

1. How will a new gym be utilized daily to alleviate the master schedule issues?

The master schedule organizes the various teachers schedules to provide slots for student classes. On a daily basis we schedule at least 29 classes or activities in our gym.

Pre K PE	1 <sup>st</sup> Lunch	6 <sup>th</sup> Girls Athletics
Kindergarten PE	2 <sup>nd</sup> Lunch	6 <sup>th</sup> Boys Athletics
1 <sup>st</sup> PE	3 <sup>rd</sup> Lunch	7 <sup>th</sup> Girls Athletics
2 <sup>nd</sup> PE	Tutorial Period	7 <sup>th</sup> Boys Athletics
3 <sup>rd</sup> PE	Theater Arts	8 <sup>th</sup> Girls Athletics
4 <sup>th</sup> PE		8 <sup>th</sup> Boys Athletics
5 <sup>th</sup> PE	Junior High PE	JV Girls Athletics
6 <sup>th</sup> PE	High School PE	JV Boys Athletics
7 <sup>th</sup> PE	Before School Practice	Varsity Girls Athletics
8 <sup>th</sup> PE	After School Practice	Varsity Boys Athletics

Like many other schools, we combine classes/lunches to meet the needs of our schedules:

Combine Lunch with:	Combine Athletic Periods:
Pre-K – Kinder PE	6 <sup>th</sup> -8 <sup>th</sup> Athletics Girls / PE
1 <sup>st</sup> – 2 <sup>nd</sup> PE	6 <sup>th</sup> -8 <sup>th</sup> Athletics Boys / PE
3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> PE	JV-Varsity Girls Athletics
	JV-Varsity Boys Athletics
Tutorials and Theater Arts	Junior High / High School PE / Athletics

When we combine the elementary PE classes, these are the numbers per class:

Pre-K-Kinder PE: 34  
 1<sup>st</sup>-2<sup>nd</sup> PE: 44  
 3<sup>rd</sup>,4<sup>th</sup>,5<sup>th</sup> PE: 63

Another gym would provide the option and space to bring these numbers down.

## Impact on Graduation Requirements and the Master Schedule

The academic problem with the master schedule starts with the number of required credits students must earn to graduate, and the way they must earn them. 5-10 years ago, students could earn credits for graduation fairly easily. Electives could be taken in any order and in a variety of interest areas. With that level of flexibility, scheduling electives was a much simpler process, as the order of electives was not a significant roadblock keeping students from taking them.

The requirements for graduating today's high school student is much more defined as elective classes are no longer randomly selected. Under House Bill 5, the Foundation Graduation Plan lays out similar structures for the core classes of previous graduation plans, but lays out a strict plan for five electives. These five electives build on one another in a series of classes and are taken one after another, a coherent course sequence called an endorsement. Endorsements aid students in admissions to colleges, and skilled trade schools. Some course work within the endorsements even have certifications built in. Students declare their choice of one of five endorsements in the 9<sup>th</sup> grade.

The take away...

The requirement to take these classes in a particular order and earn an endorsement is the main constraint for the master schedule. Our problems are not with current teachers being qualified to teach the classes, adding classes, or our needing more classrooms than planned. The issue is our flexibility in the effort to schedule these classes within the master schedule, and students being able to take the class without a conflict in their schedule.

I have attached the side-by-side comparison of the current high school graduation plans. All public schools follow the Foundation High School Program. The Minimum, Recommended High School Plan (RHSP) and Distinguished Achievement Program (DAP) are all outdated and past versions of graduation plans occurring before 2014. The main difference between all these former plans versus the foundation plan is on page two. This second part of the foundation plan outlines the endorsements mentioned earlier.

An example of this would be if a student wanted to be a doctor. They would follow a STEM endorsement with the electives we offer, which would build on one another to prepare them for admission to college and that future. If a student wanted to be a welder, they would choose STEM as well, but follow a completely different set of electives which would then accomplish that goal. With a more flexible schedule, we could offer the advanced sciences the doctors want and the advanced fabrication the welders need without them having to choose between those classes and something else they want or need. As our schedule functions now, too often, our student lose when they have to choose.

