASB	EX	902	41	6146	2	0			(15,930)	A	Teacher Retirement	Change in deferred ambulance	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U befo
12	GASB	EX	902	51	6146	2	0			(27,703)	A	Teacher Retirement	Change in deferred ambulance	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U befo
12	GASB	EX	902	52	6146	2	0			(946)	A	Teacher Retirement	Change in deferred ambulance	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U befo
12	GASB	EX	902	53	6146	2	0			(7,225)	A	Teacher Retirement	Change in deferred ambulance	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U befo
12	GASB	EX	902	61	6146	2	0			(647)	A	Teacher Retirement	Change in deferred ambulance	SOA21	10-Nov-2016	02:49 AM	Book current yr DOR for cont after '15 U befo
13	GASB	LI	902	0	2540	0	0			750,565	A	Net Pension Liabiliti	Net Pension Liability not in fun	SNA18	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	11	6146	3	0			(486,835)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	12	6146	3	0			(5,749)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	13	6146	3	0			(20,573)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	21	6146	3	0			(23,355)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	23	6146	3	0			(40,387)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	31	6146	3	0			(21,762)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	32	6146	3	0			(1,086)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	33	6146	3	0			(7,298)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	34	6146	3	0			(18,705)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	35	6146	3	0			(42,356)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	36	6146	3	0			(22,255)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	41	6146	3	0			(18,284)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	51	6146	3	0			(31,798)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	52	6146	3	0			(1,086)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	53	6146	3	0			(8,293)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
13	GASB	EX	902	61	6146	3	0			(743)	A	Teacher Retirement	Change in deferred assessme	SOA22	10-Nov-2016	02:49 AM	To de-expend ISD contributions for fy 2015 T
14	GASB	LI	902	0	2540	0	0			0	A	Net Pension Liabiliti	Net Pension Liability not in fun	SNA18	10-Nov-2016	02:49 AM	FY 2015 TRS TRAQS additional gwa if any
14	GASB	EX	902	11	6146	4	0			0	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	FY 2015 TRS TRAQS additional gwa if any
15	GASB	EX	902	11	6146	4	0			1,095,690	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	12	6146	4	0			12,938	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	13	6146	4	0			46,303	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	21	6146	4	0			52,564	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	23	6146	4	0			90,897	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	31	6146	4	0			48,979	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	32	6146	4	0			2,445	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	33	6146	4	0			16,425	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	34	6146	4	0			42,098	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	35	6146	4	0			95,328	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	36	6146	4	0			50,088	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	41	6146	4	0			41,151	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	51	6146	4	0			71,566	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	52	6146	4	0			2,443	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	53	6146	4	0			18,664	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	EX	902	61	6146	4	0			1,672	A	Teacher Retirement	Court fine revenue not in funds	SOA23	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	DRO	902	0	1705	0	0			3,927,679	A	Deferred Outflows -	Pension-related DRO not in fun	SNA20	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	DRI	902	0	2605	0	0			(665,832)	A	Deferred Inflows - P	Pension-related DRI not in fun	SNA19	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
15	GASB	LI	902	0	2540	0	0			(4,951,098)	A	Net Pension Liabiliti	Net Pension Liability not in fun	SNA18	10-Nov-2016	02:49 AM	ProPoSh of expense and DRI and DRO
16	GASB	EX	902	11	6146	6	0			(194,218)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	12	6146	6	0			(2,293)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	13	6146	6	0			(8,207)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	21	6146	6	0			(9,317)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	23	6146	6	0			(16,112)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	31	6146	6	0			(8,682)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	32	6146	6	0			(433)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	33	6146	6	0			(2,911)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	34	6146	6	0			(7,462)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	35	6146	6	0			(16,897)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI

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Adj Num	W.P. Ref	Class	Fund	Function	Object	Org.	Pr	Rev Fn	AW	Adjustment Amount	Adj Type	Account Description	Reconciliation Description	Reconcl. Name	Post Date	Post Time	Explanation or User Comment
16	GASB	EX	902	36	6146	6	0			(8,878)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	41	6146	6	0			(7,294)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	51	6146	6	0			(12,685)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	52	6146	6	0			(433)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	53	6146	6	0			(3,308)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	EX	902	61	6146	6	0			(296)	A	Teacher Retirement	Change in joint venture equity	SOA32	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	DRO	902	0	1705	0	0			(64,470)	A	Deferred Outflows -	Pension-related DRO not in fu	SNA20	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
16	GASB	DRI	902	0	2605	0	0			363,896	A	Deferred Inflows - P	Pension-related DRI not in fu	SNA19	10-Nov-2016	02:49 AM	Book current yr amort of py DRO and DRI
17	GASB	RE	199	0	5831	0	0			1,338,579	A	Teacher Retirement	Internal serv net rev - all gov t	SOA17	09-Nov-2016	12:51 PM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	11	6146	7	0			(831,678)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	12	6146	7	0			(14,703)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	13	6146	7	0			(18,418)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	21	6146	7	0			(31,186)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	23	6146	7	0			(86,040)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	31	6146	7	0			(43,585)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	32	6146	7	0			(1,898)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	33	6146	7	0			(17,062)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	34	6146	7	0			(70,607)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	35	6146	7	0			0	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	36	6146	7	0			(34,714)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	41	6146	7	0			(42,418)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	51	6146	7	0			(111,465)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	52	6146	7	0			(1,899)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	53	6146	7	0			(30,264)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
17	GASB	EX	902	61	6146	7	0			(2,642)	A	Teacher Retirement	Donation of capital asset	SOA6	10-Nov-2016	02:49 AM	To reverse fund-level accrual of TRS on beha
18	GASB	EX	902	11	6146	8	0			1,404,771	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	12	6146	8	0			24,835	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	13	6146	8	0			31,110	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	21	6146	8	0			52,675	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	23	6146	8	0			145,329	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	31	6146	8	0			73,619	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	32	6146	8	0			3,206	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	33	6146	8	0			28,819	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	34	6146	8	0			119,261	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	35	6146	8	0			0	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	36	6146	8	0			58,634	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	41	6146	8	0			71,647	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	51	6146	8	0			188,274	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	52	6146	8	0			3,207	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	53	6146	8	0			51,118	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	EX	902	61	6146	8	0			4,463	A	Teacher Retirement	Internal serv net rev - some is	SOA16	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
18	GASB	RE	199	0	5831	0	0			(2,260,968)	A	Teacher Retirement	Special termination benefits re	SOA19	09-Nov-2016	12:51 PM	Record NECE's total ProPoSh expense for D
19	GASB	DRI	902	0	2605	0	0			1,091,057	A	Deferred Inflows - P	Pension-related DRI not in fu	SNA19	10-Nov-2016	02:49 AM	To re-characterize py DRI for investment var
19	GASB	DRO	902	0	1705	0	0			(1,091,057)	A	Deferred Outflows -	Pension-related DRO not in fu	SNA20	10-Nov-2016	02:49 AM	To re-characterize py DRI for investment var
20	WTB	OU	902	0	8989	0	0			(2,000)	A	Non-Operating Expe	Unrelated to reconciliations	None	10-Nov-2016	02:49 AM	RECLASS
20	WTB	EX	902	41	6444	99	0			2,000	A	Depreciation Expen	Unrelated to reconciliations	None	10-Nov-2016	02:49 AM	Record NECE's total ProPoSh expense for D
20	WTB	RE	3526	0	5929	0	0		2	4	A	Fed. Rev. Distr. by	Unrelated to reconciliations	None	10-Nov-2016	02:49 AM	Rounding
20	WTB	AS	3526	0	1410	0	0			(4)	A	Deferred Expenditu	Unrelated to reconciliations	None	10-Nov-2016	02:49 AM	Rounding
20	WTB	AS	902	0	1261	0	0			1	A	Due from General F	Unrelated to reconciliations	None	10-Nov-2016	02:49 AM	ROUNDING
20	WTB	AS	902	0	1291	0	0			(1)	A	Other Receivables -	Unrelated to reconciliations	None	10-Nov-2016	02:49 AM	ROUNDING

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**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Preliminary Bond Refunding Analysis
prepared for the
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
November 14, 2016

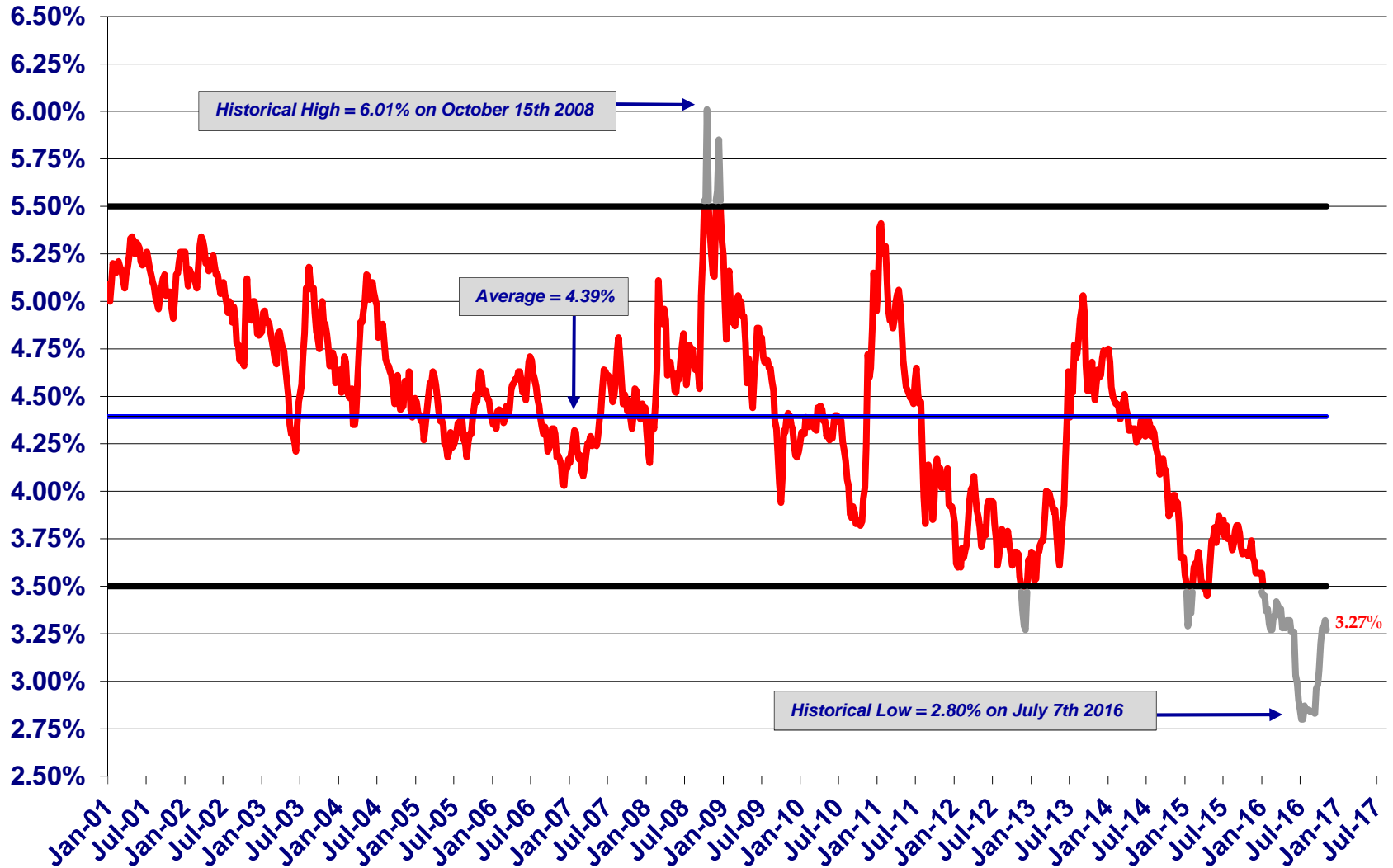
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BOND MARKET UPDATE

BOND BUYERS INDEX OF MUNICIPAL BONDS

January 2001 - November 2016



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HISTORICAL STATISTICS

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

Historical Statistics

November 14, 2016

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Fiscal Year Ending	Net Taxable Value	Taxable Value Growth	5-Year Average	M&O Tax Rate	I&S Tax Rate	Total Tax Rate	I&S Fund Balance
2005/06 (a)	\$ 1,769,621,568			\$ 1.4900	\$ 0.1500	\$ 1.6400	\$ 526,330 (c)
2006/07 (a)	\$ 2,008,270,269	13.49%		\$ 1.3410	\$ 0.1306	\$ 1.4716	\$ 609,811 (c)
2007/08 (a)	\$ 2,237,170,762	11.40%		\$ 1.0400	\$ 0.1950	\$ 1.2350	\$ 809,605 (c)
2008/09 (a)	\$ 2,636,543,865	17.85%		\$ 1.0400	\$ 0.2150	\$ 1.2550	\$ 875,484 (c)
2009/10 (a)	\$ 2,820,604,762	6.98%		\$ 1.0400	\$ 0.2450	\$ 1.2850	\$ 1,141,465 (c)
2010/11 (a)	\$ 2,862,193,686	1.47%	10.24%	\$ 1.0400	\$ 0.2500	\$ 1.2900	\$ 1,671,783 (c)
2011/12 (a)	\$ 2,866,960,593	0.17%		\$ 1.0400	\$ 0.2500	\$ 1.2900	\$ 2,323,261 (c)
2012/13 (a)	\$ 2,917,741,869	1.77%		\$ 1.0533	\$ 0.2267	\$ 1.2800	\$ 2,403,950 (c)
2013/14 (a)	\$ 2,944,201,983	0.91%		\$ 1.0533	\$ 0.2267	\$ 1.2800	\$ 2,693,392 (c)
2014/15 (a)	\$ 3,034,438,108	3.06%		\$ 1.0533	\$ 0.2267	\$ 1.2800	\$ 8,156,019 (d)
2015/16 (a)	\$ 3,146,164,863	3.68%	1.92%	\$ 1.0533	\$ 0.2267	\$ 1.2800	\$ 7,339,350 (e)
2016/17 (b)	\$ 3,225,000,000	2.51%		\$ 1.0533	\$ 0.2267	\$ 1.2800	

(a) Source: Report of the Property Value after the "freeze adjustment" from the Comptroller of Public Accounts - Property Tax Division.

(b) Source: Burnet and Travis Central Appraisal District 2016/17 Certified Taxable Value Reports.

The 2016/17 certified taxable value totaled \$3,473,612,671 (\$3,340,344,348 for 2015/16) before the "freeze adjustment".

(c) Audited I&S fund balance for the period ending August 31st.

(d) Audited I&S fund balance for the period ending June 30th. Estimated I&S fund balance on an August 31st basis is approximately \$2,670,108.

(e) Estimated I&S fund balance for the period ending June 30th. Estimated I&S fund balance on an August 31st basis is approximately \$1,800,000

"Target" I&S Fund Balance could be \$1,000,000 which would be approximately 15% of the District's maximum total annual bond payment.

OUTSTANDING VOTED BOND DEBT SERVICE

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

Outstanding Voted Bond Debt Service

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Fiscal Year Ending (Aug 31)	Series 2006 Refunding PSF Guaranteed Call Date: (Non-Callable)	Series 2008 Building PSF Guaranteed Call Date: (8/15/2017)	Series 2009A Building AGC Insured Call Date: (8/15/2018)	Series 2014 Building & Ref PSF Guaranteed Call Date: (2/15/2024)	Series 2015 Refunding PSF Guaranteed Call Date: (2/15/2025)	Series 2016A Refunding PSF Guaranteed Call Date: (2/15/2026)	Series 2016B Refunding PSF Guaranteed Call Date: (Non-Callable)	Total Outstanding Voted Bond Debt Service
2017	\$ 1,625,000.00	\$ 1,775,092.50	\$ 614,662.50	\$ 561,950.00	\$ 658,700.00	\$ 603,200.00	\$ 716,075.56	\$ 6,554,680.56
2018		1,774,967.50	616,062.50	561,350.00	660,500.00	601,950.00	2,336,200.00	6,551,030.00
2019		1,777,167.50	617,062.50	560,650.00	656,700.00	605,400.00	2,334,800.00	6,551,780.00
2020		1,773,167.50	617,662.50	421,950.00	642,500.00	603,400.00	1,690,000.00	5,748,680.00
2021		1,773,167.50	617,862.50	432,150.00	643,300.00	601,100.00	1,680,000.00	5,747,580.00
2022		1,775,992.50	617,025.00	446,900.00	636,650.00	598,500.00	1,675,000.00	5,750,067.50
2023		1,776,355.00	615,762.50	2,856,050.00	639,550.00	585,600.00		6,473,317.50
2024		1,774,167.50	618,387.50	2,327,750.00	646,550.00	597,700.00		5,964,555.00
2025		1,775,448.76	615,337.50	137,950.00	632,425.00	593,600.00		3,754,761.26
2026		1,774,980.00	616,837.50	126,900.00	635,225.00	599,400.00		3,753,342.50
2027		1,776,555.00	617,662.50	136,150.00	632,225.00	594,900.00		3,757,492.50
2028		1,776,105.00	616,987.50	130,100.00	638,625.00	595,300.00		3,757,117.50
2029		1,777,575.00	615,600.00	624,200.00	389,025.00	349,275.00		3,755,675.00
2030		1,775,087.50	618,500.00	599,200.00	403,625.00	358,537.50		3,754,950.00
2031		1,775,225.00	619,500.00	579,200.00	412,225.00	367,462.50		3,753,612.50
2032		1,777,750.00	614,500.00	564,200.00	420,025.00	380,337.50		3,756,812.50
2033		1,777,425.00	618,750.00	519,000.00	445,275.00	397,712.50		3,758,162.50
2034		1,774,250.00	616,750.00	514,800.00	444,475.00	404,462.50		3,754,737.50
2035		1,774,750.00	618,750.00		693,375.00	670,837.50		3,757,712.50
2036		1,776,750.00	614,500.00		697,900.00	665,337.50		3,754,487.50
2037		1,775,000.00	619,250.00		686,612.50	673,012.50		3,753,875.00
2038		1,774,500.00	617,500.00					2,392,000.00
2039			619,500.00					619,500.00
	<u>\$ 1,625,000.00</u>	<u>\$ 39,061,478.76</u>	<u>\$ 14,194,412.50</u>	<u>\$ 12,100,450.00</u>	<u>\$ 12,315,487.50</u>	<u>\$ 11,447,025.00</u>	<u>\$ 10,432,075.56</u>	<u>\$ 101,175,929.32</u>

(a) Outstanding Principal = \$23,880,000. Callable Principal = \$23,210,000. Callable Interest Rates range from 4.00% to 5.00%.
 (b) Outstanding Principal = \$8,425,000. Callable Principal = \$7,985,000. Callable Interest Rates range from 4.00% to 5.00%.

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PRELIMINARY BOND REFUNDING ANALYSIS

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

Preliminary Bond Refunding Analysis

Scenario: January 2017 Advance Refunding of the Series 2008 & Series 2009A Bonds for Interest Cost Savings

Structured for 2017/18 and 2018/19 I&S Tax Rate of 22.67 Cents Assuming \$3,225,000,000 Taxable Value

November 14, 2016

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Fiscal Year Ending	Outstanding Debt Service	Less: Series 2008 Debt Service to be Refunded	Less: Series 2009A Debt Service to be Refunded	Plus: Series 2017 Refunding Debt Service @ CM + 0.50%	Debt Service Savings	Total Debt Service	Less: Use of (Increase) I&S Fund Balance	Net Debt Service	Estimated Taxable Value	Estimated I&S Tax Rate @ 98%	I&S Tax Rate Increase
2017	\$ 6,554,681	\$ 1,079,968	\$ 382,063	\$ 1,462,030	\$ -	\$ 6,554,681	\$ (432,440)	\$ 6,987,121	\$ 3,145,000,000	\$ 0.2267	
2018	6,551,030	1,774,968	382,063	2,773,300	(616,270)	7,167,300	2,447	7,164,854	3,225,000,000	0.2267	0.000
2019	6,551,780	1,777,168	617,063	3,010,175	(615,945)	7,167,725	2,872	7,164,854	3,225,000,000	0.2267	
2020	5,748,680	1,773,168	617,663	2,220,175	170,655	5,578,025		5,578,025	3,225,000,000	0.1765	
2021	5,747,580	1,773,168	617,863	2,218,800	172,230	5,575,350		5,575,350	3,225,000,000	0.1764	
2022	5,750,068	1,775,993	617,025	2,221,800	171,218	5,578,850		5,578,850	3,225,000,000	0.1765	
2023	6,473,318	1,776,355	615,763	1,495,750	896,368	5,576,950		5,576,950	3,225,000,000	0.1765	
2024	5,964,555	1,774,168	618,388	2,006,275	386,280	5,578,275		5,578,275	3,225,000,000	0.1765	
2025	3,754,761	1,775,449	615,338	2,202,375	188,411	3,566,350		3,566,350	3,225,000,000	0.1128	
2026	3,753,343	1,774,980	616,838	2,209,725	182,093	3,571,250		3,571,250	3,225,000,000	0.1130	
2027	3,757,493	1,776,555	617,663	2,202,950	191,268	3,566,225		3,566,225	3,225,000,000	0.1128	
2028	3,757,118	1,776,105	616,988	2,202,600	190,493	3,566,625		3,566,625	3,225,000,000	0.1129	
2029	3,755,675	1,777,575	615,600	2,208,125	185,050	3,570,625		3,570,625	3,225,000,000	0.1130	
2030	3,754,950	1,775,088	618,500	2,209,575	184,013	3,570,938		3,570,938	3,225,000,000	0.1130	
2031	3,753,613	1,775,225	619,500	2,204,100	190,625	3,562,988		3,562,988	3,225,000,000	0.1127	
2032	3,756,813	1,777,750	614,500	2,201,875	190,375	3,566,438		3,566,438	3,225,000,000	0.1128	
2033	3,758,163	1,777,425	618,750	2,205,825	190,350	3,567,813		3,567,813	3,225,000,000	0.1129	
2034	3,754,738	1,774,250	616,750	2,206,175	184,825	3,569,913		3,569,913	3,225,000,000	0.1130	
2035	3,757,713	1,774,750	618,750	2,202,925	190,575	3,567,138		3,567,138	3,225,000,000	0.1129	
2036	3,754,488	1,776,750	614,500	2,206,075	185,175	3,569,313		3,569,313	3,225,000,000	0.1129	
2037	3,753,875	1,775,000	619,250	2,210,175	184,075	3,569,800		3,569,800	3,225,000,000	0.1130	
2038	2,392,000	1,774,500	617,500		2,392,000	-		-	3,225,000,000	-	
2039	619,500		619,500		619,500	-		-	3,225,000,000	-	
	<u>\$ 101,175,929</u>	<u>\$ 38,366,354</u>	<u>\$ 13,727,813</u>	<u>\$ 46,080,805</u>	<u>\$ 6,013,361</u>	<u>\$ 95,162,568</u>	<u>\$ (427,122)</u>	<u>\$ 95,589,690</u>			