## Impact With Availability of Facilities on the Master Schedule

Looking at surrounding schools and taking notes on their master scheduling solutions there is an advantage we are unable capitalize on. They all have multiple gyms. While Huckabay may look like one campus from the road, we have three separate campuses with individual and unique needs. The needs of the elementary are much different than the junior high or high school.

An example of making it work shows in our one act play students practicing in the gym by making use of our 30 minute tutorial period using cones on the floor to mark the edges of an imaginary stage. Their regularly scheduled class time is at the end of the day, 7<sup>th</sup> period. Since this directly conflicts with athletics, the tutorial period is the only viable time for all the students to participate. And even then, they are at the mercy of any other programs in need of the same thing.

If both high school athletic teams worked out during 7<sup>th</sup> period, we could schedule their class to meet during 6<sup>th</sup> period and they would have a full period to practice. They do not need the gym to practice, they need flexibility in their schedule choices that another gym would create. Another gym allows simultaneous practice of the high school teams so we can schedule more classes to alleviate conflicts during 6<sup>th</sup> period. There is a stage in our plans to help address this as well our other needs for a stage.

Another example involves any athletics periods. Junior high and high school athletics are scheduled in one of four periods (1<sup>st</sup>, 2<sup>nd</sup>, 6<sup>th</sup>, 7<sup>th</sup>). This is due to our need to separate the different athletic teams and the three elementary PE classes. Elementary PE is combined with lunch (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> periods). For the high school students, this leaves periods 1<sup>st</sup>-5<sup>th</sup> available for scheduling classes. Since both teams cannot practice at the same time, periods 6<sup>th</sup> and 7<sup>th</sup> are difficult for scheduling, as shown above with one act play. We have one of two solutions. Offer the same class in both 6<sup>th</sup> and 7<sup>th</sup> periods and have very low class sizes in each and tie up one teacher for two periods when they could be providing another opportunity by teaching different content subject, or offer classes outside the endorsement electives in order to make sure everyone can earn their graduation credits. Either way, it seems we miss opportunities to give students better choices.

Over four years with seven periods each year, there are 28 opportunities for classes.

There are 20 opportunities available for classes when you omit periods 6<sup>th</sup> and 7<sup>th</sup> for the reasons discussed previously.

There are 22 required classes for graduation under the Foundation Plan.

In periods 1<sup>st</sup> – 5<sup>th</sup> , our students have 20 available chances to schedule 22 classes which factor directly into their graduation requirements.

By adding 6<sup>th</sup> period, our students have 24 available chances to schedule 22 classes. The only way to consistently add 6<sup>th</sup> period back into the schedule is to have another gym.

On a side note, if you are available, One Act Play will Saturday, April 6<sup>th</sup> in the Area competition. Their competitions compete in a similar bracket as basketball – district, bi-district, area, etc...They have performed very well over the past few years and have put on a good show this year as well.

## Impact of Flexibility and Master Schedule

You quickly realize it is not a simple numbers issue, when you involve multiple people, students and teachers. They all have different needs. The students all want different outcomes. If every student wanted to be a doctor, a welder, or a teacher, the master schedule would be easier. In reality: two want to be doctors, one wants to be a teacher, and some do not know what they want to be yet. It is the job and expectation of the school to prepare them all the same, but the master schedule has to be flexible enough to do it.

A great example of our need for teacher flexibility shows in our dual credit courses and the availability of the instructor, especially when the professor must come to Huckabay or remote via video conference into the classroom. We work every year to make these situations the best they can be for our students but we lose control and flexibility of our schedule when we have to rely on others as we adjust to their schedule.