159

PRELIMINARY SCHEDULE OF EVENTS

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

Unlimited Tax Refunding Bonds, Series 2017

Preliminary Schedule of Events

<u>Date</u>	<u>Event</u>	<u>Parties</u>
11/14/16	Regular Board Meeting – Review and Discuss Potential Refunding Program	MFISD, SCM
11/15/16	Coordinate Sale Documents for Execution with Bond Counsel	SCM
11/16/16	Request Data Required for Bond Documents	SCM
11/16/16	Submit Application for Permanent School Fund Guarantee	SCM
11/29/16	Provide the District with Agenda Language	SCM
11/30/16	Submit Data Required for Bond Documents	MFISD
12/07/16	Submit Draft of the Notice of Sale and Preliminary Official Statement	SCM
12/07/16	Submit Data to the Rating Agency	SCM
12/12/16	Regular Board Meeting – Consider Adopting an Order Authorizing the Issuance of Refunding Bonds, Establishing the Parameters for the Refunding and Delegating Authority to the Administration	MFISD
12/14/16	Receive Comments on Notice of Sale and Preliminary Official Statement	AK
12/14/16	Rating Conference Call	MFISD, SCM
12/21/16	Receive Permanent School Fund Guarantee Letter	MFISD, SCM
12/27/16	Receive Rating on the Bonds	SCM
01/03/17	Evaluate Market Conditions, PSF Bond Market Volume & Savings	SCM
01/03/17	Notify Texas Bond Reporter of Sale Date and Time	SCM
01/03/17	Electronically Distribute Notice of Sale and Preliminary Official Statement	SCM
01/10/17	Bond Sale (lock in new interest rate)	SCM
01/10/17	Email Final Documents to the District for Execution	SCM, AK
01/10/17	Execute Final Documents by Delegated Authority	MFISD
01/11/17	Submit Draft of Final Official Statement	SCM
01/11/17	Submit Documents to the Texas Attorney General's Office	AK
01/17/17	Receive Comments on Final Official Statement	AK
01/18/17	Print and Mail Final Official Statement	SCM
01/26/17	Notify Parties of Closing Instructions	SCM
02/07/17	Bond Closing – Transfer of Funds and Establishment of the Redemption/Escrow Fund for the Refunded Bonds	All Parties
02/07/17	Provide Notice of Redemption and Defeasance	AK, SCM

Legend

MFISD – Marble Falls Independent School District – Issuer

SCM – SAMCO Capital Markets, Inc. – Financial Advisor

AK – Andrews Kurth, LLP – Bond Counsel



**LEARNERS TODAY,
LEADERS TOMORROW,
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**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls High School

Itinerary

New York City

Flight	3/13/17	40 Seats	Jet Blue # 794	AUS	6:00 AM	LGA	10:37 AM
Schedule	3/17/17	40 Seats	Jet Blue # 1295	LGA	9:05 PM	DFW	12:28 AM
HOTEL: Sheraton Times Square							
Tour Conductor: TBD office 800-792-5207 (emergency only)							
Monday March 13, 2017							
4:00 AM	Airport check in						
6:00 AM	Flight Departs for LaGuardia						
10:37 AM	Arrive LaGuardia to be met by your USIT Tour Conductor						
11:15 AM	Board your coach for Times Square						
12:00 PM	Arrive in Times Square (unbelievable!)						
	Free time to explore before dinner						
3:00 PM	Meet our coach at the hotel and check in						
	Time to freshen up before dinner						
5:30 PM	Walk as a group to Buca di Beppo						
6:00 PM	Dinner at Buca di Beppo (included)						
7:30 PM	walk as a group to Rockefeller center Top of the Rock						
8:00 PM	Continue the observation platform on the 86 floor						
10:00 PM	return to the hotel for the evening						
Tuesday March 14, 2017							
6:30 AM	Wake up call						
7:00 AM	Breakfast on your own around the hotel						
9:30 AM	walk as a group to the studio for our workshop						
10:00 AM	Meet our cast members and experience our Broadway workshop based on one of the						
	shows we will be seeing						
12:00 PM	transfer to China Town for lunch and shopping on your own						
	Arrive and explore China Town and Little Italy						
4:00 PM	transfer back to our hotel and freshen up for dinner						
5:15 PM	Meet in front of the Hard Rock Café						
5:30 PM	Dinner at the Hard Rock Café (INCL)						
7:00 PM	Walk as a group to tonight's show						
7:30 PM	SHOW TIME! TBD Included						
10:00 PM	Board your coach for the hotel						
Wednesday March 15, 2017							
7:00 AM	Wake up call						
8:00 AM	Breakfast on your own around the hotel						
9:30 AM	depart for the Metropolitan Meseum of Art						
10:00 AM	Time to explore the museum (Lunch on your own)						
12:30 PM	Walk as a group through Central Park						
1:30 PM	end Central Park walk at the corner of 59th Street and 5th Ave						
	Shop and explore famous 5th Avenue						
7:00 PM	Meet in front of tonight's theater						
7:30 PM	SHOW TIME! TBD Included						
9:30 PM	Return to the hotel						

Thursday March 16, 2017		
7:30 AM	Wake up call	
8:00 AM	Breakfast on your own around the hotel	
9:30 AM	Meet and depart via subway to the Natural History Museum	
10:00 AM	Arrive and explore the Natural History Museum	
12:30 PM	transfer via Subway to the Grand Center terminal for lunch on your own	
2:00 PM	Free time to explore Madison Square Garden, the Empire State Building or Times Square	
	This would be a great time to walk to TIX and buy half price tickets if you would like to see another	
	Show this evening	
5:00 PM	walk to Bubba Gump's restaurant	
5:30 PM	dinner at Bubba Gump's Shrimp Co. (incl)	
	After dinner free time to explore Times square or take in another show at own expense	
10:00 PM	Return to the hotel	
Friday March 17, 2017		
7:30 AM	Wake up call	
8:00 AM	Breakfast on your own around the hotel	
	Last chance for last minute shopping in Times Square or walk through Central Park	
11:00 AM	Hotel Check-out and load luggage depart for the 9/11 Memorial	
11:30 AM	arrive at the 9/11 memorial and reflect	
	Walk to St. Paul's Chapel, take photos of Trinity Church, visit Wall Street	
	Lunch on your own by the Bull of Wall Street and Bowling Green park. Then walk to Battery park	
1:30 PM	arrive Battery Park and go through security before boarding the ferry	
2:00 PM	Board the Liberty Island ferry and depart for Liberty Island	
4:00 PM	Board the Liberty Island ferry and depart for Ellis Island	
5:30 PM	Depart Ellis Island for Battery Park	
6:00 PM	Meet your coach and depart for the airport	
7:00 PM	Airport check in (lunch on your own at the airport food court)	
9:05 PM	Depart LaGuardia International Airport for DFW	
12:28 AM	Arrives at DFW	

Your coach driver in New York is probably the most important person that you will encounter on your tour in regard to assuring that your trip is a success. It is customary that the driver be tipped if his services are what you expect.

These tips have been included in your price,



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**Marble Falls ISD
Board of Trustees
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Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		



ADVANCED ACADEMICS

NOVEMBER 14, 2016

WHAT DOES IT MEAN TO BE AN IDENTIFIED GIFTED & TALENTED STUDENT?

“Gifted and Talented” means any child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits a high performance in intellectual, creative, or artistic areas;
- Possesses an unusual capacity for leadership;
- excels in a specific academic field.

GT IDENTIFICATION IN MFISD

- All kindergarten students are screened in the spring semester
- 1st – 12th grades
 - Nomination process in fall and spring
 - Screening process
 - Assessment areas – Achievement, Aptitude/Reasoning, Creativity, Teacher Inventory, Planned Experiences/Portfolio
 - Students must meet criteria in 3 out of the 5 assessments to qualify

CHALLENGE LAB CLASSROOMS - ELEMENTARY

- **Horizons Program** – Identification and services for GT students
 - Learning opportunities that celebrate the following – individuality, creative thinking, critical thinking, artistic ability and self-discovery
 - Provides services for the following areas – general intellectual ability, creativity and advanced academic achievement
 - In-depth learning experiences, including independent research, that will lead to the development of advanced-level products and/or performances (Texas State Performance Standards projects)
 - Affective lessons which address the social and emotional needs of GT students
 - Includes these opportunities – grade level clusters, grade level pullout, affective lessons, research projects, showcase products and 4th/5th grade field trips
- **Enrichment Classes**
 - Grouped by grade level and subject area
 - Exposure to above grade level TEKS
 - Project Based Learning
- **Open Lab**

School	Number of GT students served	Number of Enrichment students served
Colt	40	135
HLES	21	70
MFE	28	108
SWWE	16	48

WHAT GT LOOKS LIKE IN MIDDLE SCHOOL & HIGH SCHOOL

GT Classes at Middle School

- GT Explorations

Advanced Classes at Middle School

- Accelerated Courses
- HS Courses in Middle School

Pre-Advanced Placement Program

- Available for Identified GT Students as well as Open to All Students

Advanced Placement Program

- Available for Identified GT Students as well as Open to All Students



School	Number of GT students served	Number of Advanced “Seats” Taken
MFMS	97	1119
MFHS	95	1368



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Submitted By:		
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Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls ISD

Maintenance Projects

November 14, 2016



Process and Results

- Projects
 - Middle School Weight Room Roof
 - Middle School Press Box Roof
 - Colt Elementary Awning
 - High School Awning and Sidewalk
- Request for Proposals was published in the newspaper and on our website.
- 1 Vendor responded to all 4 proposals



Middle School Weight Room Roof

- Scope
 - Remove existing roof and put a new roof on the building.
- Proposal Amount
 - \$40,700
- Funds to be used
 - Maintenance budget



Middle School Press Box Roof

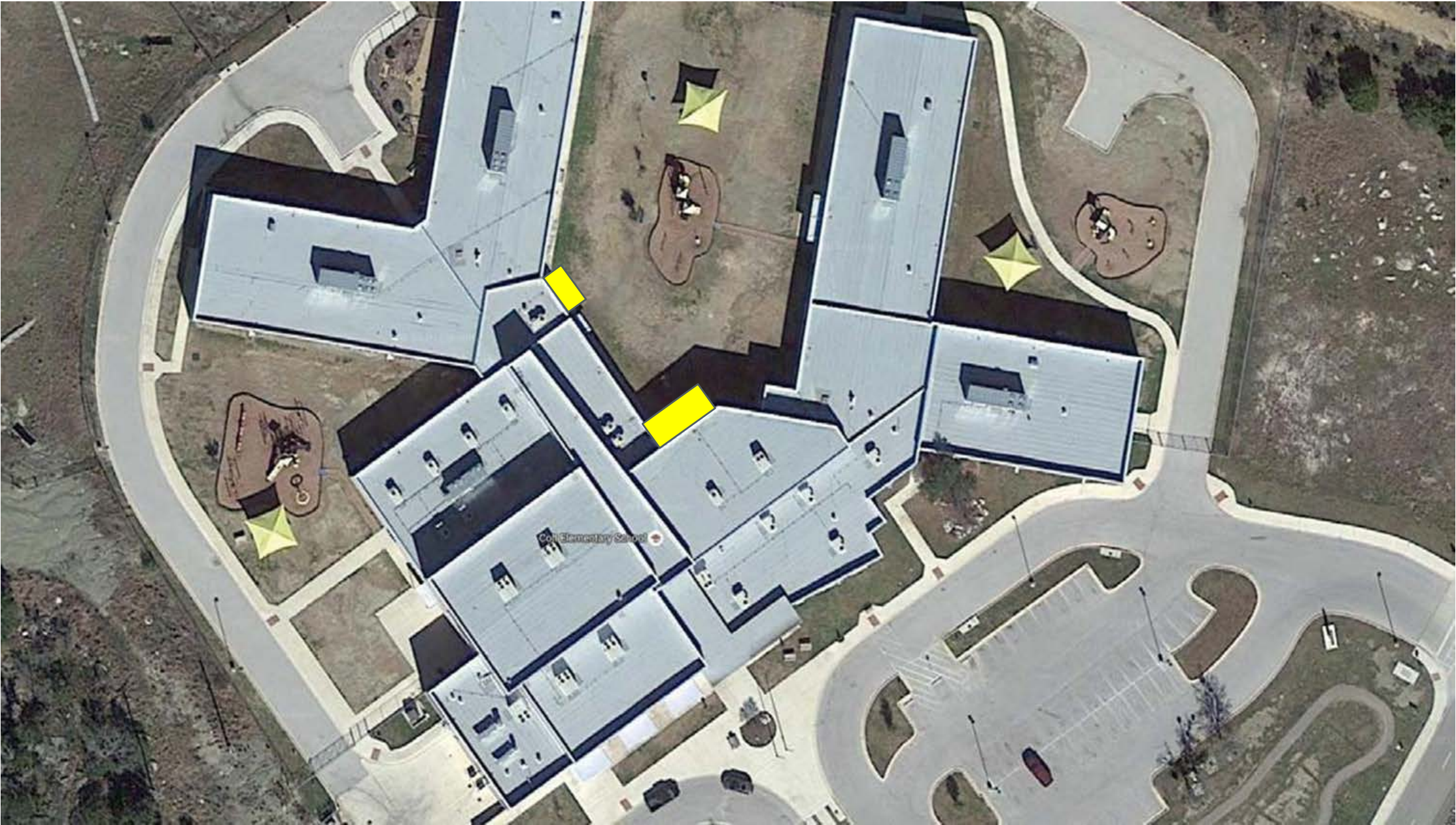
- Scope
 - Remove existing roof and put a new roof on the building.
- Proposal Amount
 - \$4,059
- Funds to be used
 - Maintenance budget



Colt Elementary Awning

- Scope
 - Awning to be constructed over library doors and windows and art room door
- Proposal Amount
 - \$9,875
 - This project was initially budgeted at \$12,000
- Funds to be Used
 - Bond Funds





High School Awning

- Scope
 - Awning and sidewalk to match other awnings on campus from Cafeteria/Mustang Gym building to Max Copeland Gym.
- Plans are currently underway to install pole lighting in this area. This lighting may be sufficient for this area without the additional lighting provided under the awning. Therefore, we currently do not want to proceed with this work.



Conclusion

Project	Maintenance Budget	Bond Funds
Middle School Weight Room Roof	40,700.00	
Middle School Press Box Roof	4,059.00	
Colt Awning		9,875.00
Total by Fund	44,759.00	9,875.00



Marble Falls ISD

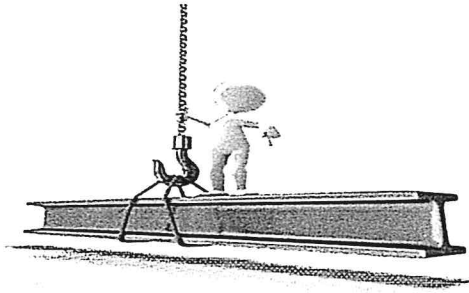
Minutes of the Bid Opening for Middle School Weight Room

On Monday October 10, 2016 bids were opened at 2:00 pm CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:

1. Michael E. Phillips
2. Gill Rouse
3. Debbie Bector
4. Barlene Binkley

Company	Received	Cost
James Burkett	9:05am 10-10-2016	\$ 40,700



DATE: October 10, 2016

BUILDER: James Burkett
105 Falon Lane Liberty Hill, TX 78642
(512) 748-5678 Fax: (512)515-5770

CONTACT: Marble Falls High School
Michael Phillips-contact
Marble Falls Texas
830-613-8108

mphilips@mfisd.txed.net

PROJECT: Re-sheet roof- 8000 sq.ft bdlg(weight room)

"If you can Dream it, We can Build it!"-James Burkett

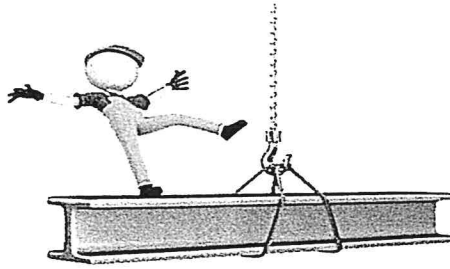
I have been meeting the needs of customers throughout central Texas and the Hill Country area with integrity, hard work and a deep sense of pride in my trade. My single purpose is to provide the utmost in professional design and construction services in the most cost-effective manner possible.

Over the past few years I have successfully completed numerous amounts of space including industrial, institutional, commercial and residential projects. From 500 SF – 15,000 SF Class A Structural Steel Building Construction, my clients know they can depend on me for quality work, competitive pricing, and on-time deliveries.

Whether through design, building construction management, or general contracting, I know that honesty and knowledge lead to success. That is why I have been a trusted party of many of the buildings in our area.

I welcome the opportunity to work with you and look forward to helping you create your next signature project.
Sincerely,

James Burkett

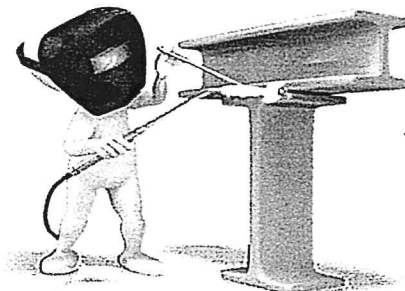


BUILDING CONSTRUCTION PROPOSAL

The following document offers the proposed price for the purchase and erection of the building project discussed between James Burkett. (herein and after the "Builder") and Michael Phillips (herein and after the "Client").

- **Foundation:** Existing/ no changes
- **Structure:** We propose to remove existing roof sheets and discard. Remove existing insulation, leaving wire, and discard. Remove louvers on existing roof and discard. Install new 3" vinyl backed roof insulation. Provide and install new 30 year painted roof sheets. Color to be determined.
- **Trim Package:** Builder will provide and install any trim needed to complete project.
- **Insulation:** 3" vinyl backed
- **Dirt Work:** None
- **Doors and windows:** None
- **Warranties:** Builder offers a (1) one year limited labor warranty. The panel manufacturer warranty protects against chalking or fading of the panel.

When construction starts, builder will continuously work on this project until complete and will insure completion in the timeliest manner possible.



The total cost proposed to Client by Builder for the construction and erection of above mentioned building will be:

Total Cost: \$ 40,700.00

(Price includes all applicable taxes)

Break down of Construction Costs:

Remove existing roof sheets and insulation = \$9,200.00

Re-sheet roof and insulate = \$31,500.00

The total payment, which will be divided into payment draws over the course of these projects, will be further outlined in your construction contract agreement. Total payment amount could increase or decrease before the actual signing of the contract agreement based on any changes or modifications to the plans originally submitted to Builder.

Thank you so very much for the opportunity to be a part of your exciting new project! Please feel free to call me anytime with any questions concerning your project or this bid. I look forward to doing business with you!

Thank you,

James Burkett
(512) 748-5678

Accepted by: _____

Date: _____

Due to the flux in pricing we seem to be experiencing with the steel industry, the pricing and agreements made between Builder and Client in the above proposal are only valid for 30 days of proposal and only if signed by Client and returned to Builder within 14 days of receipt.