Having the ability to schedule 6<sup>th</sup> period classes would allow teachers we already have to teach dual credit course by opening up their opportunities in their schedule and removing any other issues we face. This gives a greater number of students the option to take these courses and, most likely, would increase the number of students taking dual credit courses.

Junior high will benefit as well. The increased availability of advanced academics would allow them more opportunities to take those courses. Integrating more electives in 8<sup>th</sup> grade would also be possible. Principles of agriculture and fine arts would be a great examples of this type of elective. Both of these examples prepare students to be more successful in high school.

In the end, the goal of Huckabay students graduating with certification(s) in their chosen endorsement would be ideal. Certifications in their chosen fields give our students better opportunities for enrollment and employment after graduation. Currently, students must go off-campus to earn a certification and those are in limited fields. With a more flexible schedule, we would be able to start building programs offering certifications here on-campus as part of their curriculum. You will find an attached copy of approved industry based certifications of which, some could be offered here at Huckabay.

## Impact on Elementary and Junior High Master Schedule

The elementary and junior high have a master schedule as well. It may be more simple in appearance but it has a great impact on the function of the school.

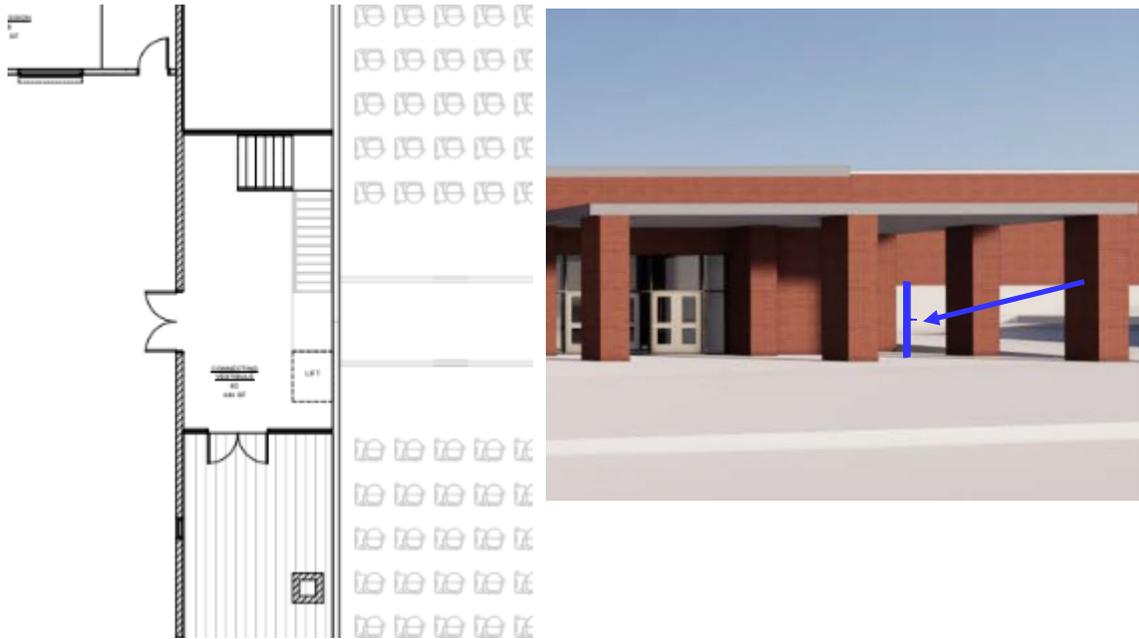
The flexibility to schedule lunch and accommodate students learning would provide a great impact to their education. Currently, we start lunches at 10:30 for the smallest of our students. This is very early and is considered a brunch in any other setting. Moving lunches closer to a traditional time would give students more energy later in the day so they could continue learning for the entire day without being hungry or worrying about snack time.

Students in elementary need to exercise and frequently move to maximize their learning in the classroom. On days they cannot go to PE or recess due to the weather, our teachers confirm our students ability to learn tails off to some degree. With the flexibility of a second gym, there will always be available space for our students to burn this energy in order for them to continue to learn in the classroom.