Marble Falls ISD

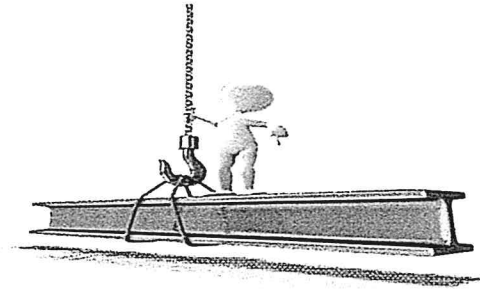
Minutes of the Bid Opening for Middle School Stadium Roof

On Monday October 10, 2016 bids were opened at 2:00 pm CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:

1. Michael S. Oliver
2. Jeff Ruhl
3. Kathleen Brinkley
4. Kylie Ruhl

Company	Received	Cost
<u>James Burkett</u>	<u>10-10-2016 9am</u>	<u>\$ 4,059.00</u>



DATE: October 10, 2016

BUILDER: James Burkett
105 Falon Lane Liberty Hill, TX 78642
(512) 748-5678 Fax: (512)515-5770

CONTACT: Marble Falls High School
Michael Phillips-contact
Marble Falls Texas
830-613-8108

mphilips@mfisd.txed.net

PROJECT: Re-sheet roof- Stadium press box

"If you can Dream it, We can Build it!"-James Burkett

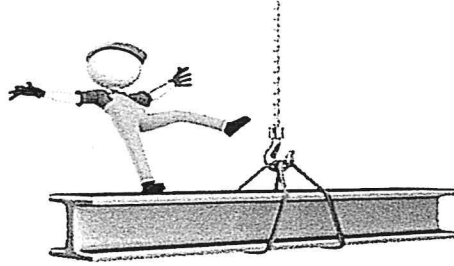
I have been meeting the needs of customers throughout central Texas and the Hill Country area with integrity, hard work and a deep sense of pride in my trade. My single purpose is to provide the utmost in professional design and construction services in the most cost-effective manner possible.

Over the past few years I have successfully completed numerous amounts of space including industrial, institutional, commercial and residential projects. From 500 SF - 15,000 SF Class A Structural Steel Building Construction, my clients know they can depend on me for quality work, competitive pricing, and on-time deliveries.

Whether through design, building construction management, or general contracting, I know that honesty and knowledge lead to success. That is why I have been a trusted party of many of the buildings in our area.

I welcome the opportunity to work with you and look forward to helping you create your next signature project.
Sincerely,

James Burkett

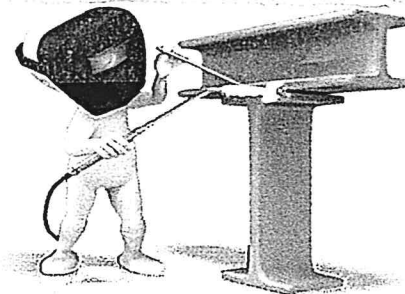


BUILDING CONSTRUCTION PROPOSAL

The following document offers the proposed price for the purchase and erection of the building project discussed between James Burkett. (herein and after the "Builder") and Michael Phillips (herein and after the "Client").

- **Foundation:** Existing/ no changes
- **Structure:** We propose to remove existing roof sheets and discard. Remove existing insulation and discard. Provide and install new 3" vinyl backed roof insulation. Provide and install new 30 year painted roof sheets. Color to be determined.
- **Trim Package:** Builder will provide and install any trim needed to complete project.
- **Insulation:** 3" vinyl backed
- **Dirt Work:** None
- **Doors and windows:** None
- **Warranties:** Builder offers a (1) one year limited labor warranty. The panel manufacturer warranty protects against chalking or fading of the panel.

When construction starts, builder will continuously work on this project until complete and will insure completion in the timeliest manner possible.



The total cost proposed to Client by Builder for the construction and erection of above mentioned building will be:

Total Cost: \$ 4,059.00

(Price includes all applicable taxes)

Break down of Construction Costs:

Remove existing roof sheets and insulation = \$999.00

Re-sheet roof and insulate = \$2,310.00

Special Equipment rental = \$750.00

The total payment, which will be divided into payment draws over the course of these projects, will be further outlined in your construction contract agreement. Total payment amount could increase or decrease before the actual signing of the contract agreement based on any changes or modifications to the plans originally submitted to Builder.

Thank you so very much for the opportunity to be a part of your exciting new project! Please feel free to call me anytime with any questions concerning your project or this bid. I look forward to doing business with you!

Thank you,

James Burkett
(512) 748-5678

Accepted by: _____

Date: _____

Due to the flux in pricing we seem to be experiencing with the steel industry, the pricing and agreements made between Builder and Client in the above proposal are only valid for 30 days of proposal and only if signed by Client and returned to Builder within 14 days of receipt.

Marble Falls ISD

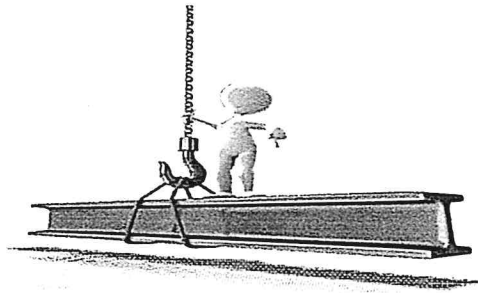
Minutes of the Bid Opening for Colt Elementary LIB / Art Activity

On Monday October 10, 2016 bids were opened at 2:00 pm CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:

1. Michael E. Blum
2. Debra Binkley
3. Debbie Kester
4. [Signature]

Company	Received	Cost
<u>James Burkett</u>	<u>9:00am 10-10-16</u>	<u>\$9,875.00</u>



DATE: October 10, 2016

BUILDER: James Burkett
105 Falon Lane Liberty Hill, TX 78642
(512) 748-5678 Fax: (512)515-5770

CONTACT: Marble Falls High School
Michael Phillips-contact
Marble Falls Texas
830-613-8108

mphillips@mfsd.txed.net

PROJECT: Colt Elementary Awnings
10' x 37'- single sloped awning
10' x 22'- single sloped awning

"If you can Dream it, We can Build it!"-James Burkett

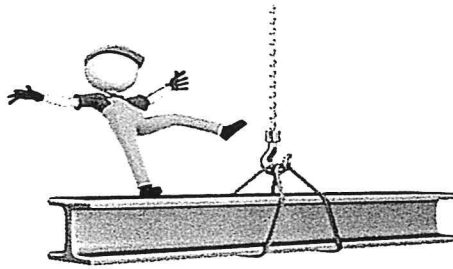
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Over the past few years I have successfully completed numerous amounts of space including industrial, institutional, commercial and residential projects. From 500 SF – 15,000 SF Class A Structural Steel Building Construction, my clients know they can depend on me for quality work, competitive pricing, and on-time deliveries.

Whether through design, building construction management, or general contracting, I know that honesty and knowledge lead to success. That is why I have been a trusted party of many of the buildings in our area.

I welcome the opportunity to work with you and look forward to helping you create your next signature project.
Sincerely,

James Burkett

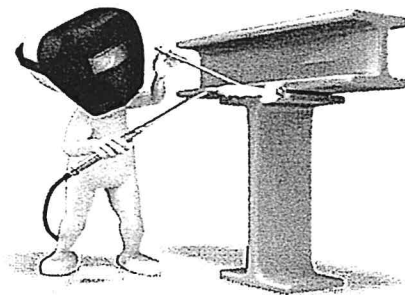


BUILDING CONSTRUCTION PROPOSAL

The following document offers the proposed price for the purchase and erection of the building project discussed between James Burkett. (herein and after the "Builder") and Michael Phillips (herein and after the "Client").

- **Foundation:** The foundation will consist of 6 pillars with weld plates.
- **Structure:** The first structure we propose to build will be a 10'x37' "weld up" single sloped awning with a 4:12 roof pitch. The second structure will be a 10' x 22' single sloped awning. These structures will meet all specifications according to conversation between Builder by Client. Included in this bid are the costs of 26 gauge 30 year warranty painted roof panels. Frames will be painted a metallic silver to match other trim on building.
- **Trim Package:** Builder will provide and install a full trim package, which will include gutters and downspouts.
- **Insulation:** None.
- **Dirt Work:** Builder will remove vegetation and haul-off spoils from pillars.
- **Doors and windows:** None.
- **Warranties:** Builder offers a (1) one year limited labor warranty. The panel manufacturer warranty protects against chalking or fading of the panel.

When construction starts, builder will continuously work on this project until complete and will insure completion in the timeliest manner possible.



The total cost proposed to Client by Builder for the construction and erection of above mentioned building will be:

Total Cost: \$ 9,875.00
(Price includes all applicable taxes)

Break down of Construction Costs:

Concrete Pillars (6 @ \$250.00 = \$1,500.00)

Metal Structure-1 (370 sq. ft. @ \$12.50 = \$4,625.00)

Metal Structure-2 (220 sq.ft @ \$ 12.50 = \$2,750.00)

Paint frames = \$1,000.00

The total payment, which will be divided into payment draws over the course of these projects, will be further outlined in your construction contract agreement. Total payment amount could increase or decrease before the actual signing of the contract agreement based on any changes or modifications to the plans originally submitted to Builder.

Thank you so very much for the opportunity to be a part of your exciting new project! Please feel free to call me anytime with any questions concerning your project or this bid. I look forward to doing business with you!

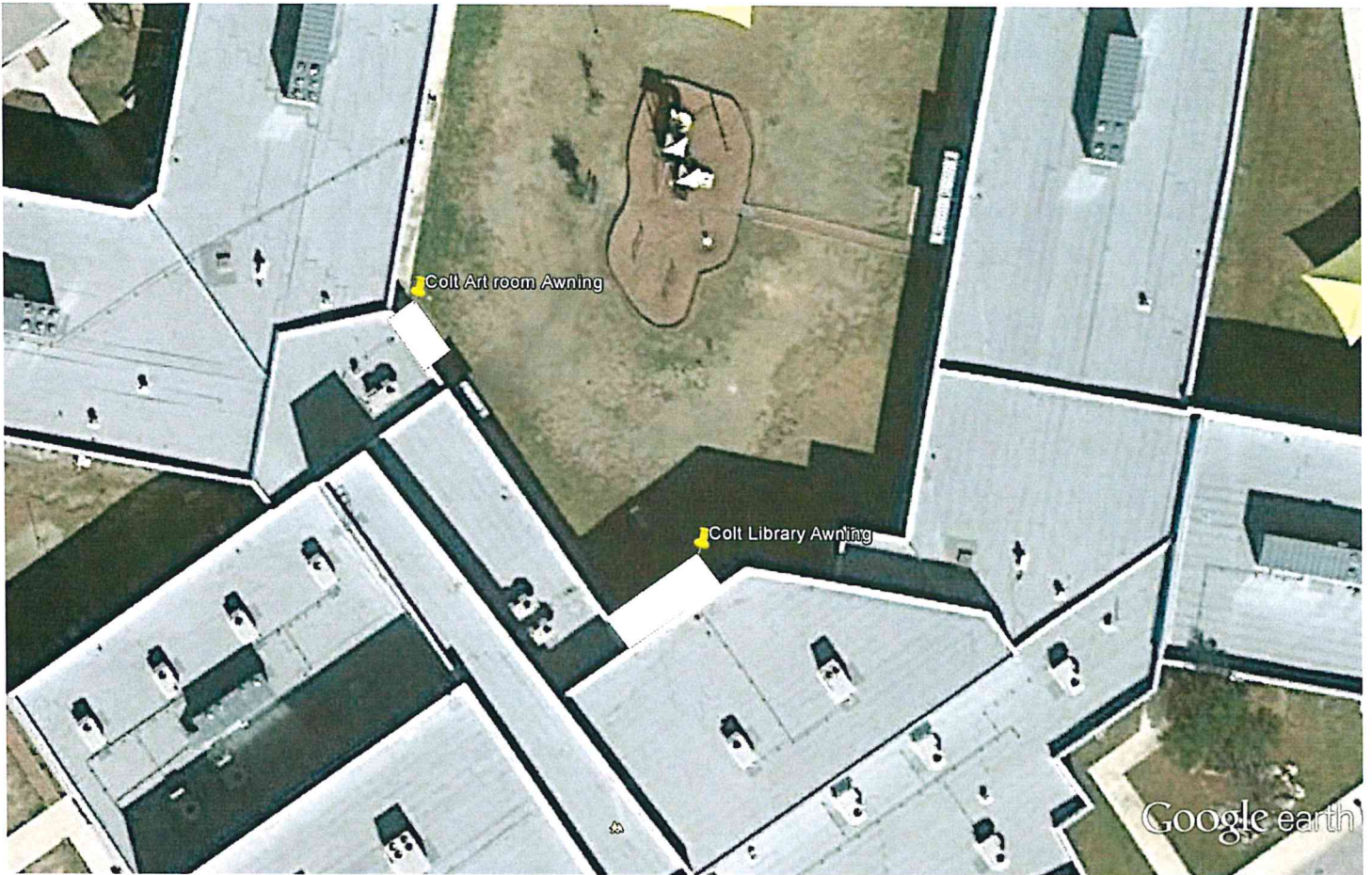
Thank you,

James Burkett
(512) 748-5678

Accepted by: _____

Date: _____

Due to the flux in pricing we seem to be experiencing with the steel industry, the pricing and agreements made between Builder and Client in the above proposal are only valid for 30 days of proposal and only if signed by Client and returned to Builder within 14 days of receipt.



Google earth



Marble Falls ISD

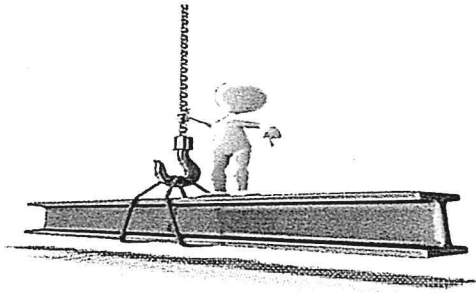
Minutes of the Bid Opening for High Ausing Small Gym toward MAX

On Monday October 10, 2016 bids were opened at 2:00 pm CST at MFISD 306 Industrial Blvd. Marble Falls, Texas

Witnessed by:

1. Michael S. Phillips
2. Bill Roubal
3. Darlene Brinkley
4. Debbie Rector

Company	Received	Cost
<u>James Burkett</u>	<u>10-10-2016 9:00am</u>	<u>\$ 23,585.00</u>



DATE: October 10, 2016

BUILDER: James Burkett
105 Falon Lane Liberty Hill, TX 78642
(512) 748-5678 Fax: (512)515-5770

CONTACT: Marble Falls High School
Michael Phillips-contact
Marble Falls Texas
830-613-8108

mphilips@mfisd.txed.net

PROJECT: High School awnings
10' x 60'- single sloped awning
20' x 60'- awning w/ new sidewalk

"If you can Dream it, We can Build it!"-James Burkett

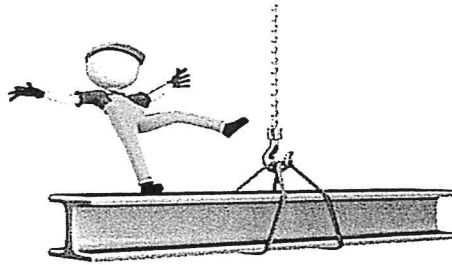
I have been meeting the needs of customers throughout central Texas and the Hill Country area with integrity, hard work and a deep sense of pride in my trade. My single purpose is to provide the utmost in professional design and construction services in the most cost-effective manner possible.

Over the past few years I have successfully completed numerous amounts of space including industrial, institutional, commercial and residential projects. From 500 SF – 15,000 SF Class A Structural Steel Building Construction, my clients know they can depend on me for quality work, competitive pricing, and on-time deliveries.

Whether through design, building construction management, or general contracting, I know that honesty and knowledge lead to success. That is why I have been a trusted party of many of the buildings in our area.

I welcome the opportunity to work with you and look forward to helping you create your next signature project.
Sincerely,

James Burkett

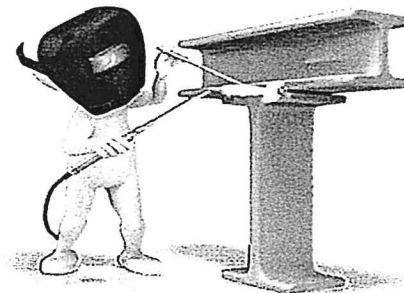


BUILDING CONSTRUCTION PROPOSAL

The following document offers the proposed price for the purchase and erection of the building project discussed between James Burkett. (herein and after the "Builder") and Michael Phillips (herein and after the "Client").

- **Foundation:** The foundation will consist of 6 pillars with weld plates and new sidewalk.
- **Structure:** The first structure we propose to build will be a 10'x60' "weld up" single sloped building with a roof pitch that matches existing. The second structure will be a 20' x 60' gabled awning. These structures will meet all specifications according to conversation between Builder by Client. Included in this bid are the costs of 26 gauge 30 year warranty painted roof panels.
- **Trim Package:** Builder will provide and install a full trim package, which will include gutters and downspouts.
- **Insulation:** None.
- **Dirt Work:** Builder will remove vegetation and haul-off spoils.
- **Doors and windows:** None.
- **Warranties:** Builder offers a (1) one year limited labor warranty. The panel manufacturer warranty protects against chalking or fading of the panel.

When construction starts, builder will continuously work on this project until complete and will insure completion in the timeliest manner possible.



The total cost proposed to Client by Builder for the construction and erection of above mentioned building will be:

Total Cost: \$ 23,585.00

(Price includes all applicable taxes)

Break down of Construction Costs:

Concrete Pillars (6 @ \$250.00 = \$1,500.00)

Metal Structure-1 (600 sq. ft. @ \$9.50 = \$5,700.00)

Metal Structure-2 (1200 sq.ft @ \$ 11.50 = \$13,800.00)

Sidewalk (300 sq.ft @ \$5.95 = \$1,785.00)

Site Work = \$800.00

The total payment, which will be divided into payment draws over the course of these projects, will be further outlined in your construction contract agreement. Total payment amount could increase or decrease before the actual signing of the contract agreement based on any changes or modifications to the plans originally submitted to Builder.

Thank you so very much for the opportunity to be a part of your exciting new project! Please feel free to call me anytime with any questions concerning your project or this bid. I look forward to doing business with you!

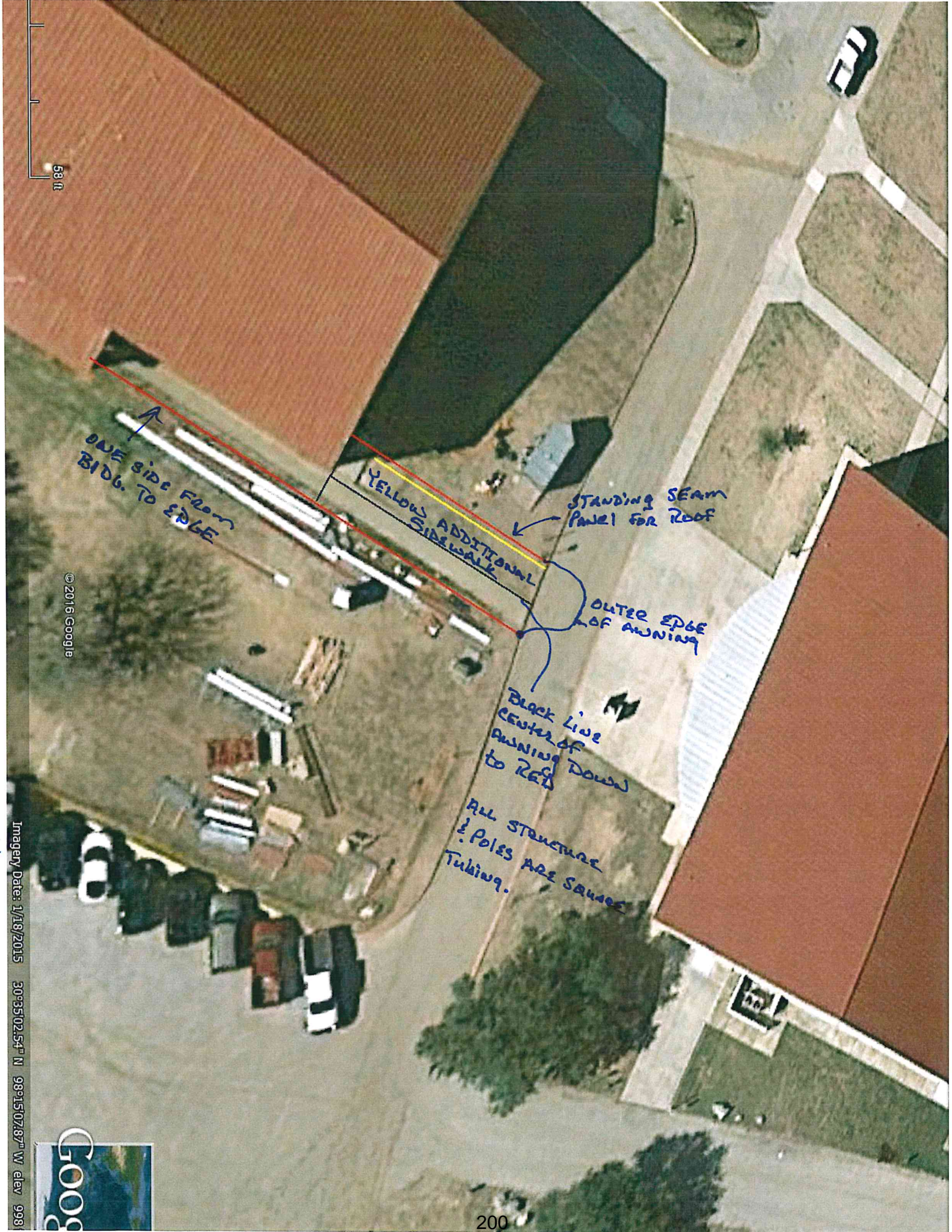
Thank you,

James Burkett
(512) 748-5678

Accepted by: _____

Date: _____

Due to the flux in pricing we seem to be experiencing with the steel industry, the pricing and agreements made between Builder and Client in the above proposal are only valid for 30 days of proposal and only if signed by Client and returned to Builder within 14 days of receipt.