With the additional space the cafeteria and gym both offer, our elementary schedule will be able to offer options for lunch and activities that increase student learning. They will no longer be constrained to certain times for just lunch or activities. If teachers feel a age group benefit the most by scheduling an activity at a certain time, they will have the flexibility to do so with the additional space of the cafeteria and gym.

2. How much of the bond amount is allocated to site prep/building pad preparation?

There is a 10-12 foot elevation difference from the finished floor of the two classrooms and the remainder of the building which includes the cafeteria, gym and locker rooms. The two buildings are joined with steps and ramps. The classroom construction will be where the driveway is currently. The cafeteria and gym will be constructed on the same average level of the current playground.. This should keep any cost associated with site preparation in line with any other building project of this type.



3. Do you have an estimate of what a new playground will cost? Proposed building site is where the current playground sits.

The playground has been moved a few times in the past here at Huckabay. Each time there has been existing playground equipment relocated. We will move equipment that is in good condition this time as well. The relocation and associated cost will be minimal and those funds will be reserved for fencing, wood chips for fall protection and any other minor needs.

As with any regular school year, when or if there is a need for new playground equipment the district has funds to purchase that equipment outside of bond funds.

4. When will the new playground be built and where?

The playground will be returning to familiar place. We will relocate the playground directly behind the school and to the southeast of the high school building. This area has been the playground before the high school was built. It will be a safe playground ready before construction begins so the students always have a place to play.

There are many benefits to having the playground here as it is away from the road, protected from onlookers by the front of the school, shaded by the trees and easily accessible for all students without crossing any driveways or roads.



5. Do you have an estimate on what a new septic system will cost? The community has been told historically that the current septic system will not support an addition.

The board views the septic system separate from the bond and when it is addressed they will use funds outside of bond money.

6. What was the negotiated length of the 313 agreement with Buckthorn(windmills)? typically 8-10 years

This 313 Agreement was entered on behalf of Huckabay ISD by Board President Greg Stewart and signed October 20, 2016.

Texas statute mandates a 25 year agreement with a 10 year limitation on the M&O. State statute also requires the windmills under our current agreement to keep a viable presence in the Huckabay school district until 2032. See the entire agreement and information here:

<https://comptroller.texas.gov/economy/local/ch313/agreement-docs-details.php?id=1126>

and on our Business Office website

<https://www.hisd.us/site/Default.aspx?PageID=234>

7. What is HISD using as the taxable Value for Buckthorn(windmills) currently to estimate the bond contribution?

See the entire Cost Data Report on the same website as before:

<https://comptroller.texas.gov/economy/local/ch313/agreement-docs-details.php?id=1126>

and on our Business Office website

<https://www.hisd.us/site/Default.aspx?PageID=234>

Tax Year	School Year	Total Investment (cumulative)	Market value of Qualified Property (Before Any Exemptions)	Taxable Value of Qualified Property for I&S Purposes	Taxable Value of Qualified Property for M&O Purposes
2013	2013-2014				
2014	2014-2015				
2015	2015-2016				
2016	2016-2017	\$0	\$0	\$0	\$0
2017	2017-2018	\$124,400,066	\$0	\$0	\$0
2018	2018-2019	\$124,400,066	\$121,709,320	\$121,709,320	\$10,000,000
2019	2019-2020	\$124,400,066	\$127,631,600	\$128,015,760	\$10,000,000
2020	2020-2021	\$124,400,066	\$117,421,072	\$117,797,549	\$10,000,000
2021	2021-2022	\$124,400,066	\$108,027,386	\$108,396,334	\$10,000,000
2022	2022-2023	\$124,400,066	\$99,385,195	\$99,746,764	\$10,000,000
2023	2023-2024	\$124,400,066	\$91,434,380	\$91,788,717	\$10,000,000
2024	2024-2025	\$124,400,066	\$84,119,629	\$84,466,880	\$10,000,000
2025	2025-2026	\$124,400,066	\$77,390,059	\$77,730,364	\$10,000,000
2026	2026-2027	\$124,400,066	\$71,198,854	\$71,532,353	\$10,000,000
2027	2027-2028	\$124,400,066	\$65,502,946	\$65,829,775	\$10,000,000
2028	2028-2029	\$124,400,066	\$60,262,710	\$60,583,003	\$60,583,003
2029	2029-2030	\$124,400,066	\$55,441,693	\$55,755,580	\$55,755,580
2030	2030-2031	\$124,400,066	\$51,006,358	\$51,313,967	\$51,313,967
2031	2031-2032	\$124,400,066	\$46,925,849	\$47,227,306	\$47,227,306
2032	2032-2033	\$124,400,066	\$43,171,781	\$43,467,209	\$43,467,209
2033	2033-2034				