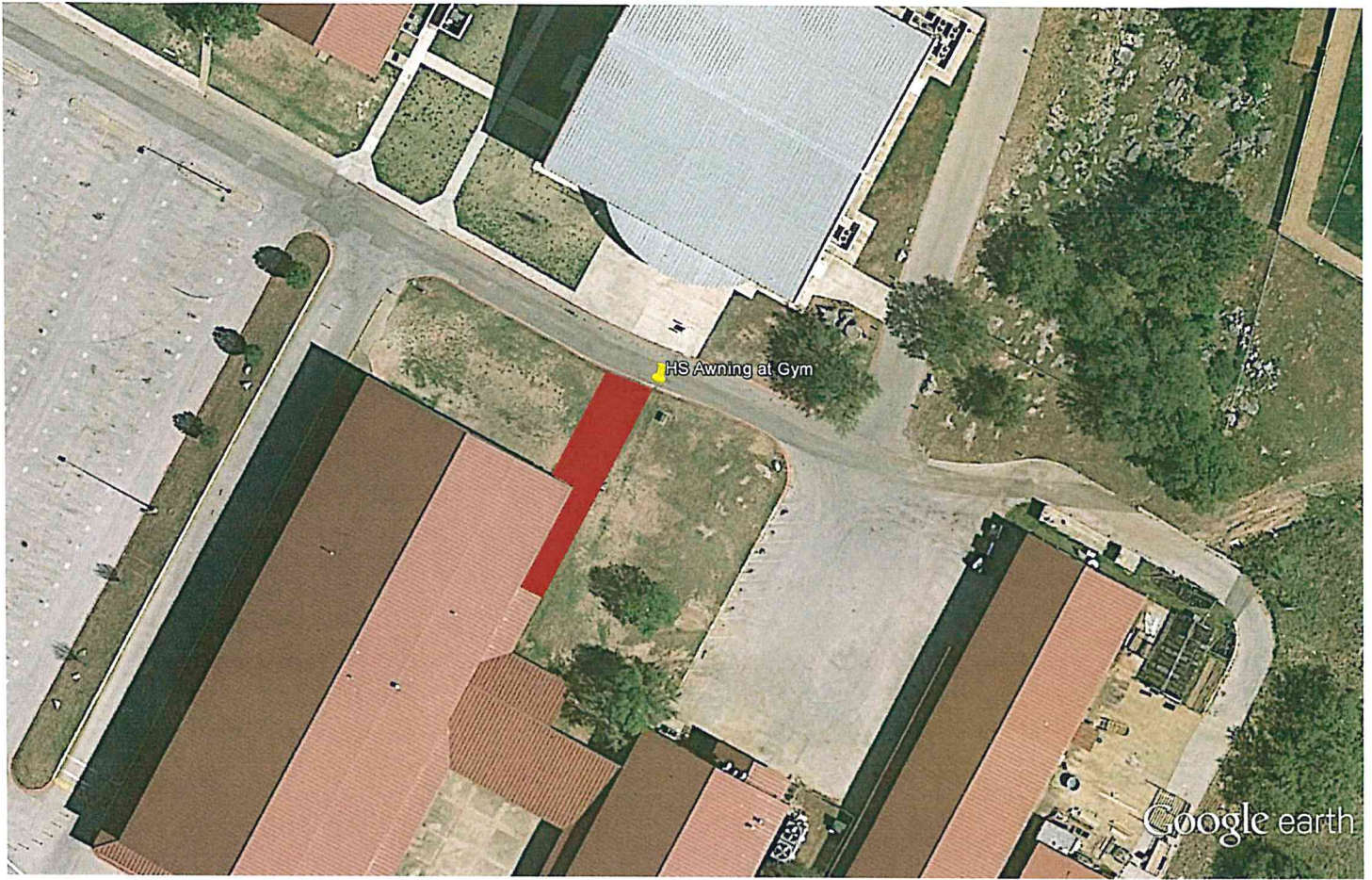


58 ft

© 2016 Google

Imagery Date: 1/18/2015 30°35'02.54" N 98°15'07.87" W elev 998





Google earth





**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
Agenda Item Information**

Meeting Date:		
Meeting Type: Regular Meeting Special Meeting/Workshop Hearing	Agenda Placement: Public Hearing Information Items Presentation/Discussion Items Consideration Items Consent Agenda	
Date Submitted:		
Subject:		
Executive Summary:		
Fiscal Impact: Cost: Recurring One-Time No Fiscal Impact	Funding Source: General Fund Grant Funds Bond Funds Other Funds (Specify)	Fiscal Year: Amendment Required? Yes No
Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Rick Edwards, President, called the regular meeting to order at 6:01 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Rick Edwards, Kevin Naumann, Gary Boshears, Karl Westerman and Mike Savage

Board Members Absent: Lee Ann Johnson

Administrators Present: Dr. Chris Allen, Dr. Wes Cunningham, Jeff Gasaway, Lisa LeMon, Bruce Peckover, Manny Lunoff, Roger Barr, Dr. Susan Maughan, Dr. Melissa Fields, Susan Cox, Leslie Baty, Erika O'Connor, Phyllis Campbell, Deb Canup, Michael Haley, Stacy Lashbrook, Sharon Oldham, LeeAnn Harkins, George Hamilton and Tim McIntyre.

Members of the Press: None

Special Recognitions

Superintendent's Award

Stacy Lashbrook, Assistant Principal of Highland Lakes Elementary, introduced Isabell Medina and Charlie Brantley as the recipients for the Superintendents award. Mrs. Lashbrook described each student's characteristics and showed a short video recognizing each of them. Dr. Allen gave them a certificate and gift card.

National Hispanic Program Recognition

Manny Lunoff, Marble Falls High School Principal, introduced Stephanie King as the recipient of this recognition and gave her a framed certificate.

2017 National Merit Scholarship Program Recognition

Manny Lunoff, Marble Falls High School Principal, introduced Jack DeGolier as the recipient of this recognition and gave him a framed certificate.

Living the Vision

Susan Cox, Spicewood Elementary Principal, described Rita James' character traits and showed a video including students and the reason they know Mrs. James loves them. Spicewood Elementary staff spoke on Mrs. James' behalf as well. Dr. Allen gave Mrs. James a certificate and gift card.

National Principals Month

Dr. Chris Allen, Superintendent, read the proclamation of October as "Principal's Month" from the Governor of Texas and thanked the principals for their leadership and hard work.

Presentation/Discussion Items and Possible Action

MFHS Choir Out of Country Travel Request

Bryce Gage, Marble Falls High School Choir Director, requested permission to take 35-40 students to Italy during Spring Break of 2017.

Upon a motion by Karl Westerman, second by Kevin Naumann, the Board approved the out of country trip as presented.

For: 6 Against: 0 Absent: 1

Citizen Comments

No one asked to speak.

Information Items

Financial Report

-General Fund Summary

-Expenditure Report

Quarterly Investment Report

Auditor Information

Executive Session

At 6:34 p.m. the Board adjourned into executive session to consult with the District Attorney (TX Govt. Code 551.071).

The Board reconvened from executive session at 6:45 p.m.

Consider and Possible Approval of Action

Marble Falls High School Band Uniform Purchase

Upon a motion by Kevin Naumann, second by Karl Westerman, the Board approved the purchase as presented.

For: 6 Against: 0 Absent: 1

Presentation/Discussion Items and Possible Action

ELL Update

Deb Canup, Bilingual/ESL Coordinator, gave a brief overview of the instructional programming for the District's English Language Learners.

TTESS & TPESS Update

Dr. Wes Cunningham, Assistant Superintendent, gave a brief overview of the evaluation instrument used for teachers in Marble Falls ISD for the 2016-2017 school year.

Purchase of Instructional Materials

Dr. Wes Cunningham, Assistant Superintendent, requested to use funds from the instructional materials allotment to purchase instructional materials for our Fine Arts program at the middle school and high school.

Upon a motion by Kevin Naumann, second by Mike Savage, the Board approved the \$40,173 purchase for the middle school and the \$25,473 purchase for the high school as presented.

For: 6 Against: 0 Absent: 1

Security Cameras and Technology Infrastructure for the High School

Jeff Gasaway, Assistant Superintendent, informed the Board that we will be coming with more information regarding security cameras at next month's board meeting.

PCAT Renewal

Lisa LeMon, Executive Director of Finance, presented an updated agreement with Property Casualty Alliance of Texas that will extend our inter-local agreement and lock in the rate for an additional two years.

Update to DHE (Local)

Jeff Gasaway, Assistant Superintendent, described the changes requested to the local policy. Currently, the district may only "drug test" drivers in accordance with TXDOT rules and regulations. The adjustment will give the district additional flexibility to "drug test" employees within the policy.

Consider and Possible Approval of Action

Consent Agenda

Upon a motion by Gary Boshears, second by Mike Savage, the Board approved the following:

- Minutes from Regular Board Meeting on September 19, 2016
- Budget Amendments
- MSB Contract
- Professional Development Waiver Request
- State Assessment Testing Day Modification Waiver Request
- Foreign Exchange Student Waiver Request
- Early Dismissal Waiver Request

For: 6 Against: 0 Absent: 1

School Bus Purchase

Upon a motion by Karl Westerman, second by Mike Savage, the Board approved the school bus purchase as presented.

For: 6 Against: 0 Absent: 1

Maintenance Truck Purchase

Upon a motion by Gary Boshears, second by Kevin Naumann, the Board approved the maintenance truck purchase as presented.

For: 6 Against: 0 Absent: 1

District Improvement Plan

Upon a motion by Kevin Naumann, second by Karl Westerman, the Board approved District Improvement Plan as presented.

For: 6 Against: 0 Absent: 1

Class Size Waiver

Upon a motion by Kevin Naumann, second by Gary Boshears, the Board approved the class size waiver as presented.

For: 6 Against: 0 Absent: 1

Upcoming Meetings

- Tuesday, October 18, 2016 – Team of Eight Training
- Monday, November 14, 2016 – Regular Board Meeting
- Monday, December 12, 2016 – Regular Board Meeting

Executive Session

At 7:52 p.m. the Board adjourned into executive session to discuss professional personnel (TX Govt. Code 551.074) and real property (TX Govt. Code 551.072).

The Board reconvened from executive session at 8:47 p.m.

**Discussion and Possible Approval of Action Arising from Executive Session
Professional Personnel**

No action was taken.

Adjournment

Hearing no objection, the Board adjourned at 8:49 p.m.

Approved:

Rick Edwards, President

Lee Ann Johnson, Secretary



Marble Falls
Independent
School District

INTEROFFICE MEMORANDUM

Date: November 7, 2016

To: Board of Trustees and Dr. Allen

From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

Budget amendments included for approval (copies follow):

16-00018 Increase budget for lease payments - \$643,903

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	16-00018	Reason for amendment: To set up budgets for lease payments		
Fiscal Year:	2016-17			
Account Number	Account Description		Debit	Credit
EXPENDITURES			Increase	Decrease
1	199-53-6269.10-953-099-000	Rentals - Operating Leases	149,095.57	
2	199-53-6269.11-953-099-000	Rentals - Operating Leases	127,194.99	
3	199-53-6269.12-953-099-000	Rentals - Operating Leases	212,289.71	
4	199-53-6269.13-953-099-000	Rentals - Operating Leases	155,322.51	
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
REVENUE			Decrease	Increase
21				
22				
23				
24				
Totals			643,902.78	643,902.78
Board Approval Required <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Prepared by: Lisa LeMon Date: 10/17/16	Approved by: Lisa LeMon Date: 10/17/16	Reviewed by: <i>DLA</i> Date: 10/18/16
				Entered by: <i>JL</i> Date: 10/18/16

TRAVIS CENTRAL APPRAISAL DISTRICT

BOARD OFFICERS

RICHARD LAVINE
CHAIRPERSON
KRISTOFFER S. LANDS
VICE CHAIRPERSON
ED KELLER
SECRETARY/TREASURER



MARYA CRIGLER
CHIEF APPRAISER

BOARD MEMBERS

TOM BUCKLE
BRUCE GRUBE
BRUCE ELFANT
ELEANOR POWELL
RICO REYES
JAMES VALADEZ
BLANCA ZAMORA-GARCIA

MARBLE FALLS ISD
RICK EDWARDS, PRESIDENT
1800 COLT CIRCLE
MARBLE FALLS, TX 78654-4803

October 24, 2016

The deadline has passed for the jurisdictions in the western part of Travis County to make nominations for their representative member of the Board of Directors of the Travis Central Appraisal District. The term for the prospective member's service will be two years, starting in January 1, 2017. The following are the nominations and sponsoring jurisdictions for the Western Travis County member for our Board:

BALLOT

_____ Tom Buckle

City of Jonestown, City of Leander, Leander ISD

This letter serves as a ballot, and is being sent to the presiding officer of each city and school district in western Travis County. **On or before December 1, 2016 your jurisdiction should vote and return the ballot to the Chief Appraiser of the appraisal district at the following address:**

Marya Crigler
Travis Central Appraisal District
P.O. Box 149012
Austin, TX 78714-9012

On or before December 15, 2016 I will inform you of the results of the election and send you a complete list of the Board members. If you have any questions, please feel free to call me at (512) 834-9317, ext. 337.

Sincerely,

Marya Crigler
Chief Appraiser
Travis Central Appraisal District



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
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Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

RESOLUTION OF SUPPORT

FROM THE MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOVEMBER 14, 2016

WHEREAS, a collaborative effort between the Marble Falls Independent School District, the Burnet County Emergency Services District #9, both political subdivisions of the state; and the Marble Falls Area Emergency Medical Services, a 501 C-3 non-profit entity, have come forth with a project; and

WHEREAS, this project includes a new EMS Sub-Station located in Spicewood, Texas with approximately one acre of land donated from Marble Falls ISD; and

WHEREAS, the EMS Station will serve the needs of the public as it applies to their health, welfare and safety; and

WHEREAS, this land donation will facilitate the completion of this much needed service and structure for the citizens.

WHEREAS, any costs associated with the surveying, deed preparation, and transfer of said property will be incurred by Burnet County Emergency Services District #9.

THEREFORE, on this _____ day of November, 2016, the Marble Falls ISD supports this Resolution and the entities that have come forth for the betterment of the community.

Rick Edwards
President, Board of Trustees
Marble Falls ISD



BURNET COUNTY ESD 9 MARBLE FALLS AREA EMS

JA 16033
11.04.16



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
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Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

DRAFT- 09.26.16

REASONABLE SUSPICION SEARCHES

The District reserves the right to conduct searches when the District has reasonable suspicion to believe that a search will uncover evidence of work-related misconduct. The District may search the employee, the employee's personal items, work areas, lockers, and private vehicles parked on District premises or worksites or used in District business. Searches that reveal a violation of the District's standards of conduct may result in disciplinary action. [See DH]

Note: The following provisions apply to employees who are covered by the federal Department of Transportation (DOT) rules.

FEDERALLY REQUIRED DOT TESTING PROGRAM

In accordance with DOT rules, the District shall establish an alcohol and controlled substances testing program to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by the drivers of commercial motor vehicles, including school buses. The primary purpose of the testing program is to prevent impaired employees from performing safety-sensitive functions.

The Superintendent shall designate a District official who shall be responsible for ensuring that information is disseminated to employees covered under this testing program regarding prohibited driver conduct, alcohol and controlled substances tests, and the consequences that follow positive test results.

DRUG-RELATED VIOLATIONS

The following constitute drug-related violations under the DOT rules:0)

1. Refusing to submit to a required test for alcohol or controlled substances.
2. Providing an adulterated, diluted, or a substituted specimen on an alcohol or controlled substances test.
3. Testing positive for alcohol, at a concentration of 0.04 or above, in a post-accident test.
4. Testing positive for controlled substances in a post-accident test.
5. Testing positive for alcohol, at a concentration of 0.04 or above, in a random test.
6. Testing positive for controlled substances in a random test.
7. Testing positive for alcohol, at a concentration of 0.04 or above, in a reasonable suspicion test.

EMPLOYEE STANDARDS OF CONDUCT
SEARCHES AND ALCOHOL/DRUG TESTING

DHE
(LOCAL)

8. Testing positive for controlled substances in a reasonable suspicion test.

An employee who operates a commercial motor vehicle, including a bus, and commits a drug-related DOT violation as defined above shall not be eligible for reinstatement as a driver.

ALCOHOL RESULTS
BETWEEN 0.02 AND
0.04

In accordance with DOT rules, a driver tested under this policy and found to have an alcohol concentration of 0.02 or greater, but less than 0.04, shall be suspended from driving duties for at least 24 hours.

[In the event of a subsequent positive test result for alcohol of 0.02 or greater but less than 0.04, see the disciplinary consequences at DISTRICT-IMPOSED CONSEQUENCES, below.]

REASONABLE
SUSPICION DOT
TESTING

Only supervisors specifically trained in accordance with federal regulations may, based upon reasonable suspicion, remove a driver from a safety-sensitive position and require testing for alcohol and/or controlled substances. The determination of reasonable suspicion shall be based on specific observations of the appearance, behavior, speech, or body odors of the driver whose motor ability, emotional equilibrium, or mental acuity seems to be impaired. Such observations must take place just preceding, during, or just after the period of the workday that the driver is on duty.

The observations may include indication of the chronic and withdrawal effects of controlled substances. Within 24 hours of the observed behavior, the supervisor shall provide a signed, written record documenting the observations leading to a controlled substance reasonable suspicion test.

DISTRICT-IMPOSED
CONSEQUENCES

In addition to the consequences established by federal law, a District employee confirmed to have violated the District's policy pertaining to alcohol or controlled substances, including a second or subsequent positive test result for alcohol of 0.02 or greater but less than 0.04, shall be subject to District-imposed discipline, as determined by his or her supervisor and the Superintendent. Such discipline may include any appropriate action from suspension without pay during the period of removal from safety-sensitive functions, up to and including termination of employment. [See DF series]

In cases where a driver is also employed in a nondriving capacity by the District, disciplinary action imposed for violation of alcohol and controlled substances policies shall apply to the employee's functions and duties that involve driving. Additionally, upon recommendation of the employee's supervisor, disciplinary measures up

to and including termination of employment with the District may be considered.

Note: The following provisions address the District's drug- and alcohol-testing program.

**DISTRICT DRUG- AND
ALCOHOL-TESTING
PROGRAM**

Under its own authority, the District shall conduct random drug and alcohol testing for employees who drive a District vehicle, transport students in a District or personal vehicle, or handle hazardous chemicals or dangerous machinery.



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LEADERS TOMORROW,
MUSTANGS FOREVER!**

**Marble Falls ISD
Board of Trustees
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Administration's Recommendation:		
Submitted By:		
Board Approval Required: Yes No		

Marble Falls ISD

1. PCAT and Marble Falls ISD (Member) agree that Member will be a PCAT Member for an additional two or three years past the 2016-2017 Participation Period, depending on the option initialed below. The rates in effect for 2016-2017 will be applied to any changes in exposure during each Participation Period and these rates will be the basis for determining the Contributions due PCAT for each period.
2. This Interlocal Agreement Addendum along with the most recently signed Interlocal Agreement shall represent the entire agreement and may not be amended or altered without the written consent of both parties.
3. If Member terminates this Addendum, a short-term cancellation penalty of fifteen percent (15%) of Annualized Contributions for the 2016-2017 Participation Period will be due from Member and payable to PCAT within 30 days after notice of termination is received. However, if this Addendum is terminated by PCAT, no short-term penalty will be incurred by Member.

Initial Choice:

- 2 Years**
- 3 Years**

This Addendum must be executed prior to November 15, 2016

The undersigned agrees to this Addendum.

 Marble Falls ISD Authorized Signature

Jeff Gasaway

 Printed Name

November 15, 2016

 Date

 PCAT Board Member

 Date

Non-Appropriations Clause: This Addendum is subject to the appropriation of funds by Member in its budget adopted for any fiscal year for the specific purpose of making payments pursuant to this Addendum for that fiscal year. The obligation of Member pursuant to this Addendum in any fiscal year for which this Addendum is in effect shall constitute a current expense of Member for that fiscal year only, and shall not constitute an indebtedness of Member of any monies other than those lawfully appropriated in any fiscal year. In the event of non-appropriation of funds in any fiscal year to make payments pursuant to this Addendum, this Addendum may be terminated.