Please note the following.

Our M&O tax rate is \$1.04.

The I&S tax rate for this bond without the windmills factored is \$0.34.

This would bring the total tax rate to \$1.38. The windmills are effectively paying over \$0.12 of I&S taxes or 33% of the total levy.

8. What is the current proposed bond length (30, 40 years)?

Our bond is a 30 year bond. State statute requires our Notice of Election to state “not to exceed 40 years”. While 40 years appear in the notice, 30 years is what the board passed on the 2018 and 2019 bonds.

Notice of Election

Such maximum rate is provided as a matter of information, but is not a limitation on the interest rate at which the bonds, or any series thereof, may be sold. Market conditions may vary at the time the bonds are sold and affect the available interest rate.

12. As set forth in Section 8 above, if the bonds are approved, they may be issued in one or more series, to mature over a specified period not to exceed 40 years. The aggregate amount of the outstanding principal of the District’s debt obligations as of the beginning of the fiscal year in which the Election is ordered is \$0.00. The aggregate amount of the outstanding interest of the District’s debt obligations as of the beginning of the fiscal year in which the Election is ordered is \$0.00. The ad valorem debt service tax rate for the District at the time the Election is ordered is \$0.00 per \$100 of taxable assessed valuation.

13. The Notice of the Election, in both English and Spanish, shall contain a verbatim copy of this Order, and shall contain all information required by law, including the locations and times for early voting and election day voting, as well as the proposition and ballot language to be submitted to the voters (the “Notice”). The Notice shall be published at least one time, not earlier

9. What is the total yearly operating cost for HISD? What is the expect increase to operating cost if the bond passes?

Huckabay ISD operates on budget in the \$2-\$2.1 Million dollars on a yearly basis.

We currently have cafeteria and coaching staff included in our budget so there would be no additional changes there. Additional elementary staff will be based on student numbers and not the outcome of the bond so that figure would not apply.

The flexibility of our schedule in the junior high and high school staff are our issues for the older students. Until we are able to solve this issue, additional staff and the resources from our budget for them will not apply to this immediate issue.

This leaves us with utilities as the major cost to consider. For the entire district, we spent \$40,000 for utilities last year(electric and gas) This is a very low cost and we work at keeping the cost low.

The three renovated spaces we are converting to additional classrooms are already in the utilities budget and have not been added to the following estimate.

Considering the energy efficient systems today, LED lighting and related systems the operating cost for spaces have been dramatically lowered. Considering these new buildings will meet the 2015 energy codes it is conservatively estimated \$12,000-\$14,000 additional will be added to operate the new buildings.

The District budgets to return more than this to the fund balance on a yearly basis and feels the adjustment could be made to absorb the cost.

We work hard to keep our cost in check. The district has also recently commissioned an energy audit and it showed there are savings to be made in our current buildings. With this in mind, the impact could be less as we would be able to lower the total cost of all our utilities.

10. How many new teachers will be needed to cover the proposed new classes?

We have the teachers with the certifications we need to provide more for our students. It really is a matter of giving students more options in their scheduling choices